





Foundations of Practice

*Community Development
Core Competencies for
Extension Professionals in
the North Central Region*



© 2005 NCRCRD


Foundations of Practice

2

SLIDE

The Foundations of Practice: Community Development Core Competencies for Extension Professionals is composed of three major components:

- Understanding Communities and their Dynamics
- Developing Successful Community Initiatives
- Areas of Specialization and Emphasis




Component 1

3

SLIDE

The first component, Understanding Communities and their Dynamics, is a series of seven core competencies that focus on:

- The ability to understand community of place.
- The nature of public issues.
- The dynamics and interdependencies of the various segments of the community.
- The basics of community development work.




Understanding Communities and their Dynamics

SLIDE 4

Basic Understanding of Community

- Community Demographics
- Community Economics
- Community Power Structure
- Community Situational Analysis**
- Community Sustainability
- Community Development Process


Foundations of Practice
Community Development Core Competencies for Extension Professionals in the North Central Region
© 2005 NCRCRD




Foundations of Practice

Community Development Core Competencies for Extension Professionals in the North Central region

Community Situational Analysis






© 2005 NCRCRD

Anne Heinze Silvis


SLIDE 6

Anne Heinze Silvis
University of Illinois Extension
(217) 333-5126
asilvis@uiuc.edu



Foundations of Practice
Community Development Core Competencies for Extension Professionals in the North Central Region
© 2005 NCRCRD

Anne is an Extension Specialist and is Director of the Laboratory for Community and Economic Development, Department of Human and Community Development at the University of Illinois at Urbana-Champaign. Her work focuses on leadership development, sustainable agriculture, and telecommunications and access in rural areas. Anne chairs the planning committee and hosts the annual Illinois conference for community leadership, and directs funded projects in leadership development, community planning and sustainable agriculture. Anne is a graduate of the University of Wisconsin at Madison and earned an MBA from the College of Commerce at the University of Illinois. Anne serves as Vice-Chair of Rural Partners, the Illinois Rural Development Council and serves on the Advisory Board for the Peace Corps Fellows Program at Western Illinois University and as Co-Chair of the Communications Committee for the Community Development Society. Anne is a member of various committees and task forces for ACES, University of Illinois Extension and the State of Illinois.
We thank to Phil Alexander, Michigan State University Extension!




Learning Objectives

SLIDE 7

Foundations Practice
Community Development Core Competencies for Extension Professionals in the North Central Region
© 2005 NCRCRD

- A. Learn ways to conduct a situational analysis.
- B. Increase your level of understanding on how to link information from the analysis to decisions.
- C. Explore Extension's role based on current conditions and the community's level of preparedness.




Today's Agenda

SLIDE 8

Foundations Practice
Community Development Core Competencies for Extension Professionals in the North Central Region
© 2005 NCRCRD

1. Study a process you can use to conduct a situational analysis (and learn of additional resources).
2. Focus on developing an inclusive set of stakeholders to guide your analysis.
3. Based on your analysis, think about your role as an Extension Educator and the programs that you can provide to the community.




What is situational analysis?

SLIDE 9

Foundations Practice
Community Development Core Competencies for Extension Professionals in the North Central Region
© 2005 NCRCRD

- Developing a method to collect, analyze, and deliver information about current conditions, issues, problems, opportunities, and challenges facing stakeholders.
- Analyzing an issue or situation from a historical, political, cultural and community context.
- Using the resulting information to develop programs, priorities, and approaches.




Why does it matter?

SLIDE **10**

People support what they help to create.

Foundations Practice
Community Development
Core Competencies
for Extension
Professionals in the
North Central Region
© 2005 NCRCRD




Why it matters

SLIDE **11**

“We are, of course, a nation of differences. Those differences don’t make us weak. They’re the source of our strength.”

Jimmy Carter, 1976

Foundations Practice
Community Development
Core Competencies
for Extension
Professionals in the
North Central Region
© 2005 NCRCRD




Desired Outcomes

SLIDE **12**

- Community partners understand the social, economic, and environmental processes affecting the community.
- Stakeholders are involved in decision-making.
- Extension programming is tailored to fit the needs of the community and the resources of Extension and its community partners.

Foundations Practice
Community Development
Core Competencies
for Extension
Professionals in the
North Central Region
© 2005 NCRCRD



Seeing a bigger picture

SLIDE 13

"Issues such as health, education, social justice, economic development, housing, taxes, transportation, infrastructure, recreation or public safety cannot be dealt with separately from the environment in which they exist."

Practicing Community Development,
Don and Doris Littrell, 2006.

Foundations
Practice

Community Development
Core Competencies
for Extension
Professionals in the
North Central Region
© 2005 NCRCRD



How do we know what we know?

SLIDE 14



It ain't what you don't know
that gets you into trouble.
It's what you know for sure
that just ain't so.

Foundations
Practice

Community Development
Core Competencies
for Extension
Professionals in the
North Central Region
© 2005 NCRCRD



The process

SLIDE 15

- ✓ Define the purpose of the situational analysis.
- ✓ List stakeholders; develop strategies to involve them.
- ✓ Explore existing data and identify information gaps.
- ✓ Decide how to collect and analyze additional information.
- ✓ Collect and analyze additional information.
- ✓ Report and make recommendations.
- ✓ Take action!

Foundations
Practice

Community Development
Core Competencies
for Extension
Professionals in the
North Central Region
© 2005 NCRCRD




Situational analysis fits into the bigger picture of planning

SLIDE **16**

Foundations Practice
Community Development
 Core Competencies
 for Extension
 Professionals in the
 North Central Region
 © 2005 NCRCRD

- ✓ **Where are we now?**
(conducting situational analysis)
- ✓ **Where do we want to be?**
(developing a vision)
- ✓ **How do we get there?**
(designing an implementation plan)




Define the purpose

SLIDE **17**

Foundations Practice
Community Development
 Core Competencies
 for Extension
 Professionals in the
 North Central Region
 © 2005 NCRCRD

Big picture view such as a community profile.
 or
Focus on a dimension, decision or issue such as:

- Land use
- Economic Development options
- Water Quality
- Health Care
- Attracting Retirees




Involved in community planning?

SLIDE **18**

Foundations Practice
Community Development
 Core Competencies
 for Extension
 Professionals in the
 North Central Region
 © 2005 NCRCRD

How many of you have been involved in community planning?

- As a participant?
- As a facilitator?
- As a stakeholder of the community plan?
- Plan? What plan?




Define your role

SLIDE 19

❖ Convene the group?
 ❖ Provide expert advice?
 ❖ Provide information?
 ❖ Facilitate large groups?
 ❖ Work with planners?
 ❖ Participate?
 ❖ Write the report?

Foundations Practice
 Community Development
 Core Competencies
 for Extension
 Professionals in the
 North Central Region
 © 2005 NCRCRD



Define the purpose


SLIDE 20

See these sites for planning processes:
www.communitydevelopment.uiuc.edu
 Go to *Community Planning*; click on *Online Strategic Planning*

<http://www.ncrcrd.iastate.edu>

Click on *Publications*; click on *Vision to Action*; also check out *Take Charge*.

Foundations Practice
 Community Development
 Core Competencies
 for Extension
 Professionals in the
 North Central Region
 © 2005 NCRCRD




Define the purpose

SLIDE 21

See this USDA site for a downloadable publication on strategic planning:
<http://www.ezec.gov/About/strategic.pdf>

And from Kansas State University Extension:
<http://www.oznet.ksu.edu/library/>
 Search for *Strategic planning*; click on *Strategic Planning for Community Development*.

Foundations Practice
 Community Development
 Core Competencies
 for Extension
 Professionals in the
 North Central Region
 © 2005 NCRCRD




Define the stakeholders

SLIDE **22**

Stakeholders are:

Any person, group or organization that can place a claim on an organization or community's attention, resources, or output; or is affected by that group.

Foundations Practice
Community Development
Core Competencies
For Extension
Professionals in the
North Central Region
© 2005 NCRCRD




Define the stakeholders

SLIDE **23**

Activity . . .

Brainstorm list of stakeholders for an Extension program or activity.

Foundations Practice
Community Development
Core Competencies
For Extension
Professionals in the
North Central Region
© 2005 NCRCRD




Sources of information

SLIDE **24**

Secondary data is existing data which has been collected, including U.S. census data, county based economic data, school district data, health department data, etc.

Primary data is information that you collect, including surveys, case studies, focus groups, interviews, pilot tests, observational studies, etc.

Foundations Practice
Community Development
Core Competencies
For Extension
Professionals in the
North Central Region
© 2005 NCRCRD




Using secondary data

SLIDE 25

If you use secondary data which was collected for a purpose other than your own, ask:

- Who collected the data and for what purpose?
- Does this data target or include our community?
- Did we find the most up-to-date source?
- Does this data match our units of measure, time frame, age groupings, etc.? If we compare this with other data, are we comparing apples with apples?
- Can we explain the numbers if someone asks?

Foundations Practice
Community Development Core Competencies for Extension Professionals in the North Central Region
© 2005 NCRCD




Using secondary data

SLIDE 26

Where are the information gaps?
What do you need to know to address the issue?
(as outlined in your first step, "define the purpose of the situational analysis")
What information is missing?

Foundations Practice
Community Development Core Competencies for Extension Professionals in the North Central Region
© 2005 NCRCD



Collecting primary data


SLIDE 27

Collecting and analyzing information . . . options:

- Survey
- Focus Groups
- Mapping
- Personal interviews
- Group process

Develop a budget and timetable for each option!

Foundations Practice
Community Development Core Competencies for Extension Professionals in the North Central Region
© 2005 NCRCD




Collecting primary data

SLIDE **28**

Surveys

- Define objective of survey (what do you need to know, and is a survey the right method?).
- Determine how you will define the population and contact the sample (mail? telephone? intercept?).
- Design questionnaire and sampling procedure (check with your institutional review board!).
- Compile data; analyze data.
- Write report with recommendations.
- Go to www.communitydevelopment.uiuc.edu, then go to the toolbox, then to "community surveys."

Foundations Practice
Community Development
Core Competencies
for Extension
Professionals in the
North Central Region
© 2005 NCRCRD




Collecting primary data

SLIDE **29**

Focus Groups

- Define objective (what do you need to know, and is a focus group the right method?).
- Determine how you will develop the groups (via a partner organization, usually).
- Design questions, identify and train the moderators, and set up the groups (check with your institutional review board!).
- Conduct focus group discussions; compile data; analyze data.
- Write report with recommendations.
- Go to www.extension.iastate.edu and search for the publication, *Focus Group Fundamentals*.

Foundations Practice
Community Development
Core Competencies
for Extension
Professionals in the
North Central Region
© 2005 NCRCRD




Collecting primary data

SLIDE **30**

Mapping and personal interviews.

- Using an asset-based approach to collecting information in a defined geographical area.
- Usually requires extensive volunteer input.
- *Building Communities from the Inside Out*, by John Kretzmann and John McKnight.
- Go to: <http://www.northwestern.edu>; Search for abcd (Asset Based Community Development)
- And the Southern Rural Development Center, www.srdc.msstate.edu and look under publications for: *Mapping the Assets of Your Community*.

Foundations Practice
Community Development
Core Competencies
for Extension
Professionals in the
North Central Region
© 2005 NCRCRD




**An Asset-based Approach
(is different from our usual assessment!)**

SLIDE 31

Foundations Practice
Community Development
Core Competencies
for Extension
Professionals in the
North Central Region
© 2005 NCRCRD

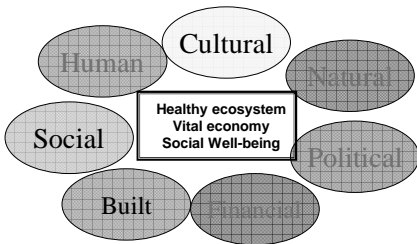

- An asset-based approach to development focuses on positives and strengths, rather than on problems and weaknesses.
- Using an asset-based approach to community assessment will influence the process of assessment, change the way people think about their community, and move control toward an internal, and away from an external, locus.
- Residents can use a system for identifying and developing assets which includes examining the people, institutions, and informal organizations in their community.



Community Capitals

SLIDE 32

Foundations Practice
Community Development
Core Competencies
for Extension
Professionals in the
North Central Region
© 2005 NCRCRD


Collecting primary data

SLIDE 33

Foundations Practice
Community Development
Core Competencies
for Extension
Professionals in the
North Central Region
© 2005 NCRCRD

Using group process as a framework

- Visioning (see *Vision to Action* again)
- SWOT analysis
- “Do we have it”/“do we want it” Matrix
- Force field analysis
- Decision-making systems for large groups (future search, open space, etc.!!)




SWOT Analysis

SLIDE 34

Foundations of Practice
Community Development Core Competencies for Extension Professionals in the North Central Region
 © 2005 NCRCRD

An *internal* perspective:
Strengths
Weaknesses

An *external* perspective:
Opportunities
Threats




SWOT Analysis of Human Capital of Our Group

SLIDE 35

Foundations of Practice
Community Development Core Competencies for Extension Professionals in the North Central Region
 © 2005 NCRCRD

<i>Strengths</i>	<i>Weaknesses</i>
<i>Opportunities</i>	<i>Threats</i>




Have/Want Analysis

SLIDE 36

Foundations of Practice
Community Development Core Competencies for Extension Professionals in the North Central Region
 © 2005 NCRCRD

		What we want	
		Yes	No
What we have	Yes	<i>We have it and we want to keep it.</i> Preserve	<i>We have it but we want to get rid of it.</i> Eliminate
	No	<i>We don't have it, but we want it.</i> Acquire	<i>We don't have it, and we don't want it.</i> Prevent




Goal Analysis

SLIDE **37**

Goal:

Forces that help us	Forces that hinder us

Foundations Practice
Community Development
Core Competencies
for Extension
Professionals in the
North Central Region
© 2005 NCRCRD




Action Plan

SLIDE **38**

Using the goal information:

- Brainstorm alternative actions,
- Set priorities,
- Allocate resources,
- Outline the action plan (including action, outcome, resources, deadline, and contact person).

Foundations Practice
Community Development
Core Competencies
for Extension
Professionals in the
North Central Region
© 2005 NCRCRD




Roles for Extension

SLIDE **39**

- Convener
- Facilitator
- Resource Person / Information Provider
- Teacher / Educator
- Participant / Collaborator
- Other? (maybe no role)

Foundations Practice
Community Development
Core Competencies
for Extension
Professionals in the
North Central Region
© 2005 NCRCRD




SLIDE 40

Summary

- Situational analysis is a systematic method of collecting, analyzing, and delivering information about current conditions, issues, problems, opportunities, and challenges facing stakeholders within a community.
- Use the information to develop responsive, effective Extension programming.

Foundations Practice
Community Development Core Competencies for Extension Professionals in the North Central Region
© 2005 NCRCRD




SLIDE 41

Reflection Questions

1. How do we understand what's really going on in a community? To whom do we listen? How do we obtain our information? What are our biases? Are we inclusive?
2. How do we determine the "right time" for an Extension program?
3. How do we assess risks? (Risks to ourselves? Extension? The community?)

Foundations Practice
Community Development Core Competencies for Extension Professionals in the North Central Region
© 2005 NCRCRD



SLIDE 42

References

Bens, Ingrid. 2000. *Facilitating with Ease*. San Francisco, CA: Jossey-Bass Inc., Publishers.

Darling, David and Gayle Randel. *Leadership for Healthy Communities: Characteristics of Healthy Communities*. Manhattan, KS: Cooperative Extension Service, Kansas State University.

Flora, Cornelia and Jan Flora with Susan Fey. 2004. *Rural Communities: Legacy and Change*. 2nd Edition. Boulder, CO: Westview Press.

Rennekamp, Roger, Julie Zimmerman and Martha Hall. *Situational Analysis*. Lexington, KY: University of Kentucky Cooperative Extension Service.


Sabin, Patricia and Don Dillman. 1994. *How to Conduct Your Own Survey*. New York, NY: John Wiley and Sons, Inc., Publishers.

Simplicity, Lorenna. Editor. *Conducting Community Situational Analysis: A field guide to dynamic Extension programming*. Reno, NV: University of Nevada Cooperative Extension.

Using a Multidisciplinary Approach to Conduct a Situational Analysis. USDA NRCS Social Science Institute. www.ssi.nrcs.usda.gov. (Look at all the publications listed under the heading, "Social Sciences Team Publications.")

www.com-dev.org is the website for the Community Development Society, which includes information about community capital under the headings "Publications" and "CD Practice."

Foundations Practice
Community Development Core Competencies for Extension Professionals in the North Central Region
© 2005 NCRCRD



Next Session

SLIDE **43**

Community Sustainability
April 24, 2007
1:30 to 3 p.m. CST



Mary Emery

Foundations
Practice

Community Development
Core Competencies
for Extension
Professionals in the
North Central Region
© 2005 NCRERO

The ability to understand the impact of decisions on the quality of natural resources and the long-term sustainability of the environment is an important component of community development.