

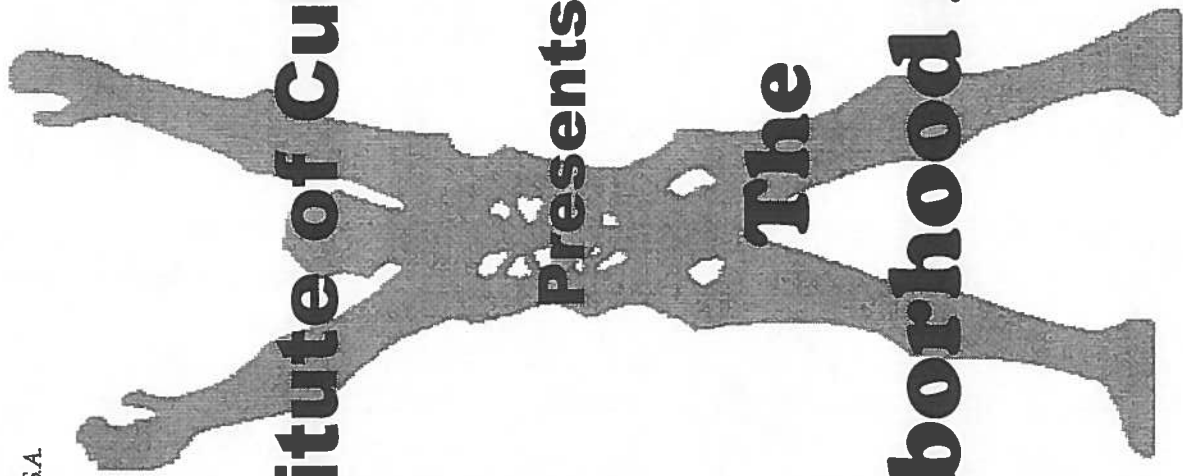


The Institute of Cultural Affairs

Presents

The

Neighborhood Academy



ICA in Brief

Mission

To expand social innovation, participation and community building in all sectors of society

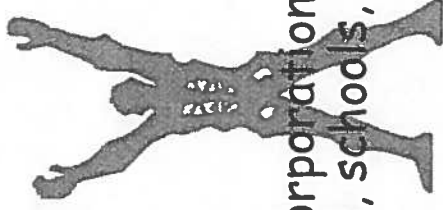
What we do

Facilitation, training and consultation grounded in the Technology of Participation (ToP™) methods, including:

- Strategic planning
- Consensus-based decision making
- Team building

Who we work with

International network of trainers and partners, corporations, nonprofit organizations, government agencies, schools, neighborhood associations



ICA in Brief

Beginnings

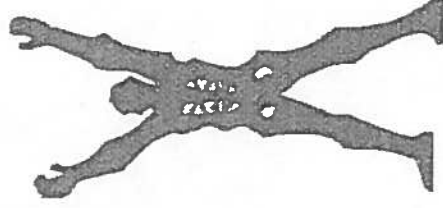
Started as a program division of the Ecumenical Institute working on the West side of Chicago in 1963

International Organization

Expanded in 1970s to global work in each of the 24 time zones
ICA International currently composed of 35 national member organizations

US Office Locations

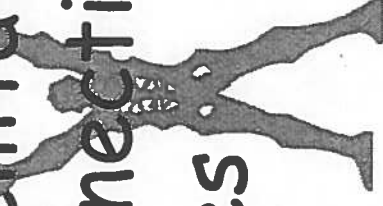
Washington, DC
Chicago, IL
Colquitt, GA
Phoenix, AZ
Seattle, WA



Neighborhood Academy in Brief

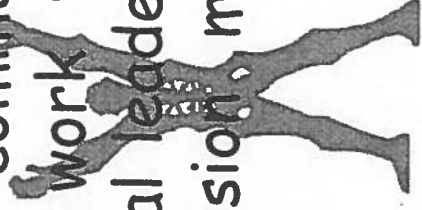
Mission

To empower neighbors of all ages
and cultural backgrounds to serve
as participatory local leaders
through strengthened facilitation
skills, confidence and connections
with local resources



Neighborhood Academy in Brief

- ◆ **The Neighborhood Academy** is a training program for youth and adults who are engaged or want to become engaged in efforts to make their neighborhood a better place to live
- ◆ Implemented in collaboration with community-based partner organizations whose work would benefit from the development of local leadership and expanded participation in decision-making around local issues



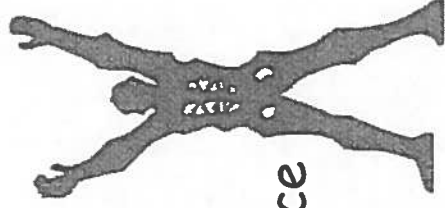
Neighborhood Academy Logistics

ICA Roles

- Lead Neighborhood Academy sessions in English & Spanish
- Provide technical assistance to participants and partner organizations
- Bilingual Documentation

Partner Roles

- Recruit Participants
- Promote Neighborhood Academy
- Ensure opportunities for skills practice



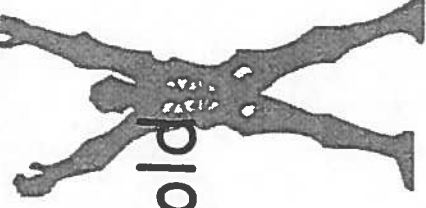
NEIGHBORHOOD ACADEMY CURRICULUM CURRICULUM DE LA ACADEMIA DE ENTRENAMIENTO COMUNITARIO

The Institute of Cultural Affairs

	Month one / Primer mes	Month Two / Segundo mes	Month Three / Tercer mes
	2	3	4
	5	6	7
	8	9	10
	11	12	1
	Opening Conversations / Conversaciones de Apertura		
Opening & Introductions	Discussion Method	Using Action Planning Method to Design a Community Planning Event	Reviewing the methods
Apertura y Introducciones	Metodo de Conversacion	Metodo de Taller	Revisar los metodos
Expectations of the Academy	Method Review	Method Review	Individual Action Planning
Expectativas de la Academia	Repaso del Metodo	Repaso del Metodo	Plan de Accion Individual
Group Dynamics / Dinamicas de Grupo	Group Dynamics / Dinamicas de Grupo		
Multi-cultural Work Exercise	Method Practice	Method Individual Practice	Group Dynamics / Dinamicas de Grupo
Ejercicio Trabajo Multi-cultural	Practica del Metodo	Practica Individual del Metodo	Teams Reports for Action Plan Implementation
	Informe de los Equipos		
	Para la Implementacion del Plan de Accion		
	Reflection on the Session / Reflexiones de Clausura de las Sesiones		
	DEMONSTRATIVE COMMUNITY EVENT		
	EVENTO COMUNITARIO DEMONSTRATIVO		

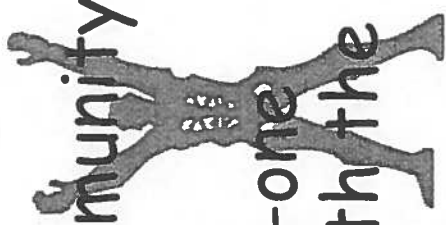
Benefits to Participants

- Facilitate productive group conversations, meetings and planning sessions
- Build consensus among divergent groups and interests
- Expand participation in local activities
- Map local resources
- Develop new ways to deal with old problems
- Move others toward action



Benefits to Neighborhood

- Core group of diverse local leaders
- Strong, long-lasting youth-adult partnerships
- Shift from reliance on outside resources to expanded use of local, existing resources
- Implementation of catalytic community projects
- Ongoing learning through one-on-one mentoring of Academy alumni with the staff of partner organizations



Participant Testimonies

◆ I have learned ...

- "... how to organize and how to put it down on paper, and then be able to go out and get other people to commit to that."

Louie Gradias, Yuma, Arizona

- "... how to ask the people about their ideas and goals, and what they want to see happen or have in the community."

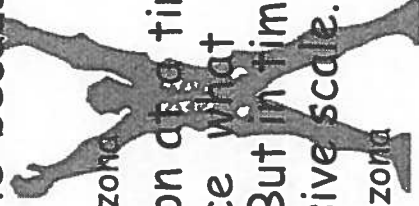
Guadalupe Hernandez, Yuma, Arizona

- "... that it is important to involve young people because they have a great deal of ideas to share."

Luzmila Lutz, Phoenix, Arizona

- "... that the community has changed. One person at a time, one new leader stands up and puts into practice what he has learned. At the moment the change is singular. But in time it will extend throughout the community, on an extensive scale."

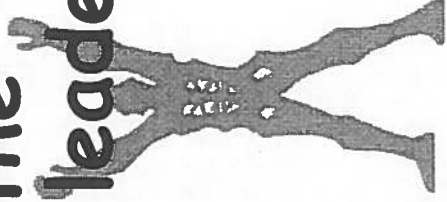
Jorge Garcia, Phoenix, Arizona



Join Partnership for Success



**Together we can help communities in
Chicago to expand participation in
activities and deepen the
commitment of their local leaders
and neighbors**



The Neighborhood Academy

A program of



The Neighborhood Academy is an intensive leadership and skill-development training program for youth and adult teams from one or more neighborhoods who want to make positive changes where they live. The curriculum consists of learning about community development, building participants' facilitation skills through ICA's Group Facilitation Methods, and designing and working together on at least one active project to mobilize their communities. The program can be facilitated in English, Spanish or bilingually.

At the end of the Academy, participants are equipped with the knowledge to:

- map their neighborhood and its resources
- create a shared vision for their community
- develop new ways to deal with old problems
- expand participation in local activities
- organize successful community celebrations
- facilitate productive neighborhood meetings
- help to move others towards action

The Neighborhood Academy was recently featured in CYD Journal, the nation's leading publication on Community Youth Development theory and practice. The program has been successfully implemented in six communities in Arizona and Southern California with over 150 graduates. Participants have gone on to play leadership roles in countless local groups, including Neighborhood Associations, Parent-Teacher Organizations and Youth Groups. We are now hoping to repeat this success in the state of Illinois.

Each Academy lasts twelve weeks and costs \$15,000. We are looking for \$55,000 to launch the program in five communities in and around Chicago. Interested communities include Rockford, Rogers Park, Uptown and Humboldt Park. This would cover \$10,000 of Academy costs for each community, making the program much more accessible to struggling neighborhoods as they would only need to raise the remaining \$5000. An additional \$5000 would pay for two people from each community to attend a **Neighborhood Academy** Training of Trainers in Chicago, which would provide them with the skills to replicate the program with minimal technical assistance from ICA.

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The Neighborhood Academy – Roles played by ICA and Partner organizations

Arena	ICA	Partner organization
<p>Preparations for the program</p>	<ul style="list-style-type: none"> • Attends preparation meetings (where possible) and guides partner organization in recruitment and fundraising efforts • Facilitates Orientation meeting • Prepares materials for Orientation 	<ul style="list-style-type: none"> • Finds funding for the program • Advertises the program amongst its networks • Advertises the Orientation meeting • Finds 15 -25 prospective participants, of which 50% should be between 15 and 25 years of age • Arranges suitable space for the sessions • Arranges appropriate childcare • Arranges refreshments for Orientation meeting and Session One
<p>Weekly sessions</p>	<ul style="list-style-type: none"> • Responsible for each session's agenda, curriculum and training • Prepares suitable materials • Provides participants' manuals • Documents all written reports from each session • Photographs each session and provides partner with copies • Provides partner organization with copy of sign-in sheet 	<ul style="list-style-type: none"> • Responsible for maintaining access to a suitable space • Ensures people's participation at each session • Arranges appropriate childcare • Arranges appropriate transportation to the sessions • Advertises the program to appropriate media sources

<p>Community Event</p>	<ul style="list-style-type: none"> • Facilitates team reporting sessions within weekly sessions • Documents original calendar of actions • Attends the community event to assist • Facilitates reflective discussion after the community event • Photographs / videos the event and provides partner organization with copies 	<ul style="list-style-type: none"> • Facilitates additional taskforce meetings held outside weekly sessions • Assists participants in preparing for the event with guidance and materials • Ensures media coverage of the event
<p>Graduation</p>	<ul style="list-style-type: none"> • Leads formal part of Graduation ceremony • Produces certificates for graduates and people to recognize 	<ul style="list-style-type: none"> • Assists participants in preparing for the graduation with guidance and materials • Sends out invitations to Graduation • Provides ICA with list of graduates and people to recognize • Recognizes graduates in any other way, besides certificates, that they feel is appropriate
<p>Follow up to the program</p>	<ul style="list-style-type: none"> • Works with partner organization in deciding upon appropriate follow up to the program • Provides additional facilitation and training as required 	<ul style="list-style-type: none"> • Decides upon appropriate follow up to the program, in consultation with ICA • Finds funding for follow up activities • Arranges suitable space • Arranges appropriate childcare • Arranges refreshments • Ensures participation from graduates of the program • Supports graduates as they facilitate and organize their own events • Provides opportunities for graduates to facilitate and use their new skills



The Neighborhood Academy: What challenges does it respond to?

"Since 1973 the number of Americans who report that "in the past year" they have "attended a public meeting on town or school affairs" has fallen by more than a third (from 22 percent in 1973 to 13 percent in 1993) ... Participation in parent-teacher organizations has dropped drastically over the last generation, from more than 12 million in 1964 to barely 5 million in 1982 before recovering to approximately 7 million now.¹

A few years ago Roberta Terrazas, the Parent-Teacher liaison at Machan Elementary School, complained to ICA Staff: "What we need here is people who stay and do." Through completing four Neighborhood Academies in partnership with Machan School and in the process of launching our fifth, it is this question that ICA is attempting to address through training youth and adults in appropriate community leadership.

Many of our partner organizations have seen the Neighborhood Academy as part of a solution to these questions:

- How can we get more people meaningfully involved in creating a positive future for our community?
- How can we foster cooperation across age? Culture? Language?
- How can we develop a community vision and work towards achieving it?
- How can we empower people to play the lead in our projects and community?
- How can we make our community liaison role more effective in connecting and sustaining volunteers?

How does the Neighborhood Academy answer these questions?

Challenge	How the Neighborhood Academy addresses this challenge:
1. How can we get more people meaningfully involved in creating a positive future for our community?	<ul style="list-style-type: none"> • The Neighborhood Academy provides a structure for people to experiment with being involved in the community for sixteen weeks • Participants recognize their own potential for making change through organizing and implementing a community involvement project • Participants realize that working together in small teams can make a big impact on the community
2. How can we foster cooperation across age? Culture? Language?	<ul style="list-style-type: none"> • ICA works with partner organizations to ensure that each Neighborhood Academy involves both youth and adults (on a 50-50 ratio) and a representative cross-section of people from different organizations, interests and cultures • Sessions have been conducted in either English, Spanish or bilingually to reflect the diversity of participants • Exercises are highly participatory and interactive • Trainers ensure and guard cultural sensitivity within the group

¹ Robert D. Putnam, Bowling Alone: America's Declining Social Capital (1995): http://muse.jhu.edu/demo/journal_of_democracy/v006/putnam.html

Challenge	How the Neighborhood Academy addresses this challenge:
2. cont.	<ul style="list-style-type: none"> • Curriculum has been built around Community Youth Development Theory, ensuring that adults learn to see youth as resources
3. How can we develop a community vision and work towards achieving it?	<ul style="list-style-type: none"> • Through learning ICA's Consensus Workshop method, participants develop a shared vision for their community • Through talking about the assets in the community, participants become acquainted with resources they can mobilize to create change • Through learning the Action Planning method, participants are able to plan with their neighbors realistic and achievable projects that will implement their vision and take into account any circumstances that may block their effectiveness • ICA Trainers provide graduates of the program with technical assistance as they use their facilitation skills to plan projects
4. How can we empower people to play the lead in our projects and community?	<ul style="list-style-type: none"> • Every participant is given the opportunity to voice their opinion, respect the opinions of others and make presentations about small group work • Every participant facilitates both a conversation and workshop during the training program and so becomes comfortable with speaking in front of large groups • Every participant takes on equal responsibility for implementing the community event • People gain confidence through networking and relationship-building during the Neighborhood Academy • At the end of the training, participants state personal objectives for their future community involvement • ICA Trainers work with community liaisons to support graduates in taking leadership of community projects and developing new initiatives • Graduates from the program have gone on to play leadership roles in Parent-Teacher Associations, parent groups, youth groups, Community Advisory Boards, Community Consuls and Neighborhood Associations • Graduates have also gone on to train other community members in subsequent Neighborhood Academies
5. How can we make our community liaison role more effective in connecting and sustaining volunteers?	<ul style="list-style-type: none"> • Once the Neighborhood Academy has begun, ICA trainers meet at least four times with partner organizations to reflect on the program and receive and offer feedback • ICA trainers work with Community Liaisons to implement effective strategies for recruitment and retention of participants • ICA trainers also help Community Liaisons develop a plan for incorporating graduates of the program into meaningful leadership roles

What do Neighborhood Academy participants learn that helps them become “people who stay and do”?

Cognitive Learning (Knowledge of Community Development)	Affective Learning (Attitude Shifts)	Psychomotor Learning (Practical Leadership skills)
<ul style="list-style-type: none"> • Four dimensions of Community Development – given community, caretakers, development task and development process • Five pillars to integrated local community development • Twenty principles for local Economic, Social, Cultural and Political Development • Community Youth Development theory • Five principles for Building Local Capacity 	<ul style="list-style-type: none"> • Gain self-confidence • Honor perspectives of others • Humble partnering with local people • See value of working with and learning from young people • Recognition of their personal value to the community • Value the community for its assets rather than complain about its lack of resources • Confidence in approaching and talking to people from different cultures 	<ul style="list-style-type: none"> • Guide group to consensus • Take a concept to action and implementation • Incorporate multiple perspectives in plans • Draw out voice from those who might be shy or hesitant • Guide people’s process of thinking from issues to solutions • Mesh timelines to incorporate multiple dimensions • Work productively and respectfully in teams • Assume responsibility for actions and implementation • Recruit people for an event or project • Map and utilize local assets for community improvement