Community Connection Asset Mapping Process
--CCAMP--

THE COMMUNITY CONNECTION
Discovering & Connecting Our Strengths

CCAMP System Handbook
By Gregory Ryan   and   Cate Bourke

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Welcome to the Community Connection!

The Centerpiece of Our Work at the Connecticut Assets Network (CAN)

The Connecticut Assets Network
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Community Connection

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About The Connecticut Assets Network

The Connecticut Assets Network connects youth, adults and communities with asset-based approaches to building healthy and inclusive neighborhoods, schools and communities. Asset-based approaches to community development build on individual and community strengths, and recognize people of all ages as problem *solvers* rather than problems *to be solved*. The key to this process is developing relationships where people discover their gifts, talents, and capacities for mutually beneficial problem-solving.

> *Being problem-free is not the same as being healthy. Being healthy demands pursuing the positive as much or more than reducing the negative.*
>
> *- Peter Benson, 1996*
> *President, Search Institute*

We were formed as a private, nonprofit corporation in 1997 by a small group of people, deeply committed to promoting positive youth and community development by building strong and healthy families and social networks within communities. In 1998, the Connecticut Department of Mental Health and Addiction Services, (DMHAS) contributed to CAN with funding and technical assistance to help communities begin an awareness and mobilization process or enhance their existing asset-based projects or develop their capacity to integrate additional asset-based methods.

Our Philosophy

We believe that healthy, vibrant, successful communities are built on the commitment and collaboration that comes from long-lasting relationships. We believe in the power of people working together to achieve common goals.

Our Vision

Connecticut Assets Network envisions people living in communities that care, where everyone is a resource who makes a difference.

Our Mission

Our mission is to help communities build their capacity for mutually beneficial problem-solving by helping them discover and share the strengths and assets of all their members.

Our Goals

CAN's primary goals relate to four main topics: leadership development; education; resource networking; and assessment.

Leadership Development
CAN's goal is to foster vision and leadership among people in local communities and community systems (e.g., schools, government, agencies, faith groups, etc.) who want to develop the social, physical, civic, vocational and cultural competencies of people in the community, in a way that promotes connection, caring, commitment   and positive results.

Education
Through conferences, trainings and shared learning experiences, CAN aims to involve Connecticut communities in educating their residents, formally and informally, on ways to integrate asset-based strategies for creating and sustaining healthier communities.

Resource Networking
CAN's goal is to help neighborhoods, schools and communities discover, develop and use the gifts, talents and abilities of individuals and organizations for mutually beneficial problem solving, thereby building the capacity of the community. We help communities uncover and connect the untapped resources they already have. We use needs and capacity inventories, databases and mapping strategies to help communities take stock of and manage their assets and resources.

Assessment

In each of its community asset development projects, CAN uses the success stories of real people in the community as one of the ways to assess the outcomes of the project. These assessments highlight the contributions of community partners and provide useful information for enhancing citizen engagement in future projects.

Our Objectives

- CAN's objectives are to:
- Collaborate with network community-based groups that have programs and goals to create healthy, vibrant and successful communities.
- Foster education and training among communities through CAN's interactive network.
- Give mini-grants to communities for asset-based planning and initiatives.
- Provide technical assistance to communities through networking Connecticut's assets.
- Develop and disseminate communications that articulate CAN goals and community successes.
- Develop and maintain learning communities throughout Connecticut for community sharing and connection.
- Advocate for asset-based community planning.
- Maintain a Board of Directors that is representative of the communities we serve and who will serve as ambassadors to those communities.
- Enhance the ability of grassroots efforts to track outcomes of community asset development projects, to promote more citizen engagement and healthier communities.

What We Do

1. CAN provides the following services:

2. Training and Technical Assistance in Resiliency and Asset Building practices includes schools, youth services, families, faith communities, civic groups, non-profit in services, etc.

3. Consultation and Strategic Planning on infusing strength-based practices into your work and environment.

4. A Toolbox for Resiliency and Asset Building Practices—both hand tools and power tools.

5. Community Connections Asset Mapping Process® (CCAMP®)

6. Strategic Planning through our web-based interactive Logix Model®

7. Transformational Evaluation practices based on research using stories and mapping techniques.

For more information contact us at:

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Acknowledgements

The creation of this handbook has been a journey with many partners over the past decade. It is a product of the collective wisdom of many grass-roots community members who have longed to see a dynamic system that would organize their ability to care and allow them to work smarter, not harder. We recognize and thank our innovative partners in communities and organizations!

The following are the members of the CCAMP Connection team, who are playing a role in the development of this genuine asset mobilization system:

George Brainerd, Woonsocket, RI YMCA

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Robert Francis, Regional Youth/Adult Substance Abuse Project (RYASAP)

Ingrid Gillespie, Lower Fairfield County Regional Action Council

Geri Langlois, Rapid Exposure, LLC.

Nancy Tellet-Royce, Search Institute®

David Wangaard, School for Ethical Education

Lynnette Ward, Search Institute®

John Walker, Northeast Asset Leadership Project (NEALP)

We want to thank the many people in communities who shared their time and wisdom with us during the development of CCAMP. Their input has been invaluable.

Enjoy the benefits of using CCAMP, and we look forward to hearing from you!

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Contents

Introduction

Why Community Connections?

Congratulations! You are embarking on a journey toward:

- greater social connectedness (trust levels, interaction and sharing of resources),

- increased learning and developmental supports (for children youth and families),

- increased civic engagement in your community,

- more active collaboration in and among local community coalitions,

- increased potential to analyze needs, gaps in services, resource allocation and more, using local data and advanced GIS technology.

You have chosen the Community Connection Asset Mapping Process® (CCAMP®), the asset mobilization system of the Connecticut Assets Network (CAN), to help organize your ability to care. The CCAMP System meets the challenge of managing community level data to foster natural social support networks and relationships based upon mutuality and trust. CCAMP harnesses the power of the internet to address the everyday concerns of citizens in community life.

For more than a decade, Connecticut Assets Network (CAN) has worked directly with community leaders and local citizens focused on positive youth and community development. Community members asked the critical and difficult question: just what would it take to increase connectedness, resilience and sense of purpose in the lives of our youth and families? As they worked to apply evidence-based practices within the cultures of local communities and schools, basic themes began to emerge. Connectedness, they discovered, is the greatest protective factor against all risky behaviors, including social isolation, depression and anxiety, suicidality, abuse of alcohol, tobacco and other drugs, and teen pregnancy.[1] Moreover, youth at school who feel good, perceive meaningful attachment to adults, and possess a sense of belonging are also more likely to feel engaged, to work harder, and to be involved with positive activities in and outside of school time.[2] It also instills in youth the desire to invest, trust, and give back to the individuals and institutions that support them. Brain studies and other research show human beings as literally "hardwired to connect."[3] The need for connectedness is deeply ingrained in precisely

what it means to be human. And identifying and mobilizing individual, organizational and community strengths, resources and capacities are key to achieving goals of greater connectedness for youth[4] and other community members.[5] Contributing to this active *village building* by citizens, CAN is continually working to create technologies that serve to support the creation of connected communities.

Village Building[®]

The concept of *Village Building*[6] is all about creating connections to natural, social support networks in the community. The quality and the quantity of supports or assets we have, both external and internal, affect our ability to be resilient when faced with the many challenges life presents (see Handout #1—the 40 Developmental Assets). The Village Building resiliency spectrum, below, illustrates the effects of being surrounded by strong networks of support.

VILLAGE BUILDING
Is about Connection & Resiliency
CCAMP helps you build your Village
or *Circles of Support (CoS)*

Small CoS		Large CoS
0 ←		→ 10

Low Resiliency

Effective Circles of Support — Leads to… — **High Resiliency**

With Asset & Resiliency Building Technologies for:
(hand tools / power tools)

Few Connections to:
People
Places
& Things

More Isolation
Fewer Assets
Less Resiliency
Small "Village or Circle"

| Children and Families |
| ↓ |
| Students / Teachers / PTO |
| ↓ |
| Mentoring / Employment |

| Greater Community Inclusion Civic Engagement |

Many Connections to:
People
Places
& Things

Little Isolation
Many Assets
High Resiliency
Large "Village or Circle"

Promotes: (results in)
Inappropriate Behaviors, Drugs,
Sexual Acting Out, Violence,
Abuse, Suicide, Unemploymt etc
DEPENDENCY on Services

Promotes: (results in)
Thriving Behaviors
Respect, Education, Jobs,
Competence & Contribution
SUPPORTED in Community

Successful village-building applies and integrates any number of assets or strengths-based strategies—Search Institute's 40 Developmental Assets[®], Asset Based Community

Development, Social Connectedness research from the Kennedy School of Government's Saguaro Seminar at Harvard University, Complementary Learning at Harvard's Evaluation Exchange, America's Promise, Ready by 21 (Karen Pitman) and a compendium of Resiliency and Positive Youth Development strategies—to create a strength based framework and strong circles of support around children, youth and families in community life (see Handout 11: Comparison of Asset Frameworks).

Resiliency is more than a personal resource. First, when we mobilize our natural social support networks, we create a safety net to assist us in bouncing-back from adversity. Secondly and more importantly, such networks, as noted in the Village Building resiliency spectrum, can help us achieve our individual and communal hopes and dreams.

Using the concept of *Village Building* helps us operationalize critical principles such as person centered planning, inclusion and building upon strengths. It helps us remember to keep projects small, especially at the onset, and to keep them place-based and community centered. It serves us as we foster mutually beneficial problem solving and goal setting. Everyone flourishes when climates of people-helping-people arise. Families, friends, neighbors, colleagues, etc., communicate with one another. They build trust. They discover vital talents, skills and interests that inspire them and others and then assist each other's realization of deeply held hopes and dreams. This exciting journey uncovers the resources that already exist in communities of every size, with nothing short of transformation being its destination or goal.

What does it mean to transform communities? It means creating and sustaining environments where all citizens can thrive.

Empowerment, Not Alienation

It has become customary in neighborhoods, towns and cities across the United States to rely on social services and their programs to meet the needs of citizens.[7] Certainly, social services can serve as catalysts in a community connection process. But social service institutions and programs do not change lives; people and relationships do. Too often the goal of institutions and programs is to sustain themselves, and despite fee-for-service and other external funding sources,

institutions will never have the resources to serve *all* the needs of *all* the people *all* the time. Recent studies find that people nationwide feel cut off from one another—one quarter of Americans report having no friend or confidante with whom they can discuss personal matters.[8] Reliance on programs and institutions to meet peoples' needs only reinforces alienation.

Overwhelmingly, people want to "make a difference." Since 2001, volunteerism has risen dramatically. Yet people also feel disconnected from their communities, their state, and their country, disheartened by decisions made by leadership in their names.[9] Social connectedness, social scientists are discovering, is more important to personal happiness and quality of life than education or affluence.[10]

Health providers have known for some time that social connectedness can be a literal life and death matter.[11] Social connection both contributes to individual survival and creates positive community outcomes such as improvements in public health, child welfare, educational performance and market performance. Reduced crime rates are strongly correlated to vibrant social networks.[12] In the midst of people's deep need to connect with others in ways that are personally meaningful, communities have an unprecedented opportunity to reengage citizens through intentional relationship building and contribution to community life.

And institutions and programs <u>are</u> valuable resources. They can and do, in healthy communities, align their missions, engage their personnel, meeting spaces, materials, capital and other tangible assets intentionally to support the real interests, talents, skills and needs of local people. These institutions and programs become catalysts for community connections. They support asking the questions regarding what motivates citizens. What literally gets community members up in the morning and keeps them energized throughout the day? What is so irresistible—art, finance, cooking, computer programming, public speaking, aerobics, etc.—that people's enthusiastic engagement in that interest generates rather than depletes energy? What needs might be met when citizens are empowered to share their compelling interests for the purpose of enhancing community life?

Jody Kretzmann and John McKnight, gurus of Asset Based Community Development, note that *"every living person has some gift or capacity [that is] of value to others. A strong community is a place that recognizes those gifts and ensures that they are given. A weak community is a place where lots of people can't give their gifts and express their capacities."*[13] When institutions and programs support the sharing of citizens' unique skills and talents, community life is regenerated and transformed.

"Everything we ever do," says Founder and educational director of the Center for Nonviolent Communication, Marshall Rosenberg, "is to make life as wonderful as we can for our self." Oddly enough, he continues, "What makes life more wonderful than anything else is contributing to the well-being of other people."[14] Strong communities use asset and resiliency building technologies to create greater well being for individuals and community wide.

Connected communities don't begin by relying on outside experts. They achieve their goals by building community from the inside out. When they do acquire and utilize external resources, they are able to leverage their solid history of meeting community needs. At its core The CCAMP System is relational, democratic and participatory; it is intended to make marginalization a thing of the past. While the research is science, applying it to community life is an art.

> "Everything we ever do is to make life as wonderful as we can for our self.
>
> However, what makes life more wonderful than anything else is contributing to the well-being of other people."
>
> *Marshall Rosenberg—*
> *Founder and educational director of the*
> *Center for Nonviolent Communication*

The CCAMP System Handbook

The CCAMP Handbook is the product of the natural wisdom of local citizens in various types of communities—from the richest to the poorest—who are struggling to personally improve their quality of life. This handbook is designed to guide individuals and groups in initiating and sustaining a community connections asset mapping process. It benefits from the experiences of numerous local, statewide, and national community-based organizations and networks that have always guided CAN. It contains information provided by youth, families and community development field workers. Their input has been invaluable. And their wisdom has been incorporated not only in the development of this handbook, but in the development of the CCAMP System itself. The handbook then, is a collection of stories and strategies that other communities have found to be highly successful in their village building journeys. We share with you here their stories and their strategies with the hope that you can use them to build on what already exists in your communities in a way that respects what you already know. In doing so, we are reminded of a Sufi Tale which greatly embodies the spirit in which this handbook is offered to your community (see handout # 2: *A Sufi Tale*).

> **The Central Question is not….**
>
> **'Do we know what to do?' but rather, 'Will we do what we know?'**

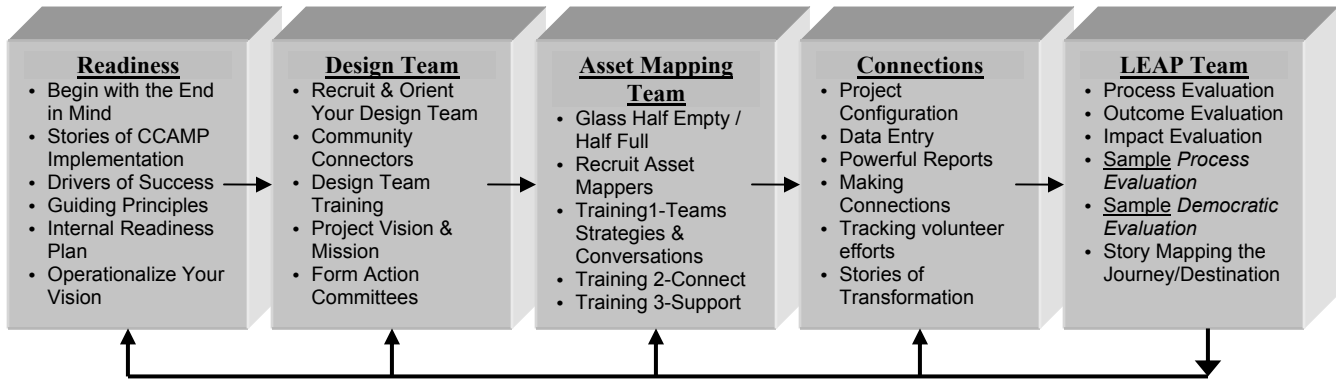**The Handbook is divided accordingly into three sections.**

SECTION ONE: Implementation Process—5 Steps to Community Connection

Chapters one through five in Section One describe specific steps communities take when implementing CCAMP effectively, including:

1. Readiness
2. Building A Design Team
3. Building An Asset Mapping Team
4. Making Connections
5. Building a Local Evaluation And Planning (LEAP) Team

The figure below illustrates each of the steps in this process. At the beginning of each chapter, this diagram appears with the relevant step in the process highlighted.

Readiness	**Design Team**	**Asset Mapping Team**	**Connections**	**LEAP Team**
• Begin with the End in Mind • Stories of CCAMP Implementation • Drivers of Success • Guiding Principles • Internal Readiness Plan • Operationalize Your Vision	• Recruit & Orient Your Design Team • Community Connectors • Design Team Training • Project Vision & Mission • Form Action Committees	• Glass Half Empty / Half Full • Recruit Asset Mappers • Training1-Teams Strategies & Conversations • Training 2-Connect • Training 3-Support	• Project Configuration • Data Entry • Powerful Reports • Making Connections • Tracking volunteer efforts • Stories of Transformation	• Process Evaluation • Outcome Evaluation • Impact Evaluation • Sample *Process Evaluation* • Sample *Democratic Evaluation* • Story Mapping the Journey/Destination

In addition, sidebars and boxes are placed throughout the handbook to provide you with examples of how the CCAMP system has been applied in communities that use it to enhance community life.

SECTION TWO: Resources

Section two contains resources including a glossary of terms, handouts, worksheets, activities and a list of research and publications from a broad range of formats. The information contained in this resource section is meant to support you on your journey as you implement the five steps of a CCAMP initiative. ***In no way is any handout, worksheet, activity or publication meant to be an answer to a particular situation.*** Rather, each piece is meant to give you ideas which hopefully, you will modify by adding or deleting things to fit your unique environment and ensure cultural relevancy within your local community. We firmly believe that you and the people you work with are your greatest resource. ***We encourage, even expect, that you and your local group will take these resources in an advisory fashion and eventually create and use your own sets of handouts, worksheets, activities and resources.*** We also look forward to the day when you can come to one of our CCAMP sponsored learning communities – local, regional or national, and proudly share your own set of materials, processes and stories of transformation—so we can all benefit from your collective wisdom.

SECTION THREE: Technical Assistance

Lastly, in section three we have provided a CCAMP System Start-Up Package. The purpose of section three is to guide you through the steps necessary for getting your CCAMP database ready for your community connections project. While these steps do not have to be completed in any particular order, we have organized them for you in what we have learned is a logical series of steps taken by many community groups in a) preparing to receive CCAMP on the internet, and b) in getting their CCAMP database to fit well with the local culture, goals and expectations of the community or environment in which it will be used. Step 5 below helps you to understand the technology behind the CCAMP system. **The steps are organized as follows:**

1. Initializing Your CCAMP Database to receive it on the internet
   a. Introduction
   b. Worksheet 1: Administrator's Information
   c. Worksheet 2: User Registration
   d. Worksheet 3: Individual Survey Modification

2. Customizing Your CCAMP Database for security, management, reporting and tracking volunteers
   a. Project Configuration Instructions, and
   b. Worksheet 4: Project Configuration (with sample worksheet)

3. Create New User(s) and Connect Them to a Project

4. Recommended CCAMP Implementation Schedule
   Phase 1: Building the capacity of local coalitions
   Phase 2: Empowering Local Citizens in the local community

5. Local project, License and Ownership Issues
   a. The "Project" Function
   b. CCAMP: The Apartment Building Analogy
   c. CCAMP: The Management Team
   d. Levels of Access: 3 Examples
   e. The CCAMP Service Agreement as Model
   f. References to the CCAMP Service Agreement

6. The Technology behind CCAMP
   a. CCAMP Technology Platform
   b. CCAMP's Data Center Network
   c. New Features, Enhancements and Program Modifications
   d. Software and Data Backup Systems
   e. Project Functions
   f. Data Conversion Services

    g.   Geo-Mapping Services

7. CCAMP Orientation, Training and Leadership Development
     Phase 1: Orientation and Start-up
     Phase 2: Training and Technical Assistance
     Phase 3: Leadership Development and Capacity Building

Remember, all the guidelines in this handbook are meant to get you started with using CCAMP to support what presently exists in your communities. We believe that this handbook will only assist you in continuing the good work you have already started and established in your local communities. As with any good system, it can be customized for your unique environment to ensure relevance and cultural competency within your local community.

To stay in touch with the network of CCAMP users, we invite you to visit www.thecommunityconnection.org and www.thecommunityserver.org.

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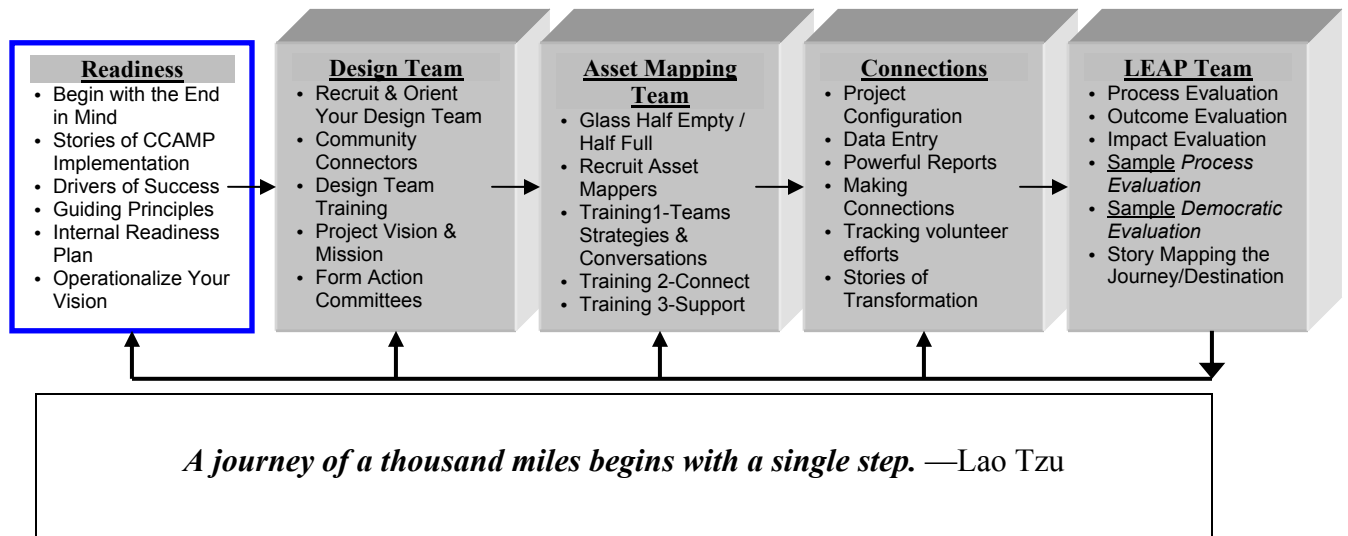
SECTION ONE: 5 Steps to Community Connection

1. Readiness

2. Building A Design Team

3. Building An Asset Mapping Team

4. Making Connections

5. Building a Local Evaluation And Planning (LEAP) Team

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Whatever you can do or dream you can, begin it!
Boldness has genius, power and magic in it.
―J.W. Goethe

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Chapter 1: Readiness

Readiness	Design Team	Asset Mapping Team	Connections	LEAP Team
• Begin with the End in Mind • Stories of CCAMP Implementation • Drivers of Success • Guiding Principles • Internal Readiness Plan • Operationalize Your Vision	• Recruit & Orient Your Design Team • Community Connectors • Design Team Training • Project Vision & Mission • Form Action Committees	• Glass Half Empty / Half Full • Recruit Asset Mappers • Training1-Teams Strategies & Conversations • Training 2-Connect • Training 3-Support	• Project Configuration • Data Entry • Powerful Reports • Making Connections • Tracking volunteer efforts • Stories of Transformation	• Process Evaluation • Outcome Evaluation • Impact Evaluation • Sample *Process Evaluation* • Sample *Democratic Evaluation* • Story Mapping the Journey/Destination

A journey of a thousand miles begins with a single step. —Lao Tzu

Where Do We Start?

All stories have a beginning: "Once upon a time…" and tell of a journey. Consider what your community story might be. Communities using the CCAMP System embark on a journey that, as Steven Covey recommends, *begins with the end in mind[15]*. CCAMP journeys begin with the questions, "Where are we going?" (The destination). "Why?" and "How will we get there?" Successful CCAMP journeys depend on just how clearly these questions are answered. What outcomes are you trying to achieve? What's the purpose of asset mapping in your unique community? Once the destination and purpose of your journey are clear, you will see that most all else falls into place. "*When* should we start?" "*Who* and *what* should we map?" "*How* will we engage people?" "*Who* is motivated to support the project?" "*What* do we do with the information we collect?" These questions and others will practically answer themselves when you know the where and the why, i.e., the result you want to achieve in the end.

Short Stories of CCAMP Initiatives

The following stories illustrate how different community groups began their CCAMP journeys with the end in mind. While the stories are unique, you'll notice common features called *drivers of success* (Handouts 3, 4 and 5). Reading them will help you prepare for designing your Project Overview Worksheet (Worksheet 1—Project Overview).

Danbury's after School Initiative

A precipitant, *a challenge or crisis, can serve to rally people who are affected by it to ask and answer the core questions, "Where do we want to go and why?"*

In 2002, when after school programming for the Hayestown Neighborhood School was defunded early in the school year, *natural motivation* for resolving the crisis arose. Parents were literally desperate to keep their children safe after school. They wanted to involve children in constructive activities and to avoid the problems that latch-key situations might create.

Linda Kosko (left), Director of DCFI and Jennifer Wolke (rt), coordinator of The Neighborhood Family Resource Project, planning the project at CAN's Journey Camp in Litchfield, CT 08/24/03.

Immediately the PTO acted. A special meeting was called to discuss how they might find alternatives to the after school programming they lost. *Champions* for the cause, like parent Jennifer Wolke, came to the forefront. She and other parents wanted an after school program ASAP! Their discussion led them to deciding to discover and mobilize resources or learning supports from the surrounding community itself. Almost immediately, Wolke secured sponsorship from the Danbury Children First Initiative (DCFI) who filled the role as *project catalyst* with limited funding.

Quite naturally, the parents and the DCFI met. They formed a planning or steering committee. They called themselves the Neighborhood Family Resource Project and quickly resolved to survey—or asset map—the neighborhood (homes, businesses and associations) surrounding the Hayestown School to discover what resources or learning supports existed in the immediate vicinity. The group/initiative had a clear goal, was small and place-based—giving them a natural *infrastructure* of people and systems for their asset mapping—and capitalized on a naturally *motivated* set of volunteers.

Who would do the mapping? Parents partnered with their children along with some faculty members and together they worked out a strategy for neighborhood asset mapping that included a timeline with goals. To reach their goal as soon as possible, they built in benchmarks with

timelines and check points for accountability. Because they knew where they were going they knew who and what they would need to ensure they would arrive at their destination successfully. The whole project almost ran itself.

Not only did The Neighborhood Family Resource Project uncover a multitude of resources or learning supports that existed within the community, but in the process they discovered what the students themselves wanted and needed. They included students in their conversations and mapping. Class by class, grade level by grade level, students discussed their hopes and dreams. These were made known to the business community by a marketing and communications committee, which led to additional projects and private donations to the school. It was a project that

Parents meeting at the home of Jennifer Wolke, a project champion (bottom left). Kelsey, a 4th grade student (bottom center) is participating (2003).

was filled with great hope and expectation, made successful by beginning with the end in mind.

Recovery Housing—CCAR

The Connecticut Community for Addictions Recovery (CCAR) was excited when they were first introduced to the possibilities of CCAMP in 2003 and immediately became a *catalyst* for change among the recovery community. They were beginning to open several regional Recovery Community Centers (RCCs) which would eventually cover the entire state. The RCCs' main goal was to provide local (*place-based*) support to people in recovery from addictions as they reintegrated back into community life. Not knowing clearly at first exactly how these recovery community centers might function in relation to the local community, CCAR formed a committee (otherwise known as a 'design team') to study how CCAMP might best apply. While CCAR didn't have a crisis to unite them, their *precipitant* was an ongoing challenging situation and a clear goal.

Focus groups were held at regional Centers to solicit ideas. CCAR's clarity about their mission to provide support to their members locally to successfully reenter community life led them to consider mapping all the halfway/recovery houses in 168 Connecticut towns. Housing, it seems, was one of the primary needs of people in recovery being released from prison, treatment centers and hospitals and naturally provided an infrastructure for a major portion of their asset mapping. Without immediate and reliable access to housing with recovery support systems, members were experiencing a high percentage of relapse. This proved to be quite expensive for the state system. Often, people would extend their stays in treatment centers and hospitals due to a lack of known housing for people in recovery.

Using The CCAMP System, CCAR's housing department—along with additional funding— came into being. A strategy for mapping existing resources for recovery housing statewide served as a wonderful infrastructure for large portions of their asset mapping project. They modified the CCAMP survey template to gather the information necessary to match people to a recovery house of their choice. Surveys were culturally appropriate. They respected gender needs, faith-based preferences, various approaches to recovery, etc. Once again they utilized the expertise of their membership—people who had a stake in the outcome. Volunteers among them—people in recovery and their families—began to conduct the surveys of recovery in Connecticut's 168 towns.

CCAR's executive director, Phil Valentine, worked closely with CAN. He *championed* the cause and outlined CCAR's needs for modifications to CCAMP software. A special module was developed to contain a comprehensive listing of recovery housing by town, age, gender, faith preference, etc. Photographs and specifications of each house in the state were located on the system.

Now social service providers and case managers throughout the state call CCAR's housing department to get immediate access to recovery housing information. Housing listings remain current because housing managers are *naturally motivated* to update listings in real time in order to keep their facilities filled. While the state formerly funded individuals at up to $1,200 daily for extended stays in hospitals and treatment centers, CCAR's use of The CCAMP System helps

people access recovery housing at a rate of $475 per month. CCAR's vision for meeting their community's housing needs was achieved because they consulted their *naturally motivated* community and began with their best interests and goals in mind.

Youth Workforce Preparation—Hillhouse High School in New Haven, CT

Policymakers, community groups, and employers in Connecticut's greater New Haven area are dealing with *a challenging situation* that is actually an ongoing crisis. Many young people, especially those from disadvantaged environments, have not acquired the necessary skills to succeed in workplaces. As a result, many employers are reluctant to hire at-risk youth or lack the resources to train them. While program providers support the idea of engaging employers in youth workforce preparation activities, recent studies show that program providers, employers, and schools—despite sharing the same fundamental goal—often work at cross purposes.[16]

In an effort to improve this situation in the long run, the School for Ethical Education (SEE), in its role as *project catalyst*, is planning to create a vibrant partnership between Hillhouse H.S. students and employment program providers, employers and schools in the greater New Haven area. Through Community Connection Asset Mapping Process (CCAMP), they hope to work together to ensure that young people have access to high quality developmental supports and educational and career opportunities.

Many youth from all types of backgrounds do have higher education and/or career goals, yet without guidance they are often not adequately prepared to pursue them. "Students' goals may include a range of aspirations from attending Yale University to learning the fine art of animal care at Bud's Animal Grooming School", says *project champion* David Wangaard of SEE. But what goes into building a career in fashion design, computer programming or restaurant management? What experiences or courses should a student have taken, and where are those experiences and courses available locally? Are there apprenticeships or mentoring programs, tutorials, financial aid programs, internship or job shadowing opportunities that would serve to steer youth in the direction of achieving their own unique career goals?

As we go to press with this handbook, students in the Hillhouse H.S. *Workforce Preparation* project are gearing up to be trained as leaders and mentors during a special summer session. In the fall of 2007, they will help to facilitate a new, year-long course at the school that will be

offered for credit. The course will integrate language arts, social studies/civics, technology and business as students research, develop and market an interactive web-tool to their peers. This interactive tool will deliver critical information to students who use it about what steps to take next to achieve their unique hopes and dreams.

Using the CCAMP System, summer session students at Hillhouse H.S. and SEE staff are beginning to organize their design team for planning and strategy development. They're clear on their goals, knowing where they're headed and why. They envision a multi-level, youth-adult design team—based in the High School (a natural *infrastructure and place-based*)—that will use asset mapping surveys to collect and manage local information about available educational resources to support job and college preparation. Using CCAMP, area programs and businesses will enter all relevant information about themselves directly online. Teachers, counselors, students and their families at Hillhouse H.S. will have immediate access to this information through CCAMP's public website using school, library or personal computers.

Schools, employers, students and parents all have a vested interest in matching skilled job applicants with employment opportunities, and the CCAMP System, specializing in matching the skills and needs of individuals with the resources and opportunities of organizations, will serve this project well as they organize for success.

Glastonbury's Asset Mapping Project 2005

The assets mapping project for Glastonbury actually arose from a student survey taken during the last school year. Results showed that a large percentage of youth believed that their community didn't care much about

SURVEY STATEMENT:
"People in my neighborhood or town look out for one another."

Respondents who answered, "Definitely not true or mostly not true."

Source: University of Connecticut Health Center — Glastonbury Substance Abuse Prevention Student Survey Report, 2003

them. More than half of Glastonbury's surveyed students indicated that "people in my neighborhood or town look out for one another," was a false statement. "We thought those
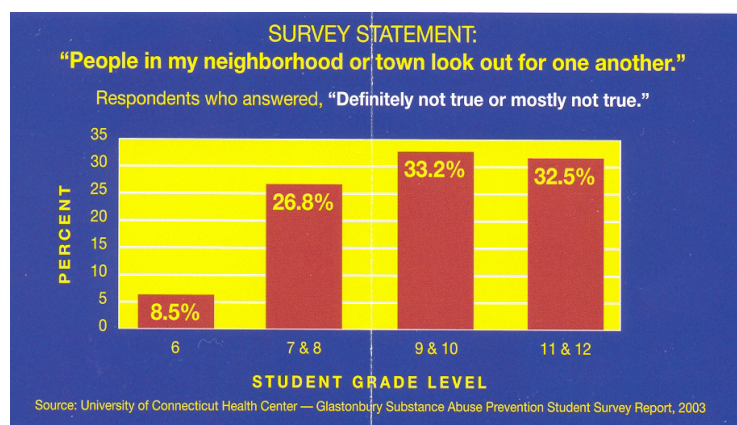
numbers were significant," said the town's drug prevention coordinator and assets mapping project director Sheryl Sprague. "That was the impetus [*precipitant*] to start this project."

Sheryl served as *champion* for the cause by urging Glastonbury's Alcohol and Drug Commission (GLAD) to support a town-wide asset mapping project. GLAD accepted this role, and became the catalyst by sponsoring a series of events to facilitate public orientations and trainings along with marketing and communications. Meanwhile, their design team struggled in clarifying the key questions—*where are we going and why?* This made it difficult for them to organize an asset mapping strategy—which determines *how we are going to get to our destination.*

Students India (left) and Nick at the Design Team training with Glastonbury's Project Director Sheryl Sprague

Because parts of Glastonbury are quite rural, the goal of community connectedness presented a challenge. Neighbors were far apart, isolated, and there was little to no public transportation that would support youth coming together. After consulting with community focus groups involving various stakeholder groups, including youth, the GLAD Commission developed an asset mapping strategy with youth that fit their unique community situation. They developed a two pronged approach, using existing settings that contained *infrastructures* to assist their asset mapping campaign.

First, they would enlist youth who were involved in various activities at the schools (sports, clubs and governance) to asset map (have conversations with) their own peer groups in small groups or with individuals. Student government reps would begin asset mapping within their homerooms as part of their 'advisory group experience'. These surveys would then be entered into CCAMP's Individual data entry section. All entries would be referenced by student ID numbers and the CCAMP system would organize massive amounts of information about students' needs, interests, hopes and dreams. Secondly, plans were discussed for the design team to organize a public campaign for all related organizations and citizen associations in the town to

enter comprehensive information about their programs and resources directly online in support of children, youth and families. This information would include mission statements, program descriptions, participation criteria, available space, materials, technology, expertise, educational opportunities, internships, funding, mentors, speakers, etc. with capacity for direct and immediate cross-communication. This process will not only increase membership among local coalitions but will improve their ability to collaborate with each other on a whole new level. This two pronged approach is all very new, and the Glastonbury community is still learning a great deal about its own potential and power.

Different Stories, Common Factors: *DRIVERS OF SUCCESS*

As stated earlier, in each unique application of CCAMP, there are certain common factors demonstrated by groups initiating a community connections process that literally drive its success. Seven *drivers of success* are embedded within CCAMP initiatives. These seven are the precipitant, champion, motivation (key questions), catalyst, framework, setting, and finally, evaluation (process, outcome and impact). These drivers of success generate energy that is essential to begin and sustain a local initiative (see Handouts 3, 4 and 5).

1. Precipitant:

That which sparks change or new direction—often a perceived problem, crisis, challenging situation or opportunity—a precipitant serves to rally or mobilize the community around a common purpose or cause. Generally, a precipitant has two forms: 1) a one-time-event or 2) an on-going situation.

In the absence of a unifying precipitant, a divided focus rather than a common goal could arise among or between community groups.

2. Champion for the Cause:

A person or team who defends, supports, or promotes another person or a cause. A champion often exemplifies excellence or achievement in the area of focus and, in doing so, provides leadership. Generally, there are three types of champions: 1) funders, 2) a public face and 3) and insiders at the setting(s) where the initiative is operating.

Without the leadership of a champion or champions, there is likely to be confusion.

3. Motivation:

Success of a CCAMP initiative hinges on how clearly a community responds to the following three questions:
      1)   "Where are we going?" I.e., what is our destination?
      2)   "Why?" (This is directly related back to the precipitant.)
      3)   "How will we get there?" I.e., what are the method and strategies we'll use to proceed toward our goal?

To the degree communities have clarity on these questions, stakeholders who are naturally motivated by the goals of an initiative will practically recruit themselves. Self-interest is a potent motivating factor. And clarity at the onset will also provide powerful tools for fleshing out vital marketing and evaluation strategies that increase the likelihood of an initiative's success. People are naturally motivated when they have an opportunity to care about whom or what they love.

When clarity on the goals and strategies of a project is lacking, citizens may not understand what's "in it" for them and therefore may be unmotivated to be involved.

4. Catalyst:

A catalyst is a program or an organization that, as a result of a precipitant, steps up to bring about an event, or series of events, to facilitate or support ongoing change. A catalyst program or organizations serves to "coach," and provide guidance and support to the community of "team players" focused on a common goal when and where support is needed.

Without strong support from a well respected/trusted program or organization in the community, resistance to change is more likely to occur.

5. Framework:

An operating framework is considered a "best practice" program or system. Examples include: America's Promise, Asset Based Community Development (ABCD), Communities That Care (CTC), the 40 Developmental Assets® (Search Institute), Ready by 21 (Karen Pitman) and a compendium of Resiliency and Positive Youth Development strategies. A properly chosen framework creates community cohesiveness around one approach to the work, generates a common language, tools, measures, a national network and much more.

Without an operating framework, the community naturally breaks up into islands of support around many frameworks with silo funding, duplication of effort and a shotgun evaluation with no central place for outcome driven planning.

Note: Frameworks (i.e., strengths-based and deficits frameworks) are like geographic tectonic plates which have tremendous forces and agendas driving them in one direction. In a partnership, should two plates (frameworks) oppose each other, they will operate under opposing forces which at some point in time will be released and may result in quite a bit of damage to the initiative—not unlike an earthquake resulting from shifting paradigms (plates). Time spent clarifying frameworks in the beginning of a partnership and how they may support each other, will be time well spent.

6. Setting (community-based and relationship driven):

Potential for success increases when CCAMP projects are implemented in a setting that is small, place-based and the people involved have some *natural connection*. Settings provide essential infrastructure (e.g., consider the people and organizing systems within a school, community organization, or neighborhood association). Infrastructure is a set of interconnected structural elements that provide: 1) the organizing framework for the project, including but not limited to 2) formal and informal channels of communication, 3) various social and political networks of people, 4) volunteers and 5) resources to help a CCAMP project get off the ground.

Without a setting for connecting people to people and people to resources, the project can become isolated and, while being physically present inside the community, may nonetheless function as an island unto itself.

7. Evaluation (Process, Outcome and Impact):

These three dimensions of evaluation are mutually supportive and give the initiative a lifetime system of benchmarks against which to measure success and plan for the future. Process evaluation studies the effect of the *7 Drivers of Success* on the rollout and development of the initiative. Outcome evaluation studies all data on human and social capital *discovered* and made available through a community's asset mapping process. Additionally, a community may study all data on *connections* made by monitoring services shared and services received. Impact evaluation gathers stories of *transformation* that illustrate the positive impact the initiative has had on the quality of life of people, the community and its institutions. Stories of transformation become part of the community culture giving cause for acknowledgement, celebration and legacy.

Without Evaluation we have no idea where we are going and cannot measure success. Evaluation serves as the roadmap making it an effective journey on the way to our destination.

What the CCAMP Stories Tell Us: Summary Table

While the five chapters of this handbook have been designed to guide groups through the process of setting up a CCAMP project, the table below provides a quick review of those factors that

have actually driven successful CCAMP initiatives. The most successful projects move beyond the three dimensions of tangible existence in time, space and matter which all too often is the measure of our present programs. When a community intentionally comes together around a vision creating a social contract for a healthy community / healthy people, the initiative comes alive. The fourth dimension of a CCAMP project is its heart and soul. It is the intangible dimension of mind, will and spirit—a collective community will to live into their vision.

A three dimensional project may look healthy on the outside. It has all seven drivers of success. But upon closer examination, the drivers may be disconnected and people may not be on the same page. This project exists, but may have little life or social energy (e.g., no champions inside the setting to create and sustain passion for the vision). A four dimensional project, on the other hand, consists of people on all levels who are keenly aware of and committed to the vision. It has synergy, e.g., the common mind, will and spirit that leads to both individual and community transformation.

When people are keenly aware of and committed to a well articulated goal, know clearly why they are going there and how, they can move in that direction single-mindedly. There will be a synergistic effect creating an environment of high social energy resulting in both individual and community transformations.

So how does one operationalize the intangible 4th dimension of mind, will and spirit? The key here is clear communication within and between each of the *success drivers* from the beginning about the end in mind: "Where are we going?" (The destination), "Why are we going?" (The motivation), and "How can we work together to get there?" (The journey). Clarity with these questions *in the community* is the lifeblood that brings the 7 *success drivers* to life. Strategic materials have been designed for you to build your CCAMP initiative as a clearly articulated *four dimensional project* and are provided in the resource section for both Handouts and Worksheets (see Handouts 3, 4 and 5 along with worksheet #1). We cannot emphasize enough just how critical each of these 7 *success drivers* are to the operation of a CCAMP project. The better you understand them, and their unique contribution, the more likely you are to experience success.

TABLE: Different Stories, Common Factors—*Drivers of Success*

Initiative	**Precipitant** (Event or On-going Situation)	**Champion(s)** (Leadership)	**Motivation** (Mutual interest)	**Catalyst** (Support)	**Framework** (Best Practices & paradigms)	**Setting** (Place-based & relationship driven)	**Evaluation** (Individual/Community Transformation)
Danbury's After School Project	Loss of funds for after school programs	1. DCFI 2. J. Wolke (parent) 3. Admin	Keep our children safe	Danbury Children First Initiative (DCFI)	After school program	School; PTO; Neighborhood	1. Students planning with adults 2. Surveying neighbors and each other 3. An after school program 4. Parent Involvement 5.Sch / Comm Partnership
CCAR's Recovery Housing	High rate of relapse	1. State Funder 2. CCAR's ED 3. Housing Mangers	Reduce relapse & find housing	CCAR agency	*Recovery as Wellness* model for Person Centered Planning	Regional RCC's & Recovery Housing	1. Hired Housing staff 2. Recovery Housing in 150 towns 3. Real time data 4. Same day placement
New Haven's Youth Workforce Preparedness	High dropout rates, drugs, violence, etc.	1. Funder 2. SEE's ED 3. Sch Admin	Youth (& jobs) are our future	Sch for Ethical Education (SEE)	Service Learning + School— Community Partnerships	School; PTO; Students; Business Community	1. Engaging the District Career Services Dept. 2. Asset Mapping Students 3. Mapping the Community 4. Engaging Business Community
Glastonbury's Youth Connectedness	Student Survey: "We don't feel cared for…"	1. GLAD Coalition 2. Youth Director 3. _____	Create a Caring Community	Youth & Family Services	Positive Youth Development	School Community; Business Community	1. Building & Sustaining a Youth Coalition 2.

Project Champions and Community Connectors

Champions of local CCAMP projects are very likely to be *community connectors* (see Handout 8). Malcolm Gladwell, author of *The Tipping Point,* says **connectors, "…don't see the world the rest of us see. They see possibility."** A connector is accustomed to connecting people-with-needs to people-with-resources, and chooses to work with CCAMP because he or she believes in relationship and strength-based approaches. Connectors are associated with at least one organization that will serve as a catalyst to support a CCAMP initiative in the community. This catalyst group or program will offer meeting space, copy machine and computer usage and general sponsorship. If you are reading this handbook you are more than likely a community connector and the champion for your Community Connections project. *While you are eager to begin, you may not be entirely sure where to start. This chapter:*

- provides you with a 'Project Overview Worksheet' to get you started on clarifying your goal (destination), your purpose (motivation) and how you'll get there (journey). For group handouts, see Handout 3, 4 and 5 and Worksheet 1—Project Overview.
- provides you and your group with a compass for your journey, a set of Guiding Principles that orient, guide and focus you, keeping your initiative on track (for group handouts, see Handout 6: Guiding Principles—A Compass for the Journey).
- It gives the catalyst group or program an internal readiness plan and worksheet to prepare for sponsoring and supporting a CCAMP project (for group handouts, see Handout 7 and Worksheet 2—Catalyst: Internal Readiness plan).

Guiding Principles for Community Connections: A Compass for the Journey

You and your community group have decided to use the CCAMP system in your journey toward a more connected community. But what does a connected community look like and how do you get there? How will you know that you're on track throughout the journey? Although every community will generate connections differently, the following guiding principles will serve as a compass. Guiding Principles for creating beneficial Community Connections include the following:

1. We begin with the end in mind

Steven Covey notes that "all things are created twice".17 Conceptualizing, a mental creation, takes place first, and operationalizing, the physical creation, takes place thereafter. At the beginning of a journey we clearly conceptualize our destination, the goal or outcome we wish to achieve. We consult with existing advisory committees, hold focus groups to help answer the questions: Where are we headed and why? We enlist stakeholders and other grassroots community partners to help develop and operationalize a well conceived project and increase the likelihood of success.

2. We build relationships.

It is essential to build and deepen relationships between citizens, to identify common ground and mutual interest. These form the solid foundation necessary for effective communication and action. Relationships are the glue that sustains a community's efforts. According to the largest longitudinal study ever carried out with youth and their families,[18] "students feel a sense of connection to school and family when they feel cared for and have meaningful opportunities for development and contribution".

3. We build on existing resources.

We build on what is already successful where we live and work. Key resources may include coalitions of business, social services, youth, etc.; systems such as libraries, schools, Youth and Family Services, etc.; communication vehicles such as coalition newsletters, school principals' monthly newsletters, PTO newsletters, local newspapers, town, school or faith community websites, Community TV, etc. From the outset, planning teams consider all existing resources in the community that, if used, would greatly add to the success of a CCAMP project.

4. We commit over the long term for sustainability.

A journey of a thousand miles begins with a single step. Creating a culture where people feel connected and involved within communities (e.g., in and among families, schools, neighborhoods, faith groups, businesses, etc.) is no easy task, but one made easier to the extent that we work and care together to make it happen. CCAMP is a process especially

designed to support and sustain the development of a new culture of people helping people. *The key for sustainability is that the process be person and community centered.*

5. We start small and place-based.

Beginning with existing, receptive groups, resources, and structures maximizes the likelihood of success. A CCAMP initiative starts small and expands over time. CCAMP, like the ripples in water when a pebble is dropped into a pond, expands organically, to reach an ever widening group of people in various community settings. Let it be natural (organic), small scale and based in a place or structure that has meaning and familiarity for people. Do this right and you will gradually see the true colors of your community unfold, amplifying the diversity of their strengths.

6. We lead by stepping back.

We are person, family, and community centered. Programs have never been able to serve *all* the needs, of *all* the people, *all* the time. People, not programs, build power in a community. Although programs can be catalysts for change, the primary producers of outcomes in a CCAMP process are individuals and families that are strengthened by enhanced community connections.

7. We support inclusiveness and participation.

We include those who are often marginalized, such as youth, families in poverty, the elderly, people with disabilities, people in recovery from addictions, etc. CCAMP supports increased awareness of the diverse gifts that all citizens have to offer and create opportunities for citizens to contribute their gifts.

8. We support mutually beneficial problem solving.

We receive what we need from the community with a spirit of *giving back* (reciprocity) using our gifts and skills. CCAMP's tools allow us to do both local needs assessments and capacity inventories simultaneously. This data sets the stage for living a culture where people help each other realize their hopes and dreams—*paying it forward* as it were. The greatest single
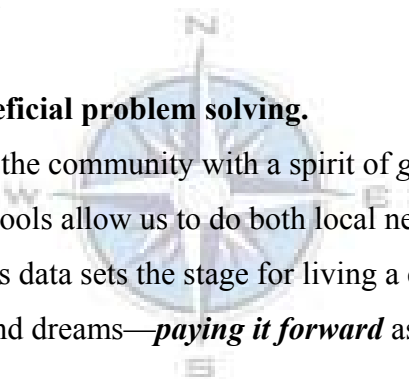
thing we can do for each other is to serve. Paradoxically, it is in giving that we receive what we need. This single focus brings meaning to our life.

9. We work to sustain a Learning Community Environment.

Adult learning models[19] have shown what wisdom traditions[20] have always known: people learn best by working with and teaching one another. We create a learning community environment where people (both youth and adults) can share their stories, of success <u>and</u> failure, where our efforts are acknowledged, leadership is developed and capacity is built.

10. Our Stories Connect Us.

A primary goal of CCAMP is to capture our "stories" in ways that help us measure, share and celebrate individual and community grassroots accomplishments. Stories form the basis of a transformational evaluation process—often called democratic or participatory[21]. This evaluation process moves from the traditional passively receiving services from service driven programs to one that is more relational, reflecting the core of our asset-based philosophy: that "programs alone don't change lives; people and relationships do".

> *Stories tell me not only who I am but also who you are, and what we are together. In fact, without you and your story, I cannot know myself and my story. No one's story exists alone. Each is tangled up in countless others. Pull a thread in my story and feel the tremor half a world and two millennia away.*
>
> -- Daniel Taylor, *The Healing Power of Stories*

Readiness for a CCAMP Initiative: The Catalyst

A community interested in a sustained, systematic application of a CCAMP initiative must have a certain level of readiness. An application is systematic when it is characterized by intention, order and planning, and carried out through the use of step by step procedures. Groups that attain the greatest success are those that initially have the support of a catalyst, an organization or program that can provide the necessary space, equipment and dedicated staff, etc., to help get the initiative off the ground. The key to success here is the understanding that while the program is the catalyst and sponsor, the locus of control is in the community—according to the Guiding Principles. We must remember: ***The primary producers of outcomes in this process are not institutions or their programs, but individuals and families strengthened by enhanced community relationships*** (Guiding Principle 6: We Lead by Stepping Back).

A community is ready for a sustained, systematic CCAMP project when there is an organized group that identifies itself as a catalyst and

1) is committed to an asset framework as indicated by vision/mission statements, internal policies, procedures, an ongoing commitment to staff/volunteer training;
2) has a history of working with and among marginalized populations;
3) has a demonstrated commitment from local leadership (administrator, Board, Staff, Coalition members, Stakeholders, etc.);
4) has access to advisory committees from within participants/staff and from without, in the community;
5) has preexisting connections with a) an active membership or participant groups, b) potential design team candidates in the community, and c) potential asset mappers;
6) has access to communications and meeting resources;
7) has access to funding or grant writing capacity; and
8) can provide a project coordinator(s) (volunteer, p/t or f/t paid).
9) is committed to tracking stories of discovery, connection and transformation to support both process and outcome evaluations.

Examples of catalyst groups or systems include:

1) a local PTO;
2) elementary or middle-school grade level teacher teams;
3) a single school, or an entire school district;
4) a neighborhood block watch or neighborhood association;
5) faith communities/youth groups;
6) informal association, e.g., garden club, Elks, Masons, Boy/Girl Scouts, etc.;
7) arts council or other advocacy groups;
8) an Arc for people with disabilities or an entire system of Arcs.
9) a library system with neighborhood branches
10) a social service group such as Youth and Family Services, etc.

Internal Readiness Plan:

To create a high level of readiness for a CCAMP initiative, the creation of an internal readiness plan is valuable. Twenty areas of readiness follow to help determine your group's readiness level. Use the accompanying worksheet to note specific illustrations of the readiness factor. (See Handout 7: Catalyst: *Internal Readiness Plan* and its accompanying worksheet 2). There is no "passing" score. Your community-based advisory or planning group can self-assess their readiness and judge for themselves their level of readiness for a CCAMP project.

Administration

1. Has the catalyst group's administration and/or governing board officially approved the CCAMP initiative?
2. Is the CCAMP initiative a line item in the budget?
3. Has the group's administration and/or governing board officially committed to a plan for leadership development and capacity building through participation in local, regional and national learning communities?

Job Description

4. Has the catalyst group dedicated a p/t or f/t coordinator to the initiative?
5. Do job descriptions include the tasks related and number of hours dedicated to the initiative?

Group Culture

6. Has the group created an asset-based philosophy statement?

7. Is there a process for ongoing staff/volunteer education and training?

8. Do the catalyst group's vision and mission, policies and procedures align with an asset-based community development philosophy?

9. Does the catalyst group reflect the socio-cultural-economic demographics of the population?

Guidance / Locus of Control

10. Has the catalyst group established a staff/participant advisory group to the initiative?

11. Has the catalyst group established a community advisory group to the initiative?

Marketing and Communication Systems

12. Does the group utilize existing resources for communication (newsletters, meetings, letters to membership, websites, etc.) to introduce and inform membership about the CCAMP initiative?

13. Has the group developed an internal brochure, PowerPoint or other marketing materials reflective of the CCAMP initiative?

Development and Sustainability

14. Does the group have access to expertise for funding and development?

15. Has the group developed a plan for implementation of a CCAMP initiative with strategies, responsibilities, timelines, etc.?

16. Does the group have 'pre-existing' connections with community groups which will allow them to carry out their surveys with individuals and organizations?

17. Does your group have a plan for leadership development and capacity building through participation in local, regional and national learning communities?

Accountability

18. Does the group have access to expertise for both process and outcome evaluation?

19. Does the group have access to expertise for planning based on outcomes and spatial and administrative analysis of data?

20. Does the group have access to expertise for story mapping (mapping the stories of discovery, connection and transformation)?

Chapter 2: Building Your Design Team

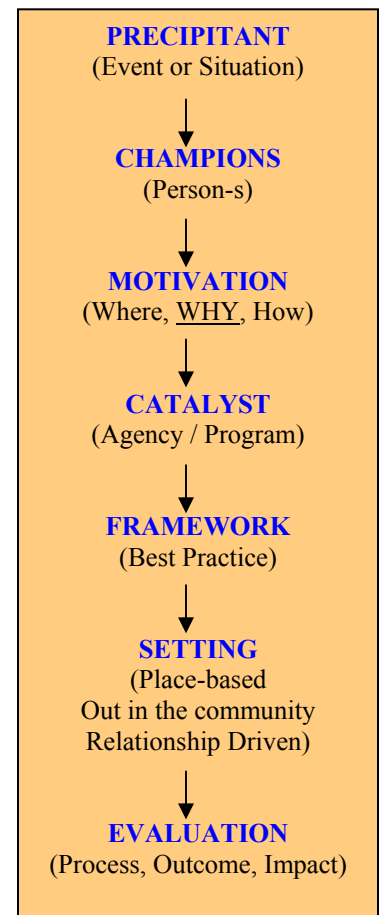| Readiness	Design Team	Asset Mapping Team	Connections	LEAP Team
• Begin with the End in Mind • Stories of CCAMP Implementation • Drivers of Success • Guiding Principles • Internal Readiness Plan • Operationalize Your Vision	• Recruit & Orient Your Design Team • Community Connectors • Design Team Training • Project Vision & Mission • Form Action Committees	• Glass Half Empty / Half Full • Recruit Asset Mappers • Training1-Teams Strategies & Conversations • Training 2-Connect • Training 3-Support	• Project Configuration • Data Entry • Powerful Reports • Making Connections • Tracking volunteer efforts • Stories of Transformation	• Process Evaluation • Outcome Evaluation • Impact Evaluation • Sample Process Evaluation • Sample Democratic Evaluation • Story Mapping the Journey/Destination

> *"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has."*
>
> ---Margaret Mead

Recruit and Orient Your Design Team:

You'll be ready to discover the wealth of assets and interests that exist in your community when you've convened a Design Team. By Design Team we mean a planning and oversight group that is made up of community members who care deeply about the potential of a community mapping initiative. In some cases, you may already have a leadership group that reflects the makeup of your community. Typically, most CCAMP initiatives begin with a local Champion (person or persons) connected with a Catalyst (agency or program) who look out into the community for an appropriate Setting with infrastructure (a community system that serves as a greenhouse by providing all the nutrients necessary to give life to this new project). Potential for success is heightened when the community system is "place-based". This may be a school system, a council of neighborhoods, a chamber of commerce, a council of churches, family

PRECIPITANT
(Event or Situation)

↓

CHAMPIONS
(Person-s)

↓

MOTIVATION
(Where, WHY, How)

↓

CATALYST
(Agency / Program)

↓

FRAMEWORK
(Best Practice)

↓

SETTING
(Place-based
Out in the community
Relationship Driven)

↓

EVALUATION
(Process, Outcome, Impact)

advocacy groups, etc. These kinds of systems are community-based and can provide you with the interconnected structural elements (resources and assets) so vital to the start up of your project, i.e., the population you wish to benefit from asset mapping, naturally motivated volunteers, already existing communication vehicles, social networks, etc. In fact, by the time you bring your community team together, made up of youth and adults with connections to places in the community, you will have already begun to discover and connect community assets. For more information on settings with infrastructure, key questions and motivation, refer to Worksheet 1: Project Overview.

Who should be on the team?
To identify recruits for your design team, consider the goals you hope to achieve by creating a connected community. Use worksheet 3: *Project Planning Part 1—Building Your Design Team* as a guide. Refer to your key questions. Who else cares about the same goals (destination)? Consider the tasks that need to be accomplished by your Team to accomplish your goals (the journey). Be very clear about what's in it for them (natural motivation). What skills do you and other identified stakeholders have? What expertise is necessary in order to move forward?

Remember to build on existing resources. Engage community members who are already part of established, local networks. Groups of people or things that communicate effectively and work together as a system, such as the chamber of commerce, school districts, faith communities, civic associations, youth coalitions, and special interest groups—are key to your success.

Using worksheet 4: *Stakeholders—The Short List* will help you select Design Team members. As its name implies, The *Short List* is not exhaustive, but it will move you forward in reviewing the human resources in your own unique community by illustrating both obvious resources as well as those that often get overlooked.

Community Connectors
When you note John Doe as a potential Design Team member, consider his natural tendencies for being engaged and engaging others. Is he always on the lookout for what's happening in the community? Is he a "go-to" person for information about local people, places, and events? Does he enjoy challenges, and work to build community in his own life? Does he exhibit stick-to-it-

iveness, enjoy challenges, believe that anything's possible? These are community connector traits that will serve the new initiative well. (See handout 8 for a full description of the community connector.)

You're Invited!

Where will you convene your first Design Team meeting? Every community has a surprising range of options: living rooms, classrooms, neighborhood centers, child care facilities, libraries, conference rooms in small nonprofits and large corporations. Grocery stores often have community rooms where they hold staff meetings. It's a well kept secret that fast food restaurant chains and franchises have not only rooms where they hold children's parties but designated meeting spaces they welcome the opportunity to offer the use of as a way of "giving back to the community."

Where you hold your Design Team meeting is an expression of your initiative. A location can signal a source of community support or involvement by a particular group or population; it can hint at the purpose of the initiative. What might you guess about an initiative if you were invited to attend an initial meeting being held at:

- a local health food store?

- a Family Resource Center at the local elementary school?

- a Quaker meeting house?

- a fine art museum?

- a senior center?

- a local organization serving citizens with disabilities?

- a hospital?

Invitations to participate on your Design Team can be delivered by word of mouth or engraved letterhead. The most successful invitations often refer to the partnerships already underway. For example, if your Youth Service Bureau (YSB) and local high school are working together to focus attention on increasing positive connections for youth, then the letter you send to parents

and others whose participation is important on your Design Team should come from both the YSB director and the high school principal.

Be sure you have your logistics—place, date, time--confirmed well in advance so your invitations to potential Design Team members can provide accurate information. Include directions as a separate sheet when mailing your invitation. Ask for RSVP by deadline date so you can call invitees if you haven't heard from them by that time.

Finally, organizing meetings around breakfast, lunch or a light supper can serve to increase interest and attendance. In some communities this is critical, but it's good community building practice everywhere. You may want to buy coffee and donuts or have the meeting catered. Always keep in mind those with special dietary needs, i.e., add fruit, juices and yogurt to the "continental breakfast," and vegetarian options to the catered affair.

Use Handout 9: *Design Team Orientation Agenda,* as a guide to ensure all your Design Team Meeting and planning details are in order. Add details that have served you well in community organizing groups in the past, and eliminate those that don't suit your needs.

The Design Team Meeting and/or Training
The first Design Team meeting will involve real work for all team members. See worksheet 5: *Design Team Orientation Checklist,* for a full description of a sample Design Team meeting with schedule and steps for each training objective. The convener of the meeting will be charged with providing an introduction and overview of the initiative's evolution and progress to the team as a whole. How did the initiative come about in the first place? Was there an incident or a crisis that alerted people to the importance of the target issue? Where does that funding come from? Use worksheet 1: *Project Overview: Drivers of Success,* to establish a preliminary overview of your CCAMP project.

You'll facilitate a discussion of just what community development through asset mapping is, replete with definitions, core beliefs and Guiding Principles.[*] What does it mean to design an asset-mapping project? Your overview will be grounded in the importance of people's strengths, gifts and assets. Let the group know that one core purpose in bringing together a Design Team is to develop a shared vision and mission, and to determine what the initiative's scope will be. Finally, use the meeting as an opportunity to create action committees to accomplish team goals.

You have brought the right people to the table, matched the needs of the initiative to the skills and interests of members. Choose an experiential activity, such as Activity 1 or 2: *the 4-H Activity—Head Heart Hand and Home*,[**] to ground your group in an understanding of an asset framework. Notice there is both a long and short form provided. Choose one or the other depending on your schedule. This will move the work forward and let the collaborative energy between design team members grow.

Forming a Project Vision and Mission

Following some experiential activities designed to deepen an understanding of the asset framework, your group will be ready to work on developing a project Vision and Mission. Activity 6: *Creating Your Vision and Mission,* has been written for this purpose and includes training notes to guide the facilitator through the process. These notes have been carefully organized so as to help the group stay on task and not spend more time than necessary on a vision or mission. In fact, the session should move rather quickly, as it is not the intent of the day to finalize a vision or mission statement. Instead, breaking into small groups, participants will identify concepts and create statements that capture those concepts on flipcharts. Those flipchart notes will later be handed off to a committee who has self-selected to draft a vision and mission proposal based on these notes. This prevents the whole Design Team from getting bogged down in wordsmithing and yet moves the process forward with full Design Team participation. Time spent at this first meeting inputting into both the vision and the mission content should take not much more than an hour (30 minutes apiece).

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[*] See the Research section for a complete listing of research and publications supporting this world that can be found online at: www.thecommunityconnection.org.
[**] Choose an activity from the Activities section, as needed.

Form Action Committees

It is essential that your Design Team define its committees, tasks, timelines and expectations. Handout 10: *Design Team Committees and Responsibilities,* provides an overview to guide you in defining committees and tasks. Share this information with Design Team members, and based upon their skills, ask the members of the Team to self-select into committees. Ensure there is a balance of members in each committee, and then break out by committee to review and complete Worksheets 6a-e: *Design Team Committee Action Plans.* Each unique *Committee Action Plan* has been designed to give committee members a detailed "walk through" of common tasks necessary for the success of a CCAMP project. While other tasks may be added to meet the needs of your particular initiative, the worksheets will give you a clear idea of what each committee will look like and establish a solid action plan, with accountability built in. The meeting facilitator and/or initiative coordinator will move from team to team, asking each committee to select a point person/chair person before they come back together as a large group.

Bring the full Design Team back together and have each committee report on their actions and timeline for others to hear. As committee members review and discuss the implementation of their tasks, they may wish to exchange tasks with another committee or coordinate timelines, resources, etc. A member might ask or be asked to participate on more than one committee to share a particular skill or expertise. When discussion is complete and action plans are set, ask committee members to sign a single copy of their Committee Action Plan. Then make (or ask another member to make) multiple copies of each plan and distribute these before closing the meeting. Every committee member must leave the meeting with a copy of his or her own committee's action plan, which ensures that each committee and each committee member is clear about their tasks, their timeline, their own accountability, etc. Project coordinator(s) or champion(s) also assure members that they will maintain ongoing communication between and among committees to ensure that the Design Team's decisions for their new CCAMP project will be carried forward.

Closure

Before adjourning the Design Team Orientation Meeting be sure all participants have:

- reviewed what the next steps are, including roles, responsibilities and timeframes;
- determined the date of the next full Design Team meeting and the dates for each committee;
- one completed action plan from each Design Team Committee signed by each member;
- chair or point persons for each committee; and
- contact information, including cell phone numbers and email addresses, for each member.

Next Steps:

Project Coordinators communicate often with all Design Team members between Design Team meetings by:

1. sending out thank you notes to each Design Team Member – thanking them for their support and participation and reminding them of both the destination and purpose of their journey;
2. sending out the minutes of the orientation meeting;
3. including a summary of all committee work by task/timeline/who's responsible/and expected projected outcomes for each task; and
4. noting the date, time and place of the next (2nd) Design Team meeting.

2$^{\underline{nd}}$ Design Team Meeting:

After each committee has had a chance to meet perhaps twice, to complete its work, they will prepare to present the result of their work at the 2nd Design Team Meeting. Typically, the agenda for this meeting would encourage each action committee to:

1. give an update on its assigned work
2. present their work in the form of proposals for such things as the project vision, mission, logo, communication and marketing plan (project brochure, PSA's, etc.), and among other things, the development of an Asset Mapping Strategy in preparation for their first Asset Mapping Training. This first Asset Mapping Training could be the kick off of their asset mapping campaign.

3$^{\underline{rd}}$ Design Team Meeting:

Once again, after each committee has had a chance to meet perhaps twice to complete its work, they will prepare to again to present the result of their work at the 3rd Design Team Meeting. The

agenda would reflect that of the second Design Team meeting and finalize plans for the first Asset Mapping Training. Typically, the agenda for this meeting might include the following:

    a.   Finalizing the Asset Mapping Strategy, using Worksheets 9 and 10

    b.   Finalizing the Asset Mapping Training Agenda, using Handouts 11-13.

Recommendation:

At this point, we strongly encourage Project Leaders to take advantage of the information contained in Worksheet 9: *Project Planning Part 2—Building Your Asset Mapping Team.* This worksheet contains the recommended work for Design Team Action Committees prior to the asset mapping training and process.

Chapter 3: Building Your Asset Mapping Team

Readiness	**Design Team**	**Asset Mapping Team**	**Connections**	**LEAP Team**
• Begin with the End in Mind • Stories of CCAMP Implementation • Drivers of Success • Guiding Principles • Internal Readiness Plan • Operationalize Your Vision	• Recruit & Orient Your Design Team • Community Connectors • Design Team Training • Project Vision & Mission • Form Action Committees	• Glass Half Empty / Half Full • Recruit Asset Mappers • Training1-Teams Strategies & Conversations • Training 2-Connect • Training 3-Support	• Project Configuration • Data Entry • Powerful Reports • Making Connections • Tracking volunteer efforts • Stories of Transformation	• Process Evaluation • Outcome Evaluation • Impact Evaluation • Sample Process Evaluation • Sample Democratic Evaluation • Story Mapping the Journey/Destination

> *"Every living person has some gift or capacity of value to others. A strong community is a place that recognizes those gifts and ensures that they are developed and shared."*
>
> --- Jody Kretzmann

The Glass Half Empty or Half Full

No community ought to be satisfied until all its children, youth and families are healthy and successful in school and at work, enjoying equal opportunity to grow into productive citizens. Unfortunately, we often look to single institutions within our society to accomplish this task. Early on we look to parents and schools to carry this burden. Later, faced with "lack of parent involvement" and "school failure," we look to Faith Communities and Social Service programs to be our 'safety net' for the members of our society who have lost their way. Still further down the road we find ourselves relying on a "crisis management" system in environments where health services and law enforcement are already overwhelmed. This is the "glass half empty" and if we continue to perceive our communities in this way, things will continue to look bleak.

But what if we look from a "glass half full" perspective? The national conversation about how to better support our children, youth and families, particularly those who are economically disadvantaged, has shifted and is reaching a tipping point. The debate is no longer defined by the perception that learning, health and competence happens only through single institutions like families and schools. Rather, reinforced by many years of research, it has advanced toward the realization that from birth onward, learning, health and competence happens across multiple contexts, across the lifespan in a **'social ecology'** if you will, that includes families, early childhood education programs, schools, and out-of-school time, youth and family programs, elder care and other supports in community settings, and institutions, such as libraries, museums, and faith-based organizations. This social ecology includes a wide breadth of citizen associations, such as scouting, clubs for hiking, biking, gardening, reading, etc., the Knights of Columbus, Elks, Masons, neighborhood associations, and many more. Community work grounded in a social ecological perspective has been called "big picture" community building or "whole community mobilization." At the Harvard Evaluation Exchange it is called "complementary learning"[22]. This term refers to the myriad of learning supports in the community that compliment the learning taking place in our families and schools But where do we start in the process of discovering and connecting both the learning and developmental supports present in the community to complement those in families and schools?. This is not a job for one or even two institutions. Numerous approaches help us organize around the "glass half full" concept,[*] including Asset Based Community Development (ABCD), Ready By 21, The Forty Developmental Assets, Complimentary Learning, Communities that Care, and America's Promise. It truly does take a village to raise a child!

Village Building Approaches

In our Comparison of Frameworks (Handout 11) we've listed several village building approaches that support whole community mobilization. We begin with *Asset Based Community Development (ABCD): A Path Toward Finding and Mobilizing a Community's Assets* by Kretzmann and McKnight.[23] For a full explanation of ABCD see our position paper on *Village*

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[*] See Handout 11, Comparison of Frameworks.

Building through CCAMP: Putting Asset Based Community Development into Practice.[24] ABCD gives us a methodology for discovering and connecting the many resources (supports) of a local community and illustrates the value of mutually beneficial problem solving. Another approach is that of Karen Pitman, the executive director of The Forum for Youth Investment, in her *Ready By 21* initiative[25], she offers methodologies for looking at the big picture and mobilizing *the village* around the vision of "all youth ready for college, work and life". The methodologies in *Ready By 21* help us to understand the need for finding and coordinating the various learning supports that all youth need to succeed in school and life. Next we look at the work of the Search Institute and its research-based framework of *The 40 Developmental Assets.*[26] The Developmental Assets are viewed as the building blocks of youth development for youth to grow up healthy, responsible, caring and competent. This framework helps us look at the developmental supports from both an external (community) and internal (personal) perspective. CCAMP helps us to be intentional about finding and mobilizing these local learning and developmental supports (assets) that support thriving behavior in all youth and families. At the Harvard Evaluation Exchange they refer to the work of networking the community's learning and developmental supports for school children to support children, teachers and families as Complementary Learning[27]. This term refers to the myriad of learning and developmental supports that exist out in the community that have the potential of "complimenting" the learning and development taking place in our schools. This results in whole communities, not just schools, who support our youth and families—reminiscent of *the village*. There are other frameworks as well, such as *Communities That Care (CTC)* [28] and *America's Promise.*[29] Communities That Care offers methodologies for clarifying both the risk and protective factors influencing our youth today, and a process for marshaling those protective factors in support of our youth. America's Promise is a national collaborative action network designed to mobilize communities so that every child receives the resources essential to his or her growth and success. The framework is known as the "Five Promises." These include ongoing relationships with caring adults, safe places with structured activities, a healthy start, an effective education for marketable skills, and opportunities to give back.

Asset Mapping Process

CCAMP has been developed to provide communities with a powerful asset mobilization tool capable of supporting the methodologies of each of the systems mentioned above. Its capacity for discovering and connecting the learning and developmental supports both internally in our youth, families and schools—as well as externally, in the community—is extraordinary. We call this process Asset Mapping: the capacity to scan or survey the strengths, skills, resources, opportunities and experiences, otherwise known as assets to create or enhance natural social support networks where people live and work. What makes CCAMP's asset mapping process so unique is that it also maps or surveys the needs or interests of the participating group as well— along with the assets. With CCAMP there is no longer a need to carry out separate campaigns for both needs assessments and resource inventories. Secondly, all data entry for organizations can be done *on-line* by representatives of participating organizations. This saves significant time for project and neighborhood coordinators and allows groups to get started immediately with their CCAMP project. Online data entry is a tremendous benefit to a community initiative. It allows initiatives to move forward quickly to create circles of support around participating individuals and groups. Participating in local CCAMP initiatives is also highly beneficial to organizations, including business, service providers, associations, etc., illustrating a strong and active commitment to the enhancement of youth, family and community life. Once populated with data, CCAMP's resource bank database can be used both publicly and privately to create circles of support around individuals of any and all participating populations.

The following provides a ***SAMPLE implementation schedule*** for CCAMP users who wish to organize their asset mapping experience into easily managed phases (See Section 3: Technical Assistance # 4)

- Phase 1: Organizations—Building The Capacity of a Community Coalition, and/or

- Phase 2: Individuals—Empowering Local Citizens

Phase 1: Organizations—Building the Capacity of a Community Coalition
     (On-line data entry of public information)

CCAMP provides a public website for community organizations to visit and enter information about their many programs, opportunities and experiences available to community residents and groups. Once entered, this data is automatically geo-coded and provided as public information on the internet giving individuals and families direct access to resources and services throughout the community. Search engines, matching systems and geo-mapping are provided for direct and user friendly access to public resources. The system invites users to offer reflections on how the process worked for them and the impact, if any, it had on their lives.

Sample timeline:

a. ***1st month--Planning:*** A planning group, typically called a Design Team, made up of local youth and/or adults develops a brochure explaining the details of the local asset mapping project—describing the questions who, what, where, why, when and how of their project. A plan or campaign is developed (much like a political campaign) for inviting and marketing the project to the community's organizations, step by step.

b. ***2nd month--Communication:*** Broadcast email, brochures, personal invitations at meetings or other communication devices are sent or delivered to targeted community organizations (institutions, associations, citizen groups, etc.) with an invitation to enter data on the public portion of CCAMP. The idea is to communicate with each network of the community, e.g., social services, business, faith communities, education, family advocacy, youth groups, etc. and have them follow instructions to enter full descriptions of their program information, opportunities, experiences and resources.

c. ***2—3 months later***—Demonstration, continued communication, and data entry: Strategic demonstration #1 (30 minutes) of CCAMP's power is given at a regularly scheduled coalition or member meeting followed by brainstorming about how best to use CCAMP's power on behalf of the coalition. The coalition may wish to set up a committee to study CCAMP's power for mobilizing assets and needs/interests and creating connections with and for its community members.

d. *3—6 months later*—Demonstration, continued communication, and data entry: Strategic demonstration #2 (30 minutes) of CCAMP's power to respond to the suggestions made at the coalition's prior brainstorming session (3—5 months earlier). This is followed by more brainstorming to continue exploring applications of CCAMP's power to support the coalition's goals. At subsequent meetings, report out on progress and brainstorm further, creating a praxis of action-reflection-action to achieve ongoing success.

e. *Ongoing:* Each of the community's networks is asked to encourage their members or population they serve to visit the public portion of CCAMP to explore and make use of the community's resources, opportunities and experiences available to them. Public information can be easily updated online every 6 to 12 months.

Phase 2: Individuals—Empowering Local Citizens

a. *CCAMP's handbook,* replete with handouts, worksheets and activities, invites project leaders to gather a Design Team to formulate a plan for engaging various members of the community in a mutually beneficial asset mapping process.

b. *Strategic Recruitment of Asset Mappers:* this is planned by the project design team with great clarity on the destination or goals of the project—"Where are we going?" (the destination), "Why?" (the motivation), and "How will we get there?" (the journey)— keeping it small and place-based by utilizing an existing setting with infrastructure within the community.

c. *Formal training #1 of Asset Mapping Teams:* In preparation for the training, the Design Team, and its "action committees" are busy preparing for and announcing its asset mapping campaign. The first of two trainings is held to prepare volunteers for the asset mapping experience. Teams with captains are formed and assigned to specific geographic areas for mapping and conversations within the context of the chosen community infrastructure.

d. *Asset Mapping Campaign:* Asset mappers go out into the community as ambassadors for the project generating many conversations resulting in marketing, relationship building and data collection. Start small and work your way out into the larger community—like the proverbial 'pebble in a pond'.

e. ***Data Entry:*** Project leaders and data entry volunteers receive technical assistance on organizing the data entry process so as to be able to match people to many of the already existing resources, opportunities and experiences in the community.

f. ***Local Connection Teams*** study and organize the data to foster connections where needs are met, projects are created, hopes and dreams are supported, volunteers are engaged, and achievements are celebrated.

g. ***Training #2 of Asset Mapping Teams (ongoing):*** Training and support continues with an ongoing series of support sessions for the project's asset mapping teams. This becomes a regular support meeting (monthly or bi-monthly) to process and learn from the mappers' experiences and to recruit and train new volunteer asset mappers (peer to peer).

Developing Your Asset Mapping Strategy

Just as a champion or catalyst group has recruited community members to build an effective Design Team, Design Team members will make use of their own pertinent networks to recruit motivated individuals to take on asset mapping roles. To assist the Design Team at this point of the initiative, we have developed Worksheet 9: *Project Planning Part 2—Building Your Asset Mapping Team* which is designed to work in conjunction with Handouts 12 to 14 and Worksheet 10: *Developing your Asset Mapping Strategy* designed to work in conjunction with Handouts 3, 4 and 5 along with Worksheet 1. Community Connection initiatives engage participants both naturally and intentionally, increasing individual and/or organizational support for the initiative as part of an ongoing process. When a person's involvement is meaningful—when it meets a need or serves an interest—participants take responsibility for and ownership of a project. They also take pride in its achievements. Asset mappers, just as champions, catalysts, and Design Team members do, appreciate the benefits of participating in a Community Connections initiative.

Recruiting Asset Mappers

Recruiting asset mappers that are already connected to a target group or groups provides the initiative with an insider's perspective. This comes naturally when the initiative is place-based

out in one of the community's natural settings containing an already established infrastructure. Connected asset mappers will help you decide precisely who should be mapped, when to map them and how to best conduct the mapping process (e.g., in groups or one-on-one). Acting as ambassadors, asset mappers are often the first people community members relate to about the initiative. As their commitment and enthusiasm reflects the goals and objectives of a *Community Connections* effort, asset mappers become the initiative's greatest asset!

Trained Youth Asset Mapping Team in Rochester Neighborhood, summer 2007

Personal Invites:

There is real value in speaking to recruits personally in advance of the asset mapping training, to let them know you're enthusiastic about their participation. This is relationship building in its truest sense. A formal letter of invitation is important. It provides the invitee with confirmation of the date, time, and location of the asset mapping training. But connecting personally indicates the importance you place on the role you're inviting them to play. Be sure, as well, that the meeting is *centrally located.* Consider issues of transportation and child care if your recruits will benefit from these services. Finally, hold the get-together where and when light meals can be served. Providing nourishment reflects the win-win philosophy upon which a *Community Connections* initiative is based, and it will increase the likelihood that your new recruits will be motivated to attend. Review Handouts 12, 13 and 14, which provide details that will help you plan your asset mapping training session. More resources have been provided for you in the worksheets and checklists section. See worksheet or checklist 9, 10 and 11.

Asset Mapping Training 1 – Orientation and Practice:

The asset mapping training process consists of two stages of training. The first stage is for *Orientation and Practice* (see Handout 14 and Worksheet 11). The second stage is to provide an ongoing experience for *Process and Support* to your asset mapping team (Handout 18 and Worksheet 12). Following the first training, the Design Team reviews the progress of the asset mapping teams and their captains and implements a process of choosing those asset mappers who show initiative and leadership. These volunteer asset mappers may then be invited to be the *trainers* at the second training which will include a segment on training the new volunteer asset mappers.

a. RAFF it up!

Ideally, your Asset Mapping recruits are people who come from within the community-based infrastructure or population(s) you wish to map or survey. They will have an 'insider's' view of who to speak with and how and when to survey people – whether it be in groups or individually. We recommend the training include the *RAFF it up!* principle of *Relationships, Action, Food and Fun!* You may wish to begin the training with a social period during which participants can get a bite to eat and interact informally with one another. To as great an extent as possible, greet participants as they arrive and let them know how appreciative you are that they could make it.

b. Welcome:

Begin the formal session with a welcome to participants, an introduction of the facilitator(s) and, if time allows, go around the room and have recruits briefly introduce themselves. Provide a short, general overview of the initiative. Arrange in advance to give each of your Design Team committee chairs the opportunity to present a description of the work their particular committee has done. For example, the chair of the committee that refined the original CCAMP survey template, ensured its cultural relevance and created a standard text to introduce the initiative to the wider public may want to share the pride of this accomplishment with new recruits. This may take a bit more time than if the facilitator provides all the information, but it is time well spent. It will give the recruits an experiential sense of the strength of the community involvement that's gone into shaping the project up till now.

c. Building Community:

An asset mapping training builds community when it enhances relationships and is active and fun. You'll want to provide an <u>experience</u> of asset mapping for each of your participants by having them pair up and actually survey each other using the modified surveys your Design Team has developed. Start by modeling the asset mapping process with a Design Team member or a participant who has agreed to this role-play activity in advance. Illustrate the use of the survey as a conversation guide, replete with introductory materials and more than 250 interests and skills. Model asking your interviewee to select five "shares" (S) and five needs or "interests" (I) to make the survey really meaningful to his or her life. Close the model interview with an expression of gratitude and an assurance that someone will contact him or her within the next couple of months.

d. Conversations:

After modeling the process, we suggest you break up the participants into small groups of 3. Assign a role to each of the 3 in each group: Role 1—asset mapper (interviewer); Role 2—Interviewee; Role 3—Observer. The asset mapper will use the survey. The observer will use Handout 15: *Effective Conversations Build Relationships* (Observer's Guide). Walk them through the process you just modeled. Give a survey to each of the asset mapper's and encourage them to introduce themselves and their role as an asset mapper just as they would if they were out in an unfacilitated community setting. The survey will also help them explain the intent of the initiative. Assure them of the value of conducting as natural a conversation as possible— always with respect and courtesy—and based upon their own personality styles. As they practice using it in a supportive setting, reinforce the utility of the survey as a conversation tool.

Carrying out conversations with the survey tool as a guide is the primary role of the asset mapper. As the exercise continues be sure the asset mapper reminds the interviewee to check only the top five "shares" and the top five "interests." This will allow for more conversation, i.e., relationship building, and more meaningful match making in the future around the interviewee's hopes and dreams for themselves and/or for their family and child(ren). Once the survey is finished, allow time for the *Observer* to give feedback to the asset mapper, commenting on the

quality of the conversation, using the *Effective Conversations guide*. Repeat this process, as time allows, giving each group member an experience of asset mapping.

e. Ambassadors for the Initiative:

CCAMP is a system for making connections that goes well beyond surveying, and asset mapping

Neighborhood Asset Mapping by Youth who live in the neighborhood: Rochester, NY Summer 07

is not a competition involving completing the most surveys or acquiring the greatest amount of data. Even at the risk of redundancy, let your new asset mappers know the importance of their role as ambassadors for the initiative. They embody Gandhi's statement, *"We must be the change we wish to see in the world."* The connections they make with individuals and groups in classrooms, schools, neighborhoods, faith communities, businesses, etc. epitomizes the purpose of the initiative and exemplifies a vision and mission that rejects isolation and embraces connection between all community members.

f. Asset Mapping Assignments:

Before you close the first asset mappers' training, we suggest you link an asset mapper to a specific population he or she is uniquely positioned to map. Be sure the surveys you distribute to asset mappers are numbered. Numbering surveys provides you with a mechanism for monitoring each asset mapper's progress and can help you help them when they confront obstacles in the process. Remind asset mappers that your support is always available, and schedule the first asset mapping learning community meeting (see handout 18 and worksheet 12). This should take place within 4 to 6 weeks after the initial training and will provide a communal forum for these valuable volunteers to process their experiences and share their disappointments and successes.

Encourage your asset mappers to stay in touch between meetings rather than waiting for the next learning community or training to take place. As you support individual asset mappers who

contact you between meetings you'll be developing your agenda for the next learning community with a list of concerns or achievements that have arisen out of the group's own experience. Not only will you then share your suggestions and brainstorm new suggestions, but individuals in the group will also be able to update you and their peers on the progress they have made in addressing their original issue. These monthly learning community meetings will also provide you with opportunities to train new recruits, who will then have the benefit of active mapper's experience and example.

Forming Asset Mapping Teams

One of the most effective methods of supporting asset mappers is to form asset mapping teams. Part of the strategy in your local asset mapping campaign will be to target those groups of people who most naturally fall into the heart or center of why you are carrying out a *Community Connection Asset Mapping Process*. Once you know who to map and why, you'll be better able to recruit your asset mappers. Read the following section to see how this process unfolds naturally.

Implementing Your Mapping Strategy

Your Design Team will implement the "Asset Mapping Strategy" they have designed which addresses the who, what, when, where, why and how, of the project. As an example of how an asset mapping project may be implemented in a typical *community-based setting with infrastructure*, we offer you the following brief example. As you read through the example, keep in mind Handout 13: *Guiding Principles for Asset Mapping.*

Schools as your Setting with infrastructure:

The Goal or destination: to create circles of support around every student and their family by connecting them to exactly the resources, opportunities and experiences available in the community that will support their stated interests, hopes and dreams as captured through the survey.

The Why? or Motivation: research has shown us that students achieve more, get better grades, stay in school, avoid risky behaviors and graduate *job or college ready* to the extent that they feel

a sense of meaningful connection to their school and family and have access to community resources.[30]

The How? or Journey: Upperclassmen voluntarily register for a special community service elective class for credit to start in the Fall of the next school year. Over the summer, they receive an orientation to the CCAMP project, develop an information brochure, PSA's and an email campaign for marketing, modify both the individual and organization survey process and prepare to asset map each incoming freshman in September as part of the freshmen orientation process. This can be facilitated in study halls or planned homeroom advisory groups. We highly recommend 1:1 conversations, as they are more personal, but where necessary, an English class can be dedicated to the mapping process. In this case, an English teacher (or select student leaders) can facilitate the survey as a group experience with an entire class during class time in about 30 minutes. Surveys are collected and given to the data entry volunteers. Adults and youth implement effective communication briefings, using their marketing materials with parents, administration and faculty to bring them on board with the project. Survey data is entered into the CCAMP Resource Bank database. Beginning in the Fall, upper-class students facilitate a campaign whereby Public data is collected from community organizations in various networks through an online data entry process. This information is made available to students on CCAMP's public site through the library and Career Center computer systems. Personal coaching in using this data is provided to freshmen by Homeroom advisory teachers, members of Peer Helping groups, Guidance Counselors, Librarians, Career Center specialists, etc. School personnel can now prepare *Individual Support Options* or *ISO's* for each student that complement the traditional *Individual Education Plans (IEP's)* effectively used in schools for many years. Individual students and their families can go online and utilize the public pages of CCAMP to research personalized supports in terms of resources, opportunities and experiences that exist in the community for tutoring, mentoring, job shadowing, and much more. These same student leaders may join with the local PTO to begin a mapping process among parents as well.

Asset Mapping Training 2: Process and Support:

After a short period has passed (i.e., two weeks to one month) where your volunteer asset mapping teams have been busy conducting conversations within the targeted population(s) of a school, neighborhood or faith community , we recommend you bring them back together for a

formal session designed for support and supervision. We call these sessions support meetings or learning communities. We have provided Handout 18: *Asset Mapping Training Agenda 2—Creating an Ongoing Support System* to assist you in preparing for this segment of your project. Following the first training, the Design Team reviews the progress of the asset mapping teams and their captains and implements a process of choosing those asset mappers who show initiative and leadership. These volunteer asset mappers may then be invited to be the *co-trainers* at the third training which will include a segment on training the new volunteer asset mappers. These sessions may last for up to two hours. See also Worksheet 12: *Asset Mapping Training 2—Process and Support.*

a. Learning Community Style:

We recommend that your second asset mapper's training be arranged as a learning community session. This is a time for addressing challenges such as scheduling, motivation, 1:1 conversations about the project, connecting with hard to reach groups, getting 'gatekeepers' to open the necessary doors, etc., and brainstorming for solutions to these challenges. You'll have spoken with a number of asset mappers between the first training and the second, as mentioned above, and will likely have some specific examples of issues that have arisen. Allow half of your second training for processing these concerns and celebrating obstacles that have been overcome.

b. Peer to Peer Recruiting Process:

In the weeks leading up to the second asset mapping training, we recommend you strategically encourage active asset mappers –ambassadors for your project—to engage friends or people they've met in the course of their asset mapping who have expressed interest in being involved in your CCAMP initiative. Design Team members will also be continuing to recruit asset mappers. By utilizing the rich expertise and enthusiasm your active asset mappers bring to the table you'll create a peer to peer, community driven process for training new asset mappers that will not dissolve when a staff person leaves the project or organization. This will extend the ownership of the initiative far beyond the catalyst group and the initiating champion for the project, creating a true community-based process—a goal central to the sustainability of your project.

Some previously trained asset mappers may share with you that they do not wish to continue asset mapping. They may have ensured that the group they were most interested in supporting has been mapped and therefore, have achieved their own personal goal. They may choose to participate in another role in the initiative or they may have personal reasons for being unable to continue at this time. This is very natural and all the more reason you will want to establish a continuous process of recruiting new asset mappers as your asset mapping campaign matures and evolves over time.

c. You're Already Making Connections

The engagement of volunteers and implementation of Design Team and asset mapping activities can consume your attention. It's exciting, challenging, unknowns arise, get integrated into processes and problems come up and are resolved. Disappointments occur and celebrations take place. It's understandable that demands upon your attention are myriad. Yet as you consider the progress of the initiative, document the c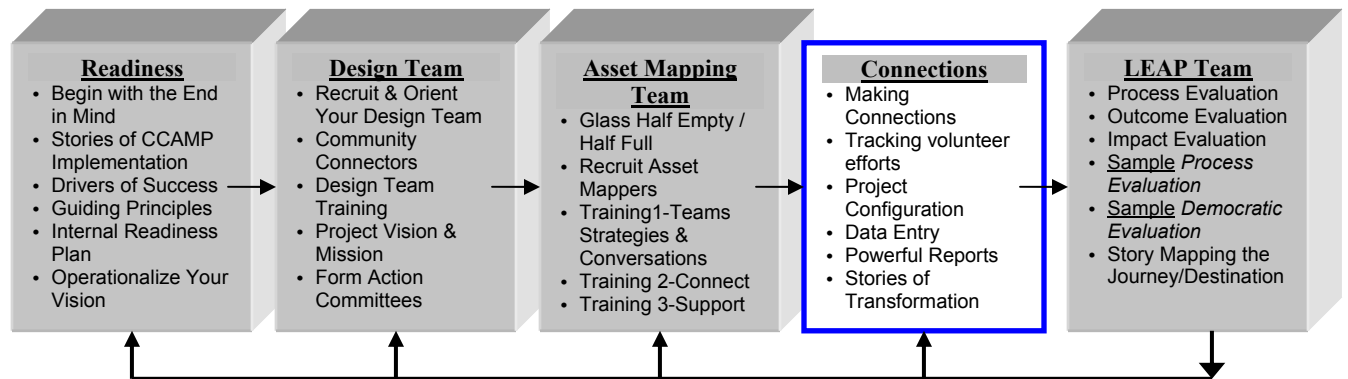onnections that are now regularly being made. Connections are being developed, refined and strengthened within, between and among the champion(s), catalyst group, design team members, asset mappers, organizations and individuals in the community. ***Remember, these are the stories that will illustrate how the initiative is transforming the community. Document the evolving stories of people-helping-people right from the start.***

d. Next Steps: Connection Teams

As you begin to collect data from both individuals and organizations in your CCAMP initiative, we recommend you begin to develop what we call ***Connection Teams.*** Typically, these are small groups of people working and living within the "place-based" community setting you have chosen for your asset mapping—with its own infrastructure of people, places and tangible resources. These groups of youth and adults become your community connectors. Community connectors seem to know everyone. They are often gregarious and social, at the center of events. They find people interesting; have a flair for friendship and for bringing others together. They reach out to people within and beyond their social circle, ever expanding their circle of influence. Malcolm Gladwell, author of *The Tipping Point,* says of connectors, ***"they don't see the world the rest of us see. They see possibility."***

We invite you to continue onto Chapter 4 which deals more directly with the connection process.

Chapter 4: Making Connections

Readiness	Design Team	Asset Mapping Team	Connections	LEAP Team
• Begin with the End in Mind • Stories of CCAMP Implementation • Drivers of Success • Guiding Principles • Internal Readiness Plan • Operationalize Your Vision	• Recruit & Orient Your Design Team • Community Connectors • Design Team Training • Project Vision & Mission • Form Action Committees	• Glass Half Empty / Half Full • Recruit Asset Mappers • Training1-Teams Strategies & Conversations • Training 2-Connect • Training 3-Support	• Making Connections • Tracking volunteer efforts • Project Configuration • Data Entry • Powerful Reports • Stories of Transformation	• Process Evaluation • Outcome Evaluation • Impact Evaluation • Sample Process Evaluation • Sample Democratic Evaluation • Story Mapping the Journey/Destination

"We do not believe in ourselves until someone reveals that deep inside us something is valuable, worth listening to, worthy of our time, sacred to our touch. Once we believe in ourselves we can risk curiosity, wonder, spontaneous delight, or any experience that reveals the human spirit."

—E.E. Cummings

In this chapter you will be introduced to:

a. Making Connections—CCAMP's Public Site (for Community Organizations)
b. Natural Motivation—Generating Community Participation
c. Making Connections—Individual Information and Confidentiality
d. Sample Implementation Process—for Organizations and for Individuals
e. Connection Teams
f. Social Entrepreneurs
g. Tracking Volunteer Efforts (services rendered) and Their Impact (services received)

Are we ever really ready for transformation?

Most life experience says no. Consider the story of a desperate village long ago which had given up hope with little to live for and even less to live on. They lived in isolation, intentionally disconnected from each other, fearing everything, trusting no one, and guarding with their lives what little they had, just to live a few more days. One day a stranger came to their village and nothing remained the same. This, of course, is *the story of Stone Soup (see Handout 19)*, in which a new (or perhaps very old) idea of collaboration completely transformed people's lives and the community in which they lived.

The Value of Social Connectedness

The new wealth of research on the value of social connectedness is refreshing. Many assets-based thinkers have long known with certainty that social cohesion and human well-being are intimately linked. But subjective awareness, especially in an age of increased need and decreased funding, must be evidence-based. Fortunately, the evidence continues to grow.

Consider the National Longitudinal Study of Adolescent Health (Add Health). This nationally representative study of adolescents in grades 7 through 12, co-funded by 18 federal agencies, investigates how families, friends, peers, schools, neighborhoods and communities influence adolescents' health and behaviors.[31] The research shows that, independent of race, ethnicity, family structure and poverty status, teens that are connected to parents, family and school are protected from emotional distress, suicidal thoughts and attempts, violence perpetration, tobacco use, alcohol and marijuana use, early sexual involvement and pregnancy.[32] And the Add Health study is only one of many.

The Saguaro Seminar on Civic Engagement in America, located at Harvard, describes the range of research that we now have at our command to shore up our gut awareness that social connectedness is a protective factor in all walks of life and across the lifespan. Their ongoing report *Better Together*, first presented in 2000, notes "how powerfully social capital, or its absence, affects the well being of individuals, organizations, and nations.

- Economics studies demonstrate that social capital/connection makes workers more productive, firms more competitive, and nations more prosperous.
- Psychological research indicates that abundant social capital/connection makes individuals less prone to depression and more inclined to help others.

- Epidemiological reports show that social capital/connection decreases the rate of suicide, colds, heart attacks, strokes, and cancer, and improves individuals' ability to fight or recover from illnesses once they have struck.
- Sociology experiments suggest that social capital/connection reduces crime, juvenile delinquency, teenage pregnancy, child abuse, welfare dependency, and drug abuse, and increases student test scores and graduation rates.
- From political science, we know that extensive social capital/connection makes government agencies more responsive, efficient, and innovative.
- And from our own personal experience we know that social capital/connection makes navigating life a whole lot easier: our friends and family members cheer us up when we're down, bring us chicken soup when we're sick, offer job leads when we're unemployed, baby-sit our kids when we're away, join us at the movies when we're bored, give us loans when we're broke, and remember our birthdays even when we forget them."[33]

We not only have our intuitions and the research behind us, though. We now also have a system which moves us beyond theory into a real practice of social cohesiveness, i.e., Community Connections Asset Mapping Process (CCAMP), to dynamically facilitate asset based youth and community development.

Making Connections: CCAMP's Public Site

The CCAMP System is a tool for mobilizing communities—across all ecologies—to reduce isolation and increase connections between and among people for mutual benefit. In use since 1998, recent technological advances, particularly the inclusion of an internet-based public site for online data entry by organizations, facilitates making these connections (see Public Page below). Local business, education, human services, faith communities, and civic and other volunteer associations can now enter comprehensive data about programs, services, and material, human and social resources into CCAMP in a matter of minutes. Thereafter, that information is available on the public site to organizations and individuals alike. Not your standard "resource directory," online data entry, information retrieval, and the ability to update data at a moment's notice increases the likelihood that information will remain both current and accurate. This supports more satisfactory use of services and/or volunteer contributions community wide for mutually beneficial problem solving.

CCAMP's Public Site:

Additionally, a CCAMP public website serves as a portal to geo-map local resources. Organizations and individuals need no longer wait on the geo mapping queue of the local university. Other sophisticated communication tools also allow users to proactively engage with people, places and opportunities. Contact information to reach precisely the right individual or resource includes names, addresses, phone numbers, etc. Email links to individuals or groups are active, so email connections are just keystrokes away.

Natural Motivation: Generating Community Participation

Inform organizations that your community's CCAMP initiative exists and invite them to participate. Prepare an info sheet or a CCAMP brochure that can be distributed by email, or at meetings in which you are already engaged with other community members, or one-on-one in the course of regular networking. It's most effective to have a previously established relationship with your initial contact. Inform him or her about the many advantages of participation. One of the greatest benefits to business, institutions, agencies, faith communities, education, etc., is the ongoing internet-based marketing of their services to the wider community. Along with

information, organizations have the option to include pictures, slide shows, videos, etc., on the public site, presenting a more comprehensive illustration of their offerings.

You'll want big-picture information about an organization to be input first, and then info about specific departmental or program offerings. If the initial organizational data is entered by a high level representative, he or she can then efficiently alert department heads, program directors, etc., by email to visit the public site and input the important details of their specific services. This way, no-one will be responsible for all the data input, precise information will describe services at deeper and deeper organizational levels, while the actual time spent at the data entry process will involve approximately five minutes per person. Once the data is in the system, send a reminder to organizational participants every 6-12 months to ensure their information remains current.

Inputting organizational data can quickly get a CCAMP initiative off the ground. For a sample implementation plan, beginning with organizational input on the public site, see Section 3: *Technical Assistance # 4—CCAMP Implementation Schedule.*

Making Connections: Individual Information and Confidentiality
The CCAMP System excels at creating supports for individuals and families and was conceived with two strongly held beliefs. First, every community member, even the most isolated, has assets, talents and skills. And second, the availability of ample opportunities for all citizens to contribute their assets, talents and skills is characteristic of strong communities. The CCAMP System provides a tool for operationalizing those beliefs.

In essence, organizational data is public data. As described in the earlier chapter on asset mapping expecting privacy and confidentiality, the asset mapping of individuals does not ordinarily take place online. Instead it utilizes a more personal form of asset mapping by engaging trained community connectors to carry out conversations with other individuals about their hopes and dreams, assets, interests, talents and needs. What do you do with this information? When this information is loaded into the private CCAMP data base, needs are matched with resources, interests with skills and talents, to increase the likelihood that every

participant is better connected in the community. For example, my computer savvy might put me in a position to teach a beginner course for community members who would like to learn desktop publishing, while your knowledge of interior design might be just what I need to develop the confidence to wallpaper my child's bedroom.

Example of an Implementation Process

An evolving New Haven story provides one example of the impact of combining the asset mapping of individuals and organizations in a school/community-based effort to increase community connections. The idea here is to create a circle of support around every student and their family so as to motivate them first to stay in school and secondly to graduate ready for college or a job.

The School for Ethical Education (SEE) is working with the New Haven Public Schools, to decrease dropout rates in the local high school population. SEE is gearing up to teach a for-credit course at Hillhouse High to train sophomores, juniors and seniors to 1) asset map both the educational and career resources that exist throughout the city of New Haven, and 2) asset map all 9th grade and/or new students as part of their Hillhouse orientation process. Data entered into their CCAMP resource bank data-base will be organized and managed to make it possible for students, on their own or with school career counselors or parents, to identify and connect with career and educational supports based upon their actual/expressed hopes and dreams. Resources may include identification of pertinent in-school courses, clubs or activities, as well as external scholarship, internship, mentorship, job shadowing and summer and after school employment opportunities, etc., related to each student's unique field of interest. SEE looks forward three years. By then, every youth in the high school will be asset mapped, increasing the likelihood of creating circles of educational and career supports around each student, increasing student satisfaction, decreasing dropout rates at Hillhouse High.

Connection Teams

In order to facilitate connections within your target population, we suggest you consider forming a number of connection teams or groups. *A connection team* is a group of 4 to 6 people (youth and adults) who play a principle role in the life of the population where connections are taking

place. *Connection teams* can be created anywhere that asset mapping is taking place. Typically, *connection teams* will be found within Parks and Recreation Departments, Elementary and Middle Schools with grade level teams, High School Career Centers and Guidance Departments, classrooms, student service organizations, school-community partnerships, neighborhood associations, Parent-Teacher Organizations, Faith communities, Youth Service Bureaus, Youth Group Coalitions, Recovery Communities, People with Disabilities, etc. Each connection team may have one person (a team captain or chair) or many, who have access to the CCAMP database (i.e., one project manager or data coordinator and a group of selected community connectors called *readers* who have been given limited access to the CCAMP database). The team meets at the captain's house or office or other convenient location to review the data on the resource bank database.
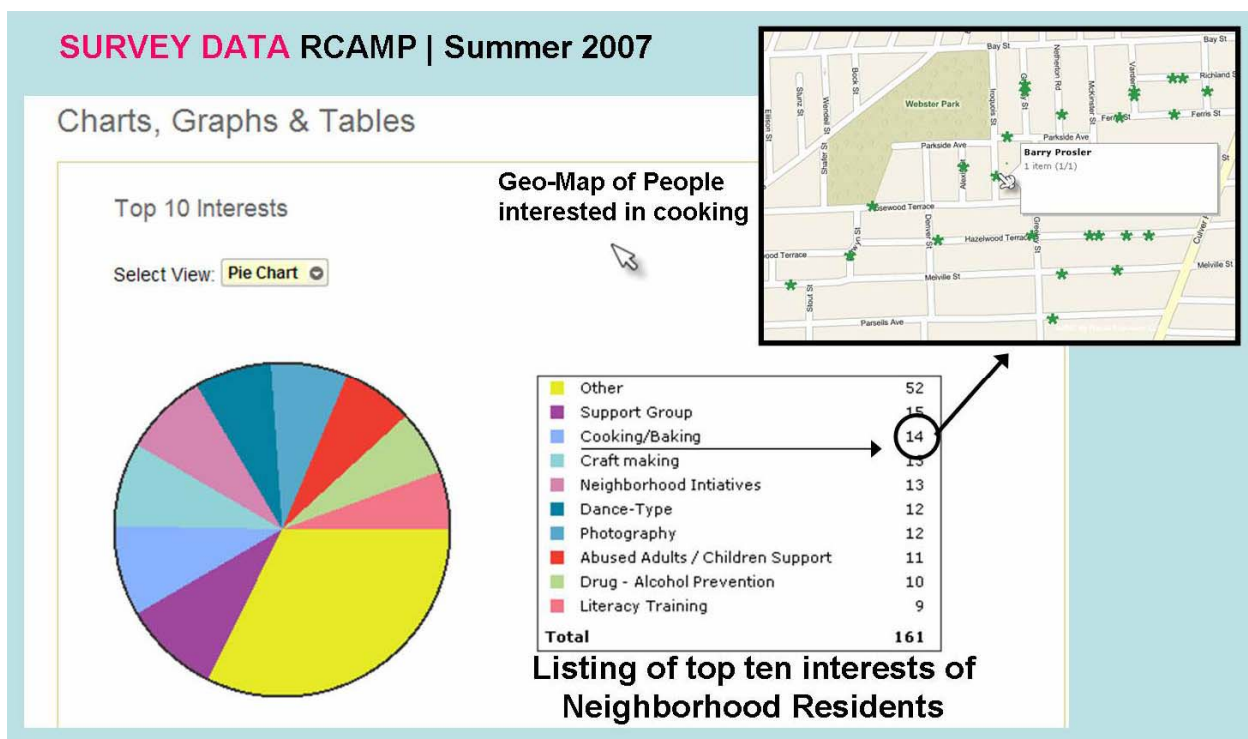
Youth in Rochester, New York study data and co-create community projects with adults on *Connection Teams* using CCAMP's powerful Reporting System. This report above allows them to utilize charts, data and geo-mapping in order to plan for, mobilize and create weekly neighborhood 'pot luck' dinners (based on survey input) to build greater trust and cohesion among neighbors while providing much needed support to single parent families.

This review is done with the intention of identifying both local needs and resources and beginning to make connections between and among people for mutually beneficial problem solving and goal setting. A typical review will culminate in one or several recommendations from the Connection Team to the Project managers about possibilities for new connections to be made where people with resources (time, expertise and/or materials) can be connected to people with needs/interests to help them achieve their hopes and dreams. This may take the form of one to one relationships or one person or team taking on a whole project with interested people. In any case, the Project management team bears the responsibility of carrying out background checks on their volunteers whenever they play a role in connecting people. Even if the project team were an informal group within a neighborhood, they would still bear some responsibility for background checks. Unfortunately, in this day and age, we have all too many examples of people who are inappropriate with others—even when we think we know somebody in our faith community or neighborhood block watch—national news tells us that this is exactly where and when we need to be careful and vigilant.

Social Entrepreneurs

The use of CCAMP provides a wonderful opportunity for youth to become social entrepreneurs within their communities or schools, co-creating community or school projects alongside adults and administrators. Youth have a great deal to teach us about the art of social networking. Electronic communication has always been part of their culture! In fact, the more we partner with our local youth as resources, the lighter the burden within our programs – saving time, finances and personnel hours. To the extent that we mobilize all local citizens in creating natural social support systems in their communities, to that extent will we be empowering the populations we serve. We do not yet adequately utilize or benefit from the actual resource that youth and families bring to communities. By valuing and sharing the gifts and expertise of all citizens we will build healthier communities and improve quality of life.

Tracking Volunteer Efforts

Besides using your resource bank data base to mobilize and connect people, you may wish to track your volunteers' efforts (services given) and results (services received). Tracking several projects across systems with their many activities can quickly become very complicated. To help

you track the efforts and results of your volunteers, CCAMP contains a project configuration process.

Project Configuration is part of the initializing process when you initially receive CCAMP (see Section 3: Technical Assistance # 2). It is not a one time event however, because as your CCAMP activities grow, so will the projects you'll want to track. Tracking your efforts, activities and projects in the CCAMP system serves many purposes. Coupled with telling the stories of transformation that take place when natural systems of support develop and help people and communities thrive, tracking feeds your transformational evaluation process. This in turn invigorates your strategic planning; moving forward is based upon a renewed and accurate perception of what's true in community life.

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Chapter 5: Building Your LEAP Team

Readiness	Design Team	Asset Mapping Team	Connections	LEAP Team
• Begin with the End in Mind • Stories of CCAMP Implementation • Drivers of Success • Guiding Principles • Internal Readiness Plan • Operationalize Your Vision	• Recruit & Orient Your Design Team • Community Connectors • Design Team Training • Project Vision & Mission • Form Action Committees	• Glass Half Empty / Half Full • Recruit Asset Mappers • Training1-Teams Strategies & Conversations • Training 2-Connect • Training 3-Support	• Project Configuration • Data Entry • Powerful Reports • Making Connections • Tracking volunteer efforts • Stories of Transformation	• Process Evaluation • Outcome Evaluation • Impact Evaluation • Sample *Process Evaluation* • Sample *Democratic Evaluation* • Story Mapping the Journey/Destination

> *"It is good to have an end to journey toward; but it is the journey that matters, in the end."*
>
> ---Ursula K. Leguin

Local Evaluation And Planning (LEAP) Team:

The Local Evaluation And Planning Team often referred to as your LEAP Team, may at some point, have responsibility for managing and overseeing a simplified form of three general types of evaluation for your community project:

1. Process Evaluation
2. Outcome Evaluation, or
3. Impact Evaluation

We strongly suggest that where possible, a *local evaluation and planning team* seek to partner with a local institution of higher learning such as an area college or university to carry out a well planned evaluation of their CCAMP initiative or any community initiative using CCAMP for support. While CCAMP cannot facilitate the evaluation of your local initiative in and of itself, it can support your evaluation by providing you with the sort of information evaluations require in the areas of process, outcomes and impacts. The next several sections of this chapter are designed to give you some insight into just how the CCAMP system may serve you in whatever evaluation design you may be using:
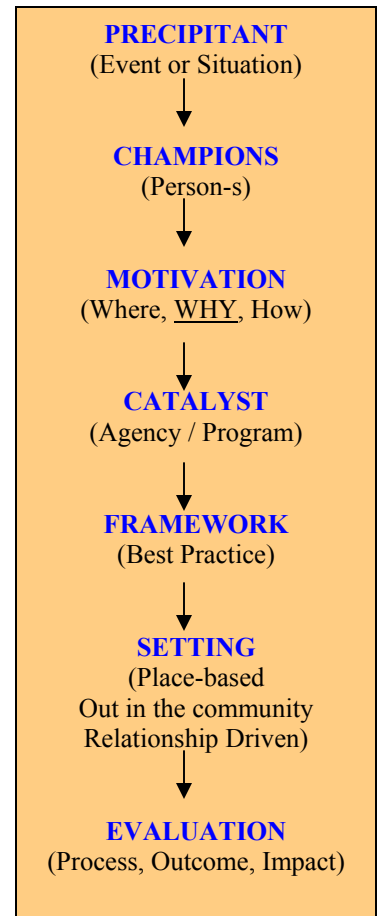
1. CCAMP's Support of Process Evaluation
2. CCAMP's Support of Outcome Evaluation
3. CCAMP's Support of Impact Evaluation
4. Sample Process Evaluation with a CCAMP Project
5. Sample Democratic (Participatory) Evaluation with a CCAMP Project
6. Transformational Evaluation: Story Mapping the Journey and the Destination

1. CCAMP's Support of Process Evaluation:

A process evaluation documents and analyzes the early development and actual implementation of the strategy or program—in this case, CCAMP—assessing whether CCAMP strategies were implemented as planned and whether expected output was actually produced. Section I of this handbook is all about the process of implementing your CCAMP system. Its 5 chapters literally hand you both the process and implementation strategies for a successful CCAMP initiative. The entire CCAMP training package with its 5 webinars is based on these 5 chapters and constructed to provide direct support to local groups for the greatest success during their first year of implementation. As each new local group purchases a license and joins the CCAMP National Network (CNN), we work closely with them during their first year through interviews and technical assistance to develop their story about their implementation process. Following this first year of technical assistance, and for the lifetime of the local CCAMP initiative, we offer and encourage ongoing learning communities for capacity building and leadership development. These learning communities are open to all participating members of the CCAMP National Network (CNN). They offer a forum for peer sharing and learning about the CCAMP process and implementation strategies through a) stories of local success and b) stories about resolving typical obstacles to that success. Eventually, all of this material is shared with an international network of CCAMP users on our Community Connections website which offers topical forums, blogs and networking around archived materials submitted by the network of CCAMP users.

Let's take a closer look at section I and its 5 chapters to better understand how the CCAMP process and its implementation strategies might be evaluated:

Chapter 1: Readiness introduces the 7 *Drivers of Success* to each new CCAMP user group and the *10 Guiding Principles* that serve as a compass for the journey and decision making for the implementation of strategies to support these drivers. These success drivers make up the basic elements of each CCAMP process while the guiding principles help to inform and shape the implementation experience. Chapters 2 through 5 contain many ideas and suggestions for implementation strategies needed to fully develop and support each of the 7 success drivers. The entire first year of training and technical assistance is geared towards supporting the most effective development of each success driver and the many strategies to support that success. At the end of the first year, each local CCAMP user group will have developed their story, unique to their culture that beautifully illustrates the natural development of each of the 7 drivers of success. These stories about the implementation process will be shared with the CCAMP National Network (CNN) for mutually beneficial encouragement and support when applied to their own local initiative.

PRECIPITANT
(Event or Situation)

↓

CHAMPIONS
(Person-s)

↓

MOTIVATION
(Where, <u>WHY</u>, How)

↓

CATALYST
(Agency / Program)

↓

FRAMEWORK
(Best Practice)

↓

SETTING
(Place-based
Out in the community
Relationship Driven)

↓

EVALUATION
(Process, Outcome, Impact)

Chapter 2: Building Your Design Team provides the CCAMP user group with strategies for developing and organizing a highly effective project team that serves as a steering committee. Their role is to oversee the successful implementation of this emerging community connections initiative. This group is typically made up of youth and adults who are natural champions for the cause (based on the precipitating factors) and naturally motivated to act on behalf of themselves, their loved ones and/or the community. This chapter is filled with strategies that support finding a community setting for the CCAMP initiative—one that will provide the greatest access to volunteers—people naturally motivated to act on behalf of those they care for (the primary beneficiaries of a CCAMP project)—and who are best situated to create and carry out a marketing campaign to "sell" the project to the community. Oftentimes, there is an existing initiative in the community—"close to the heart of many community members"—that would benefit greatly from what CCAMP has to offer. The project team may choose a project such as

this to serve as a natural greenhouse to grow its budding CCAMP initiative. To do this, the team will likely break up into smaller groups who will then address issues of and strategies for 1) implementation, 2) marketing, 3) evaluation and 4) sustainability. The steps taken by each committee of the project design team naturally become the substance of their CCAMP process captured in stories and photos based on interviews which capture the many small outcomes of each committee.

Chapter 3: Building Your Asset Mapping Team is designed to give the local CCAMP user group many strategies for a) recruiting and training their asset mappers, and b) developing their asset mapping strategy. Local asset mapping strategies typically include finding a setting that provides access to appropriate target populations within the community (individuals and/or organizations) who will be the primary beneficiaries of a new culture of "community conversations" through a specially designed survey process. These surveys or "conversations" with individuals are typically face to face and can be done one to one (1:1) or one to a group (1:10+) with paper surveys called "conversation guides". Data from these paper surveys are then entered onto the CCAMP database by specially trained data entry coordinators. Data on individuals is always held confidential and access is by the management group only and specially trained and monitored connection teams. "Conversations" with community organizations typically involve a strategy that extends a personal invitation at meetings, or through emails, letters, etc. that encourage these organizations to complete a survey online. Massive amounts of information can be collected in this way forming a rich and deep community resource directory for the general public, as the public organizational information eventually makes its way onto a public CCAMP website. Once again, a great deal of information can be gleaned from those involved in community conversations (both asset mappers and those being "mapped") through interviews that result in stories and photos informing us about the process used to implement the CCAMP project. At this point in the implementation of the CCAMP project, a great deal of data can be accessed and studied to support the overall implementation process. Data may include outputs in the form of results from each Design Team committee; the asset mapping recruitment and training process; the data collected from both individual and organization surveys or conversations, etc. Remember, at this point in your review or evaluation of the process of implementing a CCAMP project, we are only at the point of collecting lots of data. We still have

to look at the process of what gets done with this data and the result of any actions taken with this data and how much it contributes to the goals and objectives of the original project as "designed" by the project team or steering committee.

Chapter 4: Building Your Connections Team is especially unique in that it provides strategies to us for addressing the age old question: "what do we do with all this data"? This is where the CCAMP system provides powerful and strategic tools to the community for both managing massive amounts of data and easily mobilizing large numbers of people for connection based on needs and resources. Connections made can be people to people or people to organization resources. With good planning, a typical CCAMP project can greatly impact the dire situation in many of our communities where some non-profits feel they are limited in their ability to serve their target population based on traditional limitations to their time, staff and budget. With CCAMP, these same non-profits can purchase a CCAMP license and serve as the catalyst for a partnership with various target populations to literally run the CCAMP initiative to serve their population. This, in effect, immediately creates for the limited non-profit, a CCAMP management group from within their traditional service population, and exponentially multiplies the number of volunteers generated in the community to create and sustain "community centered" projects and connections for themselves. Imagine the number of people now able to receive "services" in the context of newly formed "natural social support networks" in the community where people live (as "people don't live in programs") and greater access to resources on a 24/7 basis—which a non-profit could never do on its own. CCAMP gives these non-profits powerful tools to track both services given by this newfound core of community volunteers and services received by community members from these same volunteers. Never before have small non-profits been in such a position to be the catalyst that empowers the local community as partners in generating and delivering services and resources to their "target populations" and beyond to the entire natural community where the target population lives, works and plays. This is the "stuff" of great stories. Imagine how exciting it would be to study the process of how a small non-profit empowered an entire community of neighborhoods or schools to act on their own behalf with supervision from the non-profit resulting in a greatly improved quality of life in the community, and not necessarily inside the program.

Chapter 5: Building Your Local Evaluation And Planning (LEAP) Team is the chapter that helps us to understand the potential of CCAMP to support your local evaluation process. By its very nature, CCAMP provides a great deal of material to support process, outcome and impact evaluation. CCAMP supports Process evaluation through the material contained in the 5 chapters of section one. CCAMP supports Outcome evaluation through its powerful reporting system that manages and provides hundreds of reports on the needs and resources of individuals and organizations, volunteer efforts, services given and services received, monetary value of volunteer hours, geographic information systems for spatial analysis of all of this data, gaps in services, resource allocation and much more. In effect, CCAMP's support of outcome evaluation is an evaluator's dream because of its ability to collect and manage massive amounts of significant data crucial to understanding the target population and surrounding community. CCAMP supports Impact evaluation in how it moves the community to be "intentional" about developing a culture of community conversations among people about their needs, hopes and dreams and how they may contribute by 'giving back' to the community through sharing their skills and gifts. The reciprocal nature of this system—allowing community members to give as well as to receive—places CCAMP in a league all its own. This culture of community conversations results in stories of how peoples' quality of life has been impacted by particular relationships created and encouraged by the CCAMP initiative. This results in 'stories of transformation' in people's lives. We look forward to learning a great deal more about CCAMP's capacity to support local evaluation efforts from the local groups participating in our CCAMP National Network (CNN). And when we do, we will share that with you on our Community Connections website.

2. CCAMP's Support of Outcome Evaluation:

As a CCAMP user you have likely already begun to experience the power and versatility of the CCAMP reporting system. In building CCAMP as a user friendly but advanced positive youth and community development system, we began (as Steven Covey would say) "with the end in mind". Being advised from the very beginning by several community groups at the grass roots level about the utility of such a system, we were encouraged to create a system that could easily hold and manage massive amounts of "community level data". At the same time, these same groups advised that "any system like this would only be as good as its capacity to deliver that

data back to us in a form that could immediately impact our lives at the grass roots level". "Too often", they said, "big money institutions come into our neighborhoods taking data about our personal circumstances—our data—and use it for their own purposes, which rarely impacts our lives in a positive way". Based on this grass roots wisdom, common to many of the communities we worked in, we committed ourselves to building powerful reporting systems capable of giving community members what they needed to proactively change their lives. While CCAMP will not carry out your outcome evaluation for you, it has the potential to greatly support it. Allow us to briefly explain CCAMP's reporting capacity in a summary fashion so as to illustrate our point.

Because CCAMP has several reporting systems built in that give you literally hundreds of reports about your data, we have found it useful to speak of CCAMP's reports in three categories: Discovery, Connection and Transformation. Transformation reports fit under the category of "How CCAMP Supports Impact Evaluation".

1. ***Discovery Reports*** include all that has been found or "uncovered" through the community conversations taking place with targeted individuals and their paper surveys as well as with organizations and their online survey—building social capital:
   a. Individual Skills from resource inventories / asset or strength conversations in 9 categories of over 400 areas *(see samples below)*
   b. Individual Interests from needs assessments / conversations about hopes and dreams in 9 categories of over 400 areas
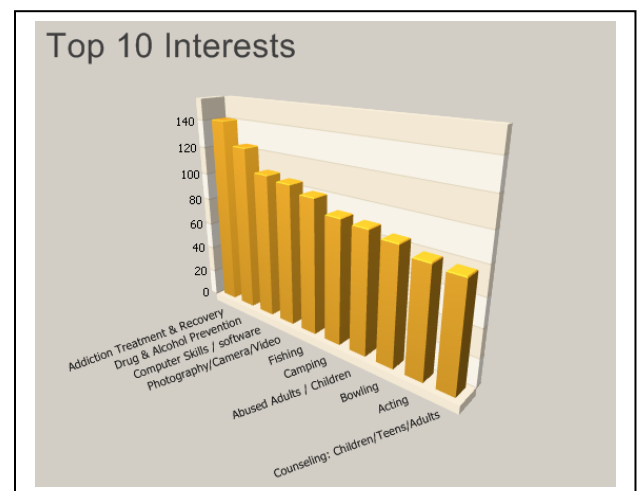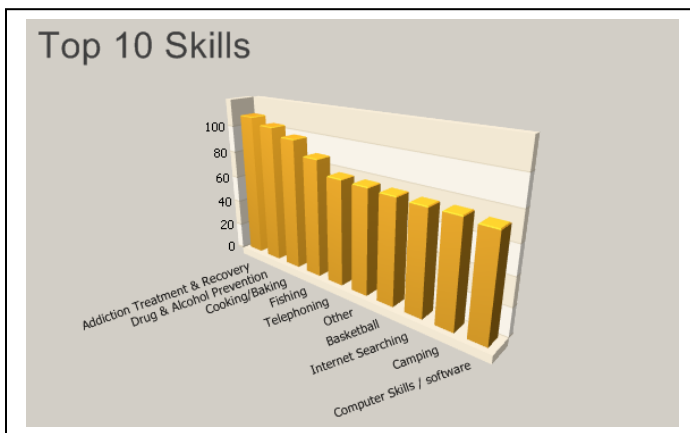
c. Individual Demographic information (by geographic area, age, gender, ethnicity, education, language, socio-economics, occupation, etc.

d. Organizational resources such as space, funding, materials and services available to the community like mentors, job shadowing, internships, etc.

e. Organizational needs such as volunteers, speakers, space, etc.

2. ***Connection Reports*** include volunteer activity tracked by CCAMP in unique formats and various matching reports matching individuals to individuals or individuals to organizational resources:

   a. Volunteer Activity Given by Projects
   b. Volunteer Activity Given by Categories within Projects
   c. Volunteer Activity Given by Volunteer
   d. Volunteer Activity Given by Hours (by Project, by Category or by Volunteer)
   e. Monetary Value of Volunteer Hours Given (by Project, by Category or by Volunteer)
   f. Volunteer Activity Received by Projects
   g. Volunteer Activity Received by Categories within Projects
   h. Volunteer Activity Received by Volunteer
   i. Volunteer Activity Received by Hours (by Project, by Category or by Volunteer)
   j. Monetary Value of Volunteer Hours Received (by Project, by Category or by Volunteer)
   k. Matching Individuals to Individuals (by common skills, by skills to needs, by needs to skills, by common interests)
   l. Matching Individuals to specific Organization resources (called *Individual Support Options*)

3. CCAMP's Support of Impact Evaluation:

Traditionally an ***impact evaluation*** assesses changes in the well-being of individuals, households, communities or firms that can be attributed to a particular project, program or policy—in this case, CCAMP. The central impact evaluation question is what would have

happened to those receiving the intervention if they had not in fact received the program or had this experience? Since we cannot observe this group both with and without the intervention, the key challenge is to develop a counterfactual – that is, a group which is as similar as possible (in observable and unobservable dimensions) to those receiving the intervention. This comparison allows for the establishment of definitive causality – attributing observed changes in welfare to the program or experience, while removing confounding factors.

While we agree that finding a "counterfactual" group to compare to a CCAMP group might be challenging, we look forward to hearing from those of you who may come close to this process in your communities with the assistance of professional help from local university evaluation teams. We remain very clear that while CCAMP cannot carry out an Impact Evaluation by itself, it can make a positive contribution to this type of evaluation by virtue of how the system encourages the collection of stories of transformation as a result of participating in and experiencing various aspects of CCAMP. To that end, we would like to list the third type of CCAMP report mentioned above—Transformation Reports—and provide a very brief description of each of these reports:

3. ***Transformation Reports*** include stories about positive changes that have taken place in the well-being of individuals, households, communities or firms as a result of participating in CCAMP activities—at any level: planning, asset mapping, sharing gifts, receiving services, interviewing people or being interviewed, or just hearing stories of transformation in the community.
    a. Transformational Stories about the 7 Drivers of Success—creating a baseline for future evaluation of the implementation of new CCAMP initiatives
    b. Transformational Stories of Individuals impacted by CCAMP activities—children, youth and adults
    c. Transformational Stories of Families
    d. Transformational Stories of Neighborhoods, Schools, Faith Communities, Business Community
    e. Transformation Stories of Organizations and/or Coalitions

f. **Community Indicators—Quality of Life Impact (by Category / Indicators / Organizations)**

g. **Community Indicators—Quality of Life Impact (by Indicator / Organizations)**

h. **Community Indicators—Quality of Life Impact (by Organization / Category / Indicators)**

i. **Community Indicators—Quality of Life Impact (by Organization / Indicator)**

Sample Indicator Report

4. Sample Process Evaluation with a CCAMP Project

A *process evaluation* documents and analyzes the early development and actual implementation of the strategy or program, assessing whether strategies were implemented as planned and whether expected output was actually produced. Examples of output include:

- Number and types of planning groups used to facilitate the implementation of the CCAMP initiative (for example, a Design Team, an Asset Mapping Team, Community Connectors, a Local Evaluation and Planning Team, etc.)
- Number and groups of Individual surveys completed.
- Number and category (for example, hobbies/arts and crafts, leadership, services/trades, etc.) of individual skills and/or needs (human capital) that were discovered during the ongoing asset mapping process.
- Number and types of organizations participating in the project through the on-line survey process.
- Types and amounts of social capital discovered through the organization asset mapping process (space, funding, materials and services available to the community).
- Number of searches being conducted on the Public CCAMP site.

Other output measures are listed and accessible through CCAMP's powerful reporting system.

Detailed information about the program as it was actually implemented is invaluable for determining what worked and what did not. A thorough process evaluation should include the following elements:

- Description of the program environment and supplying data.
- Description of the process used to design and implement the 7 Drivers of Success (section I of the CCAMP Handbook—Chapters 1—5).
- Description of program operations, including any changes in the program.
- Identification and description of intervening events that may have affected implementation and outcomes.
- Documentation such as meeting minutes, reports, memorandums, newsletters, and forms.

Describing the Program Environment

Before a program's effectiveness can be judged, it is important to understand its operating environment. Significant changes in the environment should be documented during program implementation to help determine whether similar results may be expected in other communities or whether the results are site specific. That is, if the environment is unique, then the results achieved in that setting may not be replicable elsewhere.

Describing the Process

Good ideas do not always yield good results. Therefore, to understand the tasks to be performed and the scope of effort, a clear description of the implementation process is required. This step also will aid in replicating the effort in other environments. Describing the implementation process would involve elements such as:

- Interaction among participants (for example, the catalyst group, community stakeholders, local champions, representatives/volunteers from business, faith communities, schools, neighborhoods, and citizen groups).
- The extent of participation (for example, by various agencies, units, and individuals). during program implementation . . . .
- Any training provided to community members or other participants.
- Interaction among participants and others in the community who were not involved in planning and implementing the strategy.

Describing and Measuring Program Operations

The process evaluation must describe the way the CCAMP strategy worked, or failed to work, using quantitative and qualitative data. Questions to consider in assessing the process evaluation include the following:

- What problems were encountered in implementing objectives? How were they resolved?
- Have all planned activities been implemented? If not, what remains to be done? Were they accomplished on schedule?
- If objectives, plans, or timetables were revised, why was this necessary?
- What new objectives were added and why?
- What changes occurred in leadership or personnel? What effect did these changes have?
- What costs were incurred? Did they exceed initial projections?
- What was the level of resident/professional support in targeted neighborhoods or schools? How did this affect the overall community connection effort?
- What lessons have been learned that might be useful to other communities?

Collecting Process Data

The process evaluation should begin during the program planning phase and continue through program implementation. Two main categories of data should be collected. The first data source includes formal answers to the seven drivers of success, and other data gathered during the initial program planning and early asset mapping phase. These data will help determine whether program outcomes may be expected in similar jurisdictions.

The second data source includes interviews with and observations of participants. Observations should begin with early program development and continue throughout program implementation. Major planning activities as well as enforcement activities are of interest. Observers will answer questions such as the following:

- Does the process proceed smoothly, or are communications and relations difficult and strained?
- Do participants work together to identify a range of potential strategies?
- Do the status and hierarchy of involved personnel interfere with communications?

Interviews with key participants also should be conducted to complement information attained from observation. These interviews should reveal the reactions of champions, community gatekeepers, asset mappers and others to the program's development, noting their observations about difficulties encountered and associated explanations, as well as suggested solutions. An open-ended format for observations is suggested so that observers are not limited in their focus. However, the protocol for interviews should be more structured to ensure consistency and validity.

5. Sample Democratic (Participatory) Evaluation with a CCAMP Project:

Using the Harvard Evaluation Exchange's principles of Democratic (Participatory) Evaluation,[34] *stories of transformation* become the "unit of analysis" for evaluation. The Harvard Evaluation Exchange recently dedicated a full publication to the concept of Democratic (Participatory) Evaluation. The contributors to this issue ground their articles on one or more of these principles: (a) evaluation theory and practice should reflect a society that advances democracy; (b) in an evaluation context, there should be a redistribution of power relationships accomplished by "democratizing knowledge" and acknowledging the value of different types of knowing; and (c) evaluation should create a space for communication about critical issues among stakeholder groups.

By the first principle, associated with Ernest House, democratic evaluation promotes inclusion, dialogue, and deliberation. Traditional evaluation has typically served government and funding agencies and is linked to institutional contexts of power. Democratic evaluation seeks to correct this bias by helping ordinary people gain the knowledge and voice to address an evaluation's purpose, judge a program's quality, and make recommendations. It also deepens evaluators' obligation to strive for public deliberation of evaluation findings.

By the second principle, evaluation emphasizes inclusion by inviting the questions, ideas, and insights of nongovernmental agencies and people who are the subject of evaluations. Inclusion has the potential to promote democracy to society at large. Communities can share their experiential knowledge to improve programs and use data to hold public officials accountable. Different approaches to evaluation have value for the different types of knowledge they generate. Scientifically based evaluations, which place a premium on experimental designs, provide an understanding about what works in programs, while other kinds of evaluations yield information about what processes and contexts make programs work.

By the third principle, evaluation encourages public conversation among stakeholders. Evaluation can learn from advances in digital society, in which people can easily access information and form networks to influence policy agendas. Organizations that make their evaluations available online, share tools with disadvantaged communities, and encourage community deliberation by experimenting with new formats such as photovoice (a mix of stories and photos) are enhancing the communicative potential of evaluation.

Citizen engagement: The CCAMP system easily lends itself to the use of democratic evaluation principles to foster citizen engagement and strengthen neighborhoods and communities. CCAMP gives us the tools and context in which to transform challenged neighborhoods into vibrant communities by mobilizing residents around their strengths and assets to democratically address their issues in order to improve their quality of life.

Inclusion: Building a healthy and vibrant community that includes all residents—whether impoverished, unemployed, struggling to adjust to a new country, or marginalized in some other way—is the goal of CCAMP's Village Building philosophy. CCAMP's main strength is in its capacity for strengthening neighborhoods, fostering leadership, and building capacity among local networks and grassroots organizations through its community connections process. CCAMP seeks to build assets by creating opportunities for residents to gain leadership skills by direct participation on neighborhood design and connection teams thus increasing the organizational and leadership capacities residing in the neighborhoods.

Community Development Worker: To begin this process, the CCAMP system encourages the employment of a full-time community-development worker who with the help of project champions (design team—see chapter 2) outreaches and engages neighborhood residents, develops long-term relationships with neighborhood groups, and offers these groups hands-on technical assistance in planning and organizing activities. This process often results in the empowerment of local residents participating on a local design team representing the neighborhood who gives direction to the local community asset building project.

Mini-Grants / Stipends: A key component of asset building is providing small grants or stipends for projects that develop a neighborhood's assets, benefit the neighborhood, and contribute to tangible improvements in the quality of life of residents. For example, small grants or stipends may be given to help residents and neighborhood groups plan a summer time neighborhood asset mapping project. Teams composed of youth and adults receive special training at the beginning of the summer in how to carry out asset mapping conversations with local neighborhood residents using paper surveys called conversation guides. These surveys contain a checklist of about 300 items placed in 9 categories. People are engaged in conversations around skills they would be interested in sharing with other neighbors to improve the neighborhood as well as their hopes and dreams for themselves and their children. This information is then entered into the CCAMP database where it is easily managed and prepared for mobilizing the community around asset building projects based on the strengths, hopes and dreams of the community.

Dialogue and Connection: In order to evaluate the success of their CCAMP project, CCAMP encourages a community development approach to evaluation. In this model, evaluation supports the democratic evaluation principles of inclusion, participation, dialogue, and action in several ways. First, the CCAMP team documents the local skills and talents that residents are willing to share with each other to systematically address their documented needs. Then, using this information, the CCAMP Design team creates opportunities for local residents to review data and deliberate together as "neighborhood connection teams" practicing direct democracy, by mobilizing partnerships and networks to generate solutions using CCAMP's powerful reporting systems to identify the current assets and additional resources that will create positive outcomes for challenged neighborhoods and their residents.

CCAMP's community development approach to democratic evaluation has three basic elements:

1. **Deepen residents' understanding of the assets and strengths of their neighborhoods through a participatory asset mapping approach.** Following the asset mapping process, neighborhood residents are called together into community forums by the CCAMP program coordinator and his/her design team to discuss and identify neighborhood assets and study them spatially on CCAMP's geo-mapping technology. Next, community meetings may serve as a forum for discussing assets and revising the maps. Finally, CCAMP's geo-maps can be integrated with demographic data from CCAMP's powerful reporting systems for a dynamic presentation at open community meetings with public stakeholders, funders, policy makers, etc.

2. *Evaluate the outcomes and achievements of neighborhood residents in their own voices.* A combination of photography and storytelling through interviews has proven to be a very effective technique for obtaining credible evaluation data, as well as a useful platform for subsequent reflection and community building. This dynamic approach enables community residents to record, reflect, and communicate their assets, hopes and concerns and to educate community leaders about issues from a grassroots perspective. This process is often referred to as photovoice—the combination of photos and video with stories from personal or group interviews.

   A senior staff member from a community agency with experience in using interviews with photography may meet with residents participating in the neighborhood CCAMP project, including children and youth, and record their responses to the evaluation questions. The interviewer may take photos meant to capture the views expressed during the interviews and the outcomes and other achievements resulting from the program.

3. **Public validation and democratic deliberation of evaluation findings.** To complement the interview / photo methodology, the program coordinator may add findings from the asset mapping process, statistical information about program participants and activities, and mini-evaluations done by each group at the end of its project. The program coordinator

then may integrate this data with the interview images and stories that best capture the findings. The resulting presentation may serve as a focal point around which to convene community residents, and other stakeholders of the community as they came together to validate the findings in a public forum, hear suggestions for improvement, and discuss the lessons learned from the program and how it might be transferred to other area neighborhoods. Participants also received a brochure summarizing the findings and a copy of a Neighborhood Newsletter that can present photos and evaluation stories from each neighborhood.

This democratic approach to program evaluation has significant advantages. First of all, the evaluation process is grounded in the experiences and viewpoints of neighborhood residents and neighborhood groups. As a result, they have a strong voice in telling their stories about the program, talking about the difference it has made in their lives, and coming together to publicly validate the findings. Secondly, residents' and community groups' participation in this democratic process results in evaluation feedback that strengthens CCAMP's program-planning and grant-making activities. Finally, at a strategic level, evaluation informs local policies and strategies for strengthening area neighborhoods, builds local knowledge about supporting community-based development, and provides valuable feedback about ways it can assume a leadership role in building the assets for and generating solutions to the core issues facing this group's most challenged neighborhoods.

6. Transformational Evaluation: Story Mapping the Journey and the Destination

"Success is the journey, not the destination".

Transformational Evaluation through Story Mapping - the Journey and the Destination[35] is a process used at the Connecticut Assets Network (CAN) that develops stories as the unit of analysis when assessing the journey of individuals and/or organizations (called Journey Mapping) and when assessing project results (called Results Mapping) that can be tracked and measured. This form of mapping is guided storytelling facilitated by a trained individual in

groups or individually. Groups are preferred, as the art of storytelling benefits everyone. Stories are often accompanied by photos taken during the process or during the facilitated interview.

Story Mapping

Story Mapping is an asset-based strategy that CAN recommends for assessment and planning purposes. Its forms include storytelling, about the journey itself (journey mapping) and about the destination (results mapping). Stories form the centerpiece of both a simple measure of impact (results) and a more transformative assessment process (the prototypical journey). ***Results Mapping*** utilizes the research of Edgar Dale in *How We Learn*[36] in assessing the effect of a training or project on the participant's behavior. Following an event by one to three months, the participants' behavior is assessed through an interview, on a scale of 1 to 10 using four result principles that are applied to participants' stories. ***Journey Mapping*** is a more complex, collaborative process that analyzes people's stories using a template or protocol of a journey. Taken from the work of Joseph Campbell in his book, *The Hero With A Thousand Faces,*[37] this system allows us to track a person's growth process, developmental milestones and movement towards transformation – so that they can be compiled into creative project reports or used for group discussion. Since journey mapping and results mapping both involve tracking the stories of individuals and groups (such as program participants, staff, parents, funders and partner organizations), it is convenient to call them distinct forms of story mapping. Journey Mapping and Results Mapping can be used to show how system gatekeepers, community partners, funders, staff members, local citizens and others help initiatives reach their goals. In addition, both methods provide the information necessary to increase citizens' involvement in the planning process. This booklet is designed to help you understand both forms of story mapping—and also to help you get started.

To obtain this book, go to www.thecommunityconnection.org and visit our storefront (an "E-commerce store") where you will find information about purchasing this innovative approach to evaluation. The book contains information about the research behind these forms of storytelling, strategies, handouts, activities, and multiple examples of each application.

Additional Journey Mapping resources include:

A. JOURNEYmap©TM:

This beautifully illustrated and laminated JOURNEYmap© (10"X16") is ideal for Positive Youth Development & Asset Building activities for all ages. It introduces your program participants to an appreciation of 1) where they have come from and who supported them through *The Hero Quiz*, 2) their present journey in your program through *The Heroic Journey*, and 3) where they are going through *Living Your Vision*. This JOURNEYmap© is based on the work of Joseph Campbell (1949) and comes with a "User's Guide" filled with practical and inspirational activities for each section of The Journey. It is especially useful for both group and individual asset building activities, exciting storytelling, or just for mealtime sharing activities. The JOURNEYmap© is 10" X 16" in size and sold in packs of 4 at $25.00 per pack. (See Section 4: Activities # 7 for your order form)

B. Personalized JOURNEYmap©TM:

For program graduation, general acknowledgement, and year-end ceremonies. The JOURNEYmap© can be personalized for each of the youth and adults participating in your program. The *Personalized JOURNEYmap©* comes in a smaller size (11"X14") to be presented to the individual as they leave your program or move on to college or another phase of your program. The *Personalized JOURNEYmap©* can be presented as a diploma at an end of year celebration and is also suitable for framing. It includes the participant's name, significant dates, their gifts and strengths (assets), and their ***LEGACY*** to the program they are leaving. Your Program Name and Logo can be included. This serves as a great way to appreciate, celebrate and memorialize the contributions made by each member of your program. **Orders for the Personalized JOURNEYmap© must fill out page 2 of this order form – one page for each person.** (See Section 4: Activities # 7 for your order form)

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SECTION TWO: Resources

Section two contains the following list of resources from a broad range of sources:

Resource 1: Glossary of Terms

Resource 2: Handouts

Resource 3: Worksheets and Checklists

Resource 4: Activities

Resource 5: Research and Publications

The information contained in this resource section is meant to get you started in the right direction for your journey. In no way is any handout, worksheet, activity or publication meant to be an answer to a particular situation. Rather, each piece is meant to give you ideas which hopefully, you will modify by adding or deleting things to fit your unique environment and ensure cultural relevancy within your local community. We firmly believe that you and the people you work with are your greatest resource. We encourage, even expect, that you and your local group will take these resources in an advisory fashion and eventually create and use your own sets of handouts, worksheets, activities and resources. We also look forward to the day when you can come to one of our CCAMP sponsored learning communities – local, regional or national, and proudly share your own set of materials, processes and stories of transformation— so we can all benefit from your collective wisdom.

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Resource 1. CCAMP Glossary of Terms

The following Glossary supports the successful implementation of a CCAMP System in a local community. The most successful CCAMP Systems have had committees or action groups who were very intentional about what it takes to build the capacity of the community to help themselves as well as to sustain and evaluate that effort. The CCAMP glossary delineates Committees by task, and the definitions of tasks themselves. Therefore it is divided into two parts: Committees by Task and Task Definitions

Part 1: Committees by Task
The following workgroups have served other community initiatives well. Add or replace other committees or tasks as necessary to do the work of your unique Design Team.

Implementation Committee	- Refine parameters of project as initially described/suggested by full design team. Flesh out: who, what, when, where, why. - Consider issues of policy/procedure., e.g., confidentiality, data base security, etc. - identify individuals, associations and organizations that would be "asset mapped" - Ensure project stays on course: directly related to project vision/ - priorities and goals. - Recruit stakeholders/expertise—ongoing. - Recruit community members representing those you have 'asset mapped' to participate as *connectors* on *connection teams*. - Tap resources that can support committee/design team efforts. - Maintain running timeline for the committee. - Ensure cultural competency - Report to coordinator via a point person/committee chair.
Communication and Marketing Committee	- Refine Vision and Mission Statements - Refine/Develop Logo - Brochure Development-clear and concise message about project and why it's important. Ensure brochure design is culturally appropriate. - Publicize project, - Recruit stakeholders/expertise—ongoing. Tap resources that can support committee/design team efforts. - Maintain running timeline and report to coordinator via a point person/committee chair. - Ensure cultural competency in all materials

	• Report to coordinator via a point person/committee chair.
Survey Modification Committee	• Modify survey to fit the population/community culture. • Produce survey. • Recruit stakeholders/expertise—ongoing. • Tap resources that can support committee/design team efforts. • Maintain running timeline for the committee. • Report to coordinator via a point person/committee chair.
Development and Sustainability Committee	• Plan/hold kick off event to engage wider community • Maintain momentum via events, fundraising, engaging new partners, etc. • Track/Evaluate progress/process of project • Recruit stakeholders/expertise—ongoing. • Tap resources that can support committee/design team efforts. • Maintain running timeline for the committee. • Report to coordinator via a point person/committee chair.
Local Evaluation And Planning Committee (LEAP)	• Your Implementation Committee sometimes morphs into your Local Evaluation And Planning (LEAP) Team • Partner with local Universities to tap into their potential as evaluation partners • This team studies the power of CCAMP's reporting system as a vehicle to access data suitable for planning and evaluation • Read Section 1, Chapter 5 of the CCAMP System Handbook for detailed information on how CCAMP supports multiple evaluation and planning formats.

Part 2: Tasks Definitions
The following glossary is provided in the sequential order in which the task is commonly undertaken by Design Teams. Common tasks are described, below. Earmark each of these tasks to an action committee.

Vision	Your group's vision is your dream, a *picture* of the ideal conditions of your community. As a unifying statement for your effort, it also reminds you what you are striving to reach and guides important decisions. A vision statement should be a few short phrases or a sentence that conveys your hopes for the future ("healthy teens," or "Safe streets, safe neighborhoods," or "Education for all" or "a life in the community for everyone", etc.

Mission	Your mission statement is more specific than your vision. As the next step in the action planning process it expresses the "what" and "how" of your effort, describing what your group is going to do to make your vision a reality. E.g., *"Our mission is to develop a safe and healthy neighborhood through collaborative planning, community action, and policy advocacy."* A vision statement inspires people to dream. A mission statement should inspire them to action.
Timeline	Create a draft timeline of the project in preparation for reaching the goals of a grant or project including a volunteer recruitment process, dates for trainings, a project kickoff event, your asset mapping process, a "1st Report" event, etc.
Logo	A visual representation of the spirit of your project.
Brochure	A culturally relevant tool for describing the local community connections project that introduces the project to the wider community and answers the questions of "who, what, when, where, why and how." This can become a wonderful recruitment and marketing tool.
Policies and Procedures	Depending on the social/political situation, it may be important for the catalyst group and/or the Design Team to review its policies and procedures to ensure that they adequately respond to liability, safety and confidentiality issues in the context of a Community Connections project.
Ongoing Recruitment	All design team members, in their role as community connectors, are encouraged to engage other community members across activities and throughout the life of the project. This includes expanding action committees as necessary to accomplish tasks, as well as recruiting new members to the design, asset mapping, and LEAP teams.
Community Connectors	Community connectors know everyone. They are often gregarious and social, at the center of events. They find people interesting; have a flair for friendship and for bringing others together. They reach out to people within and beyond their social circle, ever expanding their circle of influence. Malcolm Gladwell, author of *The Tipping Point,* says of connectors, "they don't see the world the rest of us see. They see possibility." (See Handout # 8)
Vol. Job Descriptions	It is essential to have clearly written job descriptions to support the participants of your design, asset mapping and LEAP teams that align with the volunteer policies and procedures of your catalyst organization. See our Handouts in Section Two for sample job descriptions.

Asset Mapping Plan	Includes primary target group with whom to begin using the asset mapping survey, starting dates for recruitment and training of asset mappers and completion dates for expected outcomes, including number of surveys completed, connections made, etc. (See Asset Mapping Project Worksheet.)
Publicity	Engaging internal and external media, including newsletters, local press, etc., to introduce your projects goals, participants and action plan to wider audiences and potential participants.
Storyboard	A pictorial essay illustrating the chronological history of your project, highlighting events, milestones, accomplishments, etc. The storyboard technique may also be used to support the Story Mapping process used for evaluation.
Buttons	Some groups choose to utilize "campaign buttons" to promote their project, especially at the kick-off event.
Shirts	Shirts, like buttons, are an excellent promotional tool for any project. Shirts serve as a way to promote your project vision and mission. It is often understood that a good vision and mission can be placed on a t-shirt to effectively promote your project and generate conversations.
Posters	Some groups display posters describing their project in store windows, coffee shops, bakeries, restaurants, etc., throughout town.
Lawn Signs	Lawn signs, like posters, provide high visibility for projects throughout the year, especially in advertising/promoting annual events related to the project.
Media Scripts/Talking Points	Media scripts can act as outlines for public speaking by project participants/Design Team members, etc., who otherwise might feel unable to adequately describe the project, especially when "sound bites" are required.
Press Releases	Planned, periodic information on events and achievements, results, and project outcomes are effective in keeping your project in the public eye.
Name Tags	Name tags are another tool for identifying participants in your project's activities, marking them as valid representatives of the initiative to the general public.
Business Cards	Business cards allow members of the general public to access more information, have questions answered, and/or validate volunteers connection to the initiative.
Newsletter	Newsletters communicate all aspects of your initiative, and can especially highlight the efforts of your project participants as well as tell about project outcomes.

Kickoff Event	Once the Design Team is established and action committees have completed their tasks, many groups combine the start of their asset mapping process with an event that engages the general public. These events may also serve as fundraisers to support the project.
1st Report Event	Communication of goals, objectives and outcomes is the heart of a Community Connections project. While Design Team members are encouraged to utilize all communication vehicles often, they may wish to design periodic reporting events that engage the community and celebrate the accomplishments (outcomes) of the project.
Connection Teams	*A connection team* is a group of 4 to 6 people (youth and adults) who play a principle role in the life of the population where connections are taking place. *Connection teams* can be created anywhere that asset mapping is taking place. Typically, *connection teams* will be found within Parks and Recreation Departments, Elementary and Middle Schools with grade level teams, High School Career Centers and Guidance Departments, classrooms, student service organizations, school-community partnerships, neighborhood associations, Parent-Teacher Organizations, Faith communities, Youth Service Bureaus, Youth Group Coalitions, Recovery Communities, People with Disabilities, etc. Each connection team may have one person (a team captain or chair) who has access to the CCAMP database (i.e., one project manager or data coordinator and a group of selected community connectors called *readers* who have been given limited access to the CCAMP database). The team meets at the captain's house or office or other convenient location to review the data on the resource bank database. This review is done with the intention of identifying both local needs and resources and beginning to make connections between and among people for mutual benefit. Oftentimes the connection team will organize the results of their review and present them to the Project Administrator for their approval before any formal connections or mobilization of group projects take place. **For more information, see Chapter 4: Making Connections**

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Resource 2. Handouts

1. The 40 Developmental Assets[®]

2. A Sufi Tale

3. Project Overview: Drivers of Success

4. Drivers of Success: What they look like

5. Factors in a CCAMP System Implementation

6. Guiding Principles: A Compass for the Journey

7. Catalyst: Internal Readiness Plan

8. Community Connectors

9. Design Team Orientation Agenda (see Worksheet #5)

10. Design Team Committees & Responsibilities (see Glossary and Worksheet #6a—e)

11. Comparison of Frameworks

12. Frequently Asked Questions (FAQ's) about Asset Mapping

13. Guiding Principles for Asset Mapping

14. Asset Mapping Training Agenda 1: Mapping (see Worksheets #9—11)

15. Effective Conversations Build Relationships (Observer's Guide)

16. Asset Mapper Commitment Form

17. Model Release of Information (ROI) Form

18. Asset Mapping Training Agenda 2: Creating an Ongoing Support System

19. Stone Soup

20. LEAP Team Training Agenda—Traditional (see Worksheet #13)

Handout #1: The 40 Developmental Assets®

Search Institute® has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible. The percentages of young people who report experiencing each asset were gathered from the administration of the *Search Institute Profiles of Student Life: Attitudes and Behaviors* survey in 318 communities and 33 states.

Asset type	*Asset name and definition*	
Support	**1. Family Support**-Family life provides high levels of love and support.	70%
	2. Positive Family Communication-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.	30%
	3. Other Adult Relationships-Young person receives support from three or more non-parent adults.	45%
	4. Caring Neighborhood-Young person experiences caring neighbors.	40%
	5. Caring School Climate-School provides a caring, encouraging environment.	29%
	6. Parent Involvement in Schooling-Parent(s) are actively involved in helping young person succeed in school.	34%
Empowerment	**7. Community Values Youth**-Young person perceives that adults in the community value youth.	25%
	8. Youth as Resources-Young people are given useful roles in the community.	28%
	9. Service to Others-Young person serves in the community one hour or more per week.	51%
	10. Safety-Young person feels safe at home, school, and in the neighborhood.	51%
Boundaries & Expectations	**11. Family Boundaries**-Family has clear rules and consequences and monitors the young person's whereabouts.	48%
	12. School Boundaries-School provides clear rules and consequences.	53%
	13. Neighborhood Boundaries-Neighbors take responsibility for monitoring young people's behavior.	49%
	14. Adult Role Models-Parent(s) and other adults model positive, responsible behavior.	30%
	15. Positive Peer Influence-Young person's best friends model responsible behavior.	65%
	16. High Expectations-Both parent(s) and teachers encourage the young person to do well.	49%
Constructive Use of Time	**17. Creative Activities**-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.	20%
	18. Youth Programs-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.	58%
	19. Religious Community-Young person spends one or more hours per week in activities in a religious institution.	63%
	20. Time at Home-Young person is out with friends "with nothing special to do" two or fewer nights per week.	49%
Commitment to Learning	**21. Achievement Motivation**-Young person is motivated to do well in school.	67%
	22. School Engagement-Young person is actively engaged in learning.	61%
	23. Homework-Young person reports doing at least one hour of homework every school day.	53%
	24. Bonding to School-Young person cares about her or his school.	54%
	25. Reading for Pleasure-Young person reads for pleasure three or more hours per week.	23%
Positive Values	**26. Caring**-Young person places high value on helping other people.	50%
	27. Equality and Social Justice-Young person places high value on promoting equality and reducing hunger and poverty.	52%
	28. Integrity-Young person acts on convictions and stands up for her or his beliefs.	68%
	29. Honesty-Young person "tells the truth even when it is not easy."	67%
	30. Responsibility-Young person accepts and takes personal responsibility.	63%
	31. Restraint-Young person believes it is important not to be sexually active or to use alcohol or other drugs.	47%
Social Competencies	**32. Planning and Decision Making**-Young person knows how to plan ahead and make choices.	30%
	33. Interpersonal Competence-Young person has empathy, sensitivity, and friendship skills.	47%
	34. Cultural Competence-Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	42%
	35. Resistance Skills-Young person can resist negative peer pressure and dangerous situations.	42%
	36. Peaceful Conflict Resolution-Young person seeks to resolve conflict nonviolently.	45%
Positive Identity	**37. Personal Power**-Young person feels he or she has control over "things that happen to me."	44%
	38. Self-Esteem-Young person reports having a high self-esteem.	52%
	39. Sense of Purpose- Young person reports that "my life has purpose."	59%
	40. Positive view of personal future- Young person is optimistic about her or his personal future.	74%

Left vertical labels: EXTERNAL ASSETS (rows 1–20), INTERNAL ASSETS (rows 21–40)

Handout #2: A SUFI TALE

"We already know everything we need to know." So this Sufi Tale begins.[1]

In a village, some distance from here in time and place, people were confronted with a grave problem. They consulted a wise person—an expert—several villages away. They sent word about their problem to this expert, and asked her to come and speak with them. The people congregated in the market square and anxiously awaited the words of wisdom she would share.

When she arrived, the wise woman asked: "How many of you know what I am about to say?"

All of the villagers shook their heads from side to side, confirming that no one knew what she was going to tell them.

"You don't know what I am about to say so I will leave you." She said.

The people were astounded. "If we knew what she was going to tell us, why would we have needed to invite her help?" The people lamented. Within a short while the problem worsened. The people invited the wise woman to return.

Once again she asked, "How many of you know what I am about to say?"

The people were ready this time. All shook there heads up and down affirming that they all knew what she was about to say.

"Well, if you already know what I am about to say than there is no reason for me to say anything." She departed, again, leaving the villagers bewildered. And again the problem grew.

The people in the village summoned the wise woman for the third time. They were certain they would have the solution to their problem revealed. The wise woman ascended to the platform.

"How many of you know what I am about to say?"

This time, half of the villagers nodded. They knew what the wise one was going to say. The other half shook their heads from side to side. They did not know what the wise woman was going to say.

"Very good," the wise woman said. "Will the people who know what I am going to say tell the group who does not know?" Again she disappeared.

The people continued to struggle and think, each one on their own. Finally, a week later a village elder convened the people.

"I think I understand what the wise woman was trying to tell us. It came to me in a dream," she said. "We know everything we need to know. Now we need to share that with one another."

And so it was, that the people spoke among themselves and, sharing their knowledge and talents, they found the solution to their problem at last.

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[1] What distinguishes a Sufi tale is that it begins with the end in mind.

Handout #3: Project Overview: Drivers of Success

As stated earlier, in each unique application of CCAMP, there are certain common factors demonstrated by groups initiating a community connections process that literally drive its success. Seven *drivers of success* are embedded within CCAMP initiatives. These seven are the precipitant, champion, motivation (key questions), catalyst, framework, setting, and finally, evaluation (process, outcome and impact). These drivers of success generate energy that is essential to begin and sustain a local initiative.

1. **Precipitant:** That which sparks change or new direction—often a perceived problem, crisis, challenging situation or opportunity—a precipitant serves to rally or mobilize the community around a common purpose or cause. Generally, a precipitant has two forms: 1) a one-time-event or 2) an on-going situation.

   In the absence of a unifying precipitant, a divided focus rather than a common goal could arise among or between community groups.

2. **Champion for the Cause:** A person or team who defends, supports, or promotes another person or a cause. A champion often exemplifies excellence or achievement in the area of focus and, in doing so, provides leadership. Generally, there are three types of champions: 1) funders, 2) a public face and 3) insiders at the setting(s) where the initiative is operating.

   Without the leadership of a champion or champions, there is likely to be confusion.

3. **Motivation:** Success of a CCAMP initiative hinges on how clearly a community responds to the following three questions:
   1)   "Where are we going?" I.e., what is our destination?
   2)   "Why?" (This is directly related back to the precipitant.)
   3)   "How will we get there?" I.e., what are the method and strategies we'll use to proceed toward our goal?

To the degree communities have clarity on these questions, stakeholders who are naturally motivated by the goals of an initiative will practically recruit themselves. Self-interest is a potent motivating factor. And clarity at the onset will also provide powerful tools for fleshing out vital marketing and evaluation strategies that increase the likelihood of an initiative's success. People are naturally motivated when they have an opportunity to care about whom or what they love.

When clarity on the goals and strategies of a project is lacking, citizens may not understand what's "in it" for them and therefore may be unmotivated to be involved.

4. **Catalyst:** A catalyst is a program or an organization that, as a result of a precipitant, steps up to bring about an event, or series of events, to facilitate or support ongoing change. A catalyst program or organizations serves to "coach," and provide guidance and support to the community of "team players" focused on a common goal when and where support is needed.

    Without strong support from a well respected/trusted program or organization in the community, resistance to change is more likely to occur.

5. **Framework:** An operating framework is considered a "best practice" program or system. Examples include: America's Promise, Asset Based Community Development (ABCD), Communities That Care (CTC), the 40 Developmental Assets® (Search Institute), Ready by 21 (Karen Pitman) and a compendium of Resiliency and Positive Youth Development strategies. A properly chosen framework creates community cohesiveness around one approach to the work, generates a common language, tools, measures, a national network and much more. *See note on frameworks as tectonic plates in chapter 1.*

    Without an operating framework, the community naturally breaks up into islands of support around many frameworks with silo funding, duplication of effort and a shotgun evaluation with no central place for outcome driven planning.

6. **Setting (community-based and relationship driven):** Potential for success increases when CCAMP projects are implemented in a setting that is small, place-based and the people involved have some *natural connection*. Settings provide essential infrastructure (e.g., consider the people and organizing systems within a school, community organization, or neighborhood association). Infrastructure is a set of interconnected structural elements that provide: 1) the organizing framework for the project, including but not limited to 2) formal and informal channels of communication, 3) various social and political networks of people, 4) volunteers and 5) resources to help a CCAMP project get off the ground.

   Without a setting for connecting people to people and people to resources, the project can become isolated and, while being physically present inside the community, may nonetheless function as an island unto itself.

7. **Evaluation (Process, Outcome and Impact):** These three dimensions of evaluation are mutually supportive and give the initiative a lifetime system of benchmarks against which to measure success and plan for the future. Process evaluation studies the effect of the *7 Drivers of Success* on the rollout and development of the initiative. Outcome evaluation studies all data on human and social capital *discovered* and made available through a community's asset mapping process. Additionally, a community may study all data on *connections* made by monitoring services shared and services received. Impact evaluation gathers stories of *transformation* that illustrate the positive impact the initiative has had on the quality of life of people, the community and its institutions. Stories of transformation become part of the community culture giving cause for acknowledgement, celebration and legacy.

   Without Evaluation we have no idea where we are going and cannot measure success. Evaluation serves as the roadmap making it an effective journey on the way to our destination.

Handout #4: —7 Drivers of Success—What they look like

Success Drivers	Definitions	What it looks like (Quality of Life)	Results
1. Precipitant	Event(s) or Ongoing Situation	Shocks or moves us out of apathy—The Rally Cry: Remember the Alamo…(event) Don't forget 9/11 (event) A Shooting (event); Violence (ongoing situation) No Child Left Behind…(ongoing situation) All Children Are Our Children…(ongoing situation) School dropouts / Readiness (ongoing situation) Juvenile Justice, Foster Care, etc. (ongoing…) Disabilities, Recovery, etc. (ongoing…) Poverty, Hunger, Healthcare, etc. (ongoing…)	Eventually, the rally cry (born from the precipitant) becomes the motivation that moves people into action—participating in the school, neighborhood or community initiative. People must see that there's something in it for them… When the community action improves people's lives, it has a greater chance for sustainability. *(Marketing Campaign / Vision, Mission, objectives, committees, etc.)*
2. Champion(s)	1. Funder(s) 2. Public Face(es) 3. Insider(s)	The Champion is passionate about the issue and exercises leadership by calling people to action: 1. <u>Funders</u> put their money where their mouth is. 2. <u>Public Face</u> is the person or persons hired to direct the project (F/T or P/T). 3. <u>Insider</u> is the champion(s) inside the community setting (Library system, school setting, community center, neighborhood association, etc.) who strongly advocates for the initiative to work from within—making sure it has everything it needs for success.	Champions multiply exponentially throughout the community and provide motivation, inspiration and example.
3. Motivation (natural) (Directly related to Precipitant)	<u>3 Key Questions</u>: Where? (destination) Why? (motivation) & How? (journey)	1. <u>Where are we going</u>? (destination) w/ clarity 2. <u>Why are we going</u>? Natural motivation is best generated when you answer the question: "What's in it for me?"—for each person or group. *(Marketing Campaign / Vision, Mission, objectives, committees, etc.)* 3. <u>How will we get there</u>? (Framework) w/ clarity	Transformation or <u>stories</u> about *improved quality of life* feed the motivation and sustains the project as it becomes part of the "culture" or way of life in the community… People are naturally motivated when they have an opportunity to care about whom or what they love.
4. Catalyst	Program as advocate	Fiduciary for funding, and provides office, mailing list, copy machine, oversight, etc.	Provides support, guidance & validation to a fledgling initiative in its earliest stages.

5. Framework	A "Best Practice" program or system	America's Promise Asset Based Community Development (ABCD) Communities That Care (CTC) (Risk & Prot F's) 40 Developmental Assets (Search Inst) Ready by 21 (Karen Pitman)	Community cohesiveness around one approach to the work generates a common language, tools, measures, national network, and much more. *See note on frameworks as tectonic plates in chapter 1.*
6. Setting	Community-based & Relationship driven: *Business Networks* *Civic Networks* *Education Networks* *Faith Networks* *Family Networks* *Neighborhood Networks* *Social Networks* *Social Service Networks* *Special Groups Networks* *Volunteer Networks* *Youth Networks*	Setting is a place—out in the community—that has 'high traffic' of people & resources, along with interconnected structural elements like a community center, neighborhood association, or a school made up of students, parents, faculty/staff, clubs, etc. These settings have 'built-in' communication vehicles (mail lists, newsletters, internet, meeting places, etc.) and natural connections to many people. These settings provide both the structure and a "positive environment" for asset mapping, connection, people helping people, co-creation of community projects based on needs, interests, hopes and dreams, etc.	This mobilizes an informed and engaged group of community members. *Grassroots people partnering with community institutions—on the same page, for the same reason, going in the same direction…*
7. Evaluation	1. Process Eval 2. Outcome Eval 3. Impact Eval	1. <u>Process evaluation</u> studies the effect of the *7 Drivers of Success* on the rollout and development of your initiative. 2. <u>Outcome Evaluation</u> studies all data on human and social capital that has been *discovered* and made available through a community's asset mapping process. Additionally, a community may study all data on *connections* made by monitoring services shared and services received. 3. <u>Impact Evaluation</u> gathers and makes public *stories of transformation* that illustrate the impact your initiative has had on the quality of life of people, the community and its institutions.	These three dimensions of evaluation are mutually supportive of each other and give the initiative a lifetime system of benchmarks against which to measure success and plan for the future. All people become involved in the community evaluation of their own quality of life where they live, work and play. Communities develop their own Social Contracts and measure their success through the development of community indicators that measure quality of life. Stories of transformation are expected and become part of the community culture giving cause for acknowledgement, celebration and legacy.

Handout # 5: Key Factors in a CCAMP System Implementation*

(See pages 33 and 34 in the Handbook for an explanation of the Dimensions of a CCAMP Project)

A 3 Dimensional Project consists of the tangibles: Time—Space—Matter						
The 4th Dimension instills the intangible: **Common Mind**—*(Will—Spirit)*						

PRECIPITANT	+	CHAMPION	+	MOTIVATION	+	CATALYST	+	FRAMEWORK	+	SETTING	+	EVALUATION	=	**TRANSFORMA-TION**
	+	CHAMPION	+	MOTIVATION	+	CATALYST	+	FRAMEWORK	+	SETTING	+	EVALUATION	=	**DIVIDED FOCUS**
PRECIPITANT	+		+	MOTIVATION	+	CATALYST	+	FRAMEWORK	+	SETTING	+	EVALUATION	=	**CONFUSION**
PRECIPITANT	+	CHAMPION	+		+	CATALYST	+	FRAMEWORK	+	SETTING	+	EVALUATION	=	**APATHY**
PRECIPITANT	+	CHAMPION	+	MOTIVATION	+		+	FRAMEWORK	+	SETTING	+	EVALUATION	=	**RESISTANCE**
PRECIPITANT	+	CHAMPION	+	MOTIVATION	+	CATALYST	+		+	SETTING	+	EVALUATION	=	**DUPLICATION**
PRECIPITANT	+	CHAMPION	+	MOTIVATION	+	CATALYST	+	FRAMEWORK	+		+	EVALUATION	=	**ISOLATION**
PRECIPITANT	+	CHAMPION	+	MOTIVATION	+	CATALYST	+	FRAMEWORK	+	SETTING	+		=	**AIMLESS**

* Adapted from Knoster (1991) and Ambrose (1987), Factors in Managing Complex Change

Handout #6: Guiding Principles: A Compass for the Journey

You and your community group have decided to use the CCAMP system in your journey toward a more connected community. But what does a connected community look like and how do you get there? How will you know that you're on track throughout the journey? Although every community will generate connections differently, the following Guiding Principles will serve as a compass. Guiding Principles for creating beneficial Community Connections include the following:

1. **We begin with the end in mind.**

   Steven Covey notes that "all things are created twice".[38] Conceptualizing, a mental creation, takes place first, and operationalizing, the physical creation, takes place thereafter. At the beginning of a journey we clearly conceptualize our destination, the goal or outcome we wish to achieve. We consult with existing advisory committees, hold focus groups to help answer the questions: Where are we headed and why? We enlist stakeholders and other grassroots community partners to help develop and operationalize a well conceived project and increase the likelihood of success.

2. **We build relationships.**

   It is essential to build and deepen relationships between citizens, to identify common ground and mutual interest. These form the solid foundation necessary for effective communication and action. Relationships are the glue that sustains a community's efforts. According to the largest longitudinal study ever carried out with youth and their families,[39] "students feel a sense of connection to school and family when they feel cared for and have meaningful opportunities for development and contribution".

3. **We build on existing resources.**

   We build on what is already successful where we live and work. Key resources may include coalitions of business, social services, youth, etc.; systems such as libraries, schools, Youth and Family Services, etc.; communication vehicles such as coalition newsletters, school principals' monthly newsletters, PTO newsletters, local newspapers, town, school or faith community websites, etc. From the outset, planning teams consider

all existing resources in the community that, if used, would greatly add to the success of a CCAMP project.

4. **We commit over the long term for sustainability.**

    A journey of a thousand miles begins with a single step. Creating a culture where people feel <u>connected and involved</u> within communities (e.g., in and among families, schools, neighborhoods, faith groups, businesses, etc.) is no easy task, but one made easier to the extent that we work and care together to make it happen. CCAMP is a process especially designed to support and sustain the development of a new culture of people helping people. The key for sustainability is that the process be person and community centered.

5. **We start small and place-based.**

    Beginning with existing, receptive groups, resources, and structures maximizes the likelihood of success. A CCAMP initiative starts small and expands over time. CCAMP, like the ripple in water when a pebble is dropped into a pond, expands organically, to reach an ever widening group of people in various community settings. Let it be natural (organic), small scale and based in a place or structure that has meaning and familiarity for people. Do this right and you will gradually see the true colors of your community unfold, illuminating the diversity of their strengths.

6. **We lead by stepping back.**

    We are person, family, and community centered. Programs have never been able to serve all the needs, of all the people, all the time. People, not programs, build power in a community. Although programs can be catalysts for change, the primary producers of outcomes in a CCAMP process are individuals and families that are strengthened by enhanced community connections.

7. **We support inclusiveness and participation.**

    We include those who are often marginalized, such as youth, families in poverty, the elderly, people with disabilities, people in recovery from addictions, etc. CCAMP

supports increased awareness of the diverse gifts that all citizens have to offer and creates opportunities for citizens to contribute their gifts.

8. **We support mutually beneficial problem solving and goal setting.**

We receive what we need from the community with a spirit of *giving back* (reciprocity) from our gifts and skills. CCAMP's tools allow us to do both local needs assessments and capacity inventories simultaneously. This data sets the stage for living a culture where people help each other realize their hopes and dreams—paying it forward as it were. The greatest single thing we can do for each other is to serve. Paradoxically, it is in giving that we receive what we need. This single focus brings meaning to our life.

9. **We work to sustain a Learning Community Environment.**

Adult learning models[40] have shown what wisdom traditions[41] have always known: people learn best by working with and teaching one another. We create a learning community environment where people (both youth and adults) can share their stories, of success and failure, where our efforts are acknowledged, leadership is developed and capacity is built.

10. **Our Stories Connect Us.**

A primary goal of CCAMP is to capture our "stories" in ways that help us measure, share and celebrate individual and community grassroots accomplishments. Stories form the basis of a transformational evaluation process—often called democratic or participatory[42]. This evaluation process moves from the traditional passively receiving services from service driven programs to one that is more relational, reflecting the core of our asset-based philosophy: that "programs alone don't change lives; people and relationships do".

Stories tell me not only who I am but also who you are, and what we are together. In fact, without you and your story, I cannot know myself and my story. No one's story exists alone. Each is tangled up in countless others. Pull a thread in my story and feel the tremor half a world and two millennia away.

-- Daniel Taylor, *The Healing Power of Stories*

Handout #7: Catalyst—Internal Readiness Plan

To create a high level of readiness for a CCAMP initiative, the creation of an internal readiness plan is valuable. Twenty areas of readiness follow to help determine your group's readiness level. Use the accompanying worksheet to note specific illustrations of the readiness factor. There is no "passing" score. Your community-based advisory or planning group can self-assess their readiness and judge for themselves their level of readiness for a CCAMP project.

Administration

1. Has the catalyst group's administration and/or governing board officially approved the CCAMP initiative?
2. Is the CCAMP initiative a line item in the budget?
3. Has the group's administration and/or governing board officially committed to a plan for leadership development and capacity building through participation in local, regional and national learning communities?

Job Description

4. Has the catalyst group dedicated a p/t or f/t coordinator to the initiative?
5. Do job descriptions include the tasks related and number of hours dedicated to the initiative?

Group Culture

6. Has the group created an asset-based philosophy statement?
7. Is there a process for ongoing staff/volunteer education and training?
8. Do the catalyst group's vision and mission, policies and procedures align with an asset-based community development philosophy?
9. Does the catalyst group reflect the socio-cultural-economic demographics of the population?

Guidance / Locus of Control

10. Has the catalyst group established a staff/participant advisory group to the initiative?
11. Has the catalyst group established a community advisory group to the initiative?

Marketing and Communication Systems

12. Does the group utilize existing resources for communication (newsletters, meetings, letters to membership, websites, etc.) to introduce and inform membership about the CCAMP initiative?

13. Has the group developed an internal brochure, PowerPoint or other marketing materials reflective of the CCAMP initiative?

Development and Sustainability

14. Does the group have access to expertise for funding and development?

15. Has the group developed a plan for implementation of a CCAMP initiative with strategies, responsibilities, timelines, etc.?

16. Does the group have 'pre-existing' connections with community groups which will allow them to carry out their surveys with individuals and organizations?

17. Does your group have a plan for leadership development and capacity building through participation in local, regional and national learning communities?

Accountability

18. Does the group have access to expertise for both process and outcome evaluation?

19. Does the group have access to expertise for planning based on outcomes and spatial and administrative analysis of data?

20. Does the group have access to expertise for story mapping (mapping the stories of discovery, connection and transformation)?

See worksheet #2 to accompany this plan.

Handout #8: Community Connectors

Make Sure You Have Community Connectors _and_ Specialists at Your Table!

Inviting individuals or representatives of associations and organizations to join your Design Team is an exciting endeavor. You'll be engaging people who have their finger on the pulse of community activity. If you want to know the who, what, when, where, why and how of any community setting, ask a Community Connector.

Community connectors know everyone. They are often gregarious and social, at the center of events. They find people interesting; have a flair for friendship and for bringing others together. They reach out to people within and beyond their social circle, ever expanding their circle of influence. Malcolm Gladwell, author of _The Tipping Point,_ says of connectors, "they don't see the world the rest of us see. They see possibility."

Specialists who know important facts about the issue you're initiative is addressing are valuable members of your Design Team. They know what _is._ But along with the specialists you want people who see what might be. Choose community connectors to expand your sense of possibility.

**In creating a list of potential Design Team recruits, ask yourself, Does this perspective Design Team member*:**

- ☐ Strongly believe that every person belongs, and has contributions to make and gifts to give, to the community?"
- ☐ Work to build community in his or her own life?"
- ☐ Lookout for what's happening in the neighborhood and knows its places, events, groups, and people?"
- ☐ Look for opportunities for people to connect with others and contribute their skills?"
- ☐ Enjoy meeting people and bringing together people with common interests?"
- ☐ Get involved and ask others to get involved?"
- ☐ Enjoy challenges, and refuse to give up?"
- ☐ Stay flexible, adjust expectations, and know that things take time?"
- ☐ Focus on one person at a time and consider how that person's interests and skills can be assets for the initiative?"
- ☐ Find ways for others in the community to sustain new connections?"
- ☐ Find ways to take care of and renew him or herself?"
- ☐ Believe that anything is possible?"

*List adapted from Seattle _Involving All Neighborhoods_ Project: www.seattle.gov/neighborhoods/involve)

Handout #9: Design Team Orientation Agenda

Learning Objectives

Design Team members will learn
1) What steps have been taken so far to develop a local CCAMP initiative;
2) How an assets framework supports local community building;
3) How The CCAMP System can help community members achieve a shared vision and mission;
4) How to organize the team to ensure the success of the initiative.

Purpose: The purpose of this training is 1) to build the capacity for community members to design and oversee a local CCAMP System initiative 2) To create a rough draft of shared vision and mission statements for the initiative and 3) to form subcommittees or workgroups and schedule next steps for getting the initiative off the ground.

1. *Continental Breakfast (or other light meal) and Registration*
2. *General Introduction*
    a. Catalyst group representative, Champion and/or Coordinator provide a general welcome.
    b. Participant introductions. At least name and group affiliation.
    c. Ground Rules. ROPES or another quick for to ensure group comfort.
3. *Introduction of Community Connections Project:*
    Catalyst group representative, Champion and/or Coordinator use *Project Overview: Different Stories/Common Features* to establish a preliminary overview of the local CCAMP project, and facilitate a discussion regarding what community development through asset mapping is, replete with definitions, core beliefs and Guiding Principles. What does it mean to design an asset-mapping project? This overview is grounded in the importance of people's strengths, gifts and assets. (See section on *Resources* which provides a complete listing of research and publications supporting an asset framework.)
4. *CCAMP System/CCAMP Software*
    a. Trainer conducts a participatory exercise to provide experiential introduction to CCAMP, e.g., using Activity #2: *Head Heart Hand and Home*
    b. Trainer provides an overview (PowerPoint) of the CCAMP System/Village Building and the CCAMP Software as a tool for making connections, tracking transformation, and conducting outcome based planning.
5. *Creating a shared vision and mission*
    a. Trainer will use Activity 7: Creating Your Vision and Mission, following process notes provided.
6. *Creating and scheduling next steps for workgroups*
    a. Trainer will use Handout #9—Design Team Committees and Responsibilities to help DT members define committees and tasks.
    b. Ask the group to 'self-select' into committees.
    c. Ensure balance among committees.

  d. Committees break out by membership.

  e. Trainer will provide a Design Team Committee Action Plans (worksheets #6a-e) that the committee will complete.

7. Closing

  a. Each committee will report out on its action plan (including date for next committee meeting and point person for committee) to the full DT and submit the plan to the trainer.

  b. Design team will determine date of next DT meeting.

  c. Trainer (coordinator) will summarize overall project plan and timeline. (is this redundant or necessary?)

  d. Each DT member will complete (Contact information, including cell phone numbers and email addresses) and sign commitment form.

Handouts:
- Worksheet #1—Project Overview: Different Stories—Common Features
- Activity Handout (e.g., Activity #2: *Head Heart Hand and Home*)
- Community Connector sheet
- Handout #9—Design Team Committees and Responsibilities
- Worksheets #6a-e: Design Team Committee Action Plans

Other:
- Name tags
- Commitment forms
- Pens/pencils
- Sign in sheet
- Markers/Easels/Flip Charts

Handout #10: Design Team Committees and Responsibilities
(See also: Glossary of Terms—Section Two—Resource 1 and Worksheets 6a-e)

Made up of self-selected Design Team members, focused committees have served many community initiatives well. Common Design Team committees include:

- ► Implementation
- ► Communication and Marketing
- ► Survey Modification
- ► Development and Sustainability
- ► Evaluation and Planning

Over time, you will add or replace committees as necessary to do the work of your unique Design Team. For example, the Implementation Committee may devote 6 to 18 months to ensure the initiative gets off the ground successfully. When such a high level of energy is no longer necessary, the local Evaluation and Planning (LEAP) Committee may subsume the Implementation Committees ongoing responsibilities and roles.

Implementation Committee

1. Refine the parameters of the initiative as envisioned/described/suggested by the full design team. Flesh out the who, what, when, where, why and how of the initiative.
2. Consider issues of policy/procedure., e.g., confidentiality (when and where necessary), data base security, etc.
3. Identify individuals, associations and organizations to be "asset mapped" with a strategy that directly supports the initiative.
4. Ensure the initiative stays on course: directly related to project vision, mission, priorities and goals.
5. Recruit stakeholders/expertise—ongoing.
6. Recruit community members representing those you have 'asset mapped' to participate as *connectors* on *connection teams.*
7. Engage others who may devote community resources to support committee/design team efforts.
8. Maintain running timeline for the committee.
9. Ensure Cultural Competency
10. Report to coordinator via a point person/committee chair.

Communication and Marketing Committee

1. Refine Vision and Mission Statements
2. Refine/Develop Logo
3. Brochure Development-clear and concise message about project and why it's important. Ensure brochure design is culturally appropriate.
4. Publicize project.
5. Recruit stakeholders/expertise—ongoing.
6. Engage others who may devote community resources to support committee/design team efforts.

7. Ensure cultural competency in all materials.
8. Maintain running timeline and report to coordinator via a point person/committee chair.
9. Report to coordinator via a point person/committee chair.

Survey Modification Committee*

*(Survey modification has also been integrated into Implementation Committees and Communication and Marketing Committees.)

1. Modify survey to fit the population/community culture.
2. Produce survey.
3. Recruit stakeholders/expertise—ongoing.
4. Engage others who may devote community resources to support committee/design team efforts.
5. Ensure cultural competency
6. Maintain running timeline for the committee.
7. Report to coordinator via a point person/committee chair.

Development and Sustainability Committee

1. Plan/hold kick off event to engage wider community
2. Maintain momentum via events, fundraising, engaging new partners, etc.
3. Recruit stakeholders/expertise—ongoing.
4. Engage others who may devote community resources to support committee/design team efforts.
5. Maintain running timeline for the committee
6. Report to coordinator via a point person/committee chair.

Evaluation and Planning Committee

Read Section 1, Chapter 5 of the CCAMP System Handbook for detailed information on how CCAMP supports multiple evaluation and planning formats.

1. Learn a core evaluation technique used to evoke stories and narrative data.
2. Co-conduct an evaluation workshop with Design Team members, asset mappers, and other stakeholders in the project to access their stories of transformation.
3. Utilize the CCAMP System software (reporting capabilities, GIS technology, etc.) to integrate stories of transformation and hard data.
4. Maintain an ongoing connection with Communication and Marketing Committee to ensure the stories and data reaches the public, legislators, funders, etc.
5. Develop the capacity to use CCAMP reporting and other technology features for the purpose of strategic planning.
6. Assess the initiative and make changes based upon accumulated data.
7. Recruit stakeholders/expertise in evaluation—ongoing.
8. Engage others who may devote community evaluation resources to support committee/design team efforts.
9. Maintain running timeline for the committee
10. Report to coordinator via a point person/committee chair.

Handout #11: Comparison of Frameworks for Whole Community Mobilization

CCAMP is designed to support all major asset building frameworks:

Framework Examples	ABCD	Ready By 21	Complementary Learning	40 Developmental Assets	Communities That Care (CTC)	America's Promise
Author(s)	Kretzmann & McKnight	Forum for Youth Investment (Karen Pitman)	Harvard Evaluation Exchange	Search Institute (Peter Benson)	Hawkins & Catalano Risk & Protective Factors	Presidential National Initiative—Five Promises
Construct (main theory)	A. "Every living person has some gift or capacity of value to others. B. A strong community is a place that recognizes those gifts and ensures that they are given." --John McKnight	Ready by 21 asks Communities to: A. *Think Differently* -- learn to focus and prioritize differently using a Big Picture Approach, so that together they can B. *Act Differently* -- set bigger goals, use bolder strategies and be better partners, within an overall Blueprint for Action.	Complementary Learning is the idea that a systemic approach—which intentionally integrates both school and non-school supports—can better ensure that all children have the skills they need to succeed.	40 Dev Assets: External / Internal The building blocks of healthy, responsible development. Assets serve to protect against risk factors and promote thriving behaviors	- CTC is an inclusive Community Action Model based on the research of Risk / Protective Factors - (SAMHSA has recently added CTC to its Prevention Platform at CSAP)	The America's Promise Alliance is the nation's largest multi-sector collaborative dedicated to the well-being of children and youth. Our Alliance partners dedicate themselves to working together for the success of our young people, using the Five Promises framework to shape their efforts and improve the odds for youth.
Methods	*5 steps:* 1. Mapping Assets 2. Building Relationships 3. Mobilizing for Economic Development & Information Sharing 4. Convening Community around a Vision & Plan 5. Leveraging outside resources	**Coaching around:** - Big Picture Collaboration - Strategic Planning Process; - Experimentation with locally-based strategies - School-Community Partnerships	- Aligns resources to maximize efficiency - Creates a web of opportunity so that no child falls through the cracks - Provides disadvantaged children with access to the enriching opportunities that are the norm for middle class children - Promotes success from birth through adolescence so that all children are ready to enter school and ready to exit	**5 Action Strategies:** 1. Engage Adults 2. Activate Sectors 3. Invigorate Programs 4. Mobilize Young People 5. Influence Civic Decisions	**The Social Development Strategy (SDS)** organizes the research on protective factors—the factors that can buffer young people from risks and promote positive youth development.	**National Action Strategies:** - **Where the Kids Are** Beginning with schools as hubs, integrate school and community services - **All Kids Covered** See that all eligible children are enrolled in SCHIP and Medicaid. - **Ready for the Real World** Engage every middle-school student in service learning and career exploration
Tools	- Guidebook: *Building Communities from the Inside Out* - Individual / Organization Surveys - Library of resources - Trainings - Annual Northeast Conference	- E-News Updates - Webinars - Mapping Strategies - Trainings and Coaching - PowerPoints	- E-News Updates - Community Schools - Beacon Schools - Harlem Children's Zone Project - United Kingdom's "Every Child Matters"	E-News Updates - Youth Surveys; - Library of Books, Activities, Curricula - Trainings & PowerPoints - National Conference	- A Guidebook for getting started - Social Development Strategy (SDS) - Youth Survey - Curricula & PowerPoints - Trainings	- 5 Partner Challenge - Youth Partnership Team - Online Forums - 100 Best Communities
Target Population	- All sectors of community	Youth supported by community	Youth and families supported by community	Youth and families supported by community	Youth and families supported by community	Youth supported by community

Handout #12: Most Frequently Asked Questions (FAQ's) About Asset Mapping

1. ***What exactly is Asset Mapping?***
Asset mapping is the inventorying of the assets (gifts, expertise and resources) of individuals and organizations. As presented by John B. Kretzmann and John L. McKnight (1993), Community Asset Mapping is a capacity-focused way of redeveloping devastated communities. This positive approach is proposed as a substitute for the traditional deficits focus on a community's needs and problems. Using problems to formulate human service interventions, the authors maintain, targets resources to service providers rather than residents, fragments efforts to provide solutions, places reliance on outside resources and outside experts, and leads to a maintenance and survival mentality rather than to community development.

2. ***What is a CCAMP Individual Asset Mapping Survey?***
Asset mapping with individuals, in its simplest form, means having a conversation about skills, interests and resources with another person. CCAMP's Asset Mapping Surveys acts as a roadmap to guide the conversation. Learning how to ask what people and communities have to offer and what they might need begins a process of community connection for mutually beneficial problem solving and goal setting. CCAMP's individual asset mapping surveys promote guided conversations about people's skills to share and how one's hopes and dreams can be supported and met.

3. ***Why do asset mapping?***
These conversations—recorded on surveys—bring knowledge, skills, and capacities out into the open, where they can work together to everyone's benefit. As the web of assets grows, so does the potential for the community to improve its quality of life. The process of asset mapping in a community generates a culture of natural helpers; of people helping people and naturally improving quality of life in their community.

4. ***What is an Asset Map?***
An asset map is an inventory (listing) of the strengths and gifts as well as the needs, hopes and dreams of the people who make up a community (e.g., classroom, grade level, an entire school or school district, neighborhood, workplace, faith community, city, etc.). Asset mapping (conversations about skills and interests recorded on surveys) reveals the assets of the entire community and highlights the interconnections among them, which in turn reveals how to access those assets.

5. ***Why use the CCAMP resource bank database?***
CCAMP's resource bank database uses technology to help us work smarter, not harder by organizing our ability to care and make connections of people to resources. CCAMP is a technology that harnesses the power of the internet to organize and manage information from asset mapping surveys for greater social networking.

6. ***What is an appropriate minimum age for an asset mapper? What is a 'minimum age' asset mapper capable of? What tasks should they be assigned?***
Asset mapping means having a conversation using an Asset Mapping Survey as a guide. A child who is able to use an asset mapping survey to conduct a guided conversation could easily make an excellent asset mapper. Since the most effective asset mapping conversations take place between individuals who already know one another, children in a classroom might map one another by having a conversation about the things they already love to do as well as the things they'd like to try. A teacher might facilitate a classroom asset mapping activity.

7. ***Should an under 18 year old asset mapper enter a stranger's home?***
As stated above, the most effective asset mapping conversations take place between individuals who already know one another. They also take place in familiar or group settings, such as classrooms, association meetings, block parties, etc. Adult/youth teams might asset map in neighborhoods where they live. Adults can also assess the safety of any given setting. CCAMP always recommends the team approach for private situations.

8. ***Should an asset mapper over the age of 18 enter a stranger's home?***
Building on the response to question #2 above, it is recommend that when asset mapping door to door in a neighborhood, to do so in teams of two. Experience tells us that youth-adult teams are very effective.

9. ***Should an adult always accompany an under 18 year old asset mapper?***
It depends. If a minor is mapping in his or her school—carrying out guided conversations with a survey—with a peer group, that may be considered safe. Safety, in this situation is the result of several variables being present: a public place, peer to peer conversations, in a school with adults nearby, etc. Again, CCAMP always recommends the team approach for private situations.

10. ***If an interviewee thinks the questions are too personal, how should I respond?***
It's important to validate the concerns of interviewees. Let them know you want them to be comfortable, that you hope they will share with you only information they are comfortable sharing, that you are grateful they are willing to let you know what their boundaries are, and that you are willing to stop the interview whenever they would like.

11. ***If an interviewee asks how this information will be used, how should I respond?***
The intended use of survey data and who will have access to that data will be different for every community. Initially you can use the introductory panel on the survey itself as a guide to the purpose and goals of the project. Check with your project coordinator, who may have developed an "elevator speech" to address just such questions. Over time you may be motivated to immerse yourself in the project more deeply in order to be able to speak with sincerity and passion about the project.

12. ***If an interviewee asks how their information will be kept confidential, how should I respond?*** The CCAMP system provides the full range of security features that limit

access to individual information on the data base. Let interviewees know about these access levels. Remember, as an asset mapper you represent the project. The level of trust that interviewees place in you, as well as in the project champion and the catalyst organization and its partners will affect the level of trust with which interviewees will approach an asset mapping experience. One reason to begin mapping within our own networks is that that trust already exists.

13. *If I interview one person in a family and the other members in the family wish to "be mapped", how should I respond to the other family members?* There are many ways to respond to individuals who would like to be asset mapped. You might set a time to map each one individually. Or, you might suggest they map one another and you can facilitate that process by using group mapping strategies.

14. *If someone asks, why we are doing this work, how should I respond?*
The asset mapping survey has been designed to introduce people to your unique project. It and other marketing materials, such as a brochure, can give people insight into your mission and goals. Your own personal enthusiasm for a commitment to the process and outcome of asset mapping may be the best response you can give.

15. *How many interviews should an asset mapper be expected to complete and by what timeframe?*
Each asset mapper will have his/her network in which to conduct survey guided conversations. Some mappers will facilitate groups to fill out the survey (see # 25 below). Others may primarily asset map their friend, family, work or school network one by one. Asset mappers and program coordinators should estimate numbers within a fairly narrow timeframe. If mappers are expected to meet their "quota" within a month and do not meet them, or surpass even their own expectations, then monthly opportunities to resolve problems and celebrate success will benefit the project.

16. *If I interview a business/church/synagogue, do I asset map all business/church/synagogue staff or only the person in charge?*
Conduct organizational interviews with the principle of win-win in mind. Acknowledging the mutual benefit you're looking to achieve will serve to engage business/faith and other community leaders. Your respect for their time—they can input their organizations goals, resources and needs on the internet in minutes—will encourage them to engage their own program staff in inputting their information as well so that you access information at multiple levels within organizations.

17. *If I receive back incomplete asset map information, what is the best response to the interviewee?*
Accurate data input will improve the outcome of your information searches on the database and the outcome of your project.

18. *If an interviewee would like to complete the survey during their personal time, should they mail it back to me, or should I visit them again? If they mail it back to me, what is the recommended amount of time I should provide for their completion?*

The survey is a tool used to guide a conversation. Discuss with the interviewee how he or she would like to proceed. Consider your own timeline: when did you promise the surveys would be returned to the program coordinator? Sometimes a quick turn around is easier for everyone; otherwise the survey could get lost in a pile of paperwork left undone. Discuss and choose options that you are both comfortable with.

19. *What information on the asset survey is mandatory for completion?*
There is nothing in this process that is mandatory. Usually, an asset mapper will encourage an interviewee to check the top five skills (assets) they may be willing to share and the top five interests (needs) on the paper survey for which they would like to receive some support or training. Suggesting a limit on what gets checked off keeps it real and increases the potential for future connections.

20. *How do I appropriately explain to an interviewee what "S = willing to SHARE my gift or talent" means?*
Consider what you, yourself, love to do that you'd be willing to share with others. Share that story with your interviewee. If you're a ballroom dancer, perhaps you'd be willing to donate a lesson or two to a fundraising auction for a cause you believe in. If you love kids and gardens, perhaps you'd be willing to teach a three session Saturday class to youth on how to grow flowers or kitchen herbs. Sometimes all it takes is an example or two to make an idea clear. "S" can also be considered to indicate a "skill" you're willing to share.

21. *If they ask, "How much of my personal time this SHARING would involve?" how should I respond?*
The point of a community connection asset mapping process is to achieve mutually beneficial problem solving or goal setting. Interviewees will determine their own availability, and can contribute as much or as little time as they like. Sometimes, when a person is interviewed, they believe they will be able to contribute very little or a lot of time. Then, when they're contacted, their circumstances have changed. This is common in community work. People are always free to decline a request to contribute their time or skills.

22. *What if an interviewee asks me about liability issues regarding community use of their space? How do I respond?*
Organizations and individuals deal with liability issues all the time. Organizations have policies and procedures to protect and guide them. Individuals also have insurance, for example, to protect them if someone falls and gets hurt on their property. Interviewees should refer to their existing policies and procedures to ensure those cover their needs.

23. *Is it best to call and arrange an interview time with businesses/individuals or should I visit them without an initial phone call?*
There is no "best" way to arrange an interview time. Some asset mappers insert an item into a meeting agenda, and approach their group/association with ideas about how asset mapping can help them achieve their own goals as well as benefit the wider community. Then they schedule time to asset map the group at the next meeting. Some asset mappers

engage friends and family during the course of regular conversations about what's keeping them passionate about their own lives. Use your network to help make your introductions to business people and individuals you don't know run smoothly. "Cold calling" a business man or woman and getting the results you're looking for is a fine art. Most of us benefit from a referral from a mutual acquaintance or friend.

24. *How long does it usually take to do a survey?*
On average, it takes about 20 to 30 minutes to complete one survey face-to-face. Some people may ask you for a survey so they can complete it at home. This often results in never seeing the survey again, or not having the entire survey completed correctly. In these cases, we recommend you set a time and place to follow-up with the person to insure that he or she has completed the survey adequately. Always remember that when it comes to databases, garbage in will always be garbage out.

25. *How would I asset map a whole group at the same time?*
There may come a time when you find yourself in the presence of a moderate size family or group of friends (3 to 6 people) or a department of people at work (6 to 10) or a classroom of students (up to 25 students). How might you "survey" or have a "conversation" with the whole group at the same time? In these situations, experienced asset mappers would pass out a survey to each individual in the group. The mapper explains the details of the project —why his or her group is asset mapping—and each person fills out their name and address, etc. Then when everyone is ready, the mapper will walk or guide the group through each category with its list of skills and interests, asking each person to check the top five skills (assets) they might be willing to share and the top five interests (needs) they would like to learn about or receive support. As the mapper, you may ask each person or a few people to volunteer to share with the larger group what they have checked off and why. This may give ideas to others in the group who may not fully understand what the survey is about. In the end, collect the surveys and let the group know that someone is likely to contact them in the near future (one to six months) inviting them to share a skill with someone or to join a class or group to learn about one of your interests. Remind each person that they are always free to decline an offer to get involved.
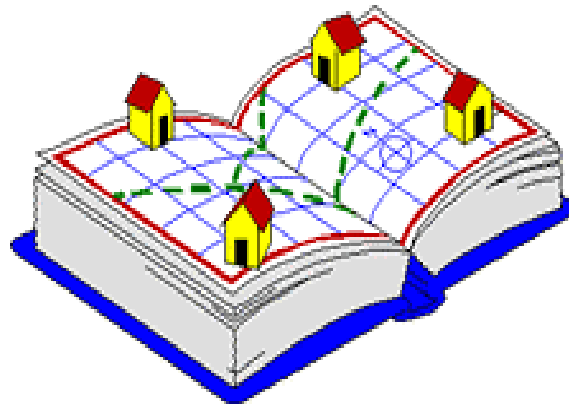
Handout #13: Guiding Principles for Asset Mapping

(When developing your Asset Mapping Strategies)

1. **Keep it Natural:** Use existing settings with infrastructure* and the natural resources within that infrastructure (i.e., clubs, councils, coalitions, schools, volunteers, communication vehicles, etc.), building upon what you already have (don't re-create the wheel).

2. **Start locally and make it place-based:** The community you choose to work in might be a neighborhood or a whole city, a single school or a school district. If your project is in a neighborhood elementary school, start there and utilize the existing infrastructure of being neighborhood based with student families surrounding the school. A neighborhood of families connected to that school will have many connections to the local businesses and faith communities nearby. Gain experience and some modicum of success, before extending it to other schools.

3. **Start small:** Focus your initial resources with a small group in one or two places so as to maximize success, create confidence and experience, garner partnerships, etc., before moving your project to the next level. For example, in an elementary school, begin with a single classroom or grade level, not with the entire school.

4. **Begin with yourself**, and those within your project who know you, minimizing the need for trust building, labor intensive relationship building, education, etc., and allow the process to web out naturally. For example, start with yourself and other staff, extend to program participants and by extension their families and then by extension, the community—like a pebble in a pond.

5. **Keep it Community-based:** Just as the project coordinators should come from the community in which the initiative takes place, so should the asset mappers. The goal is to create a culture of natural helpers and community connectors within a specific locale who have access to natural social networks.

6. **Create Asset Mapping Teams:** Teams of 4 to 6 asset mappers can easily tackle an assigned classroom, "block" or neighborhood within a set timeframe. As a team, they can provide peer support, encouragement, motivation by example, accountability and generally help each other get the job done. Each team has a captain who keeps in touch with the area or project coordinator. The project coordinator, in turn, keeps in touch with the design team and each committee, etc.

◆———————◆
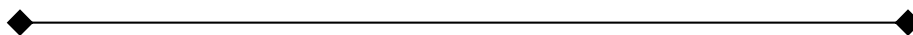
Definition: Community Settings with Infrastructure (place-based and relationship driven):

CCAMP projects work best when they are directly related to a place where the people involved have some natural connection. Infrastructure (e.g., consider the people and organizing systems within a school, community organization, or civic association) is a set of <u>interconnected structural elements</u> "in the community" that provide the organizing framework for the project, including but not limited to formal and informal channels of communication and various political and social support networks of people, volunteers and resources, etc., to help a CCAMP project get off the ground. Without this infrastructure for human and resource connection, the project may become quite lifeless and isolated inside the community and function as an island unto itself.

*Levels of Infrastructure (interconnected structural elements that function as a natural social support network)—examples of distinct local settings with a natural infrastructure / networks:

1. ***Schools infrastructure:*** students, grade levels, individual classrooms, grade level teacher teams, administrative/staff structure, Parent-Teacher Organization, student service clubs, Communication vehicles, newsletters, websites, etc.

2. ***City Infrastructure:*** civic associations, Youth and Family Services, Social Service Coalitions, newsletters, city website, etc.

3. ***Neighborhood infrastructure:*** neighborhood associations, block watches, council of neighborhoods, newsletters, etc.

4. ***Faith Community:*** an individual faith community and its many ministries, a council of churches, newsletters, websites, etc.

5. ***Business Community:*** Chamber of Commerce, council for economic development, newsletters, websites, etc.

Handout #14: Asset Mapping Training Agenda 1: Mapping

Learning Objectives
Asset mappers will learn how
1. To clearly convey the vision and mission of the community connections project to other community members;
2. To conduct conversations with community members using asset mapping surveys; and
3. To engage various sectors of the community as an asset mapping team member.

Module 1: 30 minutes
This module may be conducted over a light meal (continental breakfast/pizza dinner).
Welcome/Introductions
Purpose: The purpose of this module is twofold: 1) to brief asset mappers on the community connections project, and 2) to increase project ownership among the community-based design team by allowing them to introduce facets of the project.
1. *General Introduction:* Project Manager and Project Coordinator provide a general welcome and introduce the initiative and its design team members.
2. *Introduction of Community Connections Project:* Design team members (eg., action committee chairs) introduce their community connections initiative through describing the project's:
   - ☐ Vision
   - ☐ Mission
   - ☐ Brochure
   - ☐ Asset Mapping Survey(s)
   - ☐ Scope (pilot level and beyond; visuals are recommended where possible)

Module 2: 30 minutes
Modeling and Q&A
Purpose: The purpose of this module is twofold: 1) to allow new recruits to see asset mapping in action, and 2) to provide an opportunity for Q&A and discussion about the asset mapping/conversation process.

Modeling should focus on the appropriate mapping format chosen by the design team prior to the training, eg., 1:1 conversations or working in groups. In each case, the asset mapper should refer to Handout #15: *Outline of Effective Conversations* as a guide for relationship building in the conversation process. Modeling will consist of an abbreviated asset mapping process (approx. 10 minutes) intended to generate questions and discussion about the process before recruits try it themselves.
1. *If your main format is 1:1 conversations:* Choose 2 people who are familiar with the mapping process. Have person #1 take the role of asset mapper and begin a mapping conversation with person #2 in the role of mappee.
2. *If your main format is working in groups:* You have at least two options.
   Option #1: Introduce the initiative to the group (cover points 1-3 of the outline of an effective conversation). Then guide recruits through the survey as a group, category by category. This can provide the participants with a rich experience, since each individual

benefits from the questions or observations of others. Guide the group through 1 survey category at a time, allowing for sharing (e.g., How many people checked off items in this section?) and clarifying remarks (e.g., if you don't see your skill/talent/hobby etc., in the list you can note it on the line for "other") before moving to the next category. This type of group interaction has the potential to increase the effectiveness of the "conversation," i.e., raises the level of connection and intimacy, when participants see the interests and resources being shared by their peers.

Option #2: Introduce the initiative to the group (cover points 1-3 of the outline of an effective conversation). Then instruct participants to break into dyads. Guide dyads through one or two categories, encouraging them to share and discuss their skills and interests with one another as they mark their surveys. Be alert to difficulties and questions participants may have as they proceed.

Module 3: 60 minutes
The Asset Mapping Experience
Purpose: The purpose of this module is threefold: 1) to become familiar with the elements of an effective relationship building conversation, 2) to experience the asset mapping process, and 3) to produce a first set of completed asset maps to enter into the data base.

1. Instruct participants to form triads. Use handouts (survey and observer guide) to explain and assign roles (mapper, mappee, observer).
2. Inform participants as follows:
   ▪ There will be 3 rounds of 20 minutes each.
   ▪ Participants should note questions as they arise but **primary attention should be focused on the asset mapping process as you understand it.** Questions will be addressed upon completion of round 1.
   ▪ Participants should focus on top 10 interests (needs) and top 10 skills and not feel they must check off everything on the sheet. Twenty items per survey will provide ample information for making connections through the asset mapping process.
   ▪ Encourage mappers to follow the outline of an effective relationship building conversation.
   ▪ Inform participants that these conversations are the real deal, i.e., they will provide the first survey responses to be entered into the data base.
3. Carry out round 1.
4. Walk around room providing support where needed.
5. Upon completion of surveys, have observer(s) give feedback to the mapper(s) (2-3 minutes).
6. Process the exercise. Answer/discuss participant questions.
7. Carry out round 2
8. Process round 2 via:
   ▪ Q and A
   ▪ Trainer's observations. What does the group think about these observations? Eg., what does it tell you when people are unwilling to take their time?
9. Carry out round 3.
10. Trainers will observe participants and make recommendations to coordinator re supporting participants in the weeks ahead.
    ▪ Collect asset maps. Restate that these surveys will be the first entered into data base.

Module 4: 30 minutes
Closing Ceremony
  1. Review expectations.
  2. Summarize project plan and timeline, including date/time for asset mapping training part 2, which provides an opportunity for processing their experiences with asset mapping.
  3. Have participants sign and turn in commitment forms.
  4. Asset mappers are officially recognized as community connectors as described in community connectors handout.
  5. Asset mappers come front and center as their names are called to receive their project credentials: package of numbered asset maps, project t-shirt, project button, brochures, etc.

Handouts:
  o Shirts
  o Brochure
  o Asset mapping plan and timeline
  o Visual graphic of plan
  o Asset Mapping Teams (list) and responsibilities
  o Surveys
  o Observer sheets
  o Community Connector sheet

Other:
  o Name tags
  o Commitment forms
  o Pen/pencil
  o Sign in sheet
  o Markers/Easels/Flip Charts?

Handout #15: Effective Conversations Build Relationships

Observer's Guide – for feedback to the asset mapper

In groups of three (3) each person chooses a role below. If time allows, rotate the roles every 15 minutes, leaving time for feedback between interviews:

Observer—Asset Mapper—Interviewee

Instructions for the Observer

During the asset mapping conversation or interview, observe the asset mapper and record the status of each step of his or her conversation on the grid below. In providing your feedback to the mapper, use yourself as the measure of clarity in the 7 areas listed below. Was the mapper unclear, clear, or crystal clear for you as the observer? Please check the appropriate box as the asset mapper unfolds the conversation. When finished, explain your observations to the asset mapper.

Your feedback will contribute to the mapper's ability to engage community members in the *Community Connections Project.*

Part 1: Outline of an effective conversation	Unclear	Clear	Crystal
1. Introduction: Present your **credentials,** i.e., "Who we are"(a representative of the community connections project)			
2. **Purpose:** "why we are meeting." (asset mappers and mappees)			
3. Personal touch **introduction**—letting you know me			
4. **Motivation to act:** "what might motivate the mappee to act?" Look for their: ---Concerns or needs to address ---Dreams and goals to realize ---Gifts to contribute			
5. **Next step(s)** to engage them: Explain what happens after the survey….for example, "over the next 6 months, you may receive a newsletter or other media, a phone call or an email regarding the opportunities to address concerns, support your dreams and goals and engage your gifts. *At that time, you will be free to accept or decline the opportunity…"*			
6. **Others:** "Who else does mappee know that might be a partner/community connector for us (the cc project)?			

	Yes	No	Maybe
7. **Thanks,** and reiterate what form a follow-up will take ---you'll hear about this again ---we're hoping that this process will become part of the culture of our community…			
Part 2: Goals Achieved by the Asset Mapper	*Yes*	*No*	*Maybe*
1. Developed a strong or stronger relationship.			
2. Discovered "motivation to act" of person and his/her organization			
3. Discovered whether the person/group has a mutual self interest with your group or community partnership.			
4. Clarified next action step			
5. Discovered other prospects, i.e., people to map			

Adapted from: *Community Partnerships that Really Work* by Mike Green, © 2005

Handout #16: Asset Mapper Commitment Form

Asset Mapper Commitment Form

Name: _____

Group/Organization/Club you represent: _____

Please check all of the following that apply to your willingness and ability to facilitate the implementation of the Glastonbury Asset Mapping Project.

☐   I am willing to facilitate the asset mapping process for the group I represent. I understand I must attend an Asset Mappers' dinner/orientation/training session on Tuesday, April 25 from 6-8 PM. I will asset map the members of my group who are interested in participating.

☐   I am willing to get a member from my group to be the Asset Mapper for our group. This representative will attend an Asset Mapper dinner/orientation/training session on Tuesday, April 25 from 6-8 PM, and asset map the members of my group who are interested in participating.

☐   I am willing to facilitate the asset mapping process for a group that needs someone to act as the Asset Mapper. I understand I must attend an Asset Mappers' dinner/orientation/training session on Tuesday, April 25 from 6-8 PM.

_____   _____
Signature   *Date*

_____   _____
Organization   *Phone*

                                                _____
                                                  Email

Handout #17: Model Release of Information Form

The undersigned enters into Agreement with CT Assets Network, Producer of this program, and Designee(s):

I have been informed and understand that the Producers & Designee(s) are producing a video/audio/DVD/internet program and that my name, likeness, image, voice, and appearance may be used in the production ("Product").

1. I grant the Producers & Designee(s) the right to use my name, likeness, image, voice, appearance and performance as embodied in the Product whether recorded on or transferred to videotape, film, slides, photographs, audiotapes, CD-Roms, DVD discs, websites, or other media, now known or later developed. This grant includes without limitation the right to edit, mix, or duplicate, and to use or re-use the Product in whole or in part as the Producer may elect. The Producer or its designee shall have complete ownership of the Product in which I appear, including copyright interests, and I acknowledge that I have no interest or ownership in the Product or its copyright unless otherwise noted in writing and signed by both parties, and attached herewith.

2. I also grant the Producers & Designee(s) the right to broadcast, exhibit, market, sell and otherwise distribute the Product, either in whole or in parts, and either alone or with other products, for commercial or non-commercial television or theater, closed-circuit exhibition, CD-Rom duplication, home video distribution or any other purpose that the Producer or its designees in their sole discretion may determine.

3. I confirm that I have the right to enter into this Agreement, that I am not restricted by any commitments to third parties, and that the Producers & Designee(s) have no financial commitment or obligations to me as a result of this Agreement. I hereby give all clearances, copyright and otherwise, for the use of my name, likeness, image, voice, appearance and performance embodied in the Product. I expressly release and indemnify the Producer and its officers, employees, agents and designees from any and all claims known and unknown arising out of or in any way connected with the above granted uses and representations. The rights granted the Producer and Designees herein are perpetual and worldwide.

4. In consideration of all the above, I hereby acknowledge receipt of reasonable and fair consideration from the Producers & Designee(s).

I have read the foregoing and understand its terms and stipulations and agree to all of them.

_____
Name   Date

I am the parent and/or guardian of the above minor and hereby endorse this Agreement on his/her behalf.

_____ _____
Name   Date

_____ _____
Signed, Producer or Designee   Date

Handout #18: Asset Mapping Training Agenda 2: Creating an Ongoing Support System

PURPOSE: The purpose of this training is to create and model a system of ongoing support to sustain an asset-mapping/asset-building culture within the community.

Learning Objectives
Design team members will learn how
- to provide an ongoing support meeting for asset mappers
- to facilitate a learning community experience that allows participants to process challenges and share successes

Experienced asset mappers will learn how
- to process their challenges and successes in asset mapping
- to improve their asset mapping abilities
- to orient and train new asset mapping recruits

New asset mappers will learn how
- To clearly convey the vision and mission of the community connections project to other community members;
- To conduct conversations with community members using asset mapping surveys; and
- To engage various sectors of the community as an asset mapping team member.

Module 1: 30 minutes
This module may be conducted over a light meal (continental breakfast/pizza dinner).
Welcome/Introductions

Purpose: The purpose of this module is twofold: 1) to brief newly recruited asset mappers on the community connections project, and 2) to increase project ownership among the community-based design team and experienced asset mappers by allowing them to introduce facets of the project.

3. *General Introduction:* Project Manager, Project Coordinator and/or design team members provide a general welcome and introduce the initiative and its design team members.

4. *Introduction of Community Connections Project:* Experienced asset mappers (eg., action committee chairs) introduce their community connections initiative through describing the project's:

- ☐ Vision
- ☐ Mission
- ☐ Brochure
- ☐ Asset Mapping Survey(s)
- ☐ Scope (pilot level and beyond; visuals are recommended where possible)

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Module 2: 30 minutes

Learning Community Process

Design team members will provide an opportunity for existing asset mappers to process their experiences of the past 1-3 months. The idea here is to create a learning community whereby 1 person speaks at a time while others listen and learn from the success or challenges that the speaker has faced. This can be done comfortably in a group of up to 20 people. As you get larger groups you may wish to divide the group to give everyone an opportunity to participate.

      a. Facilitators may wish to start with success stories from several participants. Do not try to get everyone to share. After each success story ask if others in the group had a similar experience. This will provide good time management and still allow a large number of participants to receive acknowledgement.

      b. Following these success stories, your group may now feel comfortable enough to share some of the challenges they experienced in the process of asset mapping. When asking them to share these challenges, be sure to ask what they did to deal with the challenge. If the challenge is unresolved, elicit possible solutions to the problem from the group, creating a team approach to solving common problems.

      c. Elicit from the group any surprises/unique situations that were encountered or any new ideas for future asset mapping.

      d. Note the names of any asset mappers you feel would benefit from follow-up discussions for support and guidance.

Module 3: 30 minutes

Modeling and Q&A

Purpose: The purpose of this module is threefold: 1) to allow new recruits to see asset mapping in action, and 2) to provide recruits with the opportunity for Q&A and discussion about the asset mapping/conversation process, 3) to build the leadership capacity of experienced asset mappers.

Modeling should focus on the appropriate mapping format determined effective by the design team and experienced asset mappers as a result of their experiences, e.g., 1:1 conversations or working in groups. In each case, the new asset mapper should refer to the "Outline of an Effective Conversation" handout as a guide for relationship building in the conversation process. Modeling will consist of an abbreviated asset mapping process (approx. 10 minutes) intended to generate questions and discussion about the process before recruits try it themselves.

3. *If your main format is 1:1 conversations:* Choose 2 people who are familiar with the mapping process. Have person #1 take the role of asset mapper and begin a mapping conversation with person #2 in the role of mappee.

4. *If your main format is working in groups:* You have at least two options.

    Option #1: Introduce the initiative to the group (cover points 1-3 of the outline of an effective conversation). Then guide recruits through the survey as a group, category by category. This can provide the participants with a rich experience, since each individual benefits from the questions or observations of others. Guide the group through 1 survey category at a time, allowing for sharing (e.g., How many people checked off items in this section?) and clarifying remarks (e.g., if you don't see your skill/talent/hobby etc., in the list you can note it on the line for "other") before moving to the next category. This type of group interaction has the potential to increase the effectiveness of the "conversation,"

i.e., raises the level of connection and intimacy, when participants see the interests and resources being shared by their peers.

Option #2: Introduce the initiative to the group (cover points 1-3 of the outline of an effective conversation). Then instruct participants to break into dyads. Guide dyads through one or two categories, encouraging them to share and discuss their skills and interests with one another as they mark their surveys. Be alert to difficulties and questions participants may have as they proceed.

Module 4: 40 minutes

The Asset Mapping Experience

Purpose: The purpose of this module is threefold: 1) to familiarize new asset mappers with the elements of an effective relationship building conversation, 2) to provide an experience of the asset mapping process for new recruits, and 3) to increase the leadership capacity of experienced asset mappers.

11. Instruct participants to form triads. Use handouts (survey and observer guide) to explain and assign roles (mapper, mappee, observer). Experienced asset mappers will play the role of the observer.
12. Inform participants as follows:
    - There will be 2 rounds of 20 minutes each.
    - Participants should note questions as they arise but **primary attention should be focused on the asset mapping process as you understand it.** Questions will be addressed upon completion of round 1.
    - Participants should focus on top 10 interests (needs) and top 10 skills and not feel they must check off everything on the sheet. Twenty items per survey will provide ample information for making connections through the asset mapping process.
    - Encourage mappers to follow the outline of an effective relationship building conversation.
    - Inform participants that these conversations are the real deal, i.e., they will provide survey responses to be entered into the data base.
13. Carry out round 1.
14. Walk around room providing support where needed.
15. Upon completion of surveys, have observer(s) give feedback to the mapper(s) (2-3 minutes).
16. Process the exercise. Answer/discuss participant questions.
17. Carry out round 2
18. Process round 2 via:
    - Q and A
    - Trainer's observations. What does the group think about these observations? Eg., what does it tell you when people are unwilling to take their time?
    - Observers will make recommendations to design team members/coordinator re supporting participants in the weeks ahead.
    - Collect asset maps. Restate that these surveys will be entered into data base.

Module 5: 20 minutes
Closing Ceremony
      a. Review expectations.

b. Summarize project plan and timeline, including date(s)/time(s) for ongoing asset mapping support groups, which provide an opportunity for processing mappers' experiences with the process.

c. Have new participants sign and turn in commitment forms.

d. New asset mappers are officially recognized as community connectors (as described in community connectors handout) by experienced mappers

e. Asset mappers come front and center as their names are called to receive their project credentials: package of numbered asset maps, project t-shirt, project button, brochures, etc.

Handouts:
- Shirts
- Brochure
- Asset mapping plan and timeline
- Visual graphic of plan
- Asset Mapping Teams (list) and responsibilities
- Surveys
- Observer sheets
- Community Connector sheet

Other:
- Name tags
- Commitment forms
- Pen/pencil
- Sign in sheet
- Markers/Easels/Flip Charts?

Handout #19: STONE SOUP

Sometimes, transformation happens when we least expect it.

There once was a man who had been traveling for a long time. Having run out of food, he was weary and hungry from his journey. When he came upon a small village, he thought, "Maybe someone could share some food."

When the man knocked at the first house, he asked the woman who answered, "Could you spare a bit of food? I've traveled a long way and am very hungry." "I'm sorry, but I have nothing to give you," the woman replied.

So the traveler went to the next door and asked again. The answer was the same. He went from door to door and each time he was turned away.

But then one villager said, "All I have is some water." "Thank you," the traveler said smiling gratefully, "We can make some soup from that water. We can make stone soup."

He asked the man for a cooking pot and started building a small fire. As the water started to boil, a passing villager stopped and asked him what he was doing. "I'm making stone soup," the traveler replied. "Would you like to join me?" The curious villager agreed.

"First, we must add a special stone," said the traveler. "One with magic in it." He reached into his knapsack and carefully unwrapped a special stone he'd been carrying with him for many years. Then he put it in the simmering pot.

Soon people from the village heard about this strange man who was making soup from a stone. They started gathering around the fire, asking questions. "What does your stone soup taste like?" asked one of the villagers. "Well, it would be better with a few onions," the traveler admitted. "Oh, I have some onions," he replied.

Another villager said, "I could bring a few carrots." Someone else offered, "We still have some potatoes in our garden. I'll go get them."

One by one, each villager brought something to add to the pot. What had started as just some water and a magic stone, had now become a delicious soup, enough to feed the whole village. The traveler and the villagers sat down together to enjoy their feast, and the miracle they'd help to create.

Handout #20: LEAP Team Training Agenda For Local Evaluation And Planning

PURPOSE: The purpose of this training session is to build the capacity of local community members to develop reports to support the planning and evaluation of their local CCAMP project(s).

Learning Objectives
1. LEAP team members will become familiar with the capacity of CCAMP to provide:
    a. *Discovery Reports*: reports that list the community assets, needs, hopes and dreams of local individuals and organizations
    b. *Connection Reports*: reports that quantify connections made, volunteer hours donated, people impacted, monetary value of volunteer hours, etc.
    c. *Transformation Reports*: reports that capture the stories of dynamic growth and change resulting from the assets discovered and connections made.
2. LEAP team members will learn how to use their reports:
    a. to evaluate the success of their project according to their own goals and objectives; and
    b. to undertake Process, Outcome or Impact based planning.

Module 1: 15 minutes
Welcome/Introductions
Purpose: The purpose of this module is twofold: 1) to brief 'data entry personnel' on the community connections project, and 2) to increase project ownership among the community-based design team and asset mappers by allowing them to introduce facets of the project.

5. *General Introduction:* Project Manager, Project Coordinator and/or design team members and/or asset mappers provide a general welcome and introduce the initiative and its community members.
6. *Introduction of Community Connections Project:* DT members and/or asset mappers introduce their community connections initiative through describing the project's:
   - ☐ Vision
   - ☐ Mission
   - ☐ Brochure
   - ☐ Asset Mapping Survey(s)
   - ☐ Scope (pilot level and beyond; visuals, where possible)

Module 2: 45 minutes
Resource Bank Database
Purpose: The purpose of this module is twofold: 1) to familiarize data entry personnel with the web based resource bank, and 2) to provide an experience of retrieving data in the data base.

1. Participants will begin by being seated at computers (where possible).

2. CCAMP consultants and/or project manager/coordinator instruct the LEAP Team in the following processes.
    a. Opening the Community Connections website.
    b. Logging in to CCAMP with username and password.
    c. Exploring the "Individual" and "Organization" data entry modules.
    d. Reporting on the data from the survey in various formats.
3. *CCAMP trainers* guide participants through troubleshooting functions.
4. *CCAMP trainers* address questions and process the data retrieval experience.

Module 3: 60 minutes
Developing Reports
<u>Purpose</u>: The purpose of this module is twofold: 1) to familiarize the LEAP Team with the various reporting areas, and 2) to brainstorm on the possibilities for planning and evaluation from these reports.

1. Participants will brainstorm on using the reporting capacity for evaluation.
2. Participants will brainstorm on using the reporting capacity for planning.
3. CCAMP trainers guide participants in developing "indicators of success" to be backed up by CCAMP reports.
4. CCAMP trainers guide participants in developing "stories of transformation" supported by Connection reports.
5. CCAMP trainers address questions and process the data retrieval experience.

Module 4: 30 minutes
Closing
    f. Review expectations.
    g. Summarize plan and timeline for evaluation
    h. Have new LEAP Team members sign and turn in commitment forms.
    i. LEAP Team receives project t-shirt, project button, etc.

Handouts:
  o Shirts
  o Brochure
  o Asset mapping plan and timeline
  o Visual graphic of plan
  o Surveys

Other:
  o Commitment forms
  o Pen/pencil
  o Sign in sheet

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Resource 3. Worksheets and Checklists

1. Project Overview: Drivers of Success

2. Catalyst: Internal Readiness Worksheet

3. **Project Planning Part 1**—Building Your Design Team (see Handout #8)

4. Stakeholders – the short list

5. Design Team Training Checklist (see Handout #9)

6. Design Team Committee Action Plans (see Glossary and Handout #10)

   a. Implementation Committee

   b. Communication and Marketing Committee

   c. Survey Modification Committee

   d. Development and Sustainability Committee

   e. Evaluation and Planning Committee

7. Commitment Form for Design Team Members (optional)

8. Sustainability Measures: Locus of Control (Program or Community Centered)

9. **Project Planning Part 2**—Building Your Asset Mapping Team (see Handouts #12-14)

10. Developing your Asset Mapping Strategy (check Handouts #4 and 5 and Worksheet #1)

11. Asset Mapping Training 1—Checklist: Orientation and Practice (see Handouts #12-17)

12. Asset Mapping Training 2—Checklist: Process and Support (see Handout #18)

13. **Project Planning Part 3**—Building Your LEAP Team (see Handout #20)

Worksheet #1: Project Overview—Drivers of Success

As stated in chapter one on *Readiness*, in all the unique applications of CCAMP, there are certain common factors demonstrated by groups initiating a community connections process that consistently drive the success of the project. Whatever the story, these *drivers of success* include: precipitant, champion(s) for the cause, motivation (key questions), catalyst, framework, a setting (place-based and relationship driven), and finally, evaluation (process, outcome and impact).

Directions: Briefly describe your perception (or a group summary) below, of what the *drivers of success* look like in your community.

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1. Precipitant: That which sparks change or new direction—often a perceived problem, crisis, challenging situation or opportunity—a precipitant serves to rally or mobilize the community around a common purpose or cause. Generally, a precipitant has two forms: 1) a one-time-event or 2) an on-going situation.

In the absence of a unifying precipitant, a divided focus rather than a common goal could arise among or between community groups.

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1. Describe the precipitant of your local project: (this becomes the beginning of your story)

---

2. Champion for the Cause: A person or team who defends, supports, or promotes another person or a cause. A champion often exemplifies excellence or achievement in the area of focus and, in doing so, provides leadership. Generally, there are three types of champions: 1) funders, 2) a public face and 3) insiders at the setting(s) where the initiative is operating.

Without the leadership of a champion or champions, there is likely to be confusion.

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2. Who are the Champions for your cause? Describe, for each type, what makes him/her a Champion:

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3. Motivation: Success of a CCAMP initiative hinges on how clearly a community responds to the following three questions:

1) "Where are we going?" I.e., what is our destination?
2) "Why?" (This will likely relate back to the precipitant.)
3) "How will we get there?" I.e., what are the method and strategies we'll use to proceed toward our goal?

To the degree communities have clarity on these questions, stakeholders who are naturally motivated by the goals of an initiative will practically recruit themselves. Self-interest is a potent motivating factor. And clarity at the onset will also provide powerful tools for fleshing out vital marketing and evaluation strategies that increase the likelihood of an initiative's success. People are naturally motivated when they have an opportunity to care about whom or what they love.

When clarity on the goals and strategies of a project is lacking, citizens may not understand what's "in it" for them and therefore may be unmotivated to be involved.

3a. Where are we going? (Goal or Destination of the project):

3b. Why are we going (Motivation)?

3c. How will we get there (Journey)?

3d. Why would anyone join you on your journey? (What's in it for them?)

4. Catalyst: A catalyst is a program or an organization that, as a result of a precipitant, steps up to bring about an event, or series of events, to facilitate or support ongoing change. A catalyst program or organizations serves to "coach," and provide guidance and support to the community of "team players" focused on a common goal when and where support is needed.

Without strong support from a well respected/trusted program or organization in the community, resistance to change is more likely to occur.

4. Who or what is the catalyst for your project? What makes them a catalyst?

5. Framework: An operating framework is considered a "best practice" program or system. Examples include: America's Promise, Asset Based Community Development (ABCD), Communities That Care (CTC), the 40 Developmental Assets® (Search Institute), Ready by 21 (Karen Pitman) and a compendium of Resiliency and Positive Youth Development strategies. A properly chosen framework creates community cohesiveness around one approach to the work, generates a common language, tools, measures, a national network and much more. *See note on frameworks as tectonic plates in chapter 1.*

Without an operating framework, the community naturally breaks up into islands of support around many frameworks with silo funding, duplication of effort and a shotgun evaluation with no central place for outcome driven planning.

5. Describe your chosen "Framework" in terms of its power to unite the community as mentioned above:

6. Setting (community-based and relationship driven): Potential for success increases when CCAMP projects are implemented in a setting that is small, place-based and the people involved have some *natural connection*. Settings provide essential infrastructure (e.g., consider the people and organizing systems within a school, community organization, or neighborhood association). Infrastructure is a set of interconnected structural elements that provide: 1) the organizing framework for the project, including but not limited to 2) formal and informal channels of communication, 3) various social and political networks of people, 4) volunteers and 5) resources to help a CCAMP project get off the ground.

Without a setting for connecting people to people and people to resources, the project can become isolated and, while being physically present inside the community, may nonetheless function as an island unto itself.

6a. Describe how your project is community-based:

6b. Describe the interconnected structural elements (1—5):

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7. Evaluation (Process, Outcome and Impact): These three dimensions of evaluation are mutually supportive and give the initiative a lifetime system of benchmarks against which to measure success and plan for the future. Process evaluation studies the effect of the *7 Drivers of Success* on the rollout and development of the initiative. Outcome evaluation studies all data on human and social capital *discovered* and made available through a community's asset mapping process. Additionally, a community may study all data on *connections* made by monitoring services shared and services received. Impact evaluation gathers stories of *transformation* that illustrate the positive impact the initiative has had on the quality of life of people, the community and its institutions. Stories of transformation become part of the community culture giving cause for acknowledgement, celebration and legacy.

Without Evaluation we have no idea where we are going and cannot measure success. Evaluation serves as the roadmap making it an effective journey on the way to our destination.

7. What exciting ideas do you have for evaluation and planning in the following areas?

7a. Process Evaluation:

7b. Outcome Evaluation:

7c. Impact Evaluation:

Your journey begins by conceptualizing your destination
and why you're going there.

Worksheet #2: Catalyst—Internal Readiness

Twenty points of readiness follow to help you, the catalyst, determine the readiness level of your group or program. Use this worksheet to note specific illustrations of each readiness factor. This exercise is intended to give you insights into your level of readiness for the purpose of highlighting your strengths and areas for more work.

	READINESS FACTOR	DESCRIPTION / NEXT STEPS / TIMELINE
Point	**Administration**	
	☐ Administration and/or board officially approved the CCAMP initiative	
	☐ CCAMP initiative is a line item in the budget	
	☐ Administration and/or governing board has committed to supporting a plan for ongoing leadership development and capacity building.	
	Job Description	
	☐ A p/t or f/t coordinator is dedicated to the initiative.	
	☐ Job descriptions include the tasks related and number of hours dedicated to the initiative (attach if available).	
	Group Culture	
	☐ An asset-based philosophy statement has been created (attach if available).	
	☐ There is a process for ongoing staff education and training (attach if available).	
	☐ The catalyst group's vision and mission, policies and procedures align with an asset-based community development philosophy (attach if available).	
	☐ The catalyst group reflects the socio-cultural-economic demographics of the population.	
	Guidance / Locus of Control	

	☐ A staff advisory group to the initiative has been established.	
	☐ A community advisory group to the initiative has been established.	
Communication Systems		
	☐ Communication resources (newsletters, meetings, letters to membership, etc.) are being used to introduce and inform membership about the CCAMP initiative (attach if available).	
	☐ An internal brochure or PowerPoint reflective of the CCAMP initiative has been developed (attach if available).	
Development and Sustainability		
	☐ The catalyst or champion group has access to expertise for funding and development.	
	☐ The catalyst or champion group has developed a plan for implementation of a CCAMP initiative with strategies, responsibilities, timelines, etc.	
	☐ Preexisting connections with other community groups allow carrying out surveys with related individuals and organizations.	
	☐ The catalyst or champion group has a plan for leadership development and capacity building through participation in local, regional and national learning communities.	
Accountability		
	☐ The catalyst or champion group has access to expertise for both process and outcome evaluations?	
	☐ The catalyst or champion group has access to expertise for planning based on outcomes and spatial and administrative analysis of data?	
	☐ The catalyst or champion group has access to expertise for story mapping (mapping/tracking the stories of discovery, connection and transformation).	

Worksheet #3: Building Your Design Team: Project Planning Part 1

Just as an architect creates a set of plans to build a unique structure, planning well will increase the likelihood you'll build a design team that will accommodate the real needs of your community initiative. Use the following checklist to ensure your plans will take you where you want to go!

1. ☐ Complete all readiness materials (Worksheets #1 and #2). Having done so, you'll be well prepared to A) talk about the fundamental elements of your unique CCAMP initiative, and B) discuss the internal work your catalyst group has undertaken to support the initiative.

2. ☐ Review the standards, policies and procedures of your catalyst organization regarding confidentiality, safety and liability protections. Be prepared to answer questions your Design Team recruits/members will undoubtedly pose regarding how these protections apply to the CCAMP initiative.

3. ☐ Build a list of candidates for your Design Team. Use Worksheet #3, Stakeholders: the Short List to begin an ongoing recruitment process that may involve phone calls, getting on the agenda of meetings to briefly describe the opportunity, and availing yourself of other networking situations to inform potential Design Team candidates.

4. ☐ Settle on a Design Team Training date.

5. ☐ Secure a location for the training. Ensure the location will allow you to serve food, a community building necessity.

6. ☐ Draft a formal letter of invitation to prospective Design Team members, including
   - the time, date, location, of the training;
   - food accommodation (light breakfast, lunch, dinner, etc.);
   - an RSVP request dated one week prior to the training;
   - an invitation to call you with any questions or suggestions they might have.

7. ☐ Call all invitees who have not responded to your invitation by the RSVP date.

8. ☐ Prepare packets of materials for Design Team Training attendees including

☐ Agenda with session schedule	☐ Intro to ABCD
☐ Purpose & objectives of the session	☐ Intro to CT Assets Network
☐ Networking Sheet	☐ Community Connectors
☐ Intro to Local Project	☐ _____

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9. ☐ Consider the tasks your Design Team will need to accomplish and draft a "job description" for each subcommittee your Design Team will form. These subcommittees (noted below with a brief but not exhaustive list of tasks) may include:

- The Implementation Committee, responsible for refining the vision, mission, and goals of the Design Team and a timeline for achieving those goals.
- The Marketing and Communications Committee, responsible for refining the logo and developing a project brochure. This group may also take the lead on refining the survey template to reflect the community culture.
- The Sustainability Committee, responsible for fund development, initiative kick off event, etc.), and
- The Evaluation and Planning Committee, responsible for documenting qualitative and quantitative stories of connections and strategic planning based upon ongoing results.

10. ☐ Assign the task of taking minutes/notes. After the Design Team Training you can follow up immediately to guide and support the actions of each newly designed committee.

11. ☐ Create a draft timeline of the overall project, not in order to dictate but to ensure that all the goals of the project are included (e.g., a volunteer recruitment process, dates for subsequent trainings, a kick-off event date and even a "first report" event date to inform the wider community of your initial successes.

Worksheet #4: Stakeholders: The Short List*

Recognized, visible leaders, such as town councilpersons or the executive directors of agencies or organizations are, of course, important to your community initiative. Yet community building efforts often fail in the long run because collaborations begin and end with only previously acknowledged leadership. To sustain vital initiatives, look both more broadly and more deeply to engage community members who frequently get overlooked.

While the list below includes school systems, YM/WCAs, chambers of commerce and political parties, etc., it also includes systems of support for marginalized community members, local block watches, self help groups, youth and senior interest clubs, and the like. Don't invite a youth to the table simply to have a youth at the table. Invite youth whose networks include the local skateboarders' club, the arts community, environmental groups, etc. These individuals can contribute unique skills, interests, and viewpoints as well as bring the assets of the group(s) they represent to bear on the problem-solving process. Thus, you increase the likelihood that your initiative remains pertinent to your local community. You begin with sustainability in mind.

Use the Shortlist, below, to note names/contact information of specific representatives from existing groups. Add your own community's groups and contacts. Then you'll have a list of Design Team invitees that will truly represent the community your initiative is intended to serve.

Examples	Local Representatives
Grassroots Spokespersons/Leadership	
Local Residents: parents, seniors, youth, etc.	
Marginalized residents: people with disabilities, welfare recipients, etc.	
Local Institutions: banks, higher education, technical schools, hospitals, etc.	
Local Enterprise: store owners, law offices, other local business/professional enterprise, etc.	
Public Service: police, fire, public works, parks and recreation, etc.	
Education system: elementary, middle, high schools; public libraries	
Community Centers: Girls/Boys club, senior center, YM/YWCA, etc.	
Local Nonprofit agencies: serving children, youth, families, homeless, housing, etc.	
Artistic Organizations: Musical, theatrical, writing	
Business Organizations: Chamber of Commerce, neighborhood business orgs.,	

trade groups	
Charitable Groups and Drives: Red Cross, Cancer Society, United Way	
Church Groups: Service, prayer, maintenance, stewardship, acolytes, youth, seniors	

Examples (continued)	Local Representatives
Civic Events: July 4th, Art Fair, Halloween	
Collectors Groups: Stamp collectors, flower dryers, antiques	
Community Support Groups: Friends of the library, 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, dieting	
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, La Leche League	
Neighborhood: Crime watch, block clubs, neighborhood organizations/associations	
Outdoor groups: Garden clubs, Audubon Society, conservation clubs	
Political Organizations: Democrats, Republicans, caucuses	
School Groups: Printing club, PTA, child care	
Service Clubs: Zonta, Kiwanis, Rotary, fraternities, sororities	
Social Cause Groups: Peace, rights, advocacy, service	
Sports Leagues: Bowling, basketball, baseball, fishing, volleyball	
Study groups: Literary clubs, bible study	

groups	
Veteran Groups: American legion, Amvets, Veterans of foreign Wars, their Auxiliaries	
Women's Groups: Cultural, political, social, educational, vocational	
Youth Groups: Future farmers, Scouts, YM/YWCA, 4H Clubs	

*Adapted from *Building Communities from the Inside Out* by John Kretzmann and John McKnight

Worksheet #5: Design Team Orientation Checklist

Orientation/Training for Design Team Candidates—2 hours—Date: _____

Pre-Training

1. ☐ Mailing to Design Team Candidates re: Day – Time – Site of the training
2. ☐ Confirmed attendance through phone calls

Tasks: Training Day

3. ☐ Food

4. ☐ Registration Table:

☐ Folders	☐ Handouts (option: hand out during the day)
☐ Name Tags (include your staff & trainers)	☐ Networking Sheet (list of Participants and contact info)
☐ Sign-In sheet	☐ Flip Charts, markers, etc.
☐ Pens / Pencils	☐ _____

Folder Contents:

☐ Agenda with session schedule	☐ Intro to ABCD
☐ Purpose & objectives of the session	☐ Intro to CT Assets Network
☐ Networking Sheet	☐ Community Connectors
☐ Intro to Local Project	☐ _____
☐ _____	☐ _____

Handouts:

☐ PowerPoint presentation notes	☐ Committees and Job Descriptions
☐ Notes on "Group Interactive Exercise"	☐ Training Evaluation Form
☐ Draft Timeline of your project	☐ _____
☐ _____	☐ _____

Worksheet #6a: Implementation Committee Action Plan

(See also: Glossary of Terms—Section Two—Resource 1 and Handout # 10)

Committee Chair: _____   **Date:**_____

Committee Members: _____   _____

_____   _____

_____   _____

This Action Plan will be completed by the committee Chairperson and distributed to committee members and to the Project Coordinator for tracking purposes before the close of or immediately following each committee meeting. Please use additional spaces to add tasks to the action planning sheet.

Responsibility/Task	Person Responsible	Deadline	Update/Outcome
1. Refine parameters of project as initially described/suggested by full design team. Flesh out: who, what, when, where, why and how.			
2. Consider issues of policy/procedure., e.g., confidentiality (when and where necessary), data base security, etc.			
3. Identify individuals, associations and organizations to be "asset mapped" with a strategy that directly supports a project(s)			
4. Ensure project stays on course: directly related to project vision/mission, priorities and goals.			
5. Recruit stakeholders/expertise—ongoing.			

6. Recruit community members representing those you have 'asset mapped' to participate as connectors on connection teams.			
7. Engage others who may devote community resources to support committee/design team efforts.			
8. Maintain running timeline for the committee.			
9. Ensure Cultural Competency			
10. Report to the coordinator via a point person/committee chair.			

Worksheet #6b: Communications and Marketing Committee Action Plan

(See also: Glossary of Terms—Section Two—Resource 1 and Handout # 10)

Committee Chair: _____ **Date:**_____

Committee Members: _____ _____

_____ _____

_____ _____

This Action Plan will be completed by the committee Chairperson and distributed to committee members and to the Project Coordinator for tracking purposes before the close of or immediately following each committee meeting. Please use additional spaces to add tasks to the action planning sheet.

Responsibility/Task	Person Responsible	Deadline	Update/Outcome
1. Refine Vision and Mission Statements			
2. Refine/Develop Logo			
3. Brochure Development-clear and concise message about project and why it's important. Ensure brochure content and design is culturally appropriate.			
4. Publicize project in all and any local communication vehicles.			
5. Recruit stakeholders & expertise—ongoing.			
6. Engage others who may devote community resources to support committee/design team efforts.			
7. Maintain running timeline for the committee.			

8. Ensure Cultural Competency in all materials.			
9. Report to coordinator via a point person/committee chair.			

Worksheet #6c: Survey Modification Committee Action Plan

(See also: Glossary of Terms—Section Two—Resource 1 and Handout # 10)

Committee Chair: _____ **Date:**_____

Committee Members: _____ _____

_____ _____

_____ _____

This Action Plan will be completed by the committee Chairperson and distributed to committee members and to the Project Coordinator for tracking purposes before the close of or immediately following each committee meeting. Please use additional spaces to add tasks to the action planning sheet.

Responsibility/Task	Person Responsible	Deadline	Update/Outcome
1. Modify CCAMP survey template to fit the population/community culture.			
2. Produce the modified survey.			
3. Recruit stakeholders & expertise—ongoing.			
4. Engage others who may devote community resources to support committee/design team efforts.			
5. Ensure Cultural Competency			
6. Maintain running timeline for the committee.			
7. Report to coordinator via a point person/committee chair.			

Worksheet #6d: Development and Sustainability Committee Action Plan

(See also: Glossary of Terms—Section Two—Resource 1 and Handout # 10)

Committee Chair: _____   **Date:**_____

Committee Members: _____   _____

_____   _____

_____   _____

This Action Plan will be completed by the committee Chairperson and distributed to committee members and to the Project Coordinator for tracking purposes before the close of or immediately following each committee meeting. Please use additional spaces to add tasks to the action planning sheet.

Responsibility/Task	Person Responsible	Deadline	Update/Outcome
1. Plan/hold kick off event to engage wider community			
2. Maintain ongoing momentum via events, fundraising, engaging new partners, etc.			
3. Recruit stakeholders/expertise—ongoing.			
4. Engage others who may devote community resources to support committee/design team efforts			
5. Maintain running timeline for the committee.			
6. Ensure cultural competency (ongoing).			
7. Report to coordinator via a point person/committee chair.			

Worksheet #6e: Evaluation and Planning Committee Action Plan

(Refer to Section One: Chapter 5 on Evaluation)

Committee Chair: _____ **Date:**_____

Committee Members: _____ _____

_____ _____

_____ _____

This Action Plan will be completed by the committee Chairperson and distributed to committee members and to the Project Coordinator for tracking purposes before the close of or immediately following each committee meeting. Please use additional spaces to add tasks to the action planning sheet.

Responsibility/Task	Person Responsible	Deadline	Update/Outcome
1. Learn a core evaluation technique used to evoke stories and narrative data.			
2. Co-conduct an evaluation workshop with Design Team members, asset mappers, and other stakeholders in the project to access their stories of transformation.			
3. Utilize the CCAMP System software (reporting capabilities, GIS technology, etc.) to integrate stories of transformation and hard data.			
4. Maintain an ongoing connection with Communication and Marketing Committee to ensure the stories and data reaches the public, legislators, funders, etc.			

5. Develop the capacity to use CCAMP reporting and other technology features for the purpose of strategic planning.			
6. Assess the initiative and make changes based upon accumulated data.			
7. Recruit stakeholders/expertise—ongoing.			
8. Engage others who may devote community resources to support committee/design team efforts.			
9. Maintain running timeline for the committee			
10. Report to coordinator via a point person/committee chair..			

Worksheet #7: Commitment Form for Design Team Members

The _____ Asset Mapping Project, supported by _____ .
_____ will work with individuals, associations and organizations to support the discovery, development and connection of community resources to achieve a common goal. This endeavor requires the input of active citizens to formulate and articulate a goal, to create surveys and to disseminate the surveys in the community. The data generated by the surveys will be used to mobilize citizens for mutually beneficial problem solving.

I am eager to bring my community perspective and insights to the work of the _____ Asset Mapping Project by participating on the Design Team / steering committee that will oversee the project's implementation. In addition, I will be actively engaged on the following committee(s):

Committee Name:	Responsibilities include (but not limited to):
☐ Marketing and Communication	• refine vision and mission statements • create brochure to accompany surveys • publicize asset mapping project
☐ Implementation	• determine and recommend which of the proposed projects will be implemented • identify individuals and organizations to involve in asset mapping • Review Policies where necessary
☐ Survey Development	• revise Template surveys to fit local projects
☐ Development and Sustainability	• explore ways to sustain Asset Mapping
☐ Evaluation and Planning	• evaluate process and projects • explore ways to sustain Asset Mapping in our local area.

_____   _____
Signature   Date

_____   _____
Organization   Phone

_____
Email

Worksheet #8: Sustainability Measures: Locus of Control—Program or Community Centered

—Self Assessment—
(You decide and create your own scale)

CCAMP's Sustainability Factors (Locus of Control: Program or Community Based Scale)   p. 1

Outcome	Indicators = 1 point each (unless otherwise indicated)	Score	Notes 1-15=cold / 16-30=warm/ 31-45=hot, etc…
Agency or Program is catalyst	Has a dedicated F/T Staff	0	1 pt / person
	F/T Staff supports the DT in prep for meetings	0	
	F/T staff delegates agenda setting	0	
	F/T staff delegates meeting facilitation	0	
	Facilitates "connection sessions" (bi-weekly with DT & AM members)	0	
		0	
Design Team is community based	Has a design team representing community stakeholder groups	0	1 point for every 3 community groups
	Has committees / Task forces	0	1 pt / committee
	Has developed Marketing materials thru brochures, Newsletters, listserv, etc.	0	1 pt / marketing vehicle
	Is actively recruiting Connectors, Asset Mappers, etc.	0	1 pt for every 6 AM's
	Has formal fundraising strategies or events in process	0	1 pt for each strategy or event
	Formally participates in "connection sessions"	0	
		0	
Asset Mappers	Formally doing Asset Mapping (conversations)	0	
	Function as AM Teams	0	
	Each Team has a community Captain	0	
	AM's formally participate in "connection sessions"	0	
Agency Impacts	Agency policies have been formally edited to reflect and support the principles of ABCD (i.e., insurance, personnel, board of directors, etc.)	0	
	Volunteer policies have been created or edited	0	
	Program personnel have received formal orientation to the CCAMP system	0	
	Program personnel are being "mapped"	0	
	Program participants are being "mapped"	0	

Community Impacts	Has established 'Connections' teams	0	1 pt for every team
	Connections are being made 1:1	0	1 pt for every 5
	Connections are being made for group projects	0	1 pt for every group project
	Connections or projects started within distinct community populations (i.e., youth, schools, faith communities, housing, business, etc.)	0	1 pt for every population
		0	
		0	
LEAP Team	Local Eval And Planning (LEAP) Team established	0	
	CCAMP Data Reports are being utilized for planning (i.e., outcome driven planning)	0	
	Has had training in Democratic Evaluation	0	
	Is actively doing 'Story Mapping'	0	
	The Journey	0	1 pt for every 5 Journeys
	Results	0	1 pt for every 5 interviews
	Has Published a booklet about 'Transformational Stories / Journeys	0	
Celebrations & Recognitions	Has held a Recognition Event w/i one year	0	
	Has given "Heroic Journey" awards	0	1 pt per 5 awards
		0	
		0	
Other		0	
		0	
		0	
Other		0	
		0	
		0	
Other		0	
		0	
		0	
Other		0	
Other			

**Program
Centered**   **Community
Centered**

0   **15**   **30**   **45**   **60**
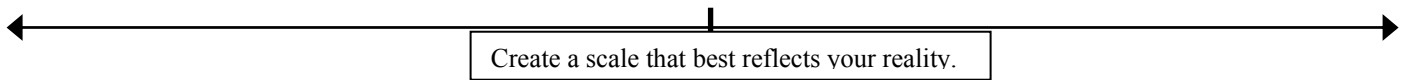
Create a scale that best reflects your reality.

Worksheet #9: Project Planning Part 2—Building your Asset Mapping Team

Part 1: Training Your Asset Mappers;
Part 2: Project Configuration;
Part 3: Support & Supervision

Recommended Work for Design Team Action Committees prior to your Asset Mapping Trainings.

1. ☐ Edit and finalize a *Project Brochure* to include the Vision, Mission & Goals of the Campaign (drafted by Catalyst Agency / finalized by Design Team), and use it as a handout to advertise / market your project.

2. ☐ Edit and update your *Community Connections Story Book* (drafted by Catalyst Agency), and use it as an ongoing vehicle to highlight and demonstrate the outcomes of your project.

3. ☐ Complete your **Asset Mapping Strategy Worksheet**—designed to help the Design Team sharpen its focus on meeting very specific goals or outcomes in terms of the "who, what, where, why, when and how of your asset mapping. This will directly assist the work of your Local Evaluation and Planning (LEAP) team.

4. ☐ Optional: *Choose a Launch Date for your Campaign, i.e.* a Kickoff Event, to include a special meeting of your Design Team with Asset Mappers, a press release, radio announcements, posters in storefronts, lawn signs, buttons, TV coverage, etc._____ __ _____.

5. ☐ **Date & Site for your Asset Mapping Training Part 1: Mapping** _____ ___ _____.
   (Use the Asset Mapping Training Part 1 checklist to check on preparation for both functions and materials)

6. ☐ **Recruit your Asset Mappers.** We recommend a screening process that includes a clear explanation of the project, an interview process, contractual agreement, job description (with dates), and where deemed necessary, a clear policy for background checks (see CCAMP Planning Guide).

7. ☐ Select a **Date & Site for your Asset Mapping Training Part 2: Project Configuration** ___ _____.
   (Use the Asset Mapping Training Part 1 checklist to check on preparation for both functions and materials)

8. ☐ **Recruit 2-3 data entry personnel**, *i.e.,* youth or adults who have a facility with computers and the process of data entry.

9. ☐ Select a **Date & Site for your Asset Mapping Training Part 3: Ongoing Support** _____.
   Create a *Supervisory Support System* for your asset mappers that may include team captains for each neighborhood or sector who report weekly to a supervisor for updates, questions, supervision and support.

10. Prepare and organize *your asset mapping surveys*:
    ☐ Finalize your "customized questions" for both the Individual and Organization surveys.
    ☐ Edit the surveys to include 1) your personalized introduction & contact info and 2) your personalized Campaign logo & co-sponsors.
    ☐ Print and fold all surveys: i.e., 10 to 20 Individual per mapper.

11. **Keep records** for tracking and documentation*:*
    ☐ Number & record all surveys – to keep track of who received which surveys.

☐ Plan a timeline to map 1) "circles of influence" or targeted groups within your community and 2) specific geographic areas.

☐ Be ready to assign targeted groups to specific people, and keep a *record of assignments* (completion is documented as numbered surveys are collected).

☐ Create teams with captains and *record all team members* (captains may be older or more experienced peers, or they may be members of your Design Team).

12. ☐ **Create Credentials**, e.g., he Marketing and Communications group in addition to the project brochure, may wish to create official Name Tags and business cards for your asset mappers, that will act as another way of officially verifying legitimate connection with your asset mapping campaign. Other considerations are: campaign shirts, buttons, lawn signs, posters, media scripts, etc.

13. ☐ **Create a Visual Illustration of Asset Mapping:** you may wish to create a graphic depiction of the desired effect of your asset mapping project, to be used at your Asset Mapping Training and for marketing.

☐ Project Manager: _____ / _____
                                              Name   Date

Products: (generated through the work of each action committee)

1. Community Connections Brochure (Final)
2. Community Connections Book: Success Stories (Ongoing)
3. Individual Survey for Asset Mapping (Final)
4. Asset Mapping Plan – monitored by your LEAP Team (local evaluation and planning)
5. Credentialing materials (optional): project name tags, business cards, buttons, etc.
6. Visual Illustration of your Asset Mapping Plan with dates and outcomes (ongoing)

Worksheet #10: Developing your Asset Mapping Strategy

The following steps are recommended as prerequisites for developing and implementing your asset mapping strategy—prior to the asset mapping training.

3. Read chapter one on Readiness
4. Complete Worksheet #1: *Project Overview: Different Stories—Common Factors*
5. Design Team Implementation Committee proposes an Asset Mapping strategy to the entire Design Team. After approval, the Communications and Marketing Committee starts its marketing campaign in the community, seeking 'buy-in' through targeted, and ongoing marketing strategies.

The clearer and more detailed your answers are to these questions, the greater your chances of success.

1. Who is the primary target group (beneficiary) of our project? Be specific.

2. Why is this group our primary target?

3. What are we trying to achieve by serving this particular group? Express in terms of outcomes.

4. Making what kind(s) of connections are our highest priorities in this project? (e.g., people to jobs, people to people, people to projects, 1:1, groups, etc.)

5. Who are the first people we will make connections for within these priorities?

6. Where or "with whom" will the asset mapping need to be done to make this happen? (Consider your chosen infrastructure, which is place-based out in the community).

   ☐ Neighborhoods ☐ Age Groups
   ☐ Businesses ☐ Interest Groups (e.g., Associations)
   ☐ Faith Communities ☐ Program Participants and their Families
   ☐ Geographic Areas ☐ Schools (students, staff, PTO, etc.)
   ☐ Programs or Agencies ☐ Other:
   ☐ Schools (Organization) ☐ Other:

7. Who should we recruit to be asset mappers, based on answers to #'s 1-6 above?

8. How many targets will we reach in the following timeslots? (Consider this a draft timeline.)

Timeslots	#of Surveys completed	#of Connections made
First month?		
First quarter?		
Half year or 6 months?		
3rd quarter?		
4th quarter or 1st year		

9. How many asset mappers do we need to achieve these outcomes?

10. How many teams might we have?

11. Teams will be assigned to the following places: (assuming your project is "place-based".)

Team #/ Captain	Place (Program, school, grade level, neighborhood, block, etc.)
1.	
2.	
3.	
4.	
5.	

12. How will we define success, in terms of *discovery* (inventory of needs, skills, resources), *connections* (people to people or people to resources), and *transformation* (dynamic growth and change)?

List your indicators of success for each of the following areas: (expected outcomes)

Examples	Your Indicators of Success go here:
1. Discovery:	**Discovery**
For Individuals: inventory of interests, needs, skills and resources	
For Organizations: new members on coalitions, in PTO, or just the	

#of organizations participating…	
2. Connections: people to people, people to resources; 1:1or 1:groups Youth & adult teams co-creating projects based on data…	**Connections**
3. Transformation: dynamic growth and change…(as seen through personal stories, better use of institutional resources, increase in mentors, internships, job shadowing, youth on boards, tutors, lower drop out rate, more kids graduating, higher levels of job or college readiness, etc.)	**Transformation**

Worksheet #11: Asset Mapping Training 1—Checklist: Orientation and Practice

Kickoff of Our Asset Mapping Project—Date _____

Three (3) hours of training

Pre-Training

1. ☐ Mail notice to Asset Mapping Recruits re: Day – Time – Site of the training
2. ☐ Confirm attendance through phone call
3. ☐ Ensure all Individual surveys are numbered (for tracking purposes).
4. ☐ Ensure an equal number of brochures are prepared for distribution.
5. ☐ Handouts, along with shirts, buttons, etc, are prepared.
6. ☐ Prepare design team members to present program components to new recruits
7. ☐ Prepare Asset Mapper Volunteer Commitment Sheet

Tasks: Training Day

1. ☐ Continental Breakfast or Light Supper

2. ☐ Registration Table:

☐ Participant Folders	☐ Handouts (option: hand out during the training)
☐ Name Tags (include your staff & trainers)	☐ Networking Sheet (list of Participants and contact info)
☐ Sign-In sheet	☐ Flip Charts, markers, etc.
☐ Pens / Pencils	☐ _____

Folder Contents:

☐ Agenda with training schedule	☐ Intro to Local Project
☐ Purpose & objectives of the day	☐ Intro to ABCD
☐ Networking Sheet	☐ Community Connectors
☐ 1 sheet with pictures of Design Team members (optional)	☐ _____

Handouts:

☐ Project Brochure	☐ Visual that graphically illustrates the planned mapping process
☐ Asset Mapping Surveys (Individual and Organization)	☐ Asset Mapper Commitment Sheets (to be signed by each Asset Mapping Volunteer)
☐ Mapping "Observer's Worksheet"	☐ A "set" of numbered & recorded surveys or each Asset Mapping volunteer
☐ Asset Mapper Job Descriptions	☐ Official Project Shirts, buttons, etc.
☐ Teams, timelines & Support Structure	☐ Training Evaluation Form

Worksheet #12: Asset Mapping Training 2—Checklist: Process and Support

Three (3) hours of training—Date:_____

Pre-Training

1. ☐ Mail notice to experienced Asset Mappers re: Day – Time – Site of the training
2. ☐ Mail notice to new Asset Mapper recruits re: Day – Time – Site of the training
3. ☐ Prepare experienced asset mappers to present program components to new recruits
4. ☐ Confirm attendance through phone calls
5. ☐ Prepare new Asset Mapper Volunteer Commitment Sheet

Tasks: Training Day

1. ☐ Continental Breakfast or Light Supper

2. ☐ Registration Table:

☐ Folders	☐ Handouts (option: hand out during the training)
☐ Name Tags (include your staff & trainers)	☐ Networking Sheet (list of Participants and contact info)
☐ Sign-In sheet	☐ Flip Charts, markers, etc.
☐ Pens / Pencils	☐ _____

Folder Contents:

☐ Agenda with training schedule	☐ Intro to Local Project
☐ Purpose & objectives of the day	☐ Intro to ABCD
☐ Networking Sheet	☐ Community Connectors
☐ 1 sheet with pictures of Design Team members (optional)	☐ _____

Handouts:

☐ PowerPoint presentation (optional)	☐ Teams, timelines & Support Structure
☐ Project Brochure	☐ Visual that graphically illustrates the planned mapping process
☐ Asset Mapping Surveys (Individual and Organization) Volunteers)	☐ Asset Mapper Commitment Sheets (to be signed by NEW Asset Mapping
☐ Mapping "Observer's Worksheet"	☐ A "set" of numbered & recorded surveys for each Asset Mapping volunteer
☐ Asset Mapper Job Descriptions (for new Asset Mapping Volunteers only)	☐ Official Project Shirts, buttons, etc. (for new Asset Mapping Volunteers only)
☐ _____	☐ Training Evaluation Form

Worksheet #13: Project Planning—Part 3 Building your LEAP Team

Three (3) hours of training—Date:_____

1. ☐ *Recruit members for our LEAP Team*

   The Design Team needs to recruit members of the local community who have shown themselves to have some level of expertise in the areas of planning and evaluation. The Design Team may wish to utilize the resources of local schools and universities, etc., as well as members of local Media for the acknowledgement and dissemination of the project's "Stories of Transformation".

2. ☐ *Distribute the Local Evaluation And Planning (LEAP) module* from the Planning Guide to both the Design Team and LEAP Team several weeks before the LEAP training.

3. ☐ Choose *a Training Date & Site* for your Planning & Evaluation Team _____

   The date of your training is dependent on being able to produce and study reports in the three areas of Discovery, Connection and Transformation (see definitions below).

4. ☐ *Invite the entire Design Team* to join the LEAP team as this deals with both evaluation and planning for your project. This is recommended, but not required.

5. ☐ *Demonstrate your reporting capacity*

   At this informal training session, demonstrate the reporting capacity of CCAMP and brainstorm with your LEAP Team how they might like to track and report on their work.

   ☐ Discovery Reports (listings of community assets, needs, hopes & dreams, etc. from Local individuals and organizations) involve both human and social capital.

   ☐ Connection Reports (from volunteer reporting section dealing with # of connections made, # of volunteers, # of people impacted, monetary value of volunteer hours, reports by project listing the volunteer, project participants, # of hours, monetary value, etc.) includes services given and received.

   ☐ Transformation Reports (individual stories of transformation resulting from data in Discovery and Connection reports – captured by interviews, photos, etc.)

6. ☐ Create and assign *Project Historians* to capture the exciting details of our story as it unfolds, with pictures, video, interviews, storyboards, etc. As our mapping of "circles of influence" or geographic areas nears completion, this can be announced through local media and monthly email updates along with which circles or geo areas are next on the list. This legitimizes your project and creates anticipation in the community.

☐ Project Manager: _____ / _____
　　　　　　　　　　　　　　　　Name　　　　　　　　　　　　　　　　　　　　　Date

Products / Outcomes:

1.

2.

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Resource 4. Activities

1. The 4-H Activity: Head, Heart, Hand and Home (long version)

2. The 4-H Activity: Head, Heart, Hand and Home (short version)

3. Marginality and Mattering Activity

4. It Takes A Village (a visualization)

5. "No One Is an Island"

6. Creating Your Vision and Mission

7. The Journeymap$^{©TM}$ Order form

    e. The beautifully illustrated and laminated *JOURNEYmap$^{©}$*

    f. The Personalized Journeymap$^{©}$

Activity #1: LEADER'S NOTES for the Head, Heart, Hand and Home exercise:

The 4H Activity is based on the work of Kretzmann and McKnight who wrote the book: *Building Communities from the Inside Out: A Path for Finding and Mobilizing A Community's Assets. 1993.* In this book they state that many communities act on a simple belief in two parts:

a. Every person in this community (or school, or neighborhood) has a gift, and
b. every person in this community <u>CAN</u> contribute his/her gifts and resources for mutually beneficial problem solving.

Many people look at their community (school or neighborhood) as the glass half empty: i.e., a place where there is lots of drug abuse, drinking, premature sexual acting out, violence, disrespect, poverty, school drop outs, etc. Oftentimes they feel their only hope is to get grants to fix these people – thus making them ***CLIENTS who have many deficits to get rid of***. The 4H exercise will help us to look at our community as "the glass half full", i.e., a place where individuals have gifts and talents, as well as connections to associations and institutions with resources and strengths.

➢ This focus balances the previous one by helping people to be the *problem solvers* rather than the *problems to be solved*.

➢ This approach sees people as *CITIZENS* who have many gifts and strengths (assets) and capable of developing a *participatory democracy* which increases civic engagement.

➢ This process helps people to <u>discover</u> and mobilize their gifts and strengths. It also helps them to see the networks they are <u>connected</u> to and how their memberships in associations might actually be a potential asset to a group project.

1. **Materials:** a flip chart, multi-color markers, post-its of four colors: yellow, red, orange and green, pens or pencils for participants and your three handouts.

2. **Sketch:** Before the exercise begins, have a volunteer sketch a 5' human figure with Head, Heart, Hands & Feet on 2 flip chart papers placed on the wall, one above the other.

3. **Handouts:** At the beginning of this exercise, you will be giving every participant a set of handouts for the Head, Heart, Hand and Home exercise in addition to 2 post-its of each color: yellow, red, orange and green.

4. **Distribute** handout #1: ASSETS. Use this handout to provide an explanation of Assets and how they may be used in a typical school or community.

5. **Pair Off:** Then have each member of your group pair up with a person they don't know very well.

6. **Distribute** handout #2. Referring to this handout, explain that we are going to discover some of our gifts and talk about some of our interests (needs) starting with gifts of <u>The Head</u> – pass around a pad of YELLOW post-its and ask each participant to take two (2 'yellows' to a person).

7. **READ** to the group examples of gifts of the "HEAD" – Knowledge or stuff you know about, that you can share with others to improve their lives (like - computer skills, giving directions, info about gardening, storytelling, health care, parenting, coaching, math, science, history, etc.)

8. **WRITE:** Invite each pair to focus on their gifts / assets / strengths of the Head. Take a few minutes to think about your assets in that one category, and then write – *one asset or gift and one interest or need (something you would like to learn) on each post-it.*

9. **SHARE:** After two minutes (this shouldn't take very long), direct each pair to share with their partner what they wrote down for their asset / gift / or strength in this category and their interest or need (what they would like to learn if given the opportunity).

10. **POST:** After one minute of sharing, invite each person to voluntarily go up to the poster on the wall (no special order) and place their yellow post-its on or around the "head" – telling the group what each gift or interest is as they do so. For example, place needs on the left and assets on the right side of the head. (People may have questions of clarification, and that's OK).

11. **RECORD:** As Leader you may wish to designate someone to be a "recorder" of the gifts and needs stated by each person during this exercise. Using handout #3, record names and corresponding gifts or needs for each person.

12. **Repeat steps 7 through 11 for each of the remaining Gift / Need Areas – taking one at a time:** remember to record names and gifts for each person in each category on handout #3

    A. Heart (pass out 2 RED post-its to each person, asking them to record one asset and one interest or need)

        Read: "HEART: stuff you feel strongly about – that drives you to do the things you do – **This is your passion**. What stirs you to action? What would you go to the mat for? For example, family, your faith, social injustice, racial hatred, discrimination, etc."

    B. Hand (pass out 2 ORANGE post-its to each person, asking them to record one asset and one interest or need)

        Read: "HAND: These are physical skills that you possess – like maybe singing, or being a hair stylist, or an artist, quilting, dancing, sports, carpentry, karate, or cooking, etc."

    C. Home (pass out 2 GREEN post-its to each person, asking them to record one asset and one interest or need)

        Read: "HOME - This symbolizes "where you are planted". Your commitment is where your feet are. In other words, stop and think for a minute about where you spend your time. Think of all the different groups you associate with during the month – where you have the capacity to "network" or ask a friend for support or assistance. This can be your job, your church, your Knights of Columbus, or Polish-American Club, your town gardening group, sports team, choir, etc."

Head ☺

Heart

Hands

and Home!

Participant Sheet #1

Assets: a useful or valuable <u>personal quality</u>, <u>place</u> or <u>thing</u>

<u>Everyone has assets.</u> *Today we hope to make you aware of the unique assets that you have. It's important to know what your assets are as well as the assets of those around you. This information is powerful when shared and matched up with needs.*

Here are some examples of what you can do with assets in your school or community:

Need: Several students express a desire to learn how to cook vegetarian meals.
Your individual asset: You are not only a good cook, but also a vegetarian and can teach a cooking class after school.
School asset: Your school is willing to let you use their cooking facilities and a teacher is willing to stay after school and help out.
Application to your town: Your cooking class can volunteer to cook a "vegetarian feast" for the local soup kitchen at the end of the year.

Need: Several students are nervous or worried about the SAT's and can't afford to take a class that will help them prepare for the SAT's.
Your individual asset: You and your friends have already taken the SAT's and would be glad to share your experiences and help tutor and prepare other students for the SAT's.
School asset: Your school has available space during study halls or after school and the guidance counselors are willing to assist you with this class.
Application to your town: Your classes can be offered to all interested students and you can connect with students you may not normally interact with and reduce their stress about the SAT's! ☺

Need: Many of your fellow students go out and drink at night in your town because there is "nothing else to do".
Your individual asset: You are really good at organizing events and would like to plan a series of concerts or coffeehouses at a local youth or community center.
School asset: Your school has a number of bands and good musicians who like to perform and there are teachers who have an interest in music and would be willing to help you organize and supervise these concerts.
Application to your town: These concerts will not only keep youth from drinking and engaging in other risky behaviors, but can also be used as fundraisers for a drug and alcohol free after prom party, or other causes or events that the students may be interested in.

HEAD, HEART, HAND AND HOME EXERCISE

Pair up with a person you don't know very well. When directed, taking one category at a time, spend a few minutes thinking about your assets in that category and then take two minutes to share these assets with your partner. When instructed, place your "assets" up on the human figure representing our community (a human figure with Head, Heart, Hands & Feet is drawn on flip chart paper & placed on the wall. One at a time, as each person places their "post-its" with assets on the figure, they announce each asset to the group):

HEAD – Knowledge or stuff you know about, that you can share with others to improve their lives (like - computer skills, giving directions, info about gardening, storytelling, health care, parenting, coaching, math, science, history, etc.)
(**Yellow post-its:** write 1 asset per sheet – up to 3 assets)

HEART - stuff you feel strongly about – that drives you to do the things you do – **This is your passion**. What stirs you to action? What would you go to the mat for? For example, family, your faith, social injustice, racial hatred, discrimination, etc. (**Red post-its:** write 1 asset per sheet – up to 3 assets)

HAND – Physical skills you possess that you would be willing to teach others. like maybe singing, or being a hair stylist, or an artist, quilting, dancing, sports, carpentry, karate or cooking, etc.
(**Orange post-its:** 1 asset per sheet – up to 3 assets)

HOME - This symbolizes "where you are planted". Your commitment is where you feet are. In other words, stop and think for a minute about where you spend your time. Think of all the different groups you associate with during the month – where you have the capacity to "network" or ask a friend for support or assistance. This can be your job, your church, your Knights of Columbus, local Mason's or Polish-American Club, your town gardening group, hiking club, sports team, choir, etc. (**Green post-its:** 1 asset per sheet – up to 3 assets)

Leader's Recording Sheet for Gifts and Interests **(#1 of 2 sheets)**

(To be filled in by the designated group recorder – one gift and one interest or need for each person)

1. Name:			
Head	*Heart*	*Hand*	*Feet*

2. Name:			
Head	*Heart*	*Hand*	*Feet*

3. Name:			
Head	*Heart*	*Hand*	*Feet*

4. Name:			
Head	*Heart*	*Hand*	*Feet*

5. Name:			
Head	*Heart*	*Hand*	*Feet*

Leader's Recording Sheet for Gifts and Interests **(#2 of 2 sheets)**

(To be filled in by the designated group recorder – one gift and one interest or need for each person)

6. Name:			
Head	*Heart*	*Hand*	*Feet*

7. Name:			
Head	*Heart*	*Hand*	*Feet*

8. Name:			
Head	*Heart*	*Hand*	*Feet*

9. Name:			
Head	*Heart*	*Hand*	*Feet*

10. Name:			
Head	*Heart*	*Hand*	*Feet*

Activity #2: 4-H Exercise: (Short Version)

Hand, Head, Heart, and Home

Facilitator: In order to demonstrate the power of asset-based approaches I would like each participant to perform one activity with two parts:

Part One:
2. Gather a group of 3-5 people (youth or adults) of mixed gender, race and culture from within your present group. Have food and people who are very comfortable working with people in groups lead the discussion/activity.
3. Make them comfortable by having everyone introduce yourselves.
4. Inform them that they are going to perform an exercise where they will discover their strengths and gifts.
5. In their small groups, ask them to quietly make four lists –
    a. Ask them to list their physical skills or their skills of the hand. Examples could be sports, cooking, computer skills, play an instrument, drawing, painting, hiking, etc.
    b. Ask them to list any special knowledge they might have that they would be willing to teach others. Examples might be writing, reading, music, math, science, working with smaller children, etc.
    c. Ask them what they are passionate about. What makes them excited? Examples might be family or siblings, their faith, social injustice, animals, etc.
    d. Ask them who is the most important person they know that they feel they could call to help them with a problem. Make note of which circle or network this person(s) belongs to. The idea is to list both the Person (by title, not name) and the Network. Examples might include a friend, a family member, someone from a faith community, a teacher, business leader, etc.
6. Forming a large group again, take four pieces of newsprint with the headings – Hand, Head, Heart and Home.
7. Go round robin around the room asking each person to list one skill of the hand until you have exhausted all of the assets. Record the assets on the newsprint as they are spoken. It would probably be good to have a recorder. Do this with each of the headings until you have all of the assets in the room. You want everyone to talk so if you have duplicates have the participants repeat them and have your recorder just put additional check marks next to the asset.
8. Start a discussion about the exercise with questions such as:
    a. Did you find anything useful about this exercise?
    b. Do you know of any setting where you might find this exercise useful?
    c. How did the exercise make you feel?
9. Close the session by informing the group that you are going to perform this same exercise with other groups who may be able to provide support to participants of this group.

Part Two:
1. Select an association that you belong to or that you may consider a youth- and community-friendly institution and perform the same exercise with the goal of having people self-select to become mentors and natural helpers to other people (both youth and adults).
2. So now you have one group of people (from the population you serve) with needs and assets and you have other groups from the community with assets. It is time to connect the dots and match the community resources with willing participants of your first group.

Activity #3: Marginality & Mattering Exercise
                 --Created by L. Lee Knefelkamp

<u>**Introduction**</u>
When we think about the creation of "community" - or the experience of feeling that we belong, or don't belong to a particular group or community – we are often able to characterize our thoughts and feelings along a continuum of community, on one extreme feeling that we "matter" and on the other extreme feeling we are "marginal." We know instinctively when we matter to someone, or to a group, or a cause. We also know when we feel alien, outside, misfit, or marginal. And there are gradations of feeling between the two extremes.

PARTS 1 & 2:   10 MINUTES

1.   Pass out a Marginality & Mattering Exercise Handout to each participant. Tell them not to write anything on it yet. Ask participants to sit comfortably and quietly for a few moments to reflect about their own life experience (you can also do this part as a guided meditation if you choose). Say something line:

"I want you to remember and think about a specific time or event when you were part of a group, or an organization or a movement or cause, when you experienced yourself as mattering. A time when you knew it was important that you were part of what was going on, that your participation or presence was important, valued or made a difference. Think for a few minutes about the specific setting and circumstances of the situation and the other people involved.

As you continue to reflect on this time, I want you to think about the cues that told you that you mattered. How did you know that you were important, or that it was important you showed up in that setting

or those circumstances? What specific things did others say, or do that told you, you mattered in this situation?

Now think about how you felt in this setting or circumstance. What did it feel like to know you mattered to this person, or group, or mattered in this setting or circumstances? And, finally, think about how you behaved. When you felt you mattered in the situation, what kind of behaviors did that lead you to? What were you able to do, because you knew your presence or participation mattered?

PAUSE

"Now I want you to think of a specific time, event, setting or circumstance when you experienced your self as marginal. A time when you knew it was not important that you were part of what was going on, that your participation or presence was not appreciated or valued. Think for a few minutes about the specific setting and circumstances of the situation and the other people involved.

As you continue to reflect on this time, I want you to think about the cues that told you, you were marginal. How did you know that you were not valued, or that it was not appreciated or important that you showed up in that setting or those circumstances? What specific things did others say, or do that told you, you are marginal in this situation?

Now think about how you felt in this setting or circumstance. What did it feel like to know you were marginal to this person, or group, or marginal in this setting or circumstances? And finally, think about how you behaved. When you felt marginal or marginalized in the situation, what kind of behaviors did that lead you to? What did you do, how did you act because you knew your presence or participation was marginal and not appreciated, needed or cared about?"

2.   Now ask participants to look at their handouts, and to recall their reflections. Ask them to jot down some brief notes on their experience of mattering and marginality. Just enough to help them recall the important details of their experiences:

a.   The setting
b.   How you KNOW that you are marginal or mattering. What are the clues?
c.   What do you FEEL in each of the circumstances/settings?
d.   How you BEHAVE in each of the circumstances/settings?

PART 3:   10-20 MINUTES

3.   Instruct each participant to work with another person to discuss each of their musings about the specific examples you have indicated.

Summarizing Process (20-30 minutes)

Bring participants back together in the whole group. First you are going to get specific feedback and answers to the exercise questions and then you will lead them in a discussion about what they've gotten out of doing the exercise. Sometimes it is helpful to record the answers to the questions on flip chart sheets (one sheet for each of the six questions) because it provides references for the rest of the discussion. If you do this be sure to post each chart where the group can see it and move through the feedback answers fairly quickly, don't get bogged down in descriptions of settings.

Step 1: Ask for participants to name:

The cues or clues that tell you when you matter

The feelings you have when you matter

The way you behave when you matter

The cues or clues that tell you when you are marginal

The feelings you have when you are marginal

The way you behave when you are marginal

Step 2. Ask participants for their musings about this exercise. What did they learn? What implications does this have for dismantling ableism in your community?

Step 3: Summarize the discussion by referring to Marginality & Mattering as a continuum of experience, saying something like, **"Whenever we are part of a group, we experience varying degrees of belong.   On one end of the continuum, marginalized people typically feel silenced, ignored, fearful, separate and shunned. This is an experience not only for many oppressed people in many institutions including our communities; but it is also sometimes the experience of those who work for justice in our communities. On the other end of the continuum when we experience mattering we fell that we are important to a larger community, that our perspectives and work are appreciated, honored and worth attention"** Make sure to summarize specific, important learnings from the group.

COMMUNITY CONNECTIONS

MARGINALITY & MATTERING EXERCISE
L. Lee Knefelkamp

MATTERING	MARGINALITY
A. SETTING	A. SETTING
B. HOW KNOW	B. HOW KNOW
C. WHAT FEEL	C. WHAT FEEL
D. HOW BEHAVE	D. HOW BEHAVE

Activity #4: It Takes a Village

(A Visualization)

Time: 10 minutes
Materials: None
Handouts: A copy "A Visualizing"
Purpose: This exercise allows participants to gain a sense of what the experience of isolation is like verses what it could be like to have " a village" of connections and support, as the person goes through day to day life.

Training Design Notes:

This exercise can be redesigned to right from the start more closely fit the population and context of the specific project if desired. You can re-write the situation so that it seems more immediately relevant to the audience. For example it could describe what a person with a disability may go through in his or her day to day life, or what a person in recovery may go through, or what a youth goes through. Just be careful about language used and stereotyping as you develop the material.

Training Delivery Notes:

Introduce the exercise:

When dealing with people whose experience is different from our own, we as community connectors need to consider each person's situation and experience. To make conversations and relationships to happen successfully, a person must first understand the experience of –in this case-homelessness for many people. For a person who is not only homeless but who also suffers from serious mental illness and substance abuse problems, day to day life can be challenging.

Ask: A volunteer to read the short description in the exercise.

While the person reads, you may have everyone close their eyes or dim the lights, whatever is comfortable for the audience. Ask participants to imagine the experience-try to place themselves in the situation.

Ask: **Participants to discuss what participants felt while the description was read. Expand the discussion to include participant's thoughts on how a person's life might be different with the help of a "village and community connections."**

Facilitating this discussion you may need to help the participants to stay focused on the strengths and assets discovered and the feelings elicited. Sometimes, participants will try to focus on problems and solutions verse the feelings engendered. The point of this exercise is to talk about what it feels like, and what changes happen with relationships, uncovering strengths and assets, community connections and a "village of support is discovered"**. It should evoke an "aha I get it" level of insight, and spark ideas about a vision of what might be possible with this project.**

To begin the discussion, you might:

- Start by talking about your own feelings and reactions,
- Tell participants that there are no good or bad, right or wrong feelings. What happens with these feelings are what is important
- Encourage participants to talk about concerns, fears and anxieties they have about approaching a person they do not know;
- Be respectful of all responses and re-frame to support connections and conversations,
- Have participants focus on the effect of community connections through asset mapping. The impact of creating a community or village of support on the person's day to day life. Briefly discuss and focus on person's strengths, and on their degree of ability to think about and achieve his or her wants and dreams as well as the compound effect of having the support of a village of connections.

(have as a separate sheet/ handout)

Training Exercise: A Visualization

Before moving forward with a community connections project, those providing help must first begin to understand the experience of transformation that happens with the discovery of assets through community connections. The following exercise is a visualization that requires that you empathize with the person in the situation. It should be noted that this exercise is just one example of one possible experience, and that it is in no way meant to diminish or trivialize the struggle of persons with similar experiences in our community.

One person reads the following passage, while the rest listen*:*

I was homeless and had been for three years I was frightened, worried all day I would listen to the voices that kept me company but bothered me too. I tried to stay in shelters but the beds were always full, there were always so many people there I was afraid of. People I don't know once scared me. So I stayed in Bushnell Park at night, in my usual spot in the bushes that block the wind, and away from the pimps and drug dealers near the stage. Sometimes getting high helped. It helped me to sleep; it helped with the voices and to forget about the cold and how hungry I felt. I sometimes could get a good dinner, from the dumpster behind Vito's restaurant over on the corner. They have good food and they are always throwing a bunch away. I felt so confused, scared and dumb. I wished I had a place to live.

One day a woman came up to me in the morning and gave me a pair of clean socks and a cup of coffee. My feet were so itchy because it had been a few weeks since my last shower so I smiled and said thanks. When she saw how I chugged that hot coffee down, she asked me if I would like something hot to eat and a warm place to stay. I told her I could never make those soup kitchens early enough because they are so spread out all around town. She said she could help me with connections in the community, to get a ride from a shelter where they had nice people. She said I could stay longer than one night there and they have free clothes, warm showers and free doctors for homeless folks. She said there were even clean home made quilts on every bed and that they are donated by the churches -and they let you keep them. She had kind eyes and a name pin that said she was a volunteer. I am glad that I believed her when she said she would help me to connect with a " whole village of nice people who would help to keep me safe"

Today my life is so very different. I have a home, a car and a date on Saturday night. Through the connections I made after that last day in the park, everyday I am surrounded with support at the recovery center I go to. When I was feeling better they made a list of all my talents and strengths as they called them and that helped me to connect with ways that I could give back to the community while I was at the shelter. That led to this great little recovery peer helper job, finally some money and I feel like I have something valuable I can do. My life is very different now; I have a connections, I am part of that " village of people and community" that gives other people support with their recovery.

Activity #5: "No One Is An Island"

Alternate name -- "We Can't Do This Alone"
Time: 10 minutes
Materials: None
Handouts: A copy of Exercise C
Purpose: This exercise invites participants to roll up their sleeves and participate in a process that helps broaden community engagement, builds insight into the concepts. It also enhances community ownership of the project, and helps new community stakeholders to get involved helping to shape the project's next steps.

Training Design Notes: Analyze your project concept and work plan. Modify the following survey tool and handouts about roles so it matches your design team structure accordingly and is tailored to capture the information needed.

Training Exercise C: Worksheet and Discussion "We Can't Do This Alone"

Review the handout that describes the some of the key roles and resource needs of the project. You will see that we are looking for volunteers to serve on the Design team, and you can see from the handout what some of the anticipated committee's functional areas and tasks are. Considering these possible areas for contribution and involvement, (individually) answer the following survey questions:
NAME_____
Contact info_____

How I can help?

- I know these people……

- I can help with these conversations and connections…..

- I have these skills and talents……

(List different levels of potential involvement and roles)

- Help with advise, ideas and suggestions
- Volunteer as part of the design team
- Help with networking and contacts
- Help with building relationships and making connections
- Help with finding meeting space
- Help with refreshments
- Help with funds, and or fundraising

(A possibility for this section is having everyone at the session fill out a little brief asset mapping survey that inventories areas needed? Next make the connections?...)

- Marketing
- Financial
- Writing and editing
- Computer skills
- Know people in the community= Community networking
- Mapper/Survey taker
- Training, public speaking
- Fundraising
- Program promotion

Activity #6: Creating Your Vision and Mission

Notes for the Facilitator:

We're ready to create a vision and mission for our project. In doing so I would like to utilize the concept of the glass half full or the glass half empty. In other words, do we want to base the vision for our community on the glass half empty or the glass half full? Whichever we choose will have significant implications for the direction of our project.

Consider the following.

_____

Let's take a look at a vision developed by Anytown USA. Their focus was strictly on deficits and adverse childhood experiences (giving them a wonderful acronym!). With this focus, this group's vision was to eliminate smoking.

When we think about what works for you, is this what it looks like?
A vision that creates a negative: to eliminate smoking, abuse, teen pregnancy, etc.?
An identity that indicates what is not desired, rather than what is?
A methodology that focuses on punishment with limited resources?
If so, the stories we tell about ourselves, our children, our "Anytown" will reflect that vision with stories of arrests, suspensions, rebellion, fines…

> **ANYTOWN, USA**
>
> Focus: **A**dverse **C**hildhood **E**xperiences **(ACE's)**
>
> **Vision:** To eliminate smoking…
>
> **Town sign:** "Welcome to **ANYTOWN** – the place where no one smokes…"
>
> **Vehicle:** Laws, Punitive Actions, (arrests), school suspensions…expulsions!, Classes
>
> **Resources:** limited & from the top down…controlling
>
> **MAPS (stories):** stories of arrests, suspensions, rebellion, fines, fights…etc.
>
> 3

_____

Or is this more like it? A focus on the positive, or what can be. On what we desire rather than what we reject.
Here, we have a vision that creates something to strive for, which is inherent in the human spirit.
Our town sign truly welcomes you and your children to a place filled with possibility.
Resources are truly unlimited because they're grounded in the people, places and things of "Anytown."
With this approach, our stories become stories of success, sharing, and mutual beneficial problem solving.

> **ANYTOWN, USA**
>
> Focus: Positive Youth Development
>
> **Vision:** Healthy Community / Healthy Youth
>
> **Town sign:** Welcome to **ANYTOWN** – the Best Place to Raise Kids
>
> **Vehicle:** ABCD & 40 Developmental Assets, Teaching Life Skills, Modeling Healthy Behaviors
>
> **Resources:** Unlimited – the **ASSETS** of people, associations and institutions of **ANYTOWN**.
>
> **MAPS (stories):** stories of success, sharing and mutually beneficial problem solving

Elicit story from program coordinator, other participant or tell a story from your own experience.

Refer to story to reinforce the following:
This approach enables us to achieve a positive vision. It allow us to use our power to protect and to promote health rather than to punish. It encourages we share power with and for rather than power over or against.

Discovering and mobilizing the natural, unlimited resources in our town (the people, places, and things) creates positive stories of success.

With this in mind, let's consider what we want for our community or project as we create our own vision and mission.

_____

You may have noticed, we've strategically placed flip charts and easels around the room. In a moment I'm going to ask you to count off by fours so that we can gather around easels in small groups and literally create pictures of the community we desire.
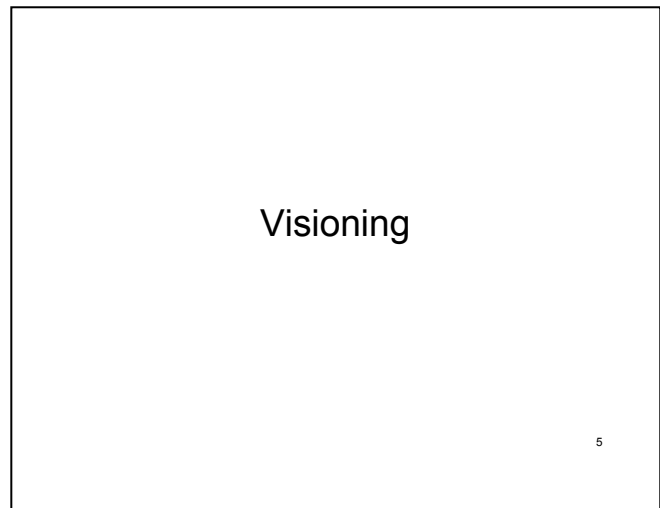
Visioning
5

When we create a vision, or positive picture of what we're trying to achieve, we're much more likely to reach a desirable outcome because visioning makes our ideas tangible/concrete. ("If you don't know where you're going, any path will get you there.") *This is a brainstorming exercise intended to begin the process of creating a vision and mission statement. An action committee will be responsible for refining the vision and mission for this initiative using these ideas as their starting point. Please know that the full design team will vote on all committee recommendations before vision and mission statements are finalized.*

Your group's vision is your dream, a picture of the ideal conditions of your community. As a unifying statement for your effort, it also reminds you what you are striving to reach and guides important decisions. A vision statement should be a few short phrases or a sentence that conveys your hopes for the future ("healthy teens," or "Safe streets, safe neighborhoods," or "Education for all.")

Let's imagine our positive vision for (y)our community 10 years into the future. What do we see? What do the buildings look like? Where is the community center or heart of the community; where do people gather? How do they make decisions? Where do they work? Play? How do they get from one place to another? What's happening on the street? Is there any open/green space? Water? What do you see when you walk around after dark? How do people interact with one another. What brings people together?

Each group will record their visions first in a sketch. Add as much detail as possible. Then, each group will write a statement that captures the spirit of the community at it's best.

This entire visioning process will take about 30-40 minutes, including coming back together and reporting out. We'll spend 15 minutes on the graphic depiction of the community and a few additional minutes creating a vision statement that represents what we see in the picture.

There will be four groups and I'll move from group to group to facilitate if you have questions. I'll let you know at the five minute mark and again when it's time to come back together by flipping the lights on and off.

To break into groups we'll count off by 4s. (Point to flip charts in the four corners of the room.) *The 1s will move to the north corner, the 2s will move to the east corner, etc.*
(Start the count)

_____

You may wish to keep this slide up as a guide.

Once groups are formed, remind them of their tasks using this slide as their outline.
Task 1: Draw the picture. 15 minutes + or -
Task 2: Create your vision statement. Catchy phrases such as "Healthy teens," "Safe streets, safe neighborhoods" and "Education for all" illustrate the common characteristics of a vision statement. Craft a statement that is

- Understood and shared by members of the community
- Broad enough to include a diverse variety of perspectives
- Inspiring and uplifting
- Easy to communicate (Fits on a T-shirt!)

> ## What is A Vision?
>
> - *Your vision is your dream.*
> - *It's a picture of the ideal conditions you'd like to create.*
> - *It is also a unifying statement for your effort.*
> - *It reminds you what you are striving to reach and guides important decisions.*
>
> 6

Assist groups as necessary. When time is up, ask for volunteer group to report out, describing the picture they've created of the community at its best, and the vision statement. Continue to ask for volunteer groups until processing is complete. FACILITATOR'S NOTE: The idea here is to avoid wordsmithing or the belief that you have to come up with a vision today. That work will be left to the appropriate action committee assigned to this task.

Closure: Collect the vision pictures and vision statements. Let folks know these will be considered "sacred chronicles" created at the outset of our project to provide guidance for the overall project. These papers will be given to the appropriate action committee who will use them to formulate a draft vision to be presented to the group at the first (post training) design team meeting.

At this point you're ready to begin work on your mission.

FACILITATOR'S NOTE: You may want further information about developing a vision, mission, etc. If so, refer to "The Community Toolbox" at
http://www.ctb.ku.edu/tools/developstrategicplan/vmosa.jsp

_____

Now we'll be developing a mission statement using a similar format as what we used for our vision. The next slide will define for us what a mission statement is and provide us with an example.

_____

Developing Your Mission
7

Let's look at the material on this slide and apply it to our own project.

Our task now is to express the what and how of making our vision a reality.

We suggest you try to capture these elements in a mission statement of one sentence. Once again we are not attempting to complete a mission statement today but rather to use the group process to brainstorm a number of mission statements relevant to our project which will be handed over to the appropriate action group for further development.

What's a Mission Statement
• While your vision statement inspires people to dream, your mission statement should inspire them to action!
• It expresses the "what" and "how" of making your vision a reality.
• Example: *"Our mission is to develop a safe and healthy neighborhood through collaborative planning, community action, and policy advocacy."*
Concise, outcome oriented, and inclusive.
8

Assist groups as necessary. When time is up, ask for volunteer group to report out, describing the statement they've created about the mission of the project. Continue to ask for volunteer groups until processing is complete. Remember we will not be doing wordsmithing today.

Closure: Collect the mission statements. Let folks know these will be considered "sacred chronicles" created at the outset of our project to provide guidance for the overall project. Just as with the vision materials, these papers will be given to the appropriate action committee who will use them to formulate a draft mission statement to be presented to the group at the first (post training) design team meeting.

At this point you're ready to begin work on forming action teams to accomplish the tasks designed to prepare for asset mapping and to get the project off the ground.

_____

A. JOURNEYmap©™: This beautifully illustrated and laminated JOURNEYmap© (10"X16") is ideal for Positive Youth Development & Asset Building activities for all ages. It introduces your program participants to an appreciation of 1) where they have come from and who supported them through *The Hero Quiz,* 2) their present journey in your program through *The Heroic Journey*, and 3) where they are going through *Living Your Vision*. This JOURNEYmap© is based on the work of Joseph Campbell (1949) and comes with a "User's Guide" filled with practical and inspirational activities for each section of The Journey. It is especially useful for both group and individual asset building activities, exciting storytelling, or just for mealtime sharing activities. The JOURNEYmap© is 10" X 16" in size and sold in packs of 4 at $25.00 per pack.

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				Subtotal	$
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Delivery will be made within 10 working days.				**TOTAL**	$

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Personalized JOURNEYmap[©]

Type or Print   *Order Form - page 2*

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A. **Full name** of program participant, (Hero/Heroine):
   (First and Last Name)

B. **Nick name** of the Hero / Heroine:
   (what he/she likes to be called)

C. ***The Heroic Journey – stages & levels***: place the date (year only, or the month & year) on the line following each level (1 to 12) – as best you can. This gives both the program and the individual a history of his/her involvement with your program and friends. This information can be used to honor the person on the day or night of your ceremony.

Level	Month (if known)	Year
Stage One: Contemplation & Preparation (thinking about joining…)		
Lev. 1: First learned about this asset building initiative		
Lev. 2: Got excited about joining this initiative		
Lev. 3: Encountered obstacles to joining & had these addressed		
Lev. 4: Declared his / her willingness to participate		
Stage Two: Actions & Successes *(leaping into commitment, action)*		
Lev. 5: Began participating & had first successes (1st few months)		
Lev. 6: Continued the journey & had more successes (after 6 months)		
Lev. 7: Encountered and overcame more obstacles to participating		
Lev. 8: Made a major commitment to the program (time, values, commitment, etc. (really internalized the values of the program)		
Lev. 9: Had opportunity to assist another or others		
Lev. 10: Became an advocate for the journey		
Lev. 11: Crisis of changed lifestyle – (becoming transformed Vs. slipping back to an old lifestyle)		
Lev. 12: Enjoyed sustained, long term success		

D. **Name of your Program** & **Website,** if you have one & **email us** a copy of your **LOGO** in TIFF or BITMAP format.

E. **Program Vision**: describe the program vision as briefly as possible, i.e., two sentences or 30 words.

F. **Program Vehicle:** describe what framework guides your program (i.e., Character Education, The Search Institute's 40 Developmental Assets, Communities That Care (CTC), Asset-Based Community Development (ABCD), Peer Helping, Peer Mediation, "Our Faith Journey", etc.)

G. Briefly describe the **chief gifts & strengths (Assets)** of this person: (use the back side, if necessary)

H. Briefly describe the personal **LEGACY** left behind by this person as a result of their participation: (use the back side, if necessary)

Resource 5. Research and Publications

1. Research on Asset Building and Social Connectedness

2. Publications on Asset Building and Social Connectedness

Research

Visit: http://www.thecommunityconnection.org/cc_research.htm

- A Child Trends fact sheet published in 2008, *Neighborhood Support and Children's Connectedness,* uses the research on children's connectedness to create an index to examine how perceived level of neighborhood support relates to children's connectedness in other contexts, including connection to family, peers, community and connections through activities. Findings included the "good news that connections can be compounding; that is, connections in the neighborhood may foster developing relationships in other contexts."

- In The Social Context of Well-Being, Harvard's Robert Putnam and University of British Columbia's John Helliwell describe the "robust correlations" that exist between [positive] social networks and social outcomes, including "lower crime rates, improved child welfare, better public health, more effective government administration, reduced political corruption and tax evasion, improved market performance, improved educational performance, etc."

- In fact, according to the Longitudinal Study on Adolescent Health, meaningful social connection is the single most powerful protective factor against risk behaviors for youth. When youth feel connected to people and community, they are much less likely to drop out of school, abuse substances, act out sexually, perpetrate violence or attempt/commit suicide. Meaningful connections promote growth, personal achievement and behaviors which contribute to society and to individual well being.

- "Brain researchers and other scientists are now clearly mapping out what might be called the biochemistry of connection," states the Commission on Children at Risk in 2005 in its report Hardwired To Connect. By virtue of their very "bio-psycho-social-cultural" makeup, human beings need connections both to other people and "to deep moral and spiritual meaning" in order to thrive.

- In 2006, the Prevention Institute produced the first of eight reports in their Disparity Reducing Advances Project, The Imperative of Reducing Health Disparities through Prevention: Challenges, Implications, and Opportunities. The report states, "A community health approach builds on strengths and assets within communities and advances community elements that have an impact on health and safety.... Strong social networks and connections correspond with significant increases in physical and mental health, academic achievement, and local economic development, as well as lower rates of homicide, suicide, and alcohol and drug abuse.... Children have been found to be mentally and physically healthier in neighborhoods where adults talk to

each other. Social connections also contribute to community willingness to take action for the common good which is associated with lower rates of violence [and] improved food access.

Asset building and social connectedness research includes:

1. *Fostering Resilience in Children*

2. *The 40 Developmental Assets* and *The Search Institute*

3. *Building Communities From the Inside Out* by Kretzmann and McKnight is a seminal work, and essential reading for Asset Based Community Development (ABCD)

4. *Applied Research in Human Development and Social Change (AR-HDSC)*

5. The ADD Health Study, 1995 to 2002, *Longitudinal Study on Adolescent Health.* A sample of 80 high schools and 52 middle schools from the US was selected with unequal probability of selection. Incorporating systematic sampling methods and implicit stratification into the Add Health study design ensured this sample is representative of US schools with respect to region of country, urbanicity, school size, school type, and ethnicity.

Five monographs are available from the ADD Health Study:

- *Reducing the risk: Connections that make a difference in the lives of youth,* Blum, R.W. & Mann Rinehart, P. (1998). Division of General Pediatrics and Adolescent Health, University of Minnesota, Minneapolis, MN.
- *Influencing Behavior: The Power of Protective Factors in Reducing Youth Violence,* Rensick, M.D., Rinehart, P.M. Division of General Pediatrics and Adolescent Health, Department of Pediatrics, University of Minnesota, 200 Oak Street SE, Suite 260, Minneapolis, MN 2004.
- *Protecting teens: Beyond race, income and family structure,* Blum, R.W., Beuhring, T., & Rinehart, P.M. (2000). Center For Adolescent Health, University of Minnesota, Minneapolis, MN.
- *Improving the Odds: The Untapped Power of Schools* to *Improve the Health of Teens,* Blum, R.W., McNeely, C.A., Rinehart, P.M., 2002, Division of General Pediatrics and Adolescent Health, Department of Pediatrics, University of Minnesota, Minneapolis, MN.
- *Mother's Influence on Teen Sex: Connections that Promote Postponing Sexual Intercourse,* Blum, R.W., 2002Division of General Pediatrics and Adolescent Health, Department of Pediatrics, University of Minnesota, Minneapolis, MN.

6. *The Social Capital Community Benchmark Survey, 2003*

7. *Hardwired To Connect* by The Commission on Children at Risk, 2004

8. *The social context of well-being* by Robert Putnam and John Helliwell in Philosophical Transactions: Biological Sciences, Series B, Volume 359, Issue 1449, September 29, 2004, pp. 1435-1446(12)]

9. *Community Organizations and Social Capital: A Guide to Program Evaluation*

10. *The Imperative of Reducing Health Disparities through Prevention: Challenges, Implications, and Opportunities,* by Prevention Institute, 2006

Publications on Asset Building & Social Connectedness:

Visit: http://www.thecommunityconnection.org/cc_publications.htm

1. 40 Developmental Assets®, Search Institute®
2. 150 Ways to Build Social Capital, Harvard University
3. Building Communities From the Inside Out, Jody Kretzmann
4. CCAMP Supports Search Institute's 5 Action Strategies for Transforming Communities and Society, Connecticut Assets Network (Monograph)
5. Citizens at the Center: A New Approach To Civic Engagement, The Case Foundation
6. Common Strengths Motivate and Support Mentoring Relationships, Mike Clark
7. Complimentary Learning, Harvard Family Research Project
8. Community Organizations and Social Capital: A Guide to Program Evaluation, Seguaro Seminar
9. Community Tool Box for Welfare Reform: Building the Bridge from Client to Citizen, John Kretzmann and Mike Green
10. Connectedness Is Crucial, Nan Henderson
11. Connecting Families, Schools & Community Resources, Annie E.Casey Foundation
12. Connecting Vulnerable Youth – Municipalities, National League of Cities Institute for Youth
13. Culture of Affluence, Suniya S. Luthar
14. Developmental Assets in a Nation of Promise, Connecticut Assets Network (Monograph)
15. Guide for Student Analysis of the Search Institute Data, Helen Beattie
16. Hardwired: Case for Stronger Communities, Heidi L. Brennan
17. Hardwired: Community Is The Key, William Raspberry
18. Introduction to Family Strengthening, National Human Services Assembly
19. Keys to Healthy Teen Development: The 6 C's, Journal of Early Adolescence
20. Neighborhood Support and Children's Connectedness, Child Trends
21. Pathways to Transformation, Gregory Ryan
22. Research Supporting the Asset Approach, Connecticut Assets Network
23. The Role of Social Capital in Building Healthy Communities, Annie E. Casey Foundation
24. School Connectedness, Department of Defense
25. Social Service and Social Change: A Process Guide, Building Movement Project

26. [Time to Rethink Youth Programs](#), Peter Benson

27. [Toolkit for Building Social Capital Volume 1.1](#), Saguaro Seminar, Harvard University

SECTION THREE: Technical Assistance

In section 3 we have provided a CCAMP System Start-Up Package. The purpose of section three is to guide you through the steps necessary for getting your CCAMP database ready for your community connections project. While these steps do not have to be completed in any particular order, we have organized them for you in what we have learned is a logical series of steps taken by many community groups in a) preparing to receive CCAMP on the internet, and b) in getting their CCAMP database to fit well with the local culture, goals and expectations of the community or environment in which it will be used. Step 5 below helps you to understand the technology behind the CCAMP system.

The steps are organized as follows:

1. Initializing Your CCAMP Database to receive it on the internet
   a. Introduction
   b. Worksheet 1: Administrator's Information
   c. Worksheet 2: User Registration
   d. Worksheet 3: Individual Survey Modification

2. Customizing Your CCAMP Database for security, management, reporting and tracking volunteers
   a. Project Configuration Instructions, and
   b. Worksheet 4: Project Configuration (with sample worksheet)

3. Create New User(s) and Connect Them to a Project

4. Recommended CCAMP Implementation Schedule
   Phase 1: Building the capacity of local coalitions
   Phase 2: Empowering Local Citizens in the local community

5. Local project, License and Ownership Issues
   a. The "Project" Function
   b. CCAMP: The Apartment Building Analogy
   c. CCAMP: The Management Team
   d. Levels of Access: 3 Examples
   e. The CCAMP Service Agreement as Model
   f. References to the CCAMP Service Agreement

6. The Technology behind CCAMP
   a. CCAMP Technology Platform
   b. CCAMP's Data Center Network
   c. New Features, Enhancements and Program Modifications
   d. Software and Data Backup Systems
   e. Project Functions
   f. Data Conversion Services
   g. Geo-Mapping Services

7. CCAMP Orientation, Training and Leadership Development
   Phase 1: Orientation and Start-up
   Phase 2: Training and Technical Assistance
   Phase 3: Leadership Development and Capacity Building

The CCAMP System Startup

Connecticut Assets Network
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Suite 220
Wethersfield, CT 06109
Phone: 860.571.8463
Fax: 571.8465
www.ctassets.org

Gregory Ryan
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*Connecticut Assets Network
creates and supports
asset and resiliency
building technologies,
tools and systems
to mobilize communities
around their strengths.*

◆

*The common purpose
of CAN's technologies,
tools and systems is
Village Building,,
a process of creating and/or
enhancing connections
between and among
community members for the
mutual benefit of all..*

Thank you! We are delighted you have adopted the CCAMP System to support your community leadership work. And we are honored to be part of your journey to achieve positive change in your community! CCAMP offers new resources to enhance your efforts to increase:

- Social connectedness, including trust levels, interaction and sharing of resources;
- Learning and developmental supports for children and families;
- Active collaboration among local community groups;
- Utilization of local data and advanced GIS technology to analyze needs, gaps in services, resource allocation, etc.;
- Overall civic engagement in the community; and
- Much more!

This start up package is a blend of technical and strategic steps that will allow you to personalize your CCAMP System.

What to Do First!

We recommend you work with your local IT person or technical advisor to complete the following. Upon completion, you'll receive CCAMP System software Version 4.1 on the internet. CAN staff will also schedule a one hour technical assistance session to support your receipt of CCAMP on the internet.

☐ Worksheet 1: *Administrator's Information*
Provide your initiative's unique information as requested in the worksheet, in preparation for receiving your CCAMP System software;

☐ Worksheet 2: *Registration for Management Group*
Register your initiative's CCAMP managers, based on the number of managers in your contract. (Note: the first 5 managers are included in your license fee. Additional managers are $250 each or $1,000 for a group of 5).

☐ Modifications to the CCAMP Libraries
Modifications are optional. Use the attached Excel file with 3 spreadsheets to ensure your library information and your personalized CCAMP database are an exact match.

Please contact us with any questions, concerns, or suggestions.
We value you as a network partner!

Return Worksheets # 1 and 2 only—by email

1. Initializing Your CCAMP Database (3 worksheets)

Worksheet 1: Administrator's Information

Please fill in the following items: 1) Administrator name, email address, and password; 2) the name of your project in its formal and informal forms (e.g., Community Connections Asset Mapping Project is the long or formal name of CCAMP; CCAMP is the informal, short form); and 3) attach your initiative logo (if you have already developed a logo*) and email to Gregory Ryan at gryan@ctassets.org.

Administrator (The official contact person for your CCAMP project)	Name	
	Organization	
	Address	
	City/State/Zip	
	Email	
	Password	
		(Minimum of 8 characters)
	Phone: Fax:	

Official Name of your CCAMP Initiative	

Initiative Logo	Save your logo in your photo program ☐ Images should be no greater than 320 pixels wide. ☐ Images should be no greater than 480 pixels in height. ☐ Images should be in the JPEG format, saved with a .jpg extension ☐ and Email to gryan@ctassets.org **NOTE:** *If this is a new initiative and does not yet have a logo, CCAMP System Software Version 4.1 will be delivered with a "logo place-keeper" (your initiative's name) until you and your Design Team have identified your preferred project logo. See "Chapter 2: Building Your Design Team" in the* CCAMP System Handbook *to develop a logo that reflects your initiative's vision and mission with the help and support of your Design Team.*

Email this form to:

Name: Gregory Ryan	Email: gryan@ctassets.org

Your email will be confirmed upon receipt.
Allow one week from the date of confirmation for delivery of CCAMP to you on the internet.

Worksheet 2: User Registration

Project Name	Long Form	
	Short Form	(for login—maximum 35 characters):

General Administrator. Key Contact	Name:		Phone
	Email:		

I. Registered Users: Under a standard CCAMP license, the licensee may designate up to five (5) registered users to access and manage the System. User Descriptions are listed below with level of access noted. **It is strongly recommended that one registered user be your Information Technologies (IT) support person.**

Please type the following information carefully for access LEVELS 1-3 ONLY. *It is NOT necessary to register Report Readers (level 4) or Volunteers (level 5) at this time.*

Entity/Agency Name:	Association to CLIENT	Name of Registered User	License Rights **Level 1, 2, 0r 3**	1. Login Name (Use your Email) 2. and Password (Minimum 8 characters)
1.				
2.				
3.				
4.				
5.				

II. License Rights: 'Levels of Access' to data for Registered Managers and Users
Only levels 1-2 & 3 are charged as managers of the CCAMP database.

Level of access to Data	Access Description	Registered Manager/User
Level 1 Administrator **(fee)**	View / Add-Modify-Delete / access to all user and administration screens **Recommended:** 1 admin; 2 if necessary	**Manager**
Level 2 Project Manager **(fee)**	View / Add-Modify-Delete / access to user and administrator screens for the project(s) which they manage **Recommended:** 1 person for each major project. A person may be assigned to more than one project.	**Manager**
Level 3 Data Coordinators **(fee)**	View / Add-Modify / access user screens for any projects they are assigned to (no access to administration screens) **Recommended:** 1 to 3 data entry people, as necessary	**Manager**
Level 4 Report Readers (no fee)	View / Read only / access to reports only limited by project assignment **Note:** these people may be a funder or an evaluator or members of your "connection teams" who get special permission and training from you to view your data and give recommendations to you for "making connections".	**User (No fee)**
Level 5 Volunteer (no fee)	Volunteers may sign into the system and make entries/edits to their own timesheets. (This is optional and is controlled by Administrators or Project Managers.) **Note:** you may have as many volunteers as you wish.	**User (No fee)**

Email this form to Greg Ryan at gryan@ctassets.org.

Worksheet 3: Modifications to the CCAMP Libraries*: Demographics, Survey and Organization Category list

Before receiving your CCAMP System, we invite you to review three of the libraries listed on your site: demographics, the individual survey and the organization category list. Although you may not be using the Individual Survey tool immediately, you will want your CCAMP Community Mobilization Software to be culturally relevant right from the start. The assets and interests listed on the Individual Survey are grouped in categories that reflect resources that organizations are willing to share with community members.

1. To review your CCAMP libraries, work directly on the attached Excel spreadsheet entitled *Master Libraries*. These libraries include "Demographics", "Survey" and "Categories." (Note: there are 3 spreadsheets—one for each library—in the one Excel file).

2. For an example of what the Individual Survey actually looks like when used in the community as an asset mapping tool, you may review the Individual Survey templates found at www.thecommunityconnection.org. **Note:** These templates are printed on Legal Size paper (8.5 X 14).

3. Completing these modifications on the excel file will prepare you for adding them to your CCAMP database after you have received it. These modifications must be made by you to insure that your Individual Paper Survey and your CCAMP database match exactly.

4. These modifications can be made by you anytime after you receive your CCAMP Database.

Upon completion, please email Worksheets 1 and 2 only to:

Name: Greg Ryan	**Email: gryan@ctassets.org**

Do not return your Excel "Master Libraries" file—Thank you!

* CCAMP libraries are defined as any question or category containing choices on a drop down list.

Instructions for Worksheet 4: Project Configuration

The Project Configuration process creates flexible levels of security and organization to your database when searching through resources to mobilize and connect people. Besides using your resource bank data base to mobilize and connect people, your next priority is tracking the connections that are made through volunteer efforts. Organizing, searching and tracking several projects with their many activities can quickly become very complicated. To help you in these efforts, CCAMP contains a project configuration process.

The project configuration process provides steps to help you clarify and organize the projects and activities of your initiative. For the purpose of project configuration, projects are defined as the groups (for example, the PTO) or geographic sites (for example, the Community Center) within your initiative. Activities are described using the term "categories" (for example, mentoring, tutoring, asset mapping, beautification initiatives, intergenerational experiences, etc.). For further clarification, see *Sample Worksheet for Project Configuration.*

You are now ready to design your own worksheet as the first step in configuring your CCAMP projects.

Step 1: Listing Your Projects and Categories

Your worksheet (see Worksheet # 4, attached) provides definitions for projects and categories. Projects will be listed in the far left column of the worksheet grid. Activities will be listed as categories across the top row of the grid. Use the worksheet to determine your projects and categories. A sample worksheet is provided (see Sample Worksheet for Project Configuration).

Projects are groups or geographic sites that have activities with a significant number of volunteer hours you or they may wish to track. Consider groups that contribute to your initiative (such as youth groups, senior citizens, etc.) as well as locations where activities take place (such as school districts, individual schools, or the PTO at an individual school) when listing your projects. List all your potential projects in the left column entitled Projects.

Categories are activities within projects. Place activities you wish to track in the "categories" section across the top row of the grid.

The same activity may be common to two or more projects. Projects such as a teen center and a senior center, for example, may undertake common activities such as mentoring, asset mapping, and beautification initiatives. While some projects may have one or more activities in common, others may have a single activity which is unique only to itself.

When Projects and Categories are Unclear
What happens when an initiative legitimately presents itself as both a project and an activity? When the community sponsors its annual walk for Multiple Sclerosis research, for example, the walk might be considered a project. Why? Because one major sponsor organizes numerous activities to make the effort successful. Conversely, the walk might be considered an activity. Why? Because it is carried out through the volunteer efforts of numerous projects (groups). Your decisions in defining projects and activities will be based upon how you want to track volunteer hours to meet, for example, the reporting requirements of administrators, funders, and /or community members.

Winding Up
After placing a check in each box on the project configuration grid to indicate which activities are undertaken by each project, assign a Project Manager to each project. A single project (with several categories/activities) will have one Project Manager, although a single Project Manager may have more than one project.

Projects: A Group or Site	*Categories:* activities that are common to 2 or more projects						*Project Managers*
	Mentoring	Asset Mapping	Beautification Initiatives	Intergenera-tional Exp's	Mini Grants	Peer Mediation	
Youth Services	X	X	X	X	X		**Vince Vaughn**
Academy Teen Ctr	X	X	X	X		X	
Community Center	X	X	X	X	X		**Jane Fonda**
Senior Center	X	X	X	X			
VFW	X	X		X			

A larger sample of the above is available in your Sample Worksheet for Project Configuration

Worksheet # 4: Project Configuration

Name of your Initiative:	
Purpose:	

Projects: groups or geographic sites that have activities with a significant number of volunteer hours you may wish to track.

Categories: These are activities within your projects. The same activity may be carried out within more than one project, thus cutting across several projects.

Directions: use this worksheet as a brainstorming process, listing your potential projects and the various activities you wish to track within each project. This process will help you to see more clearly the distinctions between projects and activities. See sample worksheet attached.

Note: A Project (with several categories/activities) can only have one Project Manager

See Sample Worksheet (next page)

Projects: A Group or Site	*Categories:* activities that are common to 2 or more projects						*Project Managers*

Next Steps:
1. Use this information to complete your *"User Registration Worksheet # 2"*.
2. Email this form to Greg Ryan at: gryan@ctassets.org.
3. Once CCAMP is delivered, you will receive further instructions for implementing Project Configuration on your database.

Sample Worksheet for Project Configuration

City of Glastonbury
Name of Your Initiative: The Glastonbury Asset Mapping Project
Purpose: That all youth may feel valued and connected

Directions: use this worksheet as a brainstorming process, listing your potential projects and the various activities you wish to track within each project. This process will help you to see more clearly the distinctions between projects and activities. Use the table below as your example:

Projects: groups or geographic sites that have activities with a significant number of volunteer hours you may wish to track.

Categories: These are activities within your projects. The same activity may be carried out within more than one project, thus cutting across several projects.

Note: A Project *(with several categories/activities)* can only have one Project Manager

Projects: A Group or Site	*Categories:* activities that are common to 2 or more projects						*Project Managers*
	Mentoring	Asset Mapping	Beautification Initiatives	Intergenerational Exp's	Mini Grants	Peer Mediation	
Youth Services	X	X	X	X	X		**Vince Vaughn**
Academy Teen Ctr	X	X	X	X		X	
Comm Center	X	X	X	X	X		**Jane Fonda**
Senior Center	X	X	X	X			
VFW	X	X		X			
Glastonbury HS	X	X	X	X		X	**Brad Pitt**
Gideon MS	X	X				X	
Oprah MS	X	X				X	
Eastbury	X	X				X	
Smith Sch	X	X				X	
Hopewell Sch	X	X				X	
Gideon PTO		X	X				**Jody Foster**
Hopewell PTO		X		X			
Smith PTO		X	X		X		
PTSO	X	X					
Lutheran Church	X	X	X	X			**Barbara Walters**
First Ch Congr	X	X	X	X			
Methodist Ch	X	X	X				

Next Steps:
1. Use this information to complete your *"User Registration Worksheet # 2"*.
2. Email this form to John Walker at: gryan@ctassets.org
3. Once CCAMP is delivered, you will receive further instructions for implementing Project Configuration on your database.

3. Creating New Users and New Projects

Administrator must sign in with password.
Click on main module menu item **Administration** (top far right of screen).

Two steps must be followed in this **Administration** section for any user to sign in on their own in the future.

STEP 1
- Click on **New User**
- Fill in the fields, beginning with **User Name**, using the new user's email address. If they don't have an email address, assign one, e.g., firstinitiallastname@test.com or jdoe@test.com.
- On the drop down list **Role**, select **Volunteer.**
- **Display Name**: Insert last name, first name (eg., Doe, John)
- **Password*:** Select unique password and confirm (minimum of 8 characters).
- Click on **Save.**

STEP 2
- Click again on **Administration** on your main menu bar (above to the right)
- Click on **Manage Projects.**
- Click on the project of choice, and **Project Configuration** screen comes up. (If people want to run with just one project, there's a project called *Community Connections* which serves as the 'default project' for everyone).
- In the field for **Project Members** (box on right), highlight new user name by pressing Ctrl (on keyboard) while clicking on the new name. It is important that all members associated with the project are now highlighted.
- Click the **Save** above the **Project Member** box.
- At this point, disregard the bottom section of the screen, **Define Project Categories for Project Management.**

You have completed adding a new user and assigning him/her to a project. New user can now sign in on their own at the level of access you have assigned them to.

*NOTE: Should the user forget their password, you as administrator may go back into the **Create New User** section and assign a new password.

4. CCAMP Implementation Schedule—Two Phases

There is no set way of implementing CCAMP into your community. Each group using CCAMP across the country implements the system into their school, neighborhood or community according to their own time schedule, needs and resources. Some groups begin with individual asset mapping while others begin with organization asset mapping—especially when they don't have immediate access to volunteer asset mappers and community sites for carrying out the asset mapping in 'high traffic' community sites. Much of this depends on the local culture and resources available. Some groups are already operating in a setting with an infrastructure able to accommodate both forms of asset mapping simultaneously and do quite well, while others struggle. To assist you in understanding how an implementation strategy might roll out, we have developed sample implementation schedules that accommodate each form of asset mapping.

Sample Implementation Schedules:

Phase One: Organization Asset Mapping—Building your community coalition

Phase Two: Individual Asset Mapping—Empowering Local Citizens for mutually beneficial problem solving

a. CCAMP Implementation Schedule—Phase One

The following provides an implementation schedule for CCAMP users who wish to:
- *Phase 1: Build The Capacity of a Coalition, and/or*
- *Phase 2: Empower Local Citizens.*

Phase 1 activities can be accomplished or institutionalized in six months to one year and include:
1. Training of Registered Users
2. Receive and Personalize the CCAMP Database on the Internet
3. Unveiling CCAMP to Full Coalition
4. Conduct an Ongoing Data Input Campaign
5. Unveiling CCAMP to Wider Community
6. Participation in a Learning Community Leadership Development and Capacity Building.

Phase 2 activities can be accomplished or institutionalized in six months to one year and include:
1. Developing a Plan for Asset Mapping Individual Community Members
2. Developing and Mobilizing Connection Teams
3. Participation in a Learning Community for Leadership Development and Capacity Building.

To project an actual timeline for your CCAMP Implementation, insert actual dates in the left hand column below. Descriptions of activities involved in each step are noted.

PHASE 1: Capacity Building for Coalitions	
Date	**Activity**
October	**Training of Registered Users**
Your date:	Administrator: ☐ schedules a date for CAN to provide an onsite training for each of your Registered Users. This will be a 2 hour training at your local site. ☐ secures a training site. Be sure your site can accommodate the training. Remember you must have internet access. Options include: --Computer Lab with a station for each Registered User (recommended), or --Individual laptops with wireless access for each User. ☐ completes Worksheets #1 (Administrator Contact info) and #2 (Registered Users) ☐ emails worksheets #1 and 2 back to CAN ASAP to facilitate the delivery of your CCAMP Database. **Outcomes:** • *An administrative group (5 registered users) is created.* • *Only the Administrator may review the Administrative Module of CCAMP.* • *Administrative group experiences CCAMP. Each member of the group enters his/her own data.* • *Building the Capacity of Local Coalitions is emphasized, including discussion of creating an* Organizations Online Campaign.
October	**Receive and Personalize CCAMP Database on the Internet**

Your Date:	Administrator: ☐ schedules receipt of CCAMP on the internet. ☐ schedules a one-hour phone meeting with CAN staff to initialize CCAMP on the internet. ☐ participates in the above phone meeting and initialize the database. **Outcomes:** *The database is now ready for you to explore and utilize!*
Oct / Nov	**Unveil CCAMP version 4.1 to Local Coalition**
Your Date:	Administrative group: ☐ schedules a presentation date to orient your coalition to the CCAMP database ☐ secures a presentation site. Remember, you must have internet access. Options include: --A computer lab with a station for each Coalition Member, (recommended) --providing a group training with one computer projector as a model. ☐ provides an orientation to your coalition. **Outcomes:** • *CCAMP Administrative group (e.g., Administrator and Registered Users) introduces CCAMP (its purpose and potential) and provides an experience of CCAMP to Coalition members.* *---Scenario A (recommended): In a computer lab, coalition members will go on-line at a computer station and enter data about their own agencies and programs* *---Scenario B: Coalition members will view a general introduction to CCAMP via a computer projector and "see" a demonstration of data entry for a typical coalition agency or group. Then they will go to the Public CCAMP website and enter their own agency information from their own home/office.* • *Review of the streamlined data entry process and method for 2nd level program directors to enter detailed program data.* • *Building the Capacity of Local Coalitions is emphasized, including discussion of "reaching out" to the wider community with a campaign for* Organizations On-Line *and the creation of a Brochure.*
October through February	**Conduct an Ongoing Data Input Campaign—*Organizations Online***
	Administrative group (and/or coalition design team): ☐ creates a brochure that explains the local CCAMP initiative and invites targeted citizens associations and community institutions to the Local Public Site to enter their data. Brochure describes Purpose, Vision, Mission, Goals, Action Plan, and timeline. ☐ distributes the brochure to targeted citizen associations and community institutions, inviting them go online to 1) experience CCAMP's GIS and Search capacities, 2) enter their own organizational data and 3, to invite their internal program managers/department heads to also input their unique data. ☐ operates a TA or Help Desk for local constituents. **Outcomes:** • *Coalition members become familiar with the many uses and potential of CCAMP—beginning with creating natural social support systems and beyond.* • *CCAMP builds the capacity of local coalition to participate in a higher level of*

	collaboration of resources. • *Coalition reaches out to the wider community with the* campaign for Organizations Online. • *Organizations increase public awareness of their services and needs at deep levels to gain greater visibility and marketing power* • *A powerful Resource Directory for local citizens, updatable in real time, is created.*
March Your Date:	**Unveil CCAMP to the Wider Community**
	Administrative Group (and/or coalition design team): ☐ plans and announces 1 or 2 public demonstrations of local data through CCAMP (one daytime/one evening). ☐ provides 1-2 public demonstrations to illustrate the power of CCAMP to support local youth, families, schools, local initiatives, etc. ☐ engages attendees at the public demonstrations to brainstorm next steps for CCAMP & Coalition Building. ☐ utilizes all available communication tools (traditional newsletters, e-newsletters, emails, phone contact, news articles in local papers, etc.) and opportunities (networking, getting on meeting agendas and other public forums, etc.) to create community awareness, build momentum and build on initial momentum. **Outcomes:** • *Administrative group illustrates the many uses and potential of CCAMP.* • *Building the Capacity of local coalitions, schools, faith communities, etc., in the context of the local community initiative is emphasized.* • *Reaching out to the wider community.* Organizations Online *is emphasized.*
March	**Learning Community Panel of CCAMP Users for SPF-SIG Grantees**
	Administrative group: ☐ works with CAN/GPP staff to prepare a 5 minute presentation at a State Level Learning Community on the use of CCAMP to support the local initiative. ☐ prepares handouts of brochure, CCAMP reports (including Geo maps) and other materials related to the implementation of CCAMP in the community. ☐ member presents the highlights of Organizations Online campaign at a State Level Learning Community. **Outcomes:** • *The development and delivery of a 5-minute presentation describing the value of the CCAMP tool for a local community initiative.* • *Discussion on logistics of reaching out to the wider community with the campaign, Organizations Online.* • *Peer sharing with other CCAMP users..*

b. CCAMP Implementation Schedule—Phase Two
   (To be revised, as necessary, based on the Phase One experience.)

The following provides a schedule for CCAMP users focused on Empowering Local Citizens within the Community in Phase 2 of CCAMP Implementation.

Phase 2 activities can be accomplished or institutionalized in six months to one year and include:
1. Developing a Plan for Asset Mapping Individual Community Members
2. Developing and Mobilizing "Connection Teams"
3. Participation in a Learning Community for Leadership Development and Capacity Building.

To project an actual timeline for your CCAMP Implementation, insert actual dates in the left hand column below. Descriptions of activities involved in each step are noted

PHASE 2: Empowering the Local Community	
Date	**Activity**
September	**Developing a Plan for Asset Mapping Individual Community Members**
	Administrative group: ☐ schedules a presentation with CAN on the Power of Asset Mapping Individuals: Creating Circles of Support Around Each Child and Family. This session includes brainstorming next steps for connecting children, youth and families to the resources of local organizations (opportunities, experiences, materials, space, mentors, tutors, job shadowing, etc.). ☐ participates in the above presentation/training. ☐ develops a plan with goals, objectives and action steps with indicators of success. **Outcomes:** • *A Project Design Team is developed representing every sector of the community, including youth.* • *Action Committees are formed within the Design Team for a) Implementation, b) Communications and Marketing, c) Development and Sustainability, d) Evaluation and planning.* • *Development of a solid action plan for mapping individual community members.*
October-- February	**Developing and Mobilizing "Connection Teams"**
	Administrative Group operationalizes their action plan (*Connecting the Dots for Success*) by ☐ recruiting, forming, orienting and mobilizing Asset Mappers. ☐ establishing an ongoing recruitment, training, and support system for Asset Mappers to map individuals. ☐ entering completed Individual Surveys into the Resource Bank Database. ☐ establishing connection teams to work with administrative group to *Connect the Dots* and create circles of support around every child, youth and family. ☐ Creating a tracking method to capture the stories of transformation that result from connections made between and among individual citizens and groups. **Outcomes:** • *Creation and implementation of a plan for recruiting, training and supporting Asset Mappers.*

	• *Population of data base with individual local data.* • *Establishment of connection teams to generate matches between individuals (or groups) for mutual benefit.* • *Creation of a tracking method to capture the stories of transformation that result from connections made.*
March / April or May	**Participation in CCAMP Learning Communities** Administrative Group: ☐ works with CAN staff to prepare a 5 minute presentation at a State Level CCAMP Learning Community on empowering the local community and sustainability using the CCAMP System. ☐ members present second year highlights at State Level CCAMP Learning Community. ☐ responds to feedback from Learning Community participants. **Outcomes:** • *The development and delivery of a 5-minute presentation describing the value of the CCAMP tool for empowering the local community and sustaining CCAMP initiatives.* • *Discussion on logistics of creating asset mapping teams and connection teams.* • *Peer sharing with other Learning Community Participants.*

For more information, please visit the following sites: www.ctassets.org or www.thecommunityconnection.org   or call: 860-571-8463

5. Local Project, License and Ownership Formats

The CCAMP system is a powerful and flexible tool that responds well to the goals and objectives of a licensed community group. Once other local community groups become aware of the benefits of this asset and resiliency building technology, they may very well ask how they, too, may take advantage of your CCAMP system. They may become excited about the potential to organize data and access a broad range of reports to support their own constituencies. CCAMP licensees can partner with other community groups and, importantly, retain the privacy and confidentiality partner groups require. To support such partnerships, CCAMP licensees will want to gain and share clarity about guidelines for project, license and ownership formats among groups collaborating together under one CCAMP license.

The "Project" Function

The Project function of CCAMP creates flexible levels of security and organization in your database when searching through resources to mobilize and connect people. Besides using CCAMP to mobilize and connect people, your next priority is tracking the connections that are made through volunteer efforts. While the public side of CCAMP is filled with unrestricted information about local resources and is accessible to the entire community, the private side of CCAMP allows for both individual and organizational data to be stored and managed in a highly secure and confidential way. This is data that deals with the private lives of individuals and volunteers, including information such as age, race, gender, education level, skills and needs. Sometimes organizations will also want their data to remain confidential. Consider the local battered women's shelter, which may enter data to generate referrals by the local CCAMP licensee while ensuring confidentiality to maintain the integrity of their critical services. The CCAMP System's private side facilitates confidentiality, allowing access to private data only to a small registered management team. It also allows the licensee to establish partnerships, keeping the data of each partner, defined as a single "project," separate and confidential (see examples 1-3 below). ***Categorizing data into projects allows your partner groups to use portions of your licensed CCAMP System to manage their data privately and benefit from this remarkable technology.***

When the Project function supports the use of the CCAMP System to one or more partner groups, each Project will require its own registered management team. Project managers assigned to a specific Project will be limited to viewing and managing only the data to which they are assigned. The CCAMP

licensed administrators, however, since they hold the license to the CCAMP System, will always be able to access, review and report on data from one, some, or across all projects. The Project function serves to help CCAMP licensees build a partnership base, strengthen an existing coalition and bring community groups to a higher level of collaboration. As a result, the licensee has access to aggregated data across all projects to support large scale evaluation.

CCAMP: The Apartment Building Analogy

It may be effective to utilize the analogy of CCAMP as an apartment building to further clarify project design and data ownership issues and the relationships among partner groups working together under one CCAMP license. If the CCAMP System were an apartment building, then the following roles would fall into place:

CT Assets Network (CAN)	Landlord
CCAMP Licensee	Building Superintendent
Project(s)—In-house	Apartment(s)
Project(s)—Outside Groups	Apartment(s)
Project Managers	Tenant(s)
Data Collected by Staff/Volunteers	Personal Belongings
Public CCAMP Website	Community Room
Annual Fees	Rent

Designated Role	Responsibilities	Additional Details
CAN (Landlord)	CCAMP System Developer	Owner of the CCAMP System (apartment building)
CCAMP Licensee (Building Superintendent)	Local CCAMP Administrator ensures the CCAMP system is operating properly. Like the building superintendent, s/he may enter any and all areas of the system (apartments).	Maintains a local license for the CCAMP System, renewable annually, and is the "holder of the keys" (passwords) for all who access CCAMP's Private side.
Project(s)—In-house (Apartment-s)	A licensee may choose to 'house' their own unique projects on the CCAMP System (apartment building) around distinct purposes or populations (just as the superintendent's nuclear and extended families—with their own goals and objectives—may choose to live in separate	CCAMP Licensee owns any data collected by their 'in-house' staff or volunteers.

	apartments).	
Project(s)—Outside Groups

(Apartment-s) | A licensee may choose to 'house' projects from outside groups in the CCAMP System (apartment building) so they can collect and organize their data in unique projects (apartments). | Outside organization owns the data it collects. Sharing this data with the licensed CCAMP organization in aggregate form and for collaborative and other specific purposes is determined by mutual agreement by both parties. (See the CCAMP service agreement at the end of this section for language to this affect). |
| Project Managers

(Tenants) | Project managers have password-protected access rights (keys) to their own projects' data, just as tenants have individual access rights (keys) to their own apartments. This ensures each project or apartment is secure, private, and that data remains confidential within projects. | Fee for each project manager is $250 (or $1000 for a 5 person management team) annually. Additional project managers can be added at these rates. The Licensee, just as the superintendent is responsible for collecting tenants rent, is responsible for collecting fees from its partners and making payment of all applicable fees to CAN. |
| Data collected by project staff or volunteers

(Personal Belongings) | Just as furniture and other personal belongings in an apartment belong to the tenant, all data collected by outside partners staff/volunteers and 'housed' within their project (apartment) belongs to the outside partner organization.

If a Tenant (Project Management Team) leaves the CCAMP System (apartment building), they are free to take their belongings (data) with them. | Outside organization owns the data it collects on its own people. Sharing this data with the licensed CCAMP organization in aggregate form and for collaborative and other specific purposes is determined by mutual agreement by both parties. (See the CCAMP service agreement at the end of this section for language to this affect). |
| CCAMP Public Website

(Community Room) | CCAMP's Public Website serves as a Community Resource Directory, and can be accessed by the general public on the internet. All information on this site is unrestricted data; no private information is accessible to the general public through this Public Site. | There is no fee for the general public to access or make use of this internet based Community Resource Directory. This site is available to the general public free, 24/7. ***This can save communities thousands of dollars*** when they no longer have to produce a paper resource directory annually. |
| Annual Fees (Rent) | As stated above, collection of all management fees from local partners and their projects is done by the local Licensee (Superintendent) and paid to CAN. Licensee's can also share the cost of their annual license fee with partners, but are fully responsible for payment to CAN at all times. | CCAMP'S Annual License Fee:…………………..$1500

Fee Per Management Team member (over and above the initial 5 members that come with the license:………………..$250 or for 5 additional members:…$1000 |

CCAMP Management Team

In order to maintain the integrity of the CCAMP resource bank database, it is essential that every CCAMP licensed group have a management team in place. The CCAMP system is 'managed' through the private side of CCAMP. This side allows for special, password-protected access to all the data within the system, including the private and confidential information about individuals and certain community organizations. Management team members are assigned special roles, each of which carries its own responsibilities and level of access to the CCAMP System (see table below: *Levels of Access*). These individuals (on levels 1-2 & 3) have the power to add, delete or modify the data in the system and to determine how the data will be collected and organized by project. Others will also need special and limited access to "read" CCAMP's data on the private side, including funders, evaluators, connectors (level 4) and volunteers (level 5), but management team members must be specially trained and especially alert to ensure the data in CCAMP retains its integrity. While others will have access to read, review, and study the data for connecting people to people based on their resources and needs, management team members have the power to modify the system itself. Five management team member slots are available to each CCAMP licensee to support the design and maintenance of the database through administrative, project manager and data entry coordinator roles, and additional management team members may be added as needed by modifying the licensees' CCAMP contract.

When funders and evaluators access the private information in the system, their access facilitates the sustainability and efficacy of the projects they support. Connectors, on the other hand, are local individuals who study the data to meet the needs of the local (target) population. They may be staff persons or they may be volunteers who work with community groups to co-create school, neighborhood or community projects. They study the data for the purpose of connecting people with skills and resources to people with needs and interests. CCAMP's Volunteer Module comes into play when volunteers register the hours they contribute along with descriptions of their activities and the number of people impacted by their valuable work.

Since issues around access and confidentiality and security are critical to sustaining the integrity of your CCAMP database, the table below also provides information about 'levels of access' to the CCAMP System. Further, a set of examples indicate how these levels of access play out in three different situations where groups are using CCAMP to meet the needs of their unique communities.

Levels of Access: levels 1-2 & 3 are fee-based, and involve trained management team members.

Level of access to Data	Access Description (See Glossary for detailed definitions)	Registered Manager/User
Level 1 Administrator **(fee)**	View / Add-Modify-Delete / access to all user and administration screens **Recommended:** 1 administrator; 2 if necessary	**Management**
Level 2 Project Manager **(fee)**	View / Add-Modify-Delete / access to user and administrator screens for the <u>project(s) which they manage</u> **Recommended:** 1 person for each major project. A person may be assigned to more than one project.	**Management**
Level 3 Data Coordinators **(fee)**	View / Add-Modify / access user screens for any projects they are assigned to (no access to administration screens) **Recommended:** 1 to 3 data entry people, as necessary	**Management**
Level 4 Report Readers (no fee)	View / Read only / access to reports only limited by project assignment **Note:** There is no recommended number attached to this role. These people may be funders or evaluators or community connectors/members of your *connections team*. They receive special permissions and training from management to study and review data. Community connectors make recommendations for matching people to people based on skills and needs (see *Glossary*).	**Users**
Level 5 Volunteer (no fee)	Volunteers, essentially unpaid staff contributing their time and gifts to the community, can sign into the Volunteer Module and make entries/edits to their own timesheets. **Note:** You may have as many volunteers as you wish.	**Users**

Example 1: CCAMP with A Local Neighborhood Association
<u>Level 1 license</u>: *local private organization with one local site having several projects*

An urban Neighborhood Association has one CCAMP license to improve their quality of life by facilitating a neighborhood connections process. Committed to the belief that a) everyone has a gift or skill that they can contribute to the community, and b) that 'this community' will be a place where everyone can participate, contribute, and make a difference—their design team (Chapter 2) set a goal to discover the gifts and skills of every child, youth and family member who lives, works and plays within the neighborhood, as well as their needs in terms of their hopes and dreams.

The Neighborhood Association created and trained asset mapping teams (youth and adults) to survey residents—door to door and in high-traffic areas. A mix of paid staff and volunteers served as data entry coordinators to enter the survey data on individuals into their CCAMP resource bank database. Simultaneously, they carried out a campaign that systematically invited every organization in the

neighborhood (both commercial and not-for-profit, formal and informal associations) to enter information about their goods and services on CCAMP's public site, along with experiences and opportunities they offered and made available to the general public. Their design team decided to organize the data on their neighborhood residents, volunteers and organizations into projects on the CCAMP database. The projects were 1) Neighborhood Association, 2) Education, 3) Recreation, 4) Arts and Culture, and 5) Neighborhood Beautification.

The design team selected five people from among themselves to act as the Management Team of the CCAMP database. Responsibilities were assigned in the roles of one CCAMP administrator, two project managers and two data entry coordinators. The administrator (Level 1) supervised the management team. The project managers (Level 2) supervised all that happened within each of their assigned projects (a total of five projects between the two managers), including data entry, connections made (see Chapter 4), and volunteers working with the projects. The two data entry coordinators were assigned to all five projects and were able to enter data related to any of the projects.

The CCAMP administrator also supervised a team of three evaluators who were assigned password protected access as readers (Level 4) by the CCAMP administrator to read and review all data in the system according to the Neighborhood Association's goals and objectives. While reading and reviewing the massive amounts of data neatly organized into projects and easily retrieved through CCAMP's powerful reporting systems, the evaluators met often with the Management Team and the larger design team to begin an outcome-based planning process for further Association involvement.

At the same time, project managers were supervising ten community connectors, also defined as readers (Level 4), youth and adult residents of the neighborhood who were working to increase awareness of and cultivate community support for the Neighborhood Association's goals. Connectors read and review the data that has been collected and entered into the database on neighborhood resident's resources and needs. Connectors propose opportunities for making connections, sometimes seeing opportunities for individuals to connect on a one-to-one basis, or sometimes opportunities for groups of residents to learn something that one or two skilled individuals are willing to share. After the connections proposed are cleared by the management team, community connectors then undertake the activities related to making those connections—such as contacting by mail, phone, or email those skilled individuals who have offered to teach a workshop around gardening, for example, as well as the many members of the community who have noted they would be interested in learning about

gardening to support Community Beautification. The individual who shares their skills and resources, the master gardener, in this case, is considered a volunteer. The Neighborhood Association's ten connectors, over time, successfully engaged more than fifty volunteers to support the five project areas in which data is gathered and organized in the Neighborhood Association's CCAMP.

Licensees treat their volunteers generated through CCAMP as they would any volunteer. Once oriented and passing all organization protocols, such as background checks and other preliminary processes, each volunteer is trained to sign-in to the CCAMP System to input information about their hours, activities and the number of people they have served. When this data is collected on the CCAMP System, more of the actual supports for and the impact of the initiative or project can be tracked and reported to funders, evaluators, and back to the neighborhood residents themselves, which thereby generates greater awareness and the potential for greater neighborhood engagement.

In time, as the *Community Connections* process grows, so do the numbers of evaluators, connectors and volunteers. All evaluators, connectors and volunteers are registered as CCAMP users, but because they do not have decision making responsibilities (to design the system or enter, modify or delete data) there is no additional fee for their entering and utilizing the system to support community development goals.

This Neighborhood Association example plays out in the billing process for the CCAMP System as follows:

Single License Fee	$1,500	Annually
5 Member Management Team	$ 0.00	Fees included in annual license for 5 managers with access levels 1, 2, and 3. All members have decision making responsibilities.
Readers	$ 0.00	Two funders, three evaluators, ten connectors. Access level 4. No fee, no decision making responsibilities.
Volunteers	$ 0.00	Fifty-plus active volunteers throughout the neighborhood. Access to Volunteer Module, Level 5. No fee, no decision making responsibilities.

Total Annual Fee for Neighborhood Association	**$1,500**

Example 2: CCAMP with A Statewide Non-Profit
Level 2 license: Private organization with its own multiple sites as distinct projects

The Connecticut Community for Addiction Recovery (CCAR) is a non-profit serving the entire state through its central office and five regional Recovery Community Centers (RCCs)—six sites in all. Each RCC serves one region and is considered an individual project, though its categories of service are common to all RCCs throughout the state.

CCAR's CCAMP System runs on one license. The CCAMP administrator (Level 1) works out of the Central Office, and can oversee all CCAMP projects on the internet, including monitoring CCAMP activity, and communicating instantly with project managers (Level 2) at all locations. Each of six on-site project managers supervises one data entry coordinator for that center (Level 3), and each manager has the benefit of ten or more community connectors (Level 4) supporting their project.

In addition, each RCC enrolls and manages many volunteers (level 5) who, based on their skills and resources, are encouraged to "give back" in areas where they already have a natural inclination or gift. Many volunteers in recovery contribute by providing peer-to-peer services through support groups, sponsoring others, and finding housing, jobs, alcohol-free activities, etc., for the recovery community. The combination of community connectors and other volunteers creates for CCAR an active volunteer group of nearly 250 people serving their communities, with each volunteer documenting the hours they contribute, the activities they've undertaken, and the number of people they have served.

CCAR evaluators work out of the Central Office. They can access reports with separate or aggregated data on all CCAR activity related to the Recovery Community Centers through CCAMP's powerful reporting systems. **_Discovery reports_** include data on human capital such as skills, resources, time, people, etc. as well as needs, hopes and dreams of the population surveyed, and social capital such as the organizational resources, opportunities, experiences, available space, funding, materials and services—available to the general public. **_Connection reports_** include data on connections made, number of volunteers, their activities and contributions, skills shared, hours, monetary value of hours, number of people impacted through each connection/activity, etc. and their 'stories of transformation' resulting from the experience. In the final analysis, these opportunities, experiences and the subsequent

transformations they engender are not only captured but are key to a full integration of people in recovery (CCAR's population) into the communities where they live, work and play.

At the end of each year, CCAR's CCAMP administrator is billed for the following:

<u>Single License Fee</u>	$1,500	Annually
<u>13 Member Management Team</u>	$1,750	Fees for five person management team are included in the annual license. An additional 8 managers are charged at the rate of $1000 per 5 additional team members, or $250 per individual member. All management team members have decision making responsibilities.
<u>Readers</u>	$ 0.00	Two funders, three Evaluators, 50+ Connectors with access level 4. No fee, no decision making responsibilities.
<u>Volunteers</u>	$ 0.00	Many active volunteers statewide through regional RCCs. Access to Volunteer Module, Level 5. No fee, no decision making responsibilities.
Total Annual Fee for CCAR	**$3,250**	

Example 3: CCAMP in a County System (Middlesex County, CT)
Level 3 license: Private organization with multiple private organizations as projects

The Rushford Center Drug and Alcohol Prevention Office approached the United Way of Middlesex County for funding to carry out a Community Connections Asset Mapping Process (CCAMP) in Middlesex County, CT. The central idea was to provide a demonstration for the United Way's campaign to strengthen communities through an asset framework, and in doing so, to utilize the existing resources of the system of Youth and Family Service Bureaus in every participating town throughout the County (8 Towns).

As many of these towns are in very rural areas, the CCAMP Administrators working out of the Rushford Center in Middletown, decided to build this initiative based on carrying <u>one CCAMP license</u>. Three of these towns are so small and rural that they call themselves *Tri-Town,* and would be using CCAMP as one Project group. Two towns in the county decided to 'observe' the process during the first year of the initiative. This automatically meant making each of the remaining 3 towns or groups a separate Project, giving Rushford Center a total of 4 active Projects.

This strategy gives each town the capacity to run their entire asset mapping initiative on their own private section of CCAMP—keeping town specific data on children, youth and families private, confidential and secure from other towns (projects). This clearly plays out the analogy of CCAMP as an apartment building, since each town has a project or apartment 'housed' within the CCAMP System and their own management team with keys (passwords) to their apartment (project).

Each project has similar categories of activities that can be tracked and reported on by CCAMP's powerful reporting systems, either town by town or across all towns in the county. Each town would have its own project manager and data entry person(s).

Due to the United Way funding, these towns are able to take advantage of the Community Connections Asset Mapping Process (CCAMP) which they otherwise might not have been able to do on their own. The United Way grant is renewable for up to 3 years, depending on an evaluation of the results in each town. After that, each town will be on their own to sustain the initiative. The hope is that in 2 to 3 years, each town will see the benefits and wisdom of sustaining their CCAMP initiatives and begin to support it individually with local funding. ***An alternative to each town having to sustain their own separate CCAMP license would be to enter into a license sharing agreement with other neighboring towns.*** In this scenario, one group or town would take responsibility for holding the license, while sharing the annual cost of the license fee.

The Design Teams of two of the four active towns (projects) have decided to run a public campaign of mapping all the organizations (commercial and non-profit / formal and informal associations) through the public side of CCAMP during the first year of their participation as a CCAMP project. CCAMP offers organizations a user friendly survey on its Public Site to capture information about organization type and programs, goods and services and resources of 'social capital' such as space, funding, materials and services that are available to community members. These two towns/projects will not need to recruit and train a core of volunteer asset mappers just yet, as much of their campaign will be in the public realm and will eventually serve the general community as a powerful resource directory on CCAMP's Public Site. These towns also stand to save thousands of dollars in the next two years due to constructing a continually current Community Resource Directory on the internet through CCAMP. Many towns pay $3,000 to $5,000 for a paper resource directory every year. Finally, as all data will be entered on the CCAMP Public site by organizations and their representatives themselves, these towns will not need to train and pay for data entry coordinators yet either.

Two towns will be bringing together community-based Design Teams to strategize how best to use the power of the CCAMP System (see chapter 2). They want to revitalize both their after school and service learning programs. In doing so, they will be utilizing both the public and private sides of CCAMP. The private side to house and organize all their data on the gifts, skills and needs of their children, youth and families as well as groups within the school community such as the administration, faculty, PTA, staff, and students; similarly, on the Public Site, they plan to invite organizations from all sectors of the community to be intentional and transparent about supporting children, youth and families in their respective communities by creating a publicly visible profile on CCAMP. There they will list all of their resources and programs available to provide both the developmental and learning supports that are so essential for the healthy development of children, youth and families. CCAMP's Public Site will allow all community members to actually see and understand just which organizations in the community are actively supporting the town initiative and how, simply by viewing their public profile. A special feature of CCAMP's Public site is its "Impacting Quality of Life" section. This section allows community organizations to declare just which indicators, in this case, of the 40 Developmental Assets® they are supporting and specifically what they are doing to support that particular indicator in any one of the eight categories of the 40 Developmental Assets.

CCAMP's Public Site serves as a platform within communities that have committed to any set of indicators to create more transparency, awareness and inspiration *community-wide* by displaying and publishing the data collected on CCAMP's Public Site. This data can be used to "raise the bar" as it were, for what it means to really support children, youth, families and others in communities. Through the transparency it creates, CCAMP increases both accountability and insight among community organizations who take the lead in contributing. In Middlesex County that means contributing to the asset building Healthy Community-Healthy Youth initiatives supported by the United Way.

United Way's evaluators can access reports on all levels of community activity documented in CCAMP through CCAMP's powerful reporting systems. Reports can be generated by a single town, or combinations of towns or all towns. ***Discovery reports*** include data on human capital such as skills, resources, time, people, etc. as well as needs, hopes and dreams of the population surveyed and social capital such as the organizational resources, opportunities, experiences, available space, funding, materials and services. ***Connection reports*** include data on connections made, number of volunteers, their activities and projects, skills shared, hours, monetary value of hours, number of people impacted

through each connection/activity/project, etc. and their 'stories of transformation' resulting from the experience.

In summary, the Middlesex County—Rushford Center CCAMP initiative includes the following people who will be accessing CCAMP under the one license:

1. Two administrators, operating out of Rushford Center's Prevention Office
2. Four project managers, each operating out of a single town as a project.
3. Two Data Entry Coordinators, one each operating out of the two towns doing an asset mapping process with individuals.
4. Three evaluators—covering the entire United Way funded initiative.
5. Forty eight connectors, with twelve+ connectors for each of the four towns. Some of these include H.S. Guidance Personnel, Career Counselors, Teachers, PTO members; Parents, Students on service learning councils, Youth group personnel, etc.
6. 200 Volunteers Eventually, as the connectors in each town start using the system and making connections, the number of volunteers (people contributing to the community by sharing their skills, gifts and time in some way) will grow. Presently, we anticipate up to 50 volunteers in each of the 4 towns using CCAMP.

At the end of each year, the Rushford Center is billed for the following:

Single License Fee	$1,500	Annually
8 Member Management Team	$750	Fees for five person management team are included in the annual license. An additional 3 managers are charged at the rate of $250 per each additional manager. All management team members have decision making responsibilities.
Readers	$ 0.00	Three Evaluators, 48 Connectors with access level 4. No fee, no decision making responsibilities.
Volunteers	$ 0.00	Many active volunteers (estimate 200 per town). Access to Volunteer Module, Level 5. No fee, no decision making responsibilities.
Total Annual Fee for Middlesex County/Rushford	**$2,250**	

Outside Projects and Ownership of Data: **The CCAMP Service Agreement as Model**

A CCAMP licensee (commercial or not-for-profit) may, in the spirit of collaboration, invite outside groups (just as Rushford Center did in the above example) to become a partner and enter data as a project into the licensee's database. When a CCAMP licensee agrees to establish a project for an outside group (as in the third example, above) in their CCAMP database, (returning to the 'CCAMP as Apartment House' Analogy for a moment), just as a tenant owns his or her own household goods, the outside group owns the data housed in CCAMP. Yet by contract with Connecticut Assets Network, CCAMP licensees and their management team members have full rights within their CCAMP database to enter all projects and review their data—just as superintendents in apartment buildings have a right to enter each apartment. Licensees may access, review, and generally study *all project data in an aggregated format* for various purposes—some of which may include:

   a. strategic planning to improve the design team, the asset mapping process, the 'making connections' process, the volunteer management process, allocation of resources, gaps in services, and much more.
   b. evaluation—based on aggregated data outcomes like numbers of assets and needs being discovered, connections being made, volunteer hours (by category, project or volunteer), categories of projects, project hours, the value of volunteer hours (by category, project or volunteer), and much more.

The CCAMP licensee will want to consider creating a tangible agreement with each of the outside partners to become co-owner of the data the partner collects and enters into the database. And cities like those currently supported by the Rushford CCAMP license may eventually wish to purchase their own CCAMP license. This is normal and often recommended. The partner group would then take their data with them to be uploaded into their new CCAMP. A pre-partnership agreement could stipulate that the original CCAMP licensee can also retain the data, i.e., that the partner is willing to share the data on the original CCAMP database.

Finally, since participating partners gain the full benefit of CCAMP's technology, cost-sharing among partners has generated the necessary revenue to maintain CCAMP's annual license for some CCAMP licensees. **While under the CCAMP Service Agreement the licensee is not permitted to charge a *sub-license* fee to local projects** (see sections C through Q, below*****), the CCAMP Service Agreement may serve as a model for generating the language to create working agreements about cost-sharing between licensees and local partner groups.

*Applicable Portion of CCAMP Service Agreement

Section C. License Grant and Responsibilities of CLIENT
2.1. License Conditions
b. CLIENT may not publish, display, disclose, rent, lease, modify, loan distribute or create any derivative works based on the System or any part thereof.

Section E. Additional Restrictions and Rights to Data and System
Ownership of the System and all intellectual property rights therein shall remain at all times with CAN or its third party licensors…All Data Provided to CAN by CLIENT or input by CLIENT in the System is the property of CLIENT. All data developed by CAN for the benefit of CLIENT or input by CAN in the System is proprietary to CAN and confidential unless CAN agrees in writing to the contrary.

Section G. Reporting Recommendations
In order to achieve the goals of CCAMP and capture the impact the System has on the community, the CLIENT is invited to use its good faith efforts to, on a quarterly basis, supply CAN with reports and/or materials on the success of CCAMP and the System. Such reports may include, but not be limited to, stories, public service announcements, publications, advertisements, newspaper articles, magazine articles, event summaries and any available statistics reflecting the success of CCAMP in the CLIENT's community. *CLIENT will need to obtain permission from any individual who may be identified by such reporting so that CLIENT and CAN may use such reported information in any way they see fit including without limitation, to promote and support the local and national CCAMP projects.*

Section H. Confidentiality
The confidential information disclosed between CAN and CLIENT may be used only for the performance of the obligations and exercise of the rights of this Agreement by each respective party.
CAN and CLIENT shall hold confidential information in strict confidence and shall use the other party's confidential information only for the purposes intended by this Agreement.

Notwithstanding anything to the contrary contained in this Section H, CAN may use information obtained from the System, to create aggregated information that does not contain information that identifies any particular person.

Section Q. Miscellaneous
3. Transfer and Third Party Rights.
No assignment, sublicense or other transfer of any right or interest of CLIENT under this Agreement, in whole or in part (whether voluntary or by operation of law), directly, indirectly or contingently, shall be permitted without the prior written consent of CAN.

Any attempted assignment in violation of this Section Q.3 shall be null and void. This Agreement does not confer any rights or benefits on a third party.

6. The Technology behind CCAMP

CCAMP Technology Platform

CCAMP is built on the latest Microsoft ".NET" technology and uses the SQL 2005 server for its database engine with a Windows 2003 RAID-based server as its primary web server. Our servers are located at high speed data centers in Virginia and Connecticut. The Virginia data center uses Fast Ethernet (100 Mb/s for access) and Gigabit Ethernet (1000 Mb/s, for core and distribution). Both internal and external network provides multiple, redundant, paths. **Each and every piece of the network is fully redundant: there is no single point of failure.**

CCAMP's Data Center Network

This data center network is connected to the internet via two redundant OC-192 SONET rings having separate paths to the facility. Even if both of the lines are cut at any point, the OC-192 ring is still operational, with less than 50 ms (0.05 second) self-healing restoration time. The center is staffed by highly experienced Systems & Network Administrators 24 hours a day, 365 days a year, and features multiple heavy-duty UPS (uninterrupted power) systems, multiple diesel generators, and AC systems.

New Features, Enhancements and Program Modifications

Each CCAMP licensee has a dedicated database identical in structure to other CCAMP licensees. This allows us to distribute CCAMP through a shared code base (web application). New features, enhancements and program modifications are available to all licensees (subject to license requirements) immediately and without the need to install patches or updates, which is typical with PC based software.

Software and Data Backup Systems

All databases have a nightly machine backup. Multiple versions of each database are maintained for a thirty day period at a remote backup facility in Utah. Backup data is secured via transport with 128-bit SSL encryption and 448-bit Blowfish encryption while in storage on the backup servers. Should accidents happen at the local licensee level, and they sometimes do, we recommend contacting us immediately so that we can begin a backup process for whatever data you may have deleted.

Project Functions

Within each database a CCAMP licensee may choose to create projects. Projects allow administrators to segregate data and restrict data editing and viewing to project members. Administrators may also give users varying levels of permissions to read and write data and to configure projects. Data will not be displayed on the public site until approved by a CCAMP manager.

Data Conversion Services

Data conversion services allow us to convert your existing databases, spreadsheets and contact lists into your CCAMP database by request at additional cost. The process begins with your request. Step two is a conference call with our computer tech to flesh out the details of the request and what is required. Step 3 involves your emailing us a "sample" of your database so we can study its potential for conversion to CCAMP. Step 4 is giving you an estimate for the cost of the conversion. Work begins on the conversion once payment has been made.

Geo-Mapping Services

The CCAMP geo-mapping system utilizes Virtual Earth technologies via a custom API written specifically with CCAMP users in mind. This allows CCAMP users to plot multiple datasets on a map and view this in road map, aerial, or birds eye (where available) format. Each point on the map is associated with an individual, organization or housing unit and popup displays give data summaries and link to detailed data pages. Pop-ups also have the capability of displaying multiple images in a slideshow. The mapping API also includes advanced clustering capabilities, which aggregates multiple data points to avoid map clutter. This has been tested using 100,000 data points, which displayed in less than 3 seconds (your results may vary due to connection speed, internet traffic, local machine capability, etc,).

7. CCAMP Orientation, Training and Leadership Development

The *Community Connection Asset Mapping Process*® *(CCAMP*®*)* is a tool intended to serve new or existing local efforts by building social capital, natural social-support networks, and capacity for the mobilization of resources within community settings. Many of these local efforts apply national frameworks such as the 40 Developmental Assets® (HC-HY®), Communities That Care (CTC), Asset Based Community Development (ABCD), America's Promise, or some form of Positive Youth Development (i.e., Karen Pittman's *Ready By 21* initiative). Rather than compete with these proven and promising frameworks, CCAMP supports them by uncovering and mobilizing the organizational and social resources necessary to both enhance and sustain them in community settings.

Orientation, training and leadership development for using the CCAMP system is carried out using a Training of Trainers (TOT) approach that empowers the local community. A community led series of highly interactive sessions ensures each initiative enjoys the greatest likelihood of success. The CCAMP System involves:

- Convening a new or existing community-level team to facilitate the planning and implementation of sustainable social networking systems;
- Harnessing the power of the internet to organize and manage the community's vast organizational and social resources beginning with a 'user-initiated,' online survey process;
- Conducting guided conversations with youth and other target populations to discover the myriad individual resources (gifts and talents) and connect these to the needs, hopes and dreams of community members;
- Providing the general public with powerful search engines and geo-mapping to individually connect with and utilize available resources, opportunities and experiences in the community.
- Illustrating through stories of transformation the mutual (and community wide) benefits of connecting people to people in natural social-support networks;
- Generating powerful reports, based on community data interfaced with GIS mapping, to conduct community planning that responds directly to people's stated interests and needs; and
- Creating opportunities for youth and marginalized populations to participate in community, e.g., co-creating projects, determining gaps in services and resource allocation for the greater good.

CCAMP licensees are empowered through a training of trainers (TOT) approach in three phases, increasing the likelihood of a sustainable resource mobilization initiative.

Phase 1 - Orientation and Start-up (required)

Timeframe	Up to 10 hours
Vehicle	Webinar/Distance Conferencing and/or Phone and on-site Technical Assistance

CAN staff:
- learns the needs and expectations of the community group for CCAMP and
- learns about the group's readiness to begin a *Community Connection Asset Mapping Process*
- recommends activities designed to support the community group in meeting their goals based on readiness, local conditions and culture.

The Community Group:
- receives a *CCAMP System Handbook*, a comprehensive orientation to the *Community Connection Asset Mapping Process (CCAMP),* including information on CAN's Village Building concepts rooted in evidence-based practices. The Handbook is fully supported with relevant glossary, handouts, worksheets, activities, etc.
- receives a *CCAMP System Start-up Package** intended to assist community groups to personalize their CCAMP resource bank database on the internet.
- discusses conversion of data from existing databases to CCAMP system, if requested, and/or modifications to various CCAMP features and libraries.

CAN Staff and Community Group:
- discuss and determine a timeline for training and technical assistance.

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* CCAMP System Start-up Package contains:
- Worksheet 1: *Project Administrator's Information*
- Worksheet 2: *User Registration* to register CCAMP "users" according to CCAMP license specifications
- Worksheet 3: *Modifications to CCAMP Libraries* (modifications are optional) can be facilitated by using this worksheet. Libraries include demographics, individual survey, organization categories and volunteer services. See surveys, research and publications at www.thecommunityconnection.org

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Phase 2 – Training and Technical Assistance (customized)

Timeframe	Up to 12 months	
Training and Technical Assistance Package	Includes Four to Six Progressive Training Sessions Up to 4 hours per session	
Multiple Vehicles Involved in **Each Session**	Individualized Phone Conferencing	1 Hour, Pre and Post Webinar
	Webinar for group instruction and sharing	2 hours
	Related materials available on Online Community Server	Ongoing
	Phone Help Desk	During normal business hours M-F / 9-5 EST as needed.

A series of highly interactive webinars are designed as formal training modules, each with its own set of goals/learning objectives/materials. Each session provides support to the local community with:

1. Assessing Readiness and *Drivers of Success*
2. Building the Project Team
3. Developing an Asset Mapping Strategy and Team
4. Utilizing The Database Capabilities: Empowerment Through Access to Knowledge, Skills & Opportunity
5. Reports that Rock: Making Community Connections / Mobilizing your Assets
6. Local Evaluation and Planning (LEAP): Transformations and Outcome based Planning

Sessions progressively generate the active participation of:
- community/grassroots Project Team members, i.e., those individuals known to be "community connectors;"

- youth and adult asset mappers who learn to have conversations through individual surveys to engage others in talking about what helps them thrive;
- data entry coordinators and others with varying levels of management responsibility for community data (including administrators, project managers, data coordinators, readers, etc.);
- local evaluation and planning (LEAP) team members; and
- the general public through presentations, forums on mapping results and community and youth development strategies.

Sessions: Content in Detail

Session 1: Project Readiness and Drivers of Success
- Assessing your readiness—beginning with the end in mind
- Key Elements of a CCAMP initiative: 6 Drivers of Success
- Project setting, infrastructure and motivation for a CCAMP initiative
- Developing a Project Strategy focused initially on organizations, individuals or both

Session 2: Developing Your Project Team: Leadership, Orientation and Training
- Three (3) Key Questions for assembling and motivating your Design Team;
- The basics of Village Building: Why Asset Map?
- Sharing the who, what, when, where, why, and how of the initiative locally: conducting the first project team meeting;
- Call to Action through 1) Implementation, 2) Communication and Marketing, 3) Development and Sustainability, and 4) Evaluation

Session 3: Developing an Asset Mapping Strategy and Team
- Developing an Asset Mapping Strategy
- Modeling the Asset Mapping Process: Igniting Small Sparks
- Organizations: Asset Mapping On-Line
- Individuals: Asset Mapping in Pairs (1:1) or Groups
- Community Connectors: Preparing volunteers for outreach in the community

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Session 4: The CCAMP Resource-bank Database: Empowerment through Access to Knowledge, Skills & Opportunities
- Organizational Mapping—online data entry and compilation
- Individual Mapping and findings—data entry and compilation
- Monitoring online input of organization data, volunteers, stories, etc.
- Ready, Set, Survey Input: Getting it right/making it useful
- The Volunteer Module – Tracking by Categories, Projects, Volunteers, hours and impact

Session 5: Reports that Rock: Making Community Connections / Mobilizing your Assets
- Creating and using Organization reports for collaboration, resource sharing, networking, etc.
- Creating and using Individual reports on needs, interests, skills, and capacities
- Creating and using Volunteer reports
- Data searching, queries, geo-mapping and layering of data

- Using communication and networking technologies to leverage assets
- Bringing your coalition/group to the next level (e.g., from networking to collaboration)

Session 6: Local Evaluation and Planning (LEAP): Transformations and Outcome based Planning
- Accessing stories of transformation to support your evaluation
- Using data to study resources and needs, gaps in services and resource allocation
- Volunteer-tracking to report 'in-kind services' for grant writing, etc.
- Support Sustainability: Conducting spatial and administrative level analysis of data through integrated GIS technologies
- Access to Census Data: Toward Greater Cultural Competency

Phase 3 - Leadership Development and Capacity Building
Learning Communities for Capacity Building (ongoing)

Time Commitment	Ongoing and voluntary 2-6 Hours per Learning Community
Vehicles May Include:	• Web-based community server • Webinars • On-site conferences (local, regional and national)

Phase 3 of the CCAMP experience, *Leadership Development and Capacity Building*, begins as the interactive training in Phase 2 nears completion. This phase uses a learning community style, and provides an ongoing forum for information and resource exchange for experienced CCAMP user groups who are looking to expand their understanding of the many capacities of CCAMP. Users are supported in their understanding of Village Building technologies for enhanced positive youth and community development.

Periodic strategic conversations take place in three formats:

A Community Server	Harnesses the power of 24/7 internet chat rooms, postings of reports, stories of transformation, evaluation strategies, etc. to build local capacity and support networking.
Webinars	Support holding strategic conversations on relevant topics

Learning Communities	Allow face-to-face networking and sharing of unique applications of CCAMP. Learning Communities may involve:
	
	1. Show-and-tells about local, innovative applications of CCAMP
	
	2. Discussions regarding CCAMP's ability to improve the quality of life in local community sectors, (when possible) such as:
	   • Libraries and neighborhood branches
	   • People with Disabilities
	   • People in Recovery from Addictions, Mental Illness, etc.
	   • Youth and Youth serving organizations

		• Neighborhood Associations, Town and Municipal Planning Departments • Local Community Foundations • Faith Communities • Schools and School Districts, Career Centers, etc. • State Departments to better organize foster care, housing, social services, etc. • Workforce Competitiveness • Housing groups 3. Networking among similar community groups 4. CCAMP's capacity to support Evaluation and Planning 5. Analysis of spatial and administrative level data through GIS technology, etc.

Community Connection

Endnotes:

Introduction:

[1] *The National Longitudinal Study on Adolescent Health (Add Health Study)* is a comprehensive school-based study of the health related behaviors of adolescents in the United States. The first monograph, Reducing the Risk: Connections That Make a Difference in the Lives of Youth (1998) presents the first research findings from The Add Health Study. It shows, among other things, that both the family and the school are powerful protective factors against all adolescent risk behavior (including tobacco, alcohol, and other drug use; suicidality; violence; early sexual debut and teen pregnancy) to the extent that they provided connectedness. All monographs in this series can be downloaded from the website of the Division of General Pediatrics and Adolescent Health located at: www.allaboutkids.umn.edu/kdwbvfc/fr_pub.htm.

[2] Ibid.

[3] *Hardwired to Connect: 2003—The Scientific Case for Authoritative Communities.* A Report to the Nation from the Commission on Children at Risk and co-sponsored by YMCA of the USA, Dartmouth Medical School, and Institute for American Values. "This report is about rising rates of mental problems and emotional distress among U.S. children and adolescents. In large measure, what's causing this crisis of American childhood is a lack of connectedness. We mean two kinds of connectedness – close connections to other people, and deep connections to moral and spiritual meaning." For more information on this idea, visit http://www.americanvalues.org/html/hardwired.html.

[4] For example, see The Search Institute, a national research group on adolescent development (www.search-institute.org) and Forum for Youth Investment (www.forumforyouthinvestment.org).

[5] For example, see *Building Communities from the Inside Out: A Path Towards Finding and Mobilizing a Community's Assets* by Kretzmann, John and McKnight, John. The Asset-Based Community Development Institute. Institute for Policy Research at Northwestern University . Evanston, Illinois.1993-- http://www.northwestern.edu/ipr/abcd.html, and The Saguaro Seminar: Civic Engagement in America, an ongoing initiative of Professor Robert D. Putnam at the John F. Kennedy School of Government at Harvard University. The Saguaro Seminar project focuses on expanding what we know about our levels of trust and community engagement and on developing strategies and efforts to increase this engagement. A signature effort was the multi-year dialogue (1995-2000) on how we can increasingly build bonds of civic trust among Americans and their communities. http://www.ksg.harvard.edu/saguaro/

[6] *Village Building*—a process for connection and resiliency—is the goal of Community Connection Asset Mapping Process (CCAMP) and effectively builds a 'circle of support' around every child and family in the community.

[7] *It's Time to Rethink Youth Programs* – by Peter L. Benson, President of Search Institute in Minneapolis, MN. Copyright 2005, Youth Today, www.youthtoday.org Vol. 14, No. 2, February 2005. Page 18.

[8] M. McPherson, L. Smith-Lovin, and M. Branshears, "Social Isolation in America: Changes in Core Discussion Networks over Two Decades," *American Sociological Review,* 71, 2006, pp. 353-375.

[9] Ibid. Pg. 1.

[10] The Social Capital Community Benchmark Survey, Accessed on the internet on May 25, 2007 at http://ksgwww.harvard.edu/saguaro/communitysurvey/results4.html.

[11] "Social Support and Medical Care." Paper prepared and presented by Dr. Michael Gordy. Internet for Doctors Conference. Geneva. May 9, 1996. Accessed on the internet on May 25, 2007 at http://www.hon.ch/Library/papers/GORDY.html.

[12] "The Social Context of Well-being" by Helliwell, John and Putnam, Robert. Philosophical Transactions: Biological Sciences, Series B, Volume 359, Issue 1449, September 29, 2004, pp. 1435-1446(12). Studies that clearly show the correspondence between social connectedness and improved social outcomes include: Putnam et al.1993; Verba et al. 1995; Knack & Keefer 1997; Sampson et al. 1997; Putnam 2000; Woolcock 2001

[13] *Building Communities from the Inside Out: A Path Towards Finding and Mobilizing a Community's Assets* Kretzmann and McKnight, pg. 27.

[14] From an interview with Marshall Rosenberg, conducted by Michael Mendizza of Touch the Future Productions in April 2000. Available on the internet as of May 25, 2007 at http://www.cnvc.org/michaelmendizza.htm.

Chapter 1: Readiness

[15] *The Seven Habits of Highly Effective People: Powerful Lessons in Personal Change* by Stephen R. Covey. New York, © 1989 Simon & Schuster, page 97.

[16] *Making Connections: Engaging Employers In Preparing Chicago's Youth for the Workforce.* 2007. Jan DeCoursey and Ada Skyles. Engaging employers with youth in workforce preparation activities is widely supported by program providers as a good practice. Research, although limited, supports this practice as well. This paper describes the findings from 58 interviews with youth program providers, employers, and policy-makers that explored the inclusion of employers in workforce preparation activities for disadvantaged youth. We examined the degree to which youth and employers are prepared to engage with each other, how race and culture influence the entire experience, and whether program and policy efforts to increase employer engagement are in scale with youth program demand. The research highlighted important disconnects between program providers and employers and the affect these disconnects may have on expanding employer involvement. Implications for program development are also discussed. For more information, visit: http://www.chapinhall.org/home.aspx

[17] The Seven Habits of Highly Effective People*: Powerful Lessons in Personal Change* by Stephen R. Covey. New York, © 1989 Simon & Schuster, page 99.

[18] *The National Longitudinal Study on Adolescent Health (Add Health Study)* is a comprehensive school-based study of the health related behaviors of adolescents in the United States. The first monograph, Reducing the Risk: Connections That Make a Difference in the Lives of Youth (1998) presents the first research findings from The Add Health Study. It shows, among other things, that both the family and the school are powerful protective factors against all adolescent risk behavior (including tobacco, alcohol, and other drug use; suicidality; violence; early sexual debut and teen pregnancy) to the extent that they provided connectedness. All monographs in this series can be downloaded from the website of the Division of General Pediatrics and Adolescent Health located at: www.allaboutkids.umn.edu/kdwbvfc/fr_pub.htm.

[19] Dale, Edgar. *Audio-Visual Methods In Teaching* (3rd Ed.). Texas: Holt, Rinehart and Winston, © 1969. In this book, Edgar Dale's research illustrates that how we learn as youth and adults is connected to the nature of our involvement in the learning process itself.

[20] See Sufi Tale, CCAMP Handbook, Handout 2. The Sufi Tale was recently told by John McKnight of the ABCD Institute of Northwestern University in Chicago, Illinois.

[21]*Transformational Evaluation through Story Mapping - the Journey and the Destination* is a process used at the Connecticut Assets Network that develops stories as the *unit of analysis* when assessing the journey (called Journey Mapping) of individuals and/or organizations and when assessing results (called Results Mapping) that can be tracked and measured. This form of mapping is guided storytelling facilitated by a trained individual in groups or individually. Groups are preferred, as the art of storytelling benefits everyone. Stories are often accompanied by photos taken during the process or during the facilitated interview.

Chapter 2: Building Your Design Team

Chapter 3: Building Your Asset Mapping Team

[22] Harvard's Evaluation Exchange: Vol XI, No 1: Spring 2005. For more information visit: http://www.gse.harvard.edu/hfrp/eval/issue29/index.html. Complimentary Learning is defined as a community network of supports for children and youth from birth through adolescence that compliments the work being done in schools.

[23] *Building Communities from the Inside Out: a Path towards Finding and Mobilizing a Community's Assets* by Kretzmann, John and McKnight, John. The Asset-Based Community Development Institute. Institute for Policy Research at Northwestern University. Evanston, Illinois.1993-- http://www.northwestern.edu/ipr/abcd.html.

[24] *Whole Community Mobilization through CCAMP: Putting Asset Based*

[25] For more information on Karen Pitman's *Ready By 21* Initiative, go to the Forum for Youth Investment at: www.forumforyouthinvestment.org.

[26] The Search Institute, a national research group on adolescent development who inaugurated the Survey on Youth Attitudes and Beliefs which generates a self report from among a community's youth in grades 6 through 12 on the 40 Developmental Assets. For more information visit: www.search-institute.org.

[27] Harvard's Evaluation Exchange: Vol XI, No 1: Spring 2005. For more information visit: http://www.gse.harvard.edu/hfrp/eval/issue29/index.html. Complimentary Learning is defined as a community network of supports for children and youth from birth through adolescence that compliments the work being done in schools.

[28] Communities That Care is a system developed by J. David Hawkins and Richard F. Catalano that empowers communities to use advances from prevention science to guide their prevention efforts.
SAMHSA has full copy rights to these materials and invites interested entities to download them from their website http://preventionplatform.samhsa.gov and use them in implementing your programs. Your State may provide you with technical assistance and/or training to aid you in this process.

[29] For information about America's Promise, visit: http://www.americaspromise.org/

[30] *The National Longitudinal Study on Adolescent Health (Add Health Study)* is a comprehensive school-based study of the health related behaviors of adolescents in the United States. The first monograph, Reducing the Risk: Connections That Make a Difference in the Lives of Youth (1998) presents the first research findings from The Add Health Study. It shows, among other things, that both the family and the school are powerful protective factors against all adolescent risk behavior (including tobacco, alcohol, and other drug use; suicidality; violence; early sexual debut and teen pregnancy) to the extent that they provided connectedness. All monographs in this series can be downloaded from the website of the Division of General Pediatrics and Adolescent Health located at: www.allaboutkids.umn.edu/kdwbvfc/fr_pub.htm.

Chapter 4: Making Connections

[31] Add Health is the largest, most comprehensive survey of adolescents ever undertaken. Data at the individual, family, school, and community levels were collected in two waves between 1994 and 1996. In 2001 and 2002, Add Health respondents, 18 to 26 years old, were re-interviewed in a third wave to investigate the influence that adolescence has on young adulthood. Multiple datasets are available for study, and more than 1,000 published reports and journal articles have used the data to analyze aspects of these complex issues.
http://www.cpc.unc.edu/addhealth

[32] *Reducing the Risk: Connections That Make a Difference in the Live of Youth*, Blum, R.W. & Mann Rinehart, P. (1998). Division of General Pediatrics and Adolescent Health, University of Minnesota, Minneapolis, MN. http://www.allaboutkids.umn.edu/cfahad/reducing_the_risk.pdf

[33] "Better Together," the report of the Saguaro Seminar on Civic Engagement in America. John F. Kennedy School of Government, Harvard University. Cambridge. http://www.bettertogether.org/pdfs/FullReportText.pdf

Chapter 5: Building Your Local Evaluation And Planning (LEAP) Team

[34] *Using Democratic Evaluation Principles to foster Citizen Engagement and Strengthen Neighborhoods*. Harvard's Evaluation Exchange: Vol XI, No 3: Fall 2005. For more information visit: http://www.gse.harvard.edu/hfrp/eval/issue31/eval1.html. This democratic approach to program evaluation has significant advantages. First of all, the evaluation process is grounded in the experiences and viewpoints of neighborhood residents and neighborhood groups. As a result, they have a strong voice in telling their stories about the program, talking about the difference it has made in their lives, and coming together to publicly validate the findings. Secondly, residents' and community groups' participation in this democratic process results in evaluation feedback that strengthens the Hamilton Community Foundation's (HCF's) program-planning and grant-making activities. Finally, at a strategic level, evaluation informs HCF's policies and strategies for strengthening Hamilton's neighborhoods, builds its knowledge about supporting community-based development, and provides valuable feedback about ways it can assume a leadership role in building the assets for and generating solutions to the core issues facing Hamilton's most challenged neighborhoods.

[35] Based on the work of Joseph Campbell: *The Hero With A Thousand Faces*, Bollingen Series XVII. New York: Bollingen Foundation, 1949, and Edgar Dale: *Audio-Visual Methods In Teaching*, (3 Ed.), Texas: Holt, Rinehart and Winston, © 1969, the Connecticut Assets Network has developed *Transformational Evaluation through Story Mapping the Journey and the Destination © 2005 Ryan and Brubeck.* Results mapping and journey mapping complement each other. Whereas the former is concerned with the journey's destination (end), the latter is concerned with the progress being made (means). The dichotomy reflects the eternal principles of yin and yang in their endless interaction: the means informs the end, and the end guides the means. The success of our undertakings is not simply the realization of some defined goal but the process of attainment, shaped as it is by our vision, or conceptualization of the goal.

[36] Dale, Edgar. *Audio-Visual Methods In Teaching (3rd Ed.)*. Texas: Holt, Rinehart and Winston. 1969. In this book, Edgar Dale's research illustrates that how we learn as youth and adults is connected to the nature of our involvement in the learning process itself.

[37] Campbell, Joseph. *The Hero with a Thousand Faces.* Bollingen Series XVII. New York: Bollingen Foundation, 1949.

Section 2: Handouts

[38] *The Seven Habits of Highly Effective People: Powerful Lessons in Personal Change* by Stephen R. Covey. New York, © 1989 Simon & Schuster, page 99.

[39] *The National Longitudinal Study on Adolescent Health (Add Health Study)* is a comprehensive school-based study of the health related behaviors of adolescents in the United States. The first monograph, Reducing the Risk: Connections That Make a Difference in the Lives of Youth (1998) presents the first research findings from The Add Health Study. It shows, among other things, that both the family and the school are powerful protective factors against all adolescent risk behavior (including tobacco, alcohol, and other drug use; suicidality; violence; early sexual debut and teen pregnancy) to the extent that they provided connectedness.

[40] Dale, Edgar. *Audio-Visual Methods In Teaching (3rd Ed.)*. Texas: Holt, Rinehart and Winston. 1969. In this book, Edgar Dale's research illustrates that how we learn as youth and adults is connected to the nature of our involvement in the learning process itself.

[41] See Sufi Tale, CCAMP Handbook, Handout #5. This tale was recently told by John McKnight of the ABCD Institute of Northwestern University in Chicago, Illinois.

[42] *Transformational Evaluation through Story Mapping - the Journey and the Destination* is a process used at the Connecticut Assets Network that develops stories as the *unit of analysis* when assessing the journey (called Journey Mapping) of individuals and/or organizations and when assessing results (called Results Mapping) that can be tracked and measured. This form of mapping is guided storytelling facilitated by a trained individual in groups or individually. Groups are preferred, as the art of storytelling benefits everyone. Stories are often accompanied by photos taken during the process or during the facilitated interview.

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