

Phases of Community-Based Capacity Building Projects

This handout serves as a guide to developing community-based capacity building projects. The process is broken down into four phases, which is further refined into detailed action steps that may be completed by staff or student leaders.



Develop Capacity Building Opportunities

1. Conducting community partner meetings (1-on-1 and small focus groups)
2. Writing up notes from these community meetings into Capacity Building Project Profiles
3. Creating directory of capacity building projects to be shared via email, website, 1-on-1 and departmental meetings with faculty

Match Students and/or Faculty with Opportunities

4. Meeting with faculty to share capacity building project opportunities
5. Matching students (or teams of students) to requested capacity-building projects found in directory

Manage and Support Projects

6. Coaching and supporting students who are taking on capacity-building projects to find faculty mentor
7. Coaching and supporting faculty who are supporting capacity-building projects in course or as mentors
8. Conducting regular check-ins with capacity-building project teams (i.e., with students alone and with student/partner together)
9. Tracking progress of capacity-building projects
10. Documenting completion of capacity-building projects for reporting and assessment purposes
11. Managing end-of-year presentation of capacity building projects (as part of campus-wide day or by civic engagement center-sponsored if need be)

Follow Up

12. Requesting follow-up feedback of community partners to learn whether the project was helpful and how the process went (and to ask for future project proposals)
13. Posting results on center website, school news/website, local papers, etc.

Community-Based Capacity Building Projects

Action Steps Clustered by Themes of Student Leadership

Developing community-based capacity building projects can be framed as a set of sequential steps (as seen in “Phases of Community Based Capacity Building Projects”), but can also be re-framed within three key themes of student leadership: community partnerships, academic connections, and capacity building. By organizing these tasks within these responsibility categories, it provides a potential structure for delegation of these responsibilities amongst students.

Community Partnerships

- Conducting community partner meetings (1-on-1 and small focus groups)
- Requesting follow-up feedback of community partners to learn whether the project was helpful and how the process went (and to ask for future project proposals)

Academic Connections

- Meeting with faculty to share capacity building project opportunities
- Coaching and supporting students who are taking on capacity-building projects to find faculty mentor
- Coaching and supporting faculty who are supporting capacity-building projects in course or as mentors

Capacity Building

- Writing up notes from community partner meetings into Capacity Building Project Profiles
- Creating directory of capacity building projects to be shared via email, website, 1-on-1 and departmental meetings with faculty
- Matching students (or teams of students) to requested capacity-building projects found in directory
- Checking in with capacity-building project teams (i.e., with students alone and with student/partner together)
- Documenting completion of capacity-building projects for reporting and assessment purposes
- Managing end-of-year presentation of capacity building projects (as part of campus-wide day or by civic engagement center-sponsored if need be)
- Posting results on center website, school news/website, local papers, etc.

Student Leadership Analysis

1. List student leadership roles available within each class year.
2. List the responsibilities that are delegated to each of those student leadership roles.
3. Mark any current student leadership role or responsibilities that help you to develop or manage community based capacity building projects.

1st Year

2nd Year

3rd Year

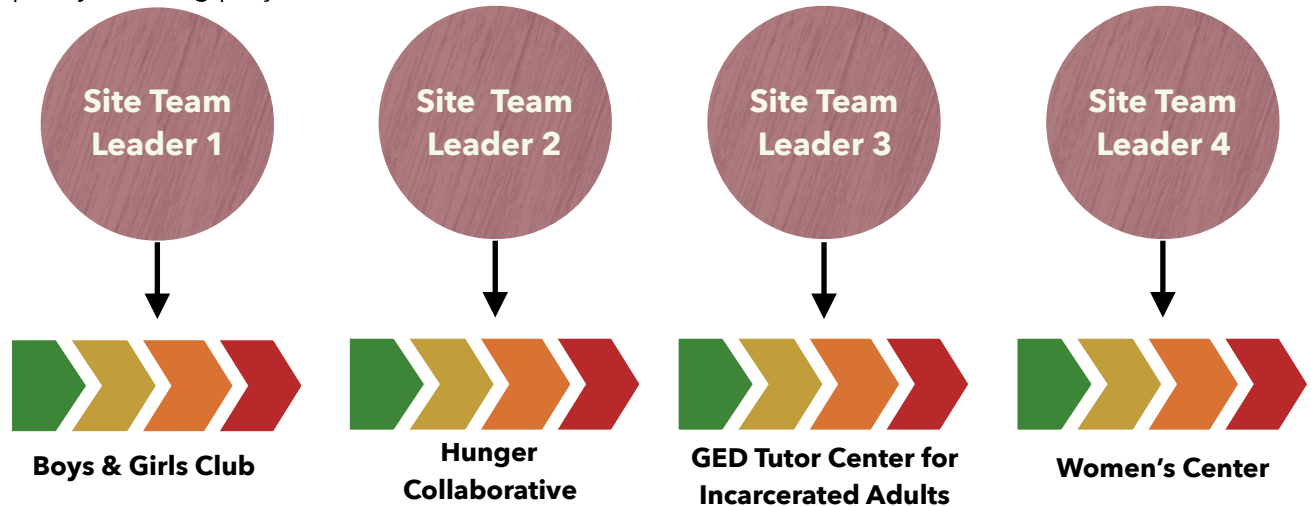
4th Year

Approaches to Implementation:

How to Incorporate Community-Based Capacity Building into your Student Leadership

Approach 1: Establish Site Team Leaders

For each community partner, there are site-based teams, comprised of students who serve at that site. Leaders of those teams are responsible for fulfilling the steps to develop community-based capacity building projects.



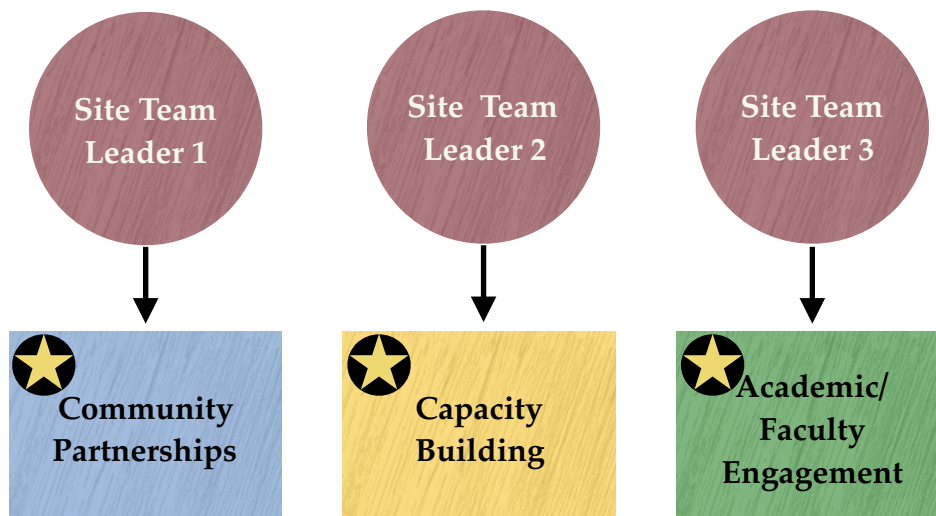
Implementation Steps:

1. Start by assessing which are your "deepest" community partners, with capacity building project potential
2. Identify a student leader who has leadership qualities and site experience at this CP
3. Work with them to implement the first phase of the capacity building action steps (e.g. developing capacity building opportunities)
4. Gradually add other phases and action steps
5. Add another site team leader each year or two years
6. Site team leaders would eventually pass leadership to another student who serves at the site; peer-to-peer preparation

Your Implementation Steps:

Approach 2: Establish a Community-Based Capacity Building Project Committee

Each of the three student leadership responsibility categories associated with community-based capacity building projects has a designated student chair or leader. These students are responsible for the action steps clustered within each category or theme. Together, they comprise a committee dedicated to these projects.



Implementation Steps:

1. Identify the responsibility that is of utmost priority to your program (community partnerships, capacity building, academic/faculty engagement)
2. Think about the prerequisite training necessary for a student to be successful in this role
 - When does this training need to begin?
 - What current leadership structures can you leverage to prepare students to take on this role?
 - What type of leadership role can be developed to prepare students to take on this role?
3. Add each prioritized student leadership role(s) gradually

Your Implementation Steps:

The Vision: Student Leadership Pathway

1. Envision the student leadership pathway you hope to work toward in the next 2-4 years, with student roles and responsibilities you hope to incorporate.
2. Mark the student leadership role or responsibilities that will help you to develop or manage community based capacity building projects.

