

Applying ABCD to Community Engagement

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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**

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

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?

ABCD → Excel Mentor Program

Communities : Residents :: GT Campus : Students

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



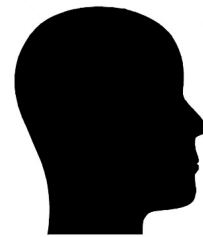
EXCEL Mentor Program

- 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)

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

*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

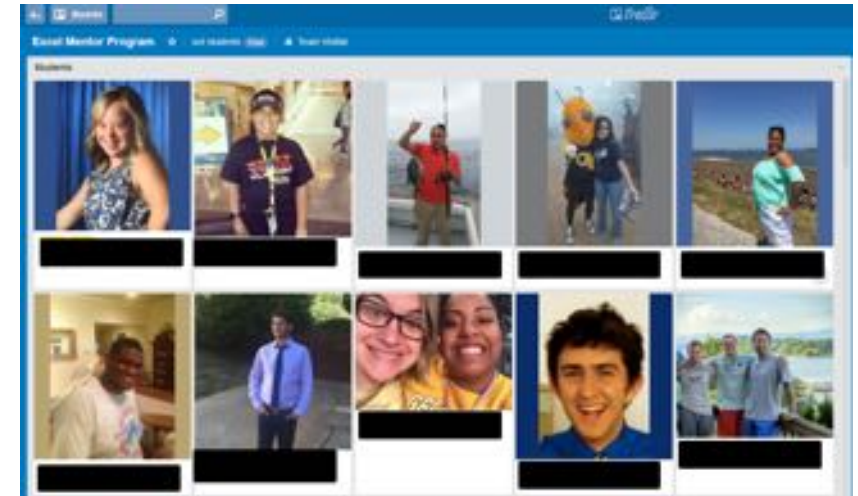
Impact of ABCD on EXCEL

- **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

Excel Mentor Program					
Community Gifts					
Name	Head	Hand	Heart	Learn	Goals



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

Step 1: Make your gift list (list 3-4 in each category, things that you're comfortable with us knowing). Circle the words, and invent your own!

Step 2: Teach about it!

Step 3: Partner up with 1 person who you share an interest with!

What Gifts (Things I know something about and would enjoy talking about or teaching others about)

- ET Football
- Tech
- Marvel Movies
- NFL
- Solar Energy
- Getting healthy
- Books (be specific)
- Alone
- Cars
- Other (list it): HOUSES

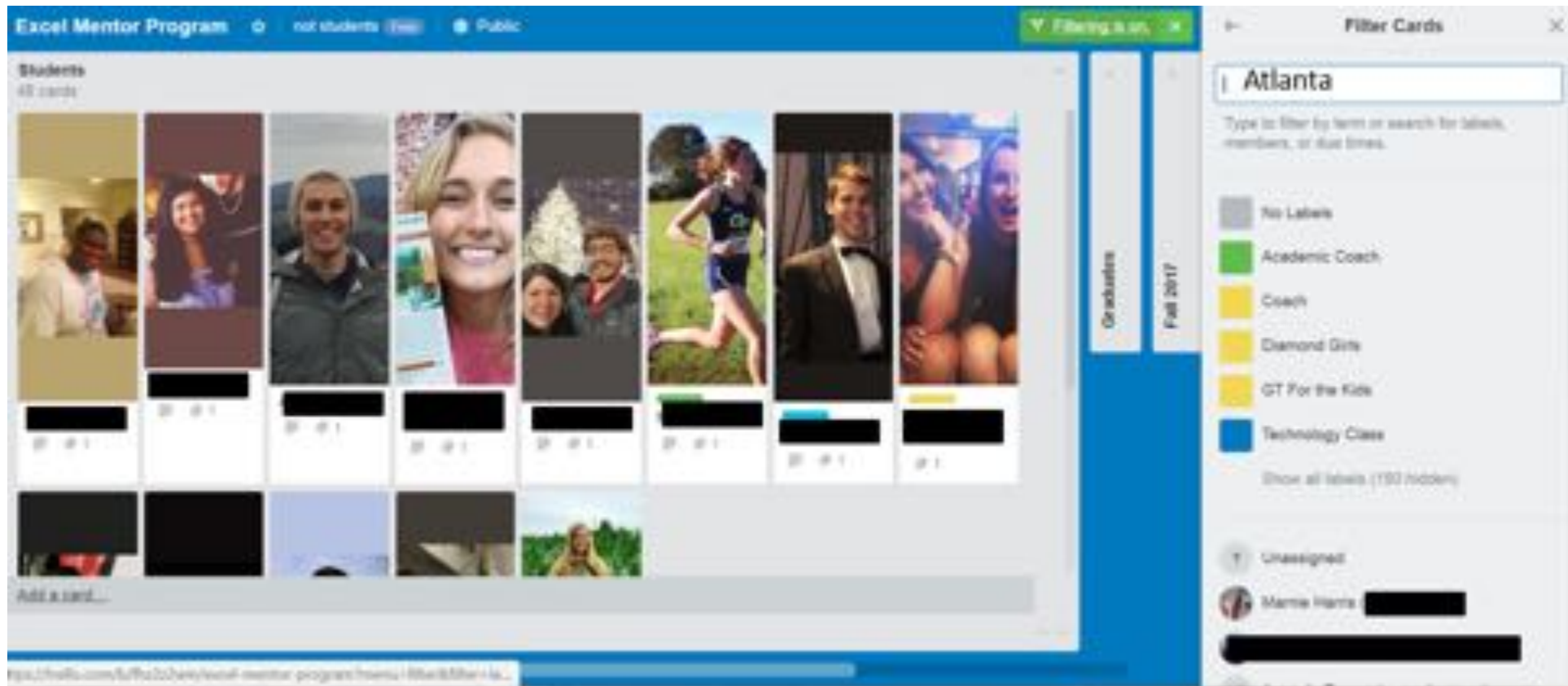
What Gifts (Things I know how to do and enjoy doing)

- Travel
- Using Google Calendar
- Board Games
- Getting around campus
- Fishing
- Gardening
- Golf
- Plan
- Budgeting
- Cooking
- Lifting Weights
- Swimming
- Playing video games (be specific)
- Walking
- Drinking coffee
- Other (list it): Drinking, T-SHIRT, CHOCOLATE, CHICKEN

What Gifts (Things I care deeply about)

- The Environment
- Politics
- Children
- Orphans
- Animals
- Other (list it): Family and Friends

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.

Additional Questions

****No repeat people****

5 people who enjoy the same things I do (WHO and WHAT?):
Morgan - Dogs
Aria - movies
Timmy - NFL
Ankita - Friends
Natalie - Bowling

4 people who care about the same things that I do (WHO and WHAT?):
Charlie - family and friends
Sara - The Environment
Rachel - Politics
Murphy - cars

3 people who can teach me something: (WHO and WHAT?)
Sara - Bowling, Wreck Cars
Rebecca - Tennis
Natalia - Children

2 person who I can teach something to: (WHO and WHAT?)
Selin - Soccer
Riley - 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>
- ABCD Stories: www.abcdinaction.org



EXCEL: www.excel.gatech.edu

Contact Marnie: 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)

