



WEST VIRGINIA National Youth Leadership Initiative

COMMUNITY CONNECTIONS, INC. ■ 304-324-0456 ■ WWW.STRONGCOMMUNITIES.ORG

Scope of Work

Schedule

WEEK 1	November 4-7, 2010	Entire Cohort
Week 2	April 7-10, 2011	Northern Region
	April 14-17, 2011	Southern Region
Week 3	September 15-18, 2011	Entire Cohort

NYLI Training Objectives

The NYLI will integrate training delivery of the Strategic Prevention Framework and Photovoice to teach participants essential skills for community problem solving and how to document and communicate about their community problem solving efforts. A combination of face-to-face instruction, online coursework, web-based distance learning and telephone technical assistance will be used for individual and group skills development, monitoring, documentation, accountability, evaluation and communication.

The following are the objectives for the West Virginia NYLI.

Participants will learn:

1. The principles of leadership and their importance to community problem solving.
2. How to assess the community problems through data (Community Assessment).
3. How to explain the process in which the difference will be made in the problem (Logic Model).
4. How to involve the community in planning a response (Action Plan).
5. How to adapt national programs, policies and practices; and create local solutions (Intervention Design).
6. How to use data and information for improvement and accountability (Evaluation Plan).
7. How to maintain the effort long enough to generate results (Sustainability Plan).
8. How to advocate for policy change.
9. How to use photography and narrative through the Photovoice process to document and communicate their NYLI experience.
10. How to use Photovoice in their communities to capture individual and community/coalition level processes and outcomes related to their community problem solving efforts.
11. How to use the Photovoice process to further explore and apply the skills and knowledge developed during the NYLI training.
12. How to use Photovoice to transform their photos and stories into real knowledge products that can be shared with a broader audience.
13. How to design and deliver communication messages to key stakeholders.
14. How to use media – such as websites, stories, and exhibits – to move an audience to think or act differently.

Training Delivery and Support

The Strategic Prevention Framework portion of the NYLI will train participants how to use core competencies and essential processes for community problem solving. A series of three (3) four-day face-to-face residential and nine distance learning training sessions will be conducted with teams of youth and their adult advisors. The following is the NYLI content and sequence for the training sessions:

	<i>Content Sequence</i>
Module I	NYLI Overview <ul style="list-style-type: none"> • Intro to CADCA Vision/Mission • Training Objectives • Ground Rules/Expectations • Coalition/Team Introductions
Module II	Leadership Part I: Principles of Leadership Leadership Part II: Leadership Skill Building
Module III	Overview of the Strategic Prevention Framework (SPF)
Module IV	Community Assessment <ul style="list-style-type: none"> • Elements of a Community Assessment • Identifying and Framing the Problem
Module V	Analyzing the Problem <ul style="list-style-type: none"> • Risk and Protective Factors • Local Conditions Developing a Logic Model
Module VI	Developing Interventions Developing Strategic and Action Plans
Module VII	Advocating for Change
Module VIII	Evaluating Success
Module IX	Planning for Sustainability
Module X	Preparation for Teach Back Teach Back

NYLI Technology Support

Technology will play a key role in the classroom in the distance learning supports for the West Virginia NYLI. The CADCA web-based Workstation and the supporting training and user materials will be made available to the youth, their advisors and any key partners. The Workstation will enable instructors to easily manage classroom and community work and to execute key management functions with little support. It will also provide the portal for posting and review of knowledge products and community projects.

Youth will also be trained in conducting Knowledge Cafés or dialogue forums centered on youth related and community issues. This is a creative meeting method which engages people to participate through conversation. The format of small groups, multiple rounds of dialogue and harvesting knowledge is designed to energize and engage community members. Dissemination of discoveries will be through the Workstation, youth blogs, pod casts as well as other distance learning formats and conventional communication channels; including CADCA's Connected Communities, Web site and the Photovoice project which is an integral NYLI component.

Distance learning (Web-based Reinforcement Trainings) will be provided between onsite classroom sessions. A technological system known as Elluminate will be used to support the transfer of knowledge to an unlimited number of community members. Youth will have an opportunity to invite other youth who are not actively involved in the residential training to attend the distance learning sessions as a means of enrolling other young people in their community work.

Nine distance learning sessions will be delivered as a part of the youth leadership training experience. Classes will

be conducted during the months the youth are not scheduled for face-to-face residential learning. These sessions will serve as an opportunity to reinforce training ideas and concepts, to introduce new topics that support critical leadership and life skill development and to continue the Photovoice cycle of learning and civic engagement.

Distance learning reinforcement trainings will incorporate concepts from community assessment, problem analysis, developing a model for change, interventions, action planning, advocating for change, measuring success, sustainability and specific aspects of the Photovoice project. Other life skills and leadership related topics will be customized based on state, regional and community data.

Photovoice

The Photovoice portion of NYLI will be integrated throughout the SPF training to teach participants how to document and communicate their NYLI and community problem solving experience. To maximize the benefits from this methodology, Photovoice is designed to complement the goals of the NYLI change initiative. Thus, the Photovoice component of NYLI has been designed to simultaneously support the youth empowerment, capacity building, leadership development, and workforce development goals of this training initiative.

Photovoice will be used to document the impact of the NYLI experience on participating youth and their communities. Youth will receive training from professional photographers on how to use a camera, how to frame a photo, and how to take pictures safely and ethically. They will also learn how to engage in critical dialogue about the issues that surface in these photographs and how to shape key messages to influence targeted stakeholders. Using the photos and stories that emerge through the Photovoice process, youth will learn how to design and use the media of websites, stories, and exhibits to move an audience to think or act differently.

Photovoice includes cycles of photography, individual reflection, and small group dialogue. Throughout the West Virginia NYLI, three cycles will occur, with each cycle involving training, sharing, and discussion during the residential and on-line sessions. Youth will be provided with digital cameras which will allow them to view and select their own photos, post them on the project web site, and digitally edit them, if desired. Using the photos and stories that emerge through the Photovoice process, each youth will have the opportunity to work with other participants on the construction of a website, digital story, or a roving art exhibit. These knowledge products will be disseminated to participating communities so youth can engage local leaders and decision-makers in critical conversations about local problems and potential solutions. Below is the proposed timeline for the Photovoice component of this project:

	<i>Content Sequence</i>
Module I	Photovoice Overview <ul style="list-style-type: none"> • How to be a professional photographer • Safety and ethics of photography • Using photos for capturing your story
Module II	Overview of Communication Theory <ul style="list-style-type: none"> • Communicating to convey key messages • Understanding your audience Introduction to and Selection of Key Knowledge Productions <ul style="list-style-type: none"> • Overview of web sites, digital stories, and art exhibits
Module III	Documenting and Discussing the Meaning of Leadership and Local Community Problems
Module IV	Creating Plans for Designing web sites, digital stories, and art exhibits
Module V	Documenting and Discussing Potential Solutions to Community Problems Analyzing Data and Identifying Key Messages & Recommendations
Module VI	Designing Web Sites, Digital Stories, and Art Exhibits
Module VII	Documenting and Discussing Community Changes
Module VIII	Using Communication as a Leadership Tool <ul style="list-style-type: none"> • Generating plans for disseminating knowledge products • Strategies for promoting discourse and action within your community
Module IX	Finalizing key messages and knowledge products