Applying ABCD to Community Engagement

Marnie Harris, Mentor Coordinator
2016 – 2017 ABCD Fellow
2014 – 2015 LEND Fellow
Schedule

10 min: Parkway Community Activity
10 min: Discussion of Parkway Activity + Introduction to ABCD
10 min: Overview of EXCEL at Georgia Tech
10 min: Gifts Assessment
10 min: Discussion of Gifts Assessment
10 min: Q & A
Parkway Community Activity

Use the parkway community activity as an interactive way to introduce people to the impact of ABCD.

Access the parkway activity here: http://serve-learn-sustain.gatech.edu/asset-based-community-development-1
## Parkway Community Activity
### Excel Mentor Training
#### Spring 2017

<table>
<thead>
<tr>
<th>Group A (Needs-Based)</th>
<th>Group B (Asset-Based)</th>
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<tbody>
<tr>
<td>Joint program for adults &amp; children - teach adults technical skills,</td>
<td>Start a farmers market - people can sell what they grow/make in their community</td>
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<tr>
<td>improve literacy, parenting tips, sex ed. Kids read books, learn to read,</td>
<td>gardens</td>
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<td>participate in athletics</td>
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<td>Free food at schools to encourage low income students to attend</td>
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<td>Turn vacated buildings into shelters (domestic violence or teen mothers)</td>
<td>Sponsor a kids sports league - run by the HS basketball teams: engage HS students</td>
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<td>and younger kids</td>
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<td>Bring in outside mentors for a youth mentoring program</td>
<td>Resume building workshops at the library (volunteer-based thing)</td>
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<td>Advertise to outside companies to gentrify to provide employment</td>
<td>Food truck festival &amp; concert in a public park</td>
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<td>Police community outreach --&gt; neighborhood watch programs.</td>
<td>Mural paintings --&gt; contest for best mural</td>
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<td>Police connect with people</td>
<td></td>
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<tr>
<td>Volunteer crews - repair vacated buildings. Could pay people to create jobs</td>
<td>Cookout at police station or fire station --&gt; have people stay afterward to get more</td>
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<tr>
<td>Create domestic violence shelters and associations</td>
<td>attendance</td>
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<tr>
<td>Career/Life coaching for teens &amp; adults in community</td>
<td>Fundraiser for basketball team --&gt; scrimmage type game</td>
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<td>Bring in companies to bring job opportunities</td>
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<td>Volunteer park clearing events: &quot;Put the Park back in Parkway&quot;</td>
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<td>Community-wide field day involving after school programs</td>
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<td>City-wide picnic</td>
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<td>Classes on making a profit from a personal garden</td>
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<td>Job fair or trade school training at the local library</td>
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</table>
Parkway Discussion

• Do you observe any differences between the two lists?
Asset Based Community Development (ABCD)

**Principles and Goals**

- Everyone has gifts
- Works when *everyone draws upon those gifts*
- Identifies and *mobilizes the assets of individuals*, especially those who are marginalized
- *Builds relationships* among community members, especially those that are *mutually supportive*
- Gives *community members more roles and power* in local institutions
Needs vs. Assets

NEEDS APPROACH

• Focus on deficits
• Problem response
• “Externally Focused”
• Focus: Individuals
• Fix people
• See people as “clients”
• Programs are the answer

ASSETS APPROACH

• Focus on assets
• Opportunity identification
• “Internally Focused”
• Focus: Community
• Develop potential
• See people as “citizens”
• People are the answer

Kretzmann J., and McKnight, J. (1993), Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community’s Assets
Parkway Community Activity Reflection

• What connections do you see between the two lists and an “asset” based approach vs. a “needs” based approach?

• How does this exercise relate to experiences you have had or you have heard about?
At Georgia Tech, we’re taught to think as problem – solvers.

When we’re talking about support, it’s easy to think of it from a deficit-level (i.e. *What does this person need? What can I help with?*)

We must look at mentorship and community development from an **asset-based** perspective.

How can we utilize the assets within our community so that our students can flourish?
Parkway Discussion Questions

For Mentor Training

• How do you go about discovering strengths?
  • What kinds of questions would you ask?
  • What kinds of questions would you avoid?

• What can you do to better prepare yourself to see strengths?

• What do you see as the limitations of an asset-based approach? What are you questioning?
EXCEL
Expanding Career, Education and Leadership for Students with Intellectual and Developmental Disabilities

- First cohort started in August 2015
- Institute of Leadership and Entrepreneurship, Scheller College of Business
- 4 year Certificate program, 2 Certificates through GT Professional Education
- 28 students
  - Third Years (7)
  - Second Years (8)
  - First Years (13)
- Non-residential, but 28/28 live in campus housing or private housing on-campus housing
About Georgia Tech

• The Georgia Institute of Technology is a leading research university in Atlanta, Georgia

• Ranked #7 among public universities in the country, and #66 out of 1,000 universities from 60 countries by U.S. News and World Report

• ~25,000 undergraduate and graduate students

• 400-acre campus, 400 student organizations

• 6 Colleges
  • Engineering
  • Computing
  • Sciences
  • Business
  • Design
  • Liberal Arts
EXCEL Mentor Program

- Grown from 15 to 59 members since 2015
- Application and 1:1 Interview with all members
- Representation from every college (Engineering, Sciences, Business, Computing, Design, Liberal Arts)

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
<th>Quantity</th>
<th>Hours/Week</th>
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<tbody>
<tr>
<td>Coach*</td>
<td>“Executive Assistant” and Goal Attainment</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td>Mentor</td>
<td>Support towards student goals</td>
<td>30</td>
<td>2-4</td>
</tr>
<tr>
<td>Tutor*</td>
<td>Review GT course material and support assignment modification</td>
<td>12</td>
<td>2-3</td>
</tr>
<tr>
<td>Teaching Assistant*</td>
<td>Classroom instruction and out of class support for EXCEL courses</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Class Mentor</td>
<td>In-class support for EXCEL courses</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>59 (some dual roles)</strong></td>
<td><strong>140 paid, 111 unpaid</strong></td>
</tr>
</tbody>
</table>

*Paid
Gifts Assessment
Make a list of your gifts

- **Gifts of the Head**
  - Things you know something about and would enjoy talking about or teaching others about

- **Gifts of the Hands**
  - Things you know how to do and enjoy doing

- **Gifts of the Heart**
  - Things you care deeply about

- **Things you want to learn more about or learn how to do**
Impact of ABCD on EXCEL

• Expand community that is outside of program monitoring
  • Ex: Student started a Frisbee league of people students inside and outside the EXCEL Network

• Members step up to lead
  • Ex: Mentor is founding club at GT and is including student on the Executive Board

• Expose areas of student expertise
  • Ex: Students mentor other students

• Unite students over uncommon goals and interests
  • Ex: Cats, Long Deep Conversations, Quantum Entanglement, Foam sword fighting, Eating cookies

• Students have the power to support program development
  • Ex: Student DJ can provide music for holiday party
Challenges to ABCD

• Time-consuming
  • Inputting data in one sitting is time consuming BUT critical

• Organizing Data
  • Excel spreadsheet. Ctrl “F” to find similar goals
  • Transitioning from Microsoft Excel spreadsheet to Trello to make gifts assessment accessible

• Minimal Accountability
  • Other priorities often interfere with action plans
Impact of ABCD Approach to Student Engagement

Spring 2017: Mentors planned Spring retreat

Fall 2017: Student + Coach planned campus-wide Trunk or Treating Event. Over 60 people attended.

Fall 2017: Student organized Frisbee league with 24 individuals from across campus
Using the Gifts Assessment

- **Pair Mentors**: Pair mentors based on expertise and areas of development
  - Ex: EXCEL student teaches mentor how to cook, Learn how to navigate campus

- **Goal Groups**: Groups of students that are centered around common goals
  - Ex: Reading groups, Movie groups

- **Interest Groups**: Groups of students that gather around common interests
  - Ex: Deep Conversations, Mental Health, Religion, Cats, Exploring Atlanta, Doing Art

- **Accountability Partners**: Pair students who have similar goals to work together to reach goals
  - Ex: Relaxing, Studying, Sleeping, Getting to know freshmen
Trello. Goal: Get out of Dorm
Trello. Goal: Get Organized
Implementing a Gifts Assessment

• Use for low-accountability goals that can be developed within a supportive community

**Step 1: Gifts Assessment Activity**
Ex: Student + Mentor pre-semester orientation

**Step 2: Input Information into database**

**Step 3: Continually revisit throughout the semester**
Ex: Monthly workshops, Promote student involvement, student engagement, etc.

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**Additional Questions**

- 5 people who enjoy the same things I do (WHO and WHAT?):
  - Morgan - dogs
  - Mark - movies
  - Timothy - NE
  - Andrea - books
  - Natalie - bowling

- 4 people who care about the same things that I do (WHO and WHAT?):
  - Chloe - family and friends
  -ザー - the environment
  - Marsha - politics
  - Michael - care

- 3 people who can teach me something (WHO and WHAT?):
  - Sarah - swimming, volleyball
  - Rebecca - tennis
  - Natalia - children

- 2 people who I can teach something to (WHO and WHAT?):
  - Sean - soccer
  - Nick - Board games

- 1 person who has the same goal as me (WHO and WHAT?):
  - TO EAT HEALTHY
Gifts Assessment Discussion

• What are you currently doing to identify and mobilize student’s assets?
• What are some benefits that you see to utilizing an ABCD approach/ABCD tools within your program?
• What are some challenges you predict to utilizing an ABCD approach/ABCD tools?
More Information

Asset Based Community Development:
• ABCD Institute: [https://resources.depaul.edu/abcd-institute/Pages/default.aspx](https://resources.depaul.edu/abcd-institute/Pages/default.aspx)
• ABCD Stories: [www.abcdinaction.org](http://www.abcdinaction.org)

EXCEL: [www.excel.gatech.edu](http://www.excel.gatech.edu)

Contact Marnie: [marnie.harris@scheller.gatech.edu](mailto:marnie.harris@scheller.gatech.edu)
• Questions about implementation (Trello, Activities, etc.)
• Gifts Assessment Template
• Microsoft Excel Template for Gifts Assessment
• ABCD Training Activity (Parkway Community Activity)