

**SAN DIEGO YOUTH & COMMUNITY SERVICES**  
**DEVELOPING COMMUNITIES**

**PARTICIPANT'S MANUAL**

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- Helpful Models / Tools
- 1) Spectrum of Attitudes
  - 2) Networking
  - 3) Asset Mapping
  - 4) Geo-Social Grids
  - 5) Strat. Planning  
(Comm. Life Plan)
  - 6) Building eff. collaborin  
Organization - Struct
  - 7) Roles
  - 8) Planning + accountabil  
Chart

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## INTRODUCTION

The community is the context and partial creator of the person, the family and of human interaction. If the sense of community is high, then a sense exists of belongingness, personal and family integration, and the possibility for the knowing of communion and joy. If the sense of community is absent, then the person becomes alienated, the family separated, institutions dysfunctional, the built environment sterile or damaging, and the natural environment polluted. The community reflects, creates, absorbs, and consumes; and, in turn, is reflected, absorbed, created and consumed by persons, society, and cultures. The community is a company of persons, bonded, related and linked into a dynamic and cooperative unity; and, it is in community that wholeness is found. [Dr. Anne W. Doshier]

Today, you have probably encountered three or four "communities" and have participated in several community development activities. You may have woken up in a home where other people live and cooperatively gotten breakfast on the table in a pre-established routine. You may have negotiated a carpool with neighbors or colleagues, and navigated the city streets, stopping at stop signs and merging onto freeways without incident. You probably arrived at work and began the duties you have accepted the responsibility to accomplish.

In the communities of home, family, neighborhood, city, and work, things get done. How and why is the focus of this manual.

Through learning about and integrating the community development approach into your daily work, you will be able to:

- assist service partners in changing the conditions of their lives through the creation of networks of support,
- assist communities in examining and strengthening how they relate to their members,
- create networks of support for partners, staff, and community members, and
- create an environment of shared vision and responsibility.

The objectives of this manual are:

1. To increase your knowledge and strengthen your practice of Developing Communities by reviewing concepts and strategies which will help in developing communities.
2. To provide a common and consistent theoretical framework to be applied appropriately for each SDYCS community.
3. To move service provision from an individual/family-focused and deficit-based approach to a community-context and asset-based approach.

4. To move staff from the role of "expert" to that of community supporter and "facilitator."
5. To move all aspects of the agency from contract-conscious service provision to community-conscious activities.
6. To integrate the developing communities approach into all day-to-day agency activities.
7. To increase the use of our sites and centers to consciously support community activities.

Community is...

feeling like you belong



### Chapter 1

## DEFINING COMMUNITY

Community exists when two or more people work together toward mutually desirable goals (conditions). Community can be defined as narrowly as the family or group to which a person belongs (affinity), or as broadly as the neighborhood in which a person resides (locality). Communities build their members and in turn the members build the community.

We are all members of a diverse range of communities - our faith community, our family, our neighborhood, a membership-based service organization, and a variety of others. At the heart of every community is its membership, each with a commonly shared experience or concern. This common characteristic or concern is the touchstone for members. Usually, it is the basis for determining whether someone is "in" or "out"-side the community, whether they are a member or not.

Each community can be defined easily by its membership, as:

- 1. Geographically-based communities, defined by a common turf or locality;

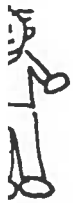
The touchstone for your neighborhood community is a common geography which you share with others in the neighborhood. Residence in the neighborhood, geographically defined, is the shared experience or touchstone and the key requirement for membership. Geographic communities are formed around a neighborhood wherein members share a common turf, neighborhood, or locality which serves as the focus of their membership and concerns. Examples include the North Park Community Association, Golden Hill Neighborhood Association, or the Ocean Beach Town Council.

- 2. Issue-based or associational communities' membership share a common issue, concern, or interest which is their reason for coming together.

In a "community of interest", members are usually bound together by a common shared issue, event, service population, or theme. Members of the Sierra Club place a value on their experience of the natural environment and share a common concern about its protection. Members of the Youth Service Network of San Diego County share a common concern about health & human services available to the youth of San Diego. Other examples include the Veterans of Foreign Wars, the Alpha Chi Omega fraternity, the San Diego State University Alumni Association, the National Organization for Women, or a local church, temple or synagogue.

Regardless of whether the community is geographically based or issue focused, the common theme is who's "in" and who's "out"? Are you a member or not?

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Having things in com



Being a pair of sor thing



The group who supports you



Membership helps us identify who's with us and who's against us, who's eligible to vote and who's not. Members are those with whom we share a common interest or neighborhood and a sense of belonging or connectedness.

### **Membership Roles and Responsibilities**

Within any community there are a number of roles that must be filled. These roles may be shared by different members or enacted by a single person. Each role is interdependent upon the others, so in order to effectively develop communities they need to interact with each other closely. With each role comes a degree of responsibility. These responsibilities are defined as follows.

The **Facilitator's** main responsibility is to move the group through the process. S/he needs to keep the group focused and on task. His/her investment is in the actual process, not in the project developed.

The **Recruiter** is the organizer of the community. S/he is responsible for recruiting new members and "spreading the word" of the group's mission to the community.

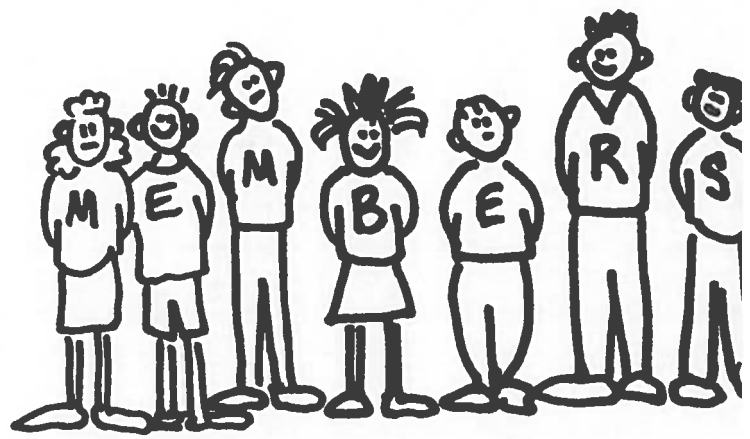
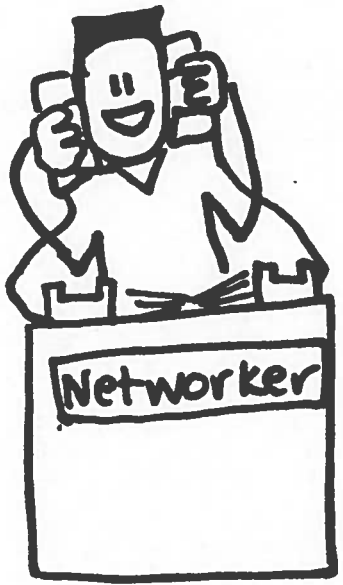
The **Convenor** brings together the concerned parties. S/he is responsible for setting the meeting times, the place to meet, and the agenda for the meeting. It is imperative that the convenor work closely with the recruiter and the facilitator in order for them to effectively carry out their roles.

The **Recorder** is the "secretary" and "historian" of the community. It is his/her job to take the minutes of the meeting. The recorder is responsible for seeing to it that the minutes reflect the decisions of the community, the goals and dates of the implementations decided upon, and what has been implemented. S/he needs to make sure each member receives the minutes and then coordinate the feedback from the members.

The **Networker** acts as the "go-between" for the different cooperating organizations/communities. S/he informs each organization or community of the others' decisions, meeting times, needs and goals. It is their job to coordinate the agendas of the organizations/communities. In order to effectively carry out his/her responsibilities the networker either needs to also carry the role(s) of the convenor and/or the recorder or interact very closely with the members that serve in those roles.

**Members** are all the individuals who belong to the community. A member can have no specific responsibility other than to actively participate in the process by attending the meetings and giving his/her input and feedback. It is from the membership pool that all other roles are filled.

**Mentors** serve as "guides" to individuals in the community or the whole community. It is not a formal position but rather an informal relationship between



two or more members wherein each member shares their unique experiences and assets with the other(s).

Any and all of these positions are filled on a rotating basis and each member has the responsibility to fulfill any of the roles when the community needs one to do so.

### **WHAT IS DEVELOPING COMMUNITIES?**

Developing Communities is the process by which community members design and manage change to create their preferred physical, social, economic and environmental conditions. It's primary goal is empowerment; it builds community capability and capacity, vision, collaboration, and creative partnerships; it involves design and change administered through various relational networks.

Developing communities requires members' participation, cooperation and collaboration. Since members initiate, facilitate, and control activities, leadership and followership are required.

The outcomes in community development are holistic, and concerned with the development of all of the community's resources and assets - human, economic and environmental (both built and natural).

Since their inception, the majority of public service agencies have used deficit-based approaches to remediate the existing problems of the individuals and communities they serve. Developing communities, on the other hand, is a proactive, asset-based approach that empowers the community members to go beyond solving problems to identifying and preventing future problems. Through this method the community owns both the process and the outcomes.

## How is the Community Development Approach Different from the Community Based Approach?

Issues	Community -Based	Community Development
Orientation/Approach	Weakness-solve problem by addressing deficit	Strength/Build on competencies
Definition of the problem	By agencies, government, or outside organizations	By target community
Primary vehicles for creating change	Information/education/improved services/ individual change	Building community and control/increase resources and capacity/economic and political change
Role of professionals	Key, central to decision making	A resource to the communities problem solving
Purpose of participation by target community	Help disseminate services/ help adapt and adjust services	To increase target communities control and ownership/ to create improved social conditions
Role of human services agencies and other formal helpers	Central mechanisms for service delivery	One of many sectors that are activated to meet the needs of a target community
Primary decision makers	Agency representatives/ government representatives/ business and other "appointed" leaders	Indigenous informal and elected leaders
View of community	Broad site of the problem/technically and externally defined/consumers	Specific/source of solution/internally defined/ a place to live
Target community control of resources	Low	High
Potential for ownership by target community members	Low	High



## CHAPTER 2

### THEORIES IN USE

*Assumptions*

The SDYCS approach to developing communities reflects our corporate values, expressed in the "Standards of Quality" which guide all of the agency's efforts to serve individuals, groups, families, and communities. (see Appendix)

In addition to these value-based assumptions, there are other specific assumptions about the complex events and issues which impact our work in "Developing Communities". This set of assumptions are "theories-in-use" which we will continue to develop, refine, and evaluate. Knowledge starts with identifying that which is known, assumptions that we hold, and identifying that which we don't know. In order to "catalyze societal learning", we continue to test our "theories-in-use" in a conscious effort to create new knowledge.

Our current theories-in-use are:

#### A BETTER FUTURE BELONGS TO THOSE WHO CAN ENVISION IT

Clarity regarding the description of community conditions, resources, and processes which constitute a better future is a prerequisite for those willing to invest their time and energy in creation of this future. This includes clarity about both the conditions which a particular community desires and existing conditions which affect the health of the community at present.

The future belongs to those who can involve communities in consensually:

- articulating common boundaries and issues
- envisioning a better future which other members have co-created
- identifying assets, resources, barriers, and conditions requiring change
- supporting identification and development of potential solutions
- designing and developing systems of mutual support for members
- planfully organizing resources in support of creating the vision
- learning from experience using concrete, practical issues
- remembering both the community and its vision

#### EACH PERSON IS VALUED

Each community member is a unique resource to the community who brings human, physical, and cultural resources to the larger collective. We are all interconnected with the universe and what we do affects the larger human, physical, and social environment. Each member can contribute and make an important contribution which arises from his/her individual uniqueness.

## HEALTHY COMMUNITIES BALANCE THEIR INVESTMENT IN MAINTAINING AND CO-CREATING THEIR COMMUNITY

Community learning and growth requires that the community be able to invest in and successfully perform both maintenance and development functions over time in an organized manner. Attention to community health requires a balanced investment of resources in both maintenance and development arenas. Failure to adequately attend to either arena will retard the process of learning and growth at both the community and individual level.

## CHANGE IS THE ONLY CONSTANT

We choose to support and be involved in a proactive process of community change, guided by community members sharing the functions of leadership toward their vision of a preferred future.

## ALL MEMBERS DESERVE THE OPPORTUNITY TO PARTICIPATE

All community members are stakeholders in decisions which will affect the future conditions in the community. While individual participation may vary, all members should have equal opportunities to participate in and have access to involvement in their community.

## DEVELOPING COMMUNITIES IS OUR BUSINESS

Developing Communities is a natural extension and consequence of our human service delivery efforts. As our partners learn, grow, and develop, they will be drawn to the larger arena of community change as they expand their definitions of arenas for individual growth and development.

See next page  
(2 more)

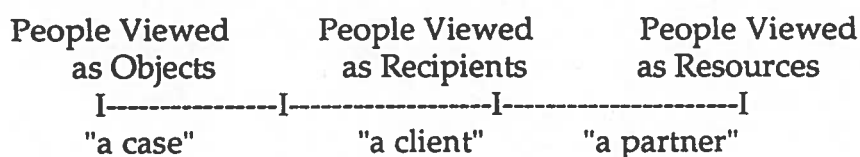
## Chapter 3

### MODELS WE USE TO HELP

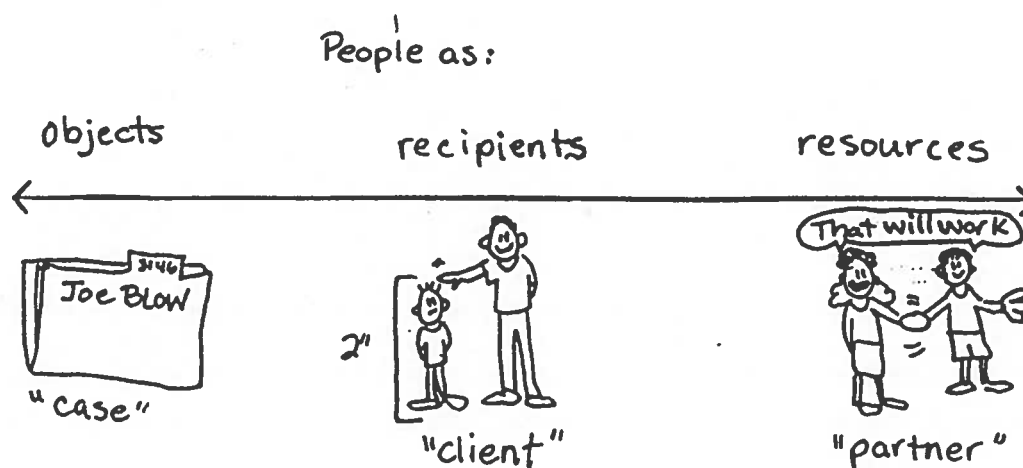
Two important models that aid in developing communities come in the understanding of what people's attitudes toward change are and how they may be modified are the Spectrum of Attitudes and Three Powerful Theories of Change. From Associates for Youth Development, Leonard McKnight (Northwestern), Dr. Anne W. Doshier, the Institute for Cultural Affairs, and us.

#### SPECTRUM OF ATTITUDES

The Spectrum of Attitudes suggests that there are basically three ways that people view and treat each other in their relationships. They view and treat others as objects, as recipients, or as resources. The model focuses on the nature and quality of interpersonal relationships. The culture of organizations, neighborhoods, families or other groups includes the ways people view and relate with one another, personally and professionally.



The optimal way to view a community or its members is as a resource, not as an object or a recipient, to emphasize their strengths and advantages. If we are interested in promoting personal growth and increased organizational effectiveness, it is more effective to create genuine experiences wherein people are engaged as resources, seeing personal growth as a by-product, than by an attempt to produce personal growth as a direct objective. An examination of these relationships can show us many things about change. Let's look at youth participation and compare the changes and results across the Spectrum. [Associates for Youth Development]



## A Comparison of Results Across the Spectrum

(When considering youth participation in planning, operating and evaluating programs)

### Young People Viewed as Objects

- The adult is in control with no intention of youth involvement.
- **The objective:** Personal growth of young people.
- **The by-product:** Conformity of young people and acceptance of the program as it is.

### Young People Viewed as Recipients

- The adult is in control and allows youth involvement.
- **The objective:** Personal growth of young people.
- **The by-product:** Increased organizational effectiveness.

### Young People as Resources

- There is Youth/Adult Partnership (Shared Control).
- **The objective:** Increased organizational effectiveness.
- **The by-product:** Personal growth of young people and adults.

As you move from viewing young people as objects to resources, the objectives changes into the by-products. When moving our view of partners to resources, the level of participation of the youth and adults is shared, the organizational effectiveness is increased and the by-product is the personal growth of all involved. When people have the opportunity to take part in the decisions that affect them, they feel responsible for, and invested in, the decisions which results in personal growth and better conditions for the community.

### HEALTHY COMMUNITIES HAVE THESE INDICATORS

Learn from and build on experience, nurture leadership and followership, record their history and build community memory, create shared visions of the future , gauge their progress in practical and measureable ways, treat all members as resources, create many opportunities for involvement and for inclusive decision making, self organize, use existing resources wisely, communicate effectively within and across boundaries.

### THERE IS A SPECIFIC SET OF SKILLS AND KNOWLEDGE THAT ARE EASILY LEARNED AND TRANSFERRED

Creating a better future requires use of the technologies of participation (ICA) and development (AYD) as well as such approaches as networking (Doshier), asset mapping (McKnight), learning organization disciplines (Senge), and appreciative inquiry. Any technology that respects the person, is future's/solution oriented, produces hope and offers the promise of community learning can be used in community development. [adapted from the Technology of Prevention Workbook, William Lofquist, Associates for Youth Development, Phoenix, AZ]

Belong to  
Chapter 2  
↓

## THREE POWERFUL THEORIES OF CHANGE

As you move from viewing individuals as objects to resources (Spectrum of Attitudes), you will need to learn the three theories which provide a foundation for change to occur. These are:

- 1. The Theory of Participation - People can create a better future together.**  
*When people have an opportunity to participate in decisions and shape strategies that vitally affect them, they will develop a sense of ownership in what they have determined and commitment to seeing that the decisions are sound and the strategies are useful, effective and carried out.*
- 2. The Theory of Responsibility - By being responsible to each other we can build a better community. We are responsible to each other on an individual level which in turn makes us responsible to our communities.**  
*Strictly and practically speaking, no person can ever be responsible for another person. One can only be responsible for oneself in relation to another person. How one takes responsibility for oneself in relation to other people helps determine the quality of the relationship.*
- 3. The Theory of Changing Conditions - People can change and grow by developing communities.**  
*When people work together to create conditions that promote their mutual well-being, not only is a clear sense of the common good strengthened and pursued, but the individuals involved are provided opportunities for personal development as well.*

[Associates for Youth Development]

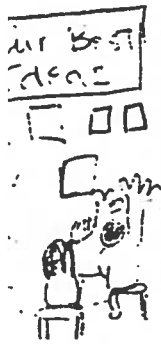
## SHIFTING FROM DEFICIT-BASED TO AN ASSET-BASED PERSPECTIVE

Parallel to our shift in thinking from people-as-objects or recipients to people-as-resources is a shift in our perspective on the community. Focusing on the community as a locus of needs results in a growing list of increasingly specialized services provided to people-as-recipients. Shifting our perspectives from deficit-based or problem-oriented to resource-based is a significant part of our transformation of the way we think about our work.

## ASSET MAPPING

### Community Development

The Foster Care Youth Advisory Board has decided to raise money and plan quarterly events to occur for the foster youth in the program. Considerable brainstorming is done by the youth involved and it is decided to poll other foster youth in the program to ask which of three favorite ideas they would like to see planned. The staff are supporting their efforts by attending meetings and being available for consultation.



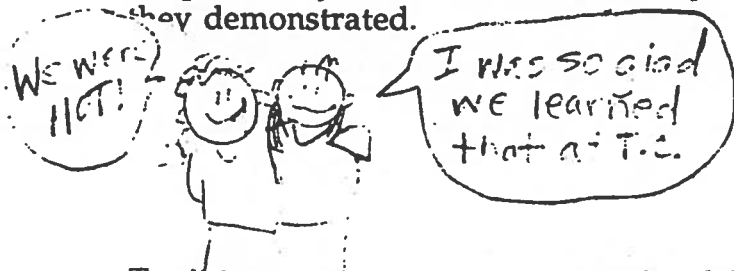
### Community Problem Solving

At one of the shelter programs' daily community meeting, it is brought up that one of the youth in shelter is not happy with the way another youth is "dis-ing" (disrespecting) him. All the youth voice that their disagreement is getting to be uncomfortable for all and that people are starting to have to take sides. The group members offer their perspectives and the two involved are encouraged to go to mediation and the group agrees not to take sides.



### Personal Growth and Development

Teen Connection on their retreat takes time out from script writing to do an activity which teaches each cast member better communication skills and how to discuss problem situations with others. Several months later when there is a conflict at their school, two of the youth assume the role of mediators using the skills they learned at the retreat. They are praised by teachers for the maturity they demonstrated.



### Personal Problem Solving

In Emergency Services, a middle-aged Vietnam veteran comes in for the third time asking for assistance in finding shelter for that evening. He was kicked out of a shelter a week ago for being very loud at night. He states that he is hearing voices that only get loud at night. When his situation is assessed further, it is found that he has not eaten in two days and has been unable to have his prescription filled for medication that allows him maintain in the shelter programs. The case manager starts to hook this person up with services that will get him his medication, food and a place to stay eventually.



Traditional models of human service delivery have focused on problems and needs in low-income communities as the key concepts in targeting services. This perspective is reflected and informs the social policies allocating resources to areas which are afflicted by problems documented by "needs assessments". By focusing on the deficits or problems in a given community, people in these neighborhoods are trained to think in terms of local needs rather than assets.

We believe that healthy neighborhoods also have or can provide a corresponding inventory of the assets and resources available to the neighborhood. Developing such an inventory or "asset map" for a neighborhood can be an empowering shift in thinking for community residents. Identification of community resources which can be tapped as resources in creation of a better future shifts the focus and can be energizing for people used to thinking only about "needs".

Neighborhood assets can be grouped by the level of community control over how those resources are allocated or who can direct their use. These assets can also be categorized by type as human or physical, as individual or organizational, and public or private.

Assets largely under the control of the community include the individual human and economic resources of members. This includes skills and talents, personal income, the resources of individually owned local businesses, and local home-based businesses. Decisions about the use of these resources is determined solely by an individual community member.

Community-based neighborhood groups or formal organizations are also resources which can serve a local community. These may include a block watch group or neighborhood association, the local neighborhood business association, community-based financial, cultural, newspapers, or religious organizations.

Every community will also have formal organizations, primarily businesses, which are located within the community but cannot be directed by the community. The decision-makers for these organizations are outside the neighborhood's or community's control. However, their desire to be a "good neighbor" may allow the community to influence how they conduct their business. Examples of these types of organizations include private for-profit and not-for-profit organizations, public institutions and services, and physical resources whose use is governed by law.

Developing an inventory of community assets can be an important step in changing the way that the community thinks about itself and identifying resources available to change conditions. A corresponding overlay of community needs, while more familiar to service providers, may fail to capture the unique resources available in support of community change efforts.

## PLANNING FOR CHANGE

Planning for Change is a series of questions that are important to ask and answer in order to start the process of mobilization. Both basic and complex planning processes need to deal with these basic questions:

- Where are you now? (A)
- Where do you want to be? (B)
- How will you know if you get there? (Assessment)
- How will you get there? (This is what you are learning!!!)

Condition A

# How things are:

Condition B

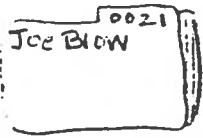
# How we would like them to be:

People as objects

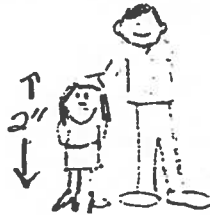
People as recipients

People as Resources

Spectrum of Activity



"case"

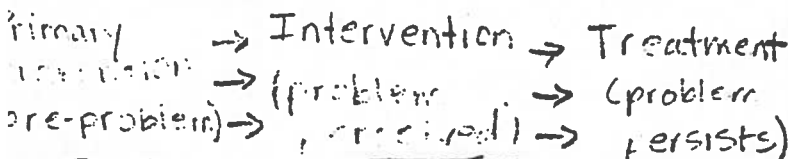


"client"



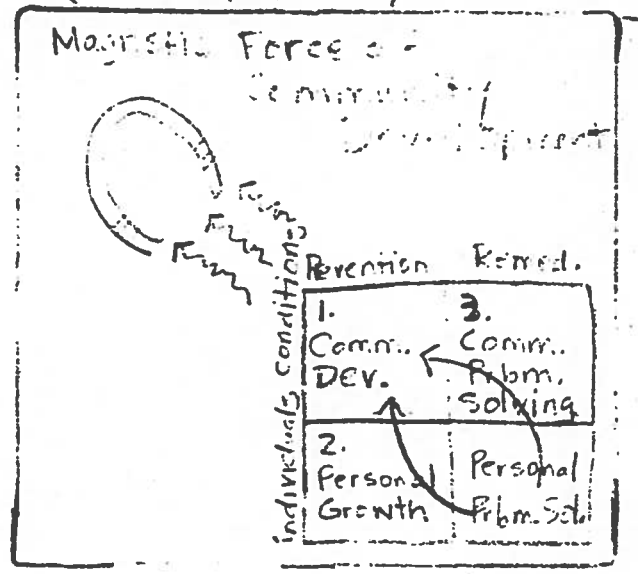
"partner"

## Diagnosed Problem Model

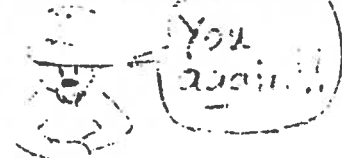


Drug Treatment  
 7-120 B-fest  
 98-98-98 Clean up  
 20-9-99

## Arenas of Human Service Activity



Uncle Sam solves problems of the World  
 Tues. 3-5pm



Healthy Communities are funded, full of activity, self supporting

Any more?



I thought...





## Positive Process of Planned Change: Focus Formula

$$\frac{A}{\text{bc (RP)}}, B$$

"A" represents CONDITIONS AS THEY ARE (Problem, Need, Area of Concern);

"B" represents DESIRED RESULT OR CONDITION to be attained (THE GOAL);

"bc" represents BEHAVIOR CHANGE (on part of person, group, organization, or system) that will be required to allow substantial change from A to B;

"R" represents RESOURCES (human, physical, financial needed to support the change from A to B;

"P" represents PARTICIPATION OF THOSE KEY CONTROLLING PEOPLE WHO HAVE THE CAPABILITY OF EXERCISING INFLUENCE OVER CONDITION A:

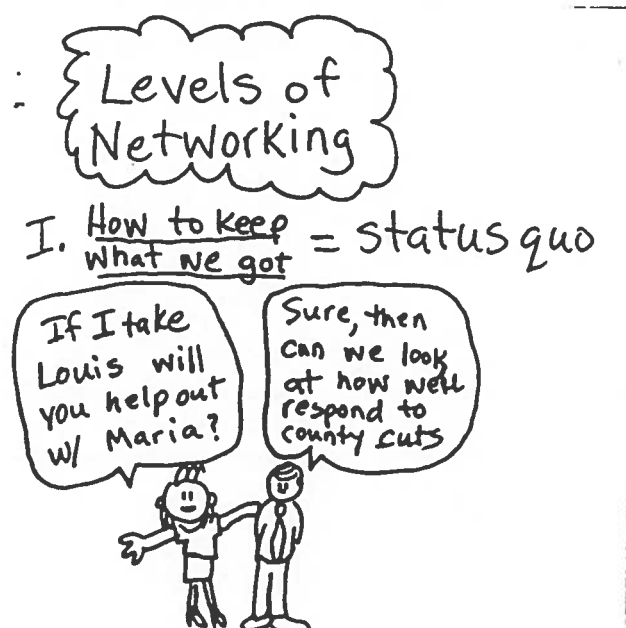
represents RESULTING STRATEGY that leads to "B" - GOAL.

[Associates for Youth Development]

## NETWORKING

Networking is a way that groups of inter-connecting or cooperating individuals interact and communicate. It focuses on the nature and quality of relationships between and among organizations in the community. The process of community development necessitates organizations working together. There are three levels of networking.

• Level 1 Networking focuses on information sharing and awareness building. This level generally focuses on matters as they are, the "status quo".



• Level II Networking creates an active support system among organizations. The emphasis here is on the planned extension of organizational resources and strengths. If change occurs here it is incremental or transactional.



• Level III Networking goes beyond this kind of building on strengths to the cooperative creation of new resources and realities. At this level a new vision is created among collaborative organizations, and the strengths of those involved are used to design new ways of pursuing that vision. Change is fundamental or transformational.

III. Transformational Change =  
The Leap of Faith



Viewing these three levels of networking is a good way to consider the ways that organizations are currently working together. It can stimulate thinking about new interorganizational relationships and their role as agents of change.

Chapter 4

SAN DIEGO YOUTH & COMMUNITY SERVICES COMMUNITY DEVELOPMENT APPROACH



**VIVA COMMUNITIES**  
**Violence Intervention and Vision Achievement**  
**to Increase the Peace in our Neighborhoods**

VIVA Communities is a strategy to increase the peace in our neighborhoods. The VIVA Communities! - a violence intervention/vision achievement model - can be embedded in any San Diego neighborhood where poverty, drug and alcohol abuse, child abuse, domestic violence, gang and drive-by shootings describe the neighborhood's daily life. It can also be used where the more subtle negatives such as alienation, NIMBYism, fear and prejudice exist.

This inclusive multi-level strategy uses a community devilment approach to create a neighborhood planning council made up of local kids, their families, government, schools, law enforcement, area businesses and social agencies. Once convened, they will create direct services, self-help and community development projects. Such projects are vision-driven, outcome oriented, practical and community-owned. They may require shifting or re-combining existing resources in new ways. For example, residents may want to purchase gardening equipment and create a sustainable urban farm in a city park rather than staying on food stamps. They may wish to add a senior and child day care center to the local library in order to keep it open and improve services.

Individuals are invited to a Vision Day, facilitated by trained neighborhood facilitators. The purpose is to focus on concrete methods to achieve the desired community results and to produce a year long action plan -- a plan that specifies vision, goals, objectives, activities, tasks, persons and committees responsible, and dates of accomplishment. Action committees are formed and a leader for each committee is identified. The leadership collaboration provides technical assistance and support to the committees. The committee leaders become part of the VIVA! collaboration leadership group. The entire collaboration, including the leadership, operations, staff and action committees meet quarterly to review progress and celebrate successes. The individual committees meet as often as needed and engage in a specific process of evaluation and celebration.

The outcome of Vision Day is a Neighborhood Life Plan that will:

- identify strengths and map all assets in the community
- ensure opportunity for inclusivity of all community members and sectors
- gather, inspire, organize and generate shared leadership now and for the future of the community
- leadership development plan
- collaborative agreements
- evaluation plan

The Community Groups Development Calendar summarizes our community timeline for strengthening the community's voluntary associations and groups.

Based on our assessment of the relative strengths and weaknesses of existing groups, the chart summarizes our proposed efforts to create Community Unity by meeting these neighborhood leadership development needs.

The Community Unity Leadership Learning and Development Plan addresses the key issues affecting community leadership development. Learning related to a variety of roles in the community are offered to both youth and adult learners through different curricula.

The VIVA! Collaboration Leadership Design reflects VIVA!'s vertical integration into the larger San Diego community as a public-private partnership. Most if not all of those identified, have submitted Letters of Agreement to participate and are on board. Many of these members identified their contribution to our ongoing data collection and evaluation efforts to support our work in their letter. The attached draft set of Operating Guidelines for the Collaboration is current and reflects conditions which will support the success of the project.

**Viva Collaborative: Community Groups Development Calendar**

(prioritized by community)

Year 1	Year 2	Year 3	Year 4	Year 5
Strengthen SH Action Committee	Develop/ support leadership	Formalize organization	Ongoing	Ongoing
Strengthen Latino Parent Association leadership	Membership / followership development	Resource development	Ongoing	Ongoing
Support development of Grant Hill Association	Develop / membership	Formalize organization	Ongoing	Ongoing
Strengthen SH Citizens Patrol membership	Leadership development ongoing	Ongoing	Ongoing	Ongoing
Research Community Assoc.	Community Assoc.	Ongoing	Ongoing	Ongoing
Business Improvement District research study reveals Imperial Ave. only viable BID	Research Business Assoc. interest	Begin Business Association formation	Develop/ support Business Association	Ongoing
		Research group interest or need	Develop /support	Ongoing

The VIVA! Collaboration strategy is community unity through leadership development. Strengthening community leadership capacity requires:

1. Development of voluntary community associations;
2. Creation of arenas in which membership & leadership skills may be practiced and strengthened;
3. Learning opportunities and meaningful curricula for learning leaders of all ages; and,
4. A career ladder for adults and youth seeking increased challenges and upward mobility.

Individuals seeking to strengthen their leadership skills will receive training, have an opportunity to practice as a member of a community group addressing issues about which they are concerned, and will have access to different levels of leadership roles. These leadership levels include the emerging community groups listed above, as well as the ongoing VIVA! Policy Team, the Guide Team, and the Implementation Team.