

Community Engagement

LESSON PLAN

LESSON TITLE: Community Engagement- Part III

PREPARED BY: Dee Bell

DATE: April 2012

MODULE OVERVIEW:

Introduce yourself and tell the participants a little about your involvement in working with communities both as an employee of NYC Probation and as a community member in your home community. Tell participants that this course will assist them in learning a model to guide their work in community engagement and let them measure their success in stages.

TIME FRAME

Time: 2- 2.5hours

PARAMETERS

Audience: Justice Professionals

Number: 15-20

Space: Chairs at tables in a U shape or chairs around tables allowing for 4-5 people at each.

LEARNING OBJECTIVES:

At the end of this module participants will be able to:

- Explain a model of phase of community engagement.
- Understand how to bring the community to a stakeholder role.
- Understand the advantages of following a model for community engagement.
- Develop an understanding of community diversity.
- Explain the principles of community engagement.

EVALUATION TECHNIQUES

- Trainer's observation of participation levels
- Participant questions and feedback

INSTRUCTOR MATERIALS

Lesson Plan
Slide Show
Exercises

EQUIPMENT/SUPPLIES NEEDED

Easel pad & stands
Markers
Masking tape
Cardboard tents for name cards
Computer & LCD
Overhead projector
Projector screen

METHODS/TECHNIQUES


Lecture
Large group discussion
Small group assignments and reporting

REFERENCES

“Community Engagement Handbook: A Model Framework for Leading Practice”, Heylen, Margaret and Chappel, Barbara. 2010. Government of South Australia.

Principles of Community Engagement, second edition. 1997. Centers for Disease Control, Atlanta, GA.

LESSON PLAN

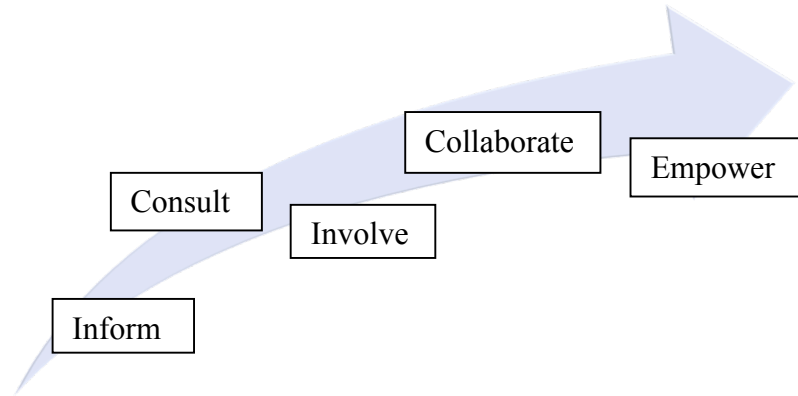
TITLE: Community Engagement- Part III	
TRAINER NOTES	PRESENTATION GUIDE
INSTRUCTOR	<p>Introduce yourself (if you are a new instructor for this session) and tell the participants a little about your involvement in working with communities both as an employee of NYC Probation and as a community member in your home community. Tell participants that this course will assist them in learning a model to guide their work in community engagement and let them measure their success in stages.</p> <p>Remind participants that we are learning about ways to engage community to work on areas of common concern that will make communities safer and lead to more productive outcomes for our clients.</p> <p>Explain that many of the activities and discussions of topics will happen in small groups, so it is helpful to know their fellow participants.</p> <p>Remind participants to examine and think about what is new or doesn't initially make sense, and then decide if it helps them to do their work in a way which makes them proud. We would like to proceed as explorers together seeking a good way to make a contribution to the world we live in.</p> <p>Introduce the learning objectives using the power point slide:</p>
 #3.2: Learning Objectives	<div style="border: 1px solid black; padding: 10px;"><p style="text-align: center;">Learning Objectives:</p><p>At the end of this module participants will be able to:</p><ul style="list-style-type: none">• Explain a model of phase of community engagement.• Understand how to bring the community to a stakeholder role.• Understand the advantages of following a model for community engagement.• Develop an understanding of community diversity.• Explain the principles of community engagement.</div>

Ask for any questions before continuing with the lesson.



3.3: A Model of Phases of Community Engagement

Display the slide: A Model of Phases of Community Engagement. State that there are many models of community engagement, but this one is useful as it works well in dealing with communities for broad social issues, such as justice issues.



Tell participants that community collaboration is advancing as we move up the curve of the arrow. The further up you are on the curve, the higher the level of community engagement.

Inform the class that we will be looking at each phase in more detail.



#3.4: Inform the Community

Review the slide pointing out that this is the beginning point or working with community. Many agencies are at this point and are stuck without a strategy to move forward.

- Passive and one way
- Experts inform the community on what has been decided
- Information is shared only between professionals
- Information is made available to the community on opportunities for resources or services
- Professional experts are in control

Ask participants if this phase looks familiar to them.

Explain that staff are comfortable at this phase as we (the professionals) are in control and believe that we have all of the answers.



#3.5: Consult the Community

Ask for examples from the participants of times they feel their office has been at this phase of engagement.

Ask the group if they feel this was enough knowledge from the community.

Tell them that we will be moving further on the curve.

Display the slide and **tell** the participants that the next point on the curve is consulting the community.

- Community is consulted or ask to answer questions
- There is no shared decision making and received information may or may not be used.
- Professionals are still in control but may know how community thinks...

Discuss with participants that at this phase, we gather information from the community to inform our decision making but we do not include them in the decisions or problem solving. There is neither partnership nor collaboration.

Ask the class for examples that they have seen of this phase. Be prepared to give some examples yourself if needed.

Discuss if there are times that this phase is the most appropriate to use. For example, probation wants to place a new office in a neighborhood, would it be appropriate to gather information from the community on buildings that are available to lease for the office without sharing the purpose of the office?

Display slide 3.6: Involve the Community.



#3.6: Involve the Community

- Community is invited to participate.
- Community has some influence over the services or priorities addressed.
- Partnerships may exist between professionals and community leaders for limited topics
- Joint planning groups, and joint management of some services possible.

Review the slide.



#3.7: Collaborate with the Community

Ask the class if this was the phase that NYC Probation was in when the NeONs were developed? What information could the community supply that would assist the NeONs in being successful?

Ask them to name some of this information. If they cannot, offer them suggestions such as asking the community what services that families or community members would like to see at the NeON, what services they feel would most benefit clients, what services they could offer, and what opportunities are there for partnership in the community.

Remind the class that we are using NeON as an example of change in the community that results in increased community engagement.

Tell the class that the 4th phase of community engagement is collaboration with the community. This phase begins to share control with community as equal partners. Most probation agencies have not reached this phase with their communities, or have only reached it regarding one or two shared projects.

Review the information on the slide.

- People participate in joint analysis of problems, development of action plans, and ways to strengthen the community.
- Community members are full partners with professionals and are recognized for their own expertise.
- Community and professionals share control.

Ask the class if they can think of any example of true community collaboration. If not, offer one of your own or use the following:

A juvenile justice agency had a significant caseload of juveniles with severe mental health issues. The agency was collaborating with mental health agencies and providers to ensure these youth received appropriate treatment and had developed specialized probation officers with training specific to the needs of these youth. In spite of these efforts, this population of youth continued to have much higher recidivism rates and much less successful outcomes.

The agency decided to consult an allied community of this population to see if any new ideas would emerge. This community was composed of parents of youth with mental health issues, some of whom had youth on supervision.

The parent group began meeting with the juvenile probation agency and a list of areas of concern emerged. The combined group of parents and probation staff next invited treatment providers to their meetings and began developing supporting strategies to assist the youth in becoming successful. Soon there emerged from the parents' information and from data, that many of the new charges for these youth were school related. The group next invited school officials to include school counselors and principals to join their newly formed task force.

The task force began working together as equals to identify problems, develop solutions and implement programs to assist youth with mental health issues succeed in school, on probation and in the community.

Ask the group if they would agree that this is an example of community collaboration?

Ask the group to give examples from the story of each of the points on slide 3.7: Collaborate with the Community. **Use** the points below if needed.

- People participate in joint analysis of problems, development of action plans, and ways to strengthen the community.- *Parents, treatment providers and school officials worked together to understand the problems of the youth, develop solutions and implement the program.*
- Community members are full partners with professionals and are recognized for their own expertise.-*All groups were equals in the process and all had information to contribute.*
- Community and professionals share control.- *Probation, school officials and treatment providers realized that they alone did not understand the problems and could not craft solutions. They recognized that they each had expertise to contribute but that the parents also had expertise and were equals in the process.*

Display slide 3.8: Empowerment of the Community.

Explain to participants that this is the highest stage of community empowerment. In this stage, the community is taking the leadership in identifying and solving problems.

Review the slide.



3.8: Empowerment of the Community

- People participate by taking initiatives independently to change systems.
- Community develops contacts with outside agencies for resources they need and maintain control.
- Community develops own agenda and campaigns for its success
- Community has leading voice in developing plans, policies, agenda and services.

Ask the class if they are aware of any examples of this level of community engagement. It is likely that the class will not have an example. **Acknowledge** that it is rare to see community empowered at this level.

Share the following example:

In a small city, there was a neighborhood that was flooded by dealers of crack cocaine and other drugs. As the drug trade increased, the community became more and more isolated and afraid. They were an example of the Cycle of Fear that we discussed earlier today.

The residents of the community requested the assistance of law enforcement many times. There were some arrests but these efforts were not enough to eradicate the issue for the neighborhood.

The residents decided to take the problem on themselves. They organized and developed a strategy to work on one “crack house” at a time and made the commitment to continue until all of the dealers abandoned their community. The strategy was simple but required commitment and coordination.

On a selected evening, all of the involved residents gathered in front of the targeted “crack house”. They began to sing popular hymns and walk in a circle around the targeted house. As they walked and sang, other neighbors joined them. Within a short period of time, a large crowd had gathered. The drug dealers were looking at them out of the house’s windows but did not leave. They continued this until law enforcement came to see what was occurring. The group spokesperson explained their strategy. Law enforcement went to the house and escorted the dealers out and made arrests. Probation began looking at residents of these houses for violations of probation.

The next step was the community leadership went to the city council and asked that the “crack house” be condemned and torn down. The city council agreed.

This strategy was followed for a total of seven houses.

	Ask the class if this is a good example of community empowerment and why.
15 minutes	BREAK
<p>Exercise: <i>Diversity Walk</i></p> <p>NOTE: A copy of the <i>Diversity Walk</i> and instructions can be found at the end of the Lesson Plan. You may also provide this to participants as a handout.</p>	<p>Tell participants that any time we work with community we need to work to understand the community. All communities are complex and diverse. Earlier we discussed community as fabric woven on a loom and used the analogy of a tapestry noting that if you looked at the front, the tapestry was a pretty picture; but if you looked at the back you saw many interwoven threads of all colors and lengths. Think of the threads as representative of the diversity of the community.</p> <p>Explain that the purpose of this activity is to explore the diversity within a community and ask them to note the effort it takes to make space for people who are different from you.</p> <p>DIRECTIONS:</p> <ol style="list-style-type: none"> 1. INSTRUCT the group to gather in a circle in an open area of the room. 2. RELATE that you'll be making statements that may reflect the diversity of the group. 3. ASK participants to silently walk across the circle to another place when they hear a statement that applies to them. If unsure, make the decision that makes the most sense. 4. ASK those who are not walking to move to make a place for those who are. 5. EMPHASIZE that participation is voluntary, and they are not required to identify themselves with any group. TAKE time to be sure participants understand this, since some of the statements call for disclosure they may not want to make. 6. While standing in the circle with participants, READ the following list, allowing time for participants to walk across the circle to a new place. <p>Cross the circle now if:</p> <ul style="list-style-type: none"> • Your favorite color is blue • Walk across the line if you have ever experienced a bad hair day. • Walk across the line if you are undecided about your career. • Walk across the line if your parents are divorced.

- Walk across the line if you or someone you care about is in a gang.
- Walk across the line if you or someone you care about lives in poverty.
- Walk across the line if you or someone you care about has been homeless.
- Walk across the line if you have been told or think you are fat.
- Walk across the line if someone you care about has been abused physically, psychologically or sexually.
- Walk across the line if you or someone you care about is dependent on alcohol or drugs.
- Walk across the line if you have been a victim of crime.
- Walk across the line if you were born in the south, north, east or west
- Walk across the line if you were raised in the city, suburbs, country.
- Walk across the line if English is not your first language.
- Walk across the line if you speak more than 2 languages.
- Walk across the line if you studied criminal justice or criminology in college.
- Walk across the line if you know someone who is gay, lesbian or bisexual.
- Walk across the line if you have been put down by someone else and it hurt you.
- Walk across the line if you put someone down and you knew it hurt them.

Ask participants what they learned from it. The usual comment is that they are not aware that so many share the same experiences.

Ask participants to share some of their experiences with diversity in the communities they work in.

Discuss how understanding the diversity and culture of a community assists us in reaching our goals and promoting community engagement.

Display slide 3.9: Community Engagement Provides. Review



#3.9: Community Engagement Provides

the slide.

- Support and advise on local projects and initiatives
- Relevant services to that community
...one size does not fit all
- Local control over local resources
- Local influence over public policy and service

Ask participants what NYC Probation would receive if successful community engagement was reached.

Build a list of suggestions on the easel chart.

Review the list and ensure that the lists includes:

- Community will not rely on probation to solve all problems for their clients but will assist and support clients in succeeding.
- Community will see NYC Probation as valuable partners to solve community issues and develop needed services.
- Community will develop strategies to prevent future crime and decrease the number of clients for probation. This is especially important for youth in the community.

Ask the class if these are outcomes that justify the work that community engagement requires.

Ask for any questions or comments before continuing.





#3.10 Strategies for Professionals

Tell participants that there are skills that assist in developing well functioning community engagement. These skills provide a beginning point and can be used locally and at the organizational level.

Discuss the slide, pointing out that these are strategies and skills staff already possess but they may not be routinely using these strategies and skills in working with communities.

- Listening, listening, and more listening....
- Transparency in decision making
- Inclusion in decision and policy making
- Opportunities for community ownership, leadership and direction
- Equality to ensure that all community interests are heard and represented
- Recognition that the true experts in a community live in that community.

	<p>Ask participants which of these strategies make them uncomfortable and why? Reassure staff that probation agencies have not been open to this level of community interaction in the past but that collaborating with community brings partners to assist us in accomplishing our goals and mission.</p>
 <p># 3.11 The Model</p>	<p>Tell the participants that there is model for engaging community that we will follow.</p> <p>Review the slide and tell the class that we will look at each of the model steps in more detail as we move forward.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <ul style="list-style-type: none"> • Identify needs, issues and assets • Setting a developmental agenda • Building community capacity • Learning lessons • Supporting engagement </div>
 <p>#3.12: Identify needs, issues and assets</p>	<p>Review the slide and tell participants that this is a strengths based model.</p> <p>Emphasize that this step only works if done with the community and that we need to have representation of the entire community including political, formal and informal leaders.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <ul style="list-style-type: none"> • This should be done in partnership with the community and is a good place to begin developing relationships. • Assessment of needs, issues and assets of the community should focus on the nature of the community and its residents. • These assessments should be strength focused and include clients. </div> <p>Remind staff that this process needs to include our clients. Note that some probation staff are uncomfortable in asking clients for their opinions and ideas. However, asking clients for information shows respect for the client, allows them offer suggestions from their viewpoint, and invests them in process of community engagement.</p>



3.13: Setting the Developmental Agenda

Inform the class that as we work with community we need to set an agenda that will guide our work. In some cases, this is a written plan, such as an action plan or strategic plan, in other cases it may be a clearly written memorandum of agreement or understanding. No matter the format, this agenda is essential if all collaborative partners are going to work to meet their common goals.

Review slide 3.13: Setting the developmental agenda.

- Community partnership is key...no one group or agency can control the agenda
- The vision for the community should inform the priorities of the agenda.
- Issues of capacity, inclusion, infrastructure and support should be addressed.
- The agenda will serve as the framework for the planning actions for the partners and the community.

Ask the group if they have any questions before proceeding.



3.14 Building Community Capacity

Inform the class that developing a plan in writing sets a clear agenda, but having an agenda does not accomplish the goals that the community is working to achieve. To do this we need to work in collaboration to build the community's and our capacity.

Review slide 3.14: Building Community Capacity.

- Once the agenda is set, locating the resources needed to meet the agenda is critical.
- The actions of the agenda should strengthen the community and invite community members to contribute their resources: time, talent, finances, space, etc.

Discuss with participants the challenge of obtaining resources for new strategies in the current economic environment. **Remind** participants that resources are not always dollars and that one of the strengths of collaboratives is there are many possible contributors to resource a new project.

15 Minutes

BREAK



#3.15: Learning Lessons

Inform participants that as collaborative efforts grow, the collaborative members need to measure their efforts and outcomes. Being able to collect data to evaluate progress towards common goals is critical.

Review slide 3.15: Learning Lessons

- As the partnership grows and begins to achieve, it is critical to measure and evaluate their plans and outcomes.
- Benchmarking is a valuable tool and can contribute to refine processes in the agenda to further success.

Ask participants if they are familiar with benchmarking. If not, use the following to explain:

Benchmarking is defined as: A measurement of the quality of an organization's or in our case, collaboratives policies, products, programs, strategies, or efforts and their comparison with standard measurements, or similar measurements of like efforts.

The objectives of benchmarking are:

1. to determine what and where improvements are called for,
2. to analyze how other organizations achieve their high performance levels,
3. to use this information to improve performance.

When we benchmark our efforts, we can also measure our progress over time...from year to year. Measuring progress motivates collaborative efforts to meet their common goals.



#3.16: Supporting the Engagement

Inform participants that the final step in the model is supporting the engagement. For collaborative community engagement efforts to succeed over time, there must be continual recommitment to support the common efforts.

Review slide 3.16: Supporting the Engagement.

- Organizations need to commit to continued support of the communities they are involved in.
- Some methods of support include use of space, staff involvement and leadership, listening, and expertise when appropriate.
- It is important to remember that engagement is a long term strategy for governmental agencies

Emphasize with participants that community engagement is a long term commitment.

Exercise: *What We Bring/What We Want from Community*

NOTE: You will need to have a copy of this handout for each participant.

NOTE: A copy of the *What We Bring/What We Want from Community* can be found at the end of the Lesson Plan. You may also provide this to participants as a handout.



3.17: Stages of Relationships or Partnerships

Tell participants to assist us in preparing to work with the community we will do a short exercise that will let us explore what we what strengths and knowledge we bring to the community and what we want from the community.

Pass out the handout: *What We Bring/What We Want from Community*. This can be found at the end of the Lesson Plan.

Ask the participants to work as small groups at their tables to complete the handout. Encourage them to come up with at least four (4) answers to each of the three questions.

Tell participants that each group will need a spokesperson to report out their findings.

Allow the groups about 15 minutes to complete this task.

Ask each group's spokesperson to report out. Record their finding on an easel chart.

Note common findings. Ask the group to review the chart and ask if there are any additions to the list. Remind the group that this information will prepare them to begin community engagement.

Display slide 3.17: Stages of Relationships or Partnerships.

Tell participants that this allow us to have a quick reference of where we are in community engagement. **Remind** participants that we may not reach levels 4 and 5, but that these are goals we work towards in community engagement.

- 1-Justice system operates separately from the community
- 2-Justice system provides information to the community about its relationships
- 3-Justice system provides information to the community and asks for information
- 4-Justice system asks for guidance in doing its work, recognizes need for help, and places more activities in the community
- 5-Justice system follows community leadership

Ask participants if this will be a useful tool for them. Ask if there are any questions.



#3.18: Principles of Community Engagement

Tell participants we are coming to the end of this lesson. As a summary we will review some important points.

Remind participants that there are few key principles that are important to the success of community engagement efforts.

Review slide 3.18: Principles of Community Engagement.

Be clear about the purpose or goals of the effort and the communities and groups that you want to engage.

- Cause must be a priority for all stakeholders in the community.
- Communication is key.
- Common ground is important.



3.19: Be Sure to Know the Community that You Are Working With

Continuing our closing summary, **display** the slide 3.19: Be Sure to Know the Community that You Are Working With. **Remind** the group that we have previously discussed this material but we are reviewing the important points.

- Include community leaders of all types.
- Be informed on economic issues, political structures, diversity and cultural norms.
- Learn about the community's perception of you and your organization.
- Remember, community members are the **experts**, we are only assistants and facilitators.

Finally, **tell** the class that there are a few key steps to ensure successful community engagement.



#3.20: For Engagement to Occur, It is Necessary to....

Review the information on slide 3.20: For Engagement to Occur, It is Necessary to....

- Go to the community and LISTEN...
- Establish relationships that are lasting.
- Build trust.
- Work within formal and informal leadership groups.
- Seek commitment from community members while offering and demonstrating your commitment.
- Create open processes with room for all.

Point out that listening is a key skill for the other steps to occur. Remind participants that opening the process to all interested stakeholders will increase the success of the engagement.



3.21: Conclusion

Conclude this lesson by showing the slide with the quote from Margaret Mead. Remind the class that successful community engagement collaboration is powerful and can create change.

Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has...

Margaret Mead

Ask for any questions or comments. Tell participants we will look at this collaborative power in our last lesson

BREAK

HANDOUTS

Diversity Walk

The purpose of this exercise is to help participants become more aware of the many types of diversity that exist and to find participants who share the same experiences. For this exercise, participants form a line across the classroom. Participants are asked to step forward and then back into the line based on questions asked by the instructor. Start with questions that are non-threatening to get students comfortable with the exercise. Students can choose to “pass” if they want. Vary the questions to suit your group of students.

Walk across the circle if your favorite color is blue. Look into the eyes of those you brought with you. Look at those you left behind. Allow yourself to feel whatever you are feeling. Walk back across the line.

Here are some additional questions:

- Walk across the line if you have ever experienced a bad hair day.
- Walk across the line if you are undecided about your career.
- Walk across the line if your parents are divorced.
- Walk across the line if you or someone you care about is in a gang.
- Walk across the line if you or someone you care about lives in poverty.
- Walk across the line if you or someone you care about has been homeless.
- Walk across the line if you have been told or think you are fat.
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- Walk across the line if you know someone who is gay, lesbian or bisexual.
- Walk across the line if you have been put down by someone else and it hurt you.
- Walk across the line if you put someone down and you knew it hurt them.

At the conclusion of this exercise, ask participants what they learned from it. The usual comment is that they are not aware that so many share the same experiences.

What We Bring/ What We Want from Community

We bring the following strengths to the community:

1.

2.

3.

4.

We bring the following knowledge to the community:

1.

2.

3.

4.

We want the following from the community:

1.

2.

3.

4.