**Student Title: Magee, Tim OL 203 Assignment 1**

**Student Date: Date of Student Assignment Here**

**Magee Example Project OL 203 Assignment 1**

**Online Learning: OL 203 Designing and Funding Non Profit Projects. The Community Focus**

**Center for Sustainable Development:** <https://nonprofit.csd-i.org/ol-203-designing-and-funding-non-profit-programs-3/>

**Use this document as your template for your assignment.**

**Assignment One. Strengths and Weaknesses: Capacity, Assets and Vulnerabilities.**

**Part 1.**

I downloaded the document from The Rotary Club: Communities In Action, skimmed it and highlighted areas that I would like to return to and read more carefully.

I also downloaded the Rotary Club handbook: Community Assessment Tools and read through the activities to see which ones would be the most appropriate for my project.

Looking back at my project design I have a community garden program—so the community mapping exercise would be perfect and helping to find out both where food pantry clients live, to try and identify a potential garden plot location—and to find out where other community garden programs are located.

I also have a grocery store food donation program and a client choice food pantry program—both of which included surveying community members: so a survey for food pantry clients would be perfect to include as well.

Using the completed map of the community, we could use the asset inventory exercise to locate restaurants and grocery stores for the donation program.

Using the seasonal calendar exercise will help us to better understand a vegetable gardening cycle and helping us to better plan how we organize the community garden program.

I also downloaded the needs and assets Lesson Plan to use as a template for my assignment. I then modified this lesson plan with information from the Rotary Club exercises so that I have everything in one place. It looks like this might take six hours to do if I did it all at once so I decided to break it into two segments.

So we decided not to conduct the survey in a workshop format—we'll survey food pantry clients as they come in.

So that leaves us with three exercises which could take 3 1/2 to 4 hours to complete. I plan on providing snacks and drinks during the process and rewarding the participants with a healthy lunch at the end.

**Part 2.**

I printed out the four exercises and reviewed them with my team. I then make notes on the exercises that helped to adapt them specifically to my community context, and then I pasted the exercises into the Needs and Assets Workshop Lesson Plan so that I can have an archive file that I can print again in the future.

I chose to draw a very simple map of the community showing some of the features that we might want to include to give workshop participants an idea of why we're meeting and what were hoping to accomplish. I also decided to bring a street map for reference.

**Part 3.**

I role played the exercises with my colleagues so that we will be better prepared for when we present the workshop.

After reading through the exercises, discussing them with my colleagues—and then role-playing them with my colleagues—we felt that the four exercises were really quite simple and flexible; we didn't feel the need for any modifications.

We decided to try and keep the workshop fairly small: at the most perhaps 12 people. We also decided to try mix of people: food pantry clients, a couple of volunteers, a staff member, and a board member. We felt that this would be a healthy mix and that it would also allow food pantry clients the opportunity to get to know some of the people behind the scenes a little bit.

**Part 4.**

We double checked that we have all of our materials together—like large sheets of paper, and pens and markers for doing the drawings. Because this is a 4 hour workshop we have planned to serve snacks, drinks, and a lunch. I was able to book a meeting room at the Claremont Senior Center—Joslyn Center. They also have a cafeteria there were they provide inexpensive meals for the seniors and so I have contracted with them to cater the snacks and the luncheon. It wasn't terribly expensive and it means that I can concentrate fully on the workshop.

I'm also going to bring two people from the food pantry to help me with the workshop.

**Part 5.**

My favorite quote from this week's discussion was: "Program planning should involve potential clients is much as possible. One can embark on a wonderful program planning process with all the right parts but if key clients aren't involved to provide perspectives from the program user's point of view, the organization may build a beautiful ladder—but on the wrong roof."

I liked it because it's funny—but also because it's very true. I've spoken to so many community members over the years about programs and services that they benefited from—only to find out that they would didn't really fill the need to the community members felt was important. If a nonprofit can understand community members vantage of their need, then they might be able to make minor modifications to program—so that their program stays intact—but also so that they're better addressing what their clients want.

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