

SCI SOCIAL CAPITALIST CAMPAIGN

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We need each other. This basic truth is being driven home every day. As the economy shrinks, the number of people struggling to meet basic needs increases drastically, straining organizations seeking to help people make ends meet and put food on the table. And despite shrinking budgets, we still must educate our children, keep our streets safe, and confront global warming and other pressing environmental issues.

The daunting challenges of the day call for leaders who can tap every resource available to them, who can reach across differences to mobilize neighbors and volunteers to strengthen our communities. Today's leaders must collaborate in this time of scarcity, leverage social networks and connect with citizens who are stressed and stretched. They must do this community building work in a time when our civic fabric has been frayed over decades of declining participation in virtually all forms of community life.

Today's emerging leaders, young and old, must learn how to be Social Capitalists. Social Capitalists possess a unique set of skills and attitudes that enable them to collaborate effectively, make connections, reach across differences, and nurture social networks to make a difference. The good news is that these skills can be taught, and that tools exist to help the Social Capitalist with their task.

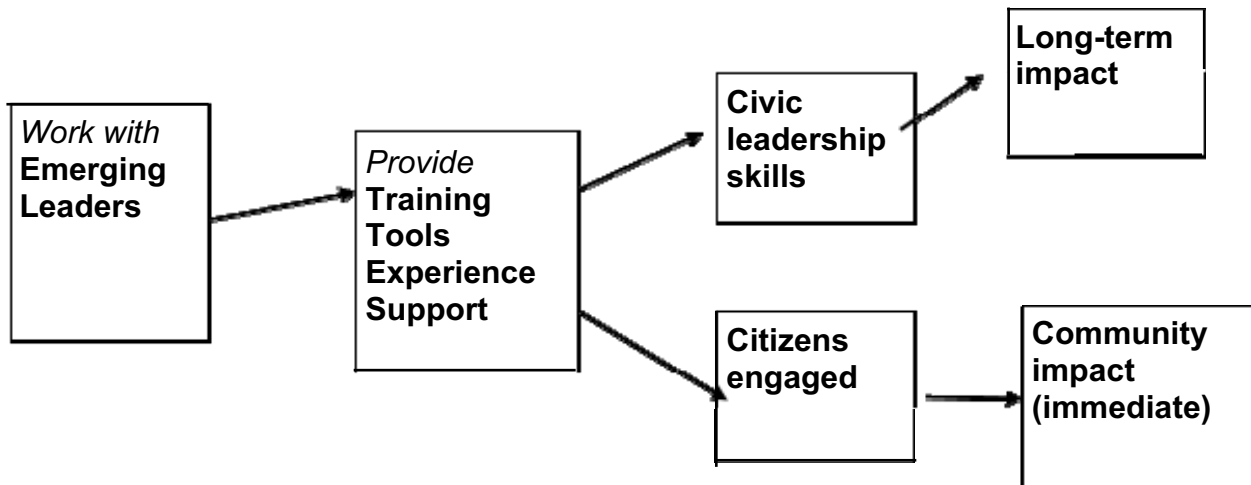
SCI has been developing Social Capitalists in three Massachusetts communities over the past seven years. These Social Capitalists have in turn engaged over 10,000 residents in civic activities each year. SCI has recently expanded to six additional Massachusetts communities and regions.

SCI has recently codified its seven years of experience into a curriculum that provides the knowledge and tangible tools necessary to build a group of Social Capitalists that can lead within their communities. Our Social Capitalist leadership training tools are most well-developed for teenagers and have shown strong results with over 90% of Youth Council members showing an increased demonstration of civic leadership skills. Based on this experience, SCI has developed a method that codifies our work and instills the tools needed to create lasting change in their communities. SCI takes a three-step approach to leadership development:

1. Provide emerging leaders with the knowledge and tools needed to make a difference.
2. Test and reinforce that knowledge in a controlled environment that mimics the real world.
3. Support this emerging group as they use SCI's tools and their new Social Capitalist skill set to create lasting change in their community.

SCI's approach emphasizes teaching in a real-world environment. By using a project-based approach to building skills, SCI's work allows a new group of leaders to improve their community while learning lasting skills. This technique creates leaders that have a better understanding of how to use the skills they have learned and creates a group of more committed leaders because they immediately see the impact of their service. During the course of a learning experience with SCI emerging leaders not only learn how to lead, they *become leaders*.

VISION & GOALS



SCI aims to become a national leader in developing Social Capitalists who have the skills to connect and engage citizens. We envision a nation where individuals are strongly connected to their neighbors and play an active role in shaping the destiny of their communities. This increase in 'social capital' will result in communities that are safer, healthier and more vital.

Over the next year, SCI will focus on accomplishing the following goals as we work toward this vision:

- **Skill Building Results:** SCI will partner with communities to identify emerging leaders and provide them with the skills and tools they need to engage others in civic life. Over the next year, we will develop 220 new leaders ages 12-24 who will demonstrate their skills by organizing community projects that engage 1,600 people in volunteer service and strengthen local relationships.
- **Capacity Building:** During the coming year, SCI will also complete the SCI Social Capitalist Curriculum, which will be the premier resource for developing emerging community leaders and using technology to engage citizens in community life.

The chart on the following page outlines the various audiences for the Social Capitalist curriculum. The essential elements of the curriculum such as the competencies and basic methodology will remain constant with each audience, with the content being adjusted accordingly for each audience. The first two categories—teens and AmeriCorps members—will be the primary focus for training implementation during the coming year as we build capacity to effectively train and support other audiences.

TARGET POPULATION & OUTCOMES

Target population	Need/Demand	Activity	Target Outcomes
Teens with leadership potential	<ul style="list-style-type: none"> -training next generation of leaders -teach skills not likely to be learned in school or other programs -youth to youth approach to issues 	<ul style="list-style-type: none"> -Train & support adult advisors to implement SCI Youth Council program 	<ul style="list-style-type: none"> -# of youth demonstrating leadership skills -# of youth participants leveraged by leaders we train -impact of youth leaders' projects -advisors' skill development & project sustainability
AmeriCorps (AC) members/other young adults	<ul style="list-style-type: none"> -training next generation of leaders -current main SCI human resource for programming. -# of AC members will be growing nationally -likely increased agency demand for AC members due to economy 	<ul style="list-style-type: none"> -train Youth AC team to implement SCI Youth Council program -train outreach & tech team to use tech tools & old-fashioned outreach to engage people in civic life 	<ul style="list-style-type: none"> # that demonstrate competency in social capitalist skills... -# of youth trained -# of people reached, participating as a result of outreach
Community organization staff (potential connectors)	<ul style="list-style-type: none"> - some organizations & cities are creating positions specializing in civic engagement—have inquired about training (Fitchburg, United South End Settlements) - State & Boston Civic Engagement summits generated over 1,000 interested in the subject. 	<ul style="list-style-type: none"> -train potential Social Capitalists (SC) to coordinate efforts among local groups and to recruit others to participate in civic life. -staff from the lead SCI organization in each community will receive additional "master" level training. -provide tangible tools to these SCs to use—e.g. web, needs assessment, welcome wagon 	<ul style="list-style-type: none"> -# of staff that demonstrate competency in social capitalist skills -# of community SC assessments completed
Emerging adult leaders (civic volunteers)	<ul style="list-style-type: none"> -training volunteers who are better able to coordinate and collaborate to make a difference 	<ul style="list-style-type: none"> -train adult volunteers to be leaders -provide tools to engage others in civic life 	<ul style="list-style-type: none"> -# adults that demonstrate competency in social capitalist skills -# adults trained -# people reached, participating as a result of outreach
Boomers/looking for "2 nd act"	<ul style="list-style-type: none"> - train a generation of leaders to translate their 	<ul style="list-style-type: none"> - train adult volunteers to be leaders 	

TIMELINE & DELIVERABLES

February '09

Completed SCI Youth Leadership Curriculum 1.0

- Curriculum implemented in Milford, MA

April-August '09

Develop a brain trust of 20 master Social Capitalists

- Professionals in higher education, business, and government will advise and give credibility to the Social Capitalist Curriculum

Engage five thought partners from the staff, board & local institutions of higher ed to give ongoing detailed feedback on the Social Capitalist Curriculum

Complete SCI Youth Leadership Curriculum

- 4 of 9 units to be completed

Develop Youth Program Coordinator Curriculum

- Curriculum to be completed by adapting already Youth Leadership Curriculum

Develop AmeriCorps Training Curriculum

- 9 units to be completed

Develop Outreach and Technology Curriculum

- 10 units to be completed

September '09

Implement AmeriCorps Training

- Train 20 AmeriCorps members using newly developed curriculum

October-June '09

Revise SCI Curriculum

- Revise and adapt based on results of implementation

Develop Detailed Business Plan for Implementation

- Determine extent of demand among different audiences & best strategies to meet that demand.
- Identify revenue streams including fee for service to sustain implementation.

July-June 2010

Finalize SCI Curriculum

APPENDIX: DETAILS OF NEW CURRICULUM UNITS

BASIC TENETS OF CURRICULUM STRUCTURE AND METHODOLOGY

- a. **Case-based.** Classes will use case studies from multiple sectors, including non-profit, business and government, of effective (and ineffective!) development of social capital
- b. **Skill-based.** Participants learn practical tools of the trade.
- c. **Project-based.** Participants work on actual community-building projects to practice the skills they learn
- d. **Exhibition of mastery.** At the end of each unit, participants present their projects to demonstrate how they used the skills they developed
- e. **Different levels of mastery.** Each competency will have basic and advanced levels of mastery. Participants can get a basic exposure to a competency or go into more depth (such as second year corps members, community organization professional or corps members with a particular specialty).

BASIC COMPETENCIES OF THE SOCIAL CAPITALIST CURRICULUM

1. ****Wear Social Capitalist Lenses**
 - a. Understand social capital and its importance.
 - b. Articulate the importance of social capital to others.
2. **Map Your Community**
 - a. Track community stakeholders and their motivations
 - b. Inventory the unique resources within your community
3. **Bridge Diverse Cultures**
 - a. Understand the values and norms of cultures within your community
 - b. Adapt your strategy and message to bring people of diverse backgrounds together for the common good
4. **Create a Network**
 - a. Be a relentless relationship-builder and connector
 - b. Use technology to connect people together
5. ****Engage Youth to Lead**
 - a. Develop youth leadership skills
 - b. Coach youth as they develop community projects
6. **Mobilize citizens**
 - a. Recruit and manage volunteers
 - b. Engage citizens in their community
7. **Execute**
 - a. Develop project plans, budgets and timelines
 - b. Run flawless events
8. **Tell Your Story**
 - a. Tell compelling anecdotes about the impact of your work
 - b. Use marketing and the media to spread the word
9. **Build for the Long Term**
 - a. Create a long-term vision for change
 - b. Prospect, cultivate, ask, and steward prospective donors to support the vision
 - c. Develop internal systems to support lasting change

** -Units currently completed in Youth Leadership Curriculum

FACILITATING A MEETING

Instructions: Running a meeting is like a plane flight from New York to Los Angeles: most of the work comes in the form of preparation. If you prepare well, your meeting will fly along smoothly; fail to prepare and you'll encounter turbulence. Go over the meeting checklists seen here and then try to run a short mock meeting.

Pre-Meeting Checklist

- Schedule a time and book a meeting room.
- Announce the meeting to everyone who needs to attend 5-7 days prior to the meeting.
- Develop an agenda. Define your goals. What do you want to accomplish? Put the most important item first on your agenda. Send copy of agenda to your advisor 2 days prior to your meeting for review.
- Be thoroughly prepared. Anticipate questions that may surface and difficulties you may encounter.
- Brainstorm ways to solve these problems before they arise.
- Keep in mind: "What do we want to accomplish and *how can we accomplish it most efficiently?*"
- Make copies of agenda for everyone at the meeting.

Meeting Checklist

- Pass around a sign-up sheet. If you have new participants ask them to list contact information.
- Present copies of agenda to each member.
- Be flexible but firm in regard to the agenda. At times it is helpful to stick to the agenda, at times issues demand more time than you initially planned for. Weigh the pros and cons and decide the best course of action.
- Make sure someone is assigned to take meeting minutes.
- Outline "Next Steps" to complete the project and dates they need to be completed by. Youth Council members should write next steps down on their copy of the agenda. Meeting facilitators should follow up to ensure the steps are completed.
- Schedule the next meeting at a mutually agreeable time and place or confirm/remind people of the next scheduled meeting.

Post-Meeting Follow-Up Checklist

- Within three days the person assigned to take the meeting minutes will send out minutes via email facilitators should follow up with a reminder email/call to those responsible for tasks that must be worked on prior to the next meeting.

Run your own 10 minute mock meeting: Create a short agenda on the template found on the following page.

Mock Meeting Topics:

1) Your council is running a canned food drive. You are having a sub-committee meeting to discuss possible marketing strategies one month prior to the day of the drive. Your goals for the meeting are to assign marketing strategies to each member of your sub-committee and to create a timetable to complete the project.

2) Your council is getting ready to host a dinner to recognize donors to the Save the Earth Day project. You are in the initial planning stages. Your goals at the meeting are to figure out a location to hold the event and find a restaurant willing to donate food.



FACILITATING A MEETING

AGENDA TEMPLATE

Instructions: Use this worksheet as a template for your “mock meeting” and as a guideline for structuring your agenda for meetings you will facilitate throughout the year. See the following page for an example.

Name of Youth Council: _____

Name of Facilitator (s): _____

Date: _____

Meeting Goals: I. _____
II. _____
III. _____
IV. _____

Time	Item/Goal	Notes

NEXT STEPS: I. _____
II. _____
III. _____



FACILITATING A MEETING

SAMPLE MEETING AGENDA

Name of Youth Council: Woburn Youth Council

Name of Facilitator (s): Steve and Sarah

Date: September 26, 2010

Meeting Goals: I. Complete a mini-grant timeline
II. Detail a marketing strategy for mini-grant YAC session
III. Locate a space to hold mini-grant YAC session
IV. Assign roles for marketing strategy

Time	Item/Goal	Notes
7:00	Complete Mini-Grant Timeline	- See page 4.3 of curriculum
7:20	Marketing Strategy	- Use Marketing Playlist on pg. 4.4 - How much time do we have to market? - What is the best use of our time?
7:40	YAC Session Location	- Where can we hold our YAC session? - Why should we use this location? - How can we secure location?
7:50	Roles	- Who will complete the marketing strategies?

NEXT STEPS: I. Complete next steps during meeting.

II. _____

III. _____



LESSON PLANS

Y6 Creating Effective Teams: Facilitating a Meeting

Competencies: Engage Others to Lead

Time: 40 Minutes

Content Areas:
SCI meeting structure

Goals:
Learn how to run a meeting
Learn how to work together

Materials:
SCI Curriculum Worksheets (pgs. 2.3, 2.4, 2.5)

Activities:

Time to Complete: 40 Minutes

- Introduce SCI Meeting checklist. Emphasize best practices for running a meeting outlined on pg. 2-3. Before a member facilitates they can “check” off each item on the list to ensure he or she is well prepared for a meeting.
- Have members design an agenda and run a mock meeting. Assign 4 members to be meeting facilitators (2 per topic) and the rest of the members of the council being introduced to the topic at hand.
- Allow each meeting facilitators to take 10 minutes to prepare to run a 10-minute meeting. Encourage facilitators to fill in the agenda template on page 2.4 and to view the sample agenda on page 2.5. Allow for 5 minutes of reflection after each meeting to discuss difficulties, feedback (praise sandwich). Be sure to make the reflection more about general practices and less about deficiencies of particular meeting facilitators trying their hand at facilitation for the first time.

Homework: Review Meeting Facilitation Guidelines

Assessment: Facilitate a sub-committee meeting

Extension: Ask returning students to run a full council meeting



David Crowley
Founder and President
Social Capital Inc. (SCI)

Biographical information

David Crowley is the President of Social Capital Inc. (SCI), which he founded upon returning to his native Woburn, Massachusetts. Since 2002, SCI has been a national leader in exploring how communities can systematically, intentionally, weave stronger social fabrics connecting its members. In seven years of testing the SCI model in Woburn, Dorchester, and Lynn, it has developed programs that have engaged thousands of citizens in civic life and continue to make communities stronger. SCI is now replicating its proven model and civic networking tools in communities across Massachusetts. David was selected as a Social Innovator featured in the first Social Innovation Forum held in 2003, featured in Commonwealth Magazine in 2004 and invited to deliver a keynote address in 2005 on social capital at a national conference in Singapore.

David has a long track record of leadership activities in the field of civic engagement and social capital. He chaired the program committee for the successful Mass. Civic Engagement Summit held in 2007; and was a founding member of the Commonwealth Civic Roundtable. He has also been promoting the link between civic engagement and technology, having presented to the Digital Government Summit, the Mass. Portal Users Group, and the Mass. Service-Learning Conference on the subject.

Prior to starting SCI in 2002, David served as Executive Director of Generations Incorporated for six years, expanding the organization to become a national leader in intergenerational programming. He also started and directed Kentucky Community Service Commission, which manages AmeriCorps and other volunteer programs statewide. He was a founding member of Young People for National Service during this period of time.

David has written a number of articles, including “Social Capitalism Begins at Home”, in the National Civic Review, “Connecting National and Community Service with Law-Related Education”, in Law-Related Education and Juvenile Justice, and an essay on careers in public service published in Harvard University’s Guide to Careers in Public Service.

David graduated from Harvard University in 1991, with a concentration in Government. He lives in Woburn with his wife Jodi and son Brendan. David enjoys spending time with family, reading and cooking. He shares his cooking adventures at <http://cookingchat.blogspot.com>.

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