

## BHA

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The purpose of this project is to provoke reflection on and analysis of your group experiences in learning about your assigned community, building rapport with residents, identifying leaders, engaging community participation, and convening residents in celebration(s), community meeting(s), forum(s) or focus group(s). You will have two methods for sharing your findings: a 12-minute class presentation and a (max) 15-page paper.

Your written assignment will consist of three sections:

Assessment	Using the template discussed in class on April 15, assess your community's strengths and its noteworthy characteristics. <i>Do not "fill-in-the-blanks" of the template. This is a narrative, not a chart.</i>
Intervention Plan and Methods	Using the logic model and SMART objectives as discussed in class on April 22, write an overall goal, a list of objectives used to achieve that goal, and complete the logic model for each objective. Include also a narrative description of your methods: <i>How did you build rapport with the community, identify community leaders, and convene residents?</i>
Analysis	Look back with a supportive and critical eye at your group's work in your BHA community. Use these dimensions to evaluate your work: <ul style="list-style-type: none"><li>• <i>Community engagement</i>— Where would your field work fall on the community engagement spectrum? Are BHA residents your audience or your co-creators? How did you achieve this?</li><li>• <i>Quantity and quality of time in field</i> – Was it appropriate to the tasks necessary? Did you demonstrate commitment by spending time in the field outside of assigned class days and by carefully planning your days in the field? What would you have done had you had more time, and how much time would you ideally have?</li><li>• <i>Group cooperation</i> – Did you build rapport with each other, plan together, distribute field tasks fairly and make use of the gifts of each member? What were the sources of conflict for your group, and where did you really shine as a team? What did you learn about each other?</li><li>• <i>Barriers and failures</i> – Did your group, or any of its members, make any big mistakes, and if so, did you learn anything from them? Now that your work is over, if you had to do it again, what would you do differently? Are there any missed opportunities that you wish you had taken advantage of?</li></ul>

Your class presentation will tell the story of your work in your community by answering a framing question:

**If you were given \$100,000 to improve your BHA community, what would you do with the money?**

In order to fully explain your answer to this question, you'll need to also answer the following questions:

- *What are some good things already happening in this community?*
- *What are the residents' priorities for their personal lives and for their communities?*
- *What short and long term projects would you suggest that BHA undertake?*
- *What strategies would you suggest to engage residents in their own community's transformation?*

**Go beyond the easiest, most obvious answers in your presentation and paper.** I'd like to see evidence that your group has thought deeply about these questions, how residents reacted to you and why, how you overcame the challenges of the assignment (or maybe you didn't, but have some interesting insights as to why not), and what caught your attention from the residents' responses to you and your work in the field. Share your insights into BHA's key questions: What do residents want? How can we engage them in programs that will move them towards their goals? In the residents' opinions, what would make these neighborhoods better places to live, play, work and grow?

Here's what I'll look for when I'm evaluating your work:

	Distinguished Performance	Above Average Performance	Average Performance	Passing despite Deficiencies	Failure
<b>Overall</b>					
Ingenuity, Creativity and Effort	At least three unique and original solutions to completing field work tasks such as building rapport, engaging community participation, identifying leaders and convening residents for community events. Evidence of significant time outside of class spent in field, and good use of it.	At least two unique and original solutions to completing field work tasks such as building rapport, engaging community participation, identifying leaders and convening residents for community events. Evidence of time outside of class spent in field, and good use of it.	At least one unique and original solution to completing field work tasks such as building rapport, engaging community participation, identifying leaders and convening residents for community events. Evidence of little time outside of class spent in field, and little planning for it.	Group is unable to complete at least 1 field work task and does not display creativity to overcome barriers to completion. No time outside of class spent in field, and no planning for the time spent in field.	Group is unable to complete at least 2 field work tasks and does not display creativity to overcome barriers to completion. Deficiencies in time spent in field, and failure to use that time fruitfully or with purpose.
Outcomes	Strong participation from residents, both in terms of numbers of participants and their engagement with the event(s). Strong representation of multiple demographics (young, old and in-between; families and singles; cultures). Residents engage as co-creators of convening events.	Strong participation from residents, either in terms of numbers of participants or their engagement with the event(s). Some representation of multiple demographics. Residents engage as co-creators of convening events.	Some participation from residents, either in terms of numbers of participants or their engagement with the event(s). Little demographic diversity in participants. Residents are consulted about convening events.	Weak participation from residents, either in terms of numbers of participants or their engagement with the event(s). Little demographic diversity in participants. Residents are informed about convening events.	Little to no participation from residents, both in terms of numbers of participants and their engagement with the event(s). Little demographic diversity of participants. Residents are informed about convening events.
<b>Paper</b>					
Assessment	Each <b>bold-face</b> dimension from the template is addressed in narrative. ROPES categories are detailed and perceptive. Strong evidence of efforts to seek out data and resident input for assessment.	Most <b>bold-face</b> dimensions are addressed in narrative. ROPES categories are perceptive. Some evidence of efforts to seek out data and resident input for assessment.	Half of the <b>bold-face</b> dimensions are addressed in narrative, including all ROPES categories. Some evidence of efforts to either seek out data or resident input for assessment.	Fewer than half of <b>bold-face</b> dimensions are addressed in narrative. ROPES categories are incomplete. Little evidence of efforts to seek out data or resident input for assessment.	2-3 <b>bold-face</b> dimensions are addressed in narrative. ROPES categories are incomplete. No evidence of efforts to seek out data, nor resident input, for assessment.

	Distinguished Performance	Above Average Performance	Average Performance	Passing despite Deficiencies	Failure
<b>Intervention Plan</b>	Overall goal is appropriate, follows logically from inputs, and 4-5 objectives are SMART. Logic model complete and detailed. Narrative contains significant details of methods used to build rapport, identify community leaders, and convene residents.	Overall goal is appropriate, follows logically from inputs, and 2-3 objectives are SMART. Logic model complete and detailed. Narrative contains details of methods used to build rapport, identify community leaders, and convene residents.	Overall goal is appropriate, for the most part follows logically from inputs, and at least one objective is SMART. Logic model complete. Narrative contains some description of methods used to build rapport, identify community leaders, and convene residents.	Overall goal is appropriate, for the most part follows logically from inputs, and at least one objective is SMART. Logic model complete. Narrative lacks at least one element of methods used to build rapport, identify community leaders, and convene residents.	Overall goal is not appropriate, does not follow logically from inputs, and objectives are not SMART. Logic model incomplete. Narrative lacks description of methods used to build rapport, identify community leaders, and convene residents.
<b>Analysis</b>	Includes detailed and insightful analysis of each dimension (community engagement, field time, group cooperation, and failures).	Includes all dimensions, with detailed and insightful analysis of at least two dimensions.	Includes all dimensions, with detailed and insightful analysis of at least one dimension.	Includes all dimensions, but lacks detail and insight for each.	Does not include all dimensions. Lacks detail and insight for dimensions included.
<b>Language Fluency</b>	Clear, efficient prose with strong beginning and conclusion, coherent paragraphs, and sense of style. Minimal or no grammar/spelling errors.	Clear, efficient prose with strong beginning and conclusion, coherent paragraphs, and sense of style Few (3-4) grammar/spelling errors.	Clear prose with good beginning and conclusion, mostly coherent paragraphs, and some sense of style. Several grammar/spelling errors (5-6).	Acceptable beginning and conclusion, mostly coherent paragraphs. Some awkwardness or choppiness. Distracting number of grammar/spelling errors ( $\geq 7$ ).	Minimal beginning and conclusion, random paragraphs. Awkwardness and choppiness. Paper does not show evidence of proofreading for grammar/spelling.
<b>Class Presentation</b>					
<b>100K Depth of Thought</b>	Unique and original analysis of resident concerns and aspirations. Strong understanding of resident perspective; strong empathy for them and for BHA in challenges of change-making. Recommendations based	Unique analysis of resident concerns and aspirations. Good understanding of resident perspective; some empathy for them and for BHA in challenges of change-making.	Good analysis of resident concerns and aspirations. Clear understanding of resident perspective; some understanding of them and of BHA in challenges of change-making.	Average analysis of resident concerns and aspirations. Clear understanding of resident perspective; lack of empathy for them and for BHA in challenges of change-making.	Shallow analysis of resident concerns and aspirations. Minimal understanding of resident perspective; lack of empathy for them and for BHA in challenges of change-making. Recommendations based

	Distinguished Performance	Above Average Performance	Average Performance	Passing despite Deficiencies	Failure
	on resident voices. Strong evidence of self-awareness and role in community.	Recommendations based on resident voices. Strong evidence of self-awareness and role in community.	Recommendations based on resident voices. Good evidence of self-awareness and role in community.	Recommendations based on resident voices. Acceptable evidence of self-awareness and role in community.	on shallow analysis of resident voices. Weak evidence of self-awareness and role in community.
Engaging Format, Meaningful Content and a little <del>Razzle-Dazzle</del>	Creates helpful and engaging hand-outs and/or visual aids. Engaging and original format that holds class attention and deepens understanding. Generates interesting discussion and questions from peers. Presentation adheres to 12 -minute time limit; includes most crucial info in class. Clear evidence of seamless teamwork and cooperative planning.	Creates helpful and engaging hand-outs and/or visual aids. Engaging and original format that holds class attention and deepens understanding. Presentation adheres to 12 -minute time limit. Some evidence of teamwork in planning assignment and presentation.	Creates helpful hand-outs and/or visual aids. Format deepens understanding. Presentation adheres to 12 -minute time limit. Some evidence of teamwork in planning assignment and presentation.	Hand-outs/visual aids are created but may be unhelpful or confusing. Format fails to hold class attention and confuses peers. Presentation does not adhere to time limit. "Clunky" transitions between elements or group members indicative of lack of teamwork.	Lack of hand-outs or visual aids. Format fails to hold class attention and may confuse peers. Presentation does not adhere to time limit. Deficiencies in presentation indicative of lack of teamwork.