

PROFESSIONAL SKILLS FOR COMMUNITY DEVELOPMENT

Term: Spring 2023

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Office hours: Thursdays 1-2 in 1320 Hart & by appointment

Meet Thursdays 2:10 – 5:00 pm

166 Hunt Hall

4 Units

Course Overview

This course is required for students to complete the Masters of Science degree in Community Development. It is designed to help students develop the practical skills needed to work professionally in community development-related organizations in the public, nonprofit, or private sectors.

CRD 250 is structured broadly as a studio, meaning that it is based on project-based learning in a model of action-reflection praxis as opposed to lectures based on course readings. In the classroom, students will benefit from a supportive learning environment to improve skills in collaborative teamwork, project management, facilitation, conflict management, decision-making, community engagement, and more. Outside the classroom, students will apply community development concepts, methods, and skills in a concrete group project based in the local community.

Group Project

The approach to the group project (project) will be as if the class is operating as a consulting organization for a community client. Our community client is Youth Forward. Youth Forward played an instrumental role in helping pass Measure L, establishing the Sacramento Children's Fund.

The Sacramento Children's Fund (Fund) earmarks an amount equivalent to 40% of local cannabis licensing fees to provide grants to qualified organizations providing youth services in accordance with a newly formed advisory commission and adopted by City Council.

Starting in 2024, the Fund will create a permanent source of youth funding upwards of \$10 million dollars a year, with the following goals: (a) supporting the mental health and emotional wellness of youth; (b) preventing and reducing homelessness among youth, including youth transitioning out of foster care; (c) preventing and reducing youth substance abuse; (d) preventing and reducing youth violence; and (e) supporting the healthy development of children ages 0 to 5 years old.

Now Youth Forward would like to provide the City of Sacramento with recommendations to best target those investments with greatest impact. Our class will support Youth Forward's efforts by completing a field scan to identify where opportunities, needs, and gaps in funding lie. Youth Forward will be using and building on our class findings, in partnership with ad-hoc groups of community partners, to develop and present recommendations to decision-makers at the City of Sacramento.

Each week, we will devote some class time to project management and planning similar to a consulting team meeting. The class will also be a forum for presentations of tools and techniques that can support students in successfully completing the project. Students will also work in small teams outside of class to plan strategies, gather information, and prepare meeting materials, presentations, and written reports.

Project work will be organized around the initial scope of work, which students will use to develop and refine an action plan as the class progresses. Students are responsible for team communication and coordination in order to accomplish project tasks, assignments, and client deliverables.

Scope of Work

The scope of work is comprised of four main tasks for CRD 250 students, in support of Youth Forward's goals, with corresponding client deliverables.

1. Collect and analyze background documents to:

- a. Provide a historical and political context for the Sacramento Children's Fund;
- b. Identify partners/funders to engage in the project (interviews, convening, etc.);
- c. Document best practices for field scan methodologies; and
- d. Identify promising practices for funding positive youth development and youth violence prevention programs.

Task 1 Team Deliverables:

- Written summary and bibliography of document review.
- Oral presentation to Youth Forward on May 11, 2023.

2. Conduct informal interviews, surveys, and/or observations collecting data on opportunities, needs, and gaps in funding in each of the Fund goals outlined in the Sacramento Children and Youth Health and Safety Act. Note that Youth Forward will lead all contact with community partners in order to establish or continue developing strong relationships.

Task 2 Team Deliverables:

- Written research report summarizing results of interviews, surveys, and/or observations. Include appendices with list of partners interviewed, meetings observed, copy of the interview protocol/survey, etc.
- Oral presentation to Youth Forward on May 11, 2023.

3. Design and facilitate a Community Convening in partnership with Youth Forward, including:

- a. Objectives for the convening based on initial findings;
- b. Public and facilitation agendas;
- c. Convening materials;
- d. Facilitation of the convening, including set-up, note-taking, and evaluation.

Task 3 Class Deliverables:

- Facilitation of Community Convening in late May (date TBD).
- Convening report summarizing: event goals, public agenda, partner input, evaluations, and recommendations for next steps.

4. Summarize all activities and findings in the field scan, including:

- a. An executive summary of the CRD 250 Group Project and methodology;
- b. Highlight findings from tasks 1-3;
- c. Visuals, such as infographics, photos, etc.;
- d. Recommendations for the Fund goals and ad-hoc groups next steps;
- e. Recognition of contributors.

Task 4 Class Deliverables:

- Written final report.
- Oral presentation to Youth Forward (and CRD students/faculty) on June 8, 2023.

Expectations of Students

This course is an interactive seminar with opportunities to develop professional skills. Students are expected to actively participate, collaborate with peers, speak up with questions and concerns, to stretch outside of comfort zones to practice new skills, and to take responsibility for their own learning.

Success in this course is based on the expectation that students will spend, for 4 units of credit, an average of 8 hours outside of class per week (for a total of 80 hours over the length of the course) on readings, assignments, and team collaboration.

Late work will not be accepted unless negotiated with the instructor before the due date, except for extreme situations. If you cannot upload assignments on Canvas due to technical issues, you can email them to the instructor by the submission due time.

Students requiring special accommodations (e.g., disabilities, religious holidays) should notify the instructor by the end of the first week so appropriate arrangements can be made. Students sometimes experience personal/health problems during the term that interfere with their learning. If this happens to you, please meet with your instructor as soon as possible to discuss appropriate resources and develop a plan for managing your coursework. Additional student resources are available [here](#).

✓ Grading Information

COURSE GRADING

Final grades will be based on class participation (30%) and assignments (70%), and will take into account improvement over the quarter. There is no final exam.

Participation 30%

Participation will be a key contributor to learning in the course. This not only enhances individual learning, but also contributes to that of others. Your learning and that of the whole class will advance to the extent that you are: present, prompt, not distracted, and fully prepared for all class sessions; actively engaged in discussions and activities; and helping to create the conditions that encourage and facilitate engagement by others. Ultimately, the effectiveness of the course will hinge on how well students contribute to the creation and maintenance of an inclusive, dynamic, safe, and supportive learning community.

Assignments 70%

Assignments include team assignments (59%) and individual assignments (11%). Since team assignments are a significant percentage of the grade, students will be required at the end of the quarter to evaluate how well each member of the team contributed to a fair share of the work. Note that client feedback on project deliverables will be included in the final grades.

Team Assignments (59%)

Action Plan and Budget (2%)
Draft Convening Agendas (2%)
Research Report (20%)
Presentation of Research Findings (5%)
Convening Summary Report (5%)
Field Scan Report (20%)
Presentation of Field Scan (5%)

Individual Assignments (11%)

Facilitation and Evaluation of 2 Community Events (5%)
Reflection on Leadership Confidence (1%)
Evaluation (5%)



Academic Integrity & Honesty

In line with University of California at Davis policy, students are expected to maintain high standards of academic honesty. This means that all work that you present as your own must in fact have been done by you, and that all sources must be properly cited. Misconduct of academic honesty includes lying to obtain exceptions for deadlines, class absences, etc. To learn more, read the [UC Davis Code of Academic Conduct](#).



Required Readings

Required reading material is composed of a combination of the following:

1. Kaner, S. (2014). *Facilitator's guide to participatory decision-making*. John Wiley & Sons. (Note: We are using the 3rd edition only; previous editions will be missing key chapters.)
2. Fisher, R., Ury, W. L., & Patton, B. (2011). *Getting to yes: Negotiating agreement without giving in*. Penguin. (2011 edition preferred; previous editions are acceptable, but have outdated cases.)
3. Additional resources such as online articles and websites, included in the course schedule.



Course Schedule

This schedule is subject to change at the discretion of the instructor.

Week 1. April 6

Group Formation Skills: Introductions, Agreements, Form Teams, Evaluation

Guest: Jim Keddy, Executive Director, Youth Forward

Readings:

- This CRD 250 Syllabus
- About Group Client: Youth Forward [website](#)
- About Group Project: [Sacramento Children and Youth Health and Safety Act](#)
- Introduction to Field Scans: [Scanning the Landscape 2.0](#)
- Stages of Group Development: Practitioner's [summary](#) to discuss in class
- Optional Reading: Tuckman's [original article](#) on Group Development

Assignments: N/A

Week 2. April 13

Communication Skills: Listening, Asking Questions, Bottom Line Up Front

Guest: Monica Ruelas Mares, Community Organizer, Youth Forward

Readings:

- Kaner: pp. 41-63; 99-112
- Strategic Questioning [article](#)

Team Assignment:

1. **Action Plan and Budget:** Submit and present for tasks 1-4 (template available).
 - Team A: City of Sacramento / Measure L historical and political context.
 - Team B: Funders (other than the City) / Field Scan methodologies.
 - Team C: Local Nonprofits / Findings from similar Children's Funds.
 - Team D: Local school districts / Promising practices for 5 Fund goals.

Week 3. April 20

Community Engagement Skills: Framework, Roles, Values, Ethics, Participation

Guests: Mahvash Hassan, Equity & Inclusion Consultant; Monica Ruelas Mares, Youth Forward, & Dr. Jonathan London, UCD

Readings:

- Kaner: pp. xv-37
- Katz & Miller [article](#)
- IAP2 [Core Values, Ethics, & Spectrum](#)
- [GARE Racial Equity Toolkit](#)

Team Assignment:

2. **Present team progress** for class and Youth Forward feedback. Include list of partners/funders to interview, draft questions, proposed participant observations.

Week 4. April 27

Process Design Skills: Agendas, Techniques, Graphic Templates, Wall Graphics

Guest: Dr. Jeff Loux, UCD

Readings:

- Kaner: pp. 145-196
- Resource: Liberating Structures [website](#)

Team Assignments:

3. **Draft Convening Agendas:** Submit and present public and facilitation agendas (template available).
4. **Infographics:** Share 3 examples of effective visuals as inspiration for client deliverables (included in future presentations, reports, or at the Convening).

Week 5. May 4

Conflict Skills: Conflict Intelligence, Facilitation Challenges, De-escalation

Readings:

- Kaner: pp. 197-226
- Ladder of Inference [article](#)

Facilitation Opportunities:

- Valley Vision Community **Workshops May 1-5**, 5-7:30 pm

Team Assignments:

5. Present project **team findings to class** for feedback.

Week 6. May 11

Decision-Making Skills: Sustainable Agreements, Decision Rules

Guests: Jim Keddy & Monica Ruelas Mares, Youth Forward

Readings:

- Kaner: 229-307; 323-371

Facilitation Opportunity:

- Valley Vision Community **Workshop May 10**, 5-7:30 pm

Team Assignments:

6. **Research Report:** Submit report with summary and analysis of findings from Tasks 1-2.
7. **Presentation of Research Findings** to Youth Forward.

Week 7. May 18

Negotiation Skills: Styles, Increase Influence, Win-Win Agreements

Readings:

- *Getting to Yes* (entire book)

Facilitation Opportunity:

- Youth Forward Community **Convening (date TBD)**

Team Assignment:

8. Prepare Convening materials (TBD).

Individual Assignment:

9. **Facilitation and Evaluation of 2 Community Events:** Help facilitate at least 2 community events this quarter; and submit a 1-page evaluation for each event, including: an overview of your role and experience facilitating; and your reflections on the event: what went well, what can be improved, and any suggestions you have for future events and/or client's next steps.

Week 8. May 25

Leadership Confidence

Readings:

- Shirzad Chamine [TED talk](#)

Team Assignment:

10. **Convening Summary Report:** Work with the other teams to compile and submit one summary report including: event goals, final public agenda, partner input collected, participant evaluations, and recommendations for next steps.

Individual Assignment:

11. **Saboteur [Self-Assessment](#):** Take, review, and bring your scores to class.

Week 9. June 1

(Leave open for emerging topics and/or studio time)

Readings: (none)

Team Assignment:

12. Present field scan to class for feedback.

Individual Assignment:

13. **Reflection on Leadership Confidence:** Submit a 1-2 page reflection on Sage/Saboteur learnings, practice, and commitments moving forward.

Week 10. June 8

Adjourning Group Skills: Final Reporting, Presentations, Celebration

Guests: Jim Keddy & Monica Ruelas Mares, Youth Forward

Location TBD

Readings: (none)

Team Assignment:

14. **Field Scan Report:** Work with the other teams to compile and submit one professional report as described in the scope of work.
15. **Presentation of Field Scan** to Youth Forward and CD faculty and students.

Individual Assignment:

16. **Evaluation:** Submit a 2-3 page evaluation of how each team member:
 - Contributed to a fair share of the work, including each person's roles and specific contributions to each assignment;
 - Offered unique strengths, skills, and experiences to the project;
 - Supported each other's learning; and
 - Identify opportunities for your own leadership growth and development (template available).