

SNACs and ABCD

Lincoln Community Learning Centers | Session IV



LINCOLN COMMUNITY LEARNING CENTERS

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Best Practices



LINCOLN

Best Practices

School and Neighborhood Advisory Committee (SNAC)

Purpose

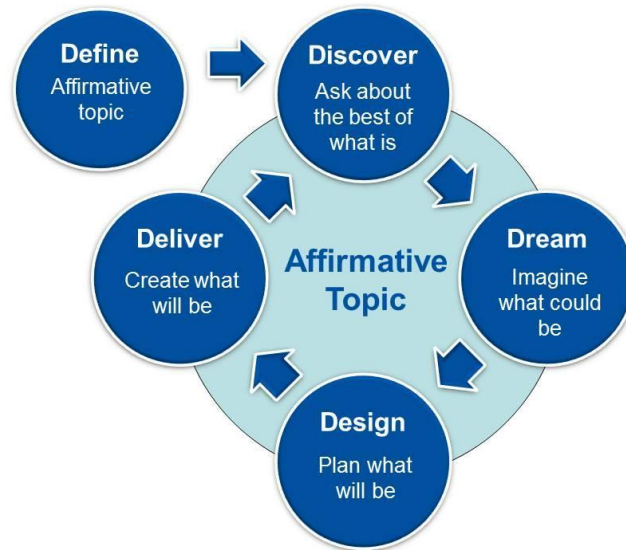
SNACs include a broad representation and active participation from parents, youth, neighborhood residents, educators, community-based organizations, service providers - ultimately any stakeholders within the neighborhood willing to engage further in their neighborhood CLC(s).

Each CLC site or pair of sites has a SNAC, which is responsible to assist in the planning, communication, and oversight for their CLC and its service activities. SNACs must reflect the uniqueness and diversity of each school and its surrounding neighborhood.

These school-neighborhood groups act as an “advisory team” for the CLC and are based on some fundamental premises including:

- In order to be most effective, services and supports for families must be provided close to where people live, work, and go to school.
- Parents, youth, neighborhood residents best understand the environment in which they live and what services and supports are most needed.
- Professionals provide valuable advice and support and are most effective when they work as partners with families and neighborhoods.
- Positive outcomes for children/youth, families, and neighborhoods occur as a result of active engagement by all partners.
- All neighborhoods have both formal and informal assets that can be strengthened. Natural “supportive” networks, such as SNAC, are keys to successful community development.
- Goals of SNAC always revolve around the CLC Goals: Successful Students, Thriving Families, and Strong Neighborhoods.

The SNAC will always be in various stages of development as new members are added and as individuals change. It is key that site supervisors are attentive to the stages of group development (Appreciative Inquiry: Discover, Dream, Design, and Deliver) to assist the SNAC in its work.



Suggested Guidelines – Membership and Engagement

When it comes to **Membership and Engagement**, remember that the SNAC acts as a team to help support the CLC(s). ALL individuals are welcome to be a member and participate in any SNAC, but when recruiting members keep this in mind:

- SNAC membership should include a broad representation and active engagement from parents, youth, educators / school personnel, neighborhood residents, neighborhood business leaders, service providers, and any other stakeholders.
- SNAC may be maintained as “open groups” with no rigid appointment process, or limits on membership numbers. The membership may be fluid and inclusive so that it can adapt, change, and evolve over time as interest grows, relationships develop, and outcomes change.
- The goal is to have the facilitation and leadership of meetings be facilitated by parents, guardians, and/or neighborhood residents.
- Always have a sign in sheet with 1) First and Last Name, 2) Email Address, 3) Phone Number
 - Create an email list within your email provider so you can easily access that list for any reason

Getting Started – When looking to recruit new members or simply start your SNAC...

1. **Look to existing groups.** Are you already meeting with a small team that is planning, communication, and overseeing CLC events, activities and programs? Look to this team and see who you can add. Are there individuals who are giving suggestions; Showing active interest in your CLC; A quality community partner; A consistent volunteer;

etcetera? Reach out to these individuals to see if they'd like to attend the meetings that are already happening.

2. **Think of who your engaged parents, partners, residents, etc. already are.** Create a list of these individuals and bring them together for a meeting. Don't forget to think outside the box – look to your City Council, State Senator, and School Board Rep and invite them to the meetings.
3. **Have a purpose when you invite.** The purpose of the first meeting could be to have them 1) Look over your Annual Plan, 2) Determine what your CLC is already doing well and where you could build on your assets, 3) Come up with 3 goals to work toward, 4) Pick one of those goals (maybe by attainability or priority) and that goal will be your agenda for future meetings

Already have a SNAC? When inviting new members, have an “elevator speech” ready to go so new members know what your purpose is. People are more apt to join various groups if 1) They know the purpose, 2) The purpose is something they're passionate about, 3) Time will be used wisely.

Suggested Guidelines – Functions of the SNAC

The **Functions of the SNAC** can vary from neighborhood to neighborhood. However, there are a few key things to consider when developing your agendas:

- Ensure active engagement of parents, neighborhood residents, and youth in the SNAC process
 - Everyone engages differently and in their own way at their speed – ensure there are options for engagement
 - IE – 1) Someone to take the minutes, 2) Someone to Invite other Members, 3) Someone to run the Social Media Platform, 4) Someone to invite presenters
- Identify school and neighborhood assets which they can build upon and identify gaps or needs that are barriers to achieving the CLC Goals.
- Participate in the development of the CLC Annual Plan. Identify the strengths and develop strategies and activities that build on the assets of the school neighborhood.
- Ensure service strategies and activities are implemented in a way that is consistent with the mission and operating principles of the CLC.
- Meet regularly and inform/involve all members in the ongoing development of services, supports, and opportunities which promote positive outcomes for children/youth, families, and the neighborhood.
- Build linkage and connections with the Neighborhood Association, Community Cafes, Business Associations, PTOs/PTAs, and any other active groups which share common interests and goals

- It's important to note that the SNAC doesn't replace or overstep any of these groups. They are all meant to work together and collaborate
- To find out if you have an active Neighborhood Association:
 - Go to "incoln.ne.gov"
 - Click at the top on "Residents"
 - Scroll down under "My Home" and click on "Neighborhood Information"
 - Click on "Neighborhood Associations"
 - Or look at this GoogleDoc:
 - <https://docs.google.com/spreadsheets/d/1I17x8nbHrymuDh5101wjg6R1M3sUAq1tiq-5E-A-dOw/edit?usp=sharing>
- Evaluate long term sustainability strategies that ensure programs and services continue to benefit the children/youth, families and neighborhood residents
- Invite guest speakers or presenters to inform the SNAC members about neighborhood happenings, policy changes, resources within the neighborhood or across Lincoln, training opportunities, etcetera.
 - IE – This could include, but isn't limited to: 1) Hosting City Council / Mayoral Forums, 2) Inviting City Entities to discuss upcoming policy changes, 3) Your residents are concerned about street repairs, invite the Public Works/Utilities Director to come answer questions, 4) Your SNAC is interested in a Community Garden, bring in Community CROPS for a Q&A session with handouts and information about starting a community garden

Getting Started – When looking to figure out what your function even is, talk to the CLC Family and Neighborhood Engagement Specialist (FNES). They will have all handouts and outlines for diving into this work. In the meantime, think of these things:

1. **Start small.** Get your team together and come up with your purpose or a "why". Ask questions like:
 - a. Do you have your own mission statement? Do you want one?
 - b. How do people want to engage? Do we want roles?
 - c. What are the strengths each person brings to this group?
 - i. Activity – Hands, Head, Heart
 - ii. Develop a Leadership Inventory Tool
2. **Look at your neighborhood assets and/or the "Six Elements of Neighborhood Well-Being".** There are many different activities for identifying assets and areas to build on, but here are a few:
 - a. Asset Mapping – group diagram
 - b. Asset Mapping – individual outline
 - c. Small group work – large stickie notes with stickers

3. **Identify assets to build on.** What does your group want to focus on? Maybe it is...
 - a. Connection so a block party sounds like a goal.
 - b. Safety and you want to improve your street/sidewalk quality and look to getting more lighting in the neighborhood.
 - c. Services because your neighborhood residents could use access to Food, English Classes, Getting Ahead Opportunities, etc....
4. **Set goals.** What is your top priority to work toward? Set goals to reach that goal and identify key people within your SNAC (hopefully everyone has a part) to make things happen.
5. **Press Refresh.** Once you reach your goal, go to the next. If you don't have a next, refresh and bring the group back together for the next brainstorm.

Suggested Guidelines – Reporting

Reporting and sharing information is always important. Here are some things to keep in mind when reporting on your SNAC:

- An agenda will be developed with input from all members prior to SNAC meetings
 - Ensure you share this agenda when advertising for the meeting (IE – on Social Media or via email)
 - If you're a new SNAC and you don't have an email list, have hard copies ready when recruiting or ask for emails when getting your initial group together
- SNAC meeting minutes will be maintained and distributed to all stakeholders within one week of the SNAC Meeting. Minutes will include who participated and reflect the discussion and decisions that were made at each SNAC meeting
- SNAC, with the support of the SCC, will complete the CLC Annual Plan and submit it to the CLC Office on or before the required date

Example SNAC Agenda

Date
Time
Location

- 1) Introductions –
 - a. Your name, site, and best moment over the past week
- 2) Group – Recap from last meeting
 - a. What do you all remember? ☺
 - b. Has anyone started anything, changed anything, etc. after the last meeting?
- 3) “How do I start a SNAC?”
 - a. How to Get Started
 - i. Invites
 - ii. Having that Purpose
 - iii. Active Engagement
 - b. Lincoln CLC Examples
 - c. Differences between various Neighborhood Entities
 - i. How can they all work together?
 - d. Tools and Resources
 - e. Tips and Tricks
- 4) Group Work
 - a. Identifying your “members”
 - b. Looking into Neighborhood/Community Assets
 - c. What do next steps for getting started look like to you?

Next Meeting: Date, Time, and Location

Example SNAC Attendance Sheet

**School and Neighborhood Advisory Committee
(SNAC)**

Date: _____
Time: _____

	NAME (please print)	Phone Number	Email Contact
1)			
2)			
3)			
4)			
5)			
6)			
7)			
8)			
9)			
10)			
11)			
12)			
13)			
14)			
15)			

Asset-Based Community Development Values

*** From the ABCD Institute at DePaul University ***

Start Small

ABCD values small, grassroots, resident-driven approaches that use stories as the basis for learning, sharing, and acting for change.

Build Relationships for Mutual Support

ABCD believes that relationships are the core of flourishing communities. Relationships create trust and activate gifts and power.

Nurture Citizen-Led Action

ABCD defines a citizen as an active contributing member to the wellbeing of their community regardless of legal status. When citizens act together, they demonstrate their own power and bring about positive change. ABCD values everyone's voice and contributions.

Work for Equity and Justice

ABCD fosters a world where all people thrive. ABCD helps people use their gifts to work in their communities to disrupt systemic oppression and regenerate power in new and creative ways.

Believe in Possibility

ABCD is rooted in hope. People in communities, even in extreme situations, can use their gifts to imagine ways to create change.

Lead by Stepping Back

ABCD shines a light on residents' power to contribute to and make decisions in their communities. The work of institutions is to lead by stepping back to support residents' efforts to create and implement the changes they seek for their community.

Include Everyone

ABCD does not just invite people to the table but builds a new table where everyone has a true place. ABCD celebrates and values diversity. We are better when more diverse voices are present in shaping who we are and how we practice ABCD.

Asset-Based Community Development Process:

Brief Introduction

I. Collect Stories

a.

II. Walk the Space

III. Recruit a CORE Team

a.

IV. Empower and Equip the CORE

a.

V. Support Asset Mapping

a. The CORE team is responsible for asset mapping in your context. Facilitate a full and meaningful time of assessing and mapping those gifts

VI. Move to Action!

a. Turn the vision into plans and get to work.

VII. Nurture Sustainability

a. Collect data that will support your work. Bring in economic partners.



FOUR MODES OF CHANGE: TO, FOR, WITH, BY

Most planned change within the aviation industry is top-down. But it is not the only way, and is not always the best way. In this article, **Cormac Russell** contrasts four different kinds of change: TO, FOR, WITH, and BY. This can be a useful framework to recognise and improve how changes are approached in your organisation.

KEY POINTS

- **Four modes of change are active in any organisation, for safety and other goals. All have their place, but some are more appropriate than others, depending on the change and situation.**
- **The TO mode is when change is done to us, without us. This is the most authoritarian form of change, where change is imposed, often to serve a distant agenda.**
- **The FOR mode is when change is done for us, without us. This is a benevolent form of top-down change, where change is still imposed, but is thought to serve a genuine need,**
- **The WITH mode is when change is done for us, with us. This is a participative form of change, where change is done collaboratively, and is generally recognised as serving a genuine need.**
- **The BY mode is when change is done by us, for us. This is an empowered form of change, where change is done by those who do the work, without requiring permission, and serves a genuine need.**

In this article, I reflect on some of my experience in over 35 countries around the world, from communities that are probably like yours to communities in extreme situations, which are facing or want change. What I see from working with groups of people are four modes of change. These modes apply to organisations too, and apply to safety-related changes and more general changes that affect you.

The Four Modes of Change

TO – Change is done to us, without us

This is the most authoritarian form of change, where change is imposed, often to serve a distant agenda. This form of change is often felt as **decided without us to be done to us**. It's a model that typifies top-down, command-and-control management. The change is often seen as unwanted, unnecessary and ill-informed. The TO approach, even when carried out with good intentions, is seen as being heavy-handed and to the benefit of others, meeting resistance and resentment. This approach to change is increasingly questioned, as it is seen as ill-suited for modern work. Examples of the TO mode of change might include imposed changes to working hours, reporting, imposed shift patterns, or reorganisations that are not seen to benefit staff.





FOR – Change is done for us, without us

This is a benevolent form of top-down change, where change is still imposed, but is thought to serve a genuine need, and may indeed be seen as servicing a genuine need – depending on the effectiveness of change management. This form of change is often felt as **chosen for us then provided for us**. It's a model of change that is sometimes necessary, but when used inappropriately, can result in top-down dependency ("nothing changes around here unless they do it!"), and resources that can be lost at any point in the future. It can also result in imagined needs not being met ("this is not what we wanted!"), resulting in disappointment and disillusionment when change does not occur as imagined ("they always break their promises!"). Examples of the FOR mode of change include changes to software and equipment, building refurbishment, or feedback meetings organised by management.

WITH – Change is done for us, with us

This is a participative form of change, where change is done collaboratively, and is generally recognised as serving a genuine need. The change is still essentially

top down, and needs permission from the management, but also involvement from staff. This form of change is often felt as **consulted with us on what to do with us**. This is often the most appropriate model for organisations, and can bridge the gap between management and staff, or between different sections of an organisation. But it can also fail to embed sustainable change unless the participative approach is well-designed and is embedded in the organisational structure and culture. A positive example can be found in the article by István Hegedus on dramatisation of safety investigation in *HindSight* 25.

BY – Change is done by us, for us

This is an empowered form of change, where change is done by those who do the work, without the need for

permission, and serves a genuine need. In the BY mode of change, we discover, connect and mobilise assets that are found in and between people, and in places at work. In this mode we realise, develop and spread these strengths. This may involve getting support from the organisation, but is done without formal permission or 'sign off'. This form of change may need an 'animator' or 'alongsider' to offer help or facilitation. This form of change is often felt as **done by us, for us**. This mode of change tends to work out from the small and local level, and tends to involve relationship-building and specific change-making efforts. Examples can be found in *HindSight* magazine, e.g., the article by Rob Hackett in this issue on theatre hats in healthcare, and the article by Juan Antonio Lombo Moruno on ATC simulation in *HindSight* 27.

For each change effort we plan or encounter, we might ask:

1. Which mode of change is being applied?
2. Is this the appropriate mode for this change?
3. If not, what is the more appropriate mode of change that meets more stakeholder needs and helps to connect and mobilise existing assets, including our own?





“When change is done to people they experience it as violence. When change is done by people they experience as liberation.”

While all four modes of change have their place, there is a sequence by which each should be considered:

1. Start with what people can do themselves collectively, without any outside help (BY).
2. Then look at what they can do with a little outside help (WITH).
3. Finally, once these local assets have been fully connected and mobilised, decide collectively on what you want others to do for you (FOR).

In this issue of *HindSight*, we see several examples of top-down change with inadequate bottom-up involvement. Many of these sorts of changes have unintended consequences. Instead of people with relevant expertise and relationships creating change or adapting to change because they are trusted by those that are meant to support them, we sometimes end up with people whose expertise and relationships are ignored, and who are ‘done to’ or ‘done for’. The more you ‘do

to’ or ‘do for’ people that they can do for themselves, the more you diminish their capacity and ‘social capital’: the relationships within and between groups that form trust, relatedness, and collective capacity (see *HindSight* 26, Editorial). Rosebeth Moss-Kanter, a professor at Harvard Business School got to the heart of the problem when she said: *“When change is done to people they experience it as violence. When change is done by people they experience as liberation.”* Where things must be done TO people, the principle of free, prior, informed consent should normally apply.

The reason for this sequence is to reduce inappropriate dependency on management or outside agencies for changes that could be better done more locally. Here is an example. I recently co-facilitated a series of small group conversations in ATM. One example of desired change was for people to be more friendly with each other at work.

- A BY approach might be for people to form informal associations at work (e.g., around sport, hobbies), and to organise coffee mornings, to send fewer emails and walk to see people instead, to organise barbeques, etc.
- A WITH approach might be a joint approach with management to find ways to connect, formally and

informally (e.g., on project teams, organised coffee mornings).

- A FOR approach might be a behaviour change or campaign or ‘nudge’ by an organisation (e.g., aiming to smile more, to meet people more), or an away day.
- A TO approach might be a structural reorganisation and changes to offices.

The order of considering each mode of change is important. When we start with change done FOR or TO people, as often is the case, we preclude people’s individual and collective power, and therefore choose autocratic or technocratic solutions over democratic and community solutions.

Toward WITH and BY

So how can we look to move more from the TO and FOR modes of change, toward WITH and BY? The WITH mode is sometimes called ‘co-design’ and ‘co-production’. The BY mode is sometimes, in natural communities, known as ABCD, or Asset-Based Community Development. ABCD has a number of principles, adapted below to better translate to change in organisations:

- We cannot know what a community needs until they first know what they have.
- Every community has more gifts, skills, talents and resources than any one person or organisation can know, and these are easily disabled by professional intervention.
- These gifts, skills, talents and resources need to be identified, brought together and converted into change by the community.
- Top down change should do no harm to the first three principles, and ideally conforms to them.
- Taken in the round, ABCD calls for a shift towards a capacity-oriented approach to change where people are not viewed as passive recipients of change, but as producers or co-producers of change.

The BY mode is sometimes the least familiar in organisations, when we become dependent on others 'high up' to create change that we could sometimes create for ourselves, especially when it comes to the bedrock of all technical and operational change: relationships!

Based on more than 20 years of working with local communities and seeing how change happens for the better with people, here are a few ideas that might work for you:

1. Connect informally (e.g., via existing groups and associations) to help build social bonds within groups and bridges between groups. Change is easier with good relationships established.
2. Discover and connect the gifts, skills and passions that exist within your colleagues, within and (especially) outside of your own department. Discover also the assets within the organisation (usable spaces, rooms, chairs, white boards, means of communicating, etc).
3. Recruit an animator or facilitator to help host and bring about conversations and change efforts.
4. Host conversations to discover what people care about enough to act on, and the assets they require to address shared priorities.
5. Build connections through social interaction, especially face to face.
6. Develop a shared vision.
7. Implement the change together.
8. Celebrate your achievements.

Expanding the BY space

To expand the BY space – and create the possibility for more bottom up change – I offer the following questions to you and your colleagues to ask yourselves:

- *What would you love to do if three of your colleagues were willing to help?*
- *What do we care about enough to take action on?*
- *What are the things that we can do – or should do – to create change?*
- *What would it take to get others involved?*
- *What are the things that we can lead and achieve with the support of management or others?*
- *What gifts (things you were born with), skills (things you have practiced/learned to do), passions (things you care about and are acting on or want to act on) could we tap into to address and realise our dreams, or address the concerns we have?*

Specifically for organisational management and leaders:

- *What will we do, stop doing, or not do, that will help to discover and enlarge free space, which can be used for change by staff?*

I don't offer these reflections as a how to guide, but rather as a 'how others have tried and are still figuring out' guide. It may be that in their efforts you might find the inspiration to see, understand, and do what you and your colleagues can and should do. **5**



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Listen to a podcast interview 'Learning from Communities: A Conversation with Cormac Russell', by Steven Shorrock, and read the entire transcript, at <http://bit.ly/HSCormac> (58 mins). A short edited version of the interview is in *HindSight 26*. Watch Cormac Russell's TEDx talk on 'Sustainable community development: from what's wrong to what's strong' at <http://bit.ly/RussellTEDx>.

Other ABCD Resources:

Asset-Based Community Development Institute

- <https://resources.depaul.edu/abcd-institute/resources/Pages/default.aspx>
-

Nurture Development

- <https://www.nurturedevelopment.org/asset-based-community-development/>
-

Shelterforce

- <https://shelterforce.org/2019/04/26/lets-get-explicit-social-justice-in-asset-based-community-development/>
-

Clear Impact

- <https://clearimpact.com/solutions/asset-based-community-development/>
-

A Better Way Network

- <https://www.betterway.network/asset-based-approaches>

Team Discussion and Reflection

Now that you have learned more about SNACs, their potential impact and outcomes, creative ways to approach asset-based community development, take some time to discuss and reflect with your team / community.

1. How are we going to collect the stories in our community?
2. Who should be included in this process and part of our CORE team?
3. How do we want to facilitate an asset-mapping session in our community?
4. What are our next steps as a team / community?
5. Who needs to be at the table who is not already present?
6. Whose voice is missing and how do we plan to get everyone at the table?