

## **CRD 250: PROFESSIONAL SKILLS IN COMMUNITY DEVELOPMENT**

**Spring Quarter, 2017**

Wednesdays, 1:10pm - 4pm, 166 Hunt Hall

**Instructor: David de la Peña, PhD**

[dsdelapena@ucdavis.edu](mailto:dsdelapena@ucdavis.edu), 530-752-4082

Office Hours: 111 Hunt Hall, Mondays 2-4pm, or by appt.

### **DESCRIPTION**

The purpose of this course is to help students develop the practical skills needed to work professionally in community development-related organizations, in the public, non-profit, or private sectors. The course provides an overview of community-based planning, project management, and consultation skills. The class also provides a forum for students to improve skills in making formal presentations to community leaders.

The course will consider the most important issues in community development practice, including methods and ethics of initiating community projects, community assessments, community participation, community organizing, group facilitation, presentation skills, and conflict management. Each of these topics will be addressed against a backdrop of community development theory and how theory is utilized in the practical settings of community-based organizations.

This course will engage students in developing and applying community development concepts, methods, and skills in a hands-on setting. The course is structured broadly as a studio, meaning that it is based on collaborative and project-based learning in a model of action-reflection *praxis* as opposed to lectures based on course readings.

### **COURSE STRUCTURE**

The key component of this class is the group project where students work on a field project with community clients. The approach to the class project will be to act as if the project teams from the class are operating as organizational consultants. Each week we will devote some class time to group-based project management and planning in the form of a "project team meeting." The class will also be a forum for presentations of ideas, tools, and techniques that can support students in successfully completing the project.

Students will work in small groups/teams to plan strategies, gather information, and prepare written reports and public presentations. Project work will be organized around an initial work plan, which students will continue to develop as the class progresses, in close consultation with their group's client. Students in the seminar are responsible for coordinating group activities in order to accomplish project objectives and deliverables and to assist the client in accomplishing their goals.

The course will meet for a faculty presentations, guest presentations, student presentations, discussions, and project planning. An additional hour of active course work per week (field visits, interviews, project work) is expected. Students are also required to attend the Doing and Debating Development Seminar series from 12-1pm on Wednesdays, which will provide further examples of skills being executed by 2nd year students in their thesis projects.

## **COURSE PROJECTS**

Following is a description of the project students will undertake. As part of the course, students will meet with the community partner early in the quarter to agree on a work plan that is mutually satisfactory, useful and feasible within the time constraints of this class. The class may work in smaller teams to undertake different aspects of the project. The instructor will do their best to align student interests and client needs when determining the project groups.

## **PROJECT**

In 2016, the California Senate passed SB 1000, the Planning for Healthy Communities Act, a senate bill that requires “the development of an Environmental Justice (EJ) element or the inclusion of EJ goals, policies, and objectives in other elements for future General Plans” (Caleja.org, 2016). Each city and county in California prepares and regularly updates its general plan in order to set long-term development goals and policies. This bill provides an institutional mechanism to identify and address barriers to health in underserved communities. To date, two cities in California (Jurupa and National City) have added EJ elements, so there are not yet established protocols for how to accomplish this. Our class will work with community partners to help pave the way for Sacramento (city and county) to undertake this effort in a coordinated way that is informed at the neighborhood level. We will be helping to facilitate five neighborhood workshops during April and May in the following neighborhoods:

1. Oak Park
2. Marina Vista / Alder Grove
3. Meadowview / Valley Hi
4. Avondale Glen Elder / Southeast Village / Fruitridge Manor
5. Del Paso Heights

## **CLIENT**

Sacramento Neighborhood Coalition, contact: Katie Valenzuela Garcia, [katie@vgconsulting.org](mailto:katie@vgconsulting.org) or 530-574-1657.

Katie Valenzuela Garcia is a CDGG graduate with over 16 years of community development experience. She is President of the Oak Park Neighborhood Association, Secretary of the South Oak Park Community Association, and co-facilitator of the Sacramento Neighborhood Coalition. Katie is facilitating the implementation of SB 1000 in the City of Sacramento in part through a paid contract with The California Endowment, and in part as a volunteer organizer and resident.

## **EVALUATION**

### **20% Active Engagement in Collaborative Learning.**

In this course, we all learn from hands-on engagement in the course material, in team work, and in project management. Students will be assigned tasks to summarize readings, to connect themes to community development theory, and to critically put that knowledge into practice. Grading will be based on completion of assigned tasks, coming to class prepared, and participating in discussions.

### **40% Project Management & Client Engagement.**

Students will assist client in a series of community workshops. Grading is based on (1) preparation of materials and data before the workshops; (2) facilitation of the workshops; and (3) post-workshop evaluations.

### **40% Project Deliverables and Final Reflections.**

This grade will be based on the student's contribution to the final project deliverables from the course, as well as a 3-5 page final reflection essay.

## **COURSE MATERIALS**

Required readings will be available on Canvas or provided in person.

## **ACADEMIC HONESTY**

In line with University of California at Davis policy, students are expected to maintain high standards of academic honesty. This means that all work that you present as your own must in fact have been done by you, and that all sources must be properly cited. Graphics must be credited as well as text. There are a number of possible ways to cite information; please refer to standard reference books such as the Chicago Manual of Style or online citation resources available through <http://www.lib.ucdavis.edu/dept/instruc/research/cites.php>. If you have any questions about either citation procedures or academic honesty, please ask the instructor. Academic dishonesty may lead to the student failing the course or other more serious measures. Please refer to the UC Davis Code of Academic Conduct for additional information: <http://sja.ucdavis.edu/cac.html>

## **COUNSELING & WELLNESS**

At times, we can all use help with our mental health. Your instructor is available to help but other professionals are better equipped to assist you. Please take advantage of the confidential campus services through Student Health and Counseling Services: <http://shcs.ucdavis.edu/> If you are in crisis and need urgent care, come to Student Health and Wellness Center. Student Health and Counseling Services (SHCS) offers both medical and mental health urgent care services on the [first floor of the Student Health & Wellness Center](#) during [normal hours of operation](#). For urgent needs (24 hours/day) you can call or walk in to speak with an [advice/triage nurse \(530\) 752-2349](#). The nurse will discuss your concerns and determine if urgent care is appropriate.

**Tentative Schedule (to be adapted as needed):**

Date	Activity / Skills Workshop	Intended Outcome/ Details
April 5	<b>Introductions:</b>  <i>Katie Valenzuela Garcia</i>	<ul style="list-style-type: none"> <li>● Clarify course expectations and visions</li> <li>● Review of syllabus, Canvas, etc.</li> <li>● Introduction to Projects and Clients</li> </ul> <p>Video: UC Davis: "<a href="#">The History of Redlining and Restrictive Covenants in Sacramento: Explaining Today's Neighborhoods</a>" - 45 min long;</p> <p>Theory connections: - <a href="#">Eversole, Moore, Block</a></p>
April 12	<b>General Plans</b>  <i>Erik Dekok</i>	<ul style="list-style-type: none"> <li>● General Plans, Comprehensive Plans</li> <li>● Understanding the Frameworks of Long Range Planning</li> </ul> <p>In Class: Finalize work plan, team assignments, responsibilities and schedule</p> <p>Readings: - <a href="#">tbd</a></p> <p>Theory connections: - <a href="#">Scott &amp; O'Connor, Friedman</a></p>
April 19	<b>Meeting Facilitation &amp; Conflict Resolution</b>  <i>Tara Zagofsky</i>	<p>Readings: - <a href="#">J Loux 2011. Collaboration and stakeholder engagement. <i>Water Resources Planning and Management</i>.</a></p> <p>Theory connections: - <a href="#">Alinsky, Delgado, Stall/Stoecker</a></p>
April 22	<b>SATURDAY WORKSHOP 1</b>	To be confirmed - Del Paso
April 26	<b>Environmental Justice</b>  <i>Jonathan London</i>  <i>ddlp at la Raza panel 12-2</i>	<ul style="list-style-type: none"> <li>● PAR with EJ groups</li> <li>● partnership building</li> <li>● Cal Enviroscreen &amp; other EJ mapping</li> </ul> <p>Readings: - <a href="#">tbd</a></p> <p>Theory connections:</p>

		- Anguelovski, Powell
April 29	<b>SATURDAY WORKSHOP 2</b>	Avondale Glen Elder / Southeast Village / Fruitridge Manor - To be confirmed
May 3	<b>Housing policy</b> <i>Darryl Rutherford, Sacramento Housing Alliance</i>	<ul style="list-style-type: none"> <li>• Landscape of housing organizations in CA</li> <li>• Housing policy in CA and Sacramento</li> </ul> <p>In Class: Teams present work to date and key questions; Collective discussion of implications and gaps to be filled</p> <p>Readings: - tbd</p> <p>Theory connections: - Hernandez, Goetz/Chapple</p>
	<b>no Saturday workshop</b>	
May 10	<b>Charrettes + Carritos</b> <i>Katie Valenzuela Garcia &amp; David de la Peña</i>	<ul style="list-style-type: none"> <li>• Design &amp; Visioning Charrettes</li> <li>• Ethnographic engagement techniques</li> </ul> <p>Readings: - Iacofano, Daniel 2001. Meeting of the Minds: A Guide to Successful Meeting Facilitation. - de la Peña, et al (2017, in press)</p> <p>Theory connections: - Hester</p>
May 13	<b>SATURDAY WORKSHOP 3</b>	Oak Park - To be confirmed
May 17	<b>Mapping, Demographics, GIS:</b> <i>Sara Watterson, CRC</i>	<ul style="list-style-type: none"> <li>• Finding and managing spatial data</li> </ul> <p>Readings: - Coulton, Claudia. Chan &amp; Mickelbank 2011. Finding Place in Community Change Initiatives: Using GIS to Uncover Resident Perceptions of their Neighborhoods. Journal of Community Practice.</p>
May 20	<b>SATURDAY WORKSHOP 4</b>	Valley Hi / Meadowview - To be confirmed
May 24	<b>In Class Project Work</b> Discussion: Formatting project	Discuss work progress and identify key gaps to be filled in next 2-3 weeks.

	deliverables, using In-Design, etc	
May 27	<b>SATURDAY WORKSHOP 5</b>	Marina Vista / Alder Grove - To be confirmed
May 31	<b>In Class Project Work</b>  <b>Please submit a draft of the final document by Friday May 29.</b>	Work in groups, with instructor consultation as needed.
June 7	<b>Reflection/ Evaluation</b>	<ul style="list-style-type: none"> <li>● Reflect on class project and experiences/ Draw connections between class experiences and professional aims</li> <li>● Course evaluations</li> </ul>
June 12 (Mon)	<b>Final Presentations 6-8pm*</b> *date & time to be confirmed	<ul style="list-style-type: none"> <li>● Present class project to clients and other key community leaders.</li> </ul>

## On-line Resources:

Note: These resources were collected for past incarnations of CRD 250 and some links may not be current. A set of evaluation-related resources has been added to the smart site for our class.

### Community Development/ Design

- Asset Based Community Development Institute  
<http://www.northwestern.edu/ipr/abcd.html> Provides excerpts from *Building Community from the Inside Out*, including an example of a capacity inventory, and ordering information for practical how-to workbooks for asset mapping.
- Center for Civic Partnerships <http://www.civicpartnerships.org/> Tools, tip sheets and publications for creating healthy communities are available on the website. Topics include food security, organizing, fundraising, event planning, etc.
- Civic Practices Network <http://www.cpn.org/index.html> Contains information on civic engagement including manuals, guides, course syllabi, case studies and research related to community engagement
- Comm-Org <http://comm-org.wisc.edu/> An on-line conference on Community Organizing and Development to link academics and activists, and theory and practice, toward the goal of improving community organizing and its related crafts. Offers resources including papers, syllabi, program examples and listserv.
- Community Design/Land Use Planning Toolbox  
[http://www.naccho.org/topics/hpdp/land\\_use\\_planning/LUP\\_Toolbox.cfm](http://www.naccho.org/topics/hpdp/land_use_planning/LUP_Toolbox.cfm)  
Sponsored by the National Association of County and City Health Officials (NACCHO) this site offers numerous resources such as health impact assessments, walkability and bikability checklists, and information to enable effective collaboration among public health and planning department officials.
- Community Tool Box <http://ctb.ku.edu/> The Community Tool Box provides more than 6,000 pages of practical skill-building information on over 250 different topics related to community health and development. Topic sections include step-by-step instruction, examples, check-lists, and related resources.
- Community Youth Development Journal <http://www.cydjournal.org/> An online, peer-reviewed journal focused on youth development.
- CompassPoint <http://www.compasspoint.org/> Offers a wealth of resources related to working in and with nonprofit organizations, e.g., board development, strategic planning, volunteer coordination and the Nonprofit Genie (FAQs).
- Grassroots Fundraising Journal <http://www.grassrootsfundraising.org/> Practical tips and tools to help you raise money for your organization.
- The Local Government Commission <http://www.lgc.org> Provides information, research, and technical assistance on a wide variety of issues related to livable communities. Request their publication *Street Safe for Pedestrians*, which includes a walkability checklist.
- Minnesota Department of Health Community Engagement  
<http://www.health.state.mn.us/communityeng/index.html> Includes models,

strategies, and tools for engaging community in health improvement efforts with a focus on asset based approaches.

- NP Action <http://www.npaction.org/> Resources to support capacity building for nonprofit advocacy including how to organize and mobilize communities, advocacy toolkits and information on coalition building.
- PlaceMatters.com <http://www.placematters.us> Helps community leaders, public agencies, and land use planners understand and employ new tools and techniques for managing growth and other issues. Focused in three primary areas: Vision-Centered Place-Based Planning, Civic Engagement, and Tools for Community Design and Decision Making.
- The Public Policy Institute <http://www.realclout.org/index.stm> Includes a toolbox for policy change and free download of the easy-to-read *Real Clout: A How-To Manual for Community Activists*.
- Smart Growth America <http://www.smartgrowthamerica.org/> A coalition of organizations dedicated to building livable communities. The site includes news, reports, research and free resources.

#### **Facilitation/ Group-work**

- The Citizen's Handbook (Vancouver) <http://www.vcn.bc.ca/citizens-handbook/>
- The Institute for Cultural Affairs <http://www.ica-usa.org/>
- Making the Path: A Guide to Collaboration for School Readiness <http://www.healthychild.ucla.edu/First5CAReadiness/materials/collaboration/CollaborationGuidebook.pdf>
- National Coalition for Deliberation and Dialogue <http://thataway.org/>
- Open Space Technology <http://www.openspaceworld.org/cgi/wiki.cgi>
- Popular Education Toolkit <http://www.jeffctr.org/docs/Popular%20Education%20Tool%20Kit.pdf>
- The Right Question Project <http://www.rightquestion.org/>
- Study Circles Resource Center <http://www.studycircles.org/en/index.aspx>
- The World Café <http://www.theworldcafe.com/>

#### **Environmental Justice**

- California EJ Program: <http://www.calepa.ca.gov/envjustice/>
- Center for Regional Change Regional Opportunity Index <http://interact.regionalchange.ucdavis.edu/roi/index.html>
- Environmental Justice Project (JMIE): <http://ej.ucdavis.edu/>
  - Environmental Justice Research Inventory <http://ej.ucdavis.edu/cvdb/>
- Environmental Justice Resource Center (Clark Atlanta University) <http://www.ejrc.cau.edu/>
  - Comprehensive "Links" page: <http://www.ejrc.cau.edu/links.htm>
- Program for Environmental and Regional Equity (USC) <http://dornsife.usc.edu/pere/home/>

- University of Michigan EJ Initiative: <http://eji.snre.umich.edu/>
- Urban Habitat (Richmond Equitable Development Initiative): <http://www.urbanhabitat.org/redi/091208-3>
- US EPA Region 9, EJ program: <http://www.epa.gov/region9/ej/>
- Walk Sacramento: <http://www.walksacramento.org/>

### **Regional Equity**

- Alliance for Metropolitan Stability: <http://www.metrostability.org/index.php>
- Center on Policy Initiatives: <http://www.onlinecpi.org/>
- Coalition on Regional Equity (Sacramento): [www.equitycoalition.org](http://www.equitycoalition.org)
- Good Jobs First: <http://www.goodjobsfirst.org/>
- Community Benefits blog: <http://communitybenefits.blogspot.com/>
- Institute for Wisconsin's Future: <http://www.wisconsinsfuture.org/>
- Los Angeles Alliance for a New Economy: <http://www.laane.org>
- Partnership for Working Families: <http://www.communitybenefits.org>
- Policy Link: <http://www.policylink.org/>
- Strategic Actions for a Just Economy: <http://www.saje.net>
- UC Berkeley Center for Community Innovation: <http://communityinnovation.berkeley.edu/index.html>
- Poverty and Race Research Action Council: <http://www.prrac.org/index.php>