

## Community-Based Assessment and Design: Creating Well-being in Local Communities



Residents of urban at-risk communities often have ministry done to them by well-meaning people. Organizations (Non-profits, churches, government, etc.) swoop in with money, people and resources and tell the community what they need. Playgrounds are erected overnight, murals painted over, or gardens appear without anyone asking the people who live there what they want. The message that no one listens is reinforced in their minds. God's concept of "shalom" is not one of doing to people but one of inviting people to participate in their own community development. Participants in this course will develop the skills necessary to engage a local community. This approach is guided through the development tools of community assessment (listening to the community) and project design, monitoring and evaluation (responding with the community to a limitation). At the end of this course participants will have the skills necessary to involve the community in its own restoration.

### I. Course Details:

Instructor:      Name:              W. Clayton Rowe, M.Div, Th.M.,  
                         Phone:            647-296-3513  
                         E-mail:         wclaytonrowe@hotmail.com  
                         Office Hours:   By appointment  
                         Class:           Friday Sept. 16, Saturday Sept. 17,  
                                      Friday Sept. 23, Saturday Sept. 24  
                                      (8:45 – 4:30 pm each day)

### II. Learning Outcomes

#### Community Assessment – First Half of Course

Community assessment is the process of defining the "why" and "who" of a proposed project by collecting and analyzing information on the community through its stakeholders.

#### ACHIEVEMENT BASED OUTCOMES:

- *Unpack* the meaning of Shalom
- *Define* local neighbourhoods from community members' perspectives
- *Complete* Stakeholder Analysis and Key Informant Interviews through
- *Design* a focus group
- *Engage* in secondary research on the local community context
- *Lead* a consultation within the local community
- *Analyze* project idea for connection to community need
- *Conduct* a community validation of Community Assessment Report

## Project Design - Second Half of Course

Project design is the process of planning appropriate project strategies using assessment results to integrate community needs with their priorities and make a decision on whether to implement the project.

The purpose of developing a design is to have a logical and strategic plan that prioritize the needs and opportunities identified in the assessment so that the resulting project can be implemented and managed.

### ACHIEVEMENT BASED OUTCOMES:

- *Design* a community based project
- *Create* baselines, targets and indicators
- *Develop* an implementation plan
- *Institute* feedback loops
- *Construct* a project budget
- *Develop* your personal philosophy of community development

### III. Requirements and Evaluation

. The breakdown of the assignments for the semester is as follows:

Assignment	Grade %	Assignment	Evaluation Criteria
<b>Participate</b> fully in class discussions	10%	<b>Assignment A:</b> Class Participation	• See Annex A
<b>Analyze</b> the textbook "To Live in Peace" by Mark Gornik	20%	<b>Assignment B:</b> Book Report	• See Annex B
<b>Critique</b> a community assessment report	20%	<b>Assignment C:</b> Critique of Community Assessment	• See Annex C
<b>Create</b> a Project Design Document	20%	<b>Assignment D:</b> Create a Project Design Document	• See Annex D
<b>Write</b> a personal philosophy of community development	30%	<b>Assignment E:</b> Write a personal philosophy of Community Development	• See Annex E
<b>Total</b>	100%		
Note: <ul style="list-style-type: none"><li>○ That plagiarism is a serious offense. <i>The minimum penalty for a plagiarized paper is the grade of zero.</i> If you borrow ideas or distinctive phrases, you must acknowledge your source(s) properly.</li><li>○ Please review the Toronto School of Theology Grading System in Annex F</li></ul>			

#### IV. POLICY ON ASSIGNMENT EXTENSIONS

Students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than two weeks before the completion of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office. One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

#### V. Required Reading:

Gornik, Mark, *To Live in Peace: Biblical Faith and the Changing Inner-City*, Erdmann’s, 2002.

Lupton, Robert. *Compassion, Justice, and the Christian Life*. Regal, 2007.

McKnight, John & Block, Peter. *The Abundant Community*. Berrett-Koehler, 2012.

#### VI. Recommended Reading:

Kretzmann, John and John L. McKnight, *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*, Institute for Policy Research, Northwestern University, 1993.

Linthicum, Robert C., *Building A People of Power: Equipping Churches to Transformation in Their Community*, Authentic Media, 2005.

Lupton, Robert. *Toxic Charity*. Harperone, 2012.

Myers, Bryant, *Walking with the Poor: Principles and Practices of Transformational Development*, Orbis, 1999.

Snow, Luther K, *The Power of Asset Mapping: How Your Congregation Can Act on Its Gifts*, The Alban Institute, 2004.

## VII. Outline of Lectures, Assignments and Required Readings

Date	Objectives	Reading	Assignment	Due Dates
September 11-14	<ul style="list-style-type: none"> <li>Complete pre-work for this course</li> </ul>	<ul style="list-style-type: none"> <li>Review Course Syllabus</li> <li>Review Assignment B: Book Report</li> <li>Read <i>To Live in Peace</i> (pg. 1-64)</li> </ul>	Complete discussions on Blackboard Forum for this course	Due: Sept. 14, '16 (by 5:00 pm)
September 16 & 17	<ul style="list-style-type: none"> <li>Understand who is in the class</li> <li>Complete review of Syllabus &amp; Assignments</li> <li>Unpack the word Shalom</li> <li>Understand the concepts of Community Assessment and Design</li> <li>Discuss why do a community assessment</li> <li>Engage with the concept of people first narrative</li> <li>Explore a community to discover</li> <li>Define the community (Step 1)</li> <li>Interview Stakeholders (Step 2)</li> <li>Review Secondary Research (Step 3)</li> <li>Conduct a focus group (Step 4)</li> <li>Analyze your Research (Step 5)</li> <li>Validate your Assessment (Step 6)</li> <li>Review a Community Assessment Report</li> </ul>	<ul style="list-style-type: none"> <li>Read <i>To Live in Peace</i> (pg. 65-126)</li> </ul> <p>Note: Come to class ready to discuss the reading of these chapters.</p>		
September 23-24	<ul style="list-style-type: none"> <li>Visualize a Day in the Life</li> <li>Understand the elements of Design, Monitoring and Evaluation</li> <li>Explore an Objectives Tree (Step 1)</li> <li>Analyze Objectives (Step 2)</li> <li>Conduct a Risk Assessment (Step 3)</li> <li>Develop indicators</li> <li>Identify Baselines</li> <li>Create a Project Design Map</li> <li>Explore a Case Study and complete a project design monitoring plan.</li> <li>Review Project Design Document</li> <li>Consult with Project stakeholders</li> <li>Propose a Design Budget</li> <li>Create a Project Design Document</li> <li>Share what we learned about Community Development this semester</li> </ul>	<ul style="list-style-type: none"> <li>Read <i>To Live in Peace</i> (pg. 127-196, 237-242)</li> </ul> <p>Note: Come to class ready to discuss the reading of these chapters.</p>		
September 26-30		<ul style="list-style-type: none"> <li>Read Foundational scriptural passages: Nehemiah 1-6; Isaiah 61, Jeremiah 29, Matthew 25, and Revelations 21</li> <li>Lupton, Robert. <i>Compassion, Justice, and the Christian Life</i>. Regal, 2007.</li> <li>McKnight, John &amp; Block, Peter. <i>The Abundant Community</i>. Berrett-Koehler, 2012.</li> </ul>	Assignment B Book Review	Due: Sept. 30, '16 (by 5:00 pm)
October 3-7			Assignment C Community Assessment review	Due: Oct. 7, '16 (by 5:00 pm)
October 10-14			Assignment D Project Design	Due: Oct. 14, '16 (by 5:00 pm)
October 17-November 11			Assignment E Philosophy Paper	Due: Nov. 11, '16 (by 5:00 pm)

## Annex A: Class Participation (10% of Grade)

Active participation is required in each classroom session, and assumes thorough understanding of assigned readings, evidence of exploration of your own experiences, full engagement in classroom learning events and activities (active listening, verbal, visual and kinesthetic) and completion of in-class and extra-class assignments. A variety of participatory learning practices will be explored and employed together by instructors and students.

*"Participation is graded on a scale from 0 (lowest) through 4 (highest), using the criteria. The criteria focus on what you demonstrate, and do not presume to guess at what you know but do not demonstrate. This is because what you offer to the class is what you and others learn from. The average level of participation to satisfy the criteria for this class would be a '3'."*  
(Maznevski, 1996)

Grade Range	Criteria
19-20 (A/A+)	<ul style="list-style-type: none"> <li>• Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g. readings, course material, discussions, experiences etc.).</li> <li>• Offers analysis, synthesis, and evaluation of case material; for example, puts together pieces of the discussion to develop new approaches that take the class further.</li> <li>• Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate etc.</li> <li>• Demonstrates ongoing very active involvement.</li> </ul>
17-18 (A-/B+)	<ul style="list-style-type: none"> <li>• Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.</li> <li>• Offers interpretations and analysis of case material (more than just facts such as life experience) to class.</li> <li>• Contributes well to discussion in an ongoing way: responds to other participants' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.</li> <li>• Demonstrates consistent ongoing involvement.</li> </ul>
15-16 (B)	<ul style="list-style-type: none"> <li>• Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.</li> <li>• Offers straightforward information (e.g. straight from the case or reading), without elaboration, or does so very infrequently (perhaps once a class).</li> <li>• Does not offer to contribute to discussion, but contributes to a moderate degree when called on.</li> <li>• Demonstrates sporadic involvement.</li> </ul>
14-15 (B-)	<ul style="list-style-type: none"> <li>• Present, not disruptive.</li> <li>• Tries to respond when called on but does not offer much.</li> <li>• Demonstrates very infrequent involvement in discussion.</li> </ul>
0 (F)	<ul style="list-style-type: none"> <li>• Absent</li> </ul>

Maznevski, M. (1996). [Grading Class Participation](#). *Teaching Concerns: A newsletter for faculty and teaching assistants*.

## Annex B: Book Review Assignments (20% of Grade)

Book reviews typically evaluate recently-written works. They offer a brief description of the text's key points and provide a short appraisal of the strengths and weaknesses of the work. This book report will also require your reflection on the major themes in the book through your own experience within community.

*Note: This book report should take the form of a paper and not simply answering a series of questions.*

Book to Review

Gornik, Mark, *To Live in Peace: Biblical Faith and the Changing Inner-City*, Erdmann's, 2002.

**Include** the following in your book review.

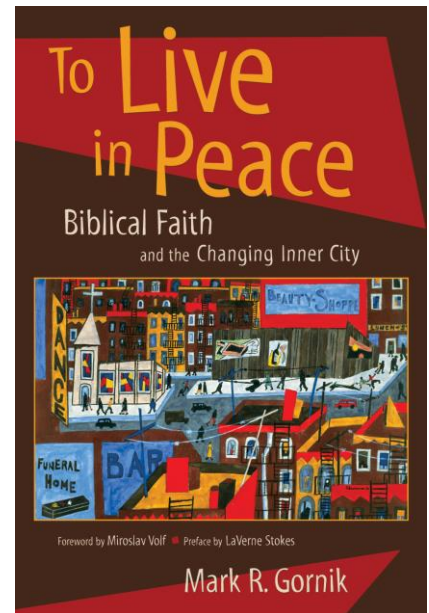
1. **Critique** the thesis and core principles through these questions:
  - a. What is the theological/biblical core of Lupton's commitment to ministry with those limited by poverty?
  - b. What 3-4 concepts on community development of the book would you *affirm*?
  - c. What 2-3 concept(s) of the book would you challenge?
  - d. What 1-2 concept(s) on community development of the book would you *add*?
  - e. What is your assessment of the author's argument in supporting the book's thesis?
2. **Analyze** a significant scenario from your own life, volunteer experience, work or ministry by applying several of the key concepts of community development from the book. What new insights to this experience have you gleaned?
3. **Construct** a biblical-rooted definition of community development with supportive reasoning. You should consider both a theoretic and Biblical framework for your discussion. **Place** your final definition in a textbox near the end of your paper.

It is assumed that this assignment will be between 1,500 – 2,000 words (6-8pages).

*Higher marks are given for depth of analysis, integration of personal story, writing style, grammar and adherence proper referencing guides.*

If you have any comments, questions or concerns please contact me at [wclaytonrowe@hotmail.com](mailto:wclaytonrowe@hotmail.com)

*Note: Assignments not received by the deadline will be subject to a lower grade*



## Annex C: Critique of Community Assessment Report (20% of Grade)

*Note: This may be considered a group assignment and completed in a group with 2-3 people. All participants in the group will receive the same grade.*

**Put** yourself in the shoes of a Program Manager who is evaluating a Community Assessment Report (CAR) presented to you by your team.

**Review** the assigned Community Assessment Report (CAR) that you will receive in week 5 of the course. **Critique** the report based on the following criteria:

- *Alignment* with the CAR Template provided (See next page)
- *Depth* of analysis
- *Clarity* of writing
- *Logical* flow of analysis to conclusion

In your response, **create** a set of 5 specific recommendations you would make to improve the Community Assessment Report.

Within your paper you will want to consider class discussions, your readings, and your own experiences.

It is assumed that this assignment will be between 1,250 – 1,500 words (5-6 pages).

*Higher marks are given for depth of analysis, integration of personal story, writing style, grammar and adherence proper referencing guides.*

If you have any comments, questions or concerns please contact me at [wclaytonrowe@hotmail.com](mailto:wclaytonrowe@hotmail.com)

*Note: Assignments not received by the deadline will be subject to a lower grade*

<b>Assessment Criteria for CAR</b>	<b>Approved</b>	<b>Recommendations</b>
<b>Completeness of Report</b>		
1. Report includes all required sections		
2. Respects 12-14 page (+ Annexes) length requirement		
3. Works Cited page is included as Annex 1		
4. Examples of Participatory Research Tools included as Annex 2		
5. Map of Geographic Community is included as Annex 3 (if applicable)		
<b>A. Executive Summary</b>		
1. Is clear, concise, convincing and complete		
2. Adheres to the 1.5 page requirement		
3. Demonstrates clear alignment between project idea and organization's mission statement		
<b>B. Background + C. Methodology</b>		
1. The connection between the organization, the community and the general project idea is established		
2. At least 8-10 Key Stakeholders have been consulted, representing participants, community leaders and service providers		
3. At least one Key Stakeholder has expertise with a similar community elsewhere		
4. At least one focus group has been convened and 8-12 community members consulted		
5. Interviews and focus groups are designed to allow respondents to reflect on the roots of the challenges the community faces		
6. Limitations in assessment methodology are acknowledged		
<b>D. Community Analysis</b>		
1. Community context and background is outlined		
2. Secondary data sources discussed are appropriate and aligned with the purpose of the assessment (Stage 1)		



## **Annex D: Create a Project Design Document (20% of Grade)**

*Note: This may be considered a group assignment and completed in a group with 2-3 people. All participants in the group will receive the same grade.*

Having reviewed an assigned Community Assessment Report (CAR), you will create a Project Design Document (PDD) based on a template provided to you.

Criteria for assignment will be:

- *Alignment* with the Project Design Document Template
- *Depth* of analysis
- *Clarity* of writing
- *Logical* flow of analysis to conclusion

If you have any comments, questions or concerns please contact me at [wclaytonrowe@hotmail.com](mailto:wclaytonrowe@hotmail.com).

*Note: Assignments not received by the deadline will be subject to a lower grade.*

## Annex E: Personal Philosophy of Community Development (30% of Grade)

This assignment provides you with the opportunity to integrate class discussion, course reading, and your own experience into a personal philosophy of community development.

Within your philosophy you will consider the following elements:

1. **Explain** your understanding of God's call to building community in the world
2. **Critique** your definition of community development from your book report. Affirm and/or update your definition. Give rationale for your updated definition
3. **Construct** 4-6 key principles that you believe will frame your definition of community development. *Note: Principles are fundamental truths or propositions that serves as the foundation for a system of belief or behavior. (e.g. An Asset-Based Approach).*
4. **Communicate** 2-3 key practices that give life to each of your principles. *Note: Practice is the actual application or use of an idea, belief, or method which lives out key principles. (e.g. the Iron-rule ).*
5. **Recommend** a personal learning plan to continue your personal growth in community development work. This can be questions still to answer, work/ministry experiences to have, etc.

It is expected that you will build upon your book report and include significant integration of the following:

- Foundational scriptural passages: Nehemiah 1-6; Isaiah 61, Jeremiah 29, Matthew 25, and Revelations 21
- Lupton, Robert. *Compassion, Justice, and the Christian Life*. Regal, 2007.
- McKnight, John & Block, Peter. *The Abundant Community*. Berrett-Koehler, 2012.
- Class discussions
- Personal experience

It is assumed that this assignment will be between 3,000 – 4,000 words (10-12 pages).

*Higher marks are given for depth of analysis, integration of personal story, writing style, grammar and adherence proper referencing guides.*

If you have any comments, questions or concerns please contact me at [wclaytonrowe@hotmail.com](mailto:wclaytonrowe@hotmail.com)

Note: Assignments not received by the deadline will be subject to a lower grade

## Annex F: TST Grading System

### Academic Information

#### GRADING SYSTEM

##### Grading Scale

As taken from the TST Basic Degree Handbook:

Letter Grade	Numerical Equivalent	Grade Point	Grasp of Subject Matter	Further Qualities Expected of Students
<b><u>A Range</u></b>	Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluation, broad knowledge base.			
A+	90-100	4.0	Profound and Creative	Strong evidence of original thought, analytic & synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; master of an extensive knowledge base.
A	85-89	4.0	Outstanding	
A-	80-84	3.7	Excellent	Evidence of original thinking and of analytic and synthetic ability; sound critical evaluations; broad knowledge base.
<b><u>B Range</u></b>	Good: Student shows critical capacity and analytic ability; understanding of relevant issues, familiarity with the literature.			
B+	77-79	3.3	Very Good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature.
B	73-76	3.0	Good	
B-	70-72	2.7	Satisfactory at post-baccalaureate level	Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature.
FZ	0-69	0.0	Failure	Failure to meet above criteria
NCR	No numerical equivalent	0.0		

Please see the TST Basic Degree Handbook for explanation on grades without numerical equivalent (11.3).

##### Supplementals

Students who have received an FZ grade between 65 and 69 are entitled to take a supplemental examination or do supplemental work to bring their grade for the course up to B- 70. Supplemental examinations/work must be assigned at a time mutually agreed upon by professor and student, but finished no later than six months after the date on which the grade was handed in by the professor. If the first attempt at bringing the grade up to a B- fails, no further attempt will be permitted.