

**THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

**SCHOOL OF SOCIAL WORK**

**COURSE NUMBER:** SOWO 799  
**COURSE TITLE:** Community-Led Sustainable Development  
**SEMESTER, YEAR:** SPRING SEMESTER, 2016  
**TIME AND PLACE:** 2 – 4:50 PM, MONDAYS, ROOM 137 TTK

**CREDITS:** 3 credit hours  
**INSTRUCTOR:** MARIE WEIL  
School of Social Work  
Office: Tate-Turner-Kuralt Building 422  
Phone: 919-962-6455  
Email: moweil@email.unc.edu

**OFFICE HOURS:** Monday 12 noon -1:30 pm and 5:00-6:00 pm  
Tuesday 11:45 – 1:45 pm  
Other times by appointment

**COURSE WEBSITE:** Available to course members through [sakai@unc.edu/portal](mailto:sakai@unc.edu/portal)

**COURSE DESCRIPTION:** Engages students in grassroots community capacity building service learning projects or research to achieve economic development, social justice and environmental stewardship in collaboration with Resourceful Communities.

**799 COURSE OBJECTIVES:**

By the end of this course students will be able to:

1. Define and discuss the values and practices embedded in the Triple Bottom Line for Community-Led Sustainable Development Work.
2. Understand and articulate the major concepts and theories that ground sustainable development work and participatory research with grassroots organizations.
3. Think critically about the complex social, political, and economic issues that grassroots groups and engaged professionals face in planning, initiating and carrying forward sustainable development projects, participatory research, and implementing local programs.
4. Articulate and analyze selected social and economic issues related to the need for Grassroots Sustainable Development and its benefits.

5. Test skills in community engagement through meetings and communications with Grassroots Partners of Resourceful Communities or other project site leaders and implementation of semester project.
6. Enhance knowledge and test skills in collaboration with Resourceful Communities Staff and other Class Presenters.
7. Strengthen abilities in Peer Learning through work with Class Members.
8. Demonstrate knowledge of and skills in sustainable development practices and community engagement in preparation of their final projects.
9. Demonstrate specific knowledge and increased practice skills in relation to semester project.
10. Demonstrate knowledge and skills in project planning, work with Partners, and completion of semester project.
11. Increase skills in reflective learning particularly in relation to working with multicultural grassroots groups, and assessing their own skills and learning needs for community-based practice.
12. Increase knowledge related to working with organizations that support grassroots sustainable development work.

**EXPANDED COURSE DESCRIPTION:**

This course is designed to engage students in active and reflective learning to prepare them to engage with grassroots community members, and staff of organizations that support grassroots groups, in capacity building for locally determined sustainable development projects and programs. Students may work on a project of their own or with an RCP Partner group. As a Graduate level service learning course, 30 hours of work on projects or participatory research are required. Brief lectures, discussions, and presentations from Resourceful Communities Grassroots Partners, RCP staff and other experts will enrich learning and prompt reflection about the complexities of collaborative work with grassroots groups and intermediary organizations. The course seeks to prepare students with knowledge and skills to work respectfully and effectively to build the movement for grassroots sustainable development.

**PREREQUISITES:** MSW Students: SOWO 570 and SOWO 517 and experience in community practice or advocacy. Masters or Doctoral Graduate students in other departments: Documented interest in community and sustainable development, a related graduate course, and permission of the Instructor.

**REQUIRED TEXTS:**

FLINT, R.W. (2013). *PRACTICE OF SUSTAINABLE COMMUNITY DEVELOPMENT: A PARTICIPATORY FRAMEWORK FOR CHANGE*. NEW YORK: SPRINGER.

HACKER, K. (2013). *COMMUNITY-BASED PARTICIPATORY RESEARCH*, THOUSAND OAKS, CA: SAGE.

**REQUIRED READINGS:**

Carlton-LaNey, I., Burwell, N.Y., and White, C. (2013). Rural Community Practice: Organizing, Planning and Development, Chapter 21 in Weil, M., Reisch, M. and Ohmer, M. (Eds.), *The Handbook of Community Practice, 2<sup>nd</sup> ed.* Thousand Oaks CA: Sage. (pp. 461-478).

Gamble, D.N. (2013). Participatory Methods in Community Practice, Chapter 14. in *The Handbook of Community Practice, 2<sup>nd</sup> ed.* Thousand Oaks CA: Sage. (pp. 327-343).

Gamble, D.N. & Hoff, M.D. (2013). Sustainable Community Development, Chapter 9 in Weil, M., Reisch, M. and Ohmer, M. (Eds.), *The Handbook of Community Practice, 2<sup>nd</sup> ed.* Thousand Oaks CA: Sage. (pp. 215-232).

Gamble, D.N., & Weil, M., (2010), Social, Economic and Sustainable Development, Chapter 7. in *Community practice skills: Local to global perspectives*. New York: Columbia University Press. (pp, 209-245).

Midgley, J. (1995). Social Development by Communities, in Strategies for Social Development, Chapter 4. in *Social Development: The Developmental Perspective in Social Welfare*. Thousand Oaks: Sage. (pp. 114-124).

Poole, D.S. (2005). Rural Community Building Strategies, Chapter 7. in N. Lohman and R.A. Lohman, (Eds.), *Rural Social Work Practice*. New York: Columbia University Press. (pp. 124-143).

Schiele, J.H. (2014). Social Policy and the Racial Regulation of People of Color, Chapter 4. in M. Reisch, Ed., *Social Policy & Social Justice*. Thousand Oaks, CA: Sage. (pp. 125-149).

Serim, J. (2014). Interdisciplinary Social Science Perspectives: Key Concepts to Inform Practice, Chapter 15. in M.J. Austin, Ed. *Social Justice and Social Work: Rediscovering a Core Value of the Profession*. Thousand Oaks CA: Sage. (pp. 179-189).

*The Community Tool Box*. The Community Tool Box is a service of the Work Group for Community Health and Development at the University of Kansas. Copyright 2013 by the University of Kansas for all materials provided via the World Wide Web. Materials for use throughout the course can be located through the CTB Table of Contents: [ctb.ku.edu/en/tablecontents](http://ctb.ku.edu/en/tablecontents)

**Additional Readings:**

A supplementary set of recommended readings will be compiled from Students' and Presenters' recommendations.

**SAKAI SITE:** Other assigned readings and additional resources are available on the course's sakai site in folders for each class session, or on web sites discussed in class.

**The following Journals and Journals from other disciplines may be used in class.**

You are expected to include selected material from relevant journals in class work and assignments. Journals are held in Davis Library and are available on-line.

**Relevant Journals:**

*The Journal of Community Practice: Organizing, Planning, Development & Change*  
*Nonprofit and Voluntary Sector Quarterly*  
*Social Development Issues*  
*The Journal of Progressive Human Services*  
*International Development*

**TEACHING METHODS:**

This course focuses on active and reflective learning and the integration of theory, professional literature, research, and experiential knowledge in social, economic, and sustainable community development. All students will engage in a sustainable development project in collaboration with a Grassroots Partner organization of the Resourceful Communities Program of The Conservation Fund. The course will engage students through a range of participatory and adult learning methods including in-class exercises, presentations, small and large group discussions, lectures, and guest lecture presenters. These strategies promote responsibility for shared learning and teaching. Students are expected to use creative, critical, and analytical skills in discussion, exercises, papers and presentations and to support a positive learning-focused class culture modeling professional level interactions.

**COURSE ASSIGNMENTS:**

The major work for this course will involve design and completion of a service-learning project. This will be a semester-long project undertaken at the request of a Grassroots Partner organization. Projects will be specific to each service-learning site and will involve professional level work in projects requested by Community Partner Organizations. Projects may involve, for example, needs assessment, program planning, implementation planning, participatory research or program research, background work and preparation of a proposal for funding, research on creative examples of community problem solving, or recommendations regarding marketing strategies for Community Partner Organizations..

Students will be responsible for collaborating with their community partner to determine the focus of the project, and will manage and produce the project, typically focusing on planning, implementation issues, assessment, or a range of types of research for the organization.

The first two assignments are reflection papers. The first will focus on Students assessment of the process of engagement and communication with their Community Partner, and planning of their project. The second reflection paper will focus on project implementation, project

completion, reporting to the community group, and lessons learned about the processes and tasks involved in service-learning work on behalf of a grassroots community group involved in community-based sustainable development work. A separate document provides instruction and details about the assignments.

### **COURSE EXPECTATIONS:**

Attendance: Students are expected to attend all classes, to engage with presenters, to be prepared for seminar discussion of assigned readings and current topics, and to be engaged in questions and discussion of other students' topics as well as their own. If you are sick, please email as soon as possible to inform the Instructor. If you are asked to participate in a professional conference discuss make-up material with the instructor. Students are responsible for obtaining all announcements, instructional information, and handouts for class sessions they miss.

Activities & Assignments: Each Student will engage with a Community Partner Grassroots Organization to design and complete a service learning project requested by the Community Partner. Students will plan with and develop the project in consultation with the Community Partner and course faculty and advisors. Completion of the project, delivery to the Community Partner, and class presentation of individual projects are the major assignment for the course. Students will lead discussions for some assigned readings and will work in small groups for in-class exercises. Since this is an advanced level graduate course, there are high expectations for professional interaction with Community Partners, reading, analyzing, and critiquing professional literature, and presenting your own work for discussion. All written assignments are expected to show evidence of critical and creative thinking, as well as thoughtful consideration of the literature, research, and where relevant, your practice experience with the service learning project. Assignments are expected to cite references to materials employed for the major project, course literature, at least one relevant scholarly journal and other relevant literature. For all class papers, including reflection papers, submit one hard copy and one e-mail document to the Instructor. If you are away and need to initially submit a paper via e-mail, provide the Instructor with a hard copy as soon as possible.

Project Papers and documents are expected to employ APA style. Written assignments should use correct English grammar, punctuation, and spelling. In your work with a community group, you might be involved in developing plans for community-based participatory research, project related research and written materials, manuals, or a report, developing materials to prepare for writing a proposal for funding, development of needs assessment instruments, writing background materials for organizational use, developing web-content for a grassroots organization, developing drafts for community or project plans, preparing press releases and public statements, or developing a proposal for funding. Your writing, therefore, may lead to greater chances of success or can precipitate problems for the group you work with if these tasks are not effectively carried out. Make the class a laboratory to hone your practice and professional writing skills. Final Projects will be graded on content, fulfillment of request and project proposal for Community Partner, quality of materials developed, analysis, writing, and creativity; credit will be lowered for poor grammar, syntax, or spelling.

### **APA FORMATTING:**

Students are expected to correctly cite material in all class work and assignments following the 6<sup>th</sup> ed. of the *APA Style Manual* (available online: [apa style manual pdf](#)) or *APA Style Guide* (available online: [apa style guide pdf](#)). Please use the *APA Manual* and/or the School's Writing Resources Page: ( <http://ssw.unc.edu/students/writing>). This link provides access to an array of resources including the newly updated "APA Quick Reference Guide." You may also schedule an appointment with a member of the SSW Writing Support Team: Diane Wyant and Susan White at ([soswwritingsupport@gmail.com](mailto:soswwritingsupport@gmail.com)).

An exception to use of APA style is that students are expected to format and present their written work based on (1) specific assignment instructions and (2) use of double spacing for all assignments

### **GRADING SYSTEM:**

The School of Social Work operates on an evaluation system of Honors (H), Pass (P), Low Pass (L), and Fail (F). The numerical values of these grades are:

H: 94-100

P: 80-93

L: 70-79

F: 69 and lower

A grade of "P" is considered to indicate and approve entirely satisfactory graduate work. The grade of Honors ("H") — which only a limited number of students attain -- signifies that the work is clearly excellent in all respects.

### **Grading Guides:**

Since the major assignment for the course is completion of the written Project for the Partner Organization, guidance and consultation will be provided by the Instructor and RC Consultants, with regard to planning and development of the project. Students will develop a brief proposal/plan for the project to be approved by the Community Partner and reviewed/approved by an RC Consultant and the Instructor. Project proposals will include description of community partner, description of proposed project, rationale for the project, and program deliverables. General requirements are for high quality work on the project including project documents, plans, reports, assessments, instruments, etc. needed for successful completion of Student Projects along with assessment of their utility for the Community Partner organization. Presentation of Projects to the class will be assessed by the Instructor. Reflection papers will be assessed by the Instructor on the clarity of written presentation and depth of understanding of issues described.

### **Policy on Incompletes and Late Assignments:**

Students are expected to turn in written assignments on the appointed date. If an illness or emergency prevents timely submission, contact the Instructor to work out arrangements to deliver the assignment as soon as possible. The University has strict policies that govern giving a grade of Incomplete. This grade is given only in serious, extenuating circumstances. If a paper is turned in late without prior communication and a contract with the instructor, ten points will be subtracted from the grade for each late day. In case of an emergency, a late paper may be accepted without penalty at the discretion of the instructor.

### **POLICY ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Students who require accommodations in relation to class participation, use of electronic devices,

or assignment completion should notify the instructor on the first day of class and provide a brief written statement in relation to needed formats.

**Policy on Use of Electronic Devices:**

Students are expected to cut off all cell phones during each class. (Please advise the Instructor in advance if you anticipate an urgent call.) Use of laptops or iPads must be confined to class notes, small group activities, in-class assignments, and searches for information relevant to class discussion. Students who use electronic devices for extraneous purposes will be asked to leave class and to discuss the incident with the instructor before the next class.

**POLICY ON ACADEMIC DISHONESTY AND HONOR CODE EXPECTATIONS:**

It is the responsibility of every student to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing in actions involving the academic processes. Please refer to the *APA Style Guide*, *The SSW Manual*, the *SSW Writing Guide*, or the writing guide for your major discipline for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments.

All written assignments should contain a signed pledge stating:

*“I have not given or received unauthorized aid in preparing this written work; I have not plagiarized the work of anyone else from books articles, websites or personal communication; and I have not submitted work for this class that was developed for a previous or concurrent course.”*

Students are expected to use this version of the Honor Code for all assignments for this course. Credit will not be awarded for unpledged work. In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action will be taken as required.

**799 COMMUNITY-LED  
SUSTAINABLE  
DEVELOPMENT: COURSE  
OVERVIEW**

1/11/16	Class 1:	Introduction & Orientation Community-Led Sustainable Development and Service Learning Projects.
MLK Holiday 1/18/16		Make Connection to Community Partner during week.
1/25/16	Class 2:	The Triple Bottom Line: Sustainable Economic Development, Social Justice & Environmental Stewardship, theory and practice.
2/01/16	Class 3:	Field Visits and Project Work
2/08/16	Class 4:	Building Equitable Partnerships; Realities in Community-Led Sustainable Development; and Characteristics of Underserved Communities
2/15/16	Class 5:	Community Engagement Grounded in RC Peer Learning Methods
2/22/16	Class 6:	Participatory Project Planning
2/29/16	Class 7:	Field Visits and Project Work.

3/07/16	Class 8: Project Implementation, Financing & Management.
3/14/16	No Class Spring Break
3/21/16	Class 9: Getting Work Done Given Social and Economic Barriers.
3/28/16	Class 10: Participatory Evaluation.
4/04/16	Class 11: Making the Case to a Funder.
4/11/16	Class 12: Community Funding Resources & Marketing for Community-Based Organizations
4/18/16	Class 13: Reflections and Student Project Presentations
4/25/16	Class 14: Student Project Presentations

Final Papers Due two days following Final Class

## COURSE OUTLINE AND READING ASSIGNMENTS

### Class 1 Introduction and Orientation to Current Sustainable Development Issues

**January 11<sup>th</sup>**

**Presenter: Mikki Sager, Vice President, The Conservation Fund, and Executive Director, Resourceful Communities**

**Discussion Leader: Kathleen Marks, Associate Director, Resourceful Communities—Service Learning Projects and Community Partners**

**Power Point: [Overview of Sustainable Development Issues and Practice Orientation](#)**

**Objectives:**

1. Introductions and Students Sustainable Development Practice Interests and Learning Goals
2. Discussion Service Learning Projects and Community Partners
3. [Overview of Sustainable Development Issues and Practice Orientation](#)
4. Discussion of Project Proposals

**Handouts:**

Gamble & Weil, Fig. 1.2—Continuous Sustainable Community Development, p. 14 in D.N. Gamble & M. Weil (2010), *Community Practice Skills: Local to Global Perspectives*. New York: Columbia.

Friedmann’s Model Fig. 9.2

Castelloe’s Community Capacity Frame

Legerton’s “What We Can’t Do Alone, We Can Do Together” case study

Social Justice Definitions

Sample Project Proposal

**Discussion:**

Project Interests, Connections to Community Partners & Learning Goals (student paragraphs)



Ideas sparked by presentation  
Initiating Engagement with Low Resource Communities  
Engagement points from Gamble & Weil, pp. 315-319

**Required Readings:**

Flint: Selected Sections from Chapter 6. Understanding the Community Context: pp. 143-152,  
and if time is available also “Focusing on Community Needs” pp. 155-156; and  
“Community Sustainability Assessment” p. 160.  
Engagement points from Gamble & Weil, *Community Practice Skills*, pp. 311-323  
Participatory Framework for Change, *Community Practice Skills*, pp. 13-23

**January 18<sup>th</sup> Dr. Martin Luther King Jr. Holiday**

**Make Connections to Community Partner During Week, Discussion of Project**

**Reading:**

Flint, The Basics of Sustainable Development, Chapter 2 in *The Practice of Sustainable Community Development*. (pp. 25-52)  
Gil, D. Social Change Strategies to Overcome Injustice & Oppression, Chapter 3 in  
*Confronting Injustice & Oppression*, pp. 33-65.  
CTB, Building and Sustaining Relationships, Section 7, Chapter 14,

<b>CLASS 2</b>	<b>Triple Bottom Line--RCP: Sustainable Economic Development, Social Justice &amp; Environmental Stewardship</b>
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**January 25<sup>th</sup>**

**Presenter: Kathleen Marks, Associate Director Resourceful Communities**

**Sustainable Development Practice with Grassroots Organizations—and Organizations that Support Grassroots Work**

**Power Point:** Triple Bottom Line and Supporting Grassroots Work

**Objectives:**

1. The Triple Bottom Line—RCP: Sustainable Economic Development; Social Justice & Environmental Stewardship—Analysis and Discussion
2. Discussion of Readings and Resourceful Communities Materials—Issues and Questions
3. Sustainable Development Practice with Grassroots Organizations—and Organizations that Support Grassroots Work
4. Discussion of Racial and Cultural factors in working with groups in communities and organizations.
5. Discussion of Range of Projects with Community Partners

**In Class Review:** Disruptive Demographics, Jim Johnson

**Required Readings & Preparation:**

Flint, Operationalizing Sustainability in Community Development, Chapter 3 in *Practice of Sustainable Community Development*. (pp. 55-90[empphsis—66-90])

Gamble & Weil, Social, Economic, and Sustainable Development, Chapter 7 in *CPS*.

Gamble & Hoff, Sustainable Community Development, Chapter 9, *HCP2*, (pp.215-232)

Review RCP web-site: <http://www.conservationfund.org/what-we-do/resourceful-communities>

**Handouts:**

Triple Bottom Line

Basic Theory Points

**Recommended Reading:**

Gutierrez, L.G. & Lewis, E.A. (1999). Chapter 1. Empowerment as a model of practice in *Empowering women of color*.

**Class 3                      Field Visits and Project Work  
   Connect with Partner Organization****February 1<sup>st</sup>****Objectives:**

1. Connect with Partner Organization
2. Plan Basics of Project
3. Consider engagement and expectations in light of racial and cultural dynamics.

**Reading:**

CTB, Building Relationships with People from Different Cultures, Section 2, Chapter 27.

McRae, M.B. and Short, E.L.(2010). Working with differences in groups: Ethical Considerations, Chapter 2 and Group formation: Racial and cultural dynamics of entering and joining, Chapter 3.

**Class 4                      Building Equitable Partnerships; Characteristics of Underserved  
   Communities; Realities in Community-led Sustainable Development;  
   “What it Feels like When People Come in from the Outside”****February 8<sup>th</sup>****Presenter:** Dr. Yolanda Burwell**Readings:**



Gamble & Weil, Inclusive Program Development, Ch. 8 in *CPS*.

Weil, Community-Based Social Planning: Theory & Practice, Ch. 12, *HCP2*.  
(Divide Sections for discussion)

Hacker, Chapter 3. Methods for CBPR

Linnell et. al. (2002). Program Development, Chapter 3 in *Executive Directors Guide: The Guide for Successful Nonprofit Management*, pp. 11-22. Boston, MA.: United Way of Massachusetts Bay.

**Recommended:**

Flint, Chapter 7. Promoting Stakeholder Interest & Involvement (selected brief sections)

Martin, L. L. Program planning and management Chapter 16, in R. Patti *The Handbook of Human Services Management*, pp. 339 -350.

**Additional Readings:**

Flint, Evaluating Community Impact and Project Assessment, Chapter 12

Flint, Chapter 10. Analyzing Community Problems and Community-Based Participatory Research

**Class 7                      Field Visits and Project Work**

**February 29<sup>th</sup>**

*1<sup>st</sup> Brief Reflection Paper Due*

**Readings:**

***Community Tool Box***

Chapter 27. Cultural Competence in a Multicultural World:

Section 5. Learning to be an Ally for People from Diverse Groups & Backgrounds;

Section 7. Building Culturally Competent Organizations;

Section 9. Transforming Conflicts in Diverse Communities

**Optional:**

Gutierrez, L.M., Lewis, E.A., Dessel, A.B. & Spencer, M. (2012) Principles, skills, and practice strategies for promoting multicultural communication and collaboration, Chapter 20 in *HCP2*, pp. 445-460.

**Objectives:**

1. Identify and analyze strategies for building culturally competent organizations.
2. Define cultural competency in relation to diverse populations and describe strategies to equalize power differentials.
3. Identify and analyze principles, skills, and practice strategies for promoting multicultural communication and collaboration.
4. Identify and discuss Strategies for leadership in multicultural groups

## **Class 8            Project Implementation & Management**

**March 7<sup>th</sup>**

Presenter: Margaret Conrad, Consultant RC

### **Required Readings:**

Netting & O'Connor, Program Planning and Implementation: Designing Responses to Address Community Needs, Chapter 36 in *HCP2*, pp.757-772.

Linnell, D. et al. (2004). Program Development, Chapter 3 in *Executive Directors Guide: The Guide for Successful Nonprofit Management*, pp. 44-56. Boston, MA: Third Sector, New England and United Way of Massachusetts Bay.

RCP Management Forms, Budgeting Forms and Business Procedures

### **Recommended Resources:**

Martin, L.L., (2009). Program Planning and Management, Chapter 16 in Rino Patti, *The Handbook of Human Services Management, 2<sup>nd</sup> Ed.* pp. 339-350. Thousand Oaks CA: Sage.

Kettner, P.M., Moroney, R.M. & Martin, LL. (2013). Designing Effective Programs, Chapter 8 in *Designing and Managing Programs: An Effectiveness-Based Approach, 4<sup>th</sup> Ed.*, Thousand Oaks, CA: Sage.

## **Class 9            Getting Work Done in Rural Communities: Given the Realities of Social/Economic Barriers**

**March 21<sup>st</sup>**

**Presenters:** Monica McCann and Kathleen Marks, Associate Directors RC

**Readings:**

Materials & Tool Kits from RCP

CTB. Overcoming Setbacks and Adversity, Section 10 in Chapter 14, *The Community Tool Box*

CTB, Discovering and Creating Possibilities, Section 3, Chapter 14. *Community Tool Box*.

**Recommended:**

Lauffer, A. (2013) Fundraising and community organizing: A stakeholder model, Chapter 35 in *HCP2*.

CTB Chapter 42. Getting Grants & Financial Resources.

**Class 10      Participatory Evaluation****March 28<sup>th</sup>**

**Presenters:** Molly Russell & Kelly Owensby, Exec. Director, Transplanting Traditions:  
Participatory Evaluation.

Class Discussion Evaluation Issues: Participatory Evaluation and *Measuring a Movement*

**Readings:**

Evaluation examples from RCP—Forms for Partners to use for self-evaluation

Gamble, Weil and & Kiefer, *Measuring a Movement*.

Hacker, CBPR, Chapter 5. Translating Research into Practice—View From the Community, and  
Chapter 6. Ethical Considerations in CBPR.

CTB. Participatory Evaluation, Section 6 in Chapter 36. Introduction to Evaluation, *Community Tool Box*

**Optional:**

Flint, Evaluating Community Impact and Project Assessment, Chapter 12

Flint, Chapter 10. Analyzing Community Problems and Community-Based Participatory  
Research

**Class 11      Making the Case to a Funder****April 4<sup>th</sup>**

**Presenter:** Easter Maynard, Golden Corall Foundation: Making the Case to a Funder

**Objectives:**

1. Examine the process of developing a proposal for funding.

2. Practice “Making the Case to a Funder”

**Required Readings:**

Yuen, K.O., Terao, K.L. & Schmidt, A.M. (2009). *Effective grant writing and program evaluation*, Chapter 5. Grant proposal writing: Beginning with the end in mind, and Chapter 6. Program evaluation. Hoboken,N.J.: John Wiley & Sons.  
CTB, Getting Grants and Financial Resources, Chapter 42 in *The Community Tool Box*

**Exercises:**

Practice 3 Minute Presentation to a Funder: Develop an Elevator Speech for a proposal you would like to develop and write down basic budget categories.

**Class 12                      Community Funding Resources, Financing & Marketing for Community-Based Organizations****April 11<sup>th</sup>****PRESENTERS:**

Mikki Sager, Overview of Community Funding Resources & Financing Business Planning, and Ashley Jobe, Marketing/Communications: Building Capacity for Communication about Sustainable Development for Community-Based Organizations

**Objectives:**

1. Examine and discuss the range of community funding resources
2. Analyze issues related to funding challenges for the nonprofit sector
3. Compare business planning and marketing approaches for grassroots organizations

**Required Readings:**

Funding Resources, Business Planning Tools and Marketing Materials from RC and Jobe

Linnell, et al., (2002). Financial Management, Chapter 11 in *Executive Directors Guide: The Guide for Successful Nonprofit Management*. Boston MA: United Way of Massachusetts Bay.

Laufer, A. (2009). Confronting Fundraising Challenges. Chapter 17 in Rino Patti, Ed. *The Handbook of Human Services Management*, pp. 351-372. Thousand Oaks, CA: Sage.

**Optional:**

Lohman, R.A. & Lohman, N. (2013) Management: Financial in the ON-Line Encyclopedia of Social Work

Flint, Financial Sources for Sustainability Actions, Chapter 16. In Practice of Sustainable Community Development: A Participatory Framework for Change, pp. 421-438, New York: Springer

**Class 13                      Sustainibility and Building Capacity to Continue & Students Project Presentations**

**April 18<sup>th</sup>**

Sustainability and Building Capacity to Continue—Presentation & Discussion

**READINGS & EXERCISES:**

Resourceful Communities Sustainability & Capacity Materials & Exercises  
Flint, Chapter 8. Building Capacity for Community Change, pp. 197-212  
CTB, Planning for Sustainability, Chapter 46 in The Community Tool Box.  
SMALL GROUP AND CLASS DISCUSSION OF REFLECTIONS

**Student Project Presentations**

*Final Reflection Paper Due*

**Class 14          Students Project Presentations**

**April 25<sup>th</sup>**

*Student Presentation of Projects*

*Final Papers due two days following final class.*

**Additional Resources:**

Estes, R.J.. (1993). Toward Sustainable Development: From Theory to Praxis, *Social Development Issues* 15(3): 1-29.  
Israel. B., Eng, Eugenia, Schulz, and Parker, Edith A. Eds. (2005). San Francisco, Jossey-Bass-John Wiley. *Methods in Community-Based Participatory Research for Health*.  
Minkler, M. Ed.. (2008). *Community Organizing and Community Building for Health, 2<sup>nd</sup> Ed.*  
New Brunswick, NJ: Rutgers University Press.  
Community Tool Box, Protecting Environmental Quality, Section 9, Chapter 26.

Additional Resources will be added by Class Members, Consultants and the Instructor