



Neighboring Toolkit
*A Guide to Implementing Neighboring
and Its Asset-Based Community Development Principles*

Foreword

What we now know is that the most effective local communities are those where neighborhoods and citizens have reclaimed their traditional roles. The research on this point is decisive. Where there are “thick” community connections, there is positive child development. Health improves, the environment is sustained, and people are safer and have a better local economy. The social fabric of neighborhood and family is decisive. —The Good Life? It’s Close to Home by John McKnight and Peter Block

Neighbors help neighbors. Every day, they use their time and their gifts to strengthen families and communities. Many, especially those living in under-resourced communities, work hard to deal with the challenges of communities where unemployment, violence, and drugs are taking their toll. In the face of these obstacles, community residents look for the connections to vital resources that will improve their odds of succeeding.

There may be no better example of neighbor helping neighbor—volunteering—than the time-honored American tradition of barn-raising. From the earliest days of our country, neighbors would gather at a homestead and work together to build a barn, often in a single day. Neighbors lent a hand when they became aware of neighbors they could help. They took responsibility for one another. More than barns were built in the process. True bonds of community spirit were forged.

You might not think you’ve seen a good barn-raising lately, but they are happening around you all the time. The tools have changed, and what is built may not actually be a barn, but the spirit of volunteerism is alive and well in cities, towns, and rural communities everywhere. We need to tap into that irrepressible volunteer spirit to address some of the most entrenched challenges in America’s most challenged communities. You can provide a renewed sense of hope and the means to build a better future for individuals and families based on connections forged through common goals, mutual respect, responsibility, and ownership. Provide the tools, and use people’s skills and talents to find collective solutions to create family-supportive communities, networks, and opportunities necessary to bring neighbors together.

The good news is that volunteering is not only already present in under-resourced communities, it is crucial to the lives of everyone in them. People may not be building barns, but they are practicing tried-and-true barn-raising principles that you can tap into and encourage. Some quick snapshots tell the story: A neighbor guides children across a busy intersection on the way to school. A young friend makes meals for an elderly woman confined to a wheelchair. A next-door neighbor takes care of a single mom’s small children while she attends night school. Neighbors are helping neighbors in communities everywhere. The service that takes place in low-income communities, however, is often informal, organic, not recognized as volunteering—even by those who do it. The term we used for stepping in to take care of others in our community is Neighboring.

Mainstream volunteering, in which agencies swoop in to “rescue” residents, does not recognize Neighboring. It does not capitalize on the good deeds already being done in the community or use them to make lasting changes. And often members of vulnerable communities don’t respond well to those efforts. That is why it is imperative that organizations seeking to work in under-resourced

communities see residents not merely as recipients but as equal partners and viable agents of change. With this new understanding, organizations from grassroots to national groups can empower communities, engage residents, and build the capacity of residents to find creative solutions to local issues.

Points of Light Institute and HandsOn Network have embraced Neighboring as a strategy to strengthen families since 1996. Through Neighboring, natural neighbor-to-neighbor helping that strengthens children, families, and communities is encouraged and supported. This type of help does not replace the assistance provided by traditional volunteers. Instead, Neighboring underscores that help need not come from outside a community but can come from within.

This Neighboring toolkit will provide the tools and resources for your organization to bring Neighboring to your community and to integrate it into existing programming. Our goal is to inspire, equip, and mobilize more nonprofit organizations to see their most challenged communities as places of promise—places where resident skills, talents, and desires are seen as wealth on which to capitalize in order to create sustained, lasting change.

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Neighboring Defined

Neighboring is an asset- and empowerment-based approach that engages underserved and under-resourced community members to find innovative, sustainable solutions to address local challenges. *Asset-based* refers to the acknowledgment that all members of a community can offer something to improve the community: talents, skills, knowledge, or resources. The resident-led approach primarily focuses on a specific geographic area (i.e., ZIP code, neighborhood, or street) in which the majority of the volunteers, activities, and organization come from within the community itself.

Neighboring is a place-based way of volunteering that builds on the talents and resources of local residents to strengthen families and elevate struggling communities into flourishing, vibrant places to live. It is about the connections among residents that support positive individual and community behavior based on mutual respect, responsibility, and ownership. Neighboring is most successful in communities that lack access to the typical resources that promote self-sufficiency, such as food, clothing, jobs, and health care.

Neighboring projects may be initiated by organizational staff but with the ultimate goal of shifting responsibility to the residents. The sponsoring organization's primary role is as a catalyst: it empowers residents to lead their own projects with their own volunteers from their own community and, in doing so, to use their own talents. This approach places the focus and organization of the initiative on the residents—the opposite of what many organizations do. This approach allows the agency to step back when a critical mass is achieved with Neighboring and ensure sustainability of the effort.

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History and Background

In 1996, The Annie E. Casey Foundation challenged the Points of Light Institute to expand our understanding of volunteering and explore the role it plays in transforming under-resourced neighborhoods into connected and family-supportive environments. We used this opportunity to reflect on our current model of service. The Neighboring model reaffirmed what we already knew—that residents of neighborhoods labeled “disenfranchised,” “marginalized,” “dangerous,” or “poor” have the talents and skills necessary to improve their own communities. We concluded that, without resident buy-in, no community development program or project would be sustainable.

Based on our own research and the innovative work of the ABCD Institute, the Points of Light Institute began to integrate the Neighboring model into our programs. As a result of this decision, tens of thousands of resident volunteers have been engaged to create a variety of programs, including a community garden to provide fresh produce to low-income community members, a neighborhood watch to tackle problems of drug abuse, and a mobile volunteer tax assistance site on a Native American reservation to provide an avenue toward financial stability.

Over the years, our Affiliate Network has brought Neighboring to low-income, immigrant, multicultural, refugee, Native American, African American, kinship, and Hispanic communities. Since 2006, over 50 affiliates have received funding to help focus their work in local neighborhoods where volunteers are helping to get the work done. In addition, the HandsOn Corps Program, comprising AmeriCorps VISTA, VISTA Leader, and National Direct Members, works to develop community capacity through by incorporating Neighboring into their efforts.

Today, we have expanded our commitment to families in under-resourced communities. We have joined with other national organizations and partnered with The Annie E. Casey Foundation in its national campaign to improve the lives of children and their families by providing opportunities and resources that strengthen families and transform communities. Our Neighboring initiative seeks to build strong families and connected communities by sharing what we have learned with grassroots and national organizations that, in turn, will encourage their local chapters and affiliates to adopt these strategies.

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Importance of Neighboring

By increasing civic participation in and with under-resourced communities—and by encouraging organizations to dedicate financial and human resources to support local volunteer and organizing efforts—the Neighboring initiative works to help improve conditions in these communities.

Neighboring is critical in vulnerable communities because it builds self-esteem and stronger ties among community members, empowers them, and encourages them to take ownership for creating safe and supportive neighborhoods. Communities become more connected, safer, more inclusive places to live as resident volunteers lead local change efforts and participate in securing additional resources.

Neighboring is not a program, policy, or service; it is a grounding philosophy. Because it grows out of individual communities, it can be applied to any program or project.

Neighboring will occur whether or not it is supported; it is the proverbial casserole that appears on the doorstep of an ill neighbor. Imagine, however, the potential when organizations and associations change mindsets and systems to allow Neighboring to become part of the everyday course of action.

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Neighboring vs. Traditional Volunteering

Traditionally, people who live in low-income communities have been viewed primarily as recipients of service rather than providers. Yet it is increasingly clear that many people who live in these communities volunteer and play critical roles in restoring the health and well-being of the neighborhoods in which they live. Volunteering has been, and continues to be, a source of survival.

Much of the volunteering by people in low-income communities takes place informally: people help each other when they can, and neighbors come together in times of need. It has happened for centuries, in varied ways, in communities of all racial and ethnic backgrounds. Community members might purchase food for a neighbor in need, organize block patrols for safe streets, or offer safe places in their homes for neighbors in crisis.

In one Philadelphia community we observed, a woman described her activity to help the community as “walking her neighborhood each night, checking on the seniors who lived alone to make sure that their doors were locked and [that] they were safe.”; she called her work *street walking*. Others in low-income communities call it *helping out*, *giving back*, or even, in Greensboro, North Carolina, *neighboring*.

For many residents of low-income communities, the terms *volunteering* and *community service* have negative connotations, bringing to mind court-ordered community service. To others, the terms simply do not resonate culturally. Most immigrant and minority communities have a wealth of traditions and values tied to helping others, but the term *volunteer* does not translate into the terms they use to talk about these activities.

During the course of this initiative, we have concluded that the term *volunteer* is a culturally specific term and, by definition, excludes many populations. Adopting the terms *neighboring* and *community involvement* expands the meaning of volunteering to all sectors of society. We acknowledge, however, that employing new language takes time. We will use the terms *traditional volunteering* and *mainstream volunteering* to contrast formal, organized volunteering, mainly by members of middle- and upper-class communities, to the mostly informal helping and neighboring that is characteristic of low-income communities. Our work in low-income communities focuses primarily on educating and shifting the attitudes of traditional volunteer organizations and on raising awareness among other sectors that also have shown a commitment to build capacity in low-income communities. We hope that funders, national nonprofits, and corporations find the information and models relevant to their work in low-income communities and will be inspired to build the kinds of partnerships profiled here.

Traditional volunteerism, which often brings in external resources to under-resourced communities, can be seen as outsiders parachuting in to save residents. This model typically focuses on short-term, external support to serve communities, rather than serve *with* communities. This approach often relies on external agencies’ perception of what the community needs and not on what local residents identify as their priorities. Programs are typically deficiency focused, and residents are conditioned to see themselves as clients and recipients rather than providers

(McKnight & Kretzman, 1996). Traditional volunteer models may fail to develop community leadership and skills of community residents, and ownership lies with organizations or external volunteers rather than residents. This can make sustainability and long-term impact more challenging to achieve.

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Examples

Below are some scenarios of how an agency not using the Neighboring model might approach a situation, followed by how a Neighboring approach might be different.

I. Working within the politics of existing organizations (e.g., school administration)

A VISTA working at a local nonprofit is trying to engage area schools in service-learning. The particular district the VISTA is targeting has never participated in service-learning programs before. The VISTA developed curriculum and is looking for teachers and parents to serve as volunteer coordinators. Although the teachers initially showed some interest in implementing the program, the school board is uncooperative. They seem to be worried about additional responsibilities for teachers and administrators and parental support.

Possible Neighboring Response: It is important to understand the politics of existing organizations, such as school districts, and work within the correct channels. Connect with the parents of the students to gauge interest, and report back to the school board. Identify teachers who are enthusiastic about the program to be volunteer coordinators. Highlight the value of getting students engaged in service and demonstrate to the school board that there is parental and teacher support. Highlight other schools that have successfully implemented service-learning programs.

II. Forming community partnerships and identifying volunteer leaders

A recent study identified several neighborhoods in Chicago's Southside as *food deserts*—locations with no access to fresh fruits or vegetables. A Chicago nonprofit bought vacant lots to use as community gardens and sought a VISTA grant to address the problem. However, the VISTA members recruited for the project are having trouble getting it off the ground. They're using social media to try to recruit volunteers to set up the farm and have a program that allows residents to reserve plots of land at a discounted price. Response has been low for both programs.

Possible Neighboring Response: The project lacks community buy-in. The VISTAs should work with local neighborhood groups and churches to identify interested individuals as community volunteer leaders. Talk to local businesses about getting involved. Make sure word is reaching the residents; social media may not reach residents who do not have Internet access or who use computers infrequently.

III. Overcoming Language and cultural barriers, and engaging low-Income volunteers

A local community has recently experienced an influx of immigrants and refugees. Many of these new residents have school-aged children but do not speak English. Teachers would like more parental involvement but are having trouble communicating. They reached out to a local nonprofit that specializes in parental involvement. An AmeriCorps VISTA at the nonprofit has set up meetings with the parents and the teachers but they were poorly attended.

Possible Neighboring Response: Overcome language barriers by providing materials in English and the language spoken in the home of the child. ESL teachers can often help translate materials or messages to parents. If possible identify a bilingual parent to serve as a volunteer leader. This individual should be able to communicate with the other parents and motivate them to participate.

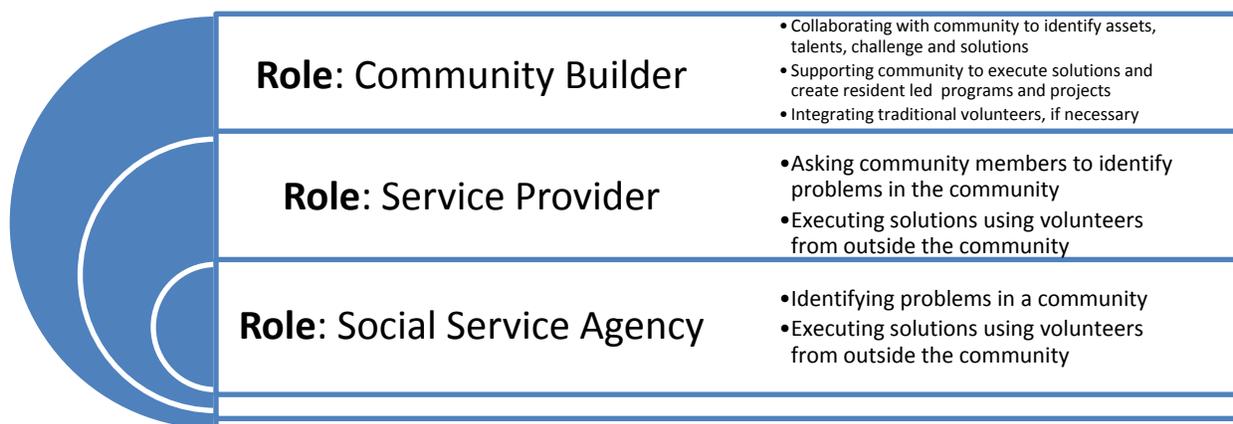
IV. Forming Community Partnerships

A rural community was hit especially hard by the economic downturn. A furniture company that employed a sizeable population of the town moved overseas, leaving a vast number of the residents unemployed. Many of the workers are now dependent on unemployment insurance and are having to access public benefits for the first time. A local nonprofit organization set up a program with the help of AmeriCorps VISTA members to help these residents access their benefits. They provide one-on-one financial counseling and classes focused on financial literacy. However, the classes have not been well attended and the services have been underused.

Possible Neighboring Response: Some of the residents might be too proud to ask for help, or are unaware or skeptical of the services available to them. Identify ways to reach out to community members and educate them about the services. Research existing civic or religious organizations that might have a broader reach; work with them to disseminate information and remove the stigma of asking for help. Effective community partnerships can help remove some of the skepticism toward entrusting an organization with financial matters.

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Evolution of Volunteering



Role: Community Builder	<ul style="list-style-type: none">• Collaborating with community to identify assets, talents, challenge and solutions• Supporting community to execute solutions and create resident led programs and projects• Integrating traditional volunteers, if necessary
Role: Service Provider	<ul style="list-style-type: none">• Asking community members to identify problems in the community• Executing solutions using volunteers from outside the community
Role: Social Service Agency	<ul style="list-style-type: none">• Identifying problems in a community• Executing solutions using volunteers from outside the community

The Neighboring model of community engagement is fundamentally grounded in under-resourced resident empowerment and engagement; residents drive community change by taking ownership and responsibilities for creating safe and supportive neighborhoods. This ownership leads to more sustainable programs and community buy-in, bringing long-term change and community capacity building to under-resourced communities (McKnight & Kretzman, 1996). Neighboring should engage as many community residents and leaders as possible, and should take into account the community's assets and resources; plans and programs should be focused on community priorities and strengths (McKnight & Kretzman, 1996).

Neighboring seeks to advance volunteer practices and programs that strengthen families and transform neighborhoods locally by:

- Engaging residents and families who live in under-resourced or marginalized communities as leaders and volunteers in neighborhood and community activities
- Assessing community assets, capacities and abilities rather than deficiencies and challenges (McKnight & Kretzman, 1996)
- Initiating and expanding innovative volunteer programs that promote more inclusive engagement of volunteers from targeted communities who are traditionally disengaged from civic life
- Engaging neighborhood organizations, institutions and businesses as partners
- Promoting volunteering as a means for community residents to connect to economic recovery opportunities (e.g., job skill development, networking, and better access to economic benefits)

In the Neighboring model, the key roles of the volunteer sector are to connect volunteers to community needs; engage volunteers to carry out their own missions and deliver services; mobilize constituents, employees, members and affiliates to deliver services; support volunteers; or volunteer directly (www.PointsofLight.org/Neighboring, 2011).

	Traditional Volunteerism	Neighboring Model
Perception of Community Members by Volunteer Organizations	Deficits perspective: “Needy,” “unmotivated,” “not civically engaged”	Assets perspective: Prospective volunteers and leaders who bring skills/talents
Role of Community Members	Recipients of services	Providers of services; volunteer leaders plan, implement, and manage community initiatives
Role of Volunteer Agencies	“Help” underserved communities by mobilizing external resources (volunteers, funding, supplies) to address community needs	Partner with underserved residents; empower residents to identify their strengths; serve as community convener; train residents to initiate and lead projects; train grassroots agencies to effectively mobilize neighborhood volunteers
Community Impact	Short-term or immediate community impact	Long-term impact, sustained by community residents

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Seven Essential Principles

We have identified seven strategies that individuals, organizations, and businesses can use when working with under-resourced communities to engage and empower local volunteers and to build effective partnerships with the community. By integrating these strategies into planning and implementation of programs, whether it is a short-term volunteer project or a long-term community initiative, we can effect real change!

1. Understand the language and nature of volunteering.

- Learn the language to seek understanding.
 - Low-income community, disadvantaged, underserved, disenfranchised
 - Block captain, community workers, community leader, community organizer, street walker, neighbor
- Understand the history and culture of the community.
- Include youth, immigrant communities, seniors, faith communities, and refugees.

2. Overcome barriers to volunteering.

- Understand the community obstacles.
 - Lack of time and/or financial resources
 - Lack of child care
 - Lack of transportation
 - Low self-esteem or confidence in skills
 - Negative perceptions of volunteering or of external volunteer organizations
 - Culture and/or language barriers
- Understand the organizational barriers.
 - Racism, sexism, classism, ability; agencies' stereotypes and assumptions
 - Cultural blindness, i.e., a belief that differences of color, culture, etc., are irrelevant
 - Lack of political support and/or resources and skills to implement change
 - Long-standing biased, exclusive system

3. Empower the community.

- Create space for residents to own their issues and develop solutions.
- Support residents to witness the benefits of their involvement.
- Engage residents in the decision-making process.
- Mobilize residents around issues that impact them directly.
- Host community meetings and provide examples of success.

4. Cultivate community members' skills and talents.

- Acknowledge and build on existing community assets.
- Help members identify their own skills and talents.
- Allow residents to have a real role in the partnership.
- Encourage residents to plan and lead projects.
- Show the relationship between residents' skills and project outcomes.

5. Strengthen existing community leadership.

- Cultivate leadership and the internal capacity of community members to lead and engage in community activities.
- Help develop leadership and recognize different leadership styles.
- Identify volunteer leadership development training.
- Encourage leaders to have a leadership role in the partnership.

6. Acknowledge that volunteering is an exchange.

- Offer volunteers something in exchange for the time, talents, and efforts they contribute to bettering their communities.
- Help people see the benefits.
- Understand that it's okay to receive something in exchange for volunteering.
- Develop mechanisms by which residents receive tangible outcomes such as tutoring, child care subsidies, and job opportunities.

7. Ensure community readiness.

- Participate in building the internal capacity of communities to partner with outside organizations and engage residents in community activities.
 - Organized neighborhoods
 - Prioritized issues
 - United residents
 - Committed leaders
- Be patient; community building and resident involvement takes time.
- Remember that relationship building is a process.
- Be flexible; survival issues demand time and attention.
- Help communities resolve conflict that may be preventing involvement.
- Set your community up for success but accept if it is not ready.

See Neighboring Challenges and Barriers (page 56) for strategies to overcome the common challenges and barriers.

Impact of Neighboring

Neighboring had the promise to build community and to strengthen families yet not much was known about it except through anecdotal evidence. In 2009, with support from The Annie E. Case Foundation, POLI&HON conducted a summative evaluation of five former subgrantees. This briefing details the findings of the study based on evidence from 20 focus groups with 155 subjects during visits to each site.¹ You can access the summary and full reports here on the HandsOn Network Neighboring Site in the Tools and Resources Section:

<http://www.handsonnetwork.org/nationalprograms/neighboring>.

Findings

Neighboring helps children and youth succeed by providing opportunities, resources, and role models necessary to become successful adults.

Neighboring generates opportunities. Through programs that nurture through neighborhood-based caring connections, opportunities for children and youth expand. Some opportunities are formal. One leadership training program strengthens nonprofit boards, providing for institutional changes that affect children and families: “[Graduates] help make sure agencies serve clients. ... They have the life experience to make decisions about people.” Other Neighboring opportunities are not bound by the walls of an agency. When the doors close at a community center, the children, as a group, move to a neighborhood staff person’s home: “It is extended community.”

Neighboring links resources and children. Resources travel by way of parents and guardians, with benefits spilling over to children. Child welfare agencies are invited to a block party to provide information and referral services to attendees, for instance. Tax assistance programs such as Volunteer Income Tax Assistance (VITA) and Earned Income Tax Credit (EITC) are especially strong producers of external benefits from parents to children. Respondents noted, “Parents who get the income tax credit have more resources to support their children,” and “This frees up money to assist with things they need at home.”

Neighboring creates role models for children. Children “see caring and kindness modeled” when neighbors provide service. More importantly, when volunteers are people to whom children relate, the notion of “helping ourselves” becomes more possible, imbuing self-reliance. Parents become role models when they take an active role in their children’s life. Parenting classes and parental involvement opportunities are common. As with all Neighboring programs, the recipients of service (children) are also empowered to be service providers. Through their Neighboring experiences,

Neighbors helping neighborhood children

- Serving as tutors, mentors, and readers
- Providing meals, books, and child care assistance
- Assembling and donating small gifts
- Conducting workshops on healthy lifestyles and community issues
- Ensuring safe spaces for children to freely play and grow

¹ For the full report, including discussion on method, contact evaluation@handsonnetwork.org.

children “gain a sense of pride,” “feel part of something bigger,” and become role models for their friends.

Neighboring changes the lines of accountability. The accountability to children in Neighboring is different than a traditional social service model. Parents and neighbors have a personal stake. “These are OUR children,” one volunteer noted, and then went on to say, “I love being around the people who helped my family grow up.” This sense of responsibility to children of the neighborhood is unwavering and transcends institutional boundaries.

Neighboring helps to improve the quality of the places in which the nation’s most vulnerable children and families live.

Neighboring gives power. Shaping the community agenda heightens individuals’ desire to engage and their self-efficacy. This resident involvement is “a long process” that often requires “time to educate people” to show them “they have power and they have a voice”; yet on all accounts, the dialogue indicates that benefits of capturing and using resident voice outweigh the costs. As one grantee stated, “When you spend that much time, there is a lot more buy-in. Things are more vetted out. ...They have a stake in it now.”

Neighboring connects neighbors. “We have open gym, but that is not going to change lives. It is the people met there that does,” was an example one volunteer used to illustrate that “programs are ways to create connections and relationships,” or the “things really valued in the neighborhood.” So while the programs are important, it is the “sense of family” and “camaraderie” cited by so many that speak to why a neighborhood approach works. By joining people in collective action, Neighboring helps people realize “they are not alone” and their neighbors “care” and “want success for everybody.” In this, they see “potential.”

Neighboring supplies leaders. As one long-time community activist said, “We don’t want to call on the same people all time. ... [This program] brings new people. ... It is extremely important that [minorities] are represented and that we create a long line of future leaders.” And youth earn leadership skills early on. As one Neighboring volunteer noted, “This taught me a lot about leadership roles and life lessons that I wouldn’t have learned if I wasn’t involved so early. It helped me stay focused on doing the best I can for everyone around me and myself.”

Neighboring counts not only the people who self-select as leaders; numerous respondents referenced certain community members who unconsciously grew into leadership roles. “Sometimes people don’t know that they started something and that they are the leader,” one respondent explained. Another resident volunteer helps to “break the ice” when volunteer groups arrive at seniors’ homes for painting and yard work.

Neighboring helps to provide low-income workers with the supports they need to get and keep good jobs and to build assets and savings.

Neighboring puts money into the pockets of low-income workers. Through tax assistance programs, low-income people receive real resources. Resident volunteers involved in tax preparation tended to view it as not just a service but a “re-education” in how people think about

getting their taxes done. “The [for-profit] places make taxes seem like a mystery. Demystifying things for people is really important. ... When people realize they can do something, it is empowering.”

Neighboring builds financial skills and knowledge. Through the tax programs mentioned above, resident volunteers gain knowledge of taxes that affect their own lives. Subgrantees supported classes, workshops, and experiential learning sessions often led by resident volunteers and even resident staff members on topics such as budgeting, business planning, managing money, opening savings accounts, and filing taxes.

Neighboring helps promote workforce participation through job creation and skill development.

Neighboring indirectly affects workforce participation. Respondents alluded to life skills that they gained, or helped others gain, that are thought to have indirect impact on family economic security. As a staff member said, “The one thing that we want [people] to realize: a lot of things are transferable. Skills are transferable; attitudes are transferable; behaviors [are transferable].”. Beneficiary knowledge, changed through more traditional areas of education, is also imparted by resident volunteers. One site serves a majority of resident clients at an “education level that is more about survival” and focuses on building basic reading, language, and math skills. There are also instances when resident volunteers are offered employment as a result of their volunteering, especially volunteer tax preparers.

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| <p>Neighbors helping neighbors to indirectly impact workforce participation ...</p> <ul style="list-style-type: none">▪ Computer including social media▪ Cultural▪ Customer service▪ Disaster preparedness▪ Event planning▪ Fundraising experience▪ Leadership▪ Management▪ Medical (first aid, CPR)▪ Organizational▪ Personal responsibility▪ Time management▪ Training and presenting▪ Tutoring and teaching▪ Volunteer recruitment |
|--|

Sustainability

It is critical to sustain Neighboring as a system. It grows roots where HandsOn Network Affiliates traditionally have little or no presence, coexisting alongside typical volunteer engagement. It is a natural extension of the Points of Light Institute and HandsOn Network’s call to inspire, equip, and mobilize people to take action that changes the world. More than that, Neighboring will occur, supported or not. Here are some factors evaluators identified that help make Neighboring a lasting initiative at the studied sites.

Change perceptions and systems. Neighboring requires organizational representatives to think differently about volunteer management. Some subgrantees provide training to “create a-ha moments when people realize clients can volunteer.” One site enables volunteers to report “informal hours,” “expanding the concept of volunteering” to include “mowing the lawn for the neighbor who can’t do it for herself.”

Outside Neighboring it is common to assume that volunteer programs are low- or no-cost, and this supposition may be magnified when resident volunteers are the subject (e.g., reduced recruitment,

screening, orienting). One staff member articulated this notion: “Just because the work source is free in time, we still have to support them” including training, scheduling, and supporting, co-creating, and co-implementing.

Define the service area. Programs that best use Neighboring strategies face the reality of constraints and make hard decisions based on these facts. One volunteer-run program that provides holiday gifts to children stopped vetting donations. The process was hindering the number of people that could be served, and the burden could be placed on the recipient agency. Others never intended to move outside a neighborhood; depth over breadth was the objective. The point of these examples is not to argue quality over quantity but to underscore the importance of defining the service area Neighboring intends to reach.

Identify leaders. The most successful Neighboring initiatives always made mention of one or two people who grew into positions of leadership. In jargon, these natural leaders are key to building trust, ensuring representation and participation, and bridging institutions and individuals. In life, these people are friends and neighbors. Evidence indicates that people feel compelled to help friends and neighbors.

Increase accessibility. Perhaps it is obvious that Neighboring should take place in neighborhoods. Yet, the sheer number of times respondents mentioned the benefits of location makes it worth mentioning. This place-based approach reduces the need for transportation and keeps people in their physical comfort zone, while sometimes taking them out of their emotional one to ask for services.

Take time to build trust. Neighboring is time intensive. It requires time to understand the helping culture of a community. “You can’t just tell people what to do. You have to involve them.” It requires time to connect with the right people in the right way. “People don’t trust people they don’t know. It is all about relationships.” It requires time to change the mentality that “we are riding in on our white horses to save the day... and then when the sun goes down, we’re gone.” These are themes emphasized again and again by staff.

Transfer ownership. Organizations often start as the lead, with the ultimate objective of transitioning ownership to neighborhood-based stakeholders. One example that speaks to the successful transfer is an interfaith program started by a subgrantee in which the organization shifted from leader to facilitator: “We were instrumental in the first couple of years and now serve as a resource for them. ... We spent a lot of time with them. ... They are taking ownership of it ... and now have committees and subcommittees ... and even some funding.”

Conclusion

Evidence acquired through this study indicates that the five subgrantees applied Neighboring strategies according to their local vision of Neighboring. Given the license to locally define Neighboring fidelity, as understood by POLI as the authentic engagement of residents using an assets based approach, definitions varied greatly by site. Some sites seem to have lost touch with their Neighboring roots, neglecting to infuse resident voices and deploying traditional volunteers as

the bulk of power. Group thinking by some sites suggests that Neighboring is a program rather than a philosophy. This tunnel vision unnecessarily limits what Neighboring is and how it can be used, confining it to a particular program or project.

Other subgrantees embrace Neighboring to its fullest and change mindsets and systems to allow Neighboring to become part of their everyday course of action. For example, one grantee incorporated Neighboring principles throughout the organization so that authentic resident voices were represented in board recruitment, staffing, holiday programs, etc.

All subgrantees contributed to family strengthening outcomes. They worked with underserved and under-resourced residents to co-create ground-up programming to build stronger, closer-knit communities. This finding may suggest that Neighboring can be a powerful tool even in the face of varied quality.

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Neighboring and AmeriCorps*VISTA

Before understanding Neighboring, I thought of volunteering and community service as something middle- or upper-class citizens did to benefit only low-income individuals. However, Neighboring can make a change in any neighborhood. —Michelle Bennett, HandsOn Corps VISTA 2010-2011

AmeriCorps*VISTA is the national service program designed specifically to fight poverty. Founded as Volunteers in Service to America in 1965 and incorporated into the AmeriCorps network of programs in 1993, VISTA has been on the front lines in the fight against poverty in America for more than 40 years. VISTA's role in addressing the problems of poverty is to mobilize community resources and increase the capacity of the under-resourced community. That role includes transferring knowledge, skills, products, and relationships. It is critical for the residents to be involved in both the planning and execution of the VISTA project.

Core principles of VISTA:

- **Anti-poverty focus.** Creation of long-term solutions to help communities out of poverty
- **Community empowerment.** Engagement of the under-resourced community to help plan, develop, and implement programming and service activities to address local needs
- **Sustainable solutions.** Sustainable outcomes developed to ensure the impact of the VISTA efforts will continue beyond the term of service
- **Capacity building.** Development or expansion of programs and services, community partnerships, and financial and volunteer resources, and engagement of volunteers and volunteer leaders

Community entry can be challenging for VISTAs embarking on service immediately after their Pre-Service Orientation. Neighboring offers them a positive, asset-based approach for community relationship development and engagement, providing essential strategies, a plan for start-up, and tools to guide their efforts. The Neighboring model aligns with the core goals of VISTA by supporting the development of sustainable solutions to poverty.

A critical aspect of VISTA efforts is the partnership with local community members: Neighboring calls for VISTAs to engage and empower community members from the local under-resourced community as volunteers. Neighbors are already helping each other informally in these communities; community members benefit from training and support in developing ongoing projects and programs.

Using the concepts of Neighboring, VISTAs engage community residents in:

- Identifying priorities
- Developing programs

- Sustaining their efforts
- Building individual and community capacity through relationship building
- Developing skills and resources

The Neighboring model depends on community buy-in and engagement, which also sustain VISTA programs and projects; they are rooted in the community rather than externally focused. VISTA Brent Fosner: “In most of the neighborhoods I serve in, I am an outsider. ... It would have been very easy for me to make a list of all the things that I thought the neighborhoods needed, things that sounded great and practical. But I have the knowledge through my AmeriCorps training to allow answers to felt needs to boil up from the community members, instead of out of my ‘creative’ mind.”

As capacity builders, VISTAs play the role of catalyst in their communities. They offer resources, training, and support to community members as they identify assets, priorities, and programming. Capacity buildings, as defined on the [VISTA Campus Website](#) (Corporation for National and Community Service, 2009/2010), focuses on creating, expanding, or strengthening systems or processes to increase an organization’s ability to function effectively and meet its mission. “Rather than doing things for the community directly, the role of the AmeriCorps*VISTA is to provide the support necessary to allow residents to improve their community.” (Bergdall, Reflections on the Catalytic Role of an Outsider, 2003)

Incorporating Neighboring into VISTA projects:

- Gives VISTAs the tools to empower and strengthen communities instead of simply serving them
- Ensures buy-in and investment from community members through engagement and empowerment
- Builds leadership, skills and capacity within the community
- Is critical when the efforts of a one-year term of service must be sustained
- Has the potential for long-term impact and sustainability of efforts

VISTA Ruth Powell: “My assumption was that clients and beneficiaries were not interested in giving back to their community. ... Also I definitely did not believe that clients/beneficiaries were potential leaders. Neighboring has changed this perception and my beliefs about the limitations of poverty.”

Neighboring provides VISTAs with the framework they need to authentically engage local communities in their projects, shifting their approach from a challenge-and-need perspective to one focused on assets, skills, and talents. VISTAs begin to see the community as resources, partners, volunteers, and leaders, recognizing the skills and talents they bring and the efforts already under way informally in their community that can be expanded. VISTA Michelle Bennett: “The concept of Neighboring has made me realize that we all have something to give back. Low-income residents just don’t have their hands out for whatever you give them, but want to be part of creating a solution.”

Neighboring is a time-intensive practice. The most significant indicator of success is building trust and developing a relationship with the community. Incorporating AmeriCorps*VISTAs into your Neighboring initiative allows for the necessary on-the-ground relationship building. As your eyes and ears within the community, VISTAs can elevate your organization's investment, credibility, and reputation.

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Start Neighboring

Before you can begin Neighboring in your community, you need to determine that your organization has the capacity to be engaged and see the initiative through. As one of our Neighboring Task Force members has so eloquently said in the past, “It’s like swinging a golf club: if you stop at hitting the ball and not seeing your swing through, you will fail.”

Assessing Your Organization’s Current Neighboring Capacity

Whether you are a national organization or a community-based group, the first step in making a lasting impact on the lives of low-resource families and communities is to evaluate your organization’s “Neighboring capacity.”

The following questions are designed to help you assess your current capacity to partner effectively with volunteers from under-resourced communities, identify areas within your organization where you can adapt neighboring concepts, and take an asset-based approach to engaging the community in your work. Use these questions to create an organization grounded in the needs and realities of the communities you serve.

Organizational Framework

Consider how your organization’s policies and practices can incorporate Neighboring principles to create more effective programs.

- Does your organization’s board reflect the community it seeks to serve?
- Do your organization’s hiring and volunteer recruitment practices include targeted outreach within low-income communities?
- Do you encourage your employees to volunteer in the community on an ongoing basis to develop trusting relationships? Do you provide paid time off for employees to volunteer?
- Do you have policies in place to actively involve the community being served as a partner?
- Are you providing training opportunities for local affiliates to learn about challenged communities?

Programs with Impact

Consider developing programs that leverage the assets of the communities you seek to serve and that reflect residents’ priorities.

- Are community stakeholders, especially low-income community members and grassroots leaders, involved in planning and program development?

- Are low-income families, community members, and organizations engaged in determining the needs and identifying the assets of the community in which you work?
- Are program beneficiaries regularly asked to provide feedback on programs?
- If you are a funder, are you investing in grassroots efforts and Neighboring activities?

Communication

Consider how, what, and with whom you communicate.

- Are your communications materials appropriate for the community you serve and partner with? Do you consider literacy level, non-English speakers, culturally appropriate images, etc.?
- Do you solicit stories from neighborhood volunteers and those who benefit from your organization's services?
- Are you sharing your Neighboring successes in your publications, on your website, and in proposals and reports to your board, funders, and policy makers?
- Is your organization's leadership, including executive staff and Board members, involved in communicating its commitment to Neighboring to the communities you work in?

Volunteer Opportunities

Consider how you can build volunteer programs that use the skills and assets of the community you serve and find ways to make it easier for residents to become involved.

- Does your volunteer program reflect an understanding of how volunteering is done and understood in the communities in which you work?
- Is your volunteer coordinator a member of your local community?
- Do you provide tangible and meaningful incentives, such as opportunities to build job skills, child care, and bus tokens, for volunteers to engage in service?
- Do you regularly engage the community to evaluate the resources available or to identify community assets including potential volunteers?
- Do you encourage family volunteering and create family-friendly service opportunities?

If you said yes to more than five questions, you have a high Neighboring capacity.

If you said yes to fewer than five questions, consider areas within your organization that would benefit from incorporating the Neighboring principles.

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Preliminary Steps

Now that you have assessed organizational capacity and interest in bringing Neighboring to your community, here are the preliminary steps to help you get started. The most important thing to note here is that these are suggestive steps, *not prescribed*, and do not need to be completed in a particular chronological order. You and your community will determine together what steps to take and at what time. Keep in mind throughout the process that Neighboring is a framework and that your primary source of volunteers should be from the under-resourced community that the project will serve.

Identify a neighborhood

- Identify a community in your city that can benefit from asset- and empowerment-based service.
- Look at which neighborhoods have projects with resident involvement emerging or already under way.
- Find out what other organizations are already operating there.
- Evaluate the challenges faced by other organizations that try to go into low-income communities for volunteer initiatives.
- Be specific in defining your Neighboring community; starting small often is the best approach.

Explore your organization's motives for partnering with the community.

- What goals or anticipated outcomes are you pursuing through partnership?
- What do you hope to gain?
- Why is it important that you establish a partnership?
- What is your long-term commitment to the neighborhood?
- What assets do you offer?
- How can you add value to the community's work?

Build trusting relationships with leaders and residents.

- Learn about and understand the community's history.
- Ask them what issues they face.
- Find out how and by whom volunteering happens within the community.

- Get to know both leaders and residents; respect and acknowledge the leaders, but also find out community perception of the leaders.
- Let residents know you care.
- Identify and meet with local stakeholders; determine their interest in partnering and identify synergies for shared outcomes.

Learn how members come together to address issues and concerns.

- Meet with key community leaders, or invite community representatives to forums where they can participate and learn about resources for the neighborhood.
- Listen to residents' voices.
- Develop connections with leaders and residents that foster sustainable activities to address the issues they want to work on in their community.

Identify potential partners.

- Determine which other organizations or individuals in the community to involve in the partnership.
- Determine which partners are essential to the success of the project.
- Include residents and leaders to serve in a planning and decision-making capacity
- Involve the local volunteer center.
- Determine which businesses in the community have an interest in the neighborhood.
- Find out if the community foundation is involved.
- Find out which, if any, other organizations already work with the community.

Establish a partnership plan with a realistic timeline and expectations.

- Develop a shared understanding of the partnership and what you hope to achieve together.
- Decide how each partner will contribute to the overall action plan and, ultimately, to its success.
- Communicate and manage expectations.
- Determine what is required to build a trusting relationship with the community and its leaders and how this will impact your timeline.

Understand the characteristics of an effective partnership

- View the community, its leaders, and its residents as partners, not as clients.
- Develop clear outcomes and roles jointly, with community input.
- Maintain a shared vision; neither impose your views, ideals, and expectations on the community nor allow them to do that to you.
- Understand and respect differing perspectives and diverse voices.
- Be flexible, have patience, and realize that neighborhood efforts take time.
- Extend your resources to help build and enhance the community.
- Help the neighborhood see the benefits of connecting with services that exist along the margins of the community—local services, programs, and providers.
- Have a positive relationship with the community and maintain a continued presence.
- Provide project leader training.

Expect and plan for setbacks

- Identify the likely challenges and barriers that may influence the partnership's success.
- How will you deal with changes in key project personnel or community leaders?
- What financial and other resources must be secured?

HandsOn Network offers three training curricula that can be beneficial in training partners and community members:

- *Neighboring: Neighboring: Engaging Under-Resourced Communities in Service*
- *Grassroots Leadership I: Skills for Community Action*
- *Grassroots Leadership II: Skills for Community Leaders*

For more information, contact training@pointsoflight.org.

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Next Steps: Assessing Your Assets and Needs

Community Assets

*The following section is modified from **The Community Toolbox** (Berkowitz & Wadud, 2011):* A pivotal part of beginning a Neighboring project is to identify what assets already exist in the community. We work with a broad definition of community assets: anything that can be used to improve the quality of community life. Examples:

People

- The master mechanic down the street who can fix any car ever made
- The stay-at-home mom or dad who organizes a playgroup
- The church member who starts a discussion group on spirituality
- A star high school athlete, coach, or cheerleader
- A fan in the stands

Each person has a set of skills, talents, and knowledge that can be leveraged in creative ways to meet the needs of the community. These are all community assets.

Places

- Schools, hospitals, and churches
- Libraries
- Recreation centers and social clubs
- A town landmark or symbol
- An unused building that could house a community hospice
- A second-floor room ideal for community meetings
- A community park, wetland, or other open space
- An abandoned lot (a potential garden!)
- A business that provides jobs and supports the local economy
- A bank that can provide products and services for low- to no-income communities
- A coffee shop or restaurant that can provide space for music or art nights

Everyone living in the community is a community asset. That's good news, because it suggests that everyone in the community can be a force for community improvement. We just need to know what their assets are and put them to use.

As a student of communities, John McKnight, has noted: "Every single person has capacities, abilities, and gifts. Living a good life depends on whether those capacities can be used, abilities expressed, and gifts given."

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Create a Community Asset Map

The following section is modified from *Building Communities From the Inside Out, A Path Towards Finding and Mobilizing a Community's Assets* (Kretzmann & McKnight, Building Communities from the Inside Out A Path Towards Finding and Mobilizing A Community's Assets, 1993).

A *community asset map* identifies the talents, skills, and resources already present within a community. What talents and skills do the community members bring to the table? What organizations and associations exist in the community? What issues do they address, and what is their capacity? What government entities and social service agencies are available and have a presence? The sum of these questions provides the basis for a community asset map. Due to the transitional nature of neighborhoods a community asset map is a living document that must be continually updated and revised.

Mapping Individual Capacities

Community engagement is a central tenet of Neighboring that provides the basis for an effective asset-based community development program; Neighboring utilizes the talents and skills of local community members. The first step is to discover what talents and skills community residents have. Then start connecting those talents and skills to other community members. Every resident has an ability, talent, or skill to contribute to the community. A healthy community is one that recognizes the gifts of every community member and ensures that each is given the opportunity to use those gifts and talents to better the community. A comprehensive Individual Capacity Inventory includes the following, or similar, sections:

- **Skills information.** This section contains skills and abilities residents have learned at home, in the community, or in the workplace. It can include various activities such as caring for children, the sick, and the elderly; office skills such as typing and bookkeeping; and construction and repair.
- **Community skills.** This section focuses on the community work a resident has already participated in and then asks what other activities the resident would be willing to do in the future. Community skills can include involvement in scouting, faith-based fundraisers, school-parent associations, other community organizations. Determining the community skill level of individuals will help identify people with strong social connections and relationships in the community. This exercise is also helpful for gauging general interest in specific activities and indentifying potential opportunities for increased engagement.
- **Enterprising interests and experiences.** An important part of community development is rebuilding the local economy. Have any of the residents started or considered starting a business? This section will allow you to identify enterprising interests and what barriers exist for small business owners.

- **Personal information.** At a minimum, this section should include the information needed to follow up with individual residents. Any additional information obtained can be helpful for establishing future relationships and connections.

For an example **Individual Capacity Inventory Template** adapted from Building Communities from the Inside Out, click [here](#) (Kretzmann & McKnight, Building Communities from the Inside Out A Path Towards Finding and Mobilizing A Community's Assets, 1993).

To review an Assets and Skills Inventory from the ABCD Institute, click [here](#) (Kretzmann & McKnight, Building Communities from the Inside Out A Path Towards Finding and Mobilizing A Community's Assets, 1993).

Local Organizations and Associations

Local organizations and associations are powerful community players that empower and mobilize residents. The association is the basic tool we have for empowering individuals, building strong communities, creating effective citizens and making democracy work (Kretzmann & McKnight, Building Communities from the Inside Out A Path Towards Finding and Mobilizing A Community's Assets, 1993). For our purposes, an association can be defined as a group of citizens joined together around a common goal. There are many different types of associations with varying levels of formality. There are many opportunities for partnerships between organizations, so an effective community asset map should include a comprehensive community association list.

Examples of Community Associations

Arts Organizations	Musical, theater, writing
Business Organizations	Chambers of commerce, neighborhood business associations, trade groups
Charitable Groups & Drives	Red Cross, Cancer Society, United Way
Church Groups	Service, prayer, maintenance, stewardship, acolytes; men’s, women’s, youth, senior ministries
Civic Events	Fourth of July, art fairs, Halloween
Collectors Groups	Stamp collectors, antiques
Community Support Groups	Friends of the library, friends of parks, nursing home auxiliary
Elderly Groups	Senior citizens
Ethnic Associations	Sons of Norway, Black Heritage Club, Caballeros de San Juan

Health and Fitness Groups	Jogging, exercise, dancing
Interest Clubs	Recycling, antique car owners, book groups
Local Media	Community radio and newspaper, local access cable TV
Men's Groups	Cultural, political, social, educational, vocational
Mutual Support (self-help) Groups	Alcoholics Anonymous, sweat equity houses, La Leche League
Neighborhood	Crime watch, block clubs, neighborhood organizations
Outdoor Groups	Garden clubs, Audubon Society, conservation clubs
Political Organizations	Democrats, Republicans, caucuses
School Groups	PTA, child care, Odyssey of the Mind
Service Clubs	Rotary, fraternities, sororities
Social Cause Groups	Peace, rights, advocacy, service
Sports Leagues	Bowling, basketball, baseball, fishing, volleyball, softball, kickball
Study Groups	Literary clubs, Bible study groups
Veteran Groups	American Legion, Amvets, Veterans of Foreign Wars
Women's Groups	Cultural, political, social, educational, vocational
Youth Groups	Scouts, YM/YWCA, Future Farmers of America

For more information on how to identify and reach out to associations see Building Communities from the Inside Out, page 107 (Kretzmann & McKnight, Building Communities from the Inside Out A Path Towards Finding and Mobilizing A Community's Assets, 1993).

Institutions

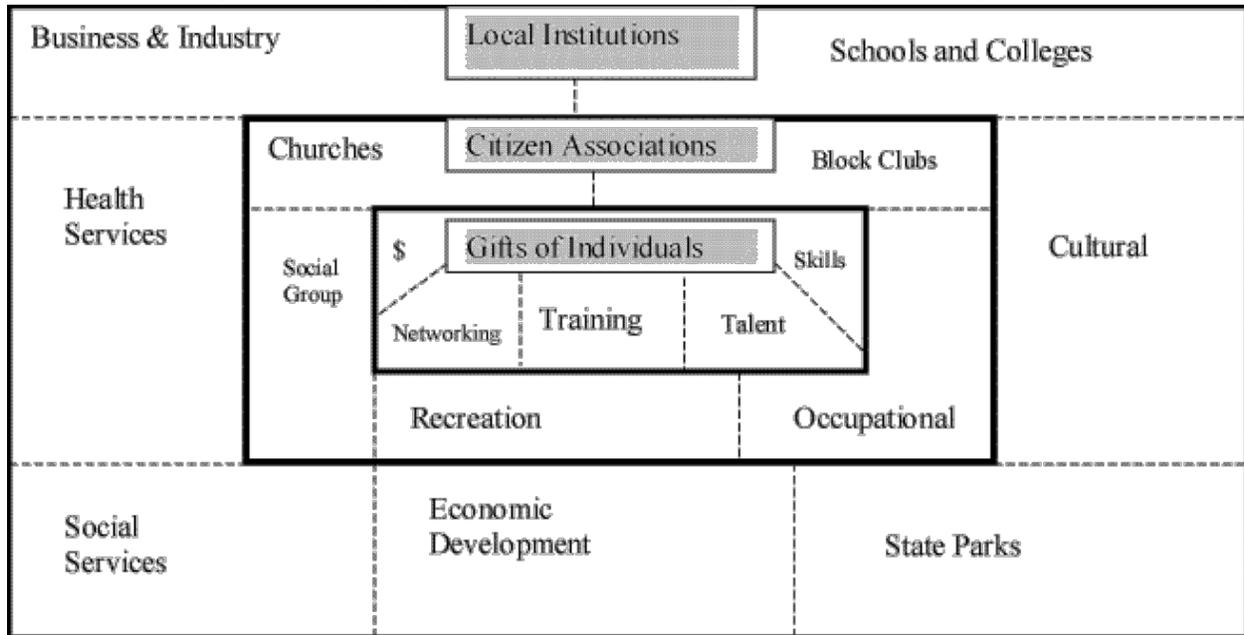
Communities host varying combinations of public, private and nonprofit institutions. These institutions represent a wealth of resources that are instrumental to any community development project. In addition to local businesses, institutions include schools, parks, libraries, police stations, social service agencies, community colleges, and hospitals. Institutions are complex and require a multitude of individuals with different skills, resources such as buildings and equipment, and budgets and relationships with other institutions. A complete inventory of these institutions and

the assets they can potentially provide is vital to a comprehensive community asset map. 21st Century Community Learning Centers are a great resource for afterschool and community activities you may find in your area: <http://www2.ed.gov/programs/21stccclc/resources.html>.

A local school, for example, may provide the following assets (Kretzmann & McKnight, Building Communities from the Inside Out A Path Towards Finding and Mobilizing A Community's Assets, 1993):

- **Facilities.** Schools can provide spaces where individuals and community groups can meet or where a free tax preparation site can be established.
- **Materials and equipment.** The computer, communication, and duplicating equipment can be used to support local community groups. In addition, the library is often a valuable resource.
- **Purchasing power.** The materials and services purchased by the school can be directed toward neighborhood ventures.
- **Employment practices.** Schools are a major employer in most neighborhoods and towns. The school's hiring practices can focus on local residents.
- **Courses.** Schools can provide education and training for residents seeking additional information on a certain topic.
- **Teachers.** Teachers represent a concentrated group of highly skilled adults that can support the efforts of local groups in development activities.
- **Financial capacity.** Schools have the power to generate and receive special funds through bond issues and proposals to government agencies, corporations, and foundations not usually accessible to community groups.
- **Young people.** Students with ideas, energy and idealism can become important participants through classes and internships with community organizations and volunteer projects.

Community Assets Map (Kretzmann, Rediscovering Community Through Parks, 1996)



Community asset mapping examples and tools:

- To identify the individuals, associations and institutions in your target neighborhood and explore how these assets can be engaged visit this [link](#) for customizable asset maps.
- The Community Toolbox—[GIS and Community Mapping](#) (The Community Tool Box, 2011)
- ABCD Institute: Discovering Community Power: A Guide to Mobilizing Local Assets and Your Organization's Capacity (Kretzmann & McKnight, Discovering Community Power: A Guide to Mobilizing Local Assets and Your Organization's Capacity, 2005) – This guide will help any organization strengthen itself by enhancing connections with the community's assets, strengthen the community by investing in the community's assets, and strengthen current and future community-based projects, activities, and proposals.

Create a Needs Assessment

A community need can be described as “the gap between what a situation is and what it should be” (Heaven, 2011). Needs can be felt by individuals, groups of people, or the entire community, and can range from something concrete, such as food security, to something more abstract, such as community cohesion. The needs must be identified by the community members and not outside entities. Diverse groups within the community may have differing opinions concerning the community's needs and priorities. It is important to have a plan for data collection in order to produce a comprehensive needs assessment that is not exclusionary (Heaven, 2011).

Develop a plan for collecting information

- When do you need the data?
- What methods will you use to collect the info?
- What data do you want to collect?
- What resources (people, copying, database creation and entry, facilitators) do you need to collect the information?
- How will you use the data?
- Who is going to do what and by when?

Data collection methods

It is critical to “employ data collection methods that demonstrate impact in meaningful ways, and are accessible and understandable to participants. These might include photo journals, written journals, and presentations” (Dewar 1997). Other methods:

- Interviews
- Focus groups
- Community resident surveys
- Community forum
- Dashboard surveys
- Inventory of skills, resources, or institutions
- Pre-existing data sets (crime, census, housing)

Information collection tips

- **Ask advice of the target population.**
- **Think outside the box.** Use various mediums including, but not limited to, internet and email surveys, newspaper inserts, church newsletters and gatherings.
- **Think ahead.** If your goal is to build a database, use a method that lets you collect and enter information simultaneously.
- **Ensure sustainability.** How will the information be updated in the future and by whom?

Administer Assessments

There are several tools available for data collection. Here are some examples:

- **Interviews.** One-on-one meetings with community members over the phone or in person.
 - **Advantages.** Personal contact with an individual; catering to only one schedule
 - **Disadvantages.** Time consuming if many interviews need to be scheduled; only one perspective
- **Focus groups.** Way to gather opinions and ideas from a small, targeted group of citizens; builds a synergy of thoughts and ideas
 - **Advantages.** Easy to conduct; provide detailed information; allow probing of issues; stimulate thinking and discussion
 - **Disadvantages.** Ideas generated might not be prevalent; small sample for effort; difficult to analyze; quiet participants suppressed; requires participation
- **Community resident surveys.** Help gather information about local attitudes regarding precisely defined issues, problems, or opportunities; may be open ended or multiple choice
 - **Advantages.** Wide distribution; good for data analysis; strong sample size
 - **Disadvantages.** Expensive; require skill and time; suffer from low return rate; poor qualitative tool.
- **Community forum.** Provides space and time for public discourse; community members charged with identifying problems they want to address in their neighborhood and potential solutions; if well publicized, allows community members from diverse backgrounds to come together to share ideas

See **Appendix B** for Needs Assessment template

Sometimes a needs assessment can be perceived as focusing only on negatives. Be creative in how you design and administer an assessment so it is seen as an opportunity to identify challenges residents want to address as opposed to simply focusing on what's wrong.

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Mobilize and Engage the Community

Once you've completed the community asset map and needs assessment, it is time to decide how to use the information. How can the skills, talents, and resources be connected with the needs of the community, and how can you help facilitate that connection? You want to ensure that the projects and programs you're supporting connect the desires of the community with their assets.

- Work with leaders to mobilize community residents.
- Mobilize residents around issues that impact their lives.

- Schedule monthly community meetings (1-1/2 hours is usually sufficient).
- Build on and help improve new and ongoing community projects.
- Help residents understand the benefits of their involvement, such as child care, skill training, meals, stipends, transportation, and resume building.
- Develop a plan for getting issues on a public agenda (Rabinowitz, 2011).
- Recruit volunteers. Ask people to get involved.
- Provide training and technical assistance.
- Show appreciation to residents by recognizing their efforts. Say thank you.
- Create a volunteer position description so residents know the expectations of their involvement.
- Use *everyone* who indicates interest in getting involved.
- Work with the community to pick five issues to address and make sure the first two are easy wins (clean up a park; convert an empty lot into a garden, etc.) so the tangible impact of their involvement is clear.

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Empower the Community

A community that has been “done to” and neglected for years will not be brimming with trust and motivation. You will need to continuously strengthen relationships, build trust, and empower community members. Here are tips on how to do that:

- Trust the wisdom people have. Take time to listen.
- Allow residents to identify and assess their own community problems, prioritize them, and find solutions.
- Allow everyone in the neighborhood to have a real role in the partnership.
- Encourage residents to lead community projects.
- Help develop existing and emerging community leaders through training and/or technical assistance.
- Help leaders and residents build their own leadership and management.
- Help neighborhoods manage their projects more effectively.
- Provide tools or recommendations of helpful resources.

- Build connections among community leaders and other organizations, businesses, and government leaders.
- Provide trainings that will build the community up.

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Follow the Leaders

Affiliates and HandsOn Corp members have incorporated Neighboring into diverse projects ranging from parental engagement and disaster preparedness to financial literacy and women’s empowerment. Community members need to see direct and immediate impact of their involvement. You’ll be more successful if you initially design done-in-a-day projects in which they can see the tangible benefits of their service—a neighborhood clean-up, a day of planting flowers, home weatherization, etc.

Here are some examples of successful project models:

- **Greater DC Cares.** Worked with resident volunteers to rejuvenate a recreation center and create a safe place for children to play and learn after school.
- **Volunteer Macon.** Worked with members of a low-income community on workforce readiness and marketable skills development.
- **HandsOn South Alabama.** Helped revive a local neighborhood crime-prevention coalition in partnership with law enforcement, business leaders, and residents.
- **HandsOn Manatee.** Supported an economic recovery initiative called the Bucket Garden project, teaching neighbors how to grow their own produce in a five-gallon bucket.
- **HandsOn Central California.** Worked with residents to create and promote family friendly volunteer opportunities in a neighborhood where most residents were monolingual Spanish speakers.

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Learn from the Experts

- ABCD Institute [Capacity Inventory](#) (Kretzmann & McKnight, Building Communities from the Inside Out A Path Towards Finding and Mobilizing A Community's Assets, 1993)
- HandsOn Network [Summary Community Assessment MDS](#)
- [A Guide to Mapping and Mobilizing the Associations in Local Neighborhoods](#), by Nicol Turner, John McKnight and John Kretzmann (1999). This workbook outlines the steps for collecting, organizing, and using information about a neighborhood's citizen associations. It also shows

how to identify the community-building activities in which the associations are currently involved and determine the kinds of efforts they might want to consider in the future.

- [*A Guide to Creating a Neighborhood Information Exchange: Building Communities by Connecting Local Skills and Knowledge*](#), by John Kretzmann, John McKnight, and Deborah Puntenney (1998). This book presents a simple, inexpensive method for discovering untapped local resources that can be shared among community members. It shows how to design and operate a capacity listing and referral service using volunteers, donated space, and a minimal budget. The model can be modified and expanded for larger groups with greater resources.
- [*A Guide to Capacity Inventories: Mobilizing the Community Skills of Local Residents*](#), by John Kretzmann, John McKnight, and GERALYN SHEEHAN, with Mike Green and Deborah Puntenney (1997). This book provides 11 clear examples of capacity inventories developed and used by different communities across the United States as well as practical reasons and valuable tips for conducting and using capacity inventories in your community. These stories represent just a few of the creative ways that community groups around the country are making the asset-based development process work for them.

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Sustaining Your Efforts

You've identified community assets, skills, and priorities through mapping exercises, discussions, and community meetings. You've worked with community members to create projects. Now it's time to take action to support and sustain efforts.

Important steps include:

- Collaborating with the community to create additional projects and programs
- Training resident volunteers and leaders
- Developing resources to support efforts
- Celebrating successes

Remember to value residents' opinions. And be patient—change will not happen overnight (The International Initiative for Children, Youth, and Families and The Center for the Study of Social Policy, 2004).

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Project Development

To develop additional projects, start by reviewing community mapping results to identify linkages, untapped resources, and community skills. Then work with identified community resident leaders to establish new priorities. Maintain your role as a facilitator and catalyst vs. a doer. Support community members by providing training, project development models, and volunteer position descriptions. For more information on effective position descriptions and volunteer project creation, go to the HandsOn University Library at <http://www.handsonnetwork.org/tools/library>; the *Take Root* series provides valuable guidance in planning and implementing a volunteer-led service project. For issue- and impact area-specific project start-up guides to share with community residents, go to <http://www.handsonnetwork.org/tools/startproject>.

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Resident Training

In creating new efforts, or engaging residents in existing efforts, it's important to provide adequate training and support. Use the HandsOn Network *Grassroots Leadership* series, including *Community Leadership: Skills for Community Action* and *Grassroots Leadership: Skills for Community Leaders* to support residents as they develop engagement and leadership skills. *Skills for Community Action* walks participants through identifying personal leadership strengths and areas for growth, developing essential skills necessary for leadership and community action, and strengthening essential skills in planning, managing, collaborating, mentoring, and learning. *Skills for Community Leaders* focuses on identifying personal leadership strengths and areas for growth, increasing awareness of essential skills for effective community leaders, and strengthening essential skills to

mobilize community members. Contact training@handsonnetwork.org for more information about these trainings.

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Resource Development

Another key to sustainability is developing sufficient resources to continue programming. You can help community members in a number of ways, including:

- Using community asset maps to determine individuals, businesses, institutions, and organizations that can contribute to the effort or even develop something new (Kretzmann, *Building Communities From the Inside Out*, 1995)
- Training community members on grant writing and fund development
- Encouraging recognition of neighborhood- and resident-led efforts as initiatives worth funding (Kretzmann, *Building Communities From the Inside Out*, 1995)
- Connecting with Grassroots Grantmakers www.grassrootsgrantmakers.org to find a foundation, corporate, or individual funder in the community

For more on developing funding strategies within an asset-based model, read *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*, pages 355-366. This tool outlines two strategies: capacity-oriented funding and a neighborhood development trust. (Kretzmann & McKnight, *Building Communities from the Inside Out A Path Towards Finding and Mobilizing A Community's Assets*, 1993). Especially in the early stages of community engagement, it's important to balance in favor of internal rather than external resources and assets. Using external resources too early in the process could shift the model back to a client/needs perspective instead of a community-asset perspective (Bergdall, *Reflections on the Catalytic Role of an Outsider*, 2003).

You can also consider providing microgrants to leaders in the community. In 2010, HandsOn Network provided microgrants of \$200-\$500 to members of Neighboring communities through Affiliate grantees. Microgrant projects included creating a community food pantry and providing art classes to at-risk teenage girls.

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Ongoing Engagement and Collaboration

Make sure your plan includes ongoing feedback from the community, provisions for training, and periodic asset assessments and community mapping to identify changes, trends, and new priorities (Bergdall, *Reflections on the Catalytic Role of an Outsider*, 2003). As you learn more about community priorities and resident skill sets and interest, you may need to expand opportunities for

engagement. The *Annie E. Casey Resident Leadership and Engagement Toolkit* suggests a variety of effective roles for residents, including:

- Advocates and advisers to community decision-makers
- Volunteers taking action to address local priorities
- Members of a community collaborative planning significant, sustainable impact and change. (The International Initiative for Children, Youth, and Families and The Center for the Study of Social Policy, 2004)

Each community will have its own defined priorities and will need different roles at different times (The International Initiative for Children, Youth, and Families and The Center for the Study of Social Policy, 2004).

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Celebration

With any volunteer-led effort, it is important to celebrate successes! Do it formally or informally, but be sure to engage all community residents. Recognition can be a community celebration, informal thank yous, an announcement of impact data and project results, recognition of public officials or community leaders of the community's efforts, or new opportunities being offered to community members because of their accomplishments or the skills they've developed. Engage the community in deciding how to celebrate these accomplishments, and ensure that the celebrations take place in accessible, community-centered areas such as local community centers, schools, gardens, parks, or library. Volunteer recognition ideas can be found in many places including:

- <http://www.nationalserviceresources.org/volunteer-member-staff-management/recognition>
- <http://www.energizeinc.com/art/subj/recogn.html>
- <http://handsonnetwork.org/tools/library>

Remember to celebrate big *and* small successes!

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Incorporating Neighboring Principles into Existing Programs

You can implement Neighboring as new, locally identified programming. But you can also incorporate the principles into existing programs and program models. You'll need to review your current practices for community engagement and define the communities your current initiatives and programs impact. The definition may be geographic—a neighborhood—or it may focus on a stakeholder group, such as a school or nonprofit partner organization.

The Neighboring principles of asset identification and community engagement and empowerment can be incorporated into many aspects of your organization. Consider:

- Who is on your Board or advisory group? Do residents of the under-resourced community your organization impacts have an opportunity for input about your priorities and goals?
- Do you know the local community leaders for the community you're working in? Do they know you?
- As you create a new project or continue an existing one, do you consult community residents for project focus, activities, and overall plan?
 - **Service project/program.** Do representatives of the partner organization's client base provide input into the program model? Do they sign on to volunteer?

Example: Adult ESL tutoring program. Residents who will participate offer their priorities for learning and provide input about their learning styles, the best location for tutoring, and preferred times. Local community leaders who learned English as a second language participate as volunteer and project leaders along with external volunteers.
 - **Days of Service.** Have residents of the community to be served participated on planning teams, provided input into the projects, and signed on to volunteer on the day of service?

Example: MLK Day. Community residents from a priority neighborhood are supported in identifying one-day service project priorities, neighborhood leaders support recruitment efforts, and a project is developed to clean a local park and build benches. Volunteers come from the local community as well as the city at large.
 - **Youth Service Learning.** Are youth engaged in asset mapping exercises before developing their service projects? Are parents and other local community members engaged in the project?

Example: Students from a fifth grade class conduct an asset-mapping exercise for their school community, identifying the skills of teachers, parents, and students. They decide to develop a lunchtime reading program, which will engage parents, teachers, and students in reading with one another, developing skills in parents and students simultaneously.

- **Financial Stability.** Have local community members identified financial stability as a priority area? Have you partnered with local institutions (faith, schools, nonprofits, government) to develop the new programs? Have those institutions identified community leaders to engage as advisers, program developers, and volunteers?

To effectively weave Neighboring principles into existing organization practices, initiatives, and programs:

- Invite community residents from the under-resourced communities your organization impacts to provide advice and feedback into organization goals and priorities.
- Engage community residents in project planning. Ask them to provide feedback into current projects.
- Get to know the community leaders for the communities you work with.
- Define the community geographical, by client base (via a partner organization), and demographically.
- Engage community residents to volunteer. Don't run your program with volunteers who are all externally based.

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Resident Volunteer and Traditional Volunteer Integration

The most critical component of Neighboring is the engagement of residents in every service project. Volunteer projects that don't serve your target community or that don't have the residents serving as volunteers are not Neighboring projects—primarily because, for your efforts to become sustainable, eventually you will need to let the residents themselves run the entire program.

Another reason to focus on residents is that it allows the project to empower them to facilitate change in their neighborhood. The ultimate goal is for the sponsoring agency to become a background player, providing support only when asked and when appropriate—but minimally. Studies show that for any group to have power it should represent at least 40% of the population. So the initial goal should be that at least 40% of all volunteers serving in a Neighboring project live in that community. At first that will be difficult to achieve and you will have to supplement volunteers with external volunteers.

A more mature program—one that is nearing the point where the agency shifts responsibility to residents of the community—will have 90% of its volunteers from the target area, and it will be increasingly difficult to identify external volunteers to join. We recommend that even mature programs continue to include 10% external volunteers, to allow for shifting dynamics, cultural understanding, and community building.

External volunteers tend to come from high-resource communities. Typically, when high- and low-resource individuals interact, the high-resource volunteers' role is to aid and “rescue” the low-resource community members. Often that takes the form of serving food at a soup kitchen or being approached for money on the street.

In the Neighboring model, the two groups unify under a common goal with the same understanding and motivation. When the two groups work on issues together, true understanding can occur for both. Awareness of the other group's day-to-day life—the issues each faces, the hardships and cultural aspects—facilitates camaraderie and understanding and makes headway on some of today's most difficult social issues.

Additional benefits of integration include:

- Removing stigmas and stereotypes
- Bringing perspective to both groups
- Forging connections among different groups
- Facilitating healthy conversations on racism, interfaith cooperation, and poverty

Global community change is only possible when people of different race, background, and socioeconomic status come together with mutual respect and understanding to help one another realize their potential.

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Guidelines for Community Empowerment

A key tenet of Neighboring is empowering community residents to utilize their own assets to better their community. It's very difficult to empower an entire community; it's an art form you must perfect. It starts with open and honest communication. Make small strides with your resident leaders, and then encourage organic growth.

Understand that residents of low-resource communities have been socialized to accept that their circumstances are external to them, beyond their control. In some instances, that may be true. They need to overcome generations of this thinking with a sense of empowerment, the knowledge that they can change their circumstances in a positive direction.

To start an open, honest, and empowering dialogue with community residents:

- **Build relationships and become a trusted resource.** Underserved communities are commonly disenfranchised and skeptical of external individuals and organizations. You must build trust to facilitate any significant change in the community. You'll go a long way by being open, honest, consistent, persistent, and respectful. Developing genuine trust takes a long time.
- **Expect and plan for setbacks; have patience.** In working with any community, accept that you will have setbacks from sources outside of your control. You need to be resilient to instill resiliency.
- **Truly believe in the power of the community to create change.** Part of open and honest communication is believing in what you are doing. Temper that belief with a realistic viewpoint, but foster hope in your residents with your positive attitude.
- **Advocate for serving and partnering with low-income communities in your area.** You may find that other organizations and agencies don't yet believe in the power of their "clients" to be providers of service rather than simply recipients. Advocate for the authentic engagement of residents when you work with partner organizations or with local government officials. Illustrate the benefits to the organization and the community.
- **Learn from current and past Neighboring grantees on how to authentically engage residents.** While every community is different, there are still common threads that weave through them all. Others have experienced the roadblocks and challenges that seem unique to you. Seek them out for advice. Borrow their ideas and adapt them to your community. Why reinvent the wheel?
- **Act as a resource to other organizations to help them become more culturally competent and supportive of diverse volunteers.** As you build trust in a community, you will start to be seen as a key person to engage. It's critical that you understand this role and educate others. Your ability to provide resources, tools, and networking contacts to new partners and organizations is a crucial part of your role in bettering the community.

- **Learn from the experience; pause to reflect.** Consider what you've experienced and what you can learn from it. This is particularly valuable after you resolve a roadblock or come out of a difficult time. Using difficult situations as learning experiences can mitigate the impact and often leads to a greater level of understanding.
- **Evaluate and celebrate your shared accomplishments.** It's critical to evaluate your efforts; metrics are increasingly important in grants and other uses, especially in terms of sharing impact. Once you understand how well you did, make sure to seek out and recognize those who were instrumental in your success. This could be sending a note, letting them know face to face, or acknowledging them publicly at an event.
- **Stay connected with HandsOn Network!** We provide a wide range of services, tools, resources and trainings to further your efforts in the community.
- **Instilling confidence and a sense of self worth** in community members is challenging but it is a significant barrier to creating a better life for themselves and their community. One tool we've found that can help empower communities is the Community Resiliency Training and its Three Principles. For more information about the "3 Principles" visit: <http://centerforsustainablechange.org/principles.php> and <http://www.rudikennard.com/csc/video.html>

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Evaluating Neighboring

Social change activities are not easily quantifiable and it can be difficult to navigate and keep up with emerging evaluation methods. In many cases, not knowing how to demonstrate results of civic engagement and social change work has hindered service providers from adopting these activities and has prevented them from receiving funding for this work. —**Evidence of Change: Exploring Civic Engagement Evaluation, by Alliance for Children and Families** (Building Movement Project, 2011)

Evaluating Neighboring is not *easy*, but it is *necessary*. Over the years, we have learned the impact of Neighboring anecdotally, but it's been challenging to measure and quantify the results. This is due partly to the inability to count volunteers doing the informal volunteering in neighborhoods and partly to the inability to require residents to sign in during projects and events. As noted by the Alliance for Children and Families, one of the challenges is that, while traditional evaluation tools and techniques work well in linear processes, the impact of civic engagement is not linear.

Scientific Evaluation vs. Appropriate Evaluation

Traditional evaluation—the “scientific approach”—seeks to establish cause-and-effect relationships and relies on evidence that proves results. In Neighboring, cause and effect are not so clearly defined. *Appropriate evaluation*, on the other hand, “seeks to understand how things work, what is changing, and what might be done next. It seeks to inform those doing the work about the kinds of changes that might improve effectiveness, as well as those observing or supporting the work about how it is going” (Dewar 1997). The effects of Neighboring initially occur in subtle ways as partners are trained, communities are empowered, and capacity is built until all change is created and led by the community. (See [Impact of Neighboring](#) to learn more about the HandsOn Network's 2009 evaluation of Neighboring.)

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Why Evaluate?

Evaluating your Neighboring work is important for many reasons. Primarily, your goal should be to provide helpful and useful information to the community members, which they can use to create and adapt programming to address community needs and desires. In *A Guide to Evaluating Asset-Based Community Development: Lessons, Challenges and Opportunities*, Thomas Dewar lists three additional benefits of evaluation in asset-based community development (Dewar, 1997):

- It helps those who are doing and funding this work to learn from one another.
- It educates others about what the work involves and about the kinds of impact it can have
- It helps identify ways for those doing the work to be more effective

Community building is time intensive, and it can take years to reach the end goal. Here are some evaluation tools that have been used successfully. In Appendix D and via the below links, we include templates for these documents that you can adapt for your particular community.

- [Sign-in sheets](#)
- Tracking sheets
- Community assessment (including asset mapping)
- [Pre-surveys](#)
- [Participant rosters with such data points as:](#)
 - Name
 - Email address
 - Phone
 - Gender
 - Age
 - Ethnicity
 - Residency in neighborhood
 - Participation tracking (noting all events in which the person has participated)
 - Role tracking (noting the roles person took at all events)
- Midterm reports
- Post-surveys
- Final report
- Anecdotes of impact

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Logic Model

The cornerstone of effective evaluation is a thorough understanding of a program: what resources it has to work with, what it is doing, what it hopes to achieve, for whom, and when. In conducting an evaluation, it is tempting to focus most of your attention on data collection. However, your evaluation efforts will be more effective if you start with a logic model (Innovation Network: Transforming Evaluation for Social Change, 2011)

A logic model is an effective tool to track success in program execution. It is a step-by-step approach for defining and measuring project activities and expected project outcomes. A logic model uses diagrams to show the major components of a program and the sequence of events necessary for the program to be effective, including the outputs, outcomes, and impacts. Going through the logic model process helps ensure that your evaluation will yield relevant, useful, and appropriate information. The components that we use for Neighboring are Activity, Focus, Reach, Engagement, Actions, Expected Outcomes, and Performance Measures. Here is a sample logic model:

Activity	FOCUS AREA(S)	REACH (Your plans to expose others to your Neighboring ideas)	ENGAGEMENT (Extent to which others will learn more about your Neighboring ideas)	ACTIONS (Extent to which those who learn more will actually implement the ideas in their own work)	EXPECTED OUTCOMES ("IMPACT") (Extent to which actions lead to improvements in the community)	PERFORMANCE MEASURES (How you plan to measure influence and impact)
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VITA/EITC	Financial recovery	- 10 Neighboring focused opportunities (projects, trainings, special events, meetings, etc) are led/managed through sub-grantees and relate to Financial Recovery	- 100 individuals participate in Neighboring opportunities. Of these, at least 40 % are neighborhood resident volunteers. Participation is defined as attending a Neighboring opportunity facilitated by the sub-grantee or another program participant/neighborhood resident. Participation will be measured by program attendance records -Identify, engage and train 20 Volunteer Leaders	- 5% of residents within identified target neighborhood participate in a financial recovery opportunity - 10% of community participants engage in more than 1 financial recovery opportunity.	Neighborhood resident level (family, community change): - Increased financial resources available to Neighborhood residents (for those that offer EITC or VITA) - Increased knowledge, skills and abilities for personal and family financial management (for those that offer financial literacy services)	Neighborhood resident level (family, community change): - 75% of Neighboring participants acquire increased financial resources - 75% of Neighboring participants demonstrate increased knowledge, skills or abilities for personal and family financial management (for those that offer fiscal literacy services- measured by participant survey)
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See Appendix E for a Logic Model template. For a guide to creating your own logic model, go to <http://www.wkkf.org/knowledge-center/resources/2010/Logic-Model-Development-Guide.aspx> (W.K.Kellogg Foundation, 2004)

See Appendix D for more resources on evaluating community organizing, <http://www.afj.org/for-nonprofits-foundations/reco/> (Alliance for Justice, 2011)

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Ten Principles for Appropriate Evaluation

The following 10 principles, excerpted from *A Guide to Evaluating Asset-Based Community Development: Lessons, Challenges, and Opportunities*, by Thomas Dewar, are offered as elements to consider in evaluating asset-based community development (Dewar, 1997). They are not meant to be a model, or even a complete checklist. Rather, each principle reflects lessons learned in community building and is at least worth considering in the process of designing and carrying out evaluations appropriate to asset-based community development.

1. Involve participants directly in the process. Perhaps the most basic challenge in making evaluation useful is to center it round those actually doing the work. It requires considerable time and energy, right from the outset, but it is well worth it.

As a first step, acknowledge how much the people doing this work already know. The work of evaluating these efforts hardly starts from scratch. Those directly involved typically have a very clear sense about progress and impact; often they have developed and improved practices based on their sense of what's working and what isn't. Good evaluation starts with this kind of experience and looks for ways to record it that are credible, clear, and persuasive to others.

In fact, the people doing this work are the real experts and ought to be your first point of reference. This may surprise many community members, who have experienced the evaluation process as something that doesn't involve them directly and happens *to* them rather than *with* them. They need to know that their careful observation, good listening, and common sense are highly valued. Their knowledge is the primary asset in evaluation.

At its best, evaluation is not done solely from the outside in. It is a mutual process in which those directly involved in the activity are discovering or learning for themselves—and finding ways to share with others—as well as learning new things from outsiders—fresh listeners. Building internal practice around evaluation, which might record certain reflections or note key issues as they are discussed, is the starting point. But clearly the outside view is also critical.

Co-discovery is part of planning the evaluation, as well as part of carrying it out. There is no one way to do it, but it is critically important that you find appropriate ways from the beginning of the process. Questions you should always ask in the beginning include:

- What is the purpose of the evaluation?
- Who are the most important audiences?
- What would we like to learn?
- What questions will guide us?

Once you have the initial design, remember that the evaluation should strengthen or complement the work, not distract from it. You might rely on community people to gather information as they make their daily rounds, rather than on "evaluators" or third parties. Trust between participants and evaluators is key; by working together both to design and carry out the evaluation, you build that trust.

2. Know your audience. Like every form of communication, each evaluation has an audience. Ideally, this audience can be identified and understood. The best evaluations are done with someone in mind. Who is that someone, and what does that person want to know?

The primary audience may be participants—those actually doing the work. However, the audience most participants worry about is the interested *nonparticipants*, such as funders and other practitioners. Clearly, these two audiences interact—inside and outside—and the boundaries between them are not always clear. Most useful evaluations are done for both. They operate on the principle that if those directly participating are truly informed, others who are less directly involved will be too.

External audiences vary from situation to situation but typically are actually a mix of audiences. Here are four of the most common types of external audiences.

- **Friends**, such as key allies who share an interest in the participants' good reputation, current or former colleagues who know and like the groups and who may tend to protect rather than inform them, and others who simply like the groups or what they are doing so much that they can't see past their fondness to what is missing or what might not be working. Often, friends are too uncritical.
- **Supporters**, who want to see evidence about progress and who may be under increasing pressure to justify their support to others.
- **Skeptics**, such as people, possibly even board members, who advocated for another project or approach than the one the group has chosen and who have seen too many projects that are long on rhetoric and short on results.
- **Opponents**, such as those who believe resources devoted to this group's efforts detract from their own, those who dislike or fear groups or people like those involved here and who worry that increased democratic control may spread to threaten their own power and status, or those who have decided that another way is more effective. In many cases, these opponents may be immovable.

Each of these audiences is looking for something different.

3. Focus on appropriate goals and document intermediate outcomes. Don't give up on outcomes. Name some that apply to the group's goals, and track them as carefully as possible. Many community members have had their feet held to the fire around outcomes they did not choose and do not accept as fair; understandably, they resist the idea of outcomes in general. Rather than giving up on the possibility of finding a single appropriate outcome measure for the work, however, find several that really fit the goals and track them. They will often include short-term or intermediate outcomes.

Paying attention to outcomes is one important way in which scientific and appropriate evaluation meet. If you abandon the search for good outcomes, you will have difficulty your recovering credibility with neutral or skeptical audiences. Further, appropriate outcomes are important internally, among active participants. Tracking them can be a source of pride and can foster a greater awareness of how real progress is being achieved.

4. Document preliminary results as quickly as possible. This boosts morale, gives people a sense of movement, and helps you develop the practice of recording important information. It also helps you identify outcomes that are realistic and appropriate for the particular group or community in question. That's important, because there can be tension among audiences about outcomes promised or expected by outsider observers and those actually sought and achieved through community-building. It's particularly important that you recognize and address this tension in the early stages of your work.

5. Develop strong baseline evidence. Closely related to the value of getting results down quickly is the usefulness of having baseline or starting-point information against which to gauge your progress. Indeed, one of the most common challenges in telling the story of community development is the lack of documentation over time. Unfortunately, this is sometimes referred to as "before" and "after," static categories that do not adequately describe this kind of work. Reasonable people will want to know how things are going at more than one point in time, and the more systematic you can be about this, the more powerful a story you can tell. You won't know everything early on, but of the things you do know, which ones warrant continuing attention? Or, put another way, which provide the basis for documenting your progress?

For community builders, it is important to track the assets as they begin to scale up, connect, and get used. Much of the power of this work is in how it unfolds: one thing leads to another.

Typically, key stakeholders such as funders and institutional representatives are especially interested in baseline information. Basic demographics, combined with a map of a community's resources and challenges, offer them an introduction to the project. Having an initial snapshot helps you establish your work as credible even though the picture may portray a view of the community that is new to the observers.

6. Be descriptive. Often the most valuable contribution of an evaluation is simply to describe what is happening in actual practice. Evaluators may imagine that our goal is something much fancier, something called *analysis*, and so we seek to reach conclusions about whether the project or group actually seems to work and, if so, how and for whom? But in fact, it is much more common to hear that the evaluation has been well received because it simply describes the work and its variety, themes, and dilemmas. Once described, the work is much better understood both for what it is and for what it is not.

This is why well-told stories are so powerful. Instead of taking things apart and putting them under the microscope, both evaluators and practitioners have learned that good stories put the parts back together and convey meaning in a holistic way. Stories provide concrete examples that "make the work real" and "bring it home" for people.

Interestingly, the value of being descriptive is particularly important to grassroots groups, many of which operate under the assumption that what they are actually doing cannot possibly be of interest to others. This call for good description represents a way of respecting what community members are actually doing, and it often reveals that people, who may believe they already know what is involved, might not, in fact, understand this particular situation.

7. Be graphic. Pictures, charts, bulletin boards, photo displays, and the like can be a great jumping-off point for getting more deeply into a discussion of what community building involves.

Visual representations don't have to remain static. In addition to being a good summary of the work, dynamic visual representations can show how assets begin to scale up or become more connected and, in the process, are put to greater use. Over time, these graphics can show progress by how the maps or pictures fill in and how the assets listed become more connected to one another—more activated. Graphics can be an important way to report to the community, and to participants, in ways that are simple yet engaging.

Another advantage of visual or graphic presentation is that it invites different participants. People not typically thought of as reporters or messengers about community building become more involved when the means of communication is something other than speaking or writing. Young and old people, immigrants with limited English, shy people, and artists often move to center stage when the means being used are more graphic.

8. Make sure the evaluation is telling people something they didn't already know. People find evaluations useful when they provide new information or when they provide evidence about something they thought was true but could not substantiate. That may sound obvious, but it is surprising how often evaluations are a form of either marketing or predictable criticism. If evaluations simply rehash what everyone knows, or package it to look like something new, the process begins to seem like going through the motions. You may do evaluations only because a funder or outside party requires them, but they can be useful. This is especially true if they are organized around what those doing the work would like to keep track of, learn about, or improve.

9. Be open to shortcomings. That builds your credibility and adds tremendously to the usefulness of the evaluation. Shortcomings don't mean that nothing worked. More likely, the obstacles you note show that the work was difficult—sometimes surprisingly so—because of specific barriers and dilemmas that can be named, better understood and, in some cases, dealt with over time. The successful of strong projects is often rooted in full and open discussions of difficulties along the way.

Being open about shortcomings means that residents or project participants have forums where they can feel safe to worry about what is not working as well as to get a better sense of what is. In these forums, participants can also feel safe brainstorming new or different approaches. There will always be problems and setbacks; no one expects otherwise. The challenge is to find ways to proceed despite them.

10. Share and discuss your findings as the project progresses. Final reports are too late. For information to be useful, it must be shared; for information to be put into practice, it must be absorbed while the work is still under way. By circulating drafts and looking for informal discussion of preliminary findings, you can often better understand the meaning of what the project is teaching participants, clarify issues, and inform the participants. Further, if participants have the opportunity to learn along the way, they will cooperate and even invest in the evaluation process to make it as current and credible as possible. Effective community evaluators try to share what is being learned before it reaches the report stage so participants have an opportunity to discuss, digest, and respond to new information in a way that makes sense. By doing so, they also increase the quality of the analysis and reflections.

Community-sensitive evaluators often prepare final reports for outside audiences, while they direct midterm and interim reports to internal ones. Along the way, discussions about what everyone is learning reinforce the extent to which participants contribute to and benefit from the process. Waiting until the end for results simply doesn't fit with a learning-oriented evaluation.

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Neighboring Challenges and Barriers

Neighboring by its nature tries to effect systemic change to challenges that have, over generations, become engrained in every aspect of your target community. This is inherently difficult to do. All agencies that engage in Neighboring have significant hurdles to overcome, even after several years of successful programming.

The key to sustaining Neighboring through these challenges is to leverage your connections, nurture residents' sense of empowerment, remind them of the strides you have made, and support them through the process. Below is a list of common hurdles and strategies to overcome them.

Lack of resident time and attention

- Be flexible with project timelines. Survival issues demand people's time and attention.
- Reconvene if residents get distracted. Re-establish timelines and refocus.
- Organize neighborhood activities and schedule meetings during times that are convenient for most residents.
- Host partnership meetings in a location central to residents—a nearby community center, church, local volunteer center, resident's home, or school.
- Provide food and child care.

Lack of resident self-esteem and confidence

- Recognize resident volunteers for their hard work and participation; make recognition meaningful.
- Help residents identify their individual unique skills and talents through assessment tools such as Alliance for Children and Families 1999 Individual Capacities Inventory and *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*.
- Show the relationship between residents' skills and project outcomes.
- Encourage residents to plan and lead projects.
- Provide community resiliency or similar training to increase residents' self-worth and confidence.

Community language and/or culture

- Learn and understand the community's history, culture, and values.
- If residents speak a different language, identify someone to work with the community who is bilingual and knowledgeable about the community's culture.

- Learn and understand the community's vocabulary or vernacular, especially in terms of how they reference service and volunteering.
- Identify cultural tension and use creative ways to resolve conflict.

Safety issues

- Host meetings in a place where residents feel safe.
- Help residents develop a plan that includes local law officials.

Failed promises and unmet community needs

- Meet with leaders and residents to understand expectations for the partnership.
- Develop realistic expectations and a realistic timeline to implement new projects and initiatives.
- Be clear about your organization's role in the partnership.
- Be honest about what your organization can and cannot do.
- Allow residents to express their needs and desires.
- Do what you say you will do; be there when you say you will.

Residents not involved in the planning process

- Engage residents in the planning, decision making, and evaluation.
- Help leaders understand the assets and experience they bring to the planning process.
- Provide food and child care.

Community apathy

- Incorporate social gatherings to build rapport and trust among residents. Make it fun!
- Help residents understand the power of both individual and collective efforts.
- Help residents see benefits of their involvement for themselves and their community.
- Offer incentives to encourage resident involvement.
- Mobilize residents around issues that interest them and impact them directly.
- Find ways for youth to get involved in the community to encourage parents and families to become engaged.
- Help communities resolve conflict that may prevent resident involvement.

Outside opposition to internal goals and ideas

- Allow residents to identify and assess their own community challenges, prioritize them, and develop solutions.
- Listen to the issues and concerns from the community.
- Enter the community without a predetermined agenda.
- Create a partnership that has a shared vision with the community.
- Address and help resolve conflict among groups and members.

Lack of organizational commitment

- Make a commitment to work with the community on a continuous basis even in the absence of funding.
- Build sustaining relationships with residents.
- Assign a project manager who has the passion and desire to work with low-income communities. Picking the right person is critical.
- Make working with low-income communities a priority in your organization.
- Find ways to sustain project efforts beyond the initial partnership and without funding.

Lack of diversity among community personnel

- Encourage existing leaders to train and mentor other residents to become leaders.
- Offer and encourage residents to take leadership development training and/or volunteer management training.
- Encourage residents to lead community projects.
- Help create volunteer opportunities in the community - see page 17 of the Take Root Guide for Creating Position Descriptions (HandsOn Network; Corporation for National and Community Service).
- Cultivate volunteer leaders as future personnel.

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Success Stories

Neighboring success cannot be defined by numbers or drastic, widespread community change. So, what does success look like? A Neighboring project that involved adult literacy classes presents two stories that appear very different but are nonetheless equally successful. One is the story of a community member who, after participating in literacy classes, prepared to take the graduate record examination (GRE) at the age of 55. At the same site, a woman with a learning disability, after being dismissed as “dumb” all her life, learned to identify the alphabet and read a grade school-level story book on her own at age 44. While the woman in the second example might not have the desire or ability to take the GRE, she was equally impacted by the Neighboring project, as she can now read signs and communicate with her doctor.

Here are some more examples of what success looks like at Affiliate Neighboring sites:

Volunteer Macon (Macon, GA)

Volunteer Macon has Neighboring initiatives in several Macon communities, including Linwood Estates and Pleasant Hill. The agency also has integrated the Neighboring philosophy into the way it does business and into all its programming. Projects include a neighborhood watch program, elder-to-elder services, tax preparation, and adult literacy. Volunteer Macon is committed to assisting communities to recognize and value community engagement and provide opportunities for all residents.

Greater DC Cares (Washington, DC)

In more rural communities, parents might feel free to send their children to a local park, recreation center, or down the block to play. In Washington, DC, where violent crime has been a problem for years, parents do not feel comfortable sending their children out to play unsupervised. Through multiple programs, Greater DC Cares rejuvenated the Park View Recreation Center and used dedicated, background-checked neighborhood volunteers to create the safety of a village in a local institution. They cultivated the feeling that well-meaning neighbors can be trusted to watch children in the park on a Saturday morning. As word got out that the recreation center was a safe place to be, instead of a spot for drug dealers, the FUN Saturdays program attracted children and adults. Now adults come every Saturday with their children and serve their community, even if they may not define themselves as “volunteers.” Indeed, these community members are helping keep children safe and spending time with their neighbors, creating strong community bonds.

HandsOn Manatee County (Bradenton, FL)

At Volunteer Services of Manatee County, individuals were trained in grassroots leadership training and then deployed to their communities to educate community members about the Florida Children’s Insurance Program. The state program reported that, through the efforts of 18 individuals, there was a 23% increase in applications for the social service benefit. This exemplifies neighbors helping neighbors to navigate the system and secure the social services they need.

Metro United Way (Louisville, KY)

Metro United Way's Volunteer Connection is located in and serves the Smoketown neighborhood of Louisville. Elderly residents unable to do repairs on their homes due to physical or financial limitations were at risk of living under substandard conditions. To alleviate this problem, youth and young adults from the community volunteered to provide access to needed services and support for elderly residents and offer basic home maintenance and repairs. In addition, the Volunteer Center worked with senior residents to develop a walking tour of the historic Smoketown neighborhood in conjunction with the Presbyterian Community Center's Freedom School, to demonstrate that everyone, no matter what age, has something to give.

Volunteer Genesee (Flint, MI)

Volunteer Genesee's Neighboring grant allowed the organization to establish a satellite office at Salem Lutheran Church. The office focused on providing information and referral, volunteer recruitment services, and after-school programming to the neighbors and members of Salem Lutheran Church, located on Flint's near north side. A portion of the funding was used to supplement the church's budget for a monthly food distribution to congregation members and neighbors. In addition, a one-day volunteer service project was designed, managed, and implemented by and for the people of the Salem Lutheran Church neighborhood. Neighbors decided what the project would be, how many days it would take to implement, and how to fund the project. They also raised the funds and brought the project to completion.

Metro Volunteers (Denver, CO)

Metro Volunteers wanted to better understand the Parkhill district and provide support and services the community said it needed to strengthen families and the neighborhood. The agency worked with the East Denver Collaborative (EDC) to better understand the needs of the Parkhill community, honor and recognize the nontraditional volunteering that already existed in the community, and engage members of the EDC community partner's board to determine the best way to identify community leaders. Together, they created a trusting environment for community leaders and members to share their desires for their community and how volunteers could be used to support and help sustain this community-directed project.

HandsOn Central California (Fresno, CA)

In Fresno, the Neighboring grant provided an opportunity for 15 La Union women to test their ability to make change in their community. Through the voice of an interpreter, they planned and executed service projects in their community, primarily with financial support from the project. Children saw their parents in action, creating positive change, and developed more positive images of their parents. La Union cleaned and painted a local playground that had been the site of a KABOOM build for Cesar Chavez Day five years before but wasn't being used because of filth and safety concerns. Local parents took the playground back with a local police officer, who gave out her cell number and partnered with parents to ensure that there was enough adult presence in the park to keep out drug dealers. The project ended with a barbecue and music by a resident guitarist. La Union and the city of Fresno scheduled a monthly neighborhood clean-up to maintain safety and

cleanliness for the long term. La Union also has held an Easter egg hunt for children in the Lowell area and a BBQ soccer game on a Sunday afternoon. All of this was made possible by convincing women who were usually recipients of services that they could be, and should be, agents of change in their community.

HandsOn South Alabama (Mobile, AL)

HandsOn South Alabama used the Neighboring grant to focus on an evolving awareness of constructive ways to support communities and neighborhoods that do not generally perceive themselves as volunteers and to enhance skills in a way residents valued. That was a beginning point to the long-term process of strengthening families and the community at large. The interconnectedness of the Mobile area, coupled with familial ties, required support in many ways, both individually and systemically. HandsOn South Alabama saw Neighboring as a path to grow its organization and help the general community. It continues to mobilize people and resources to deliver creative solutions to community problems.

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Resources

I. General

- A. [Points of Light Institute](#)
Points of Light Institute helps people get involved in solving some of the world's greatest challenges by inspiring, equipping and mobilizing people to make that change happen
- B. [HandsOn Network](#)
HandsOn Network is leading people from impulse to action, turning their ideas for change into impactful projects, like wheelchair ramp construction, watershed protection projects and tutoring programs.
- C. [HandsOn University](#)
HandsOn Network's signature training and technical assistance programming - HandsOn University provides the latest in best practice resources in an innovative online environment.

II. General Neighboring

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- A. **ABCD Institute**
The Asset-Based Community Development Institute is located at the [School of Education and Social Policy](#) at Northwestern University and is involved community building work.
 - 1. [Publications](#)
 - a. **Basic Training Manual:** The seminal volume in which John Kretzmann and John McKnight explain the principles and practices that guide the asset-based community development approach.
 - b. **ABCD Institute Workbooks:** A series of hands-on guides that offer step-by-step directions for mapping community assets and mobilizing community capacities
 - c. **The Careless Society: Community and its Counterfeits:** McKnight paints a scathing picture of "how competent communities have been invaded, captured, and colonized by professionalized services" with devastating results
 - 2. [Downloadable Resources](#)
 - a. [A Guide to Creating a Neighborhood Information Exchange: Building Communities by Connecting Local](#)

[Skills and Knowledge](#) by John Kretzmann, John McKnight and Deborah Puntenney (1998).

- b. [Building the Bridge from Client to Citizen: A Community Toolbox for Welfare Reform](#) by John P. Kretzmann and Michael B. Green (1998).
- c. [A Twenty-First Century Map for Healthy Communities and Families](#) by John L. McKnight (1997).
- d. [A Guide to Mapping Local Business Assets and Mobilizing Local Business Capacities](#) by John Kretzmann, John McKnight and Deborah Puntenney (1996).
- e. [Voluntary Associations in Low-Income Neighborhoods: An Unexplored Community Resource](#) by John P. Kretzmann, John L. McKnight and Nicol Turner (1996).

3. [Related Publications](#)

- a. `From Clients to Citizens: Communities Changing the Course of Their Own Development
- b. ABCD in Action: When People Care Enough to Act
- c. Neighbor Power: Building Community the Seattle Way
- d. The power of Asset Mapping: How your Congregation Can Act on its Gigs
- e. A Good Life: For You and Your Relative with a Disability
- f. Safe and Secure: Six Steps to Creating a Personal Future Plan for People with Disabilities
- g. The Careless Society

B. Resources

- 1. [Shifting Focus: Alternative Pathways for Communities and Economies](#)
From Asia-Pacific ABCD Network, this resource kit will assist communities to establish micro-economic communities in their local area using people as their major resource.
- 2. [Video Training Program: Mobilizing Community Assets](#). This is a downloadable training program based on *Building Communities from the Inside Out* (1995).

3. [Resident Engagement and Leadership](#) This is a toolkit to improve results for children, youth, families, and communities.

C. Books

1. [Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets](#)

This book outlines in simple, "neighborhood-friendly" terms what local communities can do to start their own journeys down the path of asset-based development.

2. [Neighbor Power: Building Community the Seattle Way](#) . A book that not only gives hope that participatory democracy is possible, but offers practical applications and invaluable lessons for ordinary, caring neighbors who want to make a difference.

D. Research and Articles

1. [Why Place and Race Matters](#)
2. [Low Income Communities Can't Get to Jobs](#)
3. [How to Design a Neighborhood of Happiness](#)
4. [You Don't How to Move Out of Your Neighborhood to Live in a Better One](#)
5. [The Good Life? It's Close to Home](#)
6. [Relearning the Skills of Community](#)
7. [Creating Resilient Communities](#)
8. [Six Tips for Keeping the Fires of Neighborhood Improvement Blazing](#)

E. Resources and Tools from HandsOn Corps VISTAs – located in Appendix F

1. **Community Scan Template** – *National PTA VISTAs Susan Dirr and Sarah Levy; A scan to assess the assets of a local community to be used for project development, volunteer engagement, and fund development.*
2. **Expanding Community Partnerships Asset Based Community Development Workshop** – *Campus Kitchens VISTA Abigail Steiner. Outline of a workshop delivered to Campus Kitchens sites to introduce asset based community development and how the principles can be incorporated in the Kitchen's work.*
3. **The Campus Kitchens Project Community Assessment Tool** – *This tool was created by VISTA Abigail Steiner serving at The Campus Kitchens Project. This tool can be adapted for use in other communities to assess resources and priorities.*

F. Economic Opportunity

1. **Financial Programming**

a. **Aspen Institute:**

www.AssetPlatform.org

AssetPlatform is a resource for staff at nonprofit organizations that provides financial education, coaching and asset development services. AssetPlatform.org delivers high quality information, training, and financial products and services to your desktop, allowing you to more effectively serve your community.

www.EITCPlatform.org

EITCplatform is a resource for organizations providing low-income tax preparation services. The platform offers practical, high-quality tools, training, group buying discounts and other resources to community-based programs and coalitions nationwide.

b. **The Beehive:**

www.thebeehive.org

The Beehive is an online resource center that connects individuals to educational tools and services to inform and empower people to improve their lives. Its resources focus on money, health, housing, school, and jobs.

c. **National Community Tax Coalition:**

<http://tax-coalition.org/about-us>

The National Community Tax Coalition is a national network dedicated to strengthening economies, building communities and improving lives through tax assistance and asset building activities that produce financial security, protect families, and promote economic justice.

III. **Technology**

A. **Increasing Digital Inclusion**

1. Research

i. [Survey: 40 percent in U.S. have no broadband](#)

ii. [Expanding Internet Adoption: Think Federally. Act Locally](#)

2. Resources

i. [Chicago Digital Access Alliance](#)

ii. [Public Computing Centers](#)

iii. [Community Wireless Solutions](#)

iv. [Center for Neighborhood Technology](#)

v. [Community Technology Centers Network](#)

B. Utilizing Technology for Building Community

1. [I-Neighbors](#): Bringing your neighbors together
2. [Neighbors for Neighbors](#): Boston's soundboard for voices and springboard for action
3. [Like Minded](#): Individuals and organizations are sharing local community stories through LikeMinded. The real magic comes when you share your story.
4. [Home Elephant](#): Home Elephant helps you connect with neighbors and organize your neighborhood.
5. [E-Democracy](#): Where you can harness the power of online tools to participate in public life, strengthen your community, and build local democracy.
6. [The Fantastic Five GIS Tools for Nonprofits](#): Geographic Information Systems technology is used to map communities for the purpose of planning, assessments, and advocacy. It can be a great tool for organizations serious about community development

IV. Like Minded Organizations

- A. [Partners for Livable Communities](#) is a national, nonprofit leadership organization working to improve the livability of communities by promoting quality of life, economic development, and social equity.
- B. [Institute for Comprehensive Community Development](#) advances the field of comprehensive community development and the positive impact it has in urban and rural communities across the country.
- C. [Neighborhood Connections](#) provides financial assistance to groups led by community members in the city of Cleveland, funding projects that improve the quality of life in local neighborhoods.
- D. [Community Toolbox](#) is a global resource for free information on essential skills for building healthy communities
- E. [Everyday-Democracy](#) helps people of different backgrounds and views talk and work together to solve problems and create communities that work for everyone.

- F. [Neighborhood Centers](#) brings resources, education and connection to emerging neighborhoods
- G. [Yes! Magazine](#) empowers people with the vision and tools to create a healthy planet and vibrant communities.
- H. [Local Initiatives Support Corporation](#) mobilizes corporate, government and philanthropic support to local community development by helping residents transform distressed neighborhoods into healthy, sustainable communities of choice and opportunity.
- I. [Grassroots Grantmakers](#) is a network of place-based funders, who are working from a "we begin with residents" perspective - supporting active citizenship and building civic capacity at the block level in their communities.
- J. [Community Weaving](#) is an approach to creating a community of responsible citizens who share their time and talents with others.
- K. [Center for Sustainable Change](#) provides a tool, the 3 Principles, to increase confidence and resilience in community members.

V. Faith-Based Neighboring

These documents are designed to give a basic overview for key religions you will likely interface with in your community. With these you will be able to have a basic understanding of the dynamics that you will experience.

Sections A and B are available here: <http://www.handsonnetwork.org/node/6830>

A. Faith Briefs – HandsOn Network

1. Baha-ism
2. Buddhism
3. Christianity
4. Church of Jesus Christ, Latter-day Saints
5. Hinduism
6. Islam
7. Jainism
8. Jehovah-s Witnesses
9. Judaism
10. Sikhism

11. Taoism

12. The Unification Church

13. Unitarianism

B. Glossary of Faith Terms

Find here a large collection of common religious words to allow you to better understand vernacular you will experience. Find the glossary [here](#).

C. [Volunteering in America's Faith-Based Organizations](#)

This is a summary of research on volunteering of Faith-Based Organizations in America. This document will familiarize you on the value of Faith-Based Volunteering.

D. [Effectively engaging faith-based volunteers: maximizing benefits for nonprofits and volunteers](#)

Learn to better engage and manage volunteers motivated by faith for your volunteer programs.

E. [Volunteering for Faith Based Organizations and Congregations](#)

This is an in-depth guide on how to start, maintain, fund and administer an effective Faith-Based volunteer program.

F. [National Service: A Resource for Faith-Based and Community Groups](#)

Here are case studies on Faith-Based volunteer programs and their volunteer work in communities.

G. [Faith-Based Organizations In Community Development](#)

This document is an in-depth report of Faith-Based case studies on municipal housing projects and economic initiatives.

H. [Volunteering and Faith Communities in England](#)

Find here a summary of literature focusing on Faith engagement and volunteering in England.

I. [In Good Faith Info Sheet](#)

This is a quick tip sheet on how to get started and how to approach a religious institution on starting a volunteer program.

J. [Faith based fact sheet](#)

Find here ideas on how AmeriCorps members can interface with Faith-Based programs and other resources.

- K. [**Philanthropy and Faith: An Introduction**](#)
This document discusses the roles of Faith-Based organizations and how outside groups and funders might better interface with them and support their work.
- L. [**Working with faith-based organizations: challenges and benefits**](#)
Here is a review of the advantages and disadvantages of working with Faith-Based organizations that you might not have considered.
- M. [**FACES State Commission Toolkit**](#)
This is a quick review of the White House's Faith-Based efforts and what you can do to join.
- N. [**Forging strong partnerships between the philanthropic and faith-based communities**](#)
Following are clear steps on how to establish a relationship with the members and leadership of a Faith Based Organization.
- O. [**Tips for Building Faith-Based Partnerships: Q and A with Carley Thimmesch**](#)
Find here a Q&A session providing key tips on how to forge strong relationships between your organization and Faith partners.
- P. [**Building successful partnerships with faith-based organizations**](#)
Here are suggestions on the administrative aspects of managing relationships with Faith partners.
- Q. [**Effective Faith-Based Partnerships**](#)
Find here common pitfalls when working with Faith-Based organizations and how to avoid them.
- R. [**Effective Practices for Faith-Based and Small Community-Based Organizations**](#)
You'll find here a long list of links for further reading on the subject of faith based community engagement.

VI. School Based Resources

A. Lesson Plans, Project Ideas and Resources

1. [**generationOn**](#)

GenerationOn is the global youth service movement igniting the power of all kids to make their mark on the world. Newly created within the Points of Light Institute, generationOn brings the nation's leading youth service organizations and programs under one

umbrella including New York-based Children for Children, The LEAGUE, Learning to Give and Points of Light's KidsCare Clubs, HandsOn Schools and HandsOn Network's youth-driven programs. The website contains service-learning curricula, training and resources for youth, parents, teachers, nonprofits and other adult service-leaders.

2. **[Kids Care Clubs](#)**

Kids Care Clubs—a program of generationOn—provides service project ideas to groups of young volunteers led by an adult facilitator. A Kids Care Club is a group of motivated young people who have come together to serve their community. Register your Kids Care Club to access free resources.

3. **[Learning to Give](#)**

Learning to Give—a program of generationOn—educates youth about the importance of philanthropy, the civil society sector, and civic engagement. The Learning to Give website offers over 1,400 K-12 lessons and educational resources for teachers, parents, youth workers, faith groups and community leaders free of charge.

4. **[Learn and Serve America's National Service-Learning Clearinghouse](#)**

Learn and Serve America provides direct and indirect support to K-12 schools, community groups and higher education institutions to facilitate service-learning projects by: Providing grant support for school-community partnerships and higher education institutions; providing training and technical assistance resources to teachers, administrators, parents, schools and community groups; and collecting and disseminating research, effective practices, curricula, and program models.

5. **[Go to Service-Learning](#)**

GoToServiceLearning.org – an interactive website that hosts a database of quality service-learning lesson plans from across the country, all of which are tied to state academic standards.

6. **[National Youth Leadership Council](#)**

The National Youth Leadership Council (NYLC) strives to create a more just, sustainable and peaceful world with young people, their schools and their communities through service-learning. NYLC helps service-learning practitioners improve their practice through the annual National Youth Leadership Conference, and other training and technical assistance initiatives.

7. **[Youth Service America \(YSA\)](#)**

YSA supports a global culture of engaged youth committed to service by providing funding and recognition through grants and awards geared towards youth, resources and training, and public

mobilization campaigns such as Global Youth Service Day, Semester of Service, Service Vote and engaging public officials.

8. [The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum & Social Action: Second Edition](#) by Cathryn Berger Kaye. Published: 2010, Free Spirit Publishing, Inc. ISBN: 9781575423456
The Complete Guide to Service Learning is the go-to resource in the fast-growing field of service learning. It is an award-winning treasury of service activities, community service project ideas, quotes, reflections, and resources that can help teachers and youth workers engage young hearts and minds in reaching out and giving back.

B. Community Engagement

1. ABCD Publication: "Building Mutually Beneficial Relationships in Schools: The Role of the Connector." By Dacia Chrzanowski, Susan Trans, and Ramond Thompson.

A publication that outlines the history of the Neighborhood School, and explains why school-community connections are paramount to the developmental growth of the students and the health of the community as a whole.

2. ABCD Publication: "Community-Based Development and Local Schools: A Promising Partnership." By John P. Kretzman

This report introduces and explores the idea that the schools crucial assets to a community and community development projects are contingent on their involvement and support. The report provides case studies of school-community partnerships from around the country that illustrate effective strategies.

3. National Policy Forum for Family, School & Community Engagement Publication: "Beyond Random Acts: Family, School and Community Engagement as an Integral Part of Education Reform." By Heather B. Weiss, M. Elena Lopez and Heidi Rosenberg

This publication highlights the correlation between family engagement and student achievement and advocates for greater emphasis on this connection in school reform efforts.

4. [Fact Sheet: Developing Partnerships for Service-Learning: Starting Points for Community-Based Organizations](#)
5. [Fact Sheet: Building Effective Partnerships in Service-Learning](#)
6. [Fact Sheet: The Engaged Community: Maximizing Community Impact](#)

C. Service-Learning: Impact

1. generationOn Youth Service Fact Sheet
This document provides statistics on youth service in the United States and the impact of volunteering on youth.
2. generationOn PowerPoint: Getting Started in Service learning
3. [Why Districts, Schools and Classrooms Should Practice Service-Learning](#)
4. [The Evidence Base for Service-Learning in Higher Education](#)
5. [AmeriCorps and Service-Learning 101](#)

D. Parental Engagement and Adult Volunteers in Schools

1. Adult Volunteers in Schools Guide: A Guide for Adults Serving in Schools
A 28 page document published by generationOn that provides information and resources for adults working with schools, working with students and volunteer resources.
2. Family Volunteering Ready-Set-Go! A Handbook for Volunteer Centers, Editor: Marie Bouvier. Points of Light Foundation.
3. [Engaging Families in Service: Broadening Service-Learning's Reach, Impact and Support](#)
4. [Parent and Family Involvement in Service-Learning](#)

E. Youth Engagement

1. generationOn's Youth Voice Rubric
Youth Voice is the active inclusion and participation of youth in their world. In service-learning, youth voice occurs when students and their ideas are meaningfully incorporated into all stages of the service-learning process. The Youth Voice Rubric presents general guidelines for ensuring youth voice is represented in a service project.
2. generationOn Activity: Community Mapping for Youth
This is a guide to use during the planning phase of a service event. Students research and identify resources in their community and brainstorm ways they can collaborate with organizations and institutions to create meaningful community partnerships.

3. <http://www.generationon.org/teens> and <http://www.generationon.org/kids>
The kids and teen sections of the generationOn website provide resources for youth interested in service and an outlet to voice pressing issues in their community and share their service stories.
4. [Learning to Give](#)
The youth worker section of the Learning to Give site provides a wealth of information and service lessons/units for work with youth.
5. [What Kids Can do](#)
A non-profit that covers youth voice from around the world. The site focuses on youth addressing community issues globally.
6. [Fact Sheet: Service-Learning with Disadvantaged Youth](#)

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For more information, you can reach us at neighboring@pointsoflight.org.

Please visit us at: www.handsonnetwork.org/nationalprograms/neighboring

About the Organization

Points of Light Institute was created by the merger of the Points of Light Foundation and Hands On Network in August 2007. The result is a powerful, integrated national organization with a global focus to redefine volunteerism and civic engagement for the 21st century, putting people at the center of community problem solving. Our vision is that one day every person will discover their power to make a difference, creating healthy communities in vibrant democracies around the world. To realize this vision, Points of Light Institute operates three dynamic business units that share a mission to equip, mobilize, and inspire people to take action that changes the world: HandsOn Network, MissionFish, and the Civic Incubator.

HandsOn Network, the volunteer-focused arm of [Points of Light Institute](#), is the largest volunteer network in the nation and includes more than 250 HandsOn Action Centers in 16 countries. HandsOn includes a powerful network of more than 70,000 corporate, faith and nonprofit organizations that are answering the call to serve and creating meaningful change in their communities. Annually, the network delivers approximately 30 million hours of volunteer service valued at about \$600 million.

Appendix A—Individual Skills/Assets Inventory

 Individual Skills/Assets Inventory Inventory Tool 1A		
Name _____	Phone _____	Date _____
<p>Health</p> <input type="checkbox"/> Caring for the Elderly <input type="checkbox"/> Caring for the Mentally Ill <input type="checkbox"/> Caring for the Sick <input type="checkbox"/> Caring for Disabled People <input type="checkbox"/> EMT or Emergency First Aid <input type="checkbox"/> Nursing Experience <input type="checkbox"/> Nutrition <input type="checkbox"/> Exercise	<p>Construction & Repair</p> <input type="checkbox"/> Painting <input type="checkbox"/> Plumbing <input type="checkbox"/> Electrical <input type="checkbox"/> Carpentry <input type="checkbox"/> Brick and Masonry <input type="checkbox"/> Wall Papering <input type="checkbox"/> Furniture Repairs <input type="checkbox"/> Locksmith or Lock Repairs <input type="checkbox"/> Building Garages <input type="checkbox"/> Dry-wall and Taping <input type="checkbox"/> Cabinetmaking <input type="checkbox"/> Welding and Soddering <input type="checkbox"/> Concrete Work <input type="checkbox"/> Heating and Cooling Systems <input type="checkbox"/> Flooring and Carpeting <input type="checkbox"/> Roofing <input type="checkbox"/> Other _____	<p>Food</p> <input type="checkbox"/> Catering <input type="checkbox"/> Preparing for Many People <input type="checkbox"/> Serving to Many People <input type="checkbox"/> Operating Commercial Equipment <input type="checkbox"/> Baking <input type="checkbox"/> Meat Cutting and Preparation <input type="checkbox"/> Bartending
<p>Office</p> <input type="checkbox"/> Typing (WPM _____) <input type="checkbox"/> Taking Phone Messages <input type="checkbox"/> Writing Business Letters <input type="checkbox"/> Receiving Phone Orders <input type="checkbox"/> Operation Switchboard <input type="checkbox"/> Bookkeeping <input type="checkbox"/> Computer Information Entry <input type="checkbox"/> Computer Word Processing <input type="checkbox"/> Other _____	<p>Maintenance</p> <input type="checkbox"/> Floor Cleaning/Refinishing <input type="checkbox"/> Carpet Cleaning <input type="checkbox"/> Household Cleaning <input type="checkbox"/> Lawn Mowing and Yard Work <input type="checkbox"/> Gardening <input type="checkbox"/> Tree and Shrubbery Care	<p>Transportation</p> <input type="checkbox"/> Driving a Car <input type="checkbox"/> Driving a Van <input type="checkbox"/> Driving a Bus <input type="checkbox"/> Driving a Tractor-Trailer <input type="checkbox"/> Driving a Commercial Truck <input type="checkbox"/> Operating Farm Equipment <input type="checkbox"/> Driving Emergency Vehicles
<p>Child Care</p> <input type="checkbox"/> Infant Care (0-1 yr) <input type="checkbox"/> Child Care (1-6 yrs) <input type="checkbox"/> Adolescent Care (7-13) <input type="checkbox"/> Taking Kids on Field Trips <input type="checkbox"/> Pre-school Care		<p>Supervision</p> <input type="checkbox"/> Writing Reports <input type="checkbox"/> Filling Out Forms <input type="checkbox"/> Working with a Budget <input type="checkbox"/> Recording of Activities <input type="checkbox"/> Writing Proposals or Grants <input type="checkbox"/> Planning Projects <input type="checkbox"/> Supervising Projects <input type="checkbox"/> Other _____

Source: *Vitalizing Communities, Community Guide*, 1999, J. Allen, S. Cordes, and J. Hart, p. 28

Appendix B—Needs Assessment Template

INCOME

Please answer all questions that apply:

Circle Best Answer

- | | | |
|---|-----|----|
| 1. Do you have income from employment? | YES | NO |
| 2. Do you have income from disability or SSI? | YES | NO |
| 3. Do you have income other than employment or disability?
If yes, what is the form of income? _____ | YES | NO |

Other sources of income can include pension, child support, alimony, other.

EMPLOYMENT

Please answer all three questions:

- | | | |
|-----------------------------|-----|----|
| 4. Do you have a job? | YES | NO |
| 5. Have you had other jobs? | YES | NO |
| 6. Do you have job skills? | YES | NO |

If you do not have a job, please stop here and go to Job Retention.

- | | | |
|--|-----|----|
| 7. If you have a job, does your employer provide benefits? | YES | NO |
|--|-----|----|

Please choose only one statement that best describes your job:

- | | | |
|---|-----|----|
| 8. I am working part-time. | YES | NO |
| 9. I am working full time <u>at</u> minimum wage. | YES | NO |
| 10. I am working full time <u>above</u> minimum wage. | YES | NO |

JOB RETENTION

If you are looking for a job, answer yes, and go to Education

- | | |
|--|-----|
| 11. On the job or in continuous employment over 12 months | YES |
| 12. On the job or in continuous employment between 6 and 12 months | YES |
| 13. On the job or in continuous employment between 3 and 6 months | YES |
| 14. On the job for less than 3 months | YES |
| 15. On the job for less than 1 month | YES |

EDUCATION-ENGLISH SPEAKING

Please answer these questions if you speak English

If you do not speak English, please go to Education - on-English-speaking

16. Are you able to read and Write and do basic math? YES NO

If the above answer is no, please stop here and go to Training.

Please choose only one statement that best shows the highest level of education you have completed:

17. Post-secondary degree such as an associates, bachelors, masters degree YES

18. Post high school vocational education, or non-college business, or technical or professional training, or some college credits YES

19. High school diploma or G.E.D. YES

EDUCATION-NON-ENGLISH SPEAKING

20. Are you able to read and write and do basic math in your native language? YES

If the above answer is no, please stop here and go to Training.

Please choose only one statement that best shows the highest level of education you have completed:

21. Post-secondary degree such as an: associates, bachelors, masters From home country YES

22. Post high school vocational education, or non-college business, or Technical or professional training, or some college credits from your home country YES

23. High School diploma, G.E.D. or similar document from home country YES

TRAINING

Please answer all questions:

- | | |
|---|-----|
| 24. Do you have a certificate or license from a training program of one-year or longer? | YES |
| 25. Do you have a certificate or license from a training program of less than one-year? | YES |
| 26. Are you attending a training program leading to a certification or diploma? | YES |
| 27. Do you have any skills that can get you a job? | YES |

HEALTH INSURANCE

Please answer the following questions about your health insurance:

- | | |
|--|-----|
| 28. If the household is adult(s) only, please circle yes. | YES |
| 29. If the household has adults and children, please circle yes. | YES |

Please choose only one statement that best describes your health insurance:

- | | |
|--|-----|
| 30. All adults have health insurance. | YES |
| 31. My health insurance is Oregon Health Plan. | YES |
| 32. Some adults have health insurance. | YES |
| 33. Adults health insurance is Oregon Health Plan. | YES |

If there are children in the household, please choose only one statement that best describes your children's health insurance:

- | | |
|---|-----|
| 34. All children have health insurance. | YES |
| 35. Some children have health insurance. | YES |
| 36. Children have Oregon Health Plan insurance. | YES |
| 37. No children have health insurance. | YES |

TRANSPORTATION

Please choose only one statement that best describes your transportation situation

38. My family can always get to where they want to go by car, public transportation, or a regular ride. YES
39. Most of the time, my family can get to where they want to go by car, public transportation, or regular ride. YES
40. Some of the time, my family can get to where they want to go by car, public transportation or regular ride. YES
41. My family can rarely get to where they want to go by car, public transportation or regular ride. YES
42. My family does not have public transportation, a car or regular ride. YES

CHILDCARE

Please choose only one statement that best describes your childcare situation. Answer for any of your children:

43. My child is enrolled in unsubsidized licensed childcare of my choice. YES
44. My child I enrolled in subsidized licensed childcare of my choice. YES
45. My child is enrolled in subsidized licensed childcare but I had few or no choices. YES
46. My child gets childcare from a family member or friend. YES
47. My child is on a waiting list for childcare. YES
48. My child is not enrolled in childcare. YES
49. My child is enrolled in an unregulated or unlicensed childcare facility. YES

50. HOUSEHOLD BUDETING

51. My family has a savings account and we are not receiving food stamps, cash assistance, medical benefits, or childcare benefits. YES
52. My family has extra money for household spending and we are not receiving] food stamps, cash assistance, medical benefits, or childcare. YES
53. My family is able to pay our bills on time and pay for household items. Our expenses do not exceed our income and we are not receiving food stamps, cash assistance, medical benefits, or childcare. YES
54. My family is unable to pay our bills on time or pay for household items and we are receiving food stamps, cash assistance, medical benefits or childcare. YES

55. My family is unable to pay our bills on time or pay for household items and we are not receiving food stamps, cash assistance, medical benefits, childcare or housing benefits. YES

BEHAVIORAL HEALTH

Please choose only one statement that best describes any drug or alcohol or mental health problem in your family:

56. There are no mental health or drug or alcohol problems in my family. YES

57. A member of my family attends a community support group or takes medicine for a drug or alcohol or mental health problem for more than one year. YES

58. A member of my family attends a community support group or takes medicine for a drug or alcohol or mental health problem for less than one year. YES

59. A member of my family is in a treatment program. YES

60. A member of my family recognizes their drug or alcohol problem or mental health problem and is scheduled for treatment. YES

61. A member of my family recognizes their drug or alcohol problem or mental health problem but is not scheduled for treatment. YES

62. A member of my family has an active drug or alcohol problem or mental health crisis and is unable to recognize their problem or need for assistance. YES

SUBSISTENC (FOOD)

Please choose only one statement that best describes your food situation:

63. Our family is able to buy any type of food when we want and we do not use a food bank or food or food stamps. YES

64. Our family is able to buy most types of food when we want and we do not use a food bank or food stamps. YES

65. Our family is able to buy some types of food. We occasionally use a food bank but we do not have food stamps. YES

66. Our family is not able to buy food. We use a food bank or food stamps. YES
67. Our family is not able to buy food. We are hungry. YES

COMMUNITY INVOLVEMENT

Please choose only one statement that best describes your involvement in the community as a volunteer or paid employee.

68. I have a leadership role in my community or school by running a committee organization or other activity. YES
69. I am active in my community or school by servng on a committee, organization or other activity. YES
70. I participate in more than one community or school event in a year. YES
71. I participate in no more than one community or school event a year. YES
72. I do not participate in any community or school activity. YES

SCHOOL

Please choose only one statement that best describes your child's involvement in school:

73. My child(ren) attends school regularly has a "B" or 3.0 higher average in all non I.E.P. or Special Education classes. YES
74. My child(ren) attends school regularly and passes all classes. YES
75. My child(ren) attends school regularly and is failing no more than one class. YES
76. My child(ren) attends school regularly and is failing more than one class. YES
77. My child(ren) does not attend school regularly and is failing more than one class YES
78. My child(ren) is suspended from school. YES
79. My child(ren) dropped out or was expelled from school. YES

CHILD BEHAVIOR

Please choose only one statement that best describes your child's behavior

80. My child(ren) is a positive role model in the community by his/her leadership in a school or community activity. YES
81. My child(ren) participates in extracurricular school activities or community activities on a regular basis. YES
82. My child(ren) participates in occasional extracurricular school or community Activities. YES
83. My child(ren) has behaved inappropriately at school, home or in the community but I am usually able to control his/her behavior. YES
84. My child(ren) has behaved inappropriately at school, home or in the community and it is difficult to control him/her. YES

JUVENILE JUSTICE

Please choose only one statement that best describes your child's involvement (if any) in the juvenile justice system:

85. My child(ren) has never been involved in the juvenile justice system. YES
86. My child(ren) has not been involved with the juvenile justice system for over one year. YES
87. My child(ren) is on probation. YES
88. My child(ren) is active in the juvenile justice system and lives at home. YES
89. My child(ren) is active in the juvenile justice system and lives in a juvenile facility. YES

ABILITY TO MOVE OUT OF PUBLIC HOUSING

Please choose only one statement that best describes your ability to move out of public housing due to increased earned income.

90. Do you foresee yourself moving out of Public Housing due to increased earned income in less than 2 years? YES
91. Do you foresee yourself moving out of Public Housing due to increased earned income in 3-5 years? YES

92. Do you foresee yourself moving out of Public Housing due to increased earned income in 5 or more years? YES
94. I do not foresee myself moving out of Public Housing due to increased earned income YES

SERVICES

Please circle the services you need to move out of Public Housing due to increased earned income. Circle as many as are needed.

- | | | |
|--------------------------|-----------------------|------------------|
| FOOD | TRANSPORTATION | CHLID CARE |
| EDUCATION | CAREER COUNSELING | CASE MANAGEMENT |
| JOB TRAINING | CAREER COUNSELING | HEALTH INSURANCE |
| DENTAL INSURANCE | ALCOHOL TREATMENT | DRUG TREATMENT |
| MENTAL HEALTH COUNSELING | DRUG TREATMENT | CLOTHING |
| CREDIT COUNSELING | SAVINGS ACCOUNT | BUDGETING CLASS |
| LIVING WAGE EMPLOYMENT | JOB SEARCH ASSISTANCE | |

Appendix C— Lowell Neighborhood Asset Mapping Survey

Survey taken by: _____
Contact information: Phone Number: _____ Email: _____

SCRIPT FOR VOLUNTEERS:

Hello - We are volunteers doing a survey about the Lowell neighborhood. I am _____ and this is _____. We are contacting each resident to learn about their skills and talents. We also want to ask how we can work together to make the Lowell neighborhood a great place to live. Every resident who helps us with this survey will get a chance to win a \$50 Wal-Mart gift card.

Would it be ok for us to go through the questions now? (show them the survey form) We will start with asking what you like to do best! (If they nod or act willing, the volunteer leader repeats the question "What do you like to do best." The volunteer partner records the answers. The leader can offer some suggested answers like cook? Sing? Visit or Play with friends?)

If they answer no: give them two other times that day that you could come back, if that does not work, suggest two times on another day that you can come back.

SURVEY QUESTIONS:

Section 1

1. What do you like to do best?
2. How long have you lived in Fresno?
3. How long have you lived here? (at this home)
4. Who are your neighbors?
5. Who lives in this home?
Mom Dad Children – what age? Grandparents Aunt Uncle Grandchildren **Other**

6. Are there any children in school? If so, what grades
7. Do you volunteer at school? YES NO
8. Are you part of
Lowell Neighborhood Association Church – Which Church? **Other organizations:**

Section 2

1. What do you like about the Lowell Neighborhood?
2. What do you dislike about the Lowell Neighborhood?
3. What can we do now to make the Lowell Neighborhood better?
4. Do you ever go to the Dickey Park playground or Youth Center? YES NO
5. Do you have access to a computer and or the internet at your home? YES NO
6. Do you have a checking or saving account open at a local bank? YES NO
7. Would you be interested in working with neighbors on projects? YES NO
8. What types of things would you be interested in working on?
 Neighborhood repairs Clean-ups Workshops Family nights Financial planning
 Other_____

Section 3

1. What kind of work have you done?
2. Are you working now? YES NO List occupation:

SKILLS INVENTORY LIST

We have a chart that lists several skills and abilities. (go through the choices and list details by each they say they have), which ones can you do?

Health:

Office work:

Computer skills:

Constructions skills:

Maintenance:

Food Service:

Transportation:

Repairs:

Arts/Crafts:

Education/Schools:

Interpretation:

Other:

1. Are there any other skills you have that we haven't mentioned?
2. Would you be willing to share any of these talents with your neighbors? YES NO

3. Are there any new skills you would like to learn?

RESOURCE NEEDS:

1. Would like the Lowell Neighborhood to become a model for outstanding neighborhoods?
YES NO

2. What do we need in the Lowell neighborhood to make it outstanding?

- | | | |
|--------------------|------------------|-------------------------|
| Financial literacy | Community garden | Playgrounds/green space |
| Health | Library | Clothing retail |
| Tutoring/Mentoring | Computer lab | Neighborhood watch |
| Youth activities | Bank | Home Repair Service |
| Senior activities | Grocery store | Other: |

Neighborhood Welcoming
Committee

What is the best way to stay in contact: PHONE EMAIL IN PERSON

Name: _____

Address: _____

Phone: _____ Email: _____



Appendix D—Evaluation

- I. Evaluation Overview
- II. Adult and Youth Survey Administration Instructions
- III. Adult Pre-Survey: Community Survey for Adults (English/Spanish)
- IV. Youth Pre-Survey: Community Survey for Youth (English/Spanish)
- V. Adult Post-Survey (English/Spanish)
- VI. Youth Post Survey (English/Spanish)



Evaluation Overview

The evaluation for Neighboring has many moving pieces and parts. This provides a brief overview and schedule of the Neighboring evaluation. The table on the last page lists the data points required of the grant and which data collection tool captures this information.

September 2010

- **Community assessment**

While thought of as a planning tool, this will help gauge how closely subsequent activities align with the assets and needs of the neighborhood.

- **Pre-survey administration** (Files: II. Pre-survey administration instructions; III. Pre-survey – adults; IV. Pre-survey – youth; V. Pre-survey data entry)

Pre-survey timeframe: mid-September with a touch base at the end of October to determine next steps.

Post-survey timeframe: May 1 to June 15, 2011.

This year, the Casey Foundation has made it increasingly clear that we need to show evidence. To meet this need, we have modified the original plan to include pre-surveys and post-surveys along with administration guidance and a data entry database.

- **Participant roster** (File: VI. Participant and activity roster, tab: Participant)

Deadline for notification to use own file: September 22 (see below for more information). All rosters to be populated on ongoing basis. Deadline: Participant data is requested as part of the Mid-Year and Final Reports.

The tech team cannot integrate the participant roster into a Salesforce platform at this time. We heard you, though! We know you would rather not have to enter the data into another spreadsheet, since it is already being entered once into your organization's contact management system. To this end, we are willing to preview what your organization's data output to see if we can organize data on our end.

- If you are interested in using your organization’s output, please follow **INSTRUCTIONS** below.
- For those who would rather or must use the POLI-provided Excel spreadsheet, **please begin using the Participant Roster tab in the “Participant and Activity Roster” spreadsheet immediately.**

INSTRUCTIONS

- Send a SAMPLE output from your organization’s contact management system.
- The following data points MUST be included:
 - First name
 - Last name
 - Email address
 - Gender
 - Age
 - Ethnicity
 - Resident of neighborhood where event occurred?
 - Participation tracking (note all events that the person has participated)
 - Role tracking (note what role person took at all events that the person has participated)
- **Activity roster** (File: VI. Participant and activity roster, tab: Activity)
All rosters to be populated on ongoing basis. Deadline: To be requested as part of the Mid-Year and Final Reports.

This roster captures characteristics on Neighboring activities. Please add to it on a regular basis. It can be used to inform your Mid-year and Final Reports. Every site must use the Activity Roster.

- **Sign-in sheet** (File: VII. Sign-in sheet example)
Deadline: These will not be collected and are for optional use..

We have created a sample sign-in sheet in Word that can be used to document all necessary pieces of the participant roster.

- **Photographs and video**

Deadline: To be requested as part of the Mid-Year and Final Reports.

Please take digital photographs and even videos of events, especially those concentrating on blight reduction. Please make sure to use standard release forms when taking photos and videos.

October 2010

- **Pre-survey and post-survey meeting**

Will be scheduled individually with each site to determine timeframe for pre-surveys to close and post-surveys to open.

- **Mid-year report**

To be released mid-October with caveat that questions may be added. Deadline: January 21, 2010; to cover period June 2010 to January 24, 2011.

We use the mid-year report to aggregate outputs (counts of people, services, and activities), from the activity and participant rosters, capture narrative explanations around outputs, and gauge outcomes from the grantee perspective. The content of the midterm reports will inform the final report to the Casey Foundation.

- **Volunteer Leader participatory evaluation**

To be released mid-October; to be due as part of the Final Report in June 2011.

We will provide guidance for Volunteer Leaders to capture their own experiences and glean others' experiences. This will include photographs and videos, too.

January, 24 2011

Due: Mid-Year Report

Activity Roster

Participant Roster

Pre-Survey Data Entry Sheet

Photographs and Video

February 2011

- **Final report**

To be released at the end of February with caveat that questions may be added. Deadline: June 24, 2010; to cover period January 21, 2011 to June 23, 2011

The final report serves the same purpose as the mid-year report with additional prompts that encompass grantee perspective of the complete program year. The content of the final reports will be inform the 2011 Casey proposal.

Spring 2011

- **Site visits**

Timeframe: Spring 2011

All site visits logistics will be coordinated by grantee program staff in partnership with HandsOn Network staff member. The national office program manager and one evaluator will lead the site visit.

- Observation: Evaluators and program staff will observe and take notes on a Neighboring activity or event.
- Staff conversations: Evaluators and program staff will hold and record structured dialogue with staff about Neighboring and its effect and impact on the organization and the community.
- Focus group: Evaluators will host one focus group for resident volunteers and volunteer leaders.

- **Post-survey administration**

Timeframe: Spring 2011

Post-surveys will be released for administration to all program participants. Guidance for delivering the surveys and entering data into a database will be provided.

June 24, 2011

Due: Final Report

Activity Roster

Participant Roster

Pre-Survey and Post-Survey Data Entry Sheet

Volunteer Leader participatory evaluation

Photographs and Video

Document Review (see below)

- **Document review**

Deadline: To be requested as part of the Final Report

The focus of the evaluation is on resident volunteers and volunteer leaders. We hope that your site will be willing to share any results-centered materials on the impact of these activities on beneficiaries (e.g., reports for other funders, survey results).

					Site visit	Site visit	Surveys, Site Visit Focus Groups						
	Outcomes area	Assessment	MidYear Report	Final Report	Observation	Staff convos	Res. volunteers	Res. VLS	Part roster	Act rost	Photos	VL participatory	Doc review
Number of subgrants	Reach		x	x	x								
Opportunities per site	Reach		x	x						x			
Mentor pair	Reach		x	x									
Funded activities emphasize Economic recovery, Benefits maximization, Neighborhood restoration, Family strengthening	Reach		x	x	x	x				x			
Opportunities led/managed by subgrantees align with determined area of concern for Neighborhood	Reach	x	x	x	x	x				x		x	
Participants engaged per site	Engagement		x	x					x				
Residents engaged	Engagement		x	x			x	X				x	

resident engagement														
SES subgrantees engage minority leadership in Neighboring programs that exceeds demographic profile of the community	Outcomes	x	x	x			x	x	x				x	
Increased financial resources available to Neighborhood residents	Outcomes		x	x		x	x	x					x	x
Increased knowledge, skills and abilities for personal and family financial management	Outcomes		x	x		x	x	x					x	x
Increased access to and/or knowledge of social and support services available	Outcomes		x	x		x	x	x					x	x
Blight reduction in targeted Neighborhoods	Outcomes		x	x		x	x	x			x		x	x
Increased access to and/or knowledge of social and support services available for families and youth	Outcomes		x	x		x	x	x					x	x



II. Adult and Youth Survey Administration Instructions

The Casey Foundation has made it increasingly clear that we need to show hard evidence that Neighboring strengthens families and communities. In response, we have decided to implement a pre-survey / post-survey model for the 2010 Neighboring grant year. We know that this is a substantial change from the original plan of post-surveys only, but we have tried and will continue to create a system that is relatively easy to deliver on the ground.

STEP 1: Pre-Surveys

Preparation

- Locate all **yellow highlight** in the survey forms (cover page and last page of surveys) and add your site's information. Remove the yellow highlight before administration.
- If formatting becomes skewed, please fix it so that no tables or prompts break across pages.
- Ensure participants have signed your organization's waiver forms before surveying, especially those under 18-years.
- The adult survey is written at a 7th grade level; the youth survey is written at a 5th grade level. If survey takers are expected to be below this grade level, please have staff or volunteers available to read the survey aloud.
- It is important to respect the confidentiality agreement promised to respondents. Whoever has access to surveys should not share or discuss results with anyone outside of the evaluation team.
- Print adult surveys in black and white. If possible, youth surveys should be printed in color.

Administration

- Pre-surveys should be given to those who are participating in your Neighboring activities as a volunteer.
 - e.g. providing service, receiving training, participating in a service project or neighborhood meeting
- Participants may be both providers and receivers/beneficiaries of programming. These people should be surveyed.
 - e.g., residents who *receive* free tax preparation and also *provide* service by organizing a community block party.
- We don't encourage you to survey those who are solely beneficiaries of programming.
 - e.g., attendees at an MLK celebration breakfast or tutees in a tutoring program
- Please give any person under 18-years the survey for youth. Please give any person over 18-years the survey for adults.

Timing

- We ask that you give pre-surveys to any new person signing up for activities offered through your Neighboring program.
- It is ideal to survey people before they have participated in any programming, though we understand that this is not always possible.

Note, at the end of October, Colleen will schedule a call with each site to devise next steps (e.g., stop pre-surveys, keep pre-survey period open). We do not want to weigh important programming down with surveying and will work within each site's circumstances to determine adequate survey response rates.

STEP 2: Pre- Survey Data Entry

- Please see the Excel Spreadsheet “Neighboring Data Entry.”
 - Separate tabs are available for Adult Pre-Survey data and Youth Pre-Survey data.
 - Instructions to enter data are contained at the top of each tab.
 - Completed sheets will be requested with your mid-term report and again with your final report.

Helpful hints

- Write the survey number from the Excel Spreadsheet on the paper surveys in the box provided in the lower left hand corner on page one of the survey (not cover sheet).
- File surveys in a safe place for future reference.
- The pre-survey number will eventually be matched to the post-survey number to create a “matched pair” for each survey respondent.
 - The hard copies of the surveys may be required when it comes to match the pre-surveys to the post-surveys in spring 2011.
 - Birth dates and other demographic variables can be used to confirm whether the pre and post surveys are in fact “matched,” especially when hand writing is difficult to read and name is not enough.
 - e.g. There are two John Smiths. One was born on May 16; the other was born on January 1. The pre- and post-surveys will both contain birth dates to help with matching the correct John Smith pre-survey to the correct John Smith post-survey.

STEP 3: Post-Surveys

- Post-surveys will be provided in early 2011.
- Every person who participates in Neighboring activities should be post-surveyed typically between May 1 to June 15, 2011.
- Ideally, every person who completes a pre-survey will also complete a post-survey.

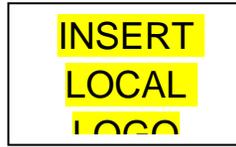
STEP 4: Post- Survey Data Entry

- The “Neighboring Data Entry” Excel Spreadsheet will be returned to sites after submission at the Mid-Term Report.
 - It will be updated with room for post-survey data entry.
 - It will be created so the data can be matched by person from pre-survey to post-survey.
 - It will also account for people who only took a pre-survey or a post-survey.

General Administration Guidance

- It is important that the survey be administered consistently across multiple usages.
 - i.e. the survey should be administered in the same way each time you use it.
- The survey should be given in a quiet setting; participants should have an adequate amount of time to complete the survey.
 - Projected time: 10-15 minutes

- Try to make sure participants feel comfortable when taking the survey.
 - i.e. room temperature is comfortable, adequate lighting, seating is provided, a welcoming atmosphere
- A program staff member should be available to answer questions while respondents complete the survey.
- As previously stated, the adult survey is written at a 7th grade level; the youth survey is written at a 5th grade level. If survey takers are expected to be below this grade level, please have staff or volunteers available to read the survey aloud.
- If a respondent has a question, program staff should try to assist the respondent and encourage them to provide a response.
 - However, staff should not provide direction or encourage respondents to enter any specific response.
- Make sure to have pens or pencils and clipboards on hand.



COMMUNITY SURVEY FOR ADULTS

Survey introduction

Thank you for signing up to be a part of **program name** through **organization name**. We hope you will take this important survey to help us learn more about how community activities affect you and your family.

The survey details are:

- It will take about 10-15 minutes to complete.
- You will have the chance to win a \$50 gift card by completing it.
- We will not share your answers with anyone. The information is confidential.

If you have any questions about this survey, please talk to **name** in person or by phone (**xxx-xxx-xxxx**) or email (**xxx@xxxx.org**). You will be asked to complete a similar survey in about six months.

Survey instructions

Please answer all questions to the best of your ability. Please think of all the activities you took part in to improve the community and that you did without being paid.

Some examples are:

- Helping a neighbor get through a tough time by providing food or information
- Offering to provide childcare or yard work for a neighbor
- Participating in community meetings
- Ushering a religious service
- Working with a group to solve a community problem

Please give **STAFF NAME the completed survey before you leave today.**

Thank you for your time!

1. **Some questions about you.** *Note: We will not share your name or answers with anyone. We ask this information for evaluation study purposes.*

a. First & last name: _____

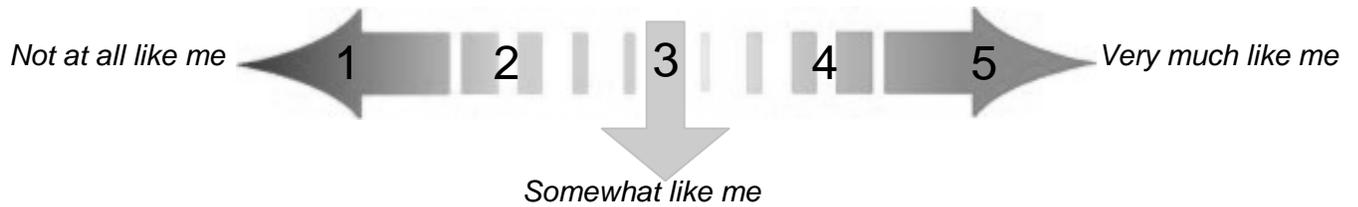
b. Birth date: Month Day Year

c. Today's date: _____

2. **These are YES or NO questions about COMMUNITY ACTIVITIES. For each activity, select if you were involved in it over the past 12 months.**

	Yes	No
a. Helped a Neighbor: I helped a neighbor by providing help such as food, child care, yard work, or house cleaning.	<input type="radio"/>	<input type="radio"/>
b. Joined a Group or Association: I became active in an association such as a resident, political, school, or neighborhood group.	<input type="radio"/>	<input type="radio"/>
c. Listened or Spoke Out: I shared my views or listened to others' views by taking part in a community meeting, contacting a community official, or by writing to a newspaper or web site.	<input type="radio"/>	<input type="radio"/>
d. Raised Money or Donations: I helped to raise money or collect donations for a charity, cause, or group that I care about.	<input type="radio"/>	<input type="radio"/>
e. Received Training: I received training to make me better at bringing change to my neighborhood.	<input type="radio"/>	<input type="radio"/>
f. Solved Problems: I worked with neighbors to solve a community problem.	<input type="radio"/>	<input type="radio"/>
g. Volunteered: I volunteered with an organization such as a place of worship, a child's school, or a neighborhood or community center.	<input type="radio"/>	<input type="radio"/>
h. Attended Community Social Events: I attended a public event such as a community picnic, farmers market, celebration, or block party.	<input type="radio"/>	<input type="radio"/>
i. Had Taxes Prepared at No Cost: I had my taxes prepared at a free tax site by a volunteer.	<input type="radio"/>	<input type="radio"/>
j. Learned about Managing Money: I took a class or heard someone speak on managing money and finances.	<input type="radio"/>	<input type="radio"/>

Next, please rate how well the statements below describe you. Use this scale to rate the statements, where “1” is *not at all like me* and “5” is *very much like me*:



3. These are about your NEIGHBORHOOD. For each item, pick how well the statement describes you.

	Not at all like me 1	2	Somewhat like me 3	4	Very much like me 5
a. I believe my neighbors are willing to help the neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I have a positive attitude about the future of my neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I can influence my neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I believe the neighborhood is a good place to raise children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I talk to others about making our neighborhood better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. These are about HELP and SUPPORT in your neighborhood. For each item, pick how well the statement describes you.

	Not at all like me 1	2	Somewhat like me 3	4	Very much like me 5
a. I know about organizations to help support me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I know people who can help me if I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I talk to others about organizations and people that can help them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I receive assistance that I qualify for <u>or</u> talk to others about the assistance that they may qualify for such as food stamps, WIC, or Medicare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. These are about MONEY and TAXES. For each item, pick how well the statement describes you.

	Not at all like me 1	2	Somewhat like me 3	4	Very much like me 5
a. I know about tax credits available to my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I talk to others about getting taxes done at no cost <u>or</u> plan to volunteer so others can get taxes done at no cost.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I know how to find information to make financial decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I am able to use a budget to manage money.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I believe it is important to have a savings plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. These are more questions about you.

a. Are you a neighborhood resident where you will participate in this program with **INSERT ORG NAME**? (Circle the best answer.)

Yes	No
-----	----

b. How old are you? _____ years old

c. What is your race/ethnicity? (Circle the best answer.)

American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander
White or Caucasian	Two or more races	Other		

d. What is your family's income? (Circle the best answer.)

Less than \$15,000	\$15,000 to \$24,999	\$25,000 to \$34,999	\$35,000 to \$49,999	\$50,000 or more
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ENCUESTA DE LA COMUNIDAD PARA ADULTOS

Introducción de Encuesta

Gracias por inscribirse para ser parte **(program name)** a través **(name of the organization)**. Esperamos que usted tome esta encuesta importante para ayudarnos a aprender más sobre cómo las actividades de la comunidad afectan a usted y a su familia.

Los detalles de la encuesta son:

- Se tardará unos 10-15 minutos para completar.
- Usted tendrá la oportunidad de ganar una tarjeta de regalo de \$50 por completarla.
- No compartiremos sus respuestas con nadie. La información es confidencial.

Si usted tiene alguna pregunta sobre esta encuesta, por favor hable con **(staff name)** en persona o por teléfono al **(xxx-xxx-xxxx)** o por correo electrónico **(xxx@xxxx.org)**. Se le pedirá que complete una encuesta similar en unos seis meses.

Encuesta de instrucciones

Por favor, conteste todas las preguntas a lo mejor de su capacidad. Por favor, piensa en todas las actividades en las que tomaron parte en mejorar la comunidad y que lo hizo sin ser pagado.

Algunos ejemplos son:

- Ayudar a un vecino de atravesar un momento difícil por el suministro de alimentos o la información
- Ofrecer a prestar servicios de guardería o trabajar en el jardín de un vecino
- Participar en reuniones de la comunidad abriendo paso a un servicio religioso
- Trabajar con un grupo para resolver un problema de la comunidad

Por favor, regrese la encuesta completa a **(staff)** antes de salir hoy.

Gracias por tu tiempo.

1. Algunas preguntas acerca de usted. *Nota: No compartiremos su nombre o respuestas con nadie. Le pedimos esta información para fines de estudios de evaluación.*

a. Nombre completo: _____

b. Fecha de nacimiento: Mes Día Año

c. Fecha: Mes Día Año

2. Estas preguntas requieren respuestas de SI o No. Para cada actividad, seleccionar si usted estuvo involucrado en ella durante los últimos 12 meses.

	Si	No
a. Ayudó a un vecino: He ayudado a un vecino al ofrecer ayuda, como alimentos, cuidado de niños, trabajo en el jardín o limpiar la casa.	<input type="radio"/>	<input type="radio"/>
b. Se unió a un grupo o asociación: Me involucré en una asociación de inquilinos, en la escuela, política, o grupo de vecinos.	<input type="radio"/>	<input type="radio"/>
c. Ha escuchado o comentado: He compartido mis puntos de vista y escuche a las opiniones de los demás por participar en una reunión de la comunidad, contacte un representante político, o escribí a un periódico o sitio web.	<input type="radio"/>	<input type="radio"/>
d. Recaudó dinero o donaciones: Ayudó a recaudar dinero o fondos para una organización sin fines de lucro, una causa social, o grupo que me importa.	<input type="radio"/>	<input type="radio"/>
e. Recibí entrenamiento: He recibido entrenamiento que me ayuda contribuir a mejorar mi comunidad.	<input type="radio"/>	<input type="radio"/>
f. Problemas resueltos: He trabajado con mis vecinos para resolver un problema en nuestra comunidad.	<input type="radio"/>	<input type="radio"/>
g. Voluntario: Ofrecí mis servicios y tiempo a una organización como una iglesia, la escuela de mi niño, o un centro comunitario.	<input type="radio"/>	<input type="radio"/>
h. Participe en eventos sociales comunitarios: Asistí a un evento público, como una cena comunitaria, o alguna celebración o fiesta de la comunidad.	<input type="radio"/>	<input type="radio"/>
i. Formularios de impuestos completados gratis: Un voluntario me preparo mi declaración de impuestos sin costo.	<input type="radio"/>	<input type="radio"/>
j. Aprendí como cuidar dinero: Participe en una clase o lectura sobre el manejo de dinero y las finanzas.	<input type="radio"/>	<input type="radio"/>

A continuación, por favor califique qué tan bien las declaraciones describen a usted. Utilice esta escala para calificar su declaración, por ejemplo, "1" no es en absoluto como yo y "5" es muy parecido a mí:



3. Estas preguntas son acerca de su comunidad. Para cada pregunta, escoja la declaración que describe a usted.

	No es en absoluto como yo 1	2	Parece algo a mí 3	4	Es muy parecido a mí 5
a. Creo que mis vecinos están dispuestos a ayudar la comunidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tengo una actitud positiva sobre el futuro de mi comunidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Puedo influir a mi comunidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Creo que mi comunidad es un buen lugar para criar los hijos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hablo con otros sobre cómo mejorar nuestra comunidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Estas preguntas se tratan de AYUDA y APOLLO en su comunidad. Para cada pregunta, escoja la declaración que describe a usted.

	No es en absoluto como yo 1	2	Parece algo a mí 3	4	Es muy parecido a mí 5
a. Conozco organizaciones comunitarias que ofrecen ayuda.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b. Conozco gente que me pueden ayudar si lo necesito.	<input type="radio"/>				
c. Hablo con otros acerca organizaciones y gente que puede ayudar.	<input type="radio"/>				
d. Recibo asistencia por cual califico o hablo con otros sobre asistencia pública por cual ellos califican, por ejemplo, estampillas de comida, WIC, y MediCare.	<input type="radio"/>				

5. Estas preguntas se tratan de DINERO y los IMPUESTOS. Para cada pregunta, escoja la declaración que describe a usted.

	No es en absoluto como yo 1	2	Parece algo a mí 3	4	Es muy parecido a mí 5
a. Entiendo créditos de impuestos para mi familia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Hablo con otros sobre completar mis declaraciones de impuestos sin costo o de servir como voluntario para proporcionar estos servicios gratuitos a la comunidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Sé dónde encontrar información sobre temas financieros.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Sé cómo crear y mantener un presupuesto.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Creo que es importante mantener un plan de ahorros.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Estas son más preguntas sobre usted.

- a. Vive usted en la comunidad donde participo en este programa con [nombre de organización]? (Circule la mejor respuesta) Si No

b. ¿Cuántos años tiene? _____

c. ¿Cuál es su raza/origen étnico? (Marque la mejor respuesta)

Indios Americanos o Nativo de Alaska	Asiático	Afro-Americano	Hispano o Latino
Caucásico	Dos o más Razas	Otra	Nativo de Hawái o de otra Isla del Pacifico

7. ¿Cuál es su ingreso familiar?

Menos de \$15,000	\$15,000 a \$24,999	\$25,000 a \$34,999	\$35,000 a \$49,999	Más de \$50,000
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INSERT
LOCAL
LOGO

COMMUNITY SURVEY FOR YOUTH

Introduction

Thank you for signing up to be a part of **program name** through **organization name**. We hope you will take this important survey to help us learn more about how community activities affect you and your family.

The survey details are:

- It will take about 10-15 minutes to complete.
- You will have the chance to win a \$50 gift card by completing it.
- We will not share your answers with anyone. The information is confidential.

If you have any questions about this survey, please talk to **name** in person or by phone (**xxx-xxx-xxxx**) or email (**xxx@xxxx.org**). You will be asked to complete a similar survey in about six months.

Instructions

Please answer all questions to the best of your ability. Please think of all the activities you took part in to improve the community and that you did without being paid.

Some examples are:

- Helping a classmate with homework
- Offering to provide childcare or yard work for a neighbor
- Working with a school or community group to solve a community problem

Please give **STAFF NAME the completed survey before you leave today.**

Thank you for your time!

c. I talk to others about community organizations and people that can help them.	○	○	○
--	---	---	---

For office use only... Survey number:
--

4. These are about MONEY. For each item, pick how well the statement describes you.

	Stop. That is <u>not</u> me!	Slow. That is <u>a little</u> like me.	Go. That <u>is</u> me!
f. I know how to find information to make financial decisions.	○	○	○
g. I am able to use a budget to manage money.	○	○	○
h. I believe it is important to have a savings plan.	○	○	○

5. These are YES or NO questions about COMMUNITY ACTIVITIES. For each activity, select if you were involved in it over the past 12 months.

	Yes	No
a. Helped a Neighbor: I helped a neighbor by providing help such as child care, yard work, or house cleaning.	○	○
b. Joined a Group: I became active in group that tries to help the community.	○	○
c. Listened or Spoke Out: I shared my views or listened to others' views by taking part in a community meeting or by writing to a newspaper or web site.	○	○
d. Raised Money or Donations: I helped to raise money or collect donations for a charity, cause, or group that I care about.	○	○
e. Received Training: I received training to make me better at bringing change to my neighborhood.	○	○
f. Solved Problems: I worked with neighbors to solve a community problem.	○	○
g. Volunteered: I volunteered with an organization such as a community center or animal shelter.	○	○
h. Attended Community Social Events: I attended a community festival, farmers market, celebration, block party, or picnic.	○	○
i. Learned about Managing Money: I took a class or heard a speaker on managing money.	○	○

6. These are more questions about you.

a. Do you live in the neighborhood where you will take part in this program with INSERT ORG NAME? (Circle the best answer.)

Yes	No
-----	----

b. How old are you? _____ years old

c. What is your race/ethnicity? (Circle the best answer.)

American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander
White or Caucasian	Two or more races	Other		



ENCUESTA DE LA COMUNIDAD PARA JOVENES

Introducción de Encuesta

Gracias por inscribirse para ser parte **(program name)** a través **(name of the organization)**. Esperamos que usted tome esta encuesta importante para ayudarnos a aprender más sobre cómo las actividades de la comunidad afectan a usted ya su familia.

Los detalles de la encuesta son:

- Se tardará unos 10-15 minutos para completar.
- Usted tendrá la oportunidad de ganar una tarjeta de regalo de \$50 por completarla.
- No compartiremos sus respuestas con nadie. La información es confidencial.

Si usted tiene alguna pregunta sobre esta encuesta, por favor hable con **(staff name)** en persona o por teléfono al **(xxx-xxx-xxxx)** o por correo electrónico **(xxx@xxxx.org)**. Se le pedirá que complete una encuesta similar en unos seis meses.

Encuesta de instrucciones

Por favor, conteste todas las preguntas a lo mejor de su capacidad. Por favor, piensa en todas las actividades en las que tomaron parte en mejorar la comunidad y que lo hizo sin ser pagado.

Algunos ejemplos son:

- Ayudar a algún compañero con su tarea
- Ofrecer servicios de guardería o trabajar en el jardín de un vecino
- Trabajando con algún grupo o de la escuela para resolver un problema comunitario

Por favor, regrese la encuesta completa a **(staff)** antes de salir hoy.
Gracias por tu tiempo

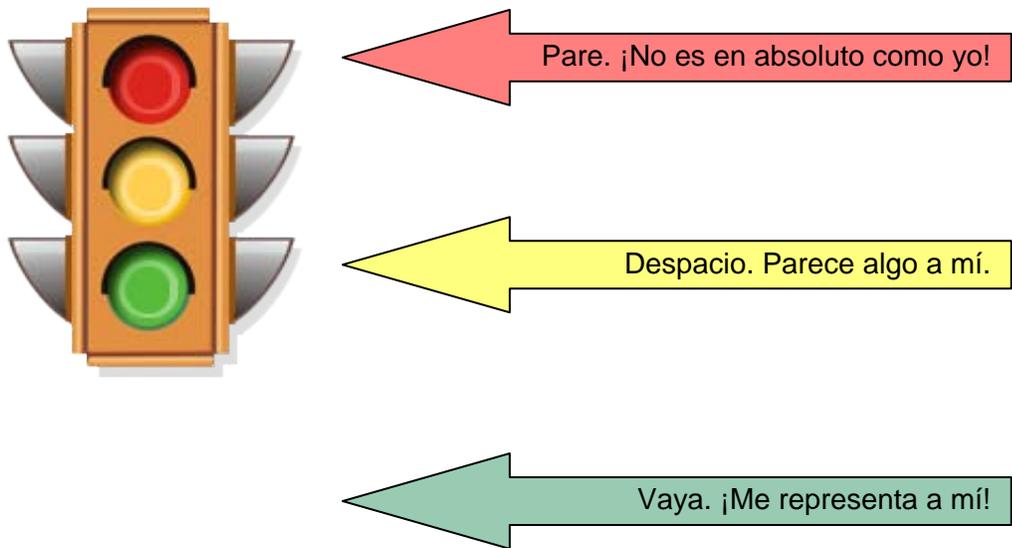
1. Algunas preguntas acerca de usted. *Nota: No compartiremos su nombre o respuestas con nadie. Le pedimos esta información para fines de estudios de evaluación.*

a. Nombre completo: _____

b. Fecha de nacimiento: Mes Día Año

c. Fecha: Mes Día Año

En las siguientes preguntas, por favor, piense en un semáforo para cada una de las respuestas.



2. Estas preguntas son acerca de su comunidad. Para cada pregunta, escoja la declaración que describe a usted.

	No es en absoluto como yo 1	Parece algo a mí 3	Es muy parecido a mí 5
a. Creo que mis vecinos están dispuestos a ayudar la comunidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Puedo influir a mi comunidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Creo que mi comunidad es un buen lugar para criar los hijos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	No es en absoluto como yo 1	Parece algo a mí 3	Es muy parecido a mí 5
d. Hablo con otros sobre cómo mejorar nuestra comunidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Estas preguntas se tratan de AYUDA y APOLLO en su comunidad. Para cada pregunta, escoja la declaración que describe a usted.

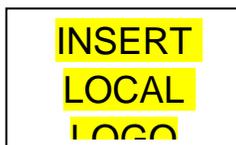
	No es en absoluto como yo 1	Parece algo a mí 3	Es muy parecido a mí 5
a. Conozco organizaciones comunitarias que ofrecen ayuda.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Conozco gente que me pueden ayudar si lo necesito.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Hablo con otros acerca organizaciones y gente que puede ayudar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Estas preguntas se tratan de DINERO y los IMPUESTOS. Para cada pregunta, escoja la declaración que describe a usted.

	No es en absoluto como yo 1	Parece algo a mí 3	Es muy parecido a mí 5
a. Sé dónde encontrar información para hacer decisiones financieras.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Sé cómo usar un presupuesto para manejar mi dinero.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pienso que es importante tener un plan de ahorros.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Estas preguntas requieren

respuestas de SI o No. Para cada actividad, seleccionar si usted estuvo involucrado en ella durante los últimos 12 meses.



COMMUNITY SURVEY FOR ADULTS

Survey introduction

Thank you for signing up to be a part of **program name** through **organization name**. We hope you will take this important survey to help us learn more about how community activities affect you and your family.

The survey details are:

- It will take about 10-15 minutes to complete.
- You will have the chance to win a \$50 gift card by completing it.
- We will not share your answers with anyone. The information is confidential.

If you have any questions about this survey, please talk to **name** in person or by phone (**xxx-xxx-xxxx**) or email (**xxx@xxxx.org**). You were asked to complete a similar survey when you joined the program.

Survey instructions

Please answer all questions to the best of your ability. Please think of all the activities you took part in to improve the community and that you did without being paid.

Some examples are:

- Helping a neighbor get through a tough time by providing food or information
- Offering to provide childcare or yard work for a neighbor
- Participating in community meetings
- Ushering a religious service
- Working with a group to solve a community problem

Please give **STAFF NAME the completed survey before you leave today.**

Thank you for your time!

	Not at all like me 1	2	Somewhat like me 3	4	Very much like me 5
b. I have a positive attitude about the future of my neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I can influence my neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I believe the neighborhood is a good place to raise children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I talk to others about making our neighborhood better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. These are about HELP and SUPPORT in your neighborhood. For each item, pick how well the statement describes you.

	Not at all like me 1	2	Somewhat like me 3	4	Very much like me 5
a. I know about organizations to help support me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I know people who can help me if I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I talk to others about organizations and people that can help them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I receive assistance that I qualify for <u>or</u> talk to others about the assistance that they may qualify for such as food stamps, WIC, or Medicare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. These are about MONEY and TAXES. For each item, pick how well the statement describes you.

	Not at all like me 1	2	Somewhat like me 3	4	Very much like me 5
a. I know about tax credits available to my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I talk to others about getting taxes done at no cost <u>or</u> plan to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

volunteer so others can get taxes done at no cost.					
c. I know how to find information to make financial decisions.	<input type="radio"/>				
d. I am able to use a budget to manage money.	<input type="radio"/>				

6. These are questions about the PROGRAM. For each item, pick how true you believe it to be.

<i>Because of this program...</i>	Not at all true 1	2	Somewhat true 3	4	Very true 5
a. More people from my neighborhood are helping to make it a better place.	<input type="radio"/>				
b. More people of color are taking leadership roles in my neighborhood.	<input type="radio"/>				

7. These are some questions about YOU and the PROGRAM. For each item, pick how true you believe it to be.

	Not at all true 1	2	Somewhat true 3	4	Very true 5
a. I have taken on more responsibility since I joined.	<input type="radio"/>				
b. I learned skills that can help me lead other people to make the community better.	<input type="radio"/>				
c. I plan to stay involved.	<input type="radio"/>				
d. I have recruited others to join.	<input type="radio"/>				

8. About how many hours:

	Number of hours
a. Have you participated in this program since joining? Please include meetings, projects, trainings, etc.	

b. Have you volunteered in other programs since January 2011?	



ENCUESTA DE LA COMUNIDAD PARA ADULTOS

Encuesta de introducción

Gracias por inscribirse para ser parte del **nombre del programa** a través del **nombre de la organización**. Esperamos que usted tome esta encuesta importante para ayudarnos a aprender más sobre cómo las actividades de la comunidad afectan a usted ya su familia.

Los detalles de la encuesta son los siguientes:

- Se tarda unos 10-15 minutos para completar.
- Usted tendrá la oportunidad de ganar una tarjeta de regalo de \$50 por completarlo.
- No vamos a compartir sus respuestas con nadie. La información es confidencial.

Si usted tiene alguna pregunta sobre esta encuesta, por favor hable con **su nombre** en persona o por teléfono al **(xxx-xxx-xxxx)** o por correo electrónico (**xxx@xxx.org**). Se les pidió que completaran una encuesta similar cuando se inscribió en el programa.

Encuesta de instrucciones

Por favor, conteste todas las preguntas a lo mejor de su capacidad. Por favor, piensa en todas las actividades en las que tomaron parte en mejorar la comunidad y que lo hizo sin ser pagado.

Algunos ejemplos son:

- Cómo ayudar a un vecino pasar por un momento difícil por el suministro de alimentos o la información
- Oferta para proporcionar cuidado de niños o trabajar en el jardín de un vecino
- Participar en reuniones de la comunidad
- Inaugurando un servicio religioso
- Trabajar con un grupo para resolver un problema de la comunidad

Por favor, **PERSONAL NOMBRE la encuesta completa antes de salir hoy. Gracias por su tiempo!**

b. Tengo una actitud positiva sobre el futuro de mi barrio.	<input type="radio"/>				
c. Puedo influir en mi barrio.	<input type="radio"/>				
d. Creo que el barrio es un buen lugar para criar a los hijos.	<input type="radio"/>				
e. Puedo hablar con otros acerca de lo que nuestro barrio mejor.	<input type="radio"/>				

4. Estos son sobre ayuda y apoyo en su vecindario. Para cada una, recoger lo bien que el nt state me usted describe.

	No, en absoluto como yo 1	2	Un poco como yo 3	4	Muy como yo 5
a. Sé que sobre las organizaciones para ayudar a mí.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Sé que la gente que me pueda ayudar si lo necesito.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Puedo hablar con otros acerca de las organizaciones y personas que pueden ayudarles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Puedo recibir asistencia de calidad para que yo o hablar con otros acerca de la asistencia que pueden calificar para tales como estampillas de comida, WIC, o Medicare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Estos son sobre dinero e impuestos. Para cada tema, así como recoger la declaración que usted describe.

	No, en absoluto como yo 1	2	Un poco como yo 3	4	Muy como yo 5
a. Sé que los créditos sobre los impuestos a disposición de mi familia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Puedo hablar con otros acerca de cómo obtener declaración de impuestos sin costo o un plan voluntario para que otros puedan obtener declaración de impuestos sin costo alguno.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

c. Sé cómo encontrar la información para tomar decisiones financieras.	<input type="radio"/>				
d. Yo soy capaz de utilizar un presupuesto para administrar el dinero.	<input type="radio"/>				

6. Estas son preguntas acerca del PROGRAMA. Para cada tema, elija cómo cierto que creen que es.

<i>Debido a este programa ...</i>	No es del todo cierto 1	2	Ligeramente cierto. 3	4	Muy cierto 5
a. Más gente de mi barrio están ayudando a hacer de él un lugar mejor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Más gente de color está tomando roles de liderazgo en mi barrio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Estas son algunas preguntas acerca de usted y el programa. Para cada tema, elija cómo cierto que creen que es.

	No es del todo cierto 1	2	Ligeramente cierto. 3	4	Muy cierto 5
a. Me he tomado más responsabilidad desde que me uní.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. He aprendido las habilidades que me puede ayudar a llevar a otras personas a hacer mejor a la comunidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Tengo previsto seguir participando.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Me han contratado a otros a unirse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. ¿Cuántas horas:

	Número de horas
a. ¿Has participado en este programa desde que llegó? Por favor, incluya reuniones, proyectos, capacitaciones, etc	
b. Ha servido como voluntario en otros programas desde enero de 2011?	





COMMUNITY SURVEY FOR YOUTH

Introduction

Thank you for signing up to be a part of **program name** through **organization name**. We hope you will take this important survey to help us learn more about how community activities affect you and your family.

The survey details are:

- It will take about 10-15 minutes to complete.
- You will have the chance to win a \$50 gift card by completing it.
- We will not share your answers with anyone. The information is confidential.

If you have any questions about this survey, please talk to **name** in person or by phone (**xxx-xxx-xxxx**) or email (**xxx@xxxx.org**). You were asked to complete a similar survey when you joined the program.

Instructions

Please answer all questions to the best of your ability. Please think of all the activities you took part in to improve the community and that you did without being paid.

Some examples are:

- Helping a classmate with homework
- Offering to provide childcare or yard work for a neighbor
- Working with a school or community group to solve a community problem

Please give **STAFF NAME the completed survey before you leave today.**

Thank you for your time!

For office use only...
Survey number:

4. These are about MONEY. For each item, pick how well the statement describes you.

	Stop. That is <u>not</u> me!	Slow. That is a <u>little</u> like me.	Go. That <u>is</u> me!
e. I know how to find information to help make financial decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I know how to use a budget to manage money.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. These are questions about the PROGRAM. For each item, pick how well the statement describes you.

	Stop. That is <u>not</u> me!	Slow. That is a <u>little</u> like me.	Go. That <u>is</u> me!
a. I have taken on more responsibility since I joined.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I learned skills that can help me lead other people to make the community better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I plan to stay involved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I have recruited others to join.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I believe this program helps people of different races become leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I believe this program helps more people from my neighborhood get involved to make it better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. These are YES or NO questions about COMMUNITY ACTIVITIES. For each activity, select if you were involved in it over the past 12 months.

	Yes	No
a. Helped a Neighbor: I helped a neighbor by providing help such as child care, yard work, or house cleaning.	<input type="radio"/>	<input type="radio"/>
b. Raised Money or Donations: I helped to raise money or collect donations for a charity, cause, or group that I care about.	<input type="radio"/>	<input type="radio"/>
c. Learned about How to Improve Neighborhood: I took a class or heard a speaker on helping to bring change to my neighborhood.	<input type="radio"/>	<input type="radio"/>
d. Solved Problems: I worked with neighbors to solve a community problem.	<input type="radio"/>	<input type="radio"/>
e. Learned about Managing Money: I took a class or heard a speaker on managing money.	<input type="radio"/>	<input type="radio"/>
f. Led Others in Service: I led or managed other people in volunteer service.	<input type="radio"/>	<input type="radio"/>

7. Estimate how often you participated in this program or volunteered with other programs.

	Number of hours
a. About how many hours have you participated in this program since joining? <i>Please include meetings, projects, trainings, etc.</i>	
b. If you have volunteered in other programs please tell us about how many hours you have served from January to May 2011.	



INSERT
LOCAL
LOGO

ENCUESTA DE LA COMUNIDAD PARA LOS JOVENES

Introducción

Gracias por inscribirse para ser parte del **nombre del programa** a través del **nombre de la organización**. Esperamos que usted tome esta encuesta importante para ayudarnos a aprender más sobre cómo las actividades de la comunidad afectan a usted ya su familia.

Los detalles de la encuesta son los siguientes:

- Se tarda unos 10-15 minutos para completar.
- Usted tendrá la oportunidad de ganar una tarjeta de regalo de \$50 por completarlo.
- No vamos a compartir sus respuestas con nadie. La información es confidencial.

Si usted tiene alguna pregunta sobre esta encuesta, por favor hable con **su nombre** en persona o por teléfono al **(xxx-xxx-xxxx)** o por correo electrónico **(xxx@xxxx.org)**. Se les pidió que completaran una encuesta similar cuando se inscribió en el programa.

Instrucciones

Por favor, conteste todas las preguntas a lo mejor de su capacidad. Por favor, piensa en todas las actividades en las que tomaron parte en mejorar la comunidad y que lo hizo sin ser pagado.

Algunos ejemplos son:

- Cómo ayudar a un compañero de clase con la tarea
- Ofrecer a prestar servicios de guardería o trabajar en el jardín de un vecino
- Trabajar con un grupo escolar o de la comunidad para resolver un problema de la comunidad

Por favor, **PERSONAL NOMBRE la encuesta completa antes de salir hoy.
Gracias por tu tiempo!**

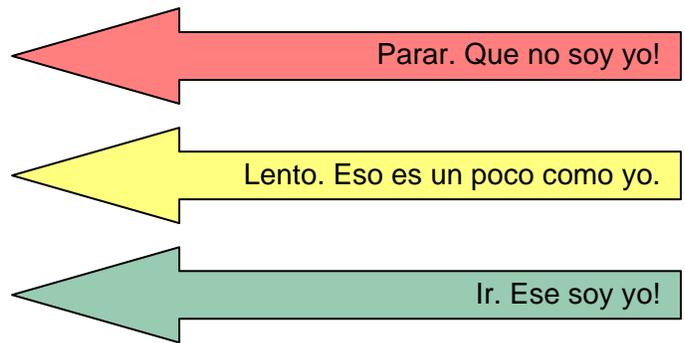
1. **Algunas preguntas acerca de usted.** Nota: No compartiremos su nombre o respuestas con nadie. Le pedimos esta información para fines de estudios de evaluación.

a. Nombre y Apellido: _____

b. Fecha de nacimiento: _____
 Month Day Year

c. La fecha de hoy: _____

En las siguientes preguntas, por favor, pensar en un semáforo para responderlas.



2. Estos son acerca de su **VECINDARIO**. Para cada tema, así como recoger la declaración que usted describe.

	Parar. Que no soy yo!	Lento. Eso es un poco como yo.	Ir. Ese soy yo!
a. Creo que mis vecinos están dispuestos a ayudar al barrio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Puedo influir en mi barrio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Creo que el barrio es un buen lugar para criar a los hijos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Puedo hablar con otros acerca de lo que nuestro vecindario sea un lugar mejor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Estos son sobre **AYUDA y APOYO** en su vecindario. Para cada tema, así como recoger la declaración que usted describe.

	Parar. Que no soy yo!	Lento. Eso es un poco como yo.	Ir. Ese soy yo!

a. Sé que sobre las organizaciones de la comunidad que pueden ayudar a mi familia oa mí.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Conozco a gente que puede ayudar a mi familia oa mí si es necesario.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Puedo hablar con otros acerca de las organizaciones comunitarias y personas que pueden ayudarles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Para uso de la oficina ...
Encuesta número:

4. Estos son por el dinero. Para cada tema, así como recoger la declaración que usted describe.

	Parar. Que no soy yo!	Lento. Eso es un poco como yo.	Parar. Que no soy yo!
a. Sé cómo encontrar la información para ayudar a tomar decisiones financieras.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Sé cómo utilizar un presupuesto para administrar el dinero.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Estas son preguntas acerca del PROGRAMA. Para cada tema, así como recoger la declaración que usted describe.

	Parar. Que no soy yo!	Lento. Eso es un poco como yo.	Parar. Que no soy yo!
a. Me he tomado más responsabilidad desde que me uní.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. He aprendido las habilidades que me puede ayudar a llevar a otras personas a hacer mejor a la comunidad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Tengo previsto seguir participando.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Me han contratado a otros a unirse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Creo que este programa de ayuda a las personas de diferentes razas se conviertan en líderes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Creo que este programa ayuda a más gente de mi barrio se involucran para hacerlo mejor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Se trata de SI o NO preguntas sobre las actividades comunitarias. Para cada actividad, seleccionar si usted estuvo involucrado en ella durante los últimos 12 meses.

	Si	No
a. Ayudó a un vecino: He ayudado a un vecino al ofrecer ayuda, como cuidado de niños, trabajo en el jardín o limpiar la casa.	<input type="radio"/>	<input type="radio"/>
b. Recaudó dinero o donaciones: me ayudó a recaudar dinero o recaudar fondos para una organización benéfica, la causa, o el grupo que me importa	<input type="radio"/>	<input type="radio"/>
c. Aprendido sobre cómo mejorar el barrio: tomé una clase o escuchado a un orador en ayudar a traer el cambio a mi barrio.	<input type="radio"/>	<input type="radio"/>
d. Problemas resueltos: He trabajado con los vecinos para resolver un problema de la comunidad.	<input type="radio"/>	<input type="radio"/>
e. Aprendido acerca de la administración del dinero: tomé una clase o escuchado a un orador en el manejo de dinero.	<input type="radio"/>	<input type="radio"/>
f. Otros de plomo en el servicio: He dirigido o administrado a otras personas en el servicio voluntario.	<input type="radio"/>	<input type="radio"/>

7. Estimación de la frecuencia con que participaron en este programa voluntario o con otros programas.

	Número de horas
a. Aproximadamente, ¿cuántas horas ha participado en este programa desde que llegó? <i>Por favor incluyen reuniones, proyectos, capacitaciones, etc</i>	
b. Si se han ofrecido en otros programas por favor, cuéntenos sobre el número de horas que han servido de enero a Mayo de 2011.	



Appendix E

II. Resources and Tools from 2010-2011 HandsOn Corps VISTAs

- I. [National PTA - Community Scan Template](#) – *National PTA VISTAs Susan Dirr and Sarah Levy*; A scan to assess the assets of a local community to be used for project development, volunteer engagement, and fund development.
- II. [The Campus Kitchens Project Assessment Tool](#) - *This tool was created by VISTA Abigail Steiner serving at The Campus Kitchens Project.* This tool can be adapted for use in other communities to assess resources and priorities.
- III. [The Campus Kitchens Project - Expanding Community Partnerships Asset Based Community Development Workshop](#) - *Campus Kitchens VISTA Abigail Steiner* created this workshop delivered to Campus Kitchens sites to introduce asset based community development and how the principles can be incorporated in the Kitchen's work.
- IV. **Volunteer Center of Story County Community Quest Overview and Tool** – *VISTAs Ruth Powell and Lauren Hazenson* – A team based community assessment tool which can be used with youth or adults.
- V. **Volunteer Center of Story County Sample Community Meeting Agenda** – *VISTA Ruth Powell*
- VI. **Volunteer Center of Story County Sample Skills and Needs Survey** – *VISTA Ruth Powell* - This survey is meant to help identify the needs of a community and identify residents within the community who have skills to assist with meeting those needs.
- VII. **HandsOn Northwest North Carolina** – *VISTA Michelle Bennett* – A description of the HONWNC Neighboring Program.
- VIII. **HandsOn Northwest North Carolina** – *VISTA Michelle Bennett* – Neighboring Youth Survey (provided in English and Spanish)
- IX. **HandsOn Northwest North Carolina** – *VISTA Michelle Bennett* – Willows Peak Resident Survey Final Version



Community Quest Overview

What is Community Quest?

When you are helping a community it is essential to know as much about that community as you can. Often we can live in a community for years and not come into contact with some groups or really notice the places we see in our day to day lives. This is why Community Quest is important. It will allow you to get to know your community better in a new and fun way.

Rules of Community Quest

1. Each AmeZone member must be in their assigned team of 3-4 people. Part of Community Quest is making new friends, which is why we don't let you pick teams.
2. Each team gets one Community Quest board. The goal is to get as many points as you can before the next meeting. The point allotments count for each individual member. Therefore, if your team eats a meal together at a shelter it counts as more points than if just one person completes the task.
3. Document EVERYTHING. Either write down notes in your journal or take a picture to document the completion of each square.
No documentation = no points.
4. Be respectful of anyone you encounter or team with on Community Quest. Treat other teams respectfully. Blatant violation of AmeZone rules or disrespectful behavior will disqualify you.
5. HAVE FUN!!!



Maxwell Community Meeting

Agenda

Tuesday, May 24 (6:00-8:00 pm)

Maxwell Community Center

- I. Socializing and refreshments (6:00-6:10)
- II. Introduction: Volunteer Center and staff (6:10-6:15)
- III. Ice Breakers (6:15-6:35)
- IV. Neighboring (6:35-6:55)
 - a. What is neighboring?
 - b. Guest Speaker from BW
 - c. Survey results
- V. Small Group Breakout (6:55-7:25)
 - a. Handout guiding questions
 - b. Ask one person to report and one to take notes
- VI. Large Group Discussion (7:25-7:55)
 - a. Reports from small groups
 - b. Final decision: focus on one project/program or each group focus a particular project/program
 - c. Set follow-up meeting time, if there is interest
 - d. Appreciations: Residents, staff, volunteers, donating businesses (Jimmy Johns/HyVee)
- VII. Fill out evaluations and socialize (7:55-8:00)

NEIGHBORING
Skills and Needs Survey

The following survey is meant to help identify the needs of a community and identify residents within the community who have skills to assist with meeting those needs. This is meant to help strengthen and empower individuals, relationships and neighborhoods. All personal information given will be kept confidential unless the participant gives us permission to release it.

First Name:

Last Name:

Phone:

Email:

Address:

City:

Zip code:

Skills

Place a check mark in front of those areas that you have experience in. There is a space provided for you to give additional information or to add an item not listed.

AGRICULTURE/ENVIRONMENT

- Farming (Animals or Crops)
- Pets
- Other _____

CLERICAL / OFFICE WORK

- Filing
- Typing (words per minute)
- Other _____

ART

- Drawing
- Sewing/Knitting/Crocheting
- Sign Painting
- Other _____

COMMUNICATIONS

- Photography
- Radio broadcasting
- Other _____

BUSINESS

- Personnel Management
- City/County/Nonprofit boards
- Other _____

COMPUTERS

- Data entry
- Web page design
- Other _____

EDUCATION

- Day care programs
- Elementary school education
- Middle/High school education
- Other_____

MAINTENANCE

- Mowing Lawns
- Gardening
- Snow Removal
- Other_____

FAMILY SERVICES

Caring for:

- Babies (under 1 year)
- Children (1 to 6 years)
- Children (7 to 13 years)
- Cleaning
- Cooking
- Other_____

FOOD SERVICE / NUTRITION

- Washing Dishes
- Baking
- Other_____

HEALTH / MEDICAL SERVICES

Caring for the:

- Elderly
- Mentally Ill
- Sick
- Physically/Developmentally Disabled
- Other_____

OPERATING/REPAIRING MACHINERY

- Repairing Small Appliances
- Repairing Trucks/Buses/Automobiles
- Using a Forklift
- Other_____

FINANCIAL MANAGEMENT

- Fundraising
- Tax preparation
- Other_____

SALES

- Operating a Cash Register
- Stocking Shelves
- Other_____

RECREATION

- Sports (Which?)
- Game / Card / Bingo
- Other_____

TRANSPORTATION

Driving a:

- Car
- Bus
- Delivery Vehicle
- Farm Equipment
- Other_____

Continued on back

CONSTRUCTION AND REPAIR

- Painting
- Furniture Repairs
- Plumbing Repairs
- Electrical Repairs
- Concrete Work
- Roofing
- Other_____

Needs

Place a check mark in front of those areas that you have a need or problem with.

- Transportation
- Obtaining Food
- Unemployment
- Living Wage
- Mental Health Services
- Crime
- Nutrition Education
- Affordable Housing
- After-School Programs
- Adult Education
- Credit and/or Budgeting Problems
- Information on Social Services
- Language Barrier
- Cost of Childcare
- Quality of Childcare
- Availability of Childcare
- Assistance with Children with Disabilities
- Services for Older Adults
- Job Training
- Availability of Preschool
- Home Maintenance
- Community Support/Interaction

Are there any other needs not mentioned that you think are serious needs in your area? Please List:
What do you think would most improve things for you and your family?

For more information about neighboring, please contact Volunteer Center of Story County staff:

Ruth Powell

Community Outreach Coordinator, VISTA

ruth.powell@vcstory.org

(515)268-5323

130 S. Sheldon Ave. Suite 201

Ames, IA 50014

Shellie Orngard

Executive Director

shellie.orngard@vcstory.org

(515)268-5323

130 S. Sheldon Ave. Suite 201

Ames, IA 50014



HandsOn NWNC Neighboring Model

The objective of the Neighboring Initiative is to advance volunteer practices and programs that strengthen families and transform neighborhoods locally and throughout the Network by:

- Engaging residents and families who live in under-resourced or marginalized communities as leaders and volunteers in neighborhood and community activities, program planning, program execution, advocacy, board governance, leadership development, etc.
- Initiating and expanding innovative volunteer programs that promote more inclusive engagement of volunteers from targeted communities that are traditionally disengaged from civic life,
- Engaging faith-based and neighborhood organizations as partners , and
- Promoting volunteering as a means for community residents to connect to:
- Economic recovery opportunities (e.g. job skill development, networking, better access to economic benefits);
- Needed services and support available in the neighborhoods where families live;
- Caring and nurturing social networks that promote community change.

The HandsOn NWNC Neighboring Initiative seeks to engage students at Forest Park Elementary School and their families in the surrounding low-income neighborhood by connecting them to nearby faith-based groups, businesses and other nonprofit and neighborhood resources in an effort to identify and address their community's challenges effectively through the development of resident and volunteer leadership. Our focus will be to increase youth development and civic engagement within both the school and the surrounding neighborhood, while we also increase volunteer leadership within local faith and business partners engaged as part of this effort.

Forest Park Elementary, our lead partner in our neighboring efforts, is a majority-minority Title I school where over 60% of the students are of Hispanic/Latino origin, 30% are African American and 2% are Caucasian. This neighborhood is located in the Waughtown neighborhood of Winston-Salem in the 27107 area code, and is denominated by the intersection of Waughtown St. and Martin Luther King, Jr. Blvd.

Our Days of Service program will be used as a mechanism to encourage "service across difference," providing opportunities for several hundred volunteers from the wider community to work on projects within this school and neighborhood, while, at the same time, encouraging families involved in the neighboring collaborative to take part in service activities in their neighborhood and school as well as other nonprofits to "pay it forward."



Neighboring Youth Survey

Demographics

1. Gender: _____ Male _____ Female

2. Age: _____ 0-5 _____ 6-7 _____ 8-9 _____ 10+

3. Put an "X" on the line next to the box that you feel best describes your race/ethnicity.
_____ American Indian
_____ Asian
_____ Black
_____ Hispanic (if so, please state your heritage _____ ex. Mexico, Cuba)
_____ White/Caucasian
_____ Other: (Please specify: _____)

4. Number of adults living in your home _____

5. Number of brothers and sisters living with you _____

6. Who do you live with?
_____ Mom _____ Dad _____ Grandmother _____ Grandfather

_____ Aunt _____ Uncle _____ Other Person

7. Which of the following are you interested in?
 - Animals
 - Emergency Readiness
 - Environment
 - Gardening
 - Healthy Choices
 - Literacy and Mentoring
 - Hunger, Homeless, Poverty
 - Other, please specify _____

8. What do you like about your school and/or neighborhood?

9. Is there anything you would like to change about your school and/or neighborhood?



La Encuesta Juventud

Demografía

7. Sexo: ____ Masculino ____ Femenino
8. Edad: ____ 0-5 ____ 6-7 ____ 8-9 ____ 10+
3. Marque con una "X" en la línea junto al cuadro que usted sienta mejor describe su raza u origen étnico.
 ____ Indio norteamericano/a
 ____ Asiático/a
 ____ Negro/a o norteamericano africano
 ____ Hispano/Latino (en caso afirmativo, indique su país de origen _____
 ex patrimonio México, Cuba)
 ____ Blanco/caucásico
 ____ Otro: (por favor especificar: _____)
9. El numero de adultos que viven en su hogar: ____
10. El numero de hermanos/as que viven con usted: ____
11. ¿Con quien vive usted?
 ____ Mamá ____ Papá ____ Abuela ____ Abuelo
 ____ Tia ____ Tío ____ Otra persona
7. ¿Cuál de las siguientes opciones le interesa?
 Animales
 Preparación en casos de emergencia
 Medio ambiente
 Jardinería
 Opciones Saludables
 La enseñanza y la tutoría
 El hambre, gente sin hogar, pobreza
 Otro: por favor especificar: _____
8. ¿Que le gusta mas de su escuela y su vecindario?
9. ¿Hay algo que le gustaría cambiar en su escuela y / o barrio?



Willows Peak Resident Survey

1. What is your gender?
 Male Female

2. What is your age?
 less than 19 45-54
 19-24 55-64
 25-34 65-74
 35-44 75+

3. Education completed:
 less than high school
 completed high school
 some college
 graduated college
 graduate degree

4. Are you:
 married
 single
 divorced
 widowed

5. Do you have telephone service?
 Yes No

6. Do you have children?



_Yes _No (If no, skip to # 9?)

7. How many children do you have and what are their ages?

8. Do you receive childcare assistance?

_Yes _No

9. How many adults in your household know how to operate a computer?

_none _1 _2 _3 _4+

10. Check the computer programs that you know how to use:

_email _Microsoft office Word _Excel _Powerpoint _none

11. Are you currently employed?

_Yes _No (if no, skip to #14)

12. If yes, have you been employed for more than six months?

_Yes _No

13. Are you interested in a career change or more training in your field? (After answering this question skip down to # 16)

_Yes _No

14. If not employed, please check off any barriers listed below that are keeping you from gaining employment:

- _childcare
- _criminal record
- _transportation
- _no high school diploma or GED
- _other: _____

15. How are you actively seeking employment?

16. What kind of trainings or certifications do you have?

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17. What kind of work experience do you have?

18. What kind of job trainings would you like to have?

19. Are you currently in school, college or in any training?

If yes, what are you studying and where?

20. What are the 3 things you like most about this community/neighborhood?

21. What are 3 things you would like to change/improve in your community?

22. Do you think helping others through community service (volunteering, helping a neighbor, coaching a team, assisting others when they need help) is important?

23. Are you currently involved in community service/volunteering/helping others (the act of becoming involved in your community in a variety of ways to better your neighborhood, city, and county)?

24. Would you be interested in creating and leading community service projects that will benefit yourself and your neighbors (ex. Community garden, community day, literacy program, etc.)?

25. Do you think a neighborhood association is important?

26. What do you think are some ways that residents will get involved in their community?

27. What is the best time of week/day to hold community activities?

28. Who are the people that are important to getting things done in this community based on their position (ex. neighborhood leader) or job?

Resident Interests and Needs

Put a check by the services you need/want

Job skills training/employment	
--------------------------------	--



Job readiness training	
Job retention services	
Job posting search or placement services	
Introduction to /familiarization with computers	
Internet access and access to local services	
Economic development (microenterprises, small business development)	
Telecommuting and remote job access training	
Children's education programs (ages 0-12 years)	
Youth education programs (ages 13-17 years)	
Adult basic education/literacy	
ESL (English as a Second Language)programs	
GED/high school equivalency certificate programs	
Adult continuing education programs	
Family education programs	
Children's supervised activities (ages 0-12 years)	
Youth supervised activities (ages 13-17)	
Adult activities (ages 18-64)	
Senior services (ages 65+ years)	
Childcare	
Healthcare	
Personal financial management counseling	
Substance Abuse Help	
Project/program management training	
Grant writing (how to complete an application for funds for a community project, gain understanding of how grant writing process works, where to look for grants for the community)	
Leadership training	
Networking training (strategies for networking to obtain better employment)	
Other	

Thank you!!!



Appendix F—Success and Challenge Stories from 2010-2011 HandsOn Corps VISTAs

I. Center for Volunteer and Nonprofit Leadership

- A. Kyla Burke Lazarus
- B. Sarah Van Dine
- C. Leah Verghese

II. The C4 Group

- D. Alicia Ezell – EMPOWER Project
- E. Dustin Wells – I Have I Need Program

III. HandsOn Northeast Ohio

- F. Gene Aikins

IV. HandsOn Northwest North Carolina

- G. Michelle Bennett



Center for Volunteer and Nonprofit Leadership

Kyla Burke-Lazarus

Neighboring Successes & Challenges

Thinking about how to incorporate the neighboring model into my work at the Center for Volunteer and Nonprofit Leadership at first posed great difficulty because neighboring – “an asset and empowerment based approach that engages underserved and under resourced community members to find innovative, sustainable solutions to address local challenges” – is grounded in targeting very specific communities where as our Center serves the entire Marin County. My challenge was finding a way to incorporate the neighboring model to the Flexible Volunteer Program, a program that offers Marin nonprofits support in establishing volunteers programs and offers volunteers a way to easily get involved in service. I was able to successfully implement the neighboring model to expand and grow the Flex Program by using the resources made available at our Center and broadening my thinking about the meaning of “communities” to encompass the scope and breadth of the county.

Our Center has a dual focus to strengthen both volunteerism and nonprofit organizations in Marin, and the overlap of our efforts compound the effectiveness of the two sides. The programs side of our Center works directly with Marin nonprofits to develop their capacity, enabling me to draw on the established relationship with nonprofits working in the communities specified in my VAD (Marin City in Southern Marin; the Canal District located in Central San Rafael; and West Marin) to leverage the Flex program in these targeted areas and help those agencies meet their needs and the needs of their community. Members of these nonprofits already work closely with or constitute the key community members, therefore by partnering with these agencies to develop new Flex projects I was applying the neighboring model. The Flex program provides our partners with the volunteers, resources, and legwork of the development process to actualize the volunteer projects they desire and meet the community’s needs. At this point in the year I have successfully developed several Flex projects in the communities identified in my VAD rooted in the model of neighboring.

I partnered with Women Helping All People (WHAP), a vital Family and Educational Resource Center working directly from within the Marin City public housing, to develop a Flex project that support’s their WHAP Scholastic Academy afterschool program. As taken from their website, WHAP “started off with sixteen Marin City women gathering to express their concern for the life of community’s young women who lived in public housing.” WHAP has developed into a vital program that now has a private school that serves children from the public housing in Marin City. The collaboration with these key community members has allowed our Flex program to offer support directly where it is needed. The after school program provides a “safe-house”

Summary of Neighboring Successes and Challenges from VISTA Kyla Burke-Lazarus, serving with [The Center for Volunteer and Nonprofit Leadership](#), HandsOn Corps VISTA 2010-2011.

tutorial/after-school program for children of low-income families in Marin City.

I aligned with the Marin City MLK Coalition for our Martin Luther King Day of service. The Coalition is comprised of 12 prominent Marin City organizations, working directly in Marin City. This partnership offered me the opportunity to connect with key community members from Marin City. Our Flex program helped abate litter throughout Marin City and worked in two community gardens. Based on interest of coalition members to sustain the work started on MLK day, I am planning a sustained Flex project in partnership with WHAP to involve students from their Academy and Flex volunteers to maintain ongoing efforts to upkeep one of the Marin City Community Garden throughout the summer. The project will constitute part of the curriculum for the Academy's summer environmental camp.

I also developed a Flex project to support the Parent Service Project; this is a nonprofit located in the Canal district and works to engage and strengthen families by working in partnership with educators, and service providers to take leadership in assuring the wellbeing of children and families in the community. Parent Services Projects are working with a selected group of 20 middle school students, who are at high risk of dropping out of school, and their families, all Latino from the Canal district. I worked with them to develop a new family tutoring Flex project in response to the parents appeal to become more engaged in their students learning. The volunteers give homework help to the student working along with the student's parent. Thus the project engages Latino parents who would like to help their children with their homework but either have a difficult time with homework as it is presented in English or else might not have a solid enough grasp of the work themselves in order to help their children.

In thinking about Marin as a whole it's real needs lie in the communities that I have focused my efforts in - Marin City, the Canal district, and West Marin - and by expanding the Flex program to help address issues that face these communities and by encouraging all Marin residents to help combat these needs, I think I have successfully achieved neighboring for a community which is as expansive as Marin County. The Flex program enables and empowers Marin nonprofits and community members to realize change in their communities that have the greatest need.



Center for Volunteer and Nonprofit Leadership

Sarah Van Dine

Neighboring Successes & Challenges

The concept of neighboring is one of self-empowerment, which when successfully engaged creates lasting change throughout communities. Neighboring, as a principle, is something that I have seen in action before in a community that had many traits both similar and different to communities across the U.S.. Batahola Sur, Nicaragua is an impoverished, yet thriving community, that a mere five years ago was a dumpster community which held the trash of greater Managua, Nicaragua. For three winters I utilized and saw neighboring in action within this community. To try and improve community health, we worked with local resident doctors and residents to identify common health problems, target the top conditions through questionnaires and educational sessions, and co-staffed free health clinics in the community. The residents took the future of their community's health into their own hands.

This experience was a great introduction to neighboring in action, and knowledge that I knew could help me anywhere as an AmeriCorps VISTA. Yet, I am an AmeriCorps VISTA for a very unique organization-Center for Volunteer and Nonprofit Leadership of Marin County, CA- that has a breadth of programs that work to strengthen the community from a slightly different perspective. For over 40 years CVNL has served as the Volunteer Center and NSO in this community, and has provided community support through trainings, volunteer programs, and volunteer-led pro-bono work. So to apply the neighboring concept to my work was challenging, but has proved to be very rewording.

As the Community Engagement VISTA, my primary work is to assist our BoardMatch Marin program, help develop the Volunteer Program Development Initiative, and rework workshops and affinity groups for Volunteer Managers. Each of these programs are positively impacting the community, but they do not inherently begin by working with residents in our most impoverished communities. Rather these programs place board candidates and strengthen leaders in volunteerism, who then go out and empower communities to create change.

I therefore began to look at the definition of community, interpreting it in a new light and searching for how neighboring principles mesh with our unique community. Community is defined as a unified body of individuals with common interests living in a particular area. As I began working with these programs, with our volunteer leaders, and nonprofit organizations, I began to see different levels of community. The Volunteer Leaders who help match board candidates and develop volunteer programs were serving their neighbors. Communities were redefined as volunteers, volunteer leaders, and organizations interacting in projects that shared a common geographic location or believed in a common cause.

Summary of Neighboring Successes and Challenges from VISTA Sarah Van Dine, serving with [The Center for Volunteer and Nonprofit Leadership](#), HandsOn Corps VISTA 2010-2011.

For example, one of our incredible volunteer leaders, Joan, is a Personal Coach with the Volunteer Program Development Initiative. The first project she took on was with the Marin YMCA, helping them to organize their very successful Marin County Youth Court program, because she, as a resident of the same community, saw the positive impact this program was making. Currently, she is starting a project with the Marin Opportunity Center, a place that helps Latin@ immigrants find and excel in work. Joan has been a volunteer at the Marin Opportunity Center for years, is bilingual, and passionate about her cause. By rethinking of the concepts of neighboring, she is now a resident leader, working in a different capacity to create change within a community of people tackling the issue of justice and immigrant rights.

Neighboring is still challenging since CVNL's programs serve all of Marin County, but reflecting on the idea of community has allowed me to integrate these principles into already successful programs. I look forward to becoming more knowledgeable about neighboring and working to implement this concept even more in our programs during my remaining months as an AmeriCorps VISTA.



Center for Volunteer and Nonprofit Leadership

Leah Verghese

Neighboring Successes & Challenges

Neighboring for any VISTA is a challenge. The main reason I believe it is such a challenge is the time necessary to apply the principles of neighboring – a year is a pretty short time period to build the trusting relationships needed, and then apply neighboring techniques. Real, solid relationships where people can communicate freely and trust that they are safe with the other are vital to any neighboring effort. Building such relationships in time to design a project based on the knowledge you gain from these relationships is a challenge to anyone working within a one-year time frame. .

That said, the principles of neighboring proved extremely useful in my work this year at the Center for Volunteer and Nonprofit Leadership. As part of my VAD, one of my major assignments was to coordinate several workshops in under resourced communities in Marin. As an outsider to these communities, coming in fresh, enthusiastic and without any connections to community leaders, I had to build relationships in these communities and get to know their issues and approaches. I tried to understand what was needed in the community from their perspective, and then use community resources of all kinds in order to create a process for meeting this need. As clearly as possible, I would like to highlight some of the successes and challenges I experienced in applying these neighboring techniques to this initiative.

First, some challenges:

- 1) Among all my other VAD assignments, it proved difficult to always attend community meetings, especially given the distance to some of them. (Not too mention the costs in gas on a VISTA stipend...)
- 2) In one of the communities, the Canal district of San Rafael, I was never really successful at locating and attending community meetings. Moreover, any meetings among unofficial community leaders were probably in Spanish, which would have made it very difficult for me to connect with the discussions – as my Spanish skills are intermediate.
- 3) Because I was not really able to tap into the informal Canal community leaders' thoughts, I had to rely solely on my few partners in the Canal to inform workshop planning in that community.
- 4) At community meetings I did attend (in Marin City), I often encountered difficulty initiating conversations with community members in the context of (often heated) discussions about community issues on which I had little insight. It took a good long time to gain enough relevant knowledge of each community and its issues to really be able to communicate with community leaders in a meaningful way.

Summary of Neighboring Successes and Challenges from VISTA Sarah Van Dine, serving with [The Center for Volunteer and Nonprofit Leadership](#), HandsOn Corps VISTA 2010-2011.

- 5) Even when I was trying very hard to connect with a person's passions or insight, some important folks were still standoffish.
- 6) Being non-hispanic, I found that I experienced quite a few cultural misunderstanding/miscommunications when working with the Latino community in the Canal. It took quite a while to understand what was being absorbed when I said things in one way versus another. (I am still learning...)
- 7) For coordination of workshops, once the topics are determined you still need a couple of months beforehand to recruit trainers, arrange the timeline with community partners and discuss expectations/goals/duties, create outreach materials and email/phone lists, etc, etc. Because I was unable to plan the workshops for Fall, I had to coordinate everything by the end of Spring. This meant that the community relationships had to be built by start of New Year – less than 6 months is a pretty short timeline for building trusting relationships.
- 8) While my trainers all have diverse backgrounds, only one of the trainers I was able to recruit is actually from the community in which they trained.

Now, some successes:

- 1) The relationships I was able to build this year were very strong ones. I have helped elevate our relationship with our target communities—and they have very fond and supportive feelings about the work we've done together and my host organization.
- 2) Knowing what was ideal (ie. knowing what we were aiming for by using neighboring principles), I was able to get closer to the goal recruiting talent from within the communities than I would have been able to if I wasn't aware of neighboring techniques. Although only 1 is local, all 4 presenters I recruited are very closely tied in some way to the communities they presented in.
- 3) Despite challenges tapping into the Canal community leadership, the 1 community-based trainer I did recruit was in this community. So he was able to really tailor the content to the community because he lives there.
- 4) Looking at the assets-based model, I was more aware of the need to find out what the community members said they needed that we could help facilitate. The pre-assessment in Marin City revealed many unknowns as to what the community saw as their primary Technical Assistance needs. Having built a relationship with a key community leader by mid-year, I was able to get some extremely useful feedback to inform workshop planning in this community.
- 5) Trainings are set to be MUCH more effective because of the application of these principles for many reasons:
 - a. Community partner relations have led to greater registration.
 - b. Focus on trying to bring talent with ties to the neighborhood made for much stronger potential for connection between the presenters and the participants. I am hoping (and have already seen that) more questions are asked, as well as one-on-one conversations with the presenter afterward or on breaks.
 - c. The content of the trainings is much more geared towards the specific needs and conditions of the community.
 - d. Presenters so far have been very receptive to participants, and even gave out personal info for future contact.
- 6) Once I was able to use the tenets of neighboring with an understanding that they must be flexible to the neighborhood I'm working with, and the capabilities of the organization I am working in, I was much better able to get the most out of my projects



- for the communities. In other words, once I understood the underlying reasons for the principles of neighboring, and figured out how they would best be applied to my situation, that's when I really started to see the value of the ideas and tools.
- 7) The focus on listening and understanding really allowed the people I built relationships with a place to talk through some of their current challenges and get a better idea themselves of what would help them.

I hope this toolkit can help future VISTAs understand both the challenges, and the real potential for success that the neighboring principles present. Although I found it very difficult to fully execute the neighboring strategy and all its components, striving to achieve these goals really helped me to be more effective in my work this year as a VISTA.

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