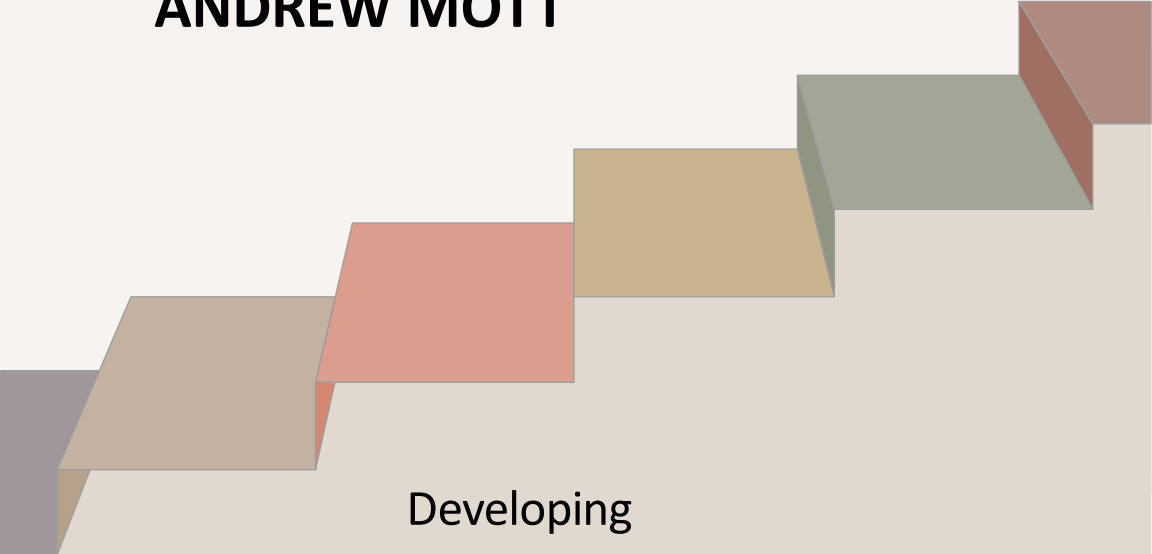


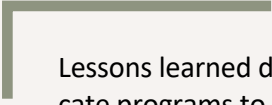
Preparing to Win

ANDREW MOTT



Developing
Community Leaders,
Organizers & Allies

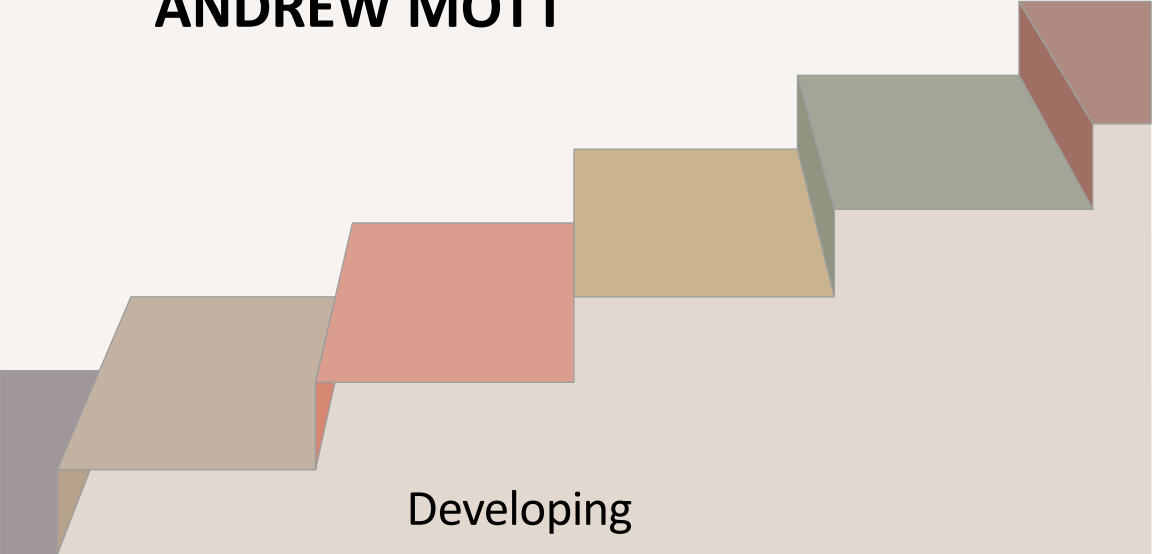
To Strengthen Our Democracy,
Our Communities and Social Justice



Lessons learned developing 14 College Degree and Certificate programs to prepare people from low-income backgrounds and communities of color for careers and leadership roles tackling issues of race, social justice, and strengthening communities and democracy in the US.

Preparing to Win

ANDREW MOTT



Developing
Community Leaders,
Organizers & Allies

To Strengthen Our Democracy,
Our Communities and Social Justice

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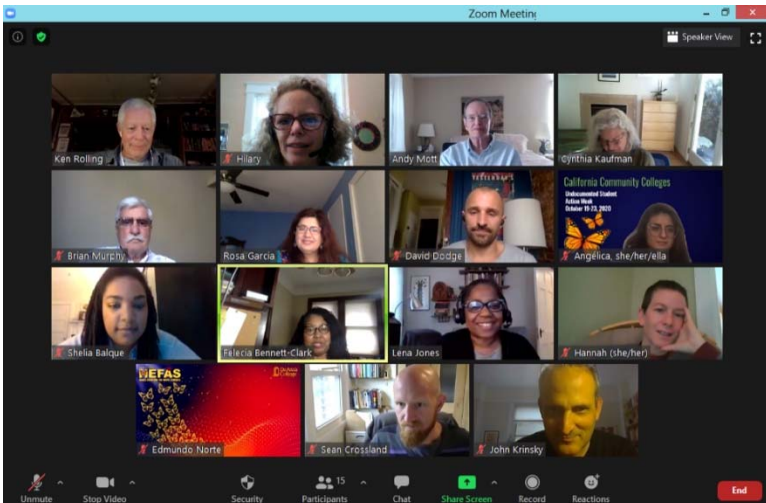
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ACKNOWLEDGEMENTS

This book is dedicated to the thousands of remarkable grassroots community leaders and organizers who come together every day to call attention to the poverty, racism, and need for the fundamental reforms which their communities and our democracy need so desperately. Their courage, commitment, creativity and spirit have grounded as well as inspired us over the years. They constantly remind us of the central importance of helping low-income leaders and their communities build their power and capacity to change things for the better.

The book is also dedicated to the brilliant, far-sighted and determined younger generations now assuming leadership on the massive issues we face. All of us in the CLP Network are working to create new educational pathways to strengthen and sustain them as they become agents of positive change in local communities and nationwide.

After so many years working with remarkable people and organizations, including the deeply committed and talented intergenerational, multicultural team of over 20 of us from CLP's Board, staff, and local partners who now meet biweekly to make key decisions for the CLP Network, it's not easy to single out a few people for special acknowledgement.



However, I want to give special thanks to Dr. Denise Fairchild, whose bold vision and leadership inspired creation of the Community Learning Partnership; Ken Rolling, a remarkable leader and team-builder who has led CLP through very tough times and great growth; Larry Clark of the Deerbrook Charitable Trust whose faith and friendship gave us such generous and critical support for many years; the late Bill White, Cris Doby and their colleagues at the C.S. Mott Foundation; the Kellogg Foundation's Gail Christopher, Esther Nieves and Ed Ignatios for their generosity.

I have also been greatly blessed on the personal side -- inspired by family stories and values, married for five decades to Gail, my strong, deeply caring and wise life-partner, and delighted and impressed every day by our daughter Annemarie and her family Greg, Madeleine, Claire and Eliza. No wonder I remain optimistic as we all prepare to win the daunting battles ahead.

Andy Mott

ABOUT THE AUTHOR –

Andy Mott is the founder and former Executive Director of the Community Learning Partnership (CLP). Before founding CLP, Andy served as Executive Director of the Center for Community Change, a national nonprofit which helps grassroots groups build the power and capacity to change their communities and public policies for the better. He also chaired several national coalitions including the National Low-Income Housing Coalition and the Coalition on Human Needs. At CLP, he served as convener of CLP's International Working Group on University Education for Community Change, bringing together people from various parts of the world who have created remarkable college programs which prepare people to work on the frontlines of community and social change. Mott graduated from Harvard College and the University of Michigan Law School, and served as Associate Professor of National Development at Pahlavi University in Iran as a Peace Corps Volunteer. andymott@clpclp.org.



FOREWORD

This book is designed to pass on lessons my colleagues and I have learned over the last decade as we have created and grown the Community Learning Partnership (CLP). Working on the ground in so many diverse situations has given us rare opportunities to learn a great deal about developing educational pathways into community and social change work. I very much hope this book will be useful to others because, as I have gotten older, I have become increasingly concerned that so little is written or otherwise passed on to help people who are agents of positive community, social and political change, What works? What doesn't? What blind alleys should be avoided, and what paths are most promising for the future?

I have had the great fortune of having an unusual career spanning more than five decades, working in many different ways to help low-income leaders build organizations and make progress on the tough issues their communities face. It has been fascinating and often challenging work, with real-life experience constantly providing invaluable opportunities to course correct and keep learning.

Much of my career has been devoted to working on the ground as a technical assistance provider and coach, helping build the power and capacity of grassroots groups across the U.S. The community-based organizations we helped through the Center for Community Change were of every ethnicity, with widely varying strategies, constraints and opportunities which continually proved how essential it is to develop adaptable strategies which can fit each local context and set of priorities. This on-site assistance combined naturally with helping build local and national coalitions and joint projects to enable local community-based groups to join with allies to increase their impact. The issues we addressed ranged from hunger to housing, from community reinvestment to job creation, from increasing government accountability to expanding foundation and public support for community-based programs.

This experience led me to a set of four fundamental conclusions which we have applied at the Community Learning Partnership:

- Low-income communities must become the prime movers in community, social and political change efforts to ensure that the future responds to their needs and priorities.
- They must build their own democratically controlled organizations to represent their interests, and they must hold those organizations accountable.
- Those efforts require volunteer and staff leaders with broad knowledge and skills, experience in involving people and developing leaders, a long-range vision and sophisticated strategy.
- People with lived experience with poverty and discrimination bring unique insights, knowledge, commitment and interpersonal skills as well as enormous latent talent to leading and staffing organizations working on these issues at the local, state, regional and national levels, and they also are uniquely qualified to be role models for other potential leaders, organizers, and change agents.

Over time, I became increasingly convinced that, while people can learn and develop these capacities through experience, trial and error, they will develop far more quickly if they have an opportunity to learn through a combination of structured learning opportunities, extensive practice and critical reflection.

This led me to devote a year to consultation and study with community leaders, organizers, trainers, and academics in the U.S. and several other countries, exploring how best to expand such opportunities. This exploration focused most heavily on the potential for establishing college-based programs shaped to accomplish this specific purpose through robust partnerships with community leaders and organizations.

As Nelson Mandela stated, "Education is the most powerful weapon you can use to change the world." The CLP Network's programs are designed specifically to use that powerful weapon to create leaders to meet today's deep challenges.

That process concluded with a decision to create the Community Learning Partnership. CLP's mission is the development of a growing number of programs

which bring together community leaders, organizers, trainers and academics to create new Educational Pathways into community change careers and social justice leadership. CLP is literally the only national organization centered on creating College Degree and Certificate programs which are designed specifically to prepare low-income people and people of color to become leaders and organizers, tackling issues of poverty, discrimination, power, community-building, and reinvigorating our democracy.

The times are ripe for this approach. Every day young people demonstrate incredible commitment, courage and leadership on the central issues facing our world. They already are leading mass movements on racial justice, the climate crisis, gun safety, and immigration. **It is time to invest in helping growing numbers of people to prepare fully for the awesome challenges facing the US and the whole world.**

The great majority of students enter CLP programs wanting to “give back” but unsure how to do that. Through a combination of classroom and experiential learning, they clarify their life goals and develop the personal strengths, knowledge and skills to become effective agents of positive change. The foundational competencies and the College Degrees and Certificates they earn are major steps toward careers and leadership positions with community-based organizations, other nonprofits, public agencies, unions, and business. Those backgrounds are equally useful for careers in politics, the ministry, journalism, and other occupations which provide CCS graduates with opportunities to serve as agents of community and social change.

*This book **Preparing to Win: Developing Community Leaders, Organizers and Allies** is an unusual combination -- part analysis, part ‘how to’ guide, and part public policy advocacy, and including several intriguing student stories. It is designed primarily to help readers (1) develop similar Community+College partnerships and Community Change Studies programs; or (2) discover ideas and lessons from CLP’s experience which may help as they work to strengthen their training programs, the courses they teach, or the public policies or resources they can influence.*

To maximize its usefulness, **Preparing to Win** is available in 3 formats –

- On-line on CLP's website www.clpclp.org where it can be downloaded however it's most useful, as a whole book or in sections which include the particular ideas, lessons or tools a reader may want to capture and use,
- On Kindle,
- As a paperback available through Amazon.

The following article by John Ortbal provides a journalistic overview of CLP and its impact and growth over time.

A JOURNALISTIC OVERVIEW OF CLP

The following story updates an article on the Community Learning Partnership and its impact and growth which was written by John Ortbal for YES Magazine.

When Mia Hernandez signed up for classes to earn a Leadership and Social Change (LSC) Certificate at California's DeAnza College, she thought she would be attending a series of lectures. Instead she found a unique combination of classroom interaction among students and professors, along with hands-on experience as a change agent in her community. Over the course of the program, Hernandez participated in local projects that involved migrant children and families, political lobbying, a role in student government, and organizing around equity issues.



As Hernandez worked two jobs on and off campus as a full-time student, "The LSC program kept me grounded between all the demands on my time," she recalls. "And it gave me the building blocks for the career skills I developed further as a transfer student in Community Studies at UC Santa Cruz."

Hernandez's experience has special relevance today as the nation weathers a deep political divide. Now more than ever, progressives are looking to their own communities to create and grow solutions. Searching for ways to reconnect and renew, a nonprofit organization called the [Community Learning Partnership](#) is providing students, instructors, and community groups with a model for preparing the next generation of local leaders and activists.

Over the past ten years, CLP has established a national network of community change studies programs, which offer students accredited courses in community building at colleges like DeAnza. Today, CLP has more than 1000 students enrolled in 14 Degree and Certificate programs across the country, according to CLP Executive Director Ken Rolling. More than 80 percent of these students are people of color and come from low-income and working-class backgrounds. Nearly 15 percent have experienced homelessness personally.

More than an exercise in academic study, CLP's programs are designed to give students the knowledge and skills they need to become leaders in revitalizing their communities. In the process, CLP aims to renew the practice of participatory democracy—especially in marginalized and distressed areas.

Hernandez, for example, went on to participate in No Place Like Home, a collaboration between UC Santa Cruz and the local community. She conducted an intensive field study for 6 months, capturing stories of renters, families, community organizations, landlords, and developers which illustrated the area's housing crisis and helped the organization address affordable housing and renters' rights issues in San Jose.

After graduating, Hernandez's first job was with the Superior Court's Family Justice Center working on child custody, housing discrimination and other deep social issues which surface in the court system. She then worked for six months in Washington, DC, helping Prosperity Now's national teams address issues of financial literacy and competency, applying skills she developed in Community Studies programs at DeAnza and Santa Cruz to break down complex issues and make them easy to understand.

Mia is deeply committed to staying connected to her community, to "bridging the personal and political". She is now the Civil Rights Investigations Coordinator for Project Sentinel which tackles tenant/landlord and housing discrimination issues in several counties

near her home. Hernandez is also active in the Latina Coalition of Silicon Valley as its Engaged Latina Leadership Activist Program Coordinator.

Addressing the leadership gap

CLP founder Andy Mott spent more than 35 years at the Center for Community Change, a major source of technical assistance and capacity-building help for grassroots groups in low-income communities throughout the United States. “Over the years, I saw that outstanding leaders and organizers from the ’60s and ’70s were retiring,” Mott explains. “This created a huge gap in finding and developing the next generation of leadership—especially among people of color and from low-income neighborhoods.”

With a small grant from the Ford Foundation, Mott left CCC to explore ways of blending leadership knowledge with the practical skills of organizing to effect change. He focused on Denise Fairchild, who in 1999 created the Community Development Technology Center (CDTech) in Watts and South Central Los Angeles. She had built the kind of program model Mott was searching for.



“The community college can be a key catalyst to creating a pipeline of skilled, capable local community leaders,” says Fairchild, who serves as Co-Chair of CLP’s Board. The program she helped develop with CDTech gives students with a passion for community organizing a place and a career pathway where they can learn by doing.

“We educate our students in a program that’s one part therapy, one part knowledge, one part organizing, and one part technical planning,” she explains. “In many cases, we have to first encourage them to overcome any cynicism they feel about the ways things operate, and give them a

sense of optimism about how they can effect change in their own backyard.”

The CDTech program has graduated more than 3,000 students over the last twenty-five years, many of whom have gone on to careers in community organizing as well as founded their own nonprofit organizations.

With inspiration and lessons learned from CDTech, CLP has so far developed programs in 14 community and four-year colleges across the United States, including a partnership with Minneapolis College, formerly Minneapolis Community and Technical College. Four more programs are in the planning stage.

Lena Jones, a political science professor at MCTC, teaches core courses originally developed in conjunction with Syd Beane of the Native American Community Development Institute that enable students to earn an Associate Degree in Community Development.



“CLP programs embrace a holistic vision that’s inclusive rather than narrowed like a typical academic specialization.” Professor Jones says.

“We work with other academic departments, with city and county government, and local nonprofits to supply internships for our students, guest speakers in the classroom, and in co-organizing local events.”

CLP courses at MCTC offer open enrollment with no GPA or academic requirements outside of a GED or high school diploma. Jones noted that many CLP students transfer to four-year colleges to continue their education, and nearly all participate in local community organizing. One student, for example, became a policy aide to the mayor of Minneapolis, while another works for environmental justice at the Center for Earth

Energy and Democracy. Some students have started their own businesses or nonprofits, such as a recovery house for addicts and a housing cooperative for Native Americans.

“We want students to understand their own personal story,” Jones explains, “and what kind of change they want to see in their communities. As a teacher, it’s so rewarding to engage with passionate people who want to connect with their communities, and help them discover the confidence and skills to make it happen.”

Expanding the role of college in community

As former president of DeAnza College in Cupertino and co-founder of The Democracy Commitment, Brian Murphy considers CLP at the forefront of helping students develop their leadership potential. CLP provides a core curriculum that can be adapted to each college’s specific culture and community, says Murphy, and a national network of support and connection for participating college faculty.

Located in the heart of Silicon Valley, DeAnza reflects the diversity of the region, with Latino, Asian, white, and African American students. Many are first generation, immigrant, and working class, and commute long distances to attend a college that emphasizes both academics and social engagement. Community colleges typically emphasize preparation for the labor market, Murphy says, but he believes it’s critical to teach students more than technical, vocational, or job-specific skills. It is particularly important for new immigrants, students of color and students from low-income and working-class backgrounds to develop the knowledge, skills and confidence to become full participants and leaders in efforts to strengthen disadvantaged communities, our social fabric and our democracy at a time when they are threatened in so many ways.

"Programs like CLP are so important to facilitating the social, entrepreneurial, and political skills students want and need."

More than a third of American undergraduates are enrolled in community colleges. “Our colleges have an obligation to give students a

way to participate in their communities, and learn to work collaboratively with their neighbors to help solve very complex problems,” Murphy says.

“That’s actually what employers are looking for in graduates these days,” he says. “And why programs like CLP are so important to facilitating the social, entrepreneurial, and political skills students want and need to effect change.”

Investing in future community leaders

To help fund its expansion over the years, CLP obtained grants from various sources including Deerbrook Charitable Trust, the C.S. Mott and Kellogg Foundations.

“CLP programs stand out among leadership programs in their unique connection of academic learning with hands-on experience at the local community level,” says Uma Viswanathan, a former program officer at the Kellogg Foundation. “CLP reinforces the changes we want to achieve with our funding, helping legitimize community organizing among both academic institutions and employers while creating career opportunities for local leaders.”

CLP’s goal, Rolling says, is to establish 30 Community Change Studies programs by 2023, and to establish Community Change Studies as a growing field of studies in community colleges and universities across the United States, with support from reforms in public policy and philanthropy.

How CLP Programs Prepare Pathways to Careers in Positive Community Change

The Community Learning Partnership is affiliated with a growing number of community college and university programs in Community Change Studies (also known as Community Organizing, Social Justice Leadership, Community Development, and Community Leadership Studies). Some of these sites offer Community Change Studies as a Major or Minor for a Degree; others offer a Certificate. An increasing number offer students

an opportunity to deepen their knowledge and skills in community work by continuing to study such courses at a four-year university after community college. A good many students join Public Allies or Americorps VISTA before or after community college to gain experience working at the community level and earn a stipend for further education.

The programs are created by partnerships between low-income community groups and academic institutions. Some are initiated by a community college or public university. Others result from initiatives by community organizations which are deeply committed to developing the next generation of leaders and organizers from their communities of color and low-incomes. CLP's goal is the creation of truly equal and reciprocal partnerships in which community members become deeply involved with college faculty in decisions on the curriculum, student recruitment and support systems, and internships and other experiential education, while also helping teach as guest speakers, discussion leaders, and co-teachers.

Section 1



STUDY AND LAUNCH

“To accept your country without betraying it, you must love it for what it might become. America – this monument to the genius of ordinary men and women, this place where hope becomes capacity, this long, halting turn of ‘no’ into the ‘yes’ – needs citizens who love it enough to reimagine and remake it.”

— Cornel West

1. Introduction

The Growing Challenge:

At this time of crisis and rapidly accelerating change, the future of American democracy will depend upon whether we concentrate heavily on tackling our greatest domestic economic, social and political challenges:

- **Poverty** has become ever more entrenched and is largely ignored by the nation's leaders and both political parties.
- **Racism** and xenophobia dominate much of our politics and threaten to reverse hard-won gains in building a successful multiracial society.
- **Long-neglected neighborhoods and small towns** are continuing to decline, weakening important community ties and our social fabric.
- Our **fragile democracy** – the essential vehicle for positive change -- is under threat as so many people lose faith in our democratic institutions and withdraw from participating in public life.

These fundamental challenges are deeply interrelated and reinforce each other:

- Those most concerned about issues of poverty, racism and declining communities – **poor people and people of color** – **participate least** in voting, policy advocacy, and other strategies for reinforcing our democracy.
- At the same time, the **political influence of wealthy people and interests is growing ever stronger**, drowning out the voice and influence of people on the margins.
- This deepening shift in power weakens government responsiveness to the needs of disenfranchised people, further **increasing their cynicism about democratic institutions and reducing their participation and influence**.
- If this downward spiral is not reversed, it is inevitable that issues of poverty, racial division, declining communities, and democratic decline will continue to fester.

To reverse these threats to democracy and make major inroads on central issues of poverty, race, community and strengthening our social fabric, **America must act decisively to reinvigorate democracy where it is at the lowest ebb -- among low-income and working-class people and people of color who are being left farther and farther behind, with decreasing influence in our democracy.**

In this era of government retrenchment and disarray it is clear that we cannot rely on the public sector to take a strong lead in addressing tough issues of poverty, race, and community-building.

Furthermore, large nonprofit institutions are not well-suited for this task, as they typically work area-wide and must balance many interests and activities rather than focus heavily on poverty and strengthening our social fabric and communities.

There is no choice: Leadership on issues of poverty and race must come from the people who are most directly affected by those issues, and this will require bold measures to build outstanding community leaders and democratic organizations. They alone can be depended upon to push whole-heartedly for major social reforms and grassroots democracy, building coalitions with other groups whenever possible.

Well-led low-income community organizations and social movements are essential to the success of other partners committed to positive community change. Without effective systems for involving low-income people themselves, efforts to transform the lives of poor people and minorities will fail. So will initiatives to bring people together across race and class lines to confront the growing inequities, divisiveness, and racial tension which are ripping our social fabric apart.

All these reforms require a dramatic renewal of faith and participation in democracy and the development of systems which are sensitive to each community's unique needs and opportunities, are "owned" by those they are serving, enlist strong neighborhood backing and succeed in exerting major influence on the policies and practice of major institutions.

Therefore, there must be concerted efforts to develop a new generation of community leaders and organizers with the needed skills, knowledge, understanding and long-term commitment. They must be fully prepared to bring discouraged people together around common issues, and to help them develop the hope, collective strength, and strategies they will need to win on the issues which matter most to them. By building their own organizations, movements, power and influence and by winning victories, vulnerable people can steadily gain confidence that they can make democracy work for them.

Along with organizing and leadership skills, rising community leaders and organizers must develop the broad knowledge and cross-sector skills they will need to develop strong, creative and effective community-based organizations and broader alliances. In addition, with these strengths, they will also be strong candidates for key positions in politics, government agencies, the media, major nonprofits and the business sector. **People with their commitments are needed in those organizations, too, where they can be allies advocating for better public policies and substantial institutional reforms.**

The Crisis in Leadership:

Despite the critical need for organizers and leaders with these strengths, the field of community and social change faces a mounting crisis of leadership. *There is a severe shortage of people who are fully prepared for key positions in the field* – whether leading grassroots groups or providing vital support to them from other sectors. The infrastructure for learning is still pitifully weak, with community leaders, organizers, and top staff expected to learn on the job, through trial and error, with little access to the lessons others have learned in tackling similar challenges. Nonprofits typically are so overstretched that few can either hire people as apprentices to their top leaders or invest significantly in other forms of training and mentoring.

The shortage is especially great among people of color whose leadership is essential because communities of color are disproportionately poor, neglected and cut off from opportunities. Educational gaps, stubborn patterns of white dominance in key institutions, and the appeal of jobs offering greater security and upward mobility continue to limit the number of people of color in key leadership positions. It is unacceptable that the excuse “We can’t find any” continues to limit progress in hiring and upward mobility for champions of change.

To build a strong community-based sector which fully responds to these needs, far greater priority must be given to **developing a pipeline** designed to generate the skilled people community groups, movements, coalitions, and their allies will need as our democracy faces extraordinary dangers.

It is essential that growing numbers of young people from lower income backgrounds, immigrant populations and other families of color be prepared for

challenging jobs in community-based nonprofits and alliances, as their backgrounds give them unique advantages for understanding and leading their communities. They have felt the pressures and faced the same barriers, and often developed a passion for changing things for the better. Because of their backgrounds, they also are particularly well prepared to build strong relationships in low-income communities and to identify common interests and understandings with their peers, while also serving as role models for them. Their backgrounds also increase the likelihood they will make long-term rather than fleeting commitments to the neighborhoods and people who most need their help.

In this time of great activism and deep concern, the time is certainly ripe for new initiatives to build on the extraordinary passion, concern, urgency and determination which young people and their allies are showing on so many fronts -- the climate emergency; the crisis in criminal justice; the pandemic and the disastrous weaknesses in our “social safety net”; the skyrocketing youth unemployment; the incredible obstacles which young people of color and poor whites face when they search for pathways to family-supporting jobs with decent benefits.

Young people are taking leadership on all these fronts. It is time to build systems which help them gain the knowledge and skills they need to bring about the levels of change which they clearly see as essential.

Community and social change is a tough and demanding job requiring a broad background, analytic and strategic skills, and practical experience in understanding and motivating people and moving them into action on strategies which will lead to growing success. It is a tremendously challenging – and exciting – responsibility, at least as complex as any other profession. Like other professions, it requires extensive preparation, well beyond what most people can learn on a job without a serious educational component, mentoring and guidance.

Leaders and agents of change with strong backgrounds are needed in all the sectors of society, not just in community-based organizations. Larger nonprofits, the public and private sectors have an equally great need for people with those backgrounds and with commitment, extensive knowledge, team-

building and change management skills. Furthermore, they are needed inside major institutions where they can reinforce community pressures for reform and greater responsiveness and accountability.

“Bringing about desirable social change requires a variety of strategies, approaches, and tactics. Recognizing and respecting the wide range of individual capabilities and interests the movement must provide opportunities for a broad spectrum of degrees of involvement. The dynamic character of the movement requires a variety of coalitions.”

— George Wiley

CLP’s Response:

The Community Learning Partnership was created to respond to this challenge. **CLP is unique in being the only national organization centered on creating College Degree and Certificate programs which are designed specifically to prepare low-income people and people of color to become leaders and organizers, tackling issues of poverty, discrimination, power, community-building, and reinvigorating our democracy.**

Over the years, with very limited resources, the Partnership has systematically moved from research and consultation, to creating a learning network of 14 pilot programs, to fostering learning in this **growing field of Community Change Studies**. To move to far greater scale, the CLP Network is working with state and national policy-makers on plans for new State and Federal programs which would support these new educational pathways for grassroots leaders, organizers and other agents of community and social change.

The Partnership’s work is based on the following **theory of change** –

- Low-income communities must become prime movers in community, social and political change efforts to ensure that the future responds to their needs and priorities.
- They must build their own democratically controlled organizations to represent their interests, and they must hold those organizations accountable.
- They cannot achieve success on their own but need to enlist the power and influence of allies, partners and coalitions.
- Their success requires that they be organized to build significant power as there will always be tough competition for resources and great resistance to policy reforms which benefit disadvantaged communities.
- Those efforts require volunteer and staff leaders with broad knowledge and skills, experience in involving people and developing leaders, a long-range vision and sophisticated strategy.
- People with lived experience with poverty and discrimination bring unique insights, knowledge, commitment and interpersonal skills to organizations working on these issues, and they also are uniquely qualified to be role models for other potential community leaders, organizers, and change agents.
- While people can learn and develop these capacities through experience, trial and error, they will develop far more quickly if they have an opportunity to learn through a combination of structured learning opportunities, extensive practice and critical reflection.
- College-based programs can become an invaluable route for developing these capacities, but those programs must be shaped to accomplish this specific purpose, and that can best be done in partnership with community leaders and organizations.

It may seem surprising that the Community Learning Partnership focuses on college-based programs to address this crisis, especially since CLP was initiated by people immersed in the nonprofit world rather than academia. The key people in its formation came from decades of experience helping low-income and working-class communities develop nonprofits to represent and involve them in joint action.

Leading nonprofits and networks have, of course, created their own training programs, many of which are of exceptional quality. For example, national community organizing networks systematically train new organizers by placing them with experienced organizers to learn on the job and through workshops. Many other organizations offer excellent 2-3 day training sessions focusing on

one or more aspects of organizing and issue work. **There is great potential in building up the nonprofit sector's capacity to provide much more extensive training and mentoring, building on the expertise and systems which are already in place.**

However, nonprofits cannot handle the crisis by themselves as they have strict limits in their access to resources, their access to young people, and the range of their expertise. These nonprofit programs are starved for resources: unlike college-based programs, they do not have access to streams of government funding for staff salaries, tuition, scholarships, stipends or seed money. Furthermore, they cannot offer their students college credit, Certificates and Degrees – especially significant benefits for people who, because of income or other barriers, have not had an opportunity to earn academic credentials which can help them in their careers.

Unfortunately, it is by now abundantly clear that nonprofits will never get the resources which are needed for the intensive, long-term educational programs which are needed. In the community change world, it is extraordinarily difficult to attract funding for more than a weekend training program. Most community organizations have no choice but to hire the best people they can find and train them on on-the-job.

Even at a sizeable national organization like the Center for Community Change -- with a staff of over 50 and a budget over \$9 million¹ -- we could not possibly provide full-time training to dozens, let alone hundreds, of new community change agents. Like many other local and national nonprofits, we did what we could within the constraints of short-term funding cycles and changing fads in the foundation world. We brought community leaders and staff-members together as frequently as we could to learn from each other and from our staff and partners.

Each year for several years, we offered a set of four quarterly 3-day workshops to Executive Directors and lead staff of grassroots groups, covering community organizing, leadership, management, and public policy work. We also created more than a dozen "learning clusters" for peer learning among groups facing

¹ These figures are from 2004 when the author was CCC's Executive Director.

common issues, such as saving and reforming public housing, and expanding the programs and power of urban Native Americans by building a national network of urban Indian Centers.

However, funding for these convenings invariably ran out, demonstrating the severe limitations all nonprofits face in trying to provide intensive preparation for emerging leaders for complex and important work.

The funding picture has worsened over the last two decades. Most notably, many foundations have retreated from “responsive grant-making” to designing their own initiatives and funding organizations which adopt the foundations’ priorities. Current projections are that, within a few years, less than 10% of all foundation giving will respond to initiatives from independent nonprofits. This has coincided with the closing down of several small foundations which were strong supporters of community and social change efforts, and great reductions in collections and giving by the invaluable social justice funds established by the Roman Catholic and mainline Protestant churches.

Furthermore, in drastically reducing funding for VISTA and other Americorps programs and cutting federal support for community-based initiatives and other social programs, conservatives succeeded in greatly weakening the streams of young people preparing for careers in community and social change.

Increasingly frustrated by this dilemma, and especially about the shortage of people of color in leadership positions, I often thought back on my Peace Corps experience teaching in an Iranian university which created a five-year BA/MA program to prepare students for careers in village development work. The Major in “National Development” combined classroom and experiential learning. It was interdisciplinary, offering courses in agronomy, public health, and sociology; and its students spent two summers working with a faculty supervisor on community development projects in nearby villages.

A question kept nagging me – If Iran under the Shah could make a concerted effort to educate a new generation of experts for village work, why is it that, in 35 years of working in dozens of poor communities and recruiting staff for my own organization and local groups, I had rarely come across an American college which had taken on that important challenge?

What, if anything, could be done to rectify that situation in the US? Could American colleges become serious allies in creating new pathways into careers in community and social change in this country?

Research into College Programs in the US and Internationally:

CLP's background of deep immersion in grassroots experience enabled it to bring to the task a deep understanding of –

- The impediments which marginalized people face when they try to influence government agencies and policies or to gain support for significant community initiatives.
- The challenges of building strong organizations in communities facing so many serious issues and deficits.
- The leadership and staffing needs of neighborhood and other nonprofit organizations, and their acute need for access to new streams of people fully prepared for these challenges.
- The latent talent in those communities which could be tapped by creating new educational pathways for recruiting and developing future leaders for community-based organizations, and the other nonprofits and public agencies which provide essential services to people so often left behind.

CLP's initial studies enabled the Learning Partnership to balance this grassroots experience with extensive knowledge of the potential as well as the pitfalls of involving community colleges and public universities as key resources for tackling this set of issues.

Stepping down from being CCC's Executive Director enabled me to pursue those questions. With a small Ford Foundation grant covering some costs, I devoted full-time to researching the landscape of US college programs preparing students for community change careers. It explored broad trends and patterns while looking for especially promising prototypes. Site visits and over sixty interviews resulted in a US report on University Education for Community Change² It also resulted in a decision to create the Community Learning Partnership and to see

² *University Education for Community Change* is available at <http://communitylearningpartnership.org/resources/>

what we could do to help create several new educational programs, learn from that experience and then move to scale. **Our long-term goal -- to multiply the number of educational pathways designed specifically to prepare people from low-income and working-class backgrounds, especially people of color, for careers and leadership roles tackling issues of poverty, race, community-building, and strengthening our democracy.**

A second grant enabled CLP to bring together outstanding colleagues from several countries to form an International Working Group to learn from each other, conducting site visits and developing a fifteen-chapter international report on Advancing University Education for Community Change.³ We all learned a great deal from those research and learning projects. Highlights for us included the use of Participatory Action Research in India, the UK, and the US, and the imaginative ways field work was being combined with popular education in Mexico, Tanzania and Boston.

The International Working Group's research and collaboration provided an opportunity for CLP to learn from academics and NGO leaders who have wrestled with these issues in other countries, and to collaborate in developing a consensus on key questions –

- The challenging relationships between communities and colleges,
- Different methods for combining classroom and experiential education,
- The knowledge and skills graduates need, and
- Essential strategies for starting and sustaining educational programs.

These studies enabled CLP to supplement its extensive experience at the grassroots level with a strong overview of the experience others have had involving colleges in preparing students for community change work. Dialogues with over 125 people in the US and overseas provided CLP with invaluable opportunities for learning as we developed plans for piloting educational programs in the US.

It became overwhelming clear during these consultations that **colleges must be a major focus if we are to expand the pool of talented people of color and lower**

³ *Advancing College Education for Strengthening Communities and Democracy* is available at <http://communitylearningpartnership.org/resources/>

income backgrounds who are ready to lead community-based organizations and allied efforts. That's where fully 29% of America's youth -- including the most upwardly mobile people of color and young people from neglected communities -- complete their education and make career decisions. It is a talent pool which must be tapped to address the leadership crisis in the field of community change.

Colleges also offer unparalleled access to great numbers of students who are committed to service and/or passionate about fundamental reform on the massive crises the US faces. They represent a huge potential resource for organizations working to improve opportunities for poor people and people of color. In addition, anchoring practitioner education in colleges can add greatly to its credibility and enable practitioners to earn credentials and concomitant respect and influence.

Another tremendous advantage of college-based programs over strictly nonprofit ones is that **they can count on major continuing government support** if they are based at state-funded institutions with the students' tuition costs being subsidized through Pell grants, government loans and other support from the public and private sectors.⁴

However, preparing students to win victories on issues which move them requires concerted efforts to develop new educational pathways which provide them with the knowledge and experience they need for careers in community and social change.

Furthermore, **we found fewer than a handful of undergraduate programs specifically designed to prepare people for careers in community and social change.** These were based in institutions which recruit directly from low-income communities and involve academics and practitioners in preparing young people for lives of service in those communities.

⁴ Falling enrollments and the resulting financial pressures on most community and four-year colleges make it imperative that CCS programs maintain a large enough enrollment to ensure their safety as budgets are cut and there are cutbacks in courses and areas of concentration. These factors magnify the importance of active recruitment and job placement programs backed up by current evidence that labor market conditions are favorable for CCS graduates.

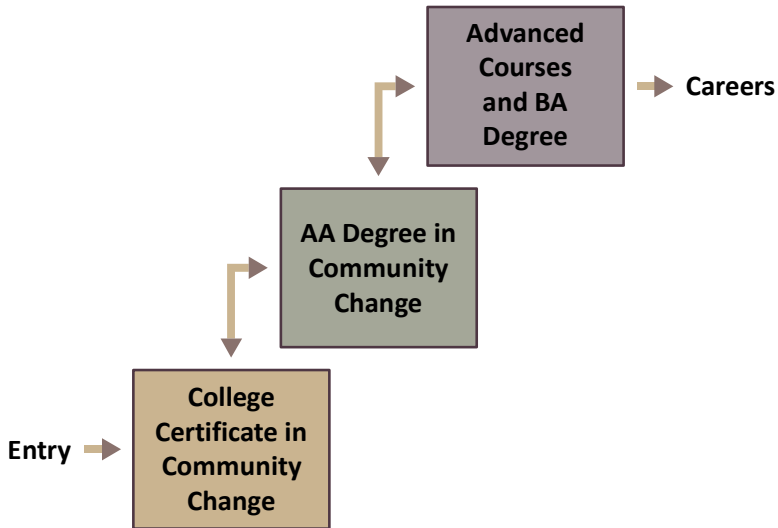
While a thorough review of the course catalog at many institutions reveals a surprising number of courses relevant to low-income communities, they are scattered in different departments and not linked. It would require both a highly motivated, self-directed student and a rare guidance counselor to piece these courses together and link them with on-site experience to give students a significant grounding in community work.

The gulf we observed between practitioners and academics was even wider than generally acknowledged. Even among those who share a strong common commitment to grassroots community organizations as key institutions for addressing issues of class and race, there is little contact between practitioners and academics. They live in parallel universes, participating in different meetings and conferences, rarely reading the same materials, and often not even knowing each other's names. It is rare for research and other materials to be shared across these lines despite the fact that both universes conduct extensive research on community issues. Despite talk of "partnerships", there were relatively few examples of close collaboration between academics and community leaders, even on research on community issues and student placement – two issues on which they have potentially strong common interests.

Many of the most interesting programs have emerged in non-elite institutions. Most are located in less well-known institutions, including community colleges and the less prestigious branches of state university systems. These institutions suffer less than elite universities from overwhelming pressures to ape the major research universities by publishing pathfinding research studies in academic journals. Their faculty members are often freer to create the practice-based and interdisciplinary approaches and university/community partnerships which are central to community work.

Community colleges offer particular advantages as the linchpins in an educational pathway. They often are entrepreneurial and accustomed to working with employer groups to fashion educational programs which meet their requirements for graduates with the motivation, skills and knowledge they need. They can partner with high schools, initiating "dual credit" early college courses in community change so students enter community college with credits under their belts. They offer "stackable credentials" with courses at times and on terms which are attractive to adult learners, enabling students to take a course or two,

move on to earn a Certificate and perhaps an AA Degree as their financial and life circumstances allow. They can continue this pathway, gaining useful credentials at each stage, and then having access to a four-year BA program where they can deepen their knowledge and skills while earning a Degree which significantly increases their upward mobility.



Another finding is also extremely important. **The college programs which exist are highly vulnerable.** Their future often depends upon their ability to attract sufficient “soft money” from outside the university to justify their existence. When that funding dries up, the programs typically shrink or die.

The future of these programs too often depends upon the leadership of one or two people who have carved out space for their programs over a lengthy period of time. While there are outstanding instances of a university president, dean or chairperson of a department giving priority to community-oriented learning, there are countless examples of failure to institutionalize these efforts so they last beyond that person’s leadership.

Pilot programs like these benefit greatly from collaborating, learning from each other, working together on joint projects, and building an increasingly robust common agenda for promoting rapid replication and new state and national policies which support their development.

Exemplary Programs of Community Change Education:

The program which most influenced CLP was the Community Development Technology Center's pioneering partnership with the Los Angeles Trade and Technical College. Dr. Denise Fairchild established CD Tech as a community-based nonprofit which provides technical assistance and training to grassroots groups and coalitions in South Central Los Angeles and other communities throughout the region. The nonprofit then took the initiative in designing an extensive educational program and convincing the local community college to adopt it and arrange for CD Tech's staff to do much of the teaching. This program has offered an Associate Degree in Community Planning and Economic Development for over twenty years and has graduated hundreds of students for community planning, organizing and development careers. One graduate now serves as Program Director for the LATTC Degree program as well as Co-Chairing CLP's Board with Denise Fairchild.

The CD Tech program demonstrated to CLP the enormous potential of involving community colleges in preparing the next generation of community leaders and change agents.

Community colleges provide a particularly good way of reaching students from low-income and working-



class backgrounds, including students of color – the target groups which CLP sees as most essential for work in marginalized communities – because those colleges are relatively affordable and accessible to people with limited incomes.

Over the years, the nonprofit CD Tech has been very creative and entrepreneurial in expanding its role in developing the next generation of community planners, community developers, and organizers. The largest of these initiatives has been Tech's role operating a major Americorps Public Allies program which supports over 50 Allies working on community projects throughout Southern California. In an educational innovation which deserves replication, CD Tech makes it possible for Public Allies to take courses in its Degree program, enabling them to earn college credit for introductory courses in community planning, organizing and development while they work, learn on the job and earn income from

Americorps. While those federal stipends are far from adequate, especially for volunteers from low-income families, this linkage provides a very useful **example of the potential of earn-while-you-learn approaches to the challenge of developing a surge of new knowledgeable, skilled and committed community-builders and change agents.**⁵

A sad illustration of the great vulnerability of even exemplary programs was based at the University of Massachusetts at Boston. The program was established in the 1970s as a special initiative to provide higher education to students of color and others who were already working in neighborhood-based organizations or interested in doing so. At its height it had over 800 undergraduate students and 250 grad students. Most students came from working class and low-income backgrounds and either had begun or were considering careers in community planning and development, community organizing or social services for low-income communities.

Operating as a “college within the college”, **UMass Boston’s College for Public and Community Service for many years offered an undergraduate major in Community Planning which was heavily oriented toward public interest work at the neighborhood level.**

Undergraduates majoring in Community Planning learned how to conduct needs and resource assessments, community impact assessments and program evaluations as well as to help with planning, strategy and proposal development. They could concentrate in any of six areas, including Community Studies, Organizing, Legal Advocacy and Management. Other CPCS students could major in Criminal Justice, Gerontology, Human Services, Labor Studies, or Legal Education.

During that era several key elements of that design made it remarkably effective in attracting and educating students from lower-income backgrounds:

- The College for Public and Community Service was originally based in a building downtown, separate from the rest of the University and near

⁵ See Chapter 23 for details on CLP’s proposal for state and federal support for well-paid 2-4 year Community Building Internships to respond to this need.

low-income neighborhoods and the community organizations where many of its early students worked.

- It was designed specifically to encourage people to continue in or prepare for community and public service careers (and to discourage a brain drain from this field).
- It actively recruited people from nonprofits and neighborhoods, many of whom were considerably older than the average college freshman.
- CCPS had a policy of open enrollment to reduce the barriers to enrolling for people who had low marks in high school or on college board exams
- It gave maximum credit for people's past experience and for experiential learning generally, either on the job or through other real-life experiences.
- Practitioners as well as regular faculty taught courses, thus increasing students' exposure to learning from people who were on the front lines bringing about positive change in low-income communities.
- Courses used participatory action research, participatory planning, internships with community groups, and other techniques to give students direct experience working with people in low-income neighborhoods.

There are many lessons from the CD Tech and UMass experiences. Most importantly, they show ***it is possible to create a program which primarily recruits and educates people from disadvantaged backgrounds so they are well equipped to lead positive change efforts in their own neighborhoods and similar communities***. They demonstrated the effectiveness of special measures for recruitment, combining theoretical and experiential education, involving both academics and practitioners, and gearing an overall program to careers in community service.

It is noteworthy that both these programs were completely unique and largely unknown. While both were ambitious, well-designed, proven programs which educated and trained the community change leaders of tomorrow, neither was widely recognized or supported, and neither had been replicated before CLP's creation⁶

⁶ In a parallel development, the community organizing group Make the Road New York has adopted several schools in New York City and incorporated many elements in its curriculum to

Sadly, a decade ago UMass Boston's administrators decided to revamp the Planning Degree program, dropping its emphasis on neighborhoods and community-driven strategies, and following the dominant trends in planning schools. They renamed the program "Urban Planning and Development", dropped the emphasis on community capacity-building and grassroots planning, and instead stressed conventional community development and research approaches.

Despite such setbacks these pioneering efforts provide impressive examples of the pay-off from having community leaders, practitioners and academics work together to create learning opportunities for the community organizers, developers and leaders who are sorely needed. These programs can help the next generation learn how to play change leadership roles with unusual skill, broad knowledge, and sophisticated strategies. They thus can contribute greatly to efforts to enable grassroots people to become leaders in transforming their own communities and expanding opportunities. Exemplary academic programs like the ones represented in and studied by the International Working Group offer powerful examples of the potential of the creative new college programs which are needed today and in the years ahead.

It will require a major concerted effort to expand and broaden the pioneering programs which already exist. Moreover, it will take even more resources and a higher level of mobilization to increase vastly the number of such programs so they become accessible to people who need to learn how best to involve people in bringing about democratic change. This will require new resources of money and educators.

It will also require creative, paradigm-shifting new partnerships between people in higher education and practitioners in social movements and nonprofits so that the educational programs can skillfully combine theory and practice, classroom and experiential education, applying a "clinical" approach to learning as medicine and other professions do so successfully. Unlike most university-community "partnerships", these must be truly equal, showing equal

educate its students about their community, the problems and institutions it faces, and strategies for bringing about change, especially through community organizing, advocacy and development.

respect to what grassroots leaders, other practitioners, and academics can bring to robust educational programs for community change agents.

Some educators like former Harvard President Derek Bok see a new emphasis on participation and civic values as an important counterweight to market forces as decisions are made concerning university curricula. Bok, for example, has long been deeply concerned about how university education is increasingly “market-driven” rather than oriented toward the common good, and is very committed to efforts to increase the emphasis on service and civic engagement.

Community Change Studies programs like those described in this book are powerful responses to this concern and great steps forward in promoting service and civic engagement.

2. Developing Community Change Studies Programs – A Preview

This chapter summarizes CLP’s approach and lessons, which are then described and analyzed in detail later in the book.

Chapters 3 through 21 serve as an e-manual, a practical guide for designing and implementing a Community Change Studies Degree or Certificate program. They are designed to be equally useful to other educators, organizers, and community leaders who are looking for elements or strategies which may be useful in strengthening an existing course or training program.

Chapters 22 and 23 focus on strategies for moving to scale through promoting widespread replication as well as campaigns for state and federal public policies to support development of Change Studies programs throughout the U.S.

After completing its studies of College Education for Community Change in the US and internationally, CLP moved from research into action, recruiting a small staff and beginning to help develop local community/college partnerships and college-based programs in “Community Change Studies” (CCS).

To describe this emerging field of study, we chose to use the term “Community Change Studies” because it has great breadth, transcends any one academic discipline and stretches from local to global issues. These educational programs are being created as college Certificate and Degree programs in two- and four-year colleges, and are closely related to similar efforts in social justice high schools, action civics, graduate schools and continuing education. They are housed in disciplines ranging from Planning to Social Work, from Education to Public Health, from Environmental and Women’s Studies to Economics and Political Science. The fact that even some Law, Divinity and Medical Schools offer courses on these strategies demonstrates the near universal relevance of bottom-up approaches to addressing issues.

We have set an ambitious goal – to work with others to develop Community Change Studies as a recognized field of studies in academic institutions across

*the country and as a promising strategy for expanding grassroots leadership education and organizer training.*⁷

We are convinced this goal is achievable. As global crises become ever more dramatic and threatening, and as the need grows to create new ways of working together to address those massive, ***we expect a rapid escalation of demands inside and outside academia that our colleges and high schools be transformed and focus heavily on helping prepare people to cope successfully with these crises.*** When academics and social change practitioners collaborate, this transformation can be of maximum value in the US and worldwide.

As it moved into action CLP focused first on Community Colleges because of their central importance in creating educational opportunities for people from low-income and working-class backgrounds, including large numbers of people of color and first generation college students. Since then the Learning Partnership has also helped several public Universities create CCS programs, focusing especially on institutions with high enrollments of Pell-eligible students and people of color as well as a commitment to their region.

By 2020, the Community Learning Partnership had succeeded in helping create 14 college Degree and Certificate programs in Community Change Studies.⁸ At that time, over 1000 students were enrolled in CCS courses, 80% of whom were people of color. About 70% were income-eligible for Pell grants, and 15% had experienced homelessness during the school year. In its early days, CLP also helped the Association for Neighborhood Housing and Development in New York City create a non-college intensive training program in community organizing in collaboration with Americorps' Public Allies program. ANHD's Center for

⁷ CLP's local affiliates use different titles for their programs including "Community and Social Change Studies", "Community Leadership", "Community Development", "Community and Political Organizing" and "Social Justice Leadership".

⁸ CLP also helped create programs which were closed after 1-2 years. The Phoenix program was closed when conservatives took control of the Board of the Maricopa County community college system. An unexpected shift in foundation staffing and priorities suspended the CCS program in rural Mississippi. And high school budget cuts forced closure of the Detroit high school which offered a dual enrollment high school/early college curriculum in CCS.

Community Leadership has graduated ten organizers each year for eleven years and helped strengthen organizing across New York’s five boroughs.

CLP’s technical assistance work gradually expanded over the years, with four sites well underway within three years. Three of these were initiated by community organizations, with the fourth initiated by a community college. Each situation was unique with its own leadership, opportunities, and obstacles. These educational programs and the other ten which CLP has helped develop since then vary considerably to fit the local context and priorities, but all were designed to develop young people from low-income backgrounds to become agents of positive change for communities like their own.

Partnership staff has provided its sites with expert help in developing partnerships, and with planning, organizing and launching new college programs. We have provided advice and assistance with start-up and initial planning as well as continuing on-site help and coaching, curricular and program development help, and cross-site peer learning opportunities. In its early years, thanks to the generous support of Deerbrook Charitable Trust and the Kellogg Foundation, CLP was able to pass through initial funding for several start-up partnerships, leveraging philanthropic dollars to catalyze major public investments (since they were based at publicly supported colleges and their students had access to financial aid programs). *(See Chapter 21 on the dramatic leveraging success of private investment in the planning and start-up phase of CLP programs.)*

CLP Does Not Replicate a “Model”

It is important to emphasize a key difference between the CLP approach and many others. The Learning Partnership does not have a “model” which it strives to replicate in different settings. Instead the Partnership has developed an “adaptable framework” for expansion to new sites: CLP works with local people and institutions to develop a program which is firmly based on the local context but includes the basic features of CLP’s approach (e.g. developing organizers and leaders for community change, combining classroom and experiential learning, and offering an educational pathway with stackable credentials).

CLP’s stress on building on each local situation is based on our experience working in dozens of communities, learning again and again how critical the local context

is. As technical assistance providers, coaches and supporters of community-controlled efforts, we have learned to go into each situation seeking first to understand the local context and then to work with local people to help them design an approach which is based on their local situation – their assets, and needs, their local leadership and priorities, the unique opportunities, barriers and dynamics which exist there – while it also includes the essential elements of a Community Change Studies program.

We have also learned from witnessing the many failures of top down models and strategies which are not firmly rooted in local organizations and priorities, but are instead designed by thinktanks, government agencies, funders, and other outside institutions, and which stall out over time with little independent evaluation or lasting impact.

A New Phase in Our Work

CLP is now entering a new phase, preparing to scale up its impact by adding new strategies. The CLP Network now operates on a team basis. Its Board includes representatives from almost all its sites and meets bi-monthly by Zoom or in person. This enables the sites to be directly involved in shaping policy and priorities for the Network. It also facilitates unusually extensive cross-site learning, mutual support and collaboration. **This team approach has created great opportunities for shared leadership across generations and across roles, bringing younger people of color into powerful roles in the intergenerational Network.**

The concluding chapters of this book outline our plans for the future. This book is one of the first steps in that transition. Its central chapters provide an e-manual to guide people who want to learn from CLP's on-the-ground experience and ongoing evaluation and dialogue. Readers can download whichever chapters they find most useful or the whole book. They are available on the CLP website www.clpclp.org.

We hope this book will help growing numbers of community leaders and faculty members to design and create additional Degree and Certificate programs in Community Change Studies. It should be equally useful for others who are

enriching their courses or training programs to expand the knowledge, skills and vision of emerging leaders and change agents.

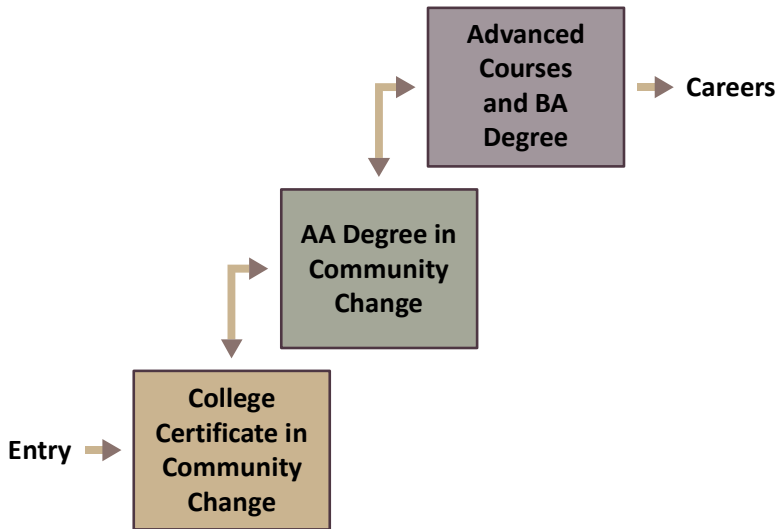
The remainder of this chapter briefly reviews seven key elements of CLP programs --

1. Educational pathways with stackable credentials.
2. Recruiting students.
3. The labor market for graduates.
4. Knowledge and skills needed.
5. Teaching practices.
6. Partnerships between communities and colleges.
7. Key courses.

Each of these key elements is addressed in greater depth later in the book.

1. Educational Pathways with Stackable Credentials

CLP programs are designed as educational pathways which enable students to proceed step by step to deepen their knowledge and skills and earn “stackable credentials”. These start with college credit and perhaps a “micro-certificate” for each course they complete. These are steps toward College Certificates, Associate Degrees and, for many, Bachelor’s Degrees. This system of stackable credits provides students with rewards at each step of their educational pathway, and each credential helps students access relevant part-time jobs as they continue along the path.



2. Recruiting Priority Students

Since CLP’s primary goal is creating new educational pathways to prepare people of color and students from disinvested communities for careers and leadership roles in community change work, CLP identified four major sources of potential candidates for local Community College and public University programs.

1. Current college students

- Especially people of color and first gen students
- Showing interest in and potential for tackling community issues and social change.

2. Youth in Low-Income Neighborhoods

- Especially people of color (POC), including kids not now college-bound.
- Showing interest in “giving back” and potential for change careers.

3. Community leaders

- Especially POC and first gen.
- With experience in organizing, working on a community issue, leadership potential.
- Showing potential to tackle larger issues or become organizers.

4. Early and Midcareer Organizers

At critical point in careers and needing chance to reflect, learn, look ahead, earn credentials for advancement

3. What Areas of Knowledge and Skills Are Most Essential?

Before CLP began its action phase, several key points of consensus emerged during a two-day meeting CLP hosted at New York University. That meeting brought together community leaders and representatives of outstanding college educational programs in the US and several other countries. It helped the Learning Partnership as it moved forward to help create new Community Change Education programs in the States.

All the participants at NYU agreed that **three areas of study should be combined** in education and training programs on community change so students have the full range of knowledge and skills they will need. They include mastery of –

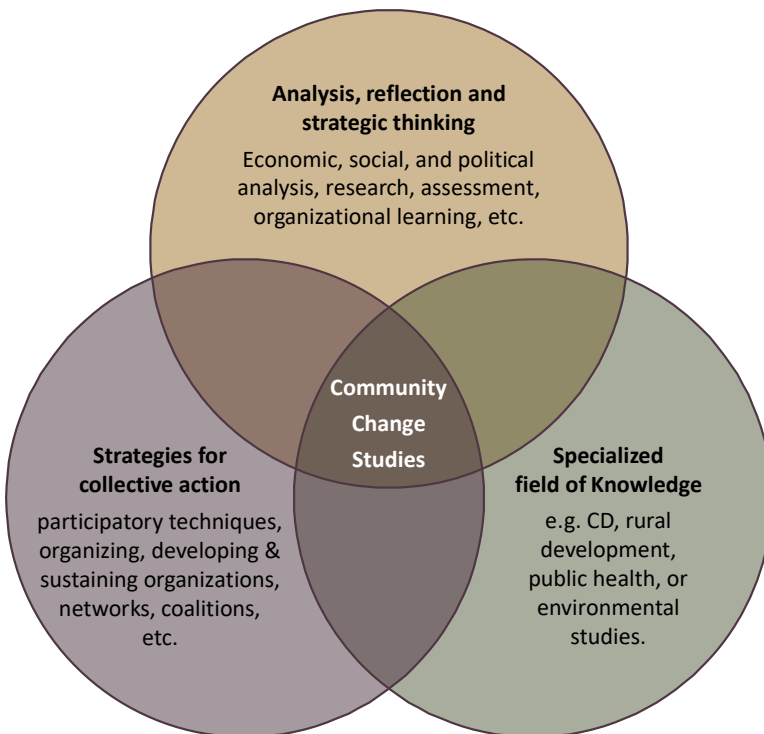
- The tools of collective action – getting people involved and participating, organizing them for action, and helping them build

movements and organizations through which they can have a growing impact;

- Strategic thinking, analysis and reflection – helping people understand the environments in which they are working, including analyzing trends, power, and potential allies, and developing their skills in critical thinking, strategy and reflection so they can become increasingly effective; and
- Knowledge of the specific issues they are most concerned about (e.g. community development, public and community health, environmental justice and sustainability), including understanding the root causes, current policies, how decisions are made, and alternative strategies for creating significant change.

These are depicted in the Venn diagram below.

Areas of Knowledge and Competency



A Crucial Additional Area of Competency for the US

As CLP began working with local partners, it solidified our understanding that a fourth area of learning and competency is essential in the United States because of its racial, cultural and socioeconomic divisions. **This fourth area focuses on issues of race, cultural identity, class, prejudice, white domination, historical trauma and healing, and, especially, how they relate to a person’s sense of agency and identity as an agent of change.**

Later chapters of this book flesh out these four areas of competency, showing the skills and knowledge which people need to gain substantial improvements in their communities and major policy and institutional reforms.

4. What’s the Labor Market for Graduates?

As we moved into operation, we gave early priority to learning more about the depth and breadth of **the labor market** for graduates in Community Change Studies. While we were already thoroughly familiar with the personnel and leadership needs of community-based organizations, we were far less familiar with the broader job market for people of color and people from low-income and working-class backgrounds with the skills and knowledge they could develop from Certificate, AA and BA programs in Change Studies.

CLP therefore sought early funding to explore the labor market in one of our initial new sites – metropolitan Detroit. Following the DACUM⁹ process, the gold standard for labor market studies, CLP worked with consultants to analyze that region’s employment patterns, interview potential employers, and conduct focus groups of nonprofits and representatives of public agencies and the private sector to discuss their workforce and leadership needs.¹⁰ The study greatly deepened our knowledge of the knowledge, skill-sets and credentials different types of employers require. We explored the nature and scale of the demand beyond community-based organizations so we could demonstrate to colleges that there will be enough jobs to justify launching CCS programs, while also helping recruit

⁹ DACUM is the acronym for Developing a Curriculum.

¹⁰ This resulted in a report which is available on the CLP website entitled *Listening. Building. Making Change. Job Profile of a Community Organizer.*

students by showing them the wide ranges of career opportunities open to people with backgrounds in Community and Social Change.

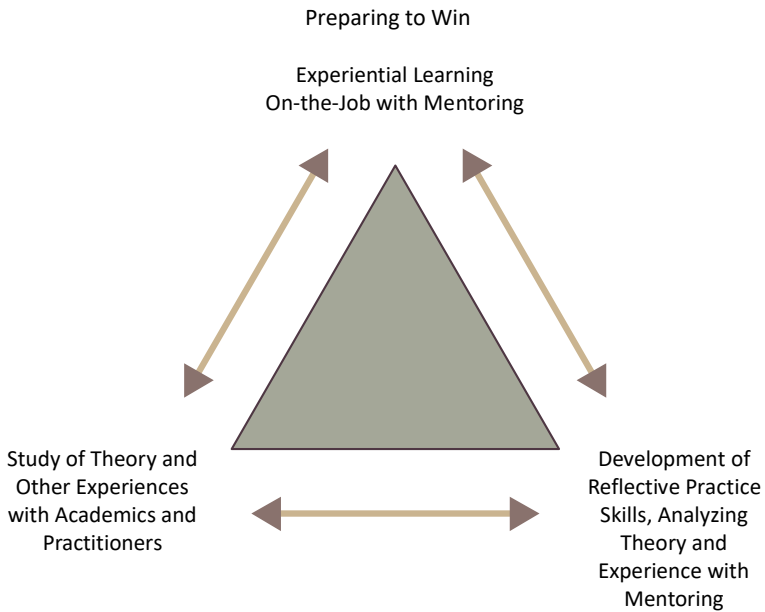
The DACUM study revealed that the cross-sector skills and knowledge which CCS graduates gain would open up career opportunities in a surprisingly wide range of organizations including —

- Community-based organizations and other constituency-based groups.
- Nonprofits advocating on issues and needing constituency involvement
- Nonprofits providing services to low-income people.
- Public agencies providing services and otherwise impacting poor people and communities of color.
- Electoral politics, including running for elective office, campaigns, and constituent services.
- Private sector jobs which are community-facing, including jobs in organized labor, the church, media, and business, including marketing, labor relations, and community reinvestment positions.

5. Teaching and Learning Methods

The NYU participants agreed on the critical importance of incorporating three learning methods into each curriculum. Together they reinforce each other, deepening the students' mastery of the subject and their ability to apply their new knowledge and skills in their community work. As illustrated below, **these three techniques for learning are** –

- **Reading and classroom work**, including attention to theory and to learning from the experience of others,
- **Experiential education** through field work with expert training and mentoring, and
- **disciplined reflection** to deepen a student's learning from both theory and practice.



All CCS programs use these techniques -- a cooperative educational approach which combines work, study, and reflection. Work on the ground in often challenging situations creates great opportunities for students to develop practical skills and test the theory and ideas they gain from reading and coursework and discussion. "Academic" study enables practitioners to go beyond the immediate issues they face to analyze their historical context, examine root causes and the roles various institutions play, and learn about the widely varying, often highly creative strategies which others have pursued in tackling those issues. And, as skilled organizers constantly stress, reflective practice – continuously cycling through a repeating process of planning, action, and reflection. – is a third element which is critical to continuing learning and to success.

6. Genuine Community + College Partnerships

CLP's central approach has therefore stressed the creation of local partnerships which bring together the knowledge and strengths of two key sources of expertise and capacity-building skills –

- Community-focused nonprofits, community leaders and organizers on the one hand, and

- Academic institutions and faculty with extensive community experience as well as success in educating students from minority and low-income backgrounds.

Both academics and practitioners can make tremendous contributions in developing people’s knowledge and skills related to community and social change. In particular, professional teachers are expert in helping people learn and develop their analytic and strategic capacities can add greatly to the depth of the understanding, thinking and learning skills of their students, be they traditional students or activists, organizers, developers, researchers, or otherwise engaged in bringing about social change.

Experienced practitioners also have vital roles to play as educators, bringing great knowledge and skills to teaching in this field. However, their full involvement in college-based programs is still rare. While some college programs involve practitioners as formal adjunct faculty-members, or in co-teaching with regular faculty, or as guest lecturers or “community scholars”, there are tremendous barriers to involving practitioners in these ways.

CLP works to create genuine partnerships between these two sectors, each of which can offer great educational value to students. We stress “genuine” because there are so many examples of pseudo-partnerships which adopt language stressing collaboration, while papering over the great power imbalance which usually exists between major institutions and small nonprofits, often resulting in top-down approaches in which a university, agency, or foundation imposes its model and its institutional priorities on its neighbors. Even when well-intentioned, such lop-sided relationships fail to create the levels of trust, mutual respect, and mutual support which are needed.

Creating a partnership and gaining support from both the community and the college is no easy task. It requires that the planners develop their own “organizing” strategy, including identifying and organizing supporters in the faculty, administration, student body and local community, analyzing how decisions are made and where power lies, creating an action plan, pursuing it assiduously, and constantly learning through reflection. (*See chapter 20 on partnerships.*)

With this expansion strategy, CLP is continually learning and adapting, discovering useful new lessons by testing different ways of creating local partnerships and programs, developing and adapting curricula, recruiting students and providing them with the support and practical experience they need to prepare for careers in this field.

Core Courses Offered Within the CLP Network

CLP's suggestions for the core CCS curriculum have evolved over time as we have learned from curriculum development at each site. CLP sites vary somewhat in the courses they offer, depending on what the local partners decide to emphasize and how much flexibility there is in the college curriculum for adding new courses and/or modifying existing ones.

However, to be part of the CLP Network, a program must offer students a set of courses aimed at building their knowledge, skills, commitment and vision concerning community and social change, preparing them for jobs, leadership or further education in this field. In particular, they must enable students to develop the initial knowledge and skills they will need to begin mastering “organizing”. These include competencies in reaching out to people of color and others with low-incomes, bringing them together, helping them identify and analyze common issues and how they might be addressed, and preparing them to develop leadership and take collective action on those issues.

As noted earlier, **these cross-sector competencies are in high demand in several sectors of the economy** – community-based organizations, other nonprofits, public agencies and politics, and in community-related positions with banks and other for-profit businesses. This point is dramatically illustrated in a recent chart from *Business Week* listed as high priority for employers are virtually identical to those developed by CCS programs. *(The BW chart is included in chapter 11 - Linking Students to Jobs.)*

CCS programs range from 3-5 core courses and range in teaching strategies and emphases, but these are the main topics covered in core courses at CLP sites. These are described briefly in the remainder of this chapter and described in greater depth in Chapters 12-18. All the syllabi in the CLP website's sections on

Curricula on Community Organizing and Community-Based Action Research include examples of practical experience and skill-building for students.

CLP's website includes materials drawn from different CLP sites for each of the courses which are offered most commonly. To access those teaching materials, go to www.clpclp.org/curricula/.

Core Learning Areas



1. Culture, Community and Becoming an Agent of Change

CLP sites share an understanding that – to prepare for life as an agent of social and community change – students benefit greatly from classes which help them develop their understanding of themselves, their fellow students, their community and the broader society. These include exploring their personal history and identity while delving into issues of race, class, power and privilege, internalized oppression, trauma and healing. It also includes analyzing structural racism and other biases and how they affect public policy and the behavior of

institutions and individuals, and learning how they can draw upon the strengths of their own culture and community.

These classes help students understand the communities and context where they work and to develop their capacities for reflection, critical thinking, active listening, conflict resolution and the building of groups, organizations, coalitions and alliances. Most importantly, they develop the students' sense of agency, of being able to change things.

“Without a minimum of hope, we cannot so much as start the struggle.”

— Paolo Freire

2. Community Organizing and Other Forms of Collective Action

CLP sites typically offer at least one full course on organizing – the theory and practice of various strategies for organizing people around issues they care about. These strategies include community organizing, community development, organizing to influence public policy, nonviolent action, building effective nonprofits and unions, and mobilizing movements and voters. These courses introduce students to the skills and knowledge they will need to be effective in increasing people's engagement in influencing the social, economic and political institutions and policies which affect them, to become full participants in our democracy.

3. Community-Based Action Research

Like organizing skills, community-based action research skills are of central importance to change agents. Change leaders must continually deepen their understanding of the realities they face – the community itself, a major issue it faces, the causes behind the issue, where power lies and how it can be countered.

Virtually every course offered by a CLP site integrates some level of experience with community-based research as essential background for taking action. In addition, several CLP programs offer full courses on Community-Based Action Research.

“The popular education approach centers on creating opportunities for people to increase their consciousness of the circumstances they live in, the root causes of those conditions, and how they can become actors in changing them.”

— Carlos Cortez Ruiz, Universidad
Autonoma Metropolitana

4. Understanding the Region -- the Issues, Politics, and Economy, and Lessons from the History of Struggle

CLP sites typically include courses designed to give students a strong understanding of the regional contexts where they will be working. These courses also develop the students’ analytic skills, enabling them to better understand new situations as they face them in the future. While these courses differ significantly, all are aimed at helping students understand their regions from a social, economic and political point of view while grounding them in lessons from the history of efforts by marginalized people to influence issues which impact their lives.

“In order to see where we are going, we not only must remember where we have been, but we must understand where we have been....

“I have always thought that what is needed is the development of people who are interested not in being leaders as much as in developing leadership in others.”

— Ella Baker

5. Capstone Projects and Internships

Most CLP programs conclude with a practicum or capstone project during which students work with others to make progress on a community issue. These projects typically involve students in applying what they learned from their courses and field experience to a community campaign or analyzing how an organization is addressing a community issue. This analysis includes examining their processes for identifying issues, involving their communities, developing a consensus on goals and strategy, planning and then acting to bring about change. The students’ research methods usually include participant observation, interviewing, other field research, and an assessment of lessons to be learned from the effort. This includes self-assessment by each student of their own skills, knowledge, and personal strengths and weaknesses as potential agents of positive change.

Internships provide invaluable in-depth experience on the job. However, most community college students cannot afford to give up part-time jobs for an unpaid internship. They need to be paid a living wage. Because of the immense importance of lengthy, well-planned and well-paid internships which provide directly relevant experiential learning, the Community Learning Partnership and its network have recently begun campaigns at the state and federal levels for substantial new government funding for well-paid **“Community Building Internships”**. **These would resemble apprenticeships in providing opportunities for low income and working class people to “earn while you learn” on the job**

and in the classroom, earning college credentials while preparing for careers in community health, sustainability, caring services and other careers helping strengthen the social fabric, community resilience and democratic participation and leadership. CLP has recently received funding to collaborate with local partners in five California cities in developing detailed plans for launching a California Youth Leadership Corps along those lines in 2021. *(See Chapters 13 and 23 for more information on this exciting breakthrough in paid internships.)*

6. Other courses

CCS programs also offer such electives as —

- Advanced community organizing, campaigns and movement-building.
- Political theory, democracy, history of social movements and social reforms.
- Social media and communications strategies for social change.
- Legislative and electoral organizing strategies.
- Nonprofit management.

Courses on such specialized issue areas as community health, criminal justice or gentrification may also be offered at a community college or a university.

STUDENT STORIES

Angelica Esquivel, on Building a Network Through Organizing

As a high school student, CLP Executive Committee Member Angelica Esquivel didn't think college was for her. Sure, it seemed prohibitively expensive. But mostly she figured the challenges to obtaining higher education as an undocumented student were insurmountable.



"I wasn't really ready," Angelica admitted. "I never thought I would go to college because of my status so I hadn't really prepared myself mentally to go."

Her senior year of high school, however, that all changed when an outreach coordinator from DeAnza College came to speak with students and do placement testing. "My cousin and I went and asked him: 'Can we take the placement test and go to DeAnza if we're undocumented?'"

When answer came back an unequivocal "yes," Angelica wasted no more time in pursuing her education. "I started at DeAnza in 2009 and right away I joined the student club for undocumented students, called I.M.A.S.S., that was just getting started," she said, using the group's acronym, which stands for Integral Movement for AB 540 Student Success. "That's where my activism started," Angelica said.

Through I.M.A.S.S., she learned about the Vasconcellos Institute for Democracy In Action (VIDA), which in turn introduced her to Cynthia Kaufman, VIDA's director. Cynthia informed her of the Certificate in Leadership and Social Change (LSC) program, which was just starting up in the fall of 2011. After joining the LSC program and becoming an intern

with VIDA she worked on institutionalizing a resource center at De Anza Community College. The resource center is called Higher Education for AB 540 Students (HEFAS) and has been serving undocumented and low-income students for the past 5 years.

“When I read more about the LSC program and the classes, I thought: ‘This is perfect! I don’t have to take random classes to learn more about civic engagement, I can take the classes for the Certificate.’”

By the time Angelica enrolled in the LSC program, it was her fourth year on campus. “I was already really active in movements on and off campus, mostly around immigration,” she said. But being part of the LSC cohort helped her connect more with students who were similarly active and passionate, but on a whole array of community issues.

“It broadened my thinking about movements and how issues are connected,” she said. Angelica said she benefitted most from being part of a close-knit cohort of students, whom she studied and worked with through the



LSC coursework. “Students were there because they chose to be there,” she said of her cohort. “It’s not just a random group taking the class because it fit their schedule. Everyone was involved in social justice because the issue affected them or someone they know.”

Her cohort didn’t always agree ideologically or politically, Angelica pointed out. “But having a consistent group to work with created a safe space where we can be open,” she elaborated. “And you need that safe space because a lot of social justice is about being vulnerable. We don’t all have to agree but we have to be willing to hear and respect what other people have to say. For me, having that space to share about my life and experiences and learn about other’s was really important.”

Angelica also appreciated how the LSC classes relied upon the lived experiences of the students in the classroom. “Usually, it’s the other way around,” she said. “You take what you learn in the classroom, and then apply it in your life.” In the LSC classes, she said, “I brought to the class what I had from my experiences on the streets. That’s the whole message of LSC—Come here with your experiences. Your experiences are important.”

“Students were there because they chose to be there,” she said of her cohort. “It’s not just a random group taking the class because it fit their schedule. Everyone was involved in social justice because the issue affected them or someone they know.”

Angelica’s first job after obtaining her four-year degree was with a social justice nonprofit called Transnational Institute for Grassroots Research and Action (TIGRA). Even though she was new to the professional nonprofit world, she felt her classwork through the LSC program gave her a leg up in her new position.

“Thanks to LSC, I had the vocabulary and concepts I needed to understand the ideas and strategies we were using,” she said. “When you come from DeAnza, and especially with the full-on training we get through the LSC, you come out and lead with a certain kind of experience. A lot of people running nonprofits have been there for more than 20 years and yet they never received that kind of training.”

Angelica then worked at San Mateo Adult School as a college and career counselor. Here, too, she found opportunity to apply what she’d learned through LSC to her community change work and professional life. For me, having a Certificate in Leadership and Social Change at the college level is really important,” Angelica said. “When I interviewed for the jobs I’ve had at TIGRA and the school district, they would point to the Certificate on my resume and ask me: ‘So what is this Certificate about? What did they teach you and what kinds of skills did you learn?’ I’m always very proud

to list the Certificate on my resume and explain what it is—that I have these extra skills and knowledge.”

Angelica also attributes the LSC program for helping develop a useful network. “In the LSC, we had to do community service hours every quarter,” she said. “That was great. Cynthia would bring nonprofits with different volunteer opportunities to meet with us, and that’s how I met TIGRA. “

Her time in LSC also provided her with a surprising source of comfort, given the current political environment. Angelica says she, like many around the country, is concerned about the potential reversal of the Obama-era Deferred Action for Childhood Arrival (DACA) program, which allows children of undocumented individuals to work and study legally in the country. But the LSC program, she says, helped her to build the confidence to face whatever the future has in store.

“Of course I want DACA to continue,” she said. “But I lived before DACA and I can live after DACA. If it doesn’t survive, I know I’ll face obstacles. But I also know that I’ll still have possibilities.” If DACA is repealed, for instance, she and some friends from LSC have considered starting their own nonprofit. “Nonprofits can have private funding,” she said. “We can still be entrepreneurs even without DACA.”

“I feel very confident that there will always be a space and place in the community organizing and social justice world for me to work and volunteer in,” she continued. “I see myself doing this work for a very, very long time.”

Angelica is now back at De Anza College as the Program Coordinator for VIDA. She says she is honored to work with the program that gave her the tools to become a change agent in the community and pass the knowledge to current and future LSC participants. She is also the Director of HEFAS, the program she co-founded, which is now part of VIDA.

Profile by David Dodge

Section 2



KEY ELEMENTS AND STRATEGIES

“We just have to convince other people that they have the power. This is what they can do by participating to make change, not only in their own community, but many times changing in their own lives. Once they participate, they get their sense of power.”

“Once you see the outcomes and the results, and you see how many people are helped and benefitting, you want to keep on doing it because it’s so simple.”

— Dolores Huerta

3. Labor Market for Community Change Studies Graduates

The principal reason CLP was created was to develop pipelines of grassroots leaders and community-builders with the passion, knowledge and skills to build strong grassroots organizations and create positive change in communities like their own.

While preparing leaders and organizers for community-based organizations is central to our mission, since CLP’s inception we have seen it as equally essential to prepare low-income people and people of color for influential staff and leadership roles in other sectors of society – other nonprofits, government and politics, unions and business. Those entities must be pushed from within as well as from the outside to support significant social change and greatly improve opportunities for people often left behind. Progressive, skilled, and committed people are needed to work within those powerful institutions as well as to lead grassroots organizations because “inside/outside strategies” and collaboration are particularly powerful strategies for fundamental reform.

As we expected when we began our work, most CLP graduates enter careers in the fast-growing nonprofit sector. Other graduates choose careers in the public and private for-profit sectors where there is a strong demand for people of color and others from blue-collar and low-income backgrounds with strong cross-sector skills in critical thinking, problem-solving and strategy, and in bringing people together and building teams to tackle major challenges.

CLP’s Labor Market Analysis:

As CLP seeks to scale up our national impact, we know that nonprofit employment is projected to continue growing rapidly: According to a study by Johns Hopkins’ Center for Civil Society Studies, **the number of nonprofit jobs is growing at three times faster than jobs in the business sector, and their growth is steadier and less affected by recessions. The public sector will also grow rapidly:** the Center for State and Local Government Excellence projects a 4% growth in state government employment and over 7% in local government employment between

2016 and 2026. As we look ahead, we therefore see demand for a skilled community change workforce growing. The CLP Network's programs are well-positioned to help meet that demand.

In its early days, CLP conducted a study of the labor market in Southeast Michigan, where we subsequently helped develop two college pathways in the region. The study focused on nonprofit, for-profit and public sector careers. It consisted of both an analysis of available jobs across sectors, and focus groups with representatives from 75 local community groups, nonprofits, and government agencies which address issues ranging from community health promotion to youth development, neighborhood improvement and economic development.

Focus group participants were asked whether the leadership skills and competencies students acquire in our programs were relevant to their workplaces, whether they would hire our graduates, what additional elements they think our programs should include, and how they would like to be involved with our programs.

Key findings from this DACUM study, *Community Change Leaders in Southeast Michigan: A Study of Workforce Demand and Academic Curricula*, (*posted on CLP's website www.clpclp.org/publications*) included the following:

- **The Skills and Capacity Gap:** Community partners and potential employers face challenges finding experienced and skilled staff and emerging leaders with the backgrounds, skills, knowledge, and commitment needed to work on the region's most pressing issues. They find it especially hard to find people of color and others who have both first-hand experience with issues of poverty, neighborhood decline, and inadequate services and the needed knowledge and skills.
- **The Demand for CLP Graduates:** The community partners and potential employers expressed a clear demand for and interest in CLP's Community Leadership programs. They indicated the Certificate and Associate Degree would result in an increase in employee earnings. Thirty percent indicated they were not likely to find candidates with these skills in the current local job market. Over 85% indicated there is a need to develop CLP skills within their existing staff, and over 90% reported being interesting in hiring someone with a Certificate or Associate Degree in Community Leadership.

- **Relevance of CLP Skills:** Community partners and potential employers value the cross-sector skills gained by students in CLP programs. The skills learned are applicable to a wide range of community-oriented occupations and job postings requiring skills in team-building, strategic planning and community relations.
- **Value of Applied/Experiential Learning:** The community partners emphasized the importance of applied and experiential learning as well as credentials. Collaborating with community partners to identify specific opportunities for more project- and work-based learning opportunities is an important way to engage practitioners from the field in the teaching and learning process and ensure the courses being offered are closely aligned with specific, community-based issues and work. It also reinforces links between our students and potential future employers.

This early research demonstrated the need for a dramatically new approach to preparing people from disadvantaged communities for careers in community-building and leadership. It also helped CLP define the competencies which its students must develop to qualify for community-serving careers in the nonprofit, public and private sectors. This market study guided our planning and early success and has continued to inform our evaluation systems, program development and community partnerships. Our subsequent experience in a range of other settings has confirmed the findings and conclusions of the Michigan DACUM study.

A large majority of CLP students enter our core classes and Certificate/Degree programs already caring about social issues in their community, but they don't know what they can do to bring about change. Through our classes and programs, they learn concrete skills, get exposed to community-change careers, and develop a sense of direction and agency as leaders who can effect positive social change.

The findings from a recent CLP alumni survey suggest that our model is working. Of those who are working, **over 60% have found jobs with nonprofit organizations, government agencies, or educational institutions where they can contribute to community change.** These alumni work on a variety of issues, including access to health/mental health, education, community economic development, youth development, immigration, and environmental justice. Alumni have a variety of roles in these organizations, including community

planning, organizing, policy research and advocacy, direct service (e.g., counselors, case managers, peer navigators), and administrative support.

In smaller proportions, CLP students find work in the private sector, including starting small businesses that contribute to community economic development or working in community-facing positions, including community relations, outreach, community reinvestment and research.

However, some also struggle to find meaningful community change-related jobs and end up in jobs unrelated to their interests or goals. The experience of these students demonstrates the need for additional support navigating career pathways and obtaining well-paid student internships and part-time employment which is directly relevant to their career education.

Since many employers require **Bachelor's Degrees**, many CLP community college students enroll in BA programs that continue preparing them to be effective change agents. At the upper division level they prepare for careers in such fields as social work, urban planning, criminal justice, community and public health, public policy and public administration – all of which need people with the cross-sector skills our graduates have mastered. Our Network stresses the importance of creating articulation agreements and other bridges to ease the path for community college graduates to pursue advanced degrees and further develop their competencies in promoting positive community and social change.

Cross-Sector Skills and Issue-Specific Knowledge Students Learn and Career Opportunities for Them:

Employers from the nonprofit, governmental and private sectors all greatly value the cross-sector skills which CLP students gain. See chapter 11 on Linking Students to Jobs for listing of cross-sector skills businesses look for, as an illustration of how diverse the career opportunities are for CCS graduates.

In Community Change Studies programs from high school and early community college through their career education, students continually deepen their competencies in the following cross-sector skill areas:

1. Team-Building and Organizational Skills

- Interpersonal and relationship-building skills.
- Skills in bringing people together, team-building and reaching consensus.
- Skills in leading groups in problem-solving, planning and developing strategies for action.
- Other leadership skills, including skills in taking action, attracting support, reflecting on experience, refining plans for future action, and developing the capacity of others to lead.
- Developing advanced management and leadership skills over time.

2. Understanding and Capacity to Act in Diverse Communities

- Self-awareness, sense of identity and self-confidence.
- Understanding of culture, race, class, gender, power and privilege.
- Capacity for thinking critically and adapting to different contexts.
- Ability to analyze and understand different situations and communities, their culture and the broader economic, social and political environment, institutions, and actors.
- Skills in mediation and developing mutual respect and understanding.
- Skills in “managing”, starting with understanding and “managing” self, being systematic, and following through.
- Preparation for lifelong learning through reflective practice, evaluation and organizational learning.

In addition, as students advance along their education/career pathways and begin concentrating on the specific issues which most concern them, focusing on courses, field assignments, internships and connections related to those issues, they have opportunities to deepen their issue-related knowledge and skills as follows --

3. Issue expertise (e.g. jobs, youth development, community health, criminal justice, community development, etc.)

- Understanding the immediate issue and its root causes.
- Understanding the underlying policy, resource and institutional issues.
- Understanding how key decisions are made on an issue, who makes them, why, and what points of intervention exist.

- Identifying potential partners and allies inside and outside key institutions.
- Being equipped with the facts, technical analysis and strategic insights needed to influence decision-making.
- Developing vision and direction for achieving growing, long-term success on the issue.

They also begin to consider the full range of potential future employers they want to research and cultivate so they're well prepared to compete for the jobs they want most. The following section lists many of the types of employers which need people with their values, knowledge and skills.

Potential Future Employers for CLP Program Graduates:

COMMUNITY-BASED ORGANIZATIONS AS POTENTIAL EMPLOYERS

- *Neighborhood organizations.*
- *Community organizing groups.*
- *Youth organizations.*
- *Congregation-based organizations, churches and community ministries.*
- *City-wide membership associations and coalitions.*
- *Civil rights, women's and other membership organizations.*
- *Community-based services groups – addressing health, youth, housing, reentry, jobs, addiction, or other needs.*
- *Economic and Community Development Corporations, or CDCs*
- *Social and political movements.*

OTHER NONPROFIT EMPLOYERS WORKING ON COMMUNITY ISSUES

- *Advocacy groups seeking members, staff and leaders from communities of color/other affected communities.*
- *Major nonprofits pursuing policy change.*
- *Hospitals and clinics needing people skills and outreach.*
- *Social services and youth-development agencies needing people skills and outreach.*
- *Nonprofits needing these skills in management.*
- *Criminal justice, community security reform and reentry.*

- *Employment and training.*
- *Housing and community planning.*
- *Addiction services.*
- *Community and mental health.*
- *Day care and child development.*
- *Public schools and education reform.*
- *Green jobs and environmental justice.*

COMMUNITY-FACING GOVERNMENT AND PUBLIC SERVICE POSITIONS

- *Elective office.*
- *Voter registration, turnout and electoral campaigns.*
- *Campaign staff positions.*
- *Community relations staff for elected and appointed officials.*
- *Front-line, community-facing government services – health, youth, etc.*
- *Neighborhood planning and development.*
- *Community policing and justice reform.*
- *Teaching and youth development.*

PRIVATE SECTOR POSITIONS NEEDING THESE SKILLS AND BACKGROUNDS

- *Small business development serving lower income communities.*
- *Marketing and sales.*
- *Customer services and community relations.*
- *Community reinvestment and corporate responsibility.*
- *Labor relations.*
- *Management requiring skills in –*
 - *Facilitating groups and leading teams.*
 - *Strategic thinking.*
 - *Dispute resolution/consensus building.*
 - *Human resource management.*
 - *Supervision of other staff.*

See Appendix A for listing of many relevant job openings as of January, 2020, including many family-supporting careers for which a Community Change Studies background and related credentials are very helpful.

4. Educational Pathways with Stackable Credentials

“You must be able and prepared to give until you cannot give any more. We must use our time and our space on this little planet that we call Earth to make a lasting contribution, to leave it a little better than we found it.”

— Former Congressman John Lewis

CLP’s founders brought people together from across the U.S. and around the world to advise on how to create new educational pathways to prepare people who have experienced poverty and discrimination to become the next generation of staff and leaders for the front lines of community change work -- strengthening communities, providing essential services with understanding and compassion, and addressing the issues which most concern them and their neighbors.

Our pathways include several steps, with opportunities for students to enter at different stages and to earn useful credentials as they move along the path. With our help, local community leaders and educators have designed each step to attract and serve the needs of students with limited incomes who have faced the challenges of poverty, discrimination and powerlessness.

The large majority of students enter CLP core classes, Certificate and Degree programs already caring about social issues in their community – from access to affordable housing, education, and health care to poverty, racism, and inequality – but not knowing what they can do to bring about change. Through our classes and programs, they learn concrete skills, get exposed to community-change careers, earn invaluable college credentials, and develop a sense of agency as leaders who can effect positive social change.

CLP's approach creates **step-by-step pathways that enable students to continually deepen the competencies they will need for the community change careers they plan to pursue.** Competencies -- what a person knows, knows how to do and has the confidence to do -- are the building blocks of career mobility since they can be acquired through education and work-based experiences and must increase in range and complexity as an employee gains increased responsibility and experience. Competencies are the currency that builds a resume and lets potential employers know what you know how to do. *(Chapter 3 describes CLP's initial job market, or DACUM, study and details on the kinds of job for which a CCS background is especially helpful.)*

Our competency-building approach enables students (and midcareer practitioners) to see a clear road map to life-long careers as community change agents working with a wide range of employers, especially those from the nonprofit and public sectors. This approach builds on CLP's initial job market research, which identified foundational, mid-level, and senior-level competencies in occupations our graduates typically pursue. These models are being further developed based on specific employment sectors using our CLP student, graduate and alumni experiences, and focus groups and interviews with community practitioners, community-based organizations, and academic institutions.

Competency-Based Career Pathway



Key Elements in Fully Developed Pathways:

CLP's *Pathways to Careers* are designed to eventually include four main steps. These steps are built one at a time, most often starting with a Community College Certificate or Degree because those programs offer great advantages in reaching large numbers of students with limited incomes, including many from communities of color, and issuing credentials which increase job opportunities and upward mobility.

CLP helps local community and academic leaders build increasingly ambitious and comprehensive pathways with the goal of eventually including –

- **College Credit for “Prior Learning”** – many people with great potential for careers in community organizing, planning and development have already developed extensive and relevant college-level knowledge and skills; a key strategy for increasing their upward mobility is through enlisting a higher educational institution in arranging for people to earn college credits for what they already have learned through community leadership or life experience, training programs, on-the-job learning and volunteer work. *Chapter 5 describes how this can be done through “Prior Learning Assessment”.*
- **Dual Credit for High School/Early College Courses** – the development of high school/early college courses preparing students for careers in community building and change leadership by enabling them to earn college credits which give them a head start toward earning a Degree or Certificate from a community or four-year college. *Chapter 6 covers this topic.*
- **Community College Certificates and Degrees** – the creation of Certificate and Associates’ Degree programs which offer courses in community-building and change leadership while accessing directly relevant on-the-job experience through internships and a practicum. Moving from taking one or two courses to earning a Certificate and then taking the additional courses needed to earn a Degree from a community college, a student can enter the workforce at any stage or, if it’s feasible, choose to expand their skills, knowledge and salary potential by continuing their education.

- **Bachelors' Degrees** --Some will choose to defer taking advanced courses and earning a BA until after working for several years, gaining on-the-job experience, and being able to save funds to pay for that advanced education.

The CLP Network is considering helping local partners develop systems of micro-certificates or “**badges**” or that describe and certify the increasing levels of competency students have developed as they complete courses and progress toward a College Certificate or Degree. We plan to test whether such a system helps students develop a sense of accomplishment, motivates them to continue on, and, if they need to work part-time, helps them gain access to paid internships and jobs which are directly relevant and helpful to their career development.

CLP has based its planning on the knowledge that many of our priority students would, for financial or other reasons, benefit from a flexible, step by step pathway which issues useful credentials at every step so they can access increasingly desirable part- and full-time jobs to help them meet their financial needs. The combination of education and work experience forms a pathway to a lifetime career as a change agent.

Community Colleges very often are the starting point for developing an increasingly extensive pathway. They offer four major advantages to community leaders and others who want to create a strong new stream of knowledgeable and skilled community organizers and change agents. First, because they are less expensive than public universities, they are the most affordable route to a higher education for people with limited incomes. Second, they attract large numbers of older as well as young students who have directly experienced poverty and discrimination – a distinct advantage for working in communities facing these issues. Third, they have very high admission rates and are thus unusually accessible to students whose public schools may well have been underfunded and inadequate. And fourth, they are accustomed to developing new career pathways by collaborating with associations of employers which need people with skill-sets and knowledge which prepare them for particular careers.

We have a strategy for moving students along an educational pathway that propels them into careers in community change. In addition, we have learned what additional supports students need to both enter into community-facing

careers and move into leadership positions where they can effect lasting change. *Chapters 8-11 below describe those supports.*

CLP's approach is ensured by partnership agreements among groups representing potential employers and high school, community college and university programs in community-building and leadership. Students continually deepen their skills and knowledge as they proceed along the pathway and choose when it's best to enter the community change workforce on a part- or full-time basis. *See chapter 20 on Partnerships.*

STUDENT STORIES

How Leadership Students at Macomb College Are Channeling Their Histories Into Action

The Community Leadership Certificate at Macomb Community College in Detroit is often used to enhance any number of degrees at the college, including those in the public service and social work.

Bob Anderson, a 52-year-old graduate of the certificate program, originally from Troy, Michigan, spent 28 years in prison prior to enrolling at Macomb College. And at first, he had little interest in pursuing higher education.



“I wanted to be a truck driver when I first got out,” he said. “I figured it would be easy, and a decent paycheck, but I couldn’t get the funding to afford the license.” So instead, he enrolled in school. He figured he’d eventually be able to find the money he needed, through a combination of grants, loans and work, to afford the license, so at first he said he just enrolled in “whatever coursework tickled my fancy.” He took a geology course, for instance, and a welding class.

Eventually, however, he met Professor Rachelle Zaranek, who introduced him to the CLP program, and helped inspire him to consider

his educational future. “Once I realized I wanted to pursue a degree, I got everything together, and took all the coursework I needed to for the community leadership certificate,” he said. Eventually, he transferred to Oakland University, where he is currently pursuing his social work degree.

He completed the certificate program at Macomb, and says he’s taken much of what he’s learned with him as he continues pursuing his studies. “I learned a lot about politics, politicians, lobbying, activism, social policies, workplace psychology, organizations, types of people, types of leaders,” he said.

As for his plans once he graduates with his degree, Bob says he’ll be “somewhere helping people,” he said. “I’m trying to turn my negative past into a positive future.” He says he specifically wants to work with others who have experienced incarceration since he knows, first hand, the many barriers that come along with those touched by the criminal justice system.

“I want to be an example to others to take advantages of the opportunities like the community leadership certificate when they come your way,” he said. “Once you’re out of prison it can help you stay out.”

“If what you hope to do is deal with people or care for people — really, anything to do with people — I definitely encourage you to look into the program.” —Isaiah White

Isaiah White, a 34-year-old graduate of the Community Leadership Certificate from Highland Park, Michigan, enrolled in the army in 2002, where he served until receiving a medical retirement discharge in 2014. That same year, he started at Macomb College with a simple goal in mind: “I wanted to find ways to help other veterans,” he said.

Isaiah figured the best way he could do so was through pursuing a social work degree. “I suffer from PTSD myself,” he said, using the acronym for Post Traumatic Stress Disorder. He said he personally understands, then, the beneficial role that psychology and social work fields can have

on the lives of veterans. “There’s such a high suicide rate among veterans, we really need people to talk to, but it can be hard for a lot of people to relate,” he said.

The most impactful part of the Community Leadership Certificate, he says, was the internship, a required component of the program, which he fulfilled at the Veterans Service Department of the college. “I learned there how important it is to not just have the veterans involved in these conversations, but their families, too,” he said. “Change doesn’t come without the families.”

Isaiah sees the applicability in the organizing and leadership components of the program to his future career —skills that couldn’t be more different, he says, from the way he was taught leadership in the military. “It’s easy to just point at someone and give direction and say, ‘do this,’ and expect people to not question whatever your superior tells you,” Isaiah said of his military training. “It’s a lot harder to understand what might motivate someone to do something, or how to guide someone to where they need to be.””



As for other students at Macomb who are considering the Certificate, Isaiah has this piece of advice to share: “If what you hope to do is deal with people or care for people — really, anything to do with people — I definitely encourage you to look into it,” he said. “The program helps you start to pay attention to things you might have been ignoring before.”

5. Earning Credentials Before College

Social movements, community struggles and neighborhood improvement efforts constantly surface people with the potential to become leaders, organizers and advocates as they learn from further experience and study. However, there seldom are systems for developing emerging leaders to take on greater responsibilities or to prepare for lifelong careers tackling vital issues and projects with increasing skill and sophistication. Only a fortunate few have an opportunity to work closely with and learn from skilled organizers and leaders who groom them for increasing responsibilities and even for family-supporting careers.

Can colleges help these emerging leaders increase their skills, knowledge and opportunities for growing responsibilities and authority earning family-supporting incomes? Obviously, the answer to this question depends on the academic program and priorities of a particular community college or university. They all have the great advantage of being able to provide credentials which can help open career and leadership opportunities for people, particularly for those who face discrimination or other obstacles. However, the challenge is to convince colleges to become serious about their civic obligation to help develop future generations of leaders and organizers of positive change, especially in communities of color and low-income and working-class neighborhoods.

The CLP Network's programs are aimed at rectifying this situation by creating new step-by-step educational pathways based on partnerships between community leaders and local community colleges and public universities and committed to this goal.

In addition to high school and early college programs in Community Change Studies, there are several other routes onto educational pathways preparing people for careers in community organizing, civic leadership and community-based research. These all relate to what prospective students may have already learned through experience.

Since people need to find ways to expedite their progress towards earning college Certificates or Degrees, CLP's strategy includes exploring several practical short-cuts.

1. Prior Learning Assessment (PLA) Providing College Credit for Learning Gained Through Experience:

Prior Learning Assessment, or PLA, is a flexible way of earning college credits for college-level knowledge which students gain outside a traditional college classroom. PLA is accepted by hundreds of colleges throughout the US and around the world. It is based on the understanding that people can learn in many ways outside colleges as well as inside. They can learn from workshops, experience on the job, as leaders or volunteers, or through their life experience. PLA is based on the belief that all learning should be recognized and accredited, whether or not it occurred in an educational institution.

Many people have already learned enough to earn college credits through PLA. One Buffalo leader recently reported that he had earned 29 college credits for his life and work experience, making it relatively easy to complete a Degree.

Many community colleges are prepared to test students for their prior learning, while others have not yet developed that internal capacity. CLP is currently searching for a college partner to work with us nationally, enabling all our network's students to have access to PLA as an important shortcut to earning college credentials and entering a pathway toward college Certificates and Degrees.

This approach is particularly useful for community leaders and organizers, given what they may have learned about assessing community needs, issues and assets, team-building, campaign planning and strategizing, coalition-building and the like. They may earn college credit from what they have learned from –

- Their experience as an organizer or leader.
- Learning from other jobs as well as life experience.
- Learning from training, youth and leadership development programs.
- College courses they've already taken in the US or other countries.

PLA allows students to reduce the amount of time it takes to earn a college Certificate or Degree, and this shortcut reduces their tuition costs. Furthermore, studies show that students earning PLA credits actually have higher graduation rates than other students – their practical experience pays off in many ways.

“There is a growing awareness that learning from experience, gained in a variety of work, politics and civil society contexts including, should be more substantially acknowledged and rewarded, especially in educational institutions.”

— **Council for Adult and Experiential Learning, or CAEL**

PLA does not refer to credit for the experience itself; rather, it is credit for the learning from that experience. If that learning is at a college level, it can be tested and given credit by a college through a PLA process. That process may involve documentation from training programs or past employers, tests and/or interviews, or preparation of essays or a portfolio demonstrating what a student has learned.

In short, PLA can be an important first step on a pathway to college credentials and a career. If students start with college credits already in hand, they can enroll in one or more courses which build on what they already know and continue on to earn a Certificate in Community Change Studies or a related field. That credential would be invaluable in itself, and also a big step toward moving farther along the educational pathway, learning more through additional courses and then earning Degrees at the Associate and/or Bachelors levels.¹¹

2. Pre-Certifying Learning Through Training Programs:

Unfortunately, there seldom are formal links between the many excellent training programs which organizing networks, community-based organizations and other nonprofits offer to young people and emerging leaders. While a PLA program may help someone demonstrate what he/she has learned from such programs, it

¹¹ See paper by Laurien Alexander, Vice Chancellor, Antioch University, *Advancing College Education for Communities and Democracy* at www.clpclip.org/publications

is well worth exploring whether a college partner will consider an alternative strategy. Are they willing to certify that a particular training program provides college-level learning and that any person who completes the training will automatically be given credit toward completion of some of the learning goals of a particular college course?

There are many examples of training programs which teach at a college-level, such as the national organizing networks' three full days of training by highly experienced community organizers, Camp Wellstone Weekends' classes on strategies and tactics for electoral organizing, and Continuing Education Credits earned through a university-based training program or on-line courses like those offered by EdX and e-Cornell.

Equally worthy of recognition are intensive leadership development programs for youth like the Black Male Leadership Program which Buffalo's Say Yes to Education offers to young men. One cohort of young Black men in this program learned initial organizing skills by collaborating in planning, organizing and then reflecting on what they had learned from a joint campaign through which they convinced authorities to revamp the bus-pass policies so students could travel free to afterschool activities, jobs, appointments, etc. That kind of experiential learning deserves recognition as a valuable part of their education and, whenever feasible, should be considered as part of their academic record.

It may be difficult to make such an arrangement with a college, but it offers great advantages to students who already have relevant experience. It also can strengthen partnerships with local practitioners: it demonstrates that the college respects and values the educational value of community-based learning and the partnership roles which local nonprofits and public agencies can play.

3. Participating in Public Allies, VISTA and Other Americorps Programs:

Graduates of Public Allies, VISTA and other federally funded Americorps programs often emerge from their year of service highly motivated to continue working in underserved communities. Many are promising candidates for further experience, training and education aimed at enabling them to enter long-term family-supporting careers working on issues of poverty, race, employment, community health and safety, and other issues. In their early years these

“volunteer” programs were a very significant stream of talent for organizations working for reform and positive change: they then stressed community organizing and advocacy as keys to significant progress, but – because of political opposition – that emphasis was blunted.

Nevertheless, CLP’s local affiliates have developed highly productive partnerships with such programs. This has worked especially well with Americorps’ grantee Public Allies because – like CLP – Allies emphasizes leadership development and the recruitment of people from lower income backgrounds and communities of color.

One early CLP initiative was a partnership with a citywide housing coalition – the Association for Neighborhoods and Housing Development in New York City. ANHD’s member organizations had grown increasingly concerned about the shortage of promising entry-level organizers of color whom they could recruit for jobs working on tenant and other housing issues.

CLP helped ANHD raise funds, plan and launch a partnership with Public Allies New York and create a Center for Community Leadership, which each year recruits, provides stipends to and places 10 young people to learn organizing on-the-job four days a week and in class the fifth day. The tenth cohort recently graduated, bringing the total number of graduates to almost 100, substantially boosting the level of action and collaboration among grassroots groups concerned about housing and community development in the city. (The CCL/ANHD program is not linked to college courses or credentials. It nevertheless is an impressive model for possible replication elsewhere.)

In Los Angeles, CLP’s affiliate CD Tech for many years has operated a major Public Allies program alongside its community college Certificate or AA Program. This leads to unique collaboration, giving Allies an opportunity to take courses for credit at Los Angeles Training and Technical College, and, if they choose, to continue their studies after completing their service as an Ally. In addition, this symbiotic relationship makes it easy for AA graduates to join the Allies program for a year of intensive on the job learning experience.

6. High School, Early College, and Youth Development Programs as Entry Points

In communities with substandard schools and tough social conditions, it is helpful to find new ways to reach and motivate students when they are young. An underdeveloped but increasingly important route into community change careers involves focusing on high schools in low-income and working-class neighborhoods. The CLP Network has therefore begun exploring the potential of “Early College High Schools” and other dual enrollment programs for introducing students to leadership and action on community issues.

Early College High Schools allow students to earn credits toward an Associate Degree in addition to a high school diploma. They are rapidly expanding and evolving to offer broad exposure to college-level coursework, and in some cases, career training. Currently, as part of the Early College High School Initiative funded by the Bill and Melinda Gates Foundation, more than 280 early college campuses have proliferated over 31 states and the District of Columbia, giving at least 80,000 students the opportunity to acquire free college credits. And this number does not account for early college high schools not funded by Gates.

The CLP Network currently includes two pilot programs in high schools linked to community colleges. CLP’s pilot high school/early college program in Detroit enrolled 15 high school juniors in a Community Leadership Program which offered them 19 college credits for taking a series of courses being offered by faculty at Henry Ford College – a community college -- and the high school.

This initial cohort started with a class on College Success, taught by a high school teacher who specializes in preparing students to succeed in college and whose course had been approved by the Community College. In their next semester, students took Introduction to Community Leadership Studies, a four-credit course taught on the high school campus by a Ford College faculty-member whose course had been vetted and approved by Henry Ford as college-level.

In year 2 the students began commuting by school bus to Ford College for two courses which were taught back-to-back to minimize their commuting time.

Those were an Introduction to the Fundamentals of Community Leadership and a sociology course on Working in Diverse Communities. The final twinned courses were an Internship, and an Introduction to U.S. Government which emphasized democratic participation. Graduates then had a smooth transition to the community college campus and an expedited path to earning a Degree.

Unfortunately, in the downsizing of Detroit's school system, Cody High School was closed and the program therefore closed down.

Despite this setback it is clear that there are growing opportunities for reaching teenagers through high schools and youth leadership programs.

- There is a growing number of “social justice high schools” in the US -- public or alternative nonprofit schools which include courses on social justice issues, history, strategies, etc. Make the Road New York is a strong community organizing groups with a solid membership in immigrant and other communities, and two of its own social justice high schools, or “leadership academies”. Prof. Charles Payne’s Teach Freedom has rich examples from African American Experience, including schools run by the Black Panthers and a network of schools connected to the Children’s Defense Fund. Organizing courses at Hartford’s Capital Community College are also offered in a local social justice high school.
- High schools which are involved in “The Mikva Challenge” offer a well-developed curriculum in “action civics” which has been refined over 20 years of its use in 22 cities, eventually reaching over 100,000 students. It is designed “to engage young people in meaningful civic action and coursework designed to teach student about their rights, how to get engaged in local and national politics, voter registration and turnout, hosting forums and speaking out on issue. Mikva offers a 250-page curriculum including exercises, resource materials and worksheets.
- Generation Citizen is another source of excellent materials for high school (and primary school). It, too, has a remarkable curriculum aimed at motivating and equipping students to become involved in civics. It has particularly good materials on participatory action research as a learning and action tool, all of which are available online. And The Institute for Civic-Organizing, or TICO, is developing teaching modules,

lesson plans and other material for inserting civic-organizing skills and knowledge in K-12 schools.

- The large network of “Community Schools” which help low-income students thrive and learn by offering them wrap-around services including free meals, tutoring, counselling, health and mental health services also speaks of building community partnerships aimed at helping strengthen the nearby community, building on its assets and prepare students to be active citizens. However, the potential for developing robust relationships along these lines depends on local school leadership rather than any national directive.

STUDENT STORIES

Reforming Student Government

Nyeelah Rousseau, a student in the CLP-affiliated Urban Community Change program at West Chester University in Pennsylvania reached back into her old secondary school to “give back” by helping high school students apply what she was learning about getting people involved in creating positive change. She hopes that her program will help recruit young people into a community change pathway.



“That very first day we defined what we wanted student government to look like at the school – Are you just voting on prom themes? Or do you want to go into the community?”

The high school students weren’t used to being asked such direct questions, which was a barrier Nyeelah worked to overcome. The pilot wasn’t about a college student lecturing to high school students, and telling them what to do. It was interactive. “We had two hours each session – So you tell us your thoughts on gentrification, or bullying, or whatever else is going on in the schools, and what we should do about it.”

At the beginning of her pilot program, Nyeelah said she had just a couple of students attending regularly. After four months of engaging with the high school student body – and listening to concerns and ideas for fixing them—she had upwards of 20 to 30 students attending each session. “About three months in, we had students self-organizing to

stuff like handing out flyers to get people involved in a neighborhood cleanup.”

“For me, this Minor was critical to helping me find out who I am, and what my purpose is.”

Intriguing Precedents for Preparing Early College Students for Community Change Careers:

From the Community Change Education point of view, there is an intriguing development in the secondary school teaching world which could become a precedent for preparing young people for community careers and leadership. Early college high school **“teaching academies”** are being developed and adopted by districts around the country. Seen as a way to expose students to the teaching profession, these teaching academies also are an excellent way to build the pipeline of qualified teachers to fill local vacancies in ways that reflect a school’s student population.

“In Charlotte, North Carolina, the University of North Carolina’s Cato College of Education and the Charlotte-Mecklenburg school system have teamed up to create the Charlotte Teacher Early College High School. The high school is housed on the UNC college campus and welcomed its first group of 55 ninth graders in 2017. The aspiring educators spend their first two years completing high school requirements and the subsequent three years taking general education college requirements and observing and supporting district classrooms. Graduating students will acquire up to 60 college credits that can be transferred to the Cato College of Education to earn teaching degrees.

“At Travis Early College High School in Austin, Texas, students have the opportunity to earn an associate degree or up to 60 credit hours towards a bachelor’s degree while in high school. One of the programs available to students is the Texas Association of Future Educators, which gives students the opportunity to explore the teaching profession and earn a paraprofessional certificate. Students in the program take courses on practices of education, early

childhood education, and instructional practices. During their sophomore year of high school, students begin going off campus to gain experience supporting classrooms in local schools.

“New Dorp High School in New York City houses “smaller learning communities” that include the Future Teachers Academy which enrolls 350 students who are interested in the teaching profession. Students enrolled in the teaching track take electives such as foundations in education and teaching methodology, and their senior year, students enroll in an internship as teaching assistants with local schools.

“Research on early college high schools has demonstrated positive outcomes for students. Compared to their peers, for example, **students enrolled in early college high schools have a higher chance at graduating high school and enrolling in college.** And at a time when tuition costs are on the rise, early college high schools provide students with opportunities to spend less time—and money—earning a postsecondary credential. And in the case of these early college teaching academies, students are encouraged to pursue a career in teaching at a time when teacher shortages top the list of concerns for many states and districts.”(Gates Foundation report)

While these programs do not provide income to cover the students’ educational and living costs, there are other models which cover those expenses for students who formally commit to teaching for several years in the local public school system. In Illinois, for example, until the State budget crisis there were several Grow Your Own Programs covering the full education costs of students who commit to teaching in local school systems.

There is a strong argument for creating similar programs for people preparing for careers in community service or public service which are extremely important to our cities and towns, indeed to society as a whole. **They offer a quadruple social benefit –**

- If they are targeted to educate low-income students, they reduce poverty immediately by providing low-income college students with a living wage, earning while they learn.
- Upon graduation they provide them with good career opportunities and upward mobility.

- They provide skilled, knowledgeable and understanding professionals for the important work of strengthening neighborhoods, providing essential services, and pressing for reforms which benefit society, and
- They strengthen the community by building collaboration, consensus, and collective action, weaving a stronger social fabric, and building ongoing organizations.

The CLP Network is preparing to work towards improvements in national and state policy, including the **development of pilot earn-while-you learn programs along these lines. The first such program along these lines will launch in 2021 as the California Youth Leadership Corps, a special project of the Community Learning Partnership.** *For more details, see Chapter 23.*

Section 3



STUDENT RECRUITMENT AND SUPPORT

“The program was fundamental to my growth as an engaged and informed citizen. Every class I took provided an integral opportunity to learn and reflect. And each piece has affected how I interact with my world today.”

— A Community Change Studies student at
Minneapolis College

7. Recruiting Students on Campus as well as from Communities

Especially with a worsening economy, one major challenge in creating a Community Change Studies program is developing an effective plan for recruiting sufficient numbers of students to convince the college that the program should be launched and then continued over time. Can the program justify the college's investment in it? Will it attract enough students to generate sufficient income to cover its cost and be financially viable?

Enrollments at virtually every college are currently shrinking significantly, and this trend will intensify over the next decade. The competition for students therefore is getting tougher. As a result, most institutions keep reducing the number of courses and areas of concentration they offer.

This presents a particularly great challenge for Community Change Studies or any other nontraditional course of study which few colleges now offer, and with which few college administrators or traditional academics are familiar.

However, there are three strong arguments why a college should incorporate a Certificate or Degree program in Community Change Studies into its curriculum. First, there is a **rapidly growing job market** for graduates with the skills, knowledge, and values which CCS students acquire and, unfortunately, these needs will grow as poverty and inequity deepen. CCS graduates gain skills and knowledge which are central to a wide range of family-supporting careers in community-based organizations, other nonprofits, and community-facing positions with public agencies and business firms.

Second, in this era of extraordinary social concern and activism among students and community leaders, CCS' courses on organizing, participatory action research, and lessons from their region's political, economic, social, and reform history have the potential to become very popular. They **can attract large numbers of current students who want to develop the skills, knowledge and credentials to make a real difference on the issues they care about most**. This will require growing visibility and serious marketing, but the potential is real.

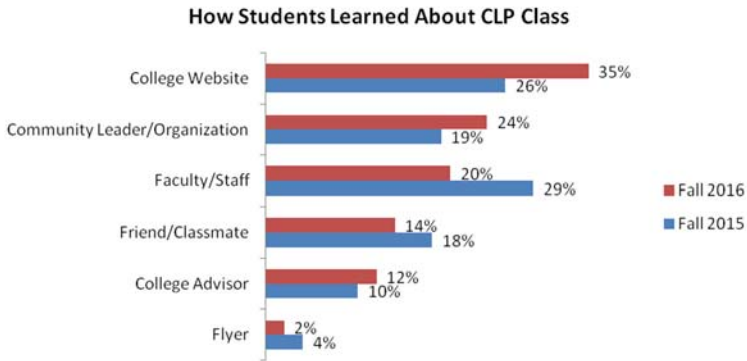
Third, CLP's sites are demonstrating that **a CCS program can attract new students to a college from nearby communities** by offering emerging leaders and others opportunities to prepare for careers and leadership roles tackling the critical community, political, and social issues they care about most.

Therefore, as a key part of their strategy, advocates for creating a CCS program should equip themselves with a student recruitment plan which is designed to attract –

- Both current college students and potential future students, especially emerging community and youth leaders and others interested in impacting community issues, public policies or institutional reforms; potential off-campus recruits include graduating members of the VISTA, Public Allies, Youthbuild, and other Americorps programs as well as staff from local community organizing, development, and service organizations, and public agencies,
- A sufficient number of students to ensure the program becomes financially sustainable and is continued over the long-run so disenfranchised communities will have access to a continuing stream of knowledgeable, skilled leaders, organizers and allies,
- Increasing numbers of students from communities of color and the low-income and working-class neighborhoods which need strengthened leadership, organizations, voice, participation, power and influence,
- Growing numbers of students who are interested in career or leadership roles in community organizing, planning and development and who therefore seem likely to enroll in the full pathway – a Certificate, Minor and/or Major -- not just the one course which attracts them initially,
- Sufficient numbers of students each year so they can form cohorts learning and working together, benefitting from peer learning and support, and building lasting relationships which will help them in the future, and
- Neighborhood, union and civic leaders, and emerging leaders reached through youth organizations and movements and local high schools.

Each CLP site has developed its own strategies for recruiting students, with some including much more intensive off-campus recruiting efforts than others. In the course of this experimentation they have learned many important lessons.

Let's review the main points they have learned over the years, starting with on-campus recruitment of current students.



The principal challenges to recruiting currently enrolled students to CLP programs are –

- Competition with already widely recognized fields of study and career pathways.
- Helping students understand how this educational pathway can lead to good family-supporting careers and what those potential careers are.
- Clarifying what “Community Change Studies” is and why students should enroll in it.
- Gaining sufficient visibility and prominence for the program that students and others in the community know about the program and seriously consider enrolling in it.

Important elements in strategy for recruiting current college students to CCS

1. Offering CCS as a Minor, Major or Certificate program.
2. Maximizing support for the program within the college, ideally including top academic leaders, faculty from several departments, service learning and civic engagement programs within the college, academic counselors, and student organizations and clubs.
3. Strong positioning within the college, locating the program within the Department which, because of its goals, current courses, and leadership is most likely to actively support the CCS program, offer CCS courses as

electives counting toward completion of the Major, and steer students towards enrolling in the CCS program.

4. Building collaborative relationships with other Departments to help attract their students to taking CCS courses, if possible co-listing CCS with Departments focusing on such related fields as nonprofit management, social work, environmental studies, criminal justice and community health.
5. Seeking approval of one or more CCS courses as meeting a Gen Ed requirement to attract more students.
6. Linking CCS to Service Learning and community engagement programs and seeking priority for its students for jobs through the Community Work component of the Federal Work Study program.

Key selling points for students --

- Community Change education can lead to long-term professional careers with good pay and benefits, upward mobility, and job opportunities with many types of employers – CBOs, other nonprofits, churches, labor, political organizations, government, etc.
- Community Change work provides you with a chance to “give back” to communities like their own, to meet great needs, and to be paid for it.
- CCS enables you to develop cross-sector skills and knowledge which you can use to create change on whatever issue you care about most – climate change, creating green jobs, criminal justice reform, community health, gentrification, etc.
- CCS programs offer practical experience working on important issues through internships and other on-site learning; When feasible, offering paid internships, through Community Work Study or other funding.

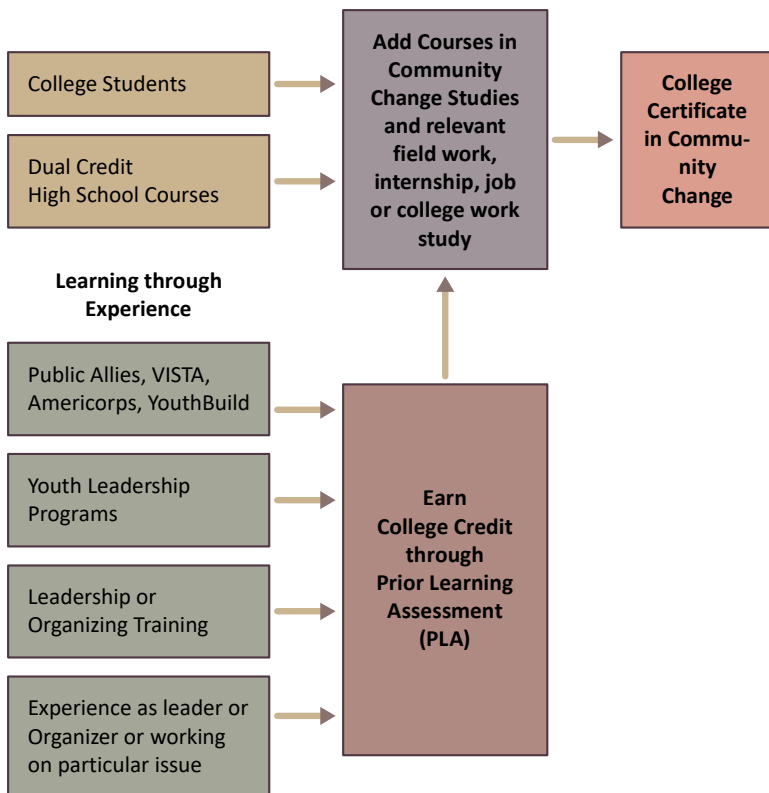
Recruiting students from nearby communities:

Chapters 5 and 6 describe how Prior Learning Assessment and high school dual enrollment or early college programs can create entry points onto the CCS pathway. They also discuss the possibility of earning college credit for service in Public Allies, VISTA, YouthBuild’s leadership development program, and similar programs.

CD Tech and others offer courses to the community, sometimes teaching in the community rather than on campus. Some stress systematic outreach and recruitment to --

- Community-based organizations of all types, including organizing groups, community development corporations and community-based services programs.
- Neighborhood leadership groups.
- Churches, mosques, temples and faith-based organizations.
- Unions and neighborhood businesses.

Recruiting from Colleges and the Community



Recruiting from Youth and Community Organizations

Many youth-led and youth-serving organizations have leadership development programs or other initiatives which may surface promising candidates for recruitment into CCS courses or more extensive pathways. Among the organizations which may have local chapters with this emphasis are the following

- Churches.
- Opportunity Youth United.
- Student Action’s members.
- Black Lives Matter.
- Youth organizing groups, etc.
- Organizations working on DACA issues/Dreamers.
- Magnet schools featuring leadership studies.
- Job Corps.
- YouthBuild, VISTA, Public Allies, Americorps, CityYear.
- Boys and Girls Clubs.
- YM and YWCAs.
- Other youth centers.
- Mentoring programs.
- Church youth groups in low-income neighborhoods.
- Organizations working on reentry issues, in-prison education programs and ministries.
- High school student governments.
- Reentry organizations.
- Youth rights organizations.
- Coalitions.
- LGBTQ organizations.

Examples of Strong Recruitment Efforts --DeAnza College

The CCS program at DeAnza College’s Certificate in Leadership and Social Change is housed in an on-campus center called the Vasconcellos Institute for Democracy in Action (VIDA), which is directed by a faculty member who teaches several core classes in the program and is a progressive leader within the College. Much of the program outreach is done through VIDA, the social justice activist community on campus and a few community partners.

“Setting out clear weekly goals and milestones for both recruitment and enrollment has energized both efforts. Recognize that recruitment is an entire job in itself. If you don’t have dedicated staff for recruitment, please consider hiring a couple of folks, or at the very least leveraging any internship/student worker resources you have to help get the word out.”

DeAnza also informs prospective students about the program through two high school outreach efforts:

- **Youth Voices United for Change Conference:** An annual conference that brings high school students to De Anza from under-resourced and underserved areas.
- **Mentors for Youth Empowerment:** This program exposes high school students to De Anza student mentors as they prepare for graduation and college.

VIDA is also getting current CCS students and alums still on campus more involved in promoting the program on campus by wearing CCS tee shirts and going to talk to students in classes and clubs. A CCS program graduate now serves as Coordinator for Student Outreach and Support, and is an enormous help in building the program, and who also serves as Treasurer of CLP’s National Board.

There’s also great potential in having CCS students identify already existing student groups and reaching out to inform their members about how CCS relates to their concerns and how they can gain from enrolling in a CCS course and, hopefully, the entire Certificate or Degree program.

Other examples of outreach and recruitment efforts include the following:

- **CD Tech** staff have developed a Student Ambassador Program to enlist students in being “hands on about spreading the word” about the program through tabling and flyering.
- For their first cohort of students, the program in **Phoenix** focused on recruiting students through community partners which also provided modest contributions to help students pay tuition. Their strategies included reaching out to specific departments and classes – such as liberal arts, political science, social work, and nursing – and connecting to the student life director to reach student organizations that had community minded students.

- The CLP program at **Minneapolis College** has primarily used internal recruitment strategies, including informing college advisors about the program, using an on-campus Community Development Club, and making sure faculty who teach the core CLP classes tell students in their class about the multi-course Certificate program.

Recruitment for NYC's **Center for Community Leadership is built into its structure**. CNL was created by a citywide coalition of over 120 housing and tenant groups, and they help recruit people in their communities and then help train, mentor, and place the students.

See the following interview with CLP Co-Chair Shelia Balque for a description of the creative recruitment efforts in Los Angeles.

STUDENT STORIES

CLP Co-Chair Shelia Balque on Recruiting Students for CD Tech's program in Los Angeles

Shelia Balque is a proud resident of South Los Angeles. Shelia graduated from a special high school which was located on a community college campus and designed to be equally accessible to students with and without disabilities. When LA Public Schools decided to yield to the college's pressure to tear down the school, Shelia and another student organized a campaign involving students, their parents and powerful allies which resulted in the School System reversing course and committing \$4 million to renovating the school rather than leveling it.



After earning her Bachelor's Degree, Shelia joined Public Allies, an Americorps program operated in LA by CD Tech, a CLP affiliate. Shelia began taking courses in community planning and organizing through Tech's Community Planning Certificate and Degree program at a nearby community college. As a second year Ally, Shelia helped run and eventually direct the program for Los Angeles. She continued to take courses one by one, earning her Certificate in Community Planning and Economic Development. CD Tech then hired Shelia as their Program Manager of Education and Career Pathways with responsibilities including co-managing Public Allies Los Angeles.

Shelia also serves as Co-Chair of national CLP's Board.

CLP's Newsletter Editor David Dodge recently interviewed Shelia about the very active student recruitment efforts for the ComPlan program. The interview was included in a recent CLP Newsletter.

"We caught up with Shelia Balque for a Q&A about recruitment. Shelia supports the students in Community Planning & Economic Development (ComPlan), the CLP program offered at Los Angeles Trade Technical College. She is also a graduate of the Los Angeles program.

In fall, 2019, 158 students enrolled across 6 CLP-affiliated courses. "It's been a matter of trial and error to get to our recruitment numbers to where they are now," Shelia told us — which has involved shifting timing, increasing outreach, and employing a variety of methods to reach students.

Can you explain what some of your recruitment strategies have been over the years and how you've adjusted them?

One of the most dramatic shifts we've made in our recruitment efforts was shifting our program into a cohort/Academy model every semester. The ComPlan program has an array of different courses and focuses (i.e. organizing, non-profit management, urban planning, etc.) so re-marketing our courses on a thematic basis made it much easier to communicate to community members what they could learn in our program. For example, last fall we decided to offer courses that primarily focused on skills needed to work in the non-profit sector, which birthed our very first Non-Profit Management Academy. Students who participated in the Academy could choose whichever courses they wanted but were encouraged to take at least 3 which would qualify them to receive a small skills certificate from the organization.

We also made our academy model stackable, meaning if a student decided to continue to participate in the following semester's academy (i.e. the Community Organizing Academy in spring) as a full time student they would be setting themselves up to be able to earn the full Community

Planning certificate (21 units) by the end of the school year. Along with shifting our program to a more cohort model, we have also increased our staffing and employed other tactics such as hosting info sessions, more frequent phone banking, community flyer drops, email blasts and promoting at local community events.

What type of in-person outreach you do? And how do you decide where to target?

A big part of our team's recruitment efforts are our 'Community flyer drops' which we try to do at least 2-3 times/week during recruitment season. It's pretty simple; depending on the theme of that semester's academy, we will focus dropping of flyers in locations that have a high concentration of residents (i.e. local libraries, direct service organizations, health centers, schools, churches, etc.) and places where certain target populations frequent or work (e.g. the Workforce Development Department for the Economic Development Academy, or local parent organizing groups for our Organizing Academy).

Overall though, we try to hit up between 75-100 locations during a season to ensure the word is really getting out to the immediate community. I'll typically drive and have my coordinator drop stacks of flyers at the locations to be efficient with our time and will usually hit up about 10-15 locations per week over the course of 8-10 weeks.

We have also held open info sessions at our office and enrollment labs on campus for local residents and returning students. Partner organizations are also encouraged to request an on-site info session/enrollment lab so their staff/members can get one-on-one support during a time that is feasible for them.

Can you talk about the timeline of outreach — when you start for each semester?

We typically give yourself a 3-4-month recruitment season before the start of each semester. How we use that time typically looks like this:

- *4 months before the start of semester: Strategic planning phase, research, finalizing recruitment work plans and outreach targets.*
- *3 months before the start of semester: finalize marketing materials, begin emailing out materials and making in-class announcement to current students.*
- *3-2 months before semesters: Begin flyer drops, early enrollment for returning students, scheduling future info sessions with organizations, weekly postings to social media.*
- *1 month before semester: host enrollment labs, continue flyer drops, phonebank returning and new prospective students about upcoming deadlines, start individual enrollment troubleshooting with student ready to start adding courses.*
- *2 weeks before semester: continue troubleshooting enrollment issues with individual students, continue to email, call and post reminders of upcoming start of semester.*
- *1 week before-2 weeks during semester: continue to work with students with enrollment needs, table on-campus to capture any active students needing courses, support in-class new adds and communicating with department about any pending enrollment issues, finalize student roster at the end of the 2nd week of class.*

You've mentioned that "Nonprofit Management" is the most popular course, but that might be because students don't understand what other courses, like "economic development," entail as readily. Any strategies you're considering to tackle that problem?

... one thing I would do differently though is better highlight our individual courses more and reframing or renaming certain courses them in a way that is more accessible. For example, one of our classes this term is called "Market Research Tools for the Economic Development Tools (super vague right?) but in reality the course really is just teaching students how small struggling businesses can better market themselves and engage residents using skills and local resources from organizations and the city. If we take a little more time to finetune our messaging for each of our

courses and communicate it in a way that is meaningful to our students, more folks will feel more confident joining the program.

What have been the biggest lessons learned in recruitment that you think could help other programs?

I have a few:

Be clear of who your target audience is/who you would like in your classroom. I know it can be easy to say “well, our program is open to everyone” but in reality you really do want to make the effort to do targeted outreach so you get a good blend of students with different experiences and backgrounds to enrich your program. Think in terms of geography, racial/ethnic background, age/experience, religion, economic status, current or aspiring profession etc, and then build a plan on how to meet and outreach to those folks where there are. It can also be helpful to become well acquainted with any campus groups or programs that work with students who have similar interests as your program. For example, become acquainted with your on-campus AB540/Dreamers Center if you’re trying to attract already civically engaged undocumented students to your program

Create a plan with clear goals and milestones: I’ve found that by setting out clear weekly goals and milestones for both recruitment and enrollment had made our recruitment much energizing. Since my program is at a community college which takes open enrollment, I have much a much bigger student pool than say a Minor program at 4 year, so it’s important to be mindful of how much time and effort will be needed to accomplish your recruitment in timely fashion. 😊

Recognize that recruitment is an entire job in of itself. If you don’t have dedicated staff for recruitment, please consider hiring a couple of folks, or at the very least leveraging any internship/student worker resources to ensure you have enough hands to help get the word out. If that’s not possible, then you will need to get really creative and perhaps focus on developing formal partnerships with local organizations, programs,

groups, etc. to help pipeline students into your program during your recruitment season.

Lastly, develop materials that are eye catching, clear and unique to other competing programs.

8. Student Peer Support

Several CLP programs have organized creative systems of peer support to help their students build relationships and learn together, including doing joint projects, socializing and sharing personal issues with each other. These formal and informal peer support systems are especially important for community college and other commuter students: they don't have the advantages of living together in dorms or having meals together, and their time with other students is reduced because they have part- or full-time jobs and often must take off a full term to make ends meet.

The goals of these peer support strategies are to –

- Increase student retention and graduation rates which are quite low at most American community colleges and other commuter colleges.
- Reinforce the students' learning by helping them support and learn from each other.
- Strengthen the identity and visibility of Community Change Studies in order to encourage more students to enroll in a full Certificate or Degree program rather than take only scattered courses, and
- Build ties among students which encourage them to stay together for the entire Certificate or Degree program

Strategies for Increasing Peer Support:

CLP sites have developed several creative ways of facilitating interaction among students, creating ways of helping them get to know each other, build relationships, and eventually reinforce each other.

First, CCS instructors and guest speakers use interactive teaching techniques to reinforce relationships among students -- stimulating **peer-to-peer discussion and learning**, using Socratic methods to question students and foster dialogue, and creating small pop-up discussion and learning groups during class.

Second, faculty develop projects for **joint work** by small groups, including experiential learning opportunities on and off campus. Courses in Community Organizing and Participatory Action Research are geared to teach active listening, sharing personal stories, building relationships, and working with others to

develop a shared analysis of an issue and the best strategies for addressing it. What's more, CCS courses and modules focusing on issues of identity, race, power and privilege are particularly effective in deepening the dialogue and sharing among students, and often have a transformative effect in enabling students to cross cultural and other boundaries. Furthermore, Capstone activities and projects often are developed by teams of students.

Third, some CLP sites have developed *familias* modelled on a remarkable approach pioneered by a DeAnza English professor. This chapter concludes with a lengthy section on the DeAnza program which, in short, creates families of 4 or 5 students as a course begins. They then work and learn together throughout that course and subsequent ones.

Fourth, Salt Lake City Community College and DeAnza have developed **Student Centers on civic engagement and organizing**. These provide places for students with common interests in community and social change to hang out, get helpful advice from other students, study, go on-line, learn about upcoming events and campaigns, get assistance on financial aid, housing, food pantry, internships, etc. These centers help create a sense of identity which can be fortified with CCS tee shirts, hats and other swag. They greatly benefit from being staffed, and are ideal spots for Work Study students to work and help their peers.

Fifth, faculty at several colleges, including Minneapolis College, have developed **student CCS clubs** which not only attract new students to Community Change Studies but also build relationships between them, current CCS students, and alumni who share their common interest in community development, organizing, and social justice. These sometimes focus on such shared issues as climate change, DACA and immigrant rights, Student Government elections or the need for student housing.

CCS programs have had difficulty creating **cohorts** of students who enroll in the full Degree or Certificate program at the same time and then are able to stay together through the full sequence of courses. This would maximize peer support and learning, while also enabling the faculty to schedule courses in the most logical sequence for preparing for developing the students' knowledge, skills and vision.

There are two reasons this is seldom practical for our programs. Most importantly, low-income and working-class students find it extremely difficult to stay in school consistently because they have to work full- or part-time, and often must take off an entire term to handle their financial needs. Secondly, it is difficult to convince a student to enroll in a multi-course Certificate or Degree program until they have tested one or more courses in that discipline.

In Paying the Price, Professor Sara Goldrick-Rab points out **“Full-time enrollment promotes degree completion not only because of the pace of progress it allows but also because of the academic focus it facilitates.”**

“Familias” for peer learning and support:

Several years ago, Marc Coronado, an instructor in English, Women’s Studies and Chicana/o Studies at DeAnza College, created an imaginative strategy of leadership and group development as an integral part of learning and student support. At the beginning of each quarter, faculty create “familias” or small, consistent groups of 4 or 5 students who learn from and support each other as they learn from the class as a whole.

The familias approach emerged out of experience with LEAD (Latina/o Empowerment at De Anza), a program which was presented to President Brian Murphy and approved in 2005. The first summer, a group of 16 students and two instructors created the program. Half the initial students were Latino, half not, and Marc worked with them to “figure it out”. Some students had done some organizing or seen organizing in action, and all students found it meaningful to work with real issues as they learned. Their first course became very intensive, meeting 4 hours a day every day, including field trips and food events as a way of building a supportive community. The idea of creating familias emerged from the students’ desire to break the class into smaller groups to accomplish meaningful work. The smaller groups work together so intensively that they begin to know each other intimately, to share in lots of ways both personal and academic, and to refer to themselves as family. Knowing that many students had difficult experiences with their biological families and that the term "familia" therefore wasn’t necessarily a positive one, Marc took the students through a process of discussing that fact, saying to the students that as adults they have an opportunity

to choose their own family, to recreate what the word means. The discussion stressed the students' sense of responsibility for each other, person to person.

Dr. Coronado made it a rule to avoid interfering if difficulties emerge in one of the familias, because then it “would no longer be a family. It would be just a group.” Familias typically resolve their own difficulties with the help of their LEAD Mentors.

The route into a LEAD familia is through one of the LEAD classes, which include Economics, Ethnic Studies, Chicana/o Studies, Women’s Studies, Composition and Reading. Two classes are taught online incorporating the familia structure. In most classes, students are assigned to familias based on their choice of social justice projects and civic engagement opportunities.

Instructors are aided by LEAD mentors -- students who have taken other LEAD courses, who are committed to social justice, and do not need much handholding. The course includes an introduction to leadership skills, civic engagement “to get their hands dirty”, field trips to understand their history in depth, and regular mentoring by faculty.

The familia structure stresses responsibility to each other, and the familias help teach the course content (after demonstrations by the instructor and LEAD mentors). That lightens the load for the teacher, and helps familia members develop a sense of being able to rely on themselves and each other. For example, if a familia member doesn’t show up for class, another calls them, checks in on them and fills them in on what happened that day. When they prepare for tests or essays, they do research together. When they make class presentations, they divide the work up and rely on the talents of each familia member. This philosophy and practice helps students move beyond individualism to experiencing the value of collaboration.

Community college students sometimes must take off a quarter to earn money or help their families as primary caregivers. When this happens, they remain members of the larger LEAD familia, with someone checking in with them from time to time. They are also invited to two fixed annual events in which all LEAD students, alumni, and friends participate. These are the Annual Familia Reunion in January and an end of the year celebratory event in June. People bring food, there’s no agenda, they just hang out. These events **reach people who are not in**

school currently, people who may have been oddballs in their own familia and do not keep in regular contact, and people who may have graduated, moved, or transferred to a school out of the area. These measures help with student retention. People bring their children, parents and partners to the events to introduce them to other LEAD familia members. Many younger brothers and sisters have come through the LEAD program as a result of the familia structure.

For the familias to succeed, they must have something important to do together – a specific project. They also spend time on the collective “work of the family”. They start with relatively easy, low risk activities that have high reward – applause, a quick positive grade and written feedback, etc. They wind up leading at least three 1-hour discussions in class during each quarter. Marc stresses how this makes life easier and her teaching more gratifying as “they do the teaching”. They do short reflections and follow a simple reporting style – what I thought before I started the project, how the project went, what I learned by doing the project (both in terms of course content and human interaction), and what I want to improve the next time I do this.

The winter quarter culminates in a major joint event with lots of preparation -- the day-long LEAD Global Issues Conference. One year focused on immigration and began in booths in a large conference area with several booths featuring interactive student presentations focusing on myths surrounding immigration. A major guest speaker is the keynoter. For this event it was a labor organizer and photojournalist who works on issues of labor and immigration. The students who had been in familias for longer periods of time designed and conducted afternoon workshops on issues like the E-Visa, health and migration, and the environmental impacts of NAFTA. A Fair Trade Marketplace was incorporated as part of the day-long conference. The newer LEAD students and members of the campus community attended these and learned from their example. A recent conference hosted 30 workshops, all conducted by students, and welcomed more than 500 students from across campus.

In the Spring class (EWRT2) students read Paolo Freire’s Pedagogy of the Oppressed and “teach the ideas to each other.” Here, familias work on social justice projects like working with farmworker families to create oral histories, presenting workshops on environmental injustices, raising funds for an award for undocumented students, creating films on the intersections of same sex marriage

rights and immigrant rights. All these were presented publicly to the campus community throughout that quarter.

The LEAD familias have also been an incubator for larger projects. For example, TOUCCh (Tutor Outreach Uniting Communities for Change) emerged from this process and became a nonprofit directed by a former De Anza student. For several years, through TOUCCh, students taught basic English skills to farmworkers in Watsonville about 45 minutes away. They used Freireian approaches, with a social justice emphasis, and ask their “students” what they need to learn. Topics that they worked on included: What to do in an ICE raid, how to ask questions in a parent/teacher meeting, whom to go to if you don’t receive fair pay from your employer, how to make a banking transaction, etc. Unfortunately, budget cuts made it impossible for the program to continue.

The familias also created a program of **scholarships for undocumented students**, with the scholarships awarded on the basis of community service. A support group for undocumented students and a campus-wide working group on undocumented student issues was established at De Anza as a result of LEAD familias.

The familias support these activities, helping to publicize the programs, recruiting students, inviting guest speakers, conducting workshops, and connecting with community partners. Over the program’s first nine years, more than 3000 students became part of the LEAD community. In any given year there are about 1000 students and 30 mentors (students who head familias in LEAD classes, some of them on a paid basis, and some as returning alumni volunteers).

Dr. Coronado handed over leadership several years ago, but other LEAD faculty teach a multiplicity of courses, all of which include an emphasis on issues in the Latina/o community. All LEAD courses integrate civic engagement and a meaningful field trip. For instance, many classes visit farmworker families in Watsonville nearby, or travel to Angel Island to understand historic immigration detention. Current issues have included contemporary slavery, queer migrations, farmworker youth, leadership development, environmental injustices, and creating a Women/Gender/Sexualities center on campus.

Because branding matters to this generation, the bright red T-shirts with the yellow LEAD logo have been important for recruiting new students and faculty,

and helping the campus community know who LEAD students are and what work they are doing. Members of the community celebrate each accomplishment to build morale, and maintain an active Facebook site to congratulate LEAD alumni who have moved on to graduate school or received major scholarships, and excellent jobs in the community.

There is no direct tie between the LEAD program and DeAnza's Certificate in Leadership and Social Justice, but some students participate in both programs as both focus on building their experience on social justice issues and collaborative work done through small groups. Both are programs of DeAnza's VIDA Institute for Civic and Community Engagement.

An Experiment – Developing a “Microcampus” to Maximize Peer Support and Learning:

For several years, Houghton College, a private liberal arts college in New York State, experimented with an entirely unique approach to education which – while it would be difficult to replicate – included several highly innovative approaches which may spark new strategies elsewhere.

The background: Houghton College leaders and faculty became increasingly concerned that they weren't able to recruit many students of color or Pell-eligible students because of their high tuition and distance from major cities.

Having always concentrated solely on its four-year Bachelor's program, Houghton examined ways it could extend its reach to low-income and minority students its BA program couldn't serve. In exploring alternatives, a faculty team discovered that the College had the untapped capacity to grant two-year Associate Degrees as well as BAs. They then examined cost, outreach, and academic questions as well as community needs, and were authorized to experiment with ways of offering AA Degrees to students who would benefit from that credential and a pathway to a Bachelor's program.

Houghton created three “microcampuses”, two in Buffalo, and one in Utica. They are in effect very small alternatives to community college, each of which is **designed to meet the needs of a particular population**. Houghton's first initiative in Buffalo was designed to serve new immigrants and refugees living on the city's

West Side. It offered an AA program which combines liberal arts courses with an emphasis on workplace readiness to prepare new Americans for both active civic life and the 21st century workplace.

The key elements in the design of all three microcampus programs were as follows

- Creation of a small neighborhood campus located near where their students live, not at a hard-to-reach and somewhat intimidating campus.
- Linked to a small private College which is responsible for ensuring the education meets state standards for an Associate Degree, develops articulation agreements, and issues Degrees to graduates.
- Located in a neighborhood, church or community school with free space or very low rent.
- Set up physically to be welcoming, friendly and comfortable for students.
- With each microcampus's setting, values, teaching, mentoring, and student support respecting and responding strongly to the students' backgrounds, cultures and concerns.
- Courses scheduled after surveying students to determine what hours would be most convenient for them, considering their work schedules and other obligations.
- Students organized into **cohorts** of 20-25 students each year, in school full-time taking all courses together, and **graduating on time** in two years.
- Selecting faculty, counselors and mentors from backgrounds similar to those of the students.
- Courses meeting all Community College requirements but **modified to be as relevant, interesting and useful as possible to the particular microcampus' students** (e.g. immigrants and refugees, previously incarcerated men).
- Providing substantially more time than is typical for extra services from counselors and mentors.
- Budgeted to be as economical as possible
 - Very low rent.
 - Part-time administrative staff.
 - Adjunct faculty with backgrounds like their students.
 - Providing reconditioned computers and open shelf books.

The program became financially self-sustaining with the budget being balanced with the program being completely financed with federal Pell grants and state scholarships, enabling students to graduate debt-free.

By coming into the community where the students live, Houghton College Buffalo and the Utica microcampus were able to provide a high quality education at low cost, while allowing students to remain embedded in their local



community. Knowing that ancillary college costs can force poor students to drop out of college, Houghton College Buffalo provided its students with textbooks, bus passes and laptop computers. The program is debt-free for students, and graduated 80% of its students in its first two years. Most graduates went on to the State University for further study. The Utica program continues but, unfortunately, the Buffalo programs were dropped because of personnel changes within Houghton College.

9. Helping Students with Finances

The Crisis and the Trap:

In her brilliant book Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream, Professor Sara Goldrick-Rab of Temple University's Center on College, Community and Justice vividly describes the financial problems which plague most low-income and working-class students in community colleges and universities –

“Millions enroll in higher education with plans to work, borrow, and save, only to find that their funds still fall short. Even living on ramen, doubling up with roommates, and working a part-time job isn’t enough to make ends meet. Many who start college can’t afford to complete their degrees. Others take on huge debt that they either cannot repay or limits their future opportunities. And this is occurring at a time when diplomas matter more than ever.”

“It is no longer the case that, if students from low-income families work hard, college will be affordable (recall that the average net price at a community college equals 40% of their annual family income). ... Nearly 75% of American families find college unaffordable.”

National statistics show that over 70% of undergraduates are working and that fully 46% work either full-time or over 20 hours a week. 15% of all college students are homeless at least part of the year. Many student groups and colleges have had to create food pantries to help students avoid becoming malnourished. The vast majority of students have no health insurance.

In short, **the US simply has no system of student financial support** for college students from families with modest incomes. This crisis of affordability forces

even many middle-class students either to leave college and give up their career aspirations, or to build up dangerously high debts. Students are often drawn into a financial trap, first enticed by the promise of college credentials and better jobs, and quickly finding themselves trapped with mounting debts and the burden of working long-hours while studying. The enormous stress levels all too often result in a destructive sense of failure at having to quit college altogether.

There are many reasons why this problem has become so daunting –

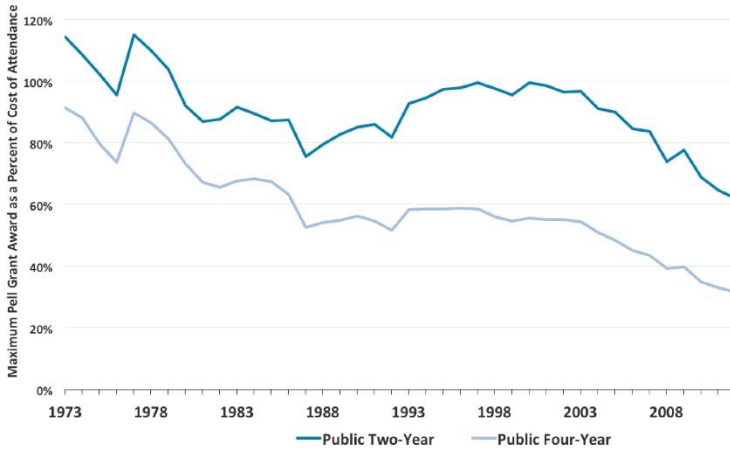
1. Higher education has become less and less affordable even in public community colleges and universities --

- Tuition costs have increased by 1640% since 1963.
- 46 of the 50 states have reduced state aid for college education, with 33 of them reducing support by 15-55% in the last decade.
- State aid for college education has dropped from 77% to 53% of the total cost.

2. At the same time, the federal government's student financial aid programs have not kept up with increasing costs -

- The number of students receiving federal Pell grants for education has fallen by 20% over the last decade.
- The value of Pell grants has fallen 50 % in real dollars.
- When the Pell program began, it was intended to shield low-income recipients from having to take loans. Today 90% of Pell recipients graduate with substantial debt.
- Interest rates on federal student loans have skyrocketed because of privatization of student lending -- Federal loans with reasonable terms have been largely replaced by private loans with variable interest rates ranging up to 13%.
- There is a tremendous shortage of College Work Study funds, and the number and value of federally funded Work Study jobs have decreased steadily. There are very low limits on the total each student can earn annually under the WS program.

Figure 3: Declines in the purchasing power of the Pell, 1973-2013



Source: Costs: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS). 2013. "Institutional Characteristics of Colleges and Universities," Table 330.10. Average undergraduate tuition and fees and room and board rates charged for full-time students in degree-granting postsecondary institutions, by level and control of institution: 1969-70 through 2012-13. Pell Grant Info: "Trends in Student Aid 2013," Table 8: Federal Pell Grant Awards in Current and 2012 Dollars, 1973-74 to 2012-13.

3. There is no effective support system for students with financial limitations. And the list of obstacles is daunting.

- High school graduates and incoming college students have never been given financial literacy training or expert personal financial counselling on how to:
 - Develop budgets, realistically projecting income, expenses and cash flow,
 - Understand and analyze loan agreements and other contracts, or
 - Do contingency planning for financial emergencies.
- College financial aid offices seldom have enough expert staff to provide the in-depth analysis and counseling which students need to fully understand their financial situations and develop realistic plans for making ends meet and succeeding in college.
- A new study by uAspire, a nonprofit group that promotes college affordability, focused on the very significant "indirect costs" college students incur after all federal loans and grants are applied. They calculated that the average student faces a shortfall of \$12,000. What's more, in reviewing 820 college websites, they found that more than a third did not mention those costs at all despite the fact that they include books, laptops, transportation, food, health care, and other living expenses.

- When students project their income on financial aid forms, they cannot know whether they will receive one of the relatively few College Work Study jobs; and, even if they do, they cannot know whether it will be renewed after the first three months,
- While most students must work to cover expenses, there are virtually no jobs -- other than those subsidized by the Work Study program -- which offer more than minimum wage, any health or other benefits, or reasonable hours, let alone any experience which is relevant to their career pathway.
- Few students know that their second year costs are likely to increase and their financial aid will probably drop, substantially worsening their financial challenge.
- Students whose grade point average falls are likely to lose vital financial aid.
- Rather than receiving any financial help from their families, a recent study showed that 24% of community college students had to provide an average of \$10,600 per year for family support.
- Few community colleges and universities have sufficient staff to provide crisis counselling, including counselling on financial emergencies, housing, food, health, mental health, personal and family crises.

Many students therefore face rapidly growing psychological burdens, daily worries about loans and debts, food security, health costs, family obligations, housing costs, and perhaps being forced to “couch surf” or become literally homeless. These conditions lead to intense feelings of failure, inability to concentrate on studies, and severe anxiety and depression.

In her study of students at public colleges and universities in Wisconsin, Professor Goldrick-Rab found that –

“43 percent of the students surveyed felt that they could use support for mental health. Thirty-seven percent had been diagnosed with a specific disorder such as depression or anxiety....12 percent said that they had thought about suicide in the last twelve months.... Up to 84 percent do not receive (mental health) services.”

One crushing effect is the acute contrast between the high hopes and career aspirations the students brought to college, and the shattering impact of their failure to complete their Degrees – or ever to achieve their career goals. Needless to say, this has a permanent negative impact on the lives and psyches of hundreds of thousands of students.

These failures perpetuate intergenerational poverty, converting the American dream into a mirage. The failure to graduate makes it far more difficult to earn a family-supporting income, buy a house, build equity or savings, help children in the next generation to afford college or prepare adequately for a job with good pay and upward mobility.

As Dr. Goldrick-Rab points out in her book, **“Alleviating those constraints should help students focus on school rather than work, reduce stress, and make it more likely they will be well rested and well fed when they are trying to learn.”**

The Need for Both Modest and Major Reforms:

Already a massive crisis for most college-age students, college affordability has finally emerged as a central issue within philanthropy, in state and federal policy, and in national politics. Recognizing the issue at last, the press publicizes stories ranging from the \$80,000 price tag on a single year of Ivy League education to rapid rises in student hunger and homelessness. Meanwhile, anti-tax advocates are fighting efforts to increase state support for state universities and community colleges so public colleges become affordable again.

Since **even most progressives are failing to propose the fundamental rethinking, reforms and funding levels which are needed to eliminate financial barriers to higher education and achieving the American dream**, we have divided potential reforms into three levels – modest, middle-range, and fundamental ---

1. Modest improvements which can be achieved without major federal or state policy changes,
2. Middle-range reforms including major increases in federal and state support, and
3. A fundamental rethinking of how to make college accessible to everyone.

A. Modest reforms without major state or federal policy changes:

In recent years, several wealthy foundations and families have made major financial contributions to create new **private scholarship and college affordability programs** for low-and middle-income students. Some of these like Say Yes to Education guarantee that dozens or even hundreds of students will be debt-free when they graduate, or that their debt will be kept to a reasonable level. These programs are very rare and are likely to remain so. What's more, it is clear they cannot achieve great scale or be replicated widely without infusions of major public funding.

Since very few students enter college knowing little about the financial issues they are about to face, let alone any financial planning skills, new funds are needed to **expand expert financial training and counseling help**. This should include developing materials and financial literacy programs to educate students on the financial issues they are likely to encounter, and how to project their incomes, costs and budgets for the 2-4 plus college years. The central goal should be to maximize the students' financial realism, warning them of dangers they may face, advising them on wise borrowing, interpreting loan agreements and other legal documents, and helping them with financial planning.

The financial counseling help should include assigning a regular counselor to each Pell-eligible student and scheduling periodic appointments to discuss any changes in their financial prospects and review their financial planning to ensure it's consistent with their course load and work situation.

Because of the growing financial desperation among students, a growing number of campuses have started food pantries and some help finding very low-cost housing solutions. There is little help on health and mental health needs, and it seems that few public colleges can provide comprehensive programs of emergency services and crisis counseling.

Queens Community House in New York City created a very helpful College Access and Success Program at LaGuardia and Queensborough Community Colleges. **Student graduation rates went up to nearly 80 percent** for the limited number of students in the program. QCH provided a mentor to help with individual issues, extra support during registration, financial aid to cover delays in receiving it from CUNY, and even Metro Cards. They found that cutting through the bureaucracy,

and supporting individual needs was all that was needed. QCH wanted to expand the program to other community colleges but was unable to raise the funds from foundation or government sources.

B. Middle-Range Improvements -- Policy Changes Currently Under Consideration

There are rapidly growing pressures on state and federal politicians to act on this crisis. Some states are reversing course and beginning to increase spending on public universities and community colleges again. National political leaders are advocating several alternative approaches to increasing college affordability, including –

- **Forgiving student loans**, starting with complying with current law mandating forgiveness for graduates pursuing public service careers; the most ambitious proposals would forgive all student loan debt,
- **Free tuition** at community colleges and public universities either for all students or for those whose income is below a certain threshold,
- Various plans to also cover a **student's living expenses**, sometimes combined with tuition assistance, all calibrated on a sliding scale based on a particular student's financial needs,
- **Employment** – expanding Federal Work Study and part-time AmeriCorps service through the Wofford Program to cover many more students and to provide students with assurance of steady streams of work and income throughout their years in college.
- **Work Study reform** – CLP has taken the lead in recommending reforms in the Work Study program, including greater funding for Community Service Work Study, and steps to ensure those assignments provide career-related experiential learning and college credit.
- **Crisis assistance** -- Going farther to address the immediate crises students face
 - Food – make students eligible for SNAP benefits and other food aid.
 - Health and mental health care – extend public support to provide health and mental health insurance coverage to students.
 - Housing – expand and subsidize student housing (e.g. Georgia State).

C. Fundamental Reforms:

It is tragic that so many students are blocked from going to college and preparing for promising careers because of America's failure to create a comprehensive system to make community college and public universities affordable and enable students to graduate debt-free.

It is equally tragic that this failure blocks so many people of color and people from low-income and working-class backgrounds from preparing for careers of community and public service. The CLP Network and its partners are particularly committed to advocating that highest priority be given to a system which supports development of the leaders and change agents who are desperately needed in rural and urban communities, nonprofit and public agencies, politics, unions, businesses and faith communities, as we all struggle to overcome the incredible challenges facing our nation and our world.

It is therefore time to give serious thought to the level of fundamental change which the times require, going beyond incrementalism to fully cope with these challenges.

How can this be done? It can begin by acknowledging two facts. First, the US desperately needs to increase the number of young people who are prepared for family-supporting careers of various types, and this will require that the United States provide new pathways so everyone can fully develop the skills and knowledge they need to prepare for those careers. For many this means that community colleges and universities must become truly affordable again.

The second step is to **create an integrated system of financial support** which meets the students' financial needs completely. That requires a complete redesign to replace the crazy-quilt of scattered grants, loans, jobs, and other income students must somehow piece together, hoping it will cover their tuition, books, other education costs, housing, food, other living expenses and emergencies. That crazy-quilt should be replaced by a system which is based on systems like those created by the Bonner Foundation and Chicago's Grow Your Own Program for teachers.

Examples of holistic support:

The **Bonner Program** at over 60 colleges provides a small, but excellent example of what's really needed. The Bonner Foundation started the program with the central goal of enabling a cohort of low-income students in each college to graduate debt-free. The students in turn agree to commit 10 hours each week to providing community service. The colleges have extra staff paid from the college's Bonner endowment funds who help Bonner Fellows arrange all the elements of the scheme, including grant support, Federal Community Service Work-Study and community service arrangements, and counseling and career guidance. Chapter 10 describes the program's great set of counseling, peer groups and other supports which are built into the Bonner programs, and which lead to excellent retention and graduation rates among their thousands of Bonner Fellows.

In response to a community organizing drive by parents concerned about the, critical shortage of teachers, especially Latino teachers, Chicago pioneered a remarkably effective teacher recruitment program which provides another excellent example of the kind of approach needed for CCS students. The **Grow Your Own Program** for many years covered the full educational expenses for students preparing for teaching careers in Chicago public schools. The students received a forgivable loan to cover their costs in exchange for which they promised to teach for five years. 20% of the loan was forgiven each year the student taught in public schools until the graduates became debt-free. Several other school systems also adopted this approach but most were eliminated because of state budget crises.

The California Youth Leadership Corps as a national prototype:

CLP is proposing creation of state and federal funding for a similar program for students preparing for Community Building careers. This could be done through a multiyear Fellowship guaranteeing students at least \$30,000 per year (40 hours per week at \$15 per hour) in exchange for a commitment to devote at least five years to careers in community planning, organizing, community development, and similar fields. This is based on the conviction that **it is in the national self-interest to make it possible for anyone – regardless of income – to prepare for careers which bring marginalized people together to build democratic**

organizations and tackle the country's most serious domestic issues. ([See Chapter 23 on policy reforms.](#))

One major step in this direction is the planned creation of a pilot “earn while you learn program” with a combination of foundation and State Department of Labor funding for students in 5 community colleges in California. The Community Learning Partnership will plan and operate this California Youth Leadership Corps program with local college+community partners. It will be launched in 2021 with at least 200 students who are preparing for community change work and leadership roles receiving a minimum of \$10,000 as they learn on the job and through related classes at the 5 colleges.

10. Other Counseling and Mentoring Support

In addition to the lack of financial counseling, there is a very damaging lack of adequate academic and career counselling support in the community colleges and public universities where CLP has worked. This severely handicaps students from the time they begin college until they leave. Students very seldom have access to expert advice or assistance on any of the tough decisions they face including –

- **Academic advising and guidance**, including counselling on developing an educational plan geared toward degree/certificate completion, transfer, and/or career preparation as well as advice on academic skills and disciplines, study skills, time management, student success, accessing mentoring and peer networks, and helping students cope and manage everyday pressures of work, family, and school,
- **Crisis counselling** with personal issues, health and mental health, food and shelter crises,
- **Job placement help** including help finding internships and part-time jobs which are linked to preparing them careers in their field of interest,
- **Financial planning** including help projecting their financial needs, their likely income and expenses, and how to maximize their chances for graduating; and coaching as they face financial difficulties and crises. *(See Chapter 9 for a discussion of financial literacy, counseling and training.)*

Some private colleges provide many of these services but – after decades of budget cuts – public community colleges and universities seldom can provide adequate services, and their student retention and graduation rates undoubtedly suffer as a result. Research studies point to student support services as playing a major role in promoting successful outcomes. They also stress the importance of early intervention and proactive counselling and advising.

Occasionally, a private foundation or government agency funds a “model” program to meet these needs, and they show measurable success. However, they very seldom receive continuing funding or are replicated at scale at other institutions. A current example is the foundation-supported pilot program of “student navigators” linked to the Detroit Promise Program and similar programs offering free tuition and services to low-income students which is described in the Appendix.

Westchester Community College in New York and Skyline College in San Bruno, California, had great success in recent pilot project providing “intrusive advising” staff who help students enroll in the right courses and stay on track. They also helped students with extra costs for books and transit. This resulted in a **doubling** of their graduation rates.

Early results from a recent MDRC study of the Detroit Promise program suggest that **“well-designed, well-implemented student support services in College Promise programs can enhance students’ experience, improve their semester-to-semester persistence in college and potentially increase the percentage of them who graduate,”** [*\(See Appendix for details on this program\)*](#)

Integrating Counselling and Student Support with Financial Aid:

One extraordinary foundation success story is the decades-old **Bonner Program** which is mentioned in the previous chapter. It started with a pilot program at Berea College in Kentucky and has expanded to 65 colleges and universities. Both Mr. and Mrs. Bonner grew up in very poor families, he in Detroit and she in Appalachia, and both nevertheless were able to complete college thanks to scholarship help. While they had no children of their own, they were acutely aware of the opportunities which college education opens up for poor kids, and they decided to give generously to expanding the availability of financial aid.

The Bonners also were church-goers with a strong commitment to community service. Their student support program at Berea and elsewhere combines financial help with a community service requirement. Their foundation gradually expanded the program to 10 other colleges in Appalachia and a dozen other institutions, including Historically Black Colleges. Remarkably **they endowed these institutions** with sufficient capital to create permanent programs with sufficient continuing income to provide a “full ride” to a cohort of 5, 10, 20 or 40 low-income students each year.

The students come together frequently and develop common bonds as Bonner Scholars, have regular access to mentoring and counselling, and devotes 8-10 hours a week to a community service job, usually financed through the Federal Community Service Work Study program (each Bonner college pledges to provide

at least 7% of its Work Study funds to Bonner Scholars.) The “Bonners” graduate debt-free.

A recent evaluation of the Bonner program documented how “being in the Bonner Program improves students’ retention, persistence and graduation rates.... Students seek courses that improve their understanding of community issues and can improve their effectiveness in applying learning to real-world issues. A majority of (Bonner) students are now completing higher level capacity-building projects, including as academic capstones. Many are taking on research, program development, social action and other problem solving.”

11. Linking Students to Jobs

CCS students need access to information on what kinds of jobs are currently available and likely future trends, especially in the fields they are most interested in. They also need leads on specific employers with current job openings so they can move quickly to explore those openings. This information is as important to current students who need relevant part-time jobs and internships as it is to graduates wanting permanent full-time jobs.

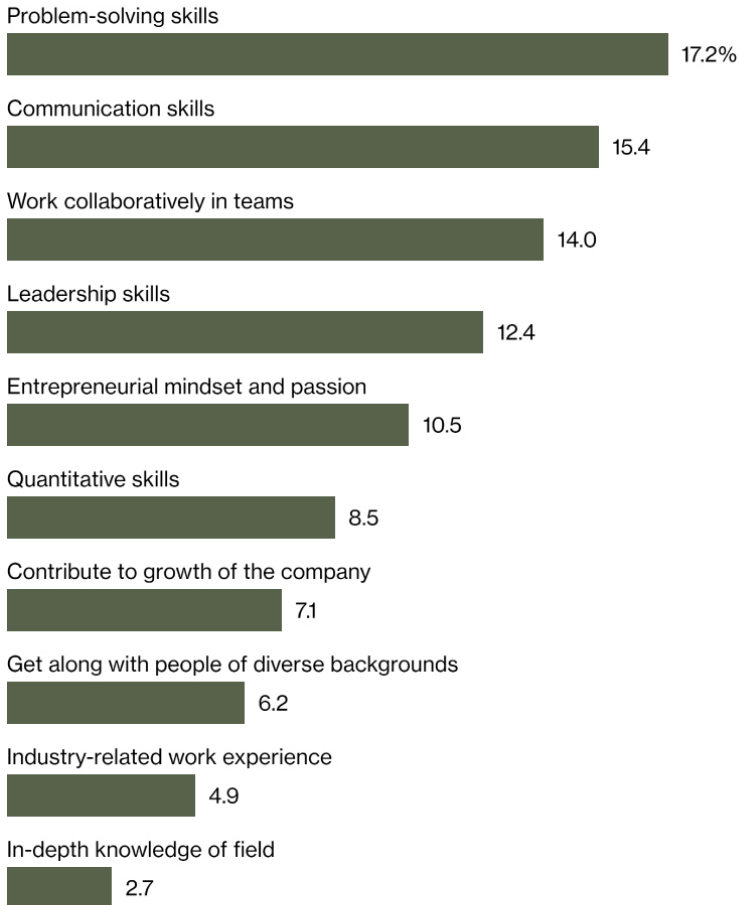
This labor market information can also be enormously helpful in recruiting students to enroll in CCS Certificate and Degree programs, as it can demonstrate that this field leads to good entry-level jobs as well as promising long-term careers. Furthermore, these data help college and community partners adapt their courses and experiential learning opportunities so they teach skills and knowledge which lead to available jobs.

Local employment and training organizations usually have access to sophisticated job search systems developed by Burning Glass Technologies or another firm. These provide invaluable information on current job openings, skill and other competency requirements, and employment trends in many fields. It is well worth asking for their help in searching for jobs for which CCS skills, knowledge and credentials would be helpful.

Unfortunately, it isn't easy to track local career opportunities in the extraordinarily wide variety of occupations for which our graduates are prepared. *(See Chapter 3 for Business Week listing of the cross-sector skills MBA recruiters seek.)* Because relevant jobs have many different job titles and use different terms to describe the same functions, a thorough search requires the use of dozens of key search words and phrases. It is therefore tremendously helpful if a college has its own license to a job search system, in-house capacity to develop a CCS-specific search program, and a commitment to provide the CCS program with constant access to the system.

Business Week, May 23, 2020

MBA Recruiters rank in order of their Priorities



Source: Bloomberg Businessweek Best B-Schools 2019 Survey of Recruiters
Percentages show the number of times a quality is prioritized 1-5 in a survey

Another complication is that many intriguing jobs with small and medium-sized nonprofits are never posted in local papers or on major job boards and data bases. Therefore, it helps greatly to develop working relationships with potential employers for our students and graduates. The following measures are helpful:

- Developing a strong student **recruitment strategy** which focuses on **dramatizing the very large and promising job market for students with CCS skills, knowledge, and interpersonal strengths, including providing**

concrete illustrations of jobs now available for positions like those listed later in this chapter.

- Recruiting and screening students who are particularly likely to pursue careers in the field, including students recommended by local employer groups,
- Involving employers in defining the job and skill needs and designing the program, perhaps as members of an ongoing advisory committee;
- Recruiting mentors from potential employers to encourage and support students as they proceed along the pathway,
- Inviting potential employers to be guest speakers and discussion leaders,
- Allying with coalitions or trade associations with members who are potential employers and helping them expand job listings,
- Fostering the development or expansion of those associations so they link the college to more employers.

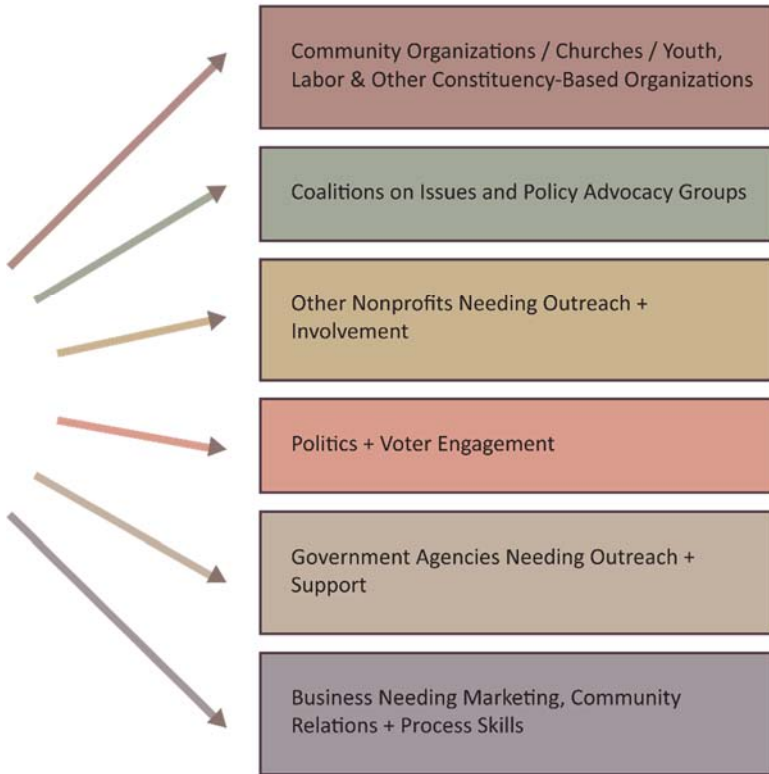
Another important strategy is to assist potential employers to create well-paid internships and relevant part-time jobs. Most of our students must earn income by working part-time and, for at least short periods, full-time, typically in jobs which offer neither relevant experience nor good pay and benefits. Our students need access to both good incomes and jobs or paid internships which help them develop their experience, knowledge and skills in change-related fields. Unfortunately, relevant paid internships are few and far between.

Finances are obviously a major reason for poor college retention and graduation rates. For these reasons, CLP is giving high priority to expanding internships and relevant job opportunities by:

- Seeking federal policy changes to increase set-asides of College Work Study positions for students enrolled in our programs and needing income and experiential education through community work.
- Seeking substantial private resources for internships which are directly relevant in developing community change knowledge and skills.
- Exploring expanded collaboration with Americorps, including the possibility of arranging for part-time positions under Americorps' Wofford Program so our students can earn while learning.

As Chapter 3 describes, Community Change Studies education prepares graduates for jobs in six major sectors of the economy. These are illustrated in the following diagram –

Continuing the Pathway to Employers Needing Leadership and Organizing Skills and Knowledge



As students look ahead, they should understand how their education in Community Change may relate to job possibilities tackling issues they care about most. The following listing provides background on careers on several key issues and illustrates the range and potential of job opportunities which experts in creating positive change helps open for graduates.

The following are examples of job titles in different issue areas and sectors of the economy which need the knowledge, skills and values CCS graduates develop.

Health and Mental Health - Implications of Current Trends for Community Health Careers:

- The Coronavirus Pandemic crisis illustrated the growing importance of having skilled outreach workers and community health educators, especially in communities with high levels of density, poverty, and preexisting conditions and limited access to health care.
- Costs are driving hospitals and insurers to worry more about whether communities are healthy places for their patients; this is increasing concern about the “social determinants of health”, including poverty, inadequate services, opioid use; they need staff who are skilled in understanding and addressing the patients’ community conditions, attitudes, concerns, patterns of behavior.
- A major example of this growing concern is the insurers’ pressure on hospitals to reduce rehospitalization; this requires that they move back into healthy communities.
- Community residents know their health needs but don’t have the proper jargon to influence providers; they need training so they can speak in terms which enable them to have an influence (e.g. Social determinants of health).
- Larger hospitals have the capacity to do more to create these conditions.
- At a minimum, this increases the need for community health workers, caseworkers, improved service.
- Major health institutions like Kaiser, teaching hospitals and educational institutions often see themselves as anchors in the community and begin to hire locally, help local businesses, build housing, improve neighborhoods on their perimeter.
- Under the Affordable Care Act, hospitals must develop “Community Benefits Agreements” detailing how they are benefitting nearby communities; these can either be limited to local marketing or they can involve extensive interaction with their neighbors; Massachusetts General, Trinity Health and Kaiser are leaders on this.
- There is growing concern with patient-reported outcomes so providers can increase their understanding of what’s really happening to people; they need to increase feedback and may hire people with organizing skills to conduct neighborhood surveys, facilitate focus groups, or serve on community advisory panels.
- Community health workers are also needed for
 - Community health centers which are growing with Republican support because they reduce reliance on entitlements; they need staff whose understanding and skills prepare them to reach, educate and empower patients from different cultures.

- Community mental health centers.
- They are good at organizing an impact on an entire segment of the population and meeting their needs, e.g. Substance abuse recovery workers.
- Lead paint and other environmental hazards.
- Planned Parenthood needs staff who excel in working with people and organizing them to advocate for their rights; especially needs people of color for these positions.
- Organizations working with AIDS/HIV patients often hire organizers and outreach workers to reach out to and provide services the patients.

Jobs Related to Climate and Environment:

The growing climate crisis and the need to great expansion in community-focused outreach education and the promotion of conservation, weatherization, and other measures indicates that this field will grow rapidly over the next decade. Passage of some version of the Green New Deal and other support for green jobs also seems quite likely. The following list is only the beginning of the career possibilities in this field.

- Community organizer/outreach workers/community educators.
- Campaign researcher.
- Environmental advocate.
- Community-based advocacy advisor.
- Project coordinator for environmental organization.
- Rural development director.
- Public interest attorney.
- Executive Director.
- Post-disaster workers.
- Community developers.

Criminal Justice and Reform Jobs:

The Trump Administration's law and order approach threatens funding for many of the activities for which our graduates would be especially well prepared. Nevertheless, the following trends are positive for the long-run because they are effective ways of addressing crime and violence.

- “Violence interrupters” or conflict mediators – who work with young people, here about pending problems, intervene when there’s an explosive incident, possible gang violence, retaliation, etc.; they rechannel and redirect the energies in positive ways.
- Police/community relations staff.
- Staff for community organizations and youth development groups, helping them strengthen the community’s social fabric and ability to deal with violence.
- Work for law firms which are searching for plaintiffs on cases involving mass incarceration and criminal justice issues; the Innocence Project supports those firms.
- Police Reform Organizing Project.
- Work with returning citizens/”justice involved” organizations; including programs designed to build on the frequently great desire by ex-prisoners to ‘give back to their communities” and study criminal justice, the legal system, work with nonprofits and public agencies.; e.g. “Bronx Corridors” which is tied to a university professor and works with returning citizens, vets, immigrants and disaffected youth; they develop and work on issues.
- Paralegals working on community issues.
- Youth workers.

STUDENT STORIES

Abdirahman Muse

Minnesota Governor Tim Walz recently appointed Abdi Muse to serve as a member of the Metropolitan Council, the policy-making board that guides the strategic growth of the Minneapolis-St. Paul region and provides essential services, including the bus and rail systems, the regional park system, utilities, planning and affordable housing. A former student in CLP's



Minneapolis program, Muse is Executive Director of Awood Center in Minneapolis, a community organization focused on advocating for and educating Minnesota's growing East African communities about their labor rights.

Born in Somalia, Abdi came to the United States with his family in 2004 when he was 22 years old. Family connections brought him to Minnesota. Mayor Betsy Hodges' 2013 campaign pledge to address the racial inequities in Minneapolis resonated strongly. "I knocked countless doors for her," Abdi says.

"I'd like to see the Somali community involved in local politics at the neighborhood level, where you can make an impact. If you're not at the table as an immigrant community, your issues will be left out."

Abdi's pathway illustrates the wide range of experiences and opportunities CLP's programs foster, and the extensive options that are available to change agents who are driven to make a difference.

Before entering Minneapolis Community and Technical College (now known as Minneapolis College), Muse was an organizer for the Service Employees International Union, focused on improving employment conditions for workers in the home care and health care facility field and immigrant workers in St. Cloud, Nashville and Seattle.

Abdi completed the Community Development program at MCTC including an internship in which he led a successful banking campaign to make it easier for Somalis to send money home to their families. His learning from the program and his relationships with faculty and students in the CLP program continue to influence him in his career and vision.

Muse then was appointed a Senior Policy Aide to Minneapolis Mayor Hodges, serving as a liaison with area labor unions and representing the influence of the growing Somali American community in local policymaking. The majority of Somali Americans in the United States—an estimated 60,000—live in Minnesota.

“No one should live in poverty in the richest nation on earth,” Abdi says, explaining his passion for social and economic justice.

“I’ve worked outside the system as an advocate and I’ve worked on the inside with policymakers to help make sure government works for the people. That’s where my passion lies. I have worked all my professional life for inclusive economic development and worker rights. So the policy areas I would like to focus on at the Metro Council are housing affordability and inclusion, specifically regional planning for inclusive housing, and inclusive economic development and engagement.”

Section 4



CURRICULUM AND KEY COURSES

*“In my time at Chinatown CDC, I was asked many times,
“What is the most important thing you do?”*

*“Let me be clear, I am of course very proud of the many
roles Chinatown CDC has played – community planning,
housing development, property management, resident
services, and public policy advocacy. But without
community organizing, our housing development projects
would not have the resources needed to build housing that
have come from successful housing revenue campaigns.
Without community organizing, our advocacy would be
lacking the legitimacy of resident leadership.”*

— Gordon Chin
Founder, Chinatown Development Corporation

12. Developing the Curriculum

CLP sites vary considerably in the courses they offer, depending on what the local partners decide to emphasize most and how much flexibility there is in the college curriculum for adding new courses and/or modifying existing ones.

However, to be part of the CLP Network, a program must offer students a set of courses aimed at **building their knowledge, skills, commitment and vision concerning community and social change, preparing them for jobs, leadership roles, or further education in this field.** In particular, they must enable students to develop the initial knowledge and skills they will need to **begin mastering “organizing”** which include competencies in reaching out to people of color and others with low-incomes, bringing them together, helping them identify and analyze common issues and how they might be addressed, and preparing them to develop leadership and take action on those issues.

These cross-sector competencies are in high demand in community-based organizations of various types, and in several other sectors of the economy as well – other nonprofits, churches, public agencies, politics, and community-facing positions with banks and other for-profit businesses. Note that the cross-sector skills which business looks for as it recruits *is remarkably similar to the list of cross-sector skills Community Change Studies students learn* CLP programs offer 3-5 core courses and range in teaching strategies and emphases, but most cover the following:

- Culture, Community and Identity as an Agent of Change – helping students develop an understanding of their communities and themselves as agents of change, through exploring their personal histories and identities, the impact of race, gender, class, sexuality, culture, historical trauma and internalized oppression; drawing strength from their own cultures; healing and personal transformation; and developing cross-cultural competencies.
- Introduction to Organizing – History, Theory and Practice, including both a review of different approaches to collective action for social change and extensive practical organizing skill development.
- Community-Based and Participatory Action Research -- Issue development, popular education and membership learning through participation in research and analyzing issues as important elements in

developing members, community leaders, organizers and collective efforts.

- Understanding the Region’s Political Economy and Issues – Lessons from history of social movements and community action in the context of race, income and demographic changes, the local economy, local and state government and politics.
- A Capstone Project – a practicum involving practical experience helping bring people together to identify, address and move forward on a common issue.

Core Learning Areas



Other courses which are often offered as electives in a Community Change Studies curriculum include:

- Advanced community organizing, campaigns and movement-building.
- Political theory, democracy, history of social movements and social reforms.
- Social media and communications strategies for social change.
- Legislative and electoral strategies.

- Nonprofit management.

Upper division courses in a BA program can offer students great opportunities to focus on the **issue area** they care about most, developing in-depth knowledge on that issue and how to create positive change and reforms on the issue. Examples of possible fields of concentration in which organizing skills and knowledge can have a substantial impact include --

- Environmental issues, including climate change, sustainability, green jobs and energy democracy.
- Community planning and development.
- Criminal justice reform and community safety.
- Health and mental health – care, promotion and reform.
- Employment, income and labor issues and movements.
- Education reform.

For any of these issue areas, potential change agents should develop –

- An understanding of the immediate issue or project.
- An understanding of its root causes.
- An understanding of the underlying policy and institutional issues.
- An understanding how decisions are made, who makes them, why, and what points of intervention exist.
- An ability to identify potential partners and allies.
- Competency in becoming equipped with the facts and technical analysis needed to have an influence.
- Vision and direction for achieving growing longer-term success on the issue.

Incorporating Many Strategies for Creating Community and Social Change:

The local community/college partnerships in the CLP Network have drawn on several different traditions of community organizing and collective efforts to create fundamental social, economic and political change in the US and globally.

These include the community organizing traditions of Fred Ross, Saul Alinsky and others who have developed systematic approaches to organizing, as well as the popular and adult educational traditions of Paolo Freire, the Highlander Center, Septima Clark and Ella Baker.

They also draw lessons from a wide variety of movements and traditions of nonviolence, including the civil rights, Chicano, and American Indian movements, Welfare Rights, the Poor Peoples Campaign and Black Lives Matter. The Women's, LGBTQ, global climate change, student-led and criminal justice reform movements have added greatly to the richness of experience in bringing about change.

There is also much to be learned from voter registration and electoral organizing, especially efforts led by people of all races who are poor or working class. These sources range from the Mississippi Freedom Democratic Party to Black Girls Vote to Willie Velasquez' Southwest Voter Education Project, and similar efforts in the past and continuing today. There's also a rich history of very progressive political traditions, including the Populists, Progressives and Socialists as well as the fusion politics of the Reconstruction era and the alternative politics of La Raza Unida, the Freedom Democrats, the Working Families Party and other alternative parties.

There is an endless list of organizations and institutions which have been trailblazers and whose experience illuminates the emerging field of Community Change Studies. Churches and faith-based movements. Ethnic studies programs and racial movements. The Catholic Worker and Sanctuary Movements. Class actions on behalf of people of color or other disadvantaged groups. The organizing traditions in social work, neighborhood and community planning, community healthcare reform. The labor movement.

There certainly is no dearth of experience and inspiration in this field. They provide great opportunities for learning and teaching by teachers, practitioners and students alike.

Designing the Curriculum and Organizing Support for the Program:

Since Community Change Studies is a new cross-disciplinary field of study which requires a mix of courses and experiential learning, most CLP programs begin when 3-5 faculty members and community leaders come together to design and then advocate for creation of a Certificate program or a new Minor in Community Change Studies.

It takes some time for such a diverse group to reach consensus on goals and strategy. Very often one major obstacle they must overcome is the wide gap which usually exists between the world of practice and academia.

Mutual respect is essential, including respect for what each brings to challenge of developing the next generation of leaders and organizers of community and social change. Academics must recognize the value of practice-based education and that community organizers and leaders bring deep knowledge as well as practical skills to the learning process. At the same time, practitioners must see the value of providing new organizers and leaders with opportunities to deepen

- Their critical and strategic thinking skills,
- Their research and analytic experience and,
- Their understanding of the local political economy and what they can learn from examining the history of change and struggle.

They also can gain from the educators' knowledge and skills in helping people learn.

Each CCS program is somewhat unique, responding to local leadership, needs and priorities as well as to local opportunities, barriers and resources. However, despite these differences, the CLP Network's successful members have had to address the same key issues and go through the same stages in the planning process.

Step 1. Define the Target Students and Broad Learning Goals for the Program

- What are our "learning goals"? What do we want our graduates to be able to do, to understand, to become after they complete this educational step?
- Who should be our priority students? What kinds of backgrounds are best for organizing in poor communities and communities of color?
- How can we best reach and recruit these people?
- Can we devise promising strategies for recruiting people from the community as well as from the current student body? Would that demonstrate to the college administrators that the program attracts new students to the campus?

Step 2. Assess the Readiness of the College for Such an Initiative

The histories of the CLP Network's programs vary widely. Some are initiated by faculty or college leadership; others are responses to community or nonprofit leaders searching for new ways of developing the next generation of skilled, knowledgeable leaders and organizers. Whatever their history, each program develops through a systematic "organizing" process – outreach, research, power analysis, building consensus and alliances, and developing thoughtful and clever strategies for overcoming obstacles and gaining the necessary support for a substantial new initiative.

And they all have had to answer the following questions –

- How open is the college to creating new courses, Certificate and Degree programs? Is enrollment and college income dropping and reducing its flexibility?
- Who are potential allies within the faculty, the college leadership and administration, college initiatives and student groups?
- Is there a Department which seems like a particularly good home for the program? Does it offer the enthusiastic leadership, related courses, program support and good base for recruiting students you need?
- Are there any currently any approved courses which fit naturally within the learning goals of this new initiative? How interested are their instructors in collaborating, perhaps modifying or adding new courses or learning modules?
- What new courses and modules would be needed to complete the curriculum?
- What are the main potential obstacles? – Lack of influence, dropping enrollment, difficulty of starting something nontraditional? How can they be overcome?
- What key elements should be included in our strategy so we can combine the proposal, the argumentation, the allies, the tactics, midcourse victories and power we need? What steps are needed?
- How can we ensure that the courses are all classified as "academic" and can be articulated into a BA program or accepted by a local partnering 4-year institution?

Step 3: Developing the Curriculum

Please note that Chapters 14-18 cover the content of the core courses most CLP Network sites offer. This chapter provides context and some ideas for designing a curriculum.

The Introductory Course –

In the Intro course, should you introduce students to a broad picture of all the topics they will be addressing during the AA? Or delve into greater depth on a few of them? Or somehow combine both the broad and deep?

Before you decide what specific topics to covered in the Intro course, think hard about the initial impact you want to have on students. If you're developing 3-5 Community Change courses, there will be many opportunities to introduce all the topics you want to cover. Nevertheless, the introductory course provides a unique opportunity to create a firm foundation for the rest of the Community Change Studies program.

Can you design an introductory course which serves three purposes?

1. **Excites student interest and helps recruit** sufficient numbers of students, especially the kinds of students you most want to attract
 - Are there major events or citywide, broad community issues which can provide a strong appeal and focus for recruiting students? (e.g. the University of Baltimore had a tremendous response when it reacted to the slaying of Freddy Gray by immediately offering a course in "Divided Baltimore" focusing on issues of race and reform and offering it to the broader community as well as currently enrolled students).
 - What course, faculty-members and guest speakers would provide the biggest draw?
 - Are students aroused by any current issue which could be a focal point and drawing card for an introductory course? The pandemic? Free tuition policies? Creating jobs with good wages for youth? Etc.
 - Does the college have a social commitment or issue focus which the course could reinforce, adding to its relevance and appeal?

- Could focusing on the neighborhoods, people and non-profit organizations surrounding the college add to the courses' interest and reality-base?
2. **Convinces students to take additional courses** in Community Change Studies and complete the Minor/Certificate/Major by creating early learning experiences which deepen the student's understanding of self, her/his story, her/his community, and the group or cohort with which their educational journey will begin. A dynamic, supportive and challenging collective must be formed early on which demonstrates to the students what is possible through organizing.
 3. **Impacts the students' ability to achieve the learning goals** by enhancing their --
 - Sense of identity.
 - Self-esteem and confidence.
 - Understanding of society.
 - Motivation to study and work on these issues.
 - Feeling these courses relate to them, get at issues they care about.
 - Participation in class.
 - Ability to study and work in teams.
 - Study habits.
 - Ability to learn through a combination of experiential education, readings, classroom discussion, and reflection,
 - Hunger to learn more by taking other CCS courses and/or consider a career in this field.

The curriculum design should help students develop a sense of accomplishment as they proceed through the set of courses, adding to their confidence and motivation to engage in what could become a life-long learning process, of growing as an agent of change and developing the tremendous breadth of knowledge and development which is needed to create substantial community and social change.

Helpful Pedagogies --

Virtually all CCS courses are interactive, with lots of small group discussions and problem-solving. They minimize lectures with “experts” downloading information to passive students: instead they seek to uplift students as experts of their own experiences, their understanding of community and institutions, and then help them build from that base of knowledge. They prioritize teaching methods which make students feel:

- Ownership of the learning process.
- Capable of gaining new knowledge, new skills.
- Challenged to push her/himself and secure enough to take risks which aid in her/his personal, professional, academic, or political development.
- An understanding of the discipline and frameworks through which strategic decisions can be made.

Many teachers create learning communities in the classroom because that approach has such strong advantages for courses in building community and creating change --

- It models community-building, leadership development, and organizing and therefore helps students internalize the skills and habits they will need.
- It helps the educator know and understand her/his students – their backgrounds and interests, what motivates them to take the course, how they view themselves, how they interact with others, and how they learn – and to take this knowledge into account in shaping the course.
- It helps each student grapple with and share his/her own identity and motivation.
- It helps students learn about each other and the teacher, identifying things they share, thus providing a foundation for building strong relationships as they start learning together.
- It helps create an atmosphere of trust and safety within the learning group, thus encouraging participation, candor and teamwork.
- It can demonstrate to students that the course is designed to respond to their interests and needs, thus generating a sense of ownership over the learning program; some educators invite the students to become co-creators of the course, helping make decisions as the course proceeds.
- It can model to students how listening, facilitation and organizing skills can help them bring people together to work on common issues.

- It helps each student develop greater understanding of her/himself and social identity in the context of organizing and change
 1. Focusing on your motivation and self-interest in organizing
 2. Exploring issues of identity, gender, race, class, age, etc.
 3. Exploring issues of power and privilege
 4. Exploring how you interact with others in the community

When they teach, both academics and practitioners are intentional in **integrating different perspectives and vantage points** to help engage students. For example, it is imperative that students learn about the impact government policies have had on individuals, but equally important that they understand its impact on different communities, institutions, and structures. Another example would be developing an analysis of how and why things happen at the local level, and then using those same principles to dissect how and why things happen at the regional, state, national, and international levels. This deepens critical thinking.

Story-telling is an especially important pedagogy in organizing and social change as well as in many of America's cultural traditions. It is a particularly valuable technique for helping CCS students understand what can be learned from the histories of their own communities as well as other very different experiences. Expert story-telling about how a particular issue emerged and was addressed can weave together the building of the knowledge, skills and bonds among students from different communities. CLP is currently exploring the possibility of establishing a web-based Story Bank to provide teachers, trainers, organizers and community leaders with easy access to directly relevant stories which they can use for learning and knowledge and skill transfer.

Virtually all CLP's faculty members draw heavily on their own deep community roots and involve community leaders and organizers as guest speakers and discussion leaders to help the students develop their values, inspiration, new insights, horizons, what is possible through well-planned collective action.

Experiential education

The curricula at all CLP sites require field experience as well as reading and classroom learning. The sites use a wide variety of on-campus as well as off-campus strategies for helping students learn through experience with community

issues and organizing. *(See next chapter for more on experiential education in Community Change Studies programs.)*

13. Integrating Experiential Education Throughout

“This class gave me a push in going up to people to talk about things wrong with our society. The volunteer hours project helped me connect with people from the Single Payer movement and we went up to people to try to pass the SB 562 bill.”

— A DeAnza student

The curricula at all CLP sites require practical field experience as well as reading, research and learning in the classroom. Community organizing and leadership development require practical skills ranging from such interpersonal skills as listening, building relationships, and searching for issues which unite people, to skills in building effective organizations and mastering complex social and political issues. Like such other professions as medicine and law in which clinical experience is essential, preparation for careers in community planning, organizing and development requires substantial time learning through experience, trial and error, with training and mentoring by an expert practitioner.

In designing a Community Change Studies program, the community and academic partners must overcome the skepticism each may have felt toward the value of the other’s knowledge, understanding, and traditional ways of learning. There is no denying that many academics -- except those in medicine and law and other professions which depend on clinical education -- have little respect for practice-based education, especially when it’s taught by practitioners rather than career academics. Similarly, it’s clear that many organizers and community leaders doubt the relevance of academics to what organizers need to know: typically they see them as removed from the community, focused on theory with little practical experience, often based in elitist institutions which neglect and sometimes disrupt nearby neighborhoods.

However, both academic and experiential learning are essential for community change agents pressing for progress on social, economic and political issues. Each brings to the work knowledge, skills, understanding and vision, as well as the strengths of character and skills in analysis and strategic thinking which change agents need to maximize their impact. CLP Network programs are remarkably successful in creating genuine partnerships across these historic divides, including being highly creative in maximizing opportunities for experiential learning.

CLP's sites use a wide variety of strategies for helping students learn through experience. These start with most Change Studies faculty-members bringing extensive personal experience in community work to their teaching. Many have been organizers, community leaders or otherwise deeply involved in community change work before beginning teaching. Many others are adjuncts whose main job continues to be working on the ground with a community-based organization or other nonprofit or perhaps in political or union organizing, issue research or journalism. In addition, CCS courses frequently involve organizers and other practitioners as co-teachers, guest speakers and discussion leaders, a practice which students consistently praise as particularly motivating and instructive.

Instructors for virtually all courses in Community Change Studies use extensive **classroom exercises and group problem-solving and analysis** to help develop their students' practical skills. Many courses require **field assignments**, often including researching and analyzing community issues, interviewing organizers and community members, and/or taking part in organizing and community improvement efforts. Courses in Participatory Action Research get especially high marks for helping students grasp the whole process of creating change: through experience students learn how community residents can collaborate in choosing a priority issue, learning how to research it through interviews and analyzing documents, developing strategies for having an impact, taking action and then reflecting together on what they have learned. (*See Chapter 16 below on courses on Community-Based Research*).

Fortunately, there are many useful books and manuals on community organizing which provide excellent exercises for providing students with practical experience in the classroom as well as through field work. Several of these are available on CLP's website at www.clpclp.org and others can be purchased through

www.abebooks.com, Amazon, local bookstores, and elsewhere. CLP's former Program Director Joan Minieri and Paul Getsos co-authored a particularly good book on Tools for Radical Democracy; and Scott Myers-Lipton has developed a very useful guide for university teachers looking for methods for providing experiential education on campus (Change: A Student Guide to Social Action).

The CLP website provides direct access to excellent teaching materials prepared for CLP by Professor Daniel HoSang and Michael Brown, as well as a 70-page guide to teaching organizing by Marshall Ganz of Harvard's Kennedy School. Our site also provides a direct link to a terrific series of handbooks on teaching organizing by David Beckwith and Cristina Lopez, formerly with CCC.

Over the years, DeAnza College has become very creative in developing ways to involve students in **tackling on-campus issues** in order to avoid adding to the travel burdens of their students, most of whom commute long distances. Recent examples include work on immigrant students' rights and sanctuary for those who are undocumented, divestiture of carbon stocks by the college, other policy issues facing the college and Student Government, and get out the vote efforts.

DeAnza's **off-campus field experiences** build on long-term relationships the faculty and students have developed with community partners, many of which are in nearby San Jose where many DeAnza students live. They include working with a congregation-based organization affiliated with national Faith in Action, participating in campaigns on environmental and immigrant rights issues, and pushing for rent control and other tenant protection measures which will directly benefit the college's students as well as others resisting gentrification. CLP's affiliate program at City College of New York has partnerships with 26 organizing groups throughout the metropolitan area, and places students as interns and fellows with many of those groups. Recently, students and faculty at CCNY assisted an alliance of those groups in winning City Council support for reforms supporting their development of Community Land Trusts to slow gentrification.

Internships can provide invaluable in-depth experience on the job if they are directly related to community change work or the skills and knowledge a change agent needs. Internships also can help students earn references and contacts which may be invaluable in the future as they look for jobs or advanced education. However, unpaid internships are a luxury few community college

students can afford: to stay in school and cover expenses students need to earn a living wage and therefore have no choice but to choose a full- or part-time job over an unpaid internship.

For this reason, CLP is constantly looking for additional resources to expand the number of paid internships for students preparing for community change careers. Unfortunately, it is abundantly clear from our sites' experience that the private sector will not provide adequate funding to meet these needs. Therefore, the CLP Network has begun efforts to expand government support for the kinds of paid internships which are needed. This work has focused in part on efforts to reform and strengthen the **Federal Work Study Program**, especially its provisions emphasizing **Community Service Jobs** and **civic engagement**. We have launched a long-term campaign on this issue, and our Congressional supporters have won an initial victory: the House Appropriations Committee's report included the following language.

“The Committee encourages the Department to work with institutions of higher education to ensure that schools are providing this information (on Community-based Work Study) to students and that community service jobs provide experiential education and college-credit for students preparing for careers working with community-based organizations in low and middle-income communities. The Committee also encourages the Department to increase the number and scope of learning partnerships between community-based nonprofits, community and/or four-year colleges and other programs that offer educational pathways to careers in community organizing and community change, especially for first generation college students.”

— Page 202, Report of the Committee on Appropriations,
House of Representatives on HR 2740, May 15, 2019

See Chapter 23 for details on CLP's expanding campaign to create new state and federal programs offering "**Community-Building Internships**" which would resemble an apprenticeship in providing students like ours with a living wage 40 hours a week for 2-4 years during which they would prepare for careers in community and social change. In return for this opportunity to "earn while they learn", Community-Building Interns would commit to serving in those careers for a minimum of five years after graduation. Legislation along these lines is being introduced in the US House of Representatives and a number of state legislatures.

Most CLP programs include a **practicum or capstone project** during which students work with others to make progress on a community issue. They devote substantial time to applying what they have learned from their coursework and field experience to a real-life situation, and then reflect in depth on their experience. In some cases, they plan and complete a capstone project which involves analyzing how an organization is addressing a community issue, and includes interviews, other field research, and an assessment of lessons from the effort. Others include a self-assessment by each student of their own skills, knowledge, and personal strengths and weaknesses as potential agents of positive change. All the syllabi in the CLP website's section on curricula on Community-Based Action Research include practical experience and skill-building for students.

Professor Lena Jones of Minneapolis Community and Technical College offers a unique **total immersion** program. Each summer she offers students from Minneapolis College and other parts of the country a chance to travel with her to the Mississippi Delta and immerse themselves in meeting with veterans of the civil rights movement and studying the history and lessons of that crucial era. Other sites would benefit greatly from being able to offer that kind of deep immersion experience in a community, a movement or an issue. On a smaller scale, DeAnza, has offered students an opportunity to learn first-hand about the lives and issues of nearby farmworkers by involving the students in providing literacy education to farmworker families.

Finally, several sites have partnerships with **Americorps'** Public Allies programs. PA offers stipends, health and education benefits for 10 months of service and learning to young people, especially "opportunity youth" from low-income backgrounds. Because of their shared commitment to youth leadership

development, CLP sites and Allies programs have built partnerships in four cities so far. The most ambitious of these is run by CD Tech, which operates Public Allies for all of Los Angeles and has over 50 paid volunteers each year. Tech recruits, trains and supervises the volunteers and also offers them free enrollment in 1-2 college credit-generating courses in Community Planning and Organizing at LATTC, CD Tech's community college partner. Students then can enroll as regular college students with a head start towards a college Certificate or Degree.

New York City's Association for Neighborhood Housing and Development has recruited, enrolled and trained 10 Public Allies each year for ten years. Over 100 young people have been placed for on-the-job experience with nonprofit members of the Association, earning stipends and health insurance. Fully 85% have moved directly into jobs with nonprofits in the city. In other cities CLP sites provide training for Public Allies and guide some graduates into service with the Allies or Americorps VISTA.

Clearly, this experiential education is invaluable for preparing people for roles leading change and organizing collective action. However, **it is equally clear that academic education is equally essential. While the courses offered by particular community colleges and public universities offer widely, they all offer invaluable Certificates or Degrees as well as many courses which greatly broaden their graduates' knowledge and skills in ways which are incredibly valuable for community organizers and leaders,** including courses which --

- Deepen students' understanding of the full range of strategies for creating social and community change, including social movements, organizing, nonviolent action, electoral politics, litigation and legislation.
- Deepen students' understanding of other people, including delving into issues of race, class, gender, white privilege, internalized oppression, trauma and healing.
- Help them understand the economy, politics, and demographic trends in the region where they will work, and what can be learned from the history of local struggles for reform.
- Develop their research, analytic and critical thinking skills.
- Develop students' skills in public speaking, argumentation, writing and presentation.

- Expand students' vision of what is possible, by exploring various approaches to strengthen democracy, representative government, civic participation and accountability, and studying alternative views of capitalism, democratic socialism, the welfare state and the roles of mediating structures and civil society.
- Deepen their understanding of people's behavior through literature and the other humanities and through sociology, psychology, and social psychology.
- Develop their strategic, mediation and conflict resolution skills.

Many experienced community leaders and organizers lament the fact that few entry-level staff people come to the work with this kind of broad knowledge and understanding, and even fewer mix that background with the practical skills which only on the ground experience or expert experiential education can offer.

14. Culture, Community and Identity as Agents of Change

“ But all our phrasing – race relations, racial chasm, racial justice, racial profiling, white privilege, even white supremacy – serves to obscure that racism is a visceral experience, that it dislodges brains, blocks airways, rips muscle, extracts organs, cracks bones, breaks teeth. You must never look away from this.”

— Ta-Nehisi Coates

CLP sites share an understanding that – to prepare for life as an organizer and agent of social change in any community – students benefit greatly from classes which help them develop their understanding of themselves, their fellow students, their community, and issues of race, class, gender, culture, and privilege. These classes typically enable students to learn by –

- Exploring their personal history and identity while delving into issues of race, class, power and privilege, internalized oppression, trauma, and healing,
- Drawing strengths from their culture, community, and identity,
- Analyzing structural racism and other biases and how they affect public policy and the behavior of institutions and individuals, and
- Providing a cultural context which helps them understand the communities where they will work and to develop their capacities for reflection, critical thinking, active listening, conflict resolution and the building of groups, organizations, coalitions and alliances, as well as cross-cultural collaboration.

Courses focusing on these deep topics vary considerably from site to site in the CLP network. They range from 1 to 6 credits, and they often include field experience exploring these issues and following practices developed in class. Some are free-standing courses, while others are structured as modules for use

in courses on community organizing, community development or a particular community issue like violence prevention or student housing.

Nevertheless, they all are aimed at preparing students to be thoughtful, effective organizers and change agents who can work sensitively and effectively in communities like their own and across cultures. They address issues of race, racism, and white domination in depth through study, dialogue, experience, and reflection.

Growing Emphasis on These Issues:

Over the decades issues of race, culture and community have been heavily emphasized by movements and organizations led by people of color, from Black Power to Black Lives Matter, from the Brown Berets and La Raza Unida to the DACA and wider immigration movements, from the American Indian Movement to similar movements among Asian Americans and white ethnics. They also have been heavily emphasized by many social workers and community organizers, and the vast majority of independent community-based organizations of all types have drawn great strength from the traditions and strengths of communities of color and working-class and low-income neighborhoods

As the larger networks of organizing groups have concentrated on building city-wide, regional and statewide multiracial, multiclass organizations, until recently most have been cautious about using race and culture as a base for organizing. They have relied on highly professional organizers, usually from middle class and well-educated backgrounds, and been strongly criticized by many people of color as not being solidly based in their communities or responsive to their needs and priorities. In gaining breadth, they have lost some of the depth they had in earlier years.

However, over the last five years, there have been remarkable changes in the leadership of the major community organizing networks and support organizations. While the Gamaliel Foundation and the IAF in the West and Southwest have been directed by people of color for many years, several other organizing networks are also now addressing issues of race and ethnicity far more seriously than they did earlier. People's Action now emphasizes multiracial leadership and race-conscious campaigns. The Center for Popular Democracy

stresses racial and economic justice and has a multiracial leadership team, and the Center for Community Change has gone through a racial and generational change over the last 15 years, and now has an African American and a Latina in the two top positions.

One particularly interesting story is the thoughtful, step-by-step process one of America's largest organizing networks has gone through in transforming itself after serious study and debate about how it addresses issues of race. Faith in Action (formerly the PICO National Network) believes in the “power of people to transform systems (people, institutions and our larger culture) to create more just and equitable communities through catalyzing a multi-racial, multi-ethnic, multi-faith collaborative movement.”

Through its organizing, the network is “actively engaging communities of color to be the authors of their own liberation and in that process seeks to adapt principles of organizing to match the cultural nuances and traditions connected to those communities.”

Reverend Deth Im, Director of Training and Development for Faith in Action, has been one of the active leaders in this transformation, which has led to a major shift in the network's leadership and its emphasis on race-conscious organizing. The network's new Executive Director and many of its other top leaders are now people of color. And there are many other major changes, including a new emphasis on race-conscious organizing.

After the first two years of study, discussion and debate, Reverend Im described this challenge as follows:

“There have been numerous challenges that PICO faces in recruiting and preparing people of color for leadership within the organization. Perhaps the underlying challenge that informs the other challenges is that we’ve had to identify the principles and practices within our organization and our work that are rooted in white dominance. Therefore, the impact is a culture that is more successfully navigated by white people, which leads to visible leadership positions within the organization.

“This leads to a second challenge wherein white executive directors and supervisors face difficulties mentoring and supervising people of color to understand the rigors of the work, how to meet performance expectations and ultimately how to move into positions of leadership. People of color feel trapped trying to organize within their indigenous contexts and are faced with the dilemma of organizing the “right” way or leaving to find something which is more culturally contextual.

“Another challenge we face is positioning people of color too soon for leadership. Given the organizational commitment to identifying people of color yet faced with the optics of having few people of color in leadership positions, when talented people of color are identified they are put into leadership positions before they’re fully ready and oftentimes this leads to on-the-job training in which the new leader faces a series of failures which can then lead to termination or resignation.

“Given the barriers listed above, there are opportunities for PICO in communities of color. First, there is a commitment from leadership within PICO to more fully address the issue of racial inequity and how the culture of our organization reflects white dominant culture. For the last five years, we’ve committed to put race at the center of our work, which has resulted in a deeper racial analysis both for our work and for our organization. Our commitment to understanding implicit bias and seeking working relationships with thought leaders such as John Powell, Rachel Godsil, Manuel Pastor, Heather McGhee and Ai-jen Poo have been instrumental in helping us examine our practices.

“This commitment to put race at the center coupled with an emergence of leaders within communities of color who are seeking to change professions into organizing provides an opportunity for us to establish new practices that are both more equitable and culturally contextual.

“Finally, if we are able to engage the energy of young people who come with deep commitment and passion to racial justice work, we have an opportunity to train a new wave of organizers who reflect the communities from which they come and can incorporate practices that also reflect those communities as well.

“As an organization, we developed strong relationships with young people and young adults in Ferguson, MO who had some instincts for organizing and had boundless energy and commitment to changing the racist infrastructure throughout St Louis County. Our experience in Ferguson was forged in direct relationships with young people and young adults in direct action protests and negotiations with the police. Moreover, we ran a four-day voter engagement program in Ferguson, November 2014 which identified a need that we are grappling with related to career pathways in low income, communities of color.

“PICO typically runs a volunteer voter engagement program, because we believe the passion commitment of our people to the issues is longer lasting than what we can get with paid canvassers. In Ferguson, our canvassing teams were comprised of Ferguson/St Louis County residents we paid them for their time. It raises the issue of how we compensate people from low-income communities for their time when they are engaging in our systemic change efforts and it probably means we cannot operate unpaid internships.”

This process led to a major transition in the composition of Faith in Action’s Board and top staff leadership and then the hiring of a new Executive Director who is African American and a former leader of one of PICO’s local affiliates.

While not held back by racism, **low-income and working-class whites** face many of the same barriers and seldom are chosen to lead nonprofit organizations. They face many of the interlocking obstacles which afflict people of color, starting with the fact that credential, educational and work requirements often block them from organizing jobs and staff leadership roles. Formally or informally, organizations frequently reject candidates without a Bachelors' degree or at least an Associate Degree from a community college. In addition, when they look for people who already have had work experience or a relevant internship, this disadvantages candidates who cannot afford to work or intern without pay.

Why not hire people who have surfaced as community leaders in organizing campaigns or social movements? Traditional community organizers often discount that background, believing that the spokesman/visible leadership role is in conflict with the "organizer's" role of working behind the scenes to develop others.

The CLP Network's Courses on Race, Community and Identity as an Agent of Change:

Drawing from his Native American roots, CLP's former Field Director Syd Beane emphasizes that to prepare yourself to be an agent of change you must start from where you came from, your ancestors, their rituals, their experiences and their philosophy and see culture as providing the context for healing, developing a sense of your own power, understanding the people you're with and building relationships with them.

When he taught in the CLP program at **Minneapolis College** (formerly MCTC), Syd began his Introduction to Community Organizing with his tribe's traditional rituals and ceremony and then focused on story, on family history, on community. He had students reflect on their own backgrounds through a series of exercises. He helped students capture their own story and overcome the influence of the dominant culture, pointing out that it guards against changes to the status quo, including challenges to "democracy" and "capitalism". Students are helped to discover and understand their own culture and power.

“Every course starts with helping students understand themselves. Only then will anything have meaning. Students must learn that it is not all about what others think is right and what's wrong but about what you think is the right answer. Discovering this is empowering and you gain it through experiential learning.”

The course stresses that spiritual healing is critically important. While trained as an organizer by Saul Alinsky, Syd disagrees with Alinsky about making anger central to organizing. He thinks anger separates and divides and that instead the emphasis should be on pain and healing. He sees culture as providing the context for healing, enabling students to create a sense of their own potential power and efficacy as an agent of social change and community-building. Drawing from his Social Work education, Syd differs from Alinsky in stressing the importance of “building an understanding of the other person, his pain, what needs to take place to heal that pain, and how I can relate to that experience to build a relationship: this is in contrast to the classic Alinsky approach that you need to build power so you can then do what you want.”

REFLECTION OF SELF IN THE COMMUNITY AS AN ORGANIZER

“Cultivating Consciousness is a course intended to provide a space for community organizers to explore issues of race, class and privilege and its impact on the self and communities. Students will learn skills and knowledge related to group dynamics, self-analysis and macro and micro issues related to the role of community organizers.”

“This class will explore the role, principles and real challenges that an organizer faces in balancing their life as they work for justice. In addition to exploring the life-work balance of an organizer, we will also explore both local and international practices and models of those who do community organizing while incorporating the “fully human” aspects of our lives into the social justice work.”

“We will look at how internalized oppression plays into our lives as people of color and organizers. This exploration into our own internalized oppression will reflect on the ways we work in the community. Understanding race, power and privilege in inter-personal relationships. Critiques current social justice organizations that fight for social justice yet continue to uphold dominant power structures.”

This core course on “Cultivating Consciousness” is taught in the Community Planning and Organizing curriculum which CD Tech offers in Los Angeles. Among the elements included in the Los Angeles course are: Group dynamics, non-violent communication, facilitation, active listening and finding your voice/style while working in communities; developing a conflict resolution facilitation plan for various community conflict scenarios; comparing and evaluating the approaches of other students.

Students in **DeAnza College's** Certificate program in Leadership and Social Change speak to the powerful impact of their course in *Community Based Learning in Intercultural Studies*, developed by Edmundo Norte, Dean of Intercultural/International Studies at DeAnza.

"[This] class was essential. How are you taking care of yourself? That's what you need to be an effective organizer. Take care of yourself and people."

"You have to find out who you are so you can go out and motivate others."

"Understanding internalized oppression – How I have taken so many of my values from the dominant culture and how to recover from that."

"You get to know each other because you are doing the work together. That class knows things about me that my family doesn't know. These are the people you have to rely on."

"A required component of the program was a crash-course in nonviolent communication. This taught me about how empathy is the quickest and most effective way to create change because it allows you to see every person as human, and to understand where they are coming from, what motivates them. When you understand this about a person, you can truly build community and create change."

The course offers six credits over the fall, winter and spring quarters. Each week, students combine three or more hours in class with an equal amount of time working with an organization that is tackling an important community issue on campus or in the broader community. The experience includes deep personal and group reflection and training in nonviolent communication skills.

The class meets once a week for three or more hours. Edmundo notes that it usually goes overtime by 30 to 90 minutes because the students are so involved in discussing a hot issue that they want to continue the discussion.

The classes prepare students for dealing with injustice and carrying on the struggle involved in addressing trauma, conflict and oppression, including issues of race, class, gender and other forms of discrimination. Students address the traumas in their own lives as well as the injustices and challenges they confront in their internships. The class is based on recognition that in order to sustain continuing work on tough issues of social justice, students must give serious attention to building their internal strengths and relationships and their sense of community with others who share their values and are committed to the same struggles.

Norte is an expert in nonviolent communication, sometimes called "compassionate" or "collaborative" communication. He has designed the course to help students better understand themselves while also strengthening their capacity to communicate and work with others who are engaged in the same struggle. The course is structured to help students overcome their sense of isolation and nervousness and to get to know each other and share their stories, what they have been through, what experiences helped shape how they see the world, what sustains them, what they want to get from relationships.

This is particularly important because we often do social justice work in toxic situations, seeing injustices we want to heal, facing great tensions and arguments with each other. A key question is how do we make our work sustainable in those situations? What personal and interpersonal strategies can we develop for understanding ourselves, for self-care and for cultivating relationships which sustain us for the long haul?

Each class is structured to address the issues that most preoccupy the students that day. The following outlines a typical class session:

- **Quiet Reflection.** Five-ten minutes of silent reflection.
- **Pair/Share.** Pairing up with another person to share and reflect on any issues that arose during the opening, quiet grounding time.
- **Group/Share.** Sharing these experiences and reflections among the whole group.
- **Announcements.** A time for open announcements of activities and events.

- **Mini-lecture/Presentation.** A brief presentation or further investigation of one of the issues raised earlier, that holds lessons for real-life learning.
- **Practice Applications.** Breaking into empathy groups, as described below, for small group practice in applying the principles and practices of nonviolent communication to addressing the issues that students are confronting.
- **Exercises and Discussions.** Students reflect on issues in their internships or other topics, often using a variety of exercises or role-playing, and staying in empathy groups.

Much of this course is carried out in small groups, often including exercises to cultivate practices which sustain us. Students create “empathy groups” of 4-5 people who choose groups in which they feel comfortable and best able to share their inner thoughts. They stay together through the rest of the course.

The process followed in the classroom models the relationship-building which is key to bringing about any substantial change. Edmundo emphasizes that to gather strength people must invest time in getting to know each other, overcoming the reticence that often blocks real communication and sharing our life stories. His approach includes exploring how we need to understand what has shaped our vision of the world and what we want to get from our relationships and our collaborations.

At this level the course is similar to Marshall Ganz’s course at Harvard’s Kennedy School. Formerly an organizer with the United Farmworkers Union, Marshall stresses story telling as key to organizing. Ganz trains students in “public narrative”, sharing with each other: a story of self; a story of us; a story of now. The teaching process and content are both geared to strengthening the emotional intelligence of the students, preparing them to build effective relationships in the communities where they work and to build strong working relationships with their colleagues in community change work.

The DeAnza course is structured to take students through five steps that are critical to taking on leadership on community or social change issues. These steps are especially helpful for students of color and others who face discrimination, injustice and internalized oppression in their own lives and who find the dominant culture daunting or harmful to them and those they care about. They are designed to decolonize people’s minds and give them a chance to reframe their

understanding of themselves, of others with whom they deal and of situations they face.

Central to the process and to the course is recognizing the challenges of social change work and having confidence that students can develop new ways of working with others. Edmundo sees that the attitudes and assumptions they enter with are usually those of the dominant culture. This includes binary thinking that stresses how things are either right or wrong, good or bad, mine or yours, or reflect the belief that the views of one person who is dominant and therefore inherently right and other views are inherently wrong. He asserts that nonviolent communication provides an alternative way of looking at the world. It starts with the assumption that the best answers and the strongest organizations or collaborations come from developing common ground through a process of introspection, listening to each other, healing and sharing.

Other elements of the course include having the students write weekly reflective papers. Some of these reflections complete an assignment from the professor, but most are reflections on experiences students are having in their internships, their other courses in social justice or elsewhere in their lives. Periodically, the class discussion focuses on a joint assessment of what parts of the course have worked well and which ones have been less successful, so that the instructor has guidance from students which can be applied to future teaching.

In learning this set of reflective practices and building a support group of relationships, students become better prepared to overcome feelings of inadequacy, to relate closely with others in common cause, to understand the rage they may feel and to address the pain which is its root cause. Mourning and healing prepare them to move into transformative action. Edmundo has seen that there is little you can accomplish if you feel inadequate, cannot collaborate with others fully, or cannot address your anger and build the supportive relationships and healing strategies which are essential to lifelong work for constructive change.

The class accompanies an internship which takes about 3.5 hours per week. The class meets one day each week for 3.5 hours. It sometimes goes overtime when there are live issues which students want to keep discussing.

Literature on Race and Organizing:

For teachers and trainers, there are many useful teaching materials which go beyond the standard “Alinsky” list to include four interrelated types of literature

- Literature which directly addresses structural racism, and related issues and the history of race in America.
- Literature which tells the story of organizing and movement history which is inspired and led by people of color, and which therefore can inspire and connect students to those traditions as well as reflect what kinds of strategies fit and work best in a particular culture (like Freedom Plow, Malcolm X’s autobiography, biographies of Willie Velasquez, George Wiley, Fred Ross and others, Aldon Morris’ *The Origins of the Civil Rights Movement*, *The Black Panthers’* mix of education, services, and organizing, histories of the slave revolts, MAYO and LaRaza Unida, the Farmworkers, Black Lives Matter, minority voter registration and analyses of minority political strategies, etc.)
- Literature which is useful for organizers interested in drawing from a particular culture’s traditions of “organizing”, reweaving the ties between cultural organizing and community organizing which Alinsky stopped emphasizing along the way. An example of this is the book *Blood Struggle* which analyzes the history of about 125 years of US policy toward the Indian reservations, what that’s done to the culture, and how AIM, Alcatraz, and other developments have begun to restrengthen the Native Americans’ culture, self-confidence, sense of voice and power and traditions of self-organization, etc.
- Materials on Historical Trauma – there is an abundance of illuminating studies of cultural and historical trauma.

The following materials on the CLP website reflect the different approaches which educators at CLP sites have developed. Interviews with students demonstrate that these courses are having a powerful and often transformative impact on them.

Cultivating Consciousness: The Reflection of Self in the Community an Organizer: This is a one-credit introductory course taught as part of the Community Planning and Economic Development Program at CDTEch.

Community Planning 10: Comprehensive Community Violence Prevention Strategies: This course includes many sessions on Critical Consciousness of

Culture, Community and Self, and of racism and other structural barriers, oppression, trauma, healing and personal transformation.

Building Communication Skills, Consciousness and Relationships: DeAnza College Course on Community-Based Learning in Intercultural Studies: The DeAnza course on nonviolent communications and self-reflection toward action is a program highlight for many students.

“It was the Civil Rights Movement that said we don’t need to just pray for things to get better in America, we need to march in the street and challenge the injustices of society, and declare that segregation was not only a political problem, but a moral problem.”

— Rev. William Barber

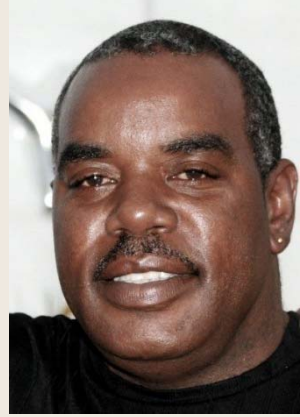
“When you teach a man to hate and fear his brother, when you teach that he is a lesser man because of his color or his beliefs or the policies he pursues, when you teach that those who differ from you threaten your freedom or your job or your family, then you also learn to confront others not as fellow citizens but as enemies – to be met not with cooperation but with conquest, to be subjugated and mastered.”

— Robert Kennedy

STUDENT STORIES

Fanya Baruti

“What struck me and stayed with me most from the program was the concept of internalized oppression. When they hit that, I said to myself that’s what I’ve been suffering from. I’ve been suffering from this syndrome for a long time and now it has a name. As Black males, we experience so much so where we become hardened and apathetic. If we do not talk about the systematic walls of institutionalized racism – and tear them down like the Berlin Wall – we’ll never be recognized as human beings. We’ll only be sugar-coating a lot of the pain and the privilege some people don’t want to let go of.”



His Pathway into the Program

Fanya Baruti has faced the walls of institutionalized racism directly – as someone who was incarcerated and as an organizer. While incarcerated, Fanya organized other prisoners to fight for better conditions, educational and self-development opportunities, and pre-release programs. When he was released, Fanya started working as an organizer with A New Way of Life Re-Entry Project. That’s when a colleague who told him, “Hey Fanya, there’s a class at CDTech I think you would like.” Fanya recalls: “We were in a phase of organizational maneuvers where we were trying to figure out the best practices so I looked into it. It turned out that I already knew Benny [Benjamin Torres, CDTech President and CEO] through a community collaboration we were involved with so I enrolled and was accepted.”

What Fanya Learned

Fanya graduated from CD Tech's Los Angeles Community Organizing Academy (LACOA) in the spring of 2013. Although he had been an organizer for years, Fanya says:

"The program helped me sharpen my skills. It was a refresher course in the now. We learned about different methods to investigate issues, to do power analysis, and to mobilize people in our community to stand up for things. Then we went out and practiced what we learned. For example, we went out and investigated how people feel about voting and came back and did a presentation about what we found. The program introduced me for the first time to the theory behind what I had been doing. It gave it a name."

How the Program Changed Him

The program also broadened Fanya's horizons:

"We also looked at other models and how other movements sustain themselves. We studied Venezuela and the Zapatistas. This broadened my horizons. I also made new friends. Some of us worked on projects together and I learned that anyone can work together if you drop your walls."

Fanya continues to work at A New Way of Life Re-Entry Project, where he is the lead organizer for the Los Angeles chapter of All of Us or None, a national organizing initiative that is building a movement to win full restoration of the human and civil rights of people with past convictions. In working with All of Us or None, Fanya is using the theory, skills and tools he learned in the Community Change Studies program: "We are pushing the most progressive 'ban the box' policies to end discrimination in hiring and housing in the nation. Why is our 'ban the box' here in LA the most progressive in the nation? Because the voices of the people most affected have been at the table."

Fanya's Pathway from Here

What's next? The program also introduced Fanya to the concept of Social Enterprise: "How does this population of formerly incarcerated people start to build entrepreneurship, to grow the economic resources to sustain themselves, their families and their community? This is something I want to work on. I also want to write a book about my experience and to travel and share what I've learned." But above all, Fanya says:

"What I would like to see is that when anything is going on with legislation at the state level or locally, we – formerly incarcerated people and their families – will be in a position where we will be recognized as a power. The voices of the people will have power. We will have a seat at the table. People will be serious about who we are and who we represent. The voices of the people will be leading."

15. Community Organizing

“The great social justice changes in our country have happened when people came together, organized, and took direct action. It is this right that sustains and nurtures our democracy today. The civil rights movement, the labor movement, the women’s movement, and the equality movement of our LGBT brothers and sisters are all manifestations of these rights.”

— Dolores Huerta

CLP sites typically offer at least one full course on organizing – the theory and practice of various approaches to organizing people for collective action on issues they care about. These approaches include community organizing, movement building, nonviolent action, popular education, organizing to influence public policy, building unions, movements and coalitions, and registering and mobilizing voters. These courses introduce students to these strategies for community and social change, and to the skills and knowledge they will need to increase public engagement in influencing the social, economic and political institutions and policies which affect them.

There are a many different approaches to learning organizing. Most people learn it on the job, through trial and error, hopefully with good supervision and mentoring. Others learn it through practitioner training programs, and still others learn about organizing in academic settings. Relatively few people have had an opportunity to learn organizing and related topics through a combination of experiential learning, reflection, reading, and group discussion and practice – the combination CLP programs strive to provide.

There are also many schools of thought about what people should learn in an initial course in community organizing. Some stress hard skills, others what can be learned from history and theory. Many mix the two. Finally, they vary in how

they address issues of race, class, power and privilege, how much they emphasize policy and institutional change, and what approaches to collective action they favor.

Since any single course can only cover a limited number of these topics, it is vital to develop a longer curriculum which offers several interrelated courses and provides plenty of time to introduce, apply, and reflect on the many different areas of knowledge and skills which someone must master over time to become a highly effective agent of community change. That is why it's so valuable for students to eventually also take an advanced course in organizing during which they can deepen their understanding and broaden their skill-set. It's also why CLP faculty members and guest speakers keep reinforcing organizing strategies and skill development in all their CCS courses.

What Do Organizers Do? What Skills and Knowledge Do They Need?

“We urgently need to bring to our communities the limitless capacity to love, serve and create for and with each other. We urgently need to bring the neighbor back into our hoods, not only in our inner cities, but also in our suburbs, our gated communities, on Main Street and Wall Street, and on Ivy League campuses.”

— Grace Lee Boggs

In its publication *Profile of a Community Organizer*, CLP developed the following chart on the skills organizers need to carry out their main roles.

SKILLS OF ORGANIZERS

Skills Ability to perform tasks with a high degree of proficiency*	Find and Build a Base	Train, Support and Educate Leaders	Identify Issues	Move the Base to Action through Strategic Campaigns	Build Organizational Power
Active listening	●	●	●	●	●
Verbal communication	●	●	●	●	●
Culturally competent and aware (of race, gender, class, sexuality, ability)	●	●	●	●	●
Able to recognize strengths and weaknesses of different people in building a team		●		●	
Able to prioritize and implement a work plan	●	●	●	●	●
Critical thinking	●	●	●	●	●
Time management	●	●	●	●	●
Social - emotional intelligent leadership/organizing skills	●	●	●	●	●
Prioritizing and being organized	●	●	●	●	●
Facilitation	●	●	●	●	●
Agitation	●	●	●	●	●
Able to analyze causes and sources of inequity			●		●
Able to multi-task	●	●	●	●	●
Able to find answers			●	●	

*Skills are the ability to perform occupational tasks with a high degree of proficiency. Organizers require a range of skills, from basic to interpersonal to organizational. The following are the skills of organizers, from Most Important to Least Important, as ranked on our national survey.

From: Listening-Building-Making Change: Job Profile of a Community Organizer from CLP

SKILLS OF ORGANIZERS

Skills Ability to perform tasks with a high degree of proficiency*	Find and Build a Base	Train, Support and Educate Leaders	Identify Issues	Move the Base to Action through Strategic Campaigns	Build Organizational Power
Know when to end a campaign, project or to close down your organization				●	●
Delegate tasks and responsibilities	●	●	●	●	●
Writing, such as professional e-mail and basic reports			●	●	●
Using a computer	●	●	●	●	●
Negotiating/arbitrating			●	●	
Multilingual speaking, writing, translating	●	●	●	●	
Phone answering	●	●	●	●	●
Writing reports, such as policy reports			●	●	●
Using Basic Office software: Excel/Power Point/ Quick Books			●	●	●
Using social media/social networking	●		●	●	
Marketing					●
Using GIS			●		
Video/film production					●

*Skills are the ability to perform occupational tasks with a high degree of proficiency. Organizers require a range of skills, from basic to interpersonal to organizational. The following are the skills of organizers, from Most Important to Least Important, as ranked on our national survey.

From: Listening-Building-Making Change: Job Profile of a Community Organizer from CLP

The Western Organization of Resource Council's leaflet on "How to Understand the Role of a Community Organizer" provides an excellent background for

planning an introductory course on Community Organizing. It should be noted, however, that many organizations prepare volunteer leaders to take on several of the responsibilities which WORC enumerates. This lessens the load on staff and deepens the responsibilities, skills and power of the volunteer leadership.

“What do community organizers do? The short answer is that they **get people to work together to solve their own problems and change the world for the better.**

Some liken the role of a community organizer to that of the coach of an athletic team, in that it is the organizer’s job to get other people to take the lead. Others say that an organizer builds community with a purpose. Still others define an organizer as someone who **“builds a group of people or institutions to address a common problem through collective action.”**

“Here is a more detailed description of the role and responsibilities of a paid community organizer in a grassroots membership-based organization like those that make up WORC.

“Organizers build organizations that maximize the power and participation of their members. Their role is to see that the people and structures are in place to create coherence and integrity within an organization. Organizers are responsible for expanding the membership base, maintaining a focus on action, and preserving democratic, participatory structures and processes.

“Organizers build relationships, especially within the organization. The main tool for building such relationships is face-to-face conversations (often called a “one on one”), listening, sharing, discovering self-interests, building trust, and moving people to involvement.

“Organizers listen to their members who know the community, and let people go at their own pace while also helping them develop the self-confidence to try new things.

“In community organizations, decision-making is vested in the members. Big decisions should be made by as many members as possible. **Organizers are responsible for sharing information and raising questions, options, alternatives and problems that affect the collective power the group can wield.**

“Organizers do their fair share of the work, while also striving never to do for others what they can do for themselves. In other words, **organizers work with, not for, their members.**

“Empowered individuals speak for themselves. **Organizers identify and develop a diverse group of members who agree to serve as the organization’s public voice on a variety of issues.**

“**Organizers are attuned to the power relationships and political agendas surrounding an issue,** and analyze the social, political and economic forces that shape our communities, states, nation and world. **Organizers work with leaders to develop sound organizing strategies based on this power analysis.**

“**Organizers recruit and develop leaders,** seek to discover the skills, talents, and interests of current and potential leaders, and encourage shared leadership. They believe that everyone has the potential to lead if given the opportunity.

“**Another role of the organizer is to work with people to define problems and issues, and help them think through the strategies and tactics necessary to act with confidence and win.**

“**Organizers recruit members, assist with fundraising, and integrate fundraising into every aspect of their organizing work.** Organizers try to build an organization that is not dependent on outside funds.

“Community organizations are schools for civic participation and personal growth. Good organizers see the essence of their work as developing in local leaders the talents and gifts they have. **Organizers ensure that their members receive a consistently high standard of appropriate and effective training.**

“One of the primary tools of organizers is an effective meeting. **Organizers enable the members to hold meetings that are productive and focused.**

“Organizers facilitate training and strategy sessions when needed to help their members and leaders learn the skills they need to speak for the group, make good decisions and take the out-front roles. Organizers don’t run meetings where members are making decisions.

“Organizing is “on the job training,” and evaluations are an important way we learn from our experiences. **Organizers build evaluations into all aspects of their work.**

“Accountability means people can count on one another to keep commitments and agreements. **Organizers strive to be accountable and hold others accountable. Organizers create a culture that encourages people to commit only to things they can really do, and to know they are accountable for their actions**

“Organizers strive to reflect on and improve their skills on an ongoing basis, and develop an annual self-development plan.

“An organizer must be comfortable knowing that s/he will be in the background and that when recognition for his/her work comes, it’s from the members and leaders of the organization, not the press or the public. Many veteran organizers say that the respect of their members is a great reward and the reason why they stay in organizing.”

As mentioned, one striking finding from CLP’s research is that there are a surprising number of creative undergraduate courses and placement opportunities which individual faculty members have developed on issues related to social and community change.

One example is at Harvard where undergrads can take an excellent course on Community Organizing by Marshall Ganz, an Associate Professor at the Kennedy School and former Director of Organizing for the United Farmworkers Union. They can join graduate students at the Kennedy School, postgrads from nearby universities, and community organizers and other practitioners from outside academia.

As an expert trainer as well as educator, Ganz has created a course which seamlessly interweaves theoretical and experiential education. It includes extensive readings from such intellectual and philosophical leaders as Plato, deTocqueville and Arendt, and such community organizing pioneers as Alinsky, Ross, Baker, Chavez and Wiley. Ganz involves students in devising and launching organizing campaigns around issues the students select as they work with existing groups or create new ones to pursue systemic change. Field experiences included organizing residents of subsidized housing, organizing non-unionized university employees and launching a campaign to reverse current Presbyterian church policy concerning the ordination of gays and lesbians.

The entire course is designed like a training program for organizers in the “real world.” Students are screened to identify those who have the passion and motivation to be good organizers. The curriculum includes education on such key organizing techniques as conducting “one on one” interviews to surface people’s concerns, create relationships and identify potential leaders and bringing people together to discuss the issues they share and plan campaigns to address them. Each section leader is trained to give special attention to particularly promising potential organizers as the course proceeds.

Students develop their skills in critical reflection and strengthen their practice by reflecting weekly on-line on their organizing experiences and discuss these issues with their peers and section leaders during weekly seminars. *They also share their victories and defeats, looking for constructive feedback from which they can learn.* Like real community organizers, they learn and are toughened through forthright critiques by their peers and instructors. These include sharper criticism than is common in the academic world but which organizers (and law professors) have found to be effective in pushing people to strengthen their analysis, planning and actions. Students end the year with a thorough assessment of their experience and learning.

This course has been replicated at several colleges and Ganz wants to see it replicated, with appropriate adjustments, at many other colleges across the country. He therefore has developed unusually detailed course materials and made them accessible to others on the web. Ganz also has given special attention to selecting and training his Teaching Assistants so they will be fully prepared to teach the course elsewhere in the future, and has created a listserv linking his

former students together to stimulate continuing interest in organizing. His course is, however, not intended to prepare people for careers in organizing and community leadership.

With the WORC job description in mind, the following learning goals should guide planning for the Community Organizing course. Bear in mind that volunteer leaders may very well be taking this and other courses, and that the learning goals, teaching, and topics should be adjusted to fit their needs and roles.

Possible Learning Goals for a CO 101 Course:

- Creating a learning community with strong relationships, a sense of excitement about learning together, and a growing interest in Community Change Studies.
- Introducing students to the basic concepts of community organizing as a strategy for community and social change.
- Introducing students to organizing's historic role, its roots in various cultures and its importance today.
- Introducing students to different approaches to community organizing, including those based on neighborhoods, congregations, culture, race, workplace, gender, identity, and a common issue.
- Enabling students to begin learning the set of skills which are central to effective organizing.
- Helping students decide whether to pursue further education, experience, careers and leadership roles in community organizing and change.

CLP's website www.clpclp.org has an extensive set of useful materials on curricula on Community Organizing including syllabi and related training materials. They include materials developed by CLP sites, Marshall Ganz and experienced organizers who authored books on neighborhood and culture-based organizing. Many other syllabi are available at www.comm.org, the excellent web-site developed over many years by Randy Stoecker which features the course outlines for several different undergraduate courses in organizing, helping faculty identify topics and readings which may be useful when they plan their own courses.

Those materials have great similarities as well as differences. All of them cover the following –

- Vision and values which are behind change efforts; philosophy and world-view.
- Knowledge-development
 - The social, economic and political conditions which lead to organizing and social change.
 - History and theory of "community organizing", movement-building, community development and services, and other strategies for bringing about change.
 - Different forms of community participation -- community organizing, community development, community-led social services, citizen participation, and social movements.
 - Race, culture, and community organizing.
 - Alternative models and strategies for organizing.
- Skill-development
 - One on ones, story-telling and building initial relationships.
 - Understanding the community where you'll be organizing.
 - Working with groups; group facilitation; helping them make joint decisions and plans.
 - Building relationships in the community.
 - Developing leaders and popular education; the "iron rule" of organizing.
 - Analyzing issues and power analysis; thinking through a campaign to advance an issue.
 - Moving people into action.
 - Reflective practice -- Planning, action, reflection.
 - Developing and researching issues.
 - All the courses include experiential education in class and on campus in developing strategies and skills for organizing collective efforts to have an impact on an issue.
 - When feasible, the courses include experience off campus observing and/or participating in community organizing and change efforts.
- Exposure to pathways to various careers for using your knowledge and skills to foster community and social change.

A note about the organizer's role in community leadership development: Some organizations see the **development of community leaders as absolutely central**

to their mission, and a responsibility to which staff organizers should devote substantial time. Others are not as serious about that responsibility, or focus on their other roles and give little time to developing the knowledge, skills, and vision of their groups' volunteer leaders. It's a very tough balancing act.

Tools for Radical Democracy by Joan Minieri and Paul Getsos has an excellent chapter on "Developing Leaders from All Walks of Life." It begins by describing why leadership development is so important.

"Leadership development is a strategic and deliberate effort to educate and train members to strengthen their skills so they can apply these skills to campaigns and the work of the organization. Leadership development gives members the knowledge and skills to run their organizations effectively, hold staff accountable, and manage campaigns that address the issues they care about."

In describing leadership development practices at Community Voices Heard, the organization they co-founded, Minieri and Getsos stress the advantages of developing many leaders and continually grooming new people to join the leadership. "**Sharing power.** Leaders rotate through different roles. They practice working in teams. They step aside at times or challenge themselves to take on new forms of leadership so that emerging leaders can play key roles. Power-sharing also prevents individual leaders from taking on too much and burning out."

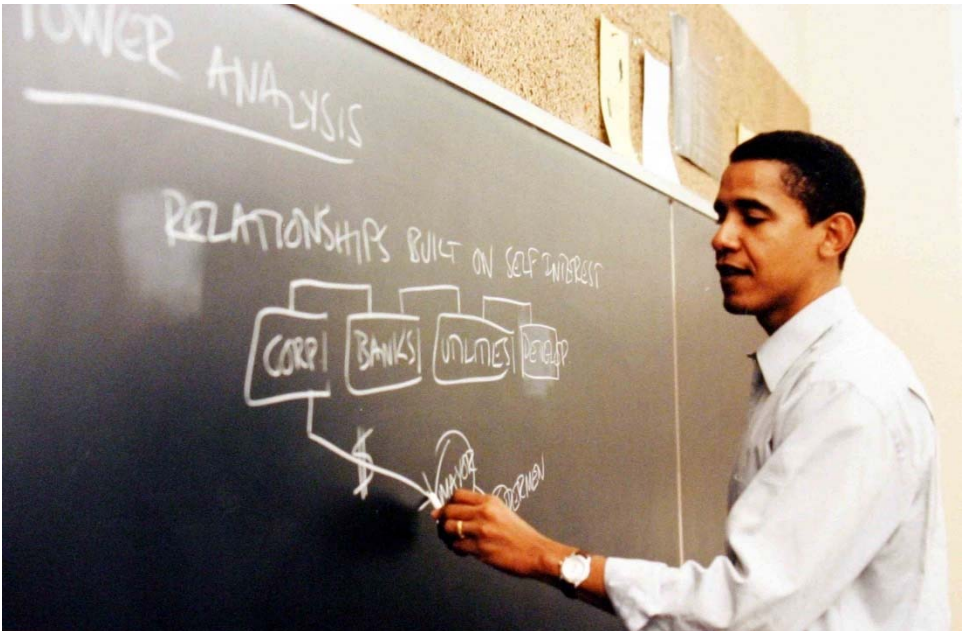
Minieri and Getsos conclude with several useful tools and detailed advice about developing emerging leaders, including leadership prep, civics education, education about social movements and history, and training in the organization's mission, history and culture.

"There goes my people. I must follow them, for I am their leader."

— George Wiley,
Founder of National Welfare Rights Organization

N.B. It may be desirable and feasible to offer both an introductory and an advanced course on organizing. That would enable students to specialize in an issue area which they want to focus on in their careers. It would also allow them to go into greater depth on one or more specialized topics, like coalition-building, use of social media and communications for organizing, or voter participation and electoral strategies, and the following --

- Moving to larger issues to change policies and influence key institutions.
- Mediating conflict.
- Building viable organizations, coalitions and movements.
- Pursuing multiple change strategies – media and public opinion, litigation, electoral, inside/outside, etc.



“The best education I received was working with people in the community on a grassroots basis. Because of what it taught me was that ordinary people, when they are working together can do extraordinary things.”

— Barack Obama

16. Community-Based Action Research

“Knowledge emerges only through invention and reinvention, the restless, impatient, continuing, hopeful inquiry beings pursue with the world and with others.

“The methodology proposed requires that the investigators and the people (who would normally be considered objects of that investigation) should act as co-investigators. The more active an attitude men and women take in regard to the exploration.... the more they deepen their critical awareness of reality and take possession of that reality.

“The investigation requires the people’s thinking—thinking which occurs only in and among people together seeking out reality. I cannot think for others or without others, nor can others think for me. Even if the people’s thinking is superstitious or naïve, it is only as they rethink their assumptions in action that they can change. Producing and acting upon their own ideas—not consuming those of others—must constitute that process.”

— Paulo Freire, *Pedagogy of the Oppressed*

Since thoughtful analysis is a prerequisite for taking effective action, virtually every course offered by CLP sites provides students with some experience with community-based research as well as organizing principles. All the Community Change Studies courses help students deepen their research and analytical skills, including courses in Culture, Class and Identity, Community Organizing, the Regional Political Economy, and upper division courses on specific sets of social and political issues. A research mindset and skills are also fundamental to being able to learn fully from being immersed in field experience, reading and classroom discussion.

In addition, several CLP programs offer full courses on Community-Based Action Research. Complementing courses on Community Organizing, they stress the importance of developing the knowledge and skills of **volunteer leaders** of social movements and organizations as a critical strategy for creating community capacity and social change.

Introduced and popularized by Paulo Freire, a Brazilian educator, and by the Highlander Center, "**education for social change**" is an approach to adult education based on the conviction that poor people themselves must develop their base of knowledge so they can work out the solutions to their own problems. It brings people together to critically examine their past experiences and present situations, to analyze their needs and priorities, and to work collectively to solve community problems through a deeply democratic process. Popular educators are often wary of traditional "organizers" whom they worry may wield too much influence and undercut development of the community's own knowledge, skills and power.

Courses on Community-Based Research (CBR) therefore provide students with direct experience in research. Participatory Action Research, or PAR, is a type of community-based research which stresses creating participatory processes which involve community members themselves in conducting research. This transfer of skills and power includes creating opportunities for the community to be involved in all aspects of research -- interviewing people, jointly studying policy issues, analyzing the institutions and interests behind them, and deciding on alternative policies and broad-based strategies for bringing about change. PAR courses stress the transfer of these listening, relationship-building and participatory action research skills to people in the community so they are empowered to move ahead on issues without being dependent on professional popular educators.

Teaching Community-Based Research in New York City:

The CLP Network's affiliate in New York City -- the City College of New York, or CCNY -- describes its course in Community Based Research as follows:

This class will be an introduction to the methods and theory of community-based research. It will cover how and why research in partnership with community-based organizing differs from more standard approaches to social science research. It

will cover several approaches to community-based and participatory-action research, helping students to understand their differences, similarities, and stakes. The course will be taught in conjunction with actual community organizing efforts and give students practice in designing, co-designing, and carrying out community-based research projects with direct policy relevance.

In this seminar, students will:

- *Develop an understanding of how social science research can support and strengthen community organizing by reviewing examples of historically significant community-based research projects.*
- *Learn how to craft and navigate community-based research by planning and conducting a project in conjunction with a local community-organizing campaign.*
- *Gain experience and build skills in collaborating with fellow students and community partners to create and use research products, including research reports, policy proposals, and popular education materials.*

Prof. John Krinsky, the Program Director for the CLP Certificate program at CCNY, furnished a great example of faculty and students using community-based action research strategies and skills to work with community groups and win substantial victories:



“A class I held in 2011 that blended regular undergraduates and members and staff of the homeless activist group, Picture the Homeless. In it, we studied different kinds of social housing and the history of housing struggles in NYC. A follow-up research project--with two undergraduate research assistants and two research assistants from PTH--resulted in a mapping of neighborhoods in which homelessness was rampant, but that were also facing gentrification threats and had a significant amount of vacant property. These neighborhoods were ripe, we thought, for CLTs to preserve affordable housing and stabilize rents so that people wouldn't be pushed out.

“We were about to issue a report when we saw a report with much of the same data from the Community Board in East Harlem, which called for a CLT. So we joined forces, and also found that a studio in Columbia's planning program was partnering with a group that is now called the New Economy Project, to plan for CLTs to preserve foreclosed housing. We all got together, and invited others in, and formed the New York City Community Land Initiative (NYCCLI), which has helped start a much broader movement around CLTs in NYC.”

Participatory Action Research and organizing -- “Roofless Women”:

Another classic example of participatory action research which includes dramatic examples of success in transferring skills and knowledge to community members by involving them directly in the research, analysis, and action comes from Professor Marie Kennedy of UCLA.

Two decades ago, as a faculty-member at UMass Boston, Professor Kennedy began working with six homeless women on the issues they were most concerned about, documenting how they were treated by shelters and other service providers. The poor women themselves became informal principal investigators, completing 150 interviews with other homeless women about their experience with service providers, learning research and community organizing skills on the job.

To guide and support the project, Dr. Kennedy created a steering committee of formerly homeless women and representatives of groups concerned with homelessness, poverty, and domestic violence who committed themselves to collaborating in seeking policy changes and to consulting directly with homeless women in their decision-making processes.

The evaluation elicited the women's insights into how their homelessness could have been prevented, what their situations were before they became homeless, and whether they knew their housing rights. They then publicized their survey findings, went to policymakers and led successful campaigns to influence state policies and programs. The professor then helped the six women enroll in the College for Public and Community Service at UMass Boston and pursue bachelors' degrees in community planning and advocacy with free tuition, a stipend and reimbursement for childcare and transportation. They were given course credit for their experiential learning conducting the research.

In empowerment terms, the development of the six women investigators was called "phenomenal." All did well in school, all found new jobs, all joined boards of nonprofits, and all became confident public speakers and advocates for changes in public policy to benefit the homeless. Together they built a powerful organization of "Roofless Women", demonstrating that though they had no roofs they had made homes for themselves and were not "homeless". The University of Massachusetts built from this success to create a special program called Women in Community Development to educate and support low-income women in community development work.

A Possible Project on the Campus -- Community-Based Action Research on the College's Work Study Program:

CLP is working for reforms to expand and strengthen the Federal Work Study program so it's of maximum value to students and communities. In this campaign it would be extremely useful to have more information about how the program is working on the ground, especially at colleges which are in the CLP Network.

That would be an excellent focal point for college community-based action research as it is directly relevant to students. How does their college administer the Federal Work Study program and how might it be made more beneficial? The research could include: review of key documents from the college, analysis of federal legislation and regulations, interviews of administrators and students; and preparation of a report of findings, conclusions and recommendations.

In planning such research, it would be important to anticipate that it may raise issues make some college administrators uncomfortable, and to plan accordingly. *See Appendix D for details on conducting research on this issue.*

Examples of Community-based action research linked with national policy work and advocacy:

In this era of struggle over the future of government social programs and cynicism about the overwhelming power and lack of accountability of major public and private institutions, grassroots community groups, community-oriented academics and others have developed important new techniques for helping ordinary citizens thoroughly understand the policies which have such a huge impact upon their lives and their communities. These provide the basis for informed action.

Over the years, organizations have launched a number of these participatory action or "citizen monitoring" projects. Some have been elaborate and sophisticated, producing definitive analyses of the impact of federal programs, bank lending practices, or other key policies.

Others -- especially those launched in lean years when there is little funding for multisite monitoring and civic education -- have followed a simpler, yet very effective "testing" approach. They arrange for people who are eligible for Medicaid or job training, for example, to apply for that assistance and document how they are treated. Such testing has a powerful impact -- it produces facts,

educates people who are going through the process of “testing” and research, and can provide the base for marshalling strong pressure for reform. In Idaho, for example, testing led to 18 changes in public policies for the Medicaid program.

One of the first major multi-site citizen monitoring efforts concentrated on the Community Development Block Grant program. CDBG was then a new program, disbursing nearly \$4 billion a year to local and state governments and giving them great flexibility in deciding what mix of housing, economic and community development and services programs should be funded. However, they were obligated to ensure that the funds “primarily benefit” lower income people and that basic civil rights, citizen participation and other standards were met. A national citizen monitoring effort created by the Center for Community Change eventually funded community groups and coalitions in 80 jurisdictions and trained them to involve residents in a thorough analysis of how CDBG was being implemented locally and nationally. Annual reports documented performance in each community, pointing out when federal requirements were being violated, local needs neglected or promises broken, or other implementation problems arose.

Initially hostile, federal officials including HUD Assistant Secretary Embry – now President of the Abell Foundation -- eventually characterized this evaluation as highly credible and helpful to their efforts to monitor performance and enforce standards. They found many occasions when they received far more reliable information through these citizen channels than they obtained directly from local officials or federal field offices.

This participatory research process also provided a firm foundation for informed action which had a massive and often long-lasting impact on federal as well as local policies. It led to tightening of federal standards on income targeting, citizen participation, civil rights and other key safeguards. At least equally importantly, **the intensive civic education gave community leaders a thorough understanding of local and federal policy issues and decision-making which prepared many of them for important leadership positions.** Many of them joined the national coalition’s Board and became its leaders, an important and well-planned expansion of community control at the national level.

The CDBG project had sufficient resources to go one important step farther. The **initiative helped local monitors become national leaders on the issues they knew best**. It did this by convening local monitors 2-3 times a year to review drafts of the national report and participate in developing the conclusions. This gave local communities an opportunity to shape the national policy recommendations and strategy for pursuing them, thus ensuring that the advocacy agenda reflected their findings, priorities and political strengths. **This highly unusual level of accountability and responsiveness gave local groups an exceptionally strong sense of ‘ownership’ of the national policy agenda, ensuring their enthusiastic involvement in advocating for that agenda and assuming increasing leadership at the national level.**

Thus citizen monitoring prepared local and state people to become national spokespeople on issues which, as a result of their research, they understood superbly well. Local monitors became highly influential with policy-makers because their evaluation work had given them a powerful combination of intimate knowledge of local situations and sophisticated understanding of the "macro" picture.

In addition, two local monitors became members of Congress, while others moved onto city councils or other leadership positions in government, foundations and the nonprofit sector. A high level Urban Institute researcher reported that she found the CDBG monitoring experience still influencing San Francisco's city budgeting process more than 25 years later because of its success in developing a cadre of informed citizens which grew and continues to help shape budget decisions in that city.

A subsequent "learning initiative" by a team led by MacArthur awardee John Gaventa of the University of Tennessee's Community Partnership Center helped people in 10 rural communities come together to monitor implementation of the federal Empowerment Zone legislation. Within a year, ordinary citizens in these towns had a highly sophisticated understanding of the program and how it was being implemented locally. Their local surveys and the national report aggregating their findings provided important insights into program implementation. They influenced local policies and provided the factual basis for a three-hour briefing for top federal officials on how the program was playing out in these very different communities.

Unfortunately, the US Department of Agriculture, which had funded the Learning Initiative, decided not to release the final reports, apparently because they showed weaknesses in how the EZ program was being implemented by local officials. The CDBG project was far luckier despite being funded by a federal agency: It was funded by the Office of Economic Opportunity, not the agency in charge of implementing the CD program. **Title 9 of the OEO legislation specifically funded the antipoverty agency so it could finance projects evaluating the impact of federal program on poor people – an invaluable tool for government accountability and reform as well as civic engagement.**

In recent years funding has been scarce for community-based evaluation and research into policy issues. Nevertheless, many community organizing groups incorporate these approaches into their work, stressing participatory research as an effective tool for developing leaders as well as issues.

As our nation looks for new ways to make government more responsive and effective and to encourage the private sector and major nonprofits to be more accountable and helpful, **community-based monitoring offers an important strategy. It can revitalize civic engagement by giving people practical new tools for mastering highly complex issues and shaping policies to address their concerns** – an extraordinarily important and hopeful contribution in an era of cynicism about government and other major institutions and declining civic engagement. Citizen monitoring thus deserves serious attention and support by those who are most concerned about the need for new strategies for rejuvenating our democracy and renewing our social contract.

Rooted in their communities, determined to see conditions improve, intimately familiar with the strengths and weaknesses of current and past programs, organizations of low-income people represent a major source of energy for and commitment to real reform which leads to more accountable, better designed programs. However, to play that role with maximum effectiveness, grassroots groups will need help expanding their capacity to monitor and evaluate current and possible alternative policies.

“Your vote is your voice.... When we got Mexican-American candidates saying ‘Vote for me and I’ll pave the streets, that’s when the revolution started.”

— Willie Velasquez,
Founder of Southwest Voter Registration Education Project

Applying Community-Based Research to Analyze a Community:

The following course outline illustrates how community-based action research approaches can be used to develop people’s understanding of the community in which they live and/or work

Learning goals:

Upon completion of this course the student will –

- Deepen his/her understanding of the people, history, culture, issues and social and organizational fabric of the community they live and/or work in.
- Be able to demonstrate that he/she has developed the initial research and analytic skills which they need to develop such an understanding.
- Be able to demonstrate an initial understanding of how the community is affected by the broader society, social, cultural, economic and political systems; and how Race, Class, Gender, Belief Systems, Bias, Power, Privilege and Opportunity affect communities,
- Have become generally familiar with how social movements, community organizing and other change strategies shape a community and can shape its future,
- Have deepened his/her understanding of his/her own identity in the context of this study of the community and its context.
- Each student will make demonstrable progress in developing the following additional skills for community change work:

Preparing to Win

- Growing interpersonal skills for building relationships that enable him/her to work at the community level and encourage people to think more deeply about their community and participate more actively on issues which concern them.
- Skills in participatory research and popular education which help develop people's capacity to participate and develop as informed change agents, organizers, and leaders in their communities,
- Skills/tools for critical thinking, strategic planning, and reflective practice.
- For information on possible topics to explore, see Appendix D.

STUDENT STORIES

Nina Tinikashvili, On Research, Participation and Cultural Competency

Unlike many students who enroll in coursework associated with Community Learning Partnership programs, Nina Tinikashvili already had quite a bit of experience as a community organizer while a college student at CUNY's City College in New York.

"I worked with a local Council Member, Helen Rosenthal, on an organizing project to help her office launch participatory budgeting," she said, referring to a process by which local residents are given power to decide



how to allocate a given amount of financial resources. "I'd never heard of community organizing, but I've always been interested in policy," she said. "And this was such an amazing project particularly for me." Nina, she explained, is a green card holder from Georgia ("The country not the state," she clarified, laughing) and so can't vote in elections in the United States.

"It frustrated me, as someone interested in policy, that I couldn't vote."

Participatory budgeting, however, introduced Nina to a way to become politically engaged, even though she is unable to vote. "It frustrated me, as someone interested in policy, that I couldn't vote," Nina said. "But participatory budgeting is great because you don't need to be a citizen to vote. You'd don't need to live in the district if you work or go to school there. You don't even have to be 18."

*She also appreciated how straightforward **participatory budgeting** is on the issues it can help to solve. "Politicians often talk about all these*

complicated laws, but participatory budgeting worked on issues everyone can understand,” she said. “The school or park needs new swings, or the school needs a new tech program. To be able to have a say in local decisions like these and in how real tax dollars are spent is just genius.”

“To be able to have a say in local decisions and in how real tax dollars are spent is just genius.”

After concluding her internship with the Council Member, Nina decided she wanted to learn more. “My internship really solidified my interest in working in public service,” Nina said. So when one of her advisers told her about the Community Learning Partnership courses on offer at City College, she jumped at the opportunity.

In the fall semester, she enrolled in “Intro to Community Organizing,” taught by Kevin Ryan, who was a Program Director for New York Foundation at the time and is now a Senior Program Officer at the Ford Foundation. “I wanted to learn skills to help me organize, and that would help me in a public service career path,” she said. “His course taught us about all different types of organizing.” She was particularly impressed by faith-based organizing. “I had underestimated the power of religious groups, and their ability to make change. It made me a better-rounded student.”

“I wanted to learn skills to help me organize and that would help me in a public service career path.”

In the spring semester, she took Participatory Action Research with Hillary Caldwell, a Professor at CUNY City College. “I really enjoyed the fall semester course and wanted to learn how to do this kind of research,” Nina said. “I was a sociology major, so this fit in really well my interests. It’s basically learning to do people-focused research.”

As part of the course, students take on a group field project. Nina chose to work with Community Action for Safe Apartments (CASA), a tenant rights group in the Southwest Bronx. “The director of CASA had been noticing more immigrants of African descent moving to the area, and

wanted us to see how we could help involve them to their housing organizing efforts,” she said, noting the majority of CASA’s current membership is Spanish-speaking. Nina and her group set about identifying institutions that new immigrants were already active in, such as churches and sports clubs. “We found that the best way to engage people was to partner with organizations where people are already a part of.”

Nina graduated and has since taken a job with the New York City Health Department in the intergovernmental department. Though she isn’t working directly as a community organizer, she says she finds ample opportunity to apply what she learned in CLP-affiliated coursework in her new profession. “This job is more policy-based,” she notes, “but I speak with constituents every day about their problems and about what kind of help they



need. The organizing courses taught me how important it is to understand people’s backstory. If someone asks for help, you don’t know what’s going on behind that. It’s important to assist people in a culturally competent way that’s also effective.”

As for the future? Nina has a couple of ideas. “Ever since working with the Council Member I’d like to one day run for office in New York City,” she said. After her work with different immigrant communities, she says she’d also love to create a community-based organization for people of Eastern European descent. “There’s not all that many immigrants from Georgia, Russia, and Armenia,” she said, “But there’s been a big influx in the last decade, and they need help, too.”

Profile by David Dodge

STUDENT STORIES

CCNY Students Help Save Non-Profits From Improper Tax Collection

Over the course of a semester, three students enrolled in the CLP-affiliated course Community-Based Research at City College of New York (CCNY) helped save dozens of non-profits and religious groups from improper tax collection.



The students—Edward Garcia, Lindsey Johnson, and Felix Kuadugah—partnered with the community-based organization 596 acres to investigate the impact of tax collectors on non-profit organizations as part of the fieldwork component of their class.

Though non-profit organization are supposed to be exempt from property taxes and water and sewer fees, the Department of Finance requires organizations to recertify every year—a requirement that only came about in 2012. Many non-profit organizations, unaware of this change, find themselves with liens against their properties.

As the students point out in an op-ed published in the New York Daily News, the Department of Finance has done a poor job educating non-profit and religious organization about the policy change, putting them at unfair risk. Groups are notified by mail, but the correspondence often doesn't reach it's indented recipients thanks to a change in address or leadership. "Unsurprisingly," the students write, "these groups are located disproportionately in majority black and Latino communities."

Over the course of a semester, the City College students worked with 596 acres to help remove 108 non-profits from this summer's lien list. 235 nonprofits, synagogues, churches and mosques remain on the list, however, all for taxes that should not have been charged in the first place.

The students reflected on their experience in the research class, writing in part:

“Community-based research is mostly a class about methods, but we learn something in the process about how government works, or doesn't. What does the sale of nonprofit tax liens tell us?”

17. The Region's Politics, Economics, and Social History

“This is a study about quiescence and rebellion in a situation of glaring inequality. Why, in a social relationship involving the domination of a non-élite by an élite, does challenge to that domination not occur? What is there in certain situations of social deprivation that prevents issues from arising, grievances from being voiced, or interests from being recognized? Why, in an oppressed community where one might intuitively expect upheaval, does one instead find, or appear to find, quiescence? Under what conditions and against what obstacles does rebellion begin to emerge?”

— John Gaventa,
Power and Powerlessness

CLP sites typically include courses which give students a strong understanding of their local social, economic and political contexts. While these courses vary significantly, all deepen their students' knowledge of their regions, including lessons from the history of past and present efforts to expand opportunities for marginalized people. These courses also develop the students' analytic skills, enabling them to better analyze and tackle new situations as they face them in the future.

For example, DeAnza College's course introduces students to the history of Silicon Valley where they live, starting with the early Native American tribes, the Mexican colonial period, the American conquest, changing patterns of agriculture, the growth of San Jose and the tech revolution that has transformed the region into "Silicon Valley" over the last twenty years.

CD Tech's course on the "History of Community Development in Los Angeles" reviews the history of struggle over successive periods of deindustrialization and neighborhood decline, redlining and disinvestment, and, more recently, gentrification and displacement.

These courses emphasize the struggles which faced disadvantaged people and how they have organized to cope with those issues. They therefore provide very useful background for devising strategies for bringing about positive change in those communities.

Courses covering these topics come with different labels and are taught by people from different disciplines. DeAnza's course studies the interplay between economics and politics. CD Tech's course focuses primarily on regional housing, economic and community development issues. The University of Baltimore responded to Freddy Gray's slaying by quickly creating a course on "Divided Baltimore", examining the city's deep racial divides on issues ranging from criminal justice to housing to jobs. Importantly, UB invited community residents, local high school students, civic leaders, and foundations as well as their own students to come to a series of seminars with officials from different city departments to discuss the role of race, racism, and discrimination in, for example, policing and schooling. They then met in small groups to learn by exploring possible remedies.

In these courses, students engage in reading, class discussions, learning exercises and the development of projects to help them achieve the following learning objectives:

- Developing an initial understanding of the demographic, economic and political contexts in which public and private institutions make decisions which determine how people live and what opportunities are open to them.
- Developing an understanding of the roles of local government, major public and private institutions, and corporations in determining opportunities within the region.
- Becoming familiar with different approaches which have been pursued by low-income people and others to bring about community change and policy reform, and the challenges and opportunities such efforts have encountered.

- Gaining skills in analyzing whatever context they may face in the future so they can devise strategies which maximize their success in bringing about positive change.

DeAnza College's course on the "region's political economy" is aimed at giving students a deeper understanding of where they live – their neighborhoods, the broader community, the region. What is “Silicon Valley”? What are its different components including older neighborhoods in San Jose, migrant communities and the booming high-tech parts of the Valley? How does it function as a region, or does it? How are decisions made and who makes them? What roles do various communities play?

The course examines the history and politics of economic development in San Jose, the agricultural areas and the newer cities of Silicon Valley, with a particular focus on the housing, employment and social consequences of economic growth. This focus allows students to explore the broader dynamics of political conflict in the region and the vital and difficult choices faced by people in public office as well as those organizing on the issues. The course begins with an overview of the geographic and historical context and reviews several critical political struggles that have shaped patterns of growth and the distribution of opportunities within the region.

The course moves among three poles of analysis: an account of the economic forces which shape growth, an account of the dynamics of political power, and an analysis of the history of community organizing and advocacy to advance the interests of people who have historically had little power. It concentrates most heavily on the following topics:

- An historical overview of San Jose and Silicon Valley.
- Patterns of employment, race and income.
- The growth of high-tech business and the decline of older industries.
- Agriculture, agribusiness and farmworker issues.
- Housing, displacement and transportation justice issues.
- Environmental justice and health inequities.
- Faith-based organizing and other community organizing for social justice.
- Immigrant rights and racial/ethnic community organizing.
- Workplace, farmworker and other labor organizing.

Students read about 25-45 pages for each class, and at one time individual students were asked to take on responsibilities as discussion leaders, summarizing, reflecting on and leading discussion on each set of readings. They participated in choosing the topics they would concentrate on, with their instructor helping them prepare to frame the discussion and questioning. While this taught discussion leaders valuable skills and led to them putting extra effort into the reading and analysis, the instructor found that some others slacked off and skipped the reading. He therefore intensified his questioning of students who were not leading the discussion. He also adjusted the balance between student-led discussions and lectures, lecturing more frequently because he found some students feel they learn more if he plays a stronger role in leading discussion.

All students are required to devote at least 12 hours to a "community engagement research project and presentation". This is time spent with an organization or campaign addressing a social, economic or political problem in Silicon Valley. The students are to write up their experience and make a class presentation on it.

Students take a social justice field trip, visiting various organizations and observers of social justice organizing in San Jose. They meet with organizers, priests and community leaders from various organizing campaigns, reaching back as far as the Community Services Organization in the 1950s through contemporary faith-based organizing involving the IAF and Faith in Action (formerly PICO) community organizing networks.

Guest speakers are an important part of the curriculum, including organizers and issue specialists whose backgrounds add to the richness of the background on the history of struggle in the region. Videos of case studies of organizing campaigns and major community issues are also used for instruction.

As a midterm project, students prepare a photo-essay on a community issue of their own choosing. This gives students some background in social anthropology and makes them more aware of how they have experienced inequality. They create visual documentation of a neighborhood, an urban ethnographic depiction of some aspect of community life such as income level. They prepare a visual presentation of perhaps 20-25 pictures or a video.

The DeAnza course benefits greatly from its ability to attract student leaders, including leaders in the Student Senate and student organizations like the immigrant rights and antitoxic campaigns. These students are incipient organizers and are particularly interested in getting a stronger understanding of the history and politics of the communities where they live.

“In student government, eight of us have been preparing next fiscal year’s \$1.1 million budget. This class directly taught me that equity programs and advocacy groups deserve a voice, and we should empower marginalized communities. I am lobbying for those voices by working to offer better funding for their programs.”

— DeAnza
College student

In Los Angeles, where the nonprofit community planning and technical assistance organization CD Tech designed the Degree program in Community Planning, the course on the **History of Community Development in Los Angeles** is rooted in the history of community-based efforts to improve housing, job and business opportunities, community health and climate justice in South Central and the larger LA region.

CD Tech Director Benny Torres’ goal for the course is to “give students of how we got here, how these issues have developed over decades, what struggles there have been, and why we need to fight”. How did the Los Angeles region come to be a place of such extreme contrasts? The course explores the history of constantly changing demographics and patterns of community development by tracing several primary themes – migration and racial change, rapid growth, racial steering, disinvestment and decline, exploding land values and gentrification, climate change and sustainability.

Students explore the ongoing problems which have resulted from short-sighted development policies and policies which are influenced by the race, class and socioeconomic status of a neighborhood. Students examine how those policies are made and who the decision-makers are. They also learn about alternate approaches to development which engage community residents in planning and incorporate community voices in development decisions.



A forerunner of the DeAnza program at San Francisco State University emphasizes the role of politics and involves a team of instructors with extensive, but widely varied, experience. The "Politics of San Francisco" was taught by a team which at one time included, three community activists, a former deputy mayor, and a university professor.

SFSU students are joined by nonprofit staff and community leaders who attended the course through the university's extension program for a much-reduced fee of \$100. The community-based students earn four units of upper division University credit. Together they study the recent political history of the City with a particular focus on the economic and social context within which policy debates and political engagement have emerged.

The course is unique in that many issues they study directly involved persons teaching the course. Indeed, three instructors were major participants in the land use and development struggles of the past twenty years, often sharply at odds with one another. The course thus allows students to revisit those debates through the eyes and analyses of actual participants and forces students to confront the clash of what "decent opposites".

Each SFSU student is required to secure an intern placement with an agency which has a staff-member enrolled in the course. All students are required to participate in a research/action project as a member of a working group which then collaborates in a research project which results in an analytic piece and a public presentation of their work. Topics always include data analysis, typically of

a demographic, economic or public opinion data linked to a current planning or political issue.

CLP's local partners have found the Regional Studies framework provides them with great opportunities for shaping highly creative courses which enable students and community leaders to develop their analytic skills, their understanding of local politics and history, and their grasp of how government policy, economic forces and vulnerable communities interact in their region, and how they have affected their lives. Through study, discussion and debate, they can sharpen their critical thinking skills and their capacity to assess the strategies of different actors in the politics and economics of the region.

This type of course can be an excellent vehicle for recruiting students into considering a major or Certificate in Community Change Studies. "Divided Baltimore" was an example of how a course can be shaped to build on a dramatic, galvanizing issue to attract students who might not be drawn by an initial course in Community Organizing or Community Development.

Such a course can also be cross-disciplinary, involving faculty from different departments in collaborating in teaching how community engagement, leadership and change management strategies and skills are key to each of their fields of study and practice.

While CLP's work with community leaders and faculty at Morgan State University didn't come to fruition, our design for an introductory course furnishes an example of how such an interdisciplinary course can be constructed. See *Appendix D for course outline.*

"The government they devised was defective from the start, requiring several amendments, a civil war and momentous social transformation to attain the system of constitutional government, and its respect for the individual freedoms and human rights, we hold as fundamental today."

— Thurgood Marshall

18. Capstone Activities and Projects

Most CLP programs require a final Capstone or practicum demonstrating what students have learned by requiring they develop a product which demonstrates what they have learned and how they can apply that learning to a community issue or in an analysis of situation. While most products are in writing, students increasingly use another medium.

Here are examples of the creative instructions which Network faculty have developed to guide students in their capstone projects. The first two examples are from the Urban Community Change program at West Chester University. They are followed by lessons from a unique Graduate Certificate Program in Rural Development in Mexico, and a capstone project at the University of Michigan/Dearborn.

West Chester University, Pennsylvania

YES 301: Seminar in Youth Led Media

- **Final Proposal Project Presentation (Group):** You will prepare and present a final Group Project Presentation: *A Proposal for Change in Youth-Led Media Spaces*. This project encompasses your experiences in the YES 301 seminar and during on-site work in Philadelphia. Furthermore, this capstone project will synthesize the theoretical background of the YES program against the activities and insights afforded by site work, the seminar, and previous classes. Generally, this project presentation should demonstrate mastery of digital tools and media literacies as well as mastery of youth-led media as a method of inquiry and community engagement.

Most importantly, it should emerge authentically out of what you noticed through your field work: what problems arose? What strengths were exciting and could be enhanced? What got ignored or silenced? What excites the youth or staff? What confused you, made you angry, made you feel connected? These moments, put in context with the theory we are learning, should guide you toward your proposal ideas.

- *Why a Proposal for Change in Youth-Led Media final Project?* I am glad you've asked! Indeed, this is an academic course; however, your ultimate goal as an active citizen is to contribute to the community

organization you are placed. As a YES student your contributions are two-fold: To support Youth-Led Media programs in the day-to-day activities as well as to provide a critical reflective stance that will support the organizations in their mission.

This project presentation will serve as your original contribution to the organizations you are placed—providing a critical and well-thought out proposal for change/ alteration/ consideration to the organization. This proposal will also include notes toward a draft of your proposition—a document (e.g., brochure, press release, etc.), a game, a podcast, a video, even a training or event—that conveys your *learning* and *doing* over the course/field work time. The pedagogical approach of class will guide you (via assignments, workshops and discussions) in ways to help you combine field work, provided readings, and additional research in youth-led media within your Proposal.

YES 300: FINAL PROJECT

FINAL PROJECT: My Critical Urban Youth Work Manifesto (15%)—This final project can take a variety of forms, from a video to a traditional paper to an oral presentation with a Powerpoint or other visual aid to go with it (some sort of capturable written or media product is needed—it can't just be oral). We will study what a manifesto is meant to do in our final unit, but briefly: it is meant to bring together your field experience and the theory of the course into a product to call out what is really going on out there, make people uncomfortable, imagine and invoke a better, just world, demand what is (im)possible, and declare your commitments as an urban youth worker. “To hope is to look critically at one’s present condition, assess what is missing, and then long for and work for a not-yet reality, a future anticipated. It is grounded in imaginative acts and projects, including art and writing, as vehicles for invoking a better future” --Paula Mathieu

You have read several model manifestos, from --

- A blend of personal and academic (“Love, Justice and Joy”)—please use this model to note how you can cite readings and other texts to make sense of personal and professional experience in a manifesto. Please consider the key learnings in each module, select at least a few of them (go back to each of your module papers and your field/reflection notes—feel free to lift a sentence or two from your past papers).

- A list of demands (“Youth Liberation of Ann Arbor”)—please use this model to note how you can make demands that are big, sweeping and direct in a manifesto.
- A statement made on behalf of a generation (“The Port Huron Statement”)—please use this model to note how you can speak for a grounded “us” or “we,” framing the current events of the day and your era as the background of your demands.

Your manifesto may take various forms in terms of its delivery:

- Straight up written—though you may wish to use font, color, external links, or images to assist your message, such as this example on climate: <https://leapmanifesto.org/en/the-leap-manifesto/> or this feminist manifesto (in Spanish) <https://www.stes.es/manifiesto-8-de-marzo-2020-feminismo-para-una-transformacion-social/>.
- Straight up video—such as this example TedX Youth talk on Black Lives Matter.
- A Powerpoint, a TikTok linked to an open Google doc (TikTok is too short on its own) or other multimedia item (podcast could work, a game, you name it). Here is one example of culture jammers The Yes Men, who use elaborate practical jokes to call out problems in our society such as this recent one, where they created the fake “MotherF&*%er Awards” and gave one to Facebook: They go around really actually infiltrating corporate meetings and such.

Teaching Community-Based Rural Development in Mexico:

When CLP’s International Working Group on University Education for Community Change visited Mexico, we were all deeply impressed by the approach taken by the one-year Certificate and two year Masters Program in Rural Development at Metropolitan Autonomous University (UAM). Despite the fact that these programs provide postgraduate education, **their very creative and practical teaching approach is instructive** for Community Change Studies programs at the AA and BA levels in the US.

For almost three decades, UAM’s postgraduate programs have provided medical doctors, agronomists, organizers and other specialists with a rich combination of on-site experience and extensive study. The courses are taught by faculty from

different disciplines as well as guest instructors from nonprofit NGOs. Most students are practitioners from NGOs or social organizations, others from government, medical doctors, agronomists, economists, and others working in rural areas

The students do not do additional study in their own fields of specialization. Instead, the programs are designed to develop their **skills in working with people and bringing about change**. There is a strong emphasis on how you work with people, take into account their perspective, and help them accomplish what they want to accomplish. Students study the history of social organizations and movements and look at issues from the people's viewpoint. They take seriously the political, social, economic and cultural dimensions of development and change.

While students are at the university for one week every five weeks, the rest of the time they are on site in rural areas, continuing in their jobs. A central part of the program is human development. They study the "social actors" – economic, political and cultural—and do research projects on site focusing on the "social actors" – who are they, how are they developing, what would strengthen them, how to influence and move them, etc.), plus lots of reading. Very importantly, **they keep emphasizing how essential it is to view peasants themselves as social actors**. Students learn that peasants know as much as they do and that each student is more likely to succeed in bringing about change if he/she collaborates closely with the people. This transformation is often dramatic, with many students refocusing their careers, building strong respectful relationships with peasants and seeing new opportunities to bring about change.

The one-year Certificate is divided into four quarters, culminating in a Capstone report. The four quarters focus on four key steps in bringing about community change in rural Mexico.

Step 1: Become fully familiar with village life by living in a village while reading a series of studies of **peasant life and issues**. Develop an understanding of the peasants' viewpoints on the challenges and opportunities they face, especially in your specialized field (e.g. land ownership for agronomists, health care for doctors, etc.).

Step 2: Analyze a **particular community issue** in your field which peasants want to tackle, deepening your understanding of that particular issue and the role of key social actors and how change happens in that environment and the implications of what you're learning for the specialize in. Return to the village for discussions and strategizing with the villagers.

Step 3: Develop an understanding of **how best to push for policy change** on this issue. What are the key institutions and current policies? What's the policy decision-making process? Develop a power analysis. What are the politics of the situation? Are there openings for change, useful handles, potential allies? What strategies are most likely to bring about positive change? Return again to the village for discussions and strategizing with the villagers.

Step 4: The Capstone, or practicum, pursue the course of **action** which has greatest chance of building power and being successful. **Reflection** on the results with the peasants. Develop written report on what you and the peasants have learned.

Course Description: Senior Capstone in Community-Based Research University of Michigan at Dearborn

“As the senior capstone course for the Urban and Regional Studies (URS) Program, this course is designed to involve you intellectually with the surrounding urban community in a rigorous research project. The specific research topic of the course changes from year to year.

“We will conduct an action-research project in collaboration with *Street Democracy*, a nonprofit legal aid organization running the Street Outreach Court of Detroit: <https://www.streetdemocracy.org/> Our work will include reviewing research on the criminalization of poverty and the development of specialty courts as a response to social problems. We will research the costs of the justice system for misdemeanors in the state of Michigan and learn the history of the Street Outreach Court of Detroit and its founding partner, the Detroit Action Commonwealth: <http://www.detroitaction.org/>. You will develop skills in developing an action-research project, collecting secondary data and interviewing, organizing and synthesizing data, and drawing appropriate conclusions based on the research.

“A key learning objective for this course is that students apply an understanding of urban issues to the development and critical analysis of programs and policies appropriate to addressing contemporary social and economic problems. This research will lead to production of two reports--

1. *Reporting on the costs of sentencing the poor for misdemeanors:* The first half of this semester we will be gaining background knowledge to carry out an action-research project during the second half, in collaboration with Street Democracy. Our specific project goal is to research and diagnose the costs to the public of ticketing and sentencing indigent people for non-violent misdemeanors in Michigan, for example, the cost to the city of enforcing tickets for “driving without insurance” or “driving while

license suspended” on insurance rates city-wide, on employment, and income tax and property tax revenue.

2. *Collecting testimonies from DAC members/clients:* During the semester as time allows, we will speak with and interview DAC members who have been or are clients of the Street Outreach Court, in order to document their experiences on behalf of the community organization.

Section 5



CREATING COMMUNITY CHANGE STUDIES PROGRAMS

“The great social justice changes in our country have happened when people came together, organized, and took direct action. It is this right that sustains and nurtures our democracy today. The civil rights movement, the labor movement, the women’s movement, and the equality movement of our LGBT brothers and sisters are all manifestations of these rights.”

— Dolores Huerta

19. Strategies for Creating Community Change Studies Programs

What's the best way to create a Community Change Studies program? What has CLP learned from helping develop more than a dozen local partnerships between community leaders and academic institutions, all of which now offer Certificates and Degrees?

Developing new college-based programs requires a systematic “organizing” process, whether it's initiated by community leaders or faculty-members. Like community organizing, creation of these new educational programs requires a step-by-step process including –

- Careful, continuing analysis of the landscape, the actors, the politics, the opportunities and challenges, the unknowns,
- Candidly assessing whether victory is possible and what it would require,
- Building the knowledge, relationships, strategy, and power to succeed, and
- Moving ahead step-by-step, planning and researching, acting strategically, continually reflecting on what you are learning and adjusting accordingly.

It is more than coincidental **that these are the “organizing” skills and knowledge the students themselves will gain** through courses in Community Organizing, Action Research, and Understanding Their Region's Politics, Economy and History, and through practical field experience with expert guidance. **They are central to success in getting a tough job done. They are also the cross-sector skills which many types of potential employers look for** as they hire and promote people.

Having worked with community leaders and academics in more than two dozen very different settings – ranging from major cities to the Mississippi Delta -- CLP has had an unmatched opportunity to learn strategies and tactics which help people design and create local Community Change Studies programs. CLP's approach has evolved over time, constantly adapting to local leadership, needs, priorities and opportunities.

Basics on creating institutional change in colleges:

In most colleges, there are many obstacles to introducing Community Change Studies programs and partnerships. As large bureaucratic institutions, colleges are slow to adopt almost anything new and unconventional. Furthermore, they are not accustomed to partnering with others, especially groups representing communities of color and low-incomes; they have tough financial constraints; and they may not be comfortable stressing experiential learning and career preparation.

Community Colleges are somewhat more open to such initiatives than major universities are, and they offer the great advantage of reaching large numbers of students of color and other first-generation college students. Community colleges are also accustomed to creating programs to meet the needs of local employers, and it is very significant that CCS programs offer **career preparation in two rapidly growing sectors of the economy which colleges often overlook – the enormous and expanding nonprofit and public service sectors.**

City colleges and public universities which are particularly committed to place – to meeting the needs of local students and local communities -- are also good potential partners. So are Historically Black, Hispanic-Serving, and Tribal colleges as well as faith-based and private colleges with unusually strong civic or community commitments.

In exploring these institutions, CLP has usually found faculty-members and college administrators who are immediately interested in expanding education on issues of poverty, race, action civics and community-building. However, these people are usually scattered in different departments, perhaps teaching one or more relevant courses or involved in Service Learning or civic engagement. They may not know other people in the college who share their interests. Some are on the margins, isolated, perhaps frustrated and looking for opportunities to help students learn how to impact the deep issues facing the country. In these times, they may welcome new approaches to become directly involved with the growing number of students who are passionate about such issues as racial and economic justice, the climate crisis, DACA and immigration rights, and the students' own experience with poverty, homelessness, food security and healthcare and mental health issues.

It takes a concerted, well-planned campaign to overcome the institutional barriers to creating a Community Change Studies program. It requires identifying and then bringing together a significant number of actors inside and outside a college to collaborate in bringing about that change. And it's essential to be realistic about the challenges since it may, in fact, not be feasible to introduce a new program in their college, or there simply may not be enough energy or power to move such an ambitious effort forward.

CLP Network Experience:

Within our ranks, the CLP Network has extraordinary experience and skills in bringing institutional change to educational institutions, and many lessons to pass on to others. Our sites have devised clever strategies to create new programs, replicate and expand them, and broaden their influence within institutions which often resist change.

Leaders within the Network have succeeded in changing Community College and university curricula, including establishing new Degree and Certificate programs, creating new partnerships between colleges and nearby low-income communities, and establishing new strategies for recruiting students. These successes have resulted from a wide range of creative strategies. These include catalyzing new alliances among administrators, faculty-members and students, and building strong ties with nearby communities and the nonprofit sector.

DeAnza College, whose former President Brian Murphy is a CLP Board member and major resource, is nationally known for its stellar history of institutional change. Much could be learned from studying its two decades of massive and highly successful change. Other innovative strategies for institutional change developed by our Network include—

- Developing a full-fledged program in stages, gaining allies and influence step by step, perhaps starting with just one course, adding others, establishing a Minor or Certificate program, and then expanding it to become a Major,
- Linking a major program of Americorps Volunteers to a Certificate program to provide students with in-depth paid experiential education while they learn from courses and earn college credit, and

- Linking community colleges with high schools and four-year universities to collaborate in developing unified educational pathways into leadership and community change careers.

What are the key steps in CLP’s approach to institutional change?

CLP’s approach to expanding Community Change Studies is emphatically not a rigid “model” to be applied in very different contexts. Instead, as mentioned earlier, it provides an “adaptable framework” for expansion. CLP’s strategic approach combines –

- Clarity on the mission and goals for a Community Change Studies program,
- A set of essential program elements (e.g. an educational pathway with stackable credentials, providing experiential and classroom learning, stressing organizing and reform, preparing people for careers and leadership roles in community change; and
- Strategies which adapt to local situations and help partners invent creative new approaches to getting a program launched locally.

There are seven steps in CLP’s strategy for institutional change and creating CCS programs:

1. An initial spark –

Someone initiates a process of exploring what might be feasible. It may be a community organization or leader concerned about the shortage of people of color who are fully equipped for staff or leadership positions. It may be one or more faculty members or college leaders who want their institution to be more responsive to nearby communities, people of color, and low-income and working-class students. Or it may be some outside spark like CLP, an organizing network, a local support organization or local foundation.

2. First steps in an organizing process –

Two or three people begin outreach to develop the relationships, agreements, strategies, power, and resources needed to create major institutional change. This starts with step-by-step reaching out in both the college and the community to potential allies, conducting one-on-ones to learn whether they are interested and what they see as the goals, potential

allies, obstacles and opportunities for proceeding. Small group discussions or focus groups may also be helpful.

3. Quite quickly deciding whether, realistically, one or more people can devote sufficient time to deepen the exploration:

As these soundings go forward, the lead planners should constantly assess whether to continue the exploration and, if so, how best to proceed. Candidly, many community leaders and organizers, and many faculty members are too busy to invest heavily in this kind of exploration beyond the first two or three months of meetings. It quickly becomes necessary to find one or two people who can free up their schedule to manage the increasingly methodical process outlined below. Needless to say, it is ideal if funds can be found to finance a part-time community coordinator and/or a faculty-member's released time. (See Chapter 21.)

4. Deepening the fact-finding and analysis:

An essential element of a CLP program is a partnership which draws deeply from within both the college and neighboring communities. (Chapter 20 provides details on Partnership-Building.) During this feasibility study phase, the planners must explore and understand the priorities, concerns, strengths, and challenges which college and low-income community leaders would bring to a partnership and to a possible CCS program.

A. The college -- An inventory of all relevant courses, research initiatives, service learning and community engagement programs at the college; an assessment of potential lead departments, their current course offerings and experiential education, their interest in CCS, and their bandwidth and influence; how the CCS program could involve and complement other departments or multidisciplinary studies, and how it could avoid competing for students as college enrollment declines in colleges everywhere.

A "power analysis" of the college and its environment which includes --

- Identification of the potential early allies in the college, including faculty, administration, decision-makers, and student groups. (Sources include academics interested in civic engagement, community service, service learning, ethnic studies and race, community and political organizing, democracy-building, leadership studies, and nonprofit management; and academics teaching courses on specialized issues for which community organizing and change strategies are directly relevant – e.g. community health,

social work, criminal justice, environmental studies, community development, economic development, and education.)

- Analysis of the obstacles and opponents they face.
- Analysis of how decisions are made on issues which would affect CCS's future, who the key actors are, and what points of intervention are available for influencing key issues.
- Preliminary assessment of the college's institutional appropriateness, openness and capacity to develop a new program – Does it have a social commitment or commitment to neglected neighborhoods? If it's a community college, does it offer courses beyond vocational tracks? Is enrollment declining, increasing competition for students and blocking new initiatives? Could a CLP program attract additional students to the college? (See Chapter 7 on student recruitment.)

B. The Community

- What local community-based and membership organizations are interested in creating a CCS program? What would maximize the program's value and appeal to them? How should the partnership be structured to succeed?
 - Organizing groups, other community-based organizations.
 - Community-based coalitions or other joint vehicles for collaboration, e.g. an alliance of neighborhood groups, community land trust alliance.
 - Technical assistance or other support organizations.
 - Youth organizations and movements, youth development groups.
 - Neighborhood leaders, ethnic leaders, unions and other membership organizations.
- To what extent can they develop a shared vision and collaborate with each other, and with a college?

5. Partnership formation:

Is it possible to build a college/community partnership which has a shared vision and sufficient breadth, cohesion, power, and skill to design a good program, gain approval for it and sustain it over time? (See the next chapter for details on Partnership Formation).

6. Strategy development:

Development of a multiyear strategy – a concerted campaign with the following elements –

- Deepening exploration of the college – allies, obstacles, etc. –
- Deepening exploration of the community – different actors, interests and views, time and resources available, potential roles, what would maximize those.
- Clarifying common goals and commitments, assets.
- Identify potential resources, funding, etc.
- Financial feasibility – projections on students, costs, income.
- Labor market for interns and graduates.
- Current training programs.
- Availability of PLA, etc.
- Potential employer involvement, other stakeholders/advisors.
- Strategies for broadening involvement and getting higher level buy-in – college, community, funders, other partners.
- Possible phasing, building toward certificate, minor, major, etc.
- Building power and influence – movers and shakers, faculty senate, outside supporters, funders, student support.

7. Launch and Start-up:

Launching 1 or 2 initial courses, perhaps tweaking one which is already approved. What's missing? How could it be added, and when?

Developing financial analysis and plan, and marketing and recruitment plans.

Examples of Very Different Histories of Successful Strategies from CLP Network:

The CD Tech program in Los Angeles is an example of a **community-based organization taking the initiative** and being the lead in designing the program and curriculum, teaching, recruiting and supporting students, and successfully pushing the college for greater support. Over more than two decades it has added new dimensions and innovations to the program, including major partnership with Americorps Public Allies, and it has more than 3000 graduates.

Minneapolis College and Metro State University were unique. The combined initiative came from the Native American community linked with Syd Beane, an Indian organizer/educator who worked in Minneapolis as CLP's Field Director. He systematically identified and met with a wide variety of people in the college, and an allied organization pressed the College to work proactively with the neglected Indian community.



The organizer eventually convinced the college and then the college to create new courses which he would teach, and from that base he established a particularly strong partnership with Lena Jones, an African American political science professor who has directed the new CCS Certificate program for many years. Recently Syd led a successful campaign to rename Minneapolis' Lake Calhoun, honoring its Native history rather than the notorious proslavery Senator.

DeAnza is an example of faculty-members succeeding in creating massive institutional change over several years, which eventually actively recruiting students of color from San Jose, influencing choices of the last two Presidents, supporting student organizing on campus and creating a CCS program in Leadership and Social Change. A major addition to this transformation was creation of the Vasconcelos Institute for Democracy in Action as a center for student support and activism. VIDA is linked to opportunities for on-campus and campaign experience working on issues, internships and placements with many community partners.

West Chester University's Urban Community Change program resulted from one **faculty member taking the initiative and building broad support from other faculty and the administration. It was the result of very strategic organizing** process which resulted in creation of a Minor, then a Major, and strong relationships nearby and especially in Philadelphia.

The last example is **not a college program. In New York City CLP helped the citywide housing coalition (the Association for Neighborhood Housing and Development, or ANHD) plan and launch a program** to meet the need of the coalition's member groups for a new generation of trained organizers. The

coalition chose to do this without a college connection but closely tied to Americorps Public Allies. Coalition member groups helped to recruit and screen people from their communities, and provide on the job training, and, for many, permanent jobs after they complete the program. The result? Ten trained “apprentices” each year for ten years, a total of 100 graduates, heavily people of color -- a remarkable solution to the capacity gap.

Building on Service Learning and Community Engagement Programs:

On many campuses, the Service Learning Program may be an important ally for establishing a CCS program. “Service learning” has grown rapidly over the years. It responds to many students’ strong interest in community service as well as a deep concern among many college leaders’ concern about student cynicism on the value of voting and participating in civic life and politics.

Does service learning provide an opportunity to prepare students for careers as community organizers, developers and change agents? Does its combination of direct service to low-income people and related studies provide the stimulus, knowledge, and experience which people need to become community workers? Does it reach large numbers of low-income and working-class students and students of color with backgrounds from communities like those receiving help from service learning students?

The answer varies from campus to campus. It is clear from CLP’s work with colleges as well as interviews with college faculty members and leaders in the service learning movement that ***most “service learning” programs offer little structured “learning” in connection with their volunteer experiences.*** Most programs simply provide volunteer opportunities for college students whose learning is limited to what they gain on the job. Most colleges offer no courses linked to the community service experience.

However, at some colleges, faculty members link courses on issues like education or public health to placing students with organizations which are addressing those issues locally. Their students can contrast what they learn on the ground and in class, mixing experiential and academic education to deepen their thinking and understanding. They may also meet frequently with others involved in

service learning for structured reflection on what they are learning about the issues and about working with community-based nonprofits.

Many have established centers to help students find placements with local nonprofits where they can tutor or mentor children, help the elderly, or work on a community improvement project.

Several community colleges and universities have taken “service learning” considerably farther. The most fully developed offer students a combination of (1) volunteer experience on the ground with (2) opportunities to study the issues they are working on and (3) the chance to reflect on their experience doing community work. Campus Compact, the national alliance of university presidents who pledged their support for service learning, provides teaching materials and seminars to help faculty incorporate service learning in the courses they teach in fields as diverse as economics and philosophy. Nevertheless, it is clear that the great majority of service learning programs are still not very serious about “learning.”

Some academic programs link service learning with “civic engagement” to address the growing worry that our democracy is threatened by cynicism about politics and government and prospects for building a better society. Those colleges have shaped their service learning programs to encourage students to learn about public issues and become involved in addressing them.

None of these service learning programs, however, are geared specifically to preparing people for careers in community change, and many of them have no “change” focus at all. However, the strongest ones may provide a good base for developing an undergraduate major or minor in Community Change Studies as they combine rigorous coursework, experiential learning in the community, and reflection and mentoring.

Rarely, if ever, do service learning programs provide students with stipends or other income for the time they devote to service. This severely disadvantages low-income and working-class students who must work long hours to earn sufficient income to stay in school and minimizes their participation.

One central problem for service learning is the difficult relationship between universities and their neighbors. Universities are focused internally on their

students, faculty, facilities and programs. Many have little interest in their neighbors except when they stand in the path of university expansion or threaten the campus in some way.

Some critics of service learning argue for major changes in the relationship between academic institutions and their neighbors. Dick Cone, the former director of USC's Joint Education Project, for example, raised serious issues about "hit and run" assistance from students. He and others point to many placements as poor matches, made without sufficient concern about whether students would bring useful skills to the nonprofits and whether there would be sufficient continuity in the students' assistance to be really helpful. They point to the off-and-on nature of when students are available to help and the frequent turnover among student volunteers as presenting major obstacles, and they are critical of many of their academic colleagues as not being well informed about the groups where students are placed, their needs and priorities, and the extent to which the placements will be satisfactory to either the group or the student.

Cone advocates **"inreach" rather than outreach from the universities**. He believes there is such a strong inherent power imbalance between any major educational institution and a small nonprofit that the usual "outreach" process should be reversed. Rather than a university deciding what it needs and can offer, Cone advocates that funders first help grassroots groups decide what help they need from students and faculty and to raise funds for tuition or contracts which will enable them to reach into a university (or other institution if that would be more useful) for that specific help.

Informal "inreach" programs are, in fact, quite common. Some result when strong grassroots groups see a need for assistance from a particular faculty member as they analyze or tackle an issue. Others emerge when a professor or instructor has the sensitivity and background to build a real partnership with a nonprofit, and then shapes service learning in response to that organization's needs and priorities and its ability to provide a good learning experience for students. They can be a strong component of a broad Community Change Studies approach.

20. Creating Genuine Community + College Partnerships

One essential element of CLP's approach is the development of unusually strong local partnerships between grassroots community leaders and the college(s) which will house the Community Change Studies program. These partnerships go well beyond typical college outreach to nearby communities and represent a genuine sharing of powerful roles in designing, creating and overseeing a new program.

Building these partnerships is certainly not without challenges. There is a tremendous imbalance in power and resources between colleges and organizations representing low-income and working-class communities. Few colleges have any interest in their neighbors except when they stand in the path of institutional expansion or are seen to threaten the campus in some way. Furthermore, the power, resources, and influence of these institutions usually dwarf those of their neighbors, making any relationship uneasy. The issues of race, class, power and privilege are immense.

On the community side, many leaders and organizers from communities of color and low-income or working-class backgrounds are highly skeptical of working with colleges. They doubt that many academics have the experience and knowledge to understand and be useful to their communities and to developing agents of positive change on issues of race, poverty, community-building and significant reform. Aren't they so removed from the realities of low-income communities and the practical difficulties of running complex organizations that they are incapable of educating people for community change work? Doesn't their entire reward system militate against the kind of multidisciplinary knowledge and skill-building which community change agents need?

Furthermore, with considerable justification they also worry about the very different interests and priorities which their neighborhoods and nearby colleges often have. Does the particular college admit many students from their neighborhoods and provide them with the support they need? Is the college responsive to requests for help from nearby communities, being open to

“inreach”? Is the institution sensitive on such issues as college expansion and gentrification, policing on and off campus, and the residents’ need for jobs?

A major barrier for community partners is their severe shortage of funding and staff to cover all their current work. It is therefore difficult and sometimes impossible for them to commit enough time to develop the community side of a partnership to its full potential. A vital remedy for this is for the college or other sources to fund the organization for at least the equivalent of one full person’s salary (FTE).

Despite all these differences and tensions, the CLP Network’s local partnerships demonstrate how much can be gained when community leaders and academics do collaborate in developing the next generation of expert community builders and change agents.

That’s the reason why the CLP Network has concentrated so heavily on creating **genuine partnerships** through serious collaboration, building respect for each other’s knowledge and points of view, and hammering out agreements on a common mission and strategy, common goals and shared authority. Such partnerships are rare but possible. *(See chart on Partnership Principles at end of this chapter.)*

It’s particularly important that the college consider how many ways the community can help develop and sustain an excellent Community Change Studies program.

People who are already working at the grassroots level know what the issues are and have a strong sense of what kind of staff and leaders are needed. They have unmatched practical experience in the challenges of building powerful and effective organizations and tackling the issues which matter most to them. The perspectives of community leaders and professional organizers and other staff are invaluable. The planning process will be far stronger if they are engaged as full partners in identifying the skills, knowledge, traits, vision and values which graduates of the program should develop.

Local groups and practitioners are also invaluable in –

- Developing broad community support which can help interested faculty and administrators convince their college to develop a Change Education program (remember that the initiative for creating CLP programs often comes from the community),
- Recruiting and screening good, committed potential students from the community as candidates for admission into the program,
- Providing good field placements, internships, and other learning situations for students,
- Having staff and volunteer leaders who can serve as good mentors and sources of skill training for students,
- Being potential adjunct faculty, co-teachers, guest speakers, and discussion leaders for classes,
- Being potential employers for graduates, and
- Serving as fiscal intermediaries for grant funds, avoiding the very high overhead rates which colleges charge.

Community leaders can bring other resources from the community, such as youth development or leadership programs, community organizing groups, youth movements, coalitions of community-based organizations and networks of other potential employers, Americorps and other civic engagement opportunities.

The Community Learning Partnership serves as the third partner for local community/academic partnerships. Resources permitting, the CLP Network can provide a broad range of services, including catalyzing and supporting development of new programs and helping strengthen existing ones. It provides opportunities for peer learning in person and on-line, creating opportunities for collaboration on common interests, including expansion of private and public resources for Community Change Studies programs and their students. Members become part of a national community through the CLP Network, with its wider range of information, tools and people for supporting program graduates.

The following chart stresses the many potential roles which community people as well as the colleges can play in a partnership. Unfortunately, financial constraints and conflicting commitments too often block community partners from achieving their full potential in contributing to teaching and student support for such programs. The programs would be enriched greatly if there were sufficient funding to support broad involvement of the community partners.

Potential Roles in Community+College Partnerships

Function	Potential College Roles	Potential Community Roles
Initiation of idea and developing initial goals	One or more faculty-members or administrators may initiate	Community group, coalition or a support organization may be the initiator
Outreach to potential partners	Outreach to potential academic and community partners	Can lead outreach to expand community partners' involvement
Negotiate for strong support from the college	Inside leadership	External advocate and potential employer of graduates
Fundraising	Shared responsibility	Shared responsibility for fundraising, can be grantee -- bypassing bureaucratic obstacles, reaching other donors
Cost-saving	Released time for faculty for planning or staffing; salaries for faculty, space, other college costs	Potential role as grantee, lowering overhead on outside funding
Overall program design	Partner in setting learning goals, mix of experiential and academic learning, competencies and knowledge needed	Partner in setting learning goals, mix of experiential and academic learning, can contribute to competencies and knowledge needed for all CCS courses
Curriculum development	Experts with lead role	Potentially partners in developing courses, exercises, etc.
Teaching in general	Usually the lead role	May be able to provide co-teachers or adjuncts
Field and internship experience	Usually the lead role, source of Work Study funds	Supervise training through field experience, internships
Guest speakers and discussion leaders	Selection	Provide guest speakers and discussion leaders

Preparing to Win

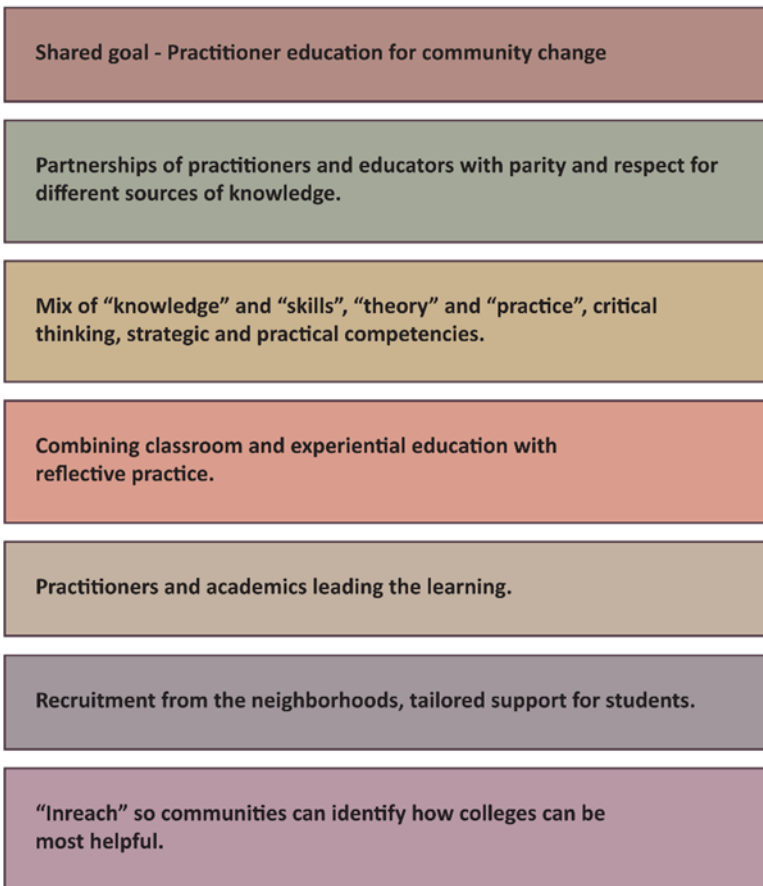
Capstone projects	Structure and assign	Shared role for learning through capstone projects
Mentors, career navigators, tutors	Most colleges weak on these services	Can provide mentors, career navigators, tutors with compatible background
Teaching CO	Usually the lead role	Add practitioner knowledge and help with skill development
Teaching PAR and popular education	Usually the lead role	Provide link to community research needs/learning opportunities
Teaching Political Economy and History	Usually the lead role	Add great practical experience and lessons; knowledge from outsiders' perspective
Teaching on Identity as Agent of Social Change	Usually the lead role	Add valuable perspective on race, oppression, healing, overcoming
Student recruitment – on-campus	Lead role	Assist in designing and promoting on-campus recruitment
Student recruitment – off-campus	Supportive role	Take lead in off-campus recruitment of nontraditional students
Student support	Usually the lead role	May help with support groups, clubs, mentors, role models; support reforms to benefit students

Formalizing Understandings on Partnerships for Community Change Studies:

Too frequently, these partnerships are informal rather than formalized with written understanding on key points. It is wise to develop a written **Memorandum of Understanding** since these are complex undertakings which set the stage for years of serious programming, and since there is such staff and leadership turnover in both the academic and community-based worlds,. The main parties should also review and update it annually to ensure that their different viewpoints are represented throughout planning and implementation of the program.

The parties should openly discuss and take steps to minimize underlying **issues of power**, recognizing that an educational institution starts with enormous power and it's important to redress this balance through a series of provisions and agreements. Strategically, the community actors can maximize their power and influence on the program if they initiate the program, bring their allies together to develop a joint plan, raise initial funding, and “shop around” for the best partnership deal they can find.

Principles for Partnerships between Communities and Colleges



Being tax-exempt and not burdened by the very high overheads which colleges charge, a community nonprofit offers the partnership great advantages in attracting philanthropic support and stretching it to maximize its value to the

program. This also can help rebalance the table, especially if it leads to outside funding which enables the **nonprofit to hire** a full-time program Coordinator to work with lead faculty members in managing the partnership.

The MOU should spell out the roles, responsibilities and authority of each partner. *See Appendix F for an example of a detailed MOU.*

21. Financing Start-Ups, and Earning a Return on Investment

One enormous advantage which CLP's college-based approach has over training programs is that Community Change Studies programs can become financially self-sustaining as they become regular parts of a college curriculum. Like other community college and public university programs, they then benefit directly from the annual state and federal funding their institutions receive; and their students become eligible for Pell grants, scholarships, student loans, Work Study and other financial support.

For this reason, all the CLP programs are now or soon will become self-sufficient and sustainable financially over the long-run, with their faculty and adjuncts paid by the colleges, and their students eligible for financial support. This is in dramatic contrast to the experience nonprofit networks, organizations and associations have in trying to sustain training programs: very unfortunately, these groups find it virtually impossible to attract funding to sustain a regular weekend or longer training program year after year. With this stronger financial base, college-based programs can reach cohorts of students year after year and thus have a multiplier effect.

With this continuity of funding, 2-4 year college-based programs can offer far greater breadth and depth than short training courses, and they can transfer hard skills **IF** they include strong experiential learning components. What's more, unlike training programs, colleges offer College Certificates and Degrees which are invaluable in finding family-supporting jobs and becoming upwardly mobile.

It is, however, tremendously helpful to have initial outside funding to cover the initial 1-2 year planning and start-up period. That early phase demands focused attention and a great deal of work by one or two people who can invest substantial time in building the knowledge, relationships, plans, and initial agreements needed to launch a program. While in some cases, someone on the faculty or in a nonprofit finds a way to commit sufficient time to staffing and leading this process even without outside money, CLP's experience demonstrates that **a two-year initial investment of outside funding can lead to both more**

rapid progress and a greater chance of success in creating a sustainable educational program.

Several CLP sites have benefitted from receiving sufficient initial funding to support a team of two part-time people to collaborate in leading the planning, exploration, organizing and start-up process. Ideally, one is an adjunct or regular faculty-member who is approved for released time from their usual teaching load so they can concentrate on working within the college in helping design and build the program; and the other team-member is a person with great experience and credibility in marginalized communities who can help assure those communities have a strong voice and impact in the planning. Both must share a commitment to creating a genuine community+college partnership and a Degree or Certificate program in Community Change Studies.

Typically, the cost of that staffing and basic support approximates \$250,000 over two years.

If the launch is successful, this investment leads to an extraordinary return on investment (ROI). Assuming 25 students in a full-time cohort at a community college, and the education value (the annual cost for the college of providing the education) is \$9000 per student per year¹². As the chart below indicates, **the ROI on a \$250,000 planning and start-up grant would be \$1.278 million over 6 years, or more than 5 times the original investment. At the end of 10 years, the education value would total \$3,078,000, over 12 times the original investment.**

What's more, those figures do not reflect the **enormous social value** of expanding the skilled workforce working to improve opportunities and conditions in vulnerable communities. The following chart monetizes and includes estimates of the value of the social benefits of developing and deploying this expert workforce to work on America's central social issues.

¹² The Lumina Foundation's issue paper on College Costs and Prices estimates that \$9000 per year is the total cost to community colleges of educating a full-time student. They estimate the full cost of university education as \$14,000 per year.

² These figures assume 2 planning years with no students, and only 15 students enrolled in the third year when the program begins, growing to 25 students each year in later years.

Return on Investment

Number of Years	2 Years	6 Years	10 Years
Total Philanthropic Investment	\$250,000	\$250,000	\$250,000
Number of Graduates	0	65	165
Public Investment; Educational Value per Student ¹	\$0	65 x \$18,000= \$1,170,000	165 x \$18,000= \$2,970,000
Return on Philanthropic Investment	None during planning period	468% over 6 years	1188% over 10 years
Social Value ² of Change Agents' Careers over 30 years		\$73.2 million over 30 years	\$186 million over 30 years

¹ The Lumina Foundation's issue paper on College Costs and Prices estimates that \$9,000 per year is the total cost to community colleges of educating a full-time student. They estimate the full cost of university education as \$14,000 per year.

² The "social value" is projected at an extremely low figure: it assumes each change agent contributes \$37,500 a year to society, and works for 30 years. The social value of each Change Agent's service is \$1,125,000.

Ongoing outside support – When possible, it may be necessary to raise outside funding to temporarily subsidize **introduction of a new course** as it may have difficulty recruiting many students until it's well-established and well-known to students, guidance counselors and faculty in other departments.

Some CLP sites have succeeded in raising funds from outside sources, the college, or College Work Study funds to **employ a Student Coordinator** to assist with outreach and student recruitment into the program, arranging mentors and counselling for students. This provides major relief for overly busy faculty and has proven invaluable for the students and the programs. A cost/benefit analysis would help faculty convince college administrators to include this position in the annual budget.

The ongoing annual budget for the program must also provide sufficient continuing funding to provide **financial support for the community partners for their work.**

Section 6



SCALING UP FOR THE FUTURE

“The country is in deep trouble. We’ve forgotten that the rich life consists fundamentally of serving others, trying to leave the country a little better than you found it.

“We need the courage to question the powers that be, the courage to be impatient with evil and patient with people, the courage to fight for social justice. In many cases we will be stepping out on nothing, and just hoping to land on something. But that’s the struggle. To live is to wrestle with despair, yet never allow despair to have the last word.”

— Cornel West

22. Moving to Scale - Creating Additional Replication Systems

CLP is frequently approached by community leaders, organizers, college faculty-members and others who want to build on their training or service-learning programs to develop more ambitious and comprehensive programs for developing the next generation of community leaders, organizers and agents of positive change. The CLP Network is currently the nation's sole source of expert assistance for people exploring creation of college-based Community Change Studies programs.

Over the last decade, the CLP Network has expanded one site at a time. CLP's primary replication system has been city by city, providing extensive on-site technical assistance to community leaders and faculty-members who seek expert advice as they explore creating a Community Change Studies program.

CLP's deep on-site experience with both successes and frustrations has given the Learning Partnership unmatched knowledge and skills. CLP's staff, Board members, and consultants provide great expertise as they help new sites determine whether a CCS program is feasible locally, how to adapt it to fit with local opportunities and priorities, and how to form balanced partnerships. CLP also helps local sites develop curricula which integrate practical experience, college courses, and reflection, and also creates effective systems of student recruitment and support.

However, the Partnership has found it extremely difficult to raise sufficient funding to support on-site technical assistance (TA). Current **foundation** trends leave very few funders open to any initiatives they haven't designed themselves. Even fewer are open to programs which foster organizing on issues which low-income communities themselves choose to tackle. Therefore, as it continues to search for expanding support for TA and for funding to cover its local partners' start-up costs, **CLP is pursuing four additional approaches to expansion** –

- **Providing on-line support**, materials and coaching -- Systematically supporting potential new sites and other programs with do-it-yourself (DIY) guidance materials and expanded on-line help,

- Potentially involving Network partners in collaborating in **developing learning modules, video story-telling, on-line guest speakers and discussion leaders**, and other techniques for enabling CLP students to learn from teachers, organizers and community leaders working for change in an extraordinarily rich variety of settings across the US,
- Exploring the value and potential of **creating blended learning courses** together, especially to enable CLP to reach students and campuses beyond our current Network, and to develop courses to supplement the core courses most CCS programs offer with opportunities to focus on different issue areas or other specialized topics (e.g. social media, communications, electoral and political organizing, the social history of the US, etc.), and
- **State and federal policy change** – Leading joint efforts to increase resources for Community Change Studies programs and well-paid internships through federal and state policy changes. (*See next chapter on public policies*).

1. CLP's Approach to Site-by-Site Replication

CLP's site-by-site replication system begins with responding to requests for advice and assistance in developing a CCS program. After a series of exploratory conference calls, CLP and people at the site decide whether there is sufficient potential to merit an on-site visit by CLP (and whether there are resources to support that work).

During an initial visit, CLP representatives and its local contacts jointly conduct a series of interviews with community and college leaders and other knowledgeable local actors to begin exploring whether the essential elements of a CCS partnership program are present. Subsequent visits widen the circle of interviews and deepen discussions on whether to form a partnership. Would a CCS program fit with local needs and priorities? How should it be shaped to best serve the context? Is a CCS program feasible? Who should be the formal partners? Who has the energy, time and background to lead the process locally? What should be the next steps in a deeper feasibility study and planning process? Would it be useful for local leaders to visit one of CLP's current sites to learn from their experience and get their advice?

This all requires a substantial effort by CLP as well as local leaders. Unfortunately, because of resource constraints, the Partnership's very small staff is overextended and cannot provide new sites with on-site assistance even when it would expedite an exploration and feasibility study.

Start-up grants directly to a local site or channeled through CLP are invaluable in enabling the Partnership and local partners to concentrate fully on planning a program, designing the curriculum, maximizing local involvement and buy-in, and getting the program off the ground. One strong selling point is that -- as the chart in Chapter 21 demonstrates -- funders will get an enormous return on their investment -- a return from their planning grant's leveraging impact year after year. It will result in two types of leverage -- (1) annual public funding for the college instruction and student financial aid; and (2) the financial value of the services CCS graduates provide to society over three or four decades in careers tackling issues of poverty, race, and community-building. [See chart in chapter 21.](#)

2. Increasing On-Line Support and Peer Exchange:

Until recently, CLP's on-line program was limited to occasional webinars and our web-site's data bases on programs and curricula. However, two events have dramatically increased our use of internet.

One reason, of course, was the Pandemic, which had the same impact on CLP it did on other institutions. We could neither travel to our sites nor convene them face to face, so we expanded our use of Zoom enormously. This built naturally on a shift already underway at CLP -- having the staff, Board and local sites operate on a team basis by meeting regularly via videocall. Those calls now happen every two weeks, helping overcome isolation, strengthening relationships and peer exchange, sharing power, and fostering collaboration across sites on curriculum development and promoting best practices within the Network and more broadly.

CLP students are beginning monthly Zoom calls and are identifying common issues and concerns for possible cross-site collaboration and action.

3. Creating On-Line Systems to Support DIY Planning and Start-Up:

Can local community leaders and faculty members create an ambitious CCS program without extensive outside help? The answer is Yes.

Professor Hannah Ashley proved this to CLP when she contacted us to notify us that she had succeeded in creating a new Minor in Urban Community Change at West Chester University, and that she did this by relying heavily on the program and curricular materials on the CLP web-site. Hannah accomplished this without even contacting CLP and without outside funding.



This inspired us to explore ways to help others replicate Professor Ashley's successful do-it-yourself (DIY) approach to developing a Change Studies program by developing various on-line strategies.

This **e-book** is the first step in creating on-line help for replication and expanding the Network. As a guidebook, it proceeds step-by-step through the approaches we've developed and the lessons we have learned over the last decade. Each chapter can be downloaded directly from our web-site (www.clpclp.org) when it's relevant and useful locally, and -- rather than providing rigid rules and models -- we have highlighted ideas and suggestions to help people be creative in developing CCS programs which build on their local strengths, priorities, and opportunities.

CLP is considering creating a **companion series of webinars and podcasts** to help people think through the basic elements of a program, early choices and strategy. Like this e-book, the series would focus on the process for exploring the feasibility of such a program, the basic program elements to consider, questions of content and pedagogy, student recruitment and support, challenges and opportunities, costs, etc. Sets of five or six sessions could be offered as needed, and could be combined with Zoom calls to provide opportunities for Q and As, discussions, and peer exchange.

This would provide a strong **intake system** for CLP, enabling local leaders to think through their ideas and potential, and for CLP to gage their interest, values, commitment, and capacity without making a substantial investment. This experience would also help us consider what other replication materials or tools would be most useful and practical.

It would make it much easier for CLP to actively reach out to people in cities and regions without Community Change Studies programs. The series could be repeated periodically to keep expanding the Network, and be structured as a virtual learning community with CLP's initial leaders inviting participation from people interested in CCS, including people from colleges and organizations which already offer some elements of a full Community Change Studies program. Each session could be led by a different member of our current Network or others who have useful experience and ideas to share. This would build on our local partners' sense of joint ownership, of being part of a national team setting policy and making plans for contributing to expansion and creation of an important, increasingly well-recognized new field of studies.

One possible additional advantage for participants – the CLP series of seminars could be coupled with annual Faculty/Community Leaders Institutes to qualify participants for a **professional development Certificate** from a cooperating college or university.

Finally, CLP is planning to test the potential of various approaches to blended learning for Change Studies, including exploring possible partnerships with College Unbound, e-Cornell, the distance learning arm of Cornell University, and others.

4. Collaboration to gain recognition and support for this field of studies

Underlying these strategies is our goal of jointly **creating a new field of study** which is offered by a large number of community colleges, four-year institutions and universities, both public and private. Major expansion of Community Change Studies programs would enable colleges to strengthen

their response to four fundamental issues the United States faces – poverty, race, stronger communities, and revitalized democracy. In genuine partnerships with communities they can develop new generations of leaders, organizers, change agents, and allies with the knowledge, skills and credentials to bring people together to tackle these issues and press for great social progress and a kinder, more open and more united society.

5. Public Policy Changes to Support Replication:

Recently, CLP Network members have begun collaborating on public policy issues which concern them. These include early efforts to reform the federal College Work Study Program to strengthen its mandate that some CWS funds be allocated to Community-Based Work with college credit given for students engaged in serious experiential learning as part of a broader curriculum like CCS Certificate and Degree programs. Another effort is to create state and federal pilot programs providing Community-Building Internships, which are full-time, well-paid and a mix of experiential and classroom learning. (*See the next Chapter for details on CLP's policy agenda.*)

23. Moving to Scale by Changing Public Policies

“Courage, my friend. It is not too late to change the world.”

— Tommy Douglas

Throughout this e-book I have focused on America’s need for a new wave of community building and leadership development in our older neighborhoods and towns. We need a surge of people with the backgrounds, lived experience, commitment, knowledge and skills to bring people together and win significant victories on the interlocking issues of poverty, race, community-building and strengthening our democracy. To revitalize democracy from the grassroots up, we need to develop and support community leaders, organizers, and allies who can build strong vehicles for collective action on our nation’s toughest issues.

These efforts must be based firmly on the **fundamental understanding shared by all the CLP Network’s partners – our country cannot continue to waste the latent talent which exists in every low-income neighborhood and community of color**. Instead we must develop programs which take advantage of the central fact all the CLP programs demonstrate – there are many people in every community who want to “give back” to their communities, to help their families and neighbors have better lives and greater opportunities. In words often used by our incoming students -- “I want to help. But I don’t know how.”

CLP’s pathways answer this call. They are developing the great untapped potential of students and emerging community leaders who start with firsthand knowledge of poverty, discrimination, and institutional neglect. That lived experience provides them with invaluable insights, people skills and unique advantages in serving as role models as they work in communities like their own. Our educational programs build on those strengths, equipping people with **the depth of knowledge, practical organizing and alliance-building skills, and critical and strategic thinking capacities they will need to win on the fundamental**

issues they and their neighbors face. CLP programs also provide them with academic credentials which open doors which otherwise would be closed to them.

Decades of experience have shown us that organizing and popular education work is not for amateurs. To succeed in creating positive change, people need to develop deep understanding of: the issues they are addressing and possible remedies; how best to inform, educate and organize people on those issues; and lessons from earlier efforts to tackle them. This will require supporting new and existing initiatives to rapidly expand the number of outstanding community leaders, organizers and popular educators.

Partnerships which bring together the worlds of practical experiential learning working at the community level and college-based learning and credentials offer the best opportunity for moving rapidly to develop the knowledgeable, skilled and committed workforce and leaders needed. In large part because of CLP's efforts, there now are a growing number of such community partnerships at community colleges and public universities. Furthermore, the CLP Network has developed systems for adapting them to meet the needs and preferences in other cities and towns and helping other programs broaden and deepen so they are equally successful in developing the next generation. A growing number of academics as well as leaders in the community organizing world are now showing great interest in learning from our Network's experience and expanding and broadening their education and training efforts.

Scaling up will require committing major support to building new educational pathways and fortifying existing ones. It also must include concerted outreach to the communities of color and low-income and working-class neighborhoods which are so often ignored when programs are designed and staffed and policy decisions are made.

This will require significant government funding to meet the scale of the need for a new generation of well-prepared community leaders, organizers, and change agents. CLP's decade of experience has demonstrated clearly that private philanthropy simply will not fund the hundreds of well-paid internships which low-income students need to gain intensive on-the-ground experience they need. Furthermore, our experience has also proven how difficult it is to raise planning

and start-up money for new Community Change Education programs despite the incredible Return on Investment our local programs are delivering. (see *Chapter 21 above*).

This will require federal support for a major new initiative which finances a dual strategy:

1. **Creation of large numbers of earn-while-you-learn Community Building Internships** for low-income and working-class students, earning a living wage while preparing for creating positive change on issues of climate change, sustainability, community development, criminal justice reform, and health promotion; and
2. **Creation, expansion and support of local academic/community partnerships to be jointly responsible for operating those Internship programs**, ensuring that Community Building Interns receive the mix of college courses, deep immersion in community work, college credentials, mentoring and career preparation they need.

These two interrelated programs would offer quadruple social benefits. They would --

- Provide both **immediate jobs** and preparation for **long-term family-supporting careers** for low-income and working-class young people
- **Meet great social needs** by expanding the workforce of skilled, knowledgeable people in careers in sustainable communities, community development, community and public health
- **Strengthen communities** by focusing on strengthening local leadership and community-based organizations

The Learning Partnership is currently exploring the possibility of creating State funded programs along those lines. One example is in California where the Governor's Task Force on Business and Jobs Recovery is including a CLP-initiated proposal among its recommendations, and the California Endowment has approved a planning and start-up grant to the Learning Partnership so a new California Community Leadership Corps can be launched by community+college partnerships at 5 sites in 2021. The Corps would consist of cohorts of students enrolled in CCS programs and receiving well-paid internships in community-building, incorporating the elements in CLP's design, which is described below.

Two hundred low-income and working-class students would be enrolled in this initial phase with plans for expansion to additional campuses in the state.

Meanwhile, legislation is being introduced in the US House of Representatives to create federally funded Community-Building Internships. And efforts have begun to incorporate its initiatives into one or more different broader pieces of legislation. These include legislation related to the Green New Deal, expansion of National Service, and a new initiative at the Department of Labor to create apprenticeship-like new program of earn-while-you-learn Community Building Internships. Efforts are underway to persuade the next federal Administration to support such initiatives.

Outline description of the two key elements of CLP's policy proposal:

Creation of a pilot program which would be tested in 12-15 pilot cities and small town/rural areas, evaluated, and considered for expansion in later years, requesting an initial appropriation of \$50 million.

Targeted to benefit low-income and working-class people (18-50, with priority on youth)

Offering 4 major social benefits to communities throughout the US --

- Providing immediate jobs as well as preparation for good long-term careers for low-income and working-class young people.
- Meeting great social needs by expanding the workforce of skilled, knowledgeable people in careers in community development, community health and sustainable communities.
- Strengthening communities by focusing on strengthening local leadership and community-based organizations.

Funding local 2-4 year programs in which people earn while they learn, preparing for careers in one of the following community-strengthening fields -

- Community development careers (neighborhood improvement and issues).
- Community health careers (health promotion and education, and elder care).
- Careers in sustainable communities and environmental justice

Perhaps broaden the program after it is well-established to also cover preparation for careers in --

- Criminal justice and community safety.
- Youth development.
- Rural development and services.
- Working on other community issues and initiatives.

Essential ingredients of local programs:

- Partnerships of low-income and working-class communities with community colleges and/or public universities.
- Community-based nonprofits as well as academic institutions eligible for planning and long-term operating grants if they have created a community+college learning partnership or are committed to developing one.
- Intensive training on the job plus classroom instruction, constituting a full-time commitment by students so they can concentrate fully on learning, complete their studies on time, and enter the workforce rapidly.
- Federal funding for the partnership which would operate the program locally and for needed technical assistance and cross-site sharing.
- Students would be selected by the colleges and their community partners, which would also collaborate in providing placements, mentoring, student support and career guidance.
- Students would receive income for 20-40 hours/week at \$15/hour, earning while learning on the job and through college courses (totaling up to \$31,200/year, 100% paid through their employer which would be reimbursed on a 100% basis by federal funds in year 1; 67/33 split in year 2; 33/67 in year 3); this amount would be adjusted downward by the amounts a student receives from Pell grants and other scholarship grants).
- Resulting in college credits for college-level learning on the job and through their coursework, resulting in a college Certificate or Degree.
- Student learning would include --
 - Credit for college-level learning from previous jobs, training, leadership and life experience (applying Prior Learning Assessment).
 - Knowledge and skills related to their field of concentration.

- Knowledge and skills in leadership, group-building and volunteer management.
- Knowledge and skills in change leadership, strategy and participating in civic life.
- If needed, remedial education/GED.

If instead there are political or operational advantages to building on existing legislation, the Labor Department could expand its “earn while you learn” initiatives to include the Community Building Internships, and the institutional support could be funneled through two authorized but now dormant federal programs – HUD’s Community Outreach Partnership Centers program (COPC) and the Department of Education’s Fund for the Improvement of Post-Secondary Education (FIPSE).

APPENDICES

Appendix A -- Supplement to Chapter 10

The Detroit Promise Path – Key Elements to Promote Student Success:

(Excerpts from recent study by MDRC)

Early results from that study suggest that **“well-designed, well-implemented student support services in College Promise programs can enhance students’ experience, improve their semester-to-semester persistence in college and potentially increase the percentage of them who graduate,”** MDRC found. For example, the program’s estimated impact on full-time enrollment for the full study sample increases from about 6 percentage points in the first semester to about 10 percentage points in the second semester.

This shows “there is a sizable group of students who currently enroll part-time but would enroll full-time with direction and support,” the report states. In another example, students in the Detroit Promise Path earned an average 1.7 more credits than students in the control group, a 25 percent increase that is statistically significant.

The **Detroit Promise**, one of more than 300 Promise programs nationwide, was launched by the Detroit Regional Chamber in 2013 to provide college scholarships to high school graduates for up to three years. It’s a last-dollar scholarship, meaning it covers the difference between a student’s financial aid award and the cost of tuition.

While the program resulted in an increase in students who enrolled in college, there was a concern that large numbers of Detroit Promise recipients were dropping out before their second year. To improve college retention, the chamber partnered with MDRC to create the Detroit Promise Path, which adds student services and benefits to the program, including:

- Campus coaching and a requirement that students meet with a coach twice a month.
- \$50 a month to cover extra expenses, such as bus passes or books, for students who meet with coaches.

- Encouragement for students to enroll in summer courses.
- A management information system to track student participation.

Main Elements of Extra Student Support in this Demonstration Program:

Campus Coaching -- Each of the five Detroit Promise community colleges has a DPP campus coach. Students meet with coaches for 15-30 minutes twice per month, typically in person, either individually or in small groups, beginning in the late summer before their first semester. Coaches reach out to students every week or two through phone calls, emails, and, most often, text messages. Each coach has a caseload of about 100 enrolled students and continues to reach out to students who did not enroll. Unlike academic advisers, coaches serve in a “big brother or sister” role for students, helping them manage competing responsibilities, adopt habits that can make them successful in school, and navigate personal issues.

Monthly Incentive -- Students who meet with their coaches as directed receive \$50 per month to offset expenses not covered by financial aid, such as books and transportation. The money is put on a refillable Mastercard that can be used anywhere, and students are notified by text when the funds become available.

Summer Engagement -- DPP makes a concerted effort to ensure that students stay engaged in productive summer activities and maintain their connection during the summer. Students are advised to enroll in summer courses (with tuition covered by the Promise), and those who need to work are connected to career-related job opportunities through local youth employment programs. Coaches continue to reach out to students throughout the summer to keep them engaged with the program.

Management Information System -- Underlying all these components is a customer relationship management system that allows the staff to track interactions with students and run reports on student participation, response rates, and the completion of milestones such as registration. The software has a live text-messaging and email-tracking system that coaches use to communicate with students individually or in groups. For example, a coach might send a text reminder to all students to complete the Free Application for Federal Student Aid

(FAFSA), then a few weeks later send another reminder to students who have not yet completed it.

The Four Main Lessons from the Demonstration:

- 1. Students still face financial aid issues:** Even with the Detroit Promise scholarship in place, nearly half the students in DPP reported financial aid issues. FAFSA verification was singled out as a particular problem. Long aid processing times caused some students to be dropped from courses for not paying tuition, or even to miss enrollment deadlines altogether. Promise programs should not assume that their scholarships mean students won't face financial aid barriers to enrollment. Staff members should send students and colleges clear messages about financial aid requirements. Staff members can also institute a failsafe system to check student lists before deadlines and make sure Promise students aren't dropped from classes.
- 2. Programs can help students enroll in future semesters by staying connected:** A noteworthy success of DPP was coaches' continued engagement with students who did not enroll, especially those who were unable to enroll due to financial aid issues. Many students who intended to enroll but experienced challenges felt discouraged and ready to give up until their coaches walked them through the process to enroll in the next semester. Continuously engaging with students can go a long way toward ensuring that the Promise is serving all eligible students. In DPP, the management information system allowed coaches to target students with different messages based on enrollment status, making it much easier for them to continue reaching out to these students.
- 3. Students want individual help and motivation:** In DPP, coaches reached out to students "cold" for the first time in late summer by text and email, introducing themselves and encouraging students to set up in-person meetings to prepare for college. More than 95 percent of students responded, reflecting a tremendous appetite for assistance. Persistent, proactive outreach paid off: Some students who did not respond before school started came to coaches later when they faced questions or issues on campus. Coaches were able to provide individual assistance to students and boost their self-confidence by, for example, helping them

practice talking to faculty members. Building students' motivation was especially important. Nearly all students reported that it made a big difference to them to have someone who understood the college's culture and who could keep them focused on the positive changes sure to follow from degree attainment. In particular, students valued having coaches who shared their socioeconomic background, as they felt they could discuss difficult issues without being judged.

4. **Programs should provide clear, usable information:** The promise of free tuition can reduce financial anxiety and help more students consider college — but students need to know what is covered and what they have to do to keep their scholarships. Many DPP students reported having trouble paying for things like textbooks and bus passes, and they relied on the \$50 monthly incentive to cover these expenses. DPP created a calendar for students with requirements and dates for each month's incentive, and the management information system now sends text messages when the \$50 cards have been refilled. This way, students know exactly when to expect funds and can plan accordingly.

Appendix B -- Supplement to Chapter 11

Examples of job titles in different issue areas and sectors of the economy which need the knowledge, skills and values CCS graduates develop

This appendix was developed from recent job listings and advice from issue specialists in various fields. We have included it because it illustrates the value of being able to list very specific information about the great variety of positions for which Community Change Studies knowledge, skills and credentials are great assets.

A. Jobs with different types of employers

Jobs with Community-Based Organizations:

- Entry-level Organizer.
- Canvasser.
- Neighborhood Organizer and Organizador (Espanol).
- Lead Organizer and Director of Organizing.

- Executive Director.
- Organizer on one or more specialized issues – e.g. housing, youth employment, education, criminal justice, green jobs/climate justice, community health.
- Community Development Specialist – e.g. neighborhood planner, neighborhood revitalization specialist, housing development specialist, housing manager and tenant relations staff, economic development specialist.
- Community-Based Research Specialist and Research Director.
- Community/Political Organizer.
- Community-Based Service Providers.

Jobs in Government and Public Agencies:

- Outreach and community relations assistant to elected politicians.
- Community outreach worker for a government agency, e.g.
 - The Mayor's office.
 - City Council members.
 - Departments of social services, youth services, health, housing, workforce, city planning, neighborhood programs.
 - Police and court system, reentry programs.
 - Public schools.
- Researcher or specialist on one of those issues when community engagement and knowledge is essential.

Jobs in Electoral Politics and Voter Registration and Mobilization:

- Candidate for Office.
- Entry-level Organizer and Organizador (Espanol).
- Director of Organizing, Political Director.
- Organizer on one or more specialized issues – e.g.
 - Voter registration.
 - Voter turnout.
 - Social media and communications.
 - Key campaign issues.
- Action Research Specialist.
- Research Director.
- Canvasser and Canvass Director.

- Campaign Assistant.
- Strategic Campaigner/Researcher.
- Campaign Assistant.
- Campaign Director.

Jobs with Unions and Other Worker Organizations:

- Organizer-in-Training.
- Organizer and Organizador (Espanol).
- Lead Organizer and Director of Organizing.
- Community/Political Organizer.
- Worksite Organizer.
- Communications Organizer.
- Organizer – Member Programs and Participation.
- Community Outreach Coordinator.
- Labor Relations Representative.
- Field Representative.
- Field Services Specialist.
- Field and Community Engagement Coordinator.
- Coordinator of Membership Action and Resources Center.
- Director of BOLD Center – Building Organization and Leadership Development.
- Organization Leadership Specialist for Equity and Inclusion.
- Campaign Assistant.
- Director, Racial Justice Campaigns.
- Community Schools Support Coordinator.
- Healthcare Policy Advocate.
- Training Field Coordinator.
- Canvasser and Canvass Director.
- Strategic Campaigner/Researcher.
- Deputy Political Director and Political Director.
- Campaign Director.

Appendix C. -- Supplement to Chapter 16

The Work Study program can be an excellent focal point for college community-based action research which is directly relevant to students. How does their

college administer the Federal Work Study program and how might it be made more beneficial? The research could include: review of key documents from the college, analysis of federal legislation and regulations, interviews of administrators and students; and preparation of a report of findings, conclusions and recommendations.

In planning such research, it would be important to anticipate that it may raise issues make some college administrators uncomfortable, and to plan accordingly

Key documents to review and analyze on Work Study –

- Federal Regulations and notices.
- The Program Participation Agreement between the college and the feds.
- The college’s list of Community Service Jobs and openings, if available.
- The college’s annual report to the government.
- Other materials the college makes available.

Possible interviewees –

- Students with experience participating in Community Service Work Study.
- Other FWS eligible students.
- College financial aid administrators.
- College counselling staff.
- Service learning staff and faculty.

Key questions to research at the college (note that many of these questions are based on legal requirements specified in federal legislation, regulations and guidelines) --

- Does the college allocate all its FWS funds each year?
- How does it define eligibility? What income levels or other financial information? Has it established any preferences?
- What wage do FWS students earn? Is there a maximum annual award amount?
- When students include projections of earnings from FWS jobs in their analysis of their financial needs, what assurance do they have that they will actually obtain those jobs? What assurance is there that they will have FWS jobs in future terms?

- How many students are enrolled this year? Is the FWS program available all year?
- Does the college keep figures on the number of applications which are denied? Are these denials because of inadequate funding? Other reasons?
- Does the college require that the work assignments be academically relevant to their pursuits?
- What percentage of their FWS funds is allocated to Community Service Jobs?
- Does the college promote community services to eligible employers? Have they developed a marketing plan for promoting them? Does it include presentations, networking, job fairs, an open house or visits to local agencies?
- What information is available to students about community service jobs? Do they have to request it? Is the college complying with the requirement that “schools must make students aware of community service opportunities by encouraging them to get involved in community service activities”?
- Does the college have a list of community sites? Are all these sites “open to members of the community”? How do they demonstrate that they are giving priority to “jobs that will meet the human, educational, environmental and public safety needs of low-income individuals, especially those living in poverty”? Does the job provide “meaningful and constructive service” to those communities?
- Does the college “research their FWS students’ degrees or certificate programs, interests, and skills to determine which recipients might find community service jobs appealing”?
- Has there be any “formal or informal consultation with local nonprofit, government and community-based organizations” about what’s needed? Do they contact local nonprofit, government and community-based organizations to assess their needs and their interest in employing FWS students?
- Do the jobs offer educational experience? If so, what is it? Are college faculty involved? Do students file either written or oral reports on their learning? Does the work generate college credit?
- Does the college offer projects which increase citizen engagement, teach civics, or raise awareness of government? If so, what placements do they offer under this category? How do they define the purpose of these placements? Do they report these placements annually?

Appendix D – Additional Supplement to Chapter 16

Applying Community-Based Research to Analyze a Community:

The following outline illustrates the topics which might be included in involving students in expanding their understanding of a community in which they live and/or work:

Intro:

- Why is it important to develop a growing understanding of a community?
- What are the key things you want to know if you're going to work on community issues and be a change agent? What do you expect to find? – economically, socially, racially, culturally, etc.?
- What difficulties are you likely to face as an outsider? As a person who comes from that community?

Walking tour – Instructions, role playing, research, report back from walking tour:

- What did you observe? What differences were there in the observations of different participants? What explains their different observations?
- Major surprises? What and why? Discussion

Looking at a community in the context of the city and region:

- Where is the community? How is it seen by residents? By others in the city? By the movers and shakers? What is its role and image?
- What are its primary links to the city? How strong are they? What barriers are there?
- Economic audit – reading, discussion, develop skills; report back; discussion to develop shared analysis of the community's economy and economic actors.
- Cultural and social audit – demographics, needs, assets, service provision.
- Political audit – representation and power, electoral participation, accountability; current issues, opposing views and forces, process for decisions on those issues.
- Organizational audit – Identification of nonprofit sector in this community, presence of "community-based organizations", other membership organizations, noncommunity-based nonprofits, private for

profit sector organizations, public agencies, political organizations;
Gaps in organizations; future roles for community organizing, coalition-
building, other community action.

Appendix E -- Supplement to Chapter 17

Draft COURSE DESCRIPTION -- THE POLITICAL ECONOMY OF BALTIMORE

Proposed learning goals:

Introduce sophomores who are choosing their majors to what Morgan can offer them as learning opportunities related to community organizing on urban issues which are critical to African-Americans and people with limited incomes.

Involve those students in a learning process which demonstrates the importance of community organizing and change-oriented organizations for African Americans and low-income people, by focusing on Baltimore and --

Familiarizing students with issues of poverty and race in the city.

Introducing them to how major public and private institutions make decisions on issues which are critical to poor people and people of color, and to the current the level of democratic participation in those decisions.

Involving students in identifying what steps would ensure that the Community gains a stronger influence on those decisions, especially through community organizing and community-driven and accountable organizations.

Motivate students to learn more so they can work effectively on these issues either through their choice of career or as civically engaged people.

Proposed course outline:

Taking stock on poverty and racial disparities in Baltimore:

This would provide students with a baseline understanding of these conditions and recent history in MSU's hometown as seen through the lenses of different disciplines. Through readings and a series of classes with different faculty members and outside observers and activists, students would learn about the growing disparities as well as community and other efforts to improve those conditions.

The following are examples of how these classes could draw from different disciplines which all address issues of disparities and social justice --

Social Work: Information on poverty, inadequacy of social services in such fields as child welfare and youth development, efforts to monitor, organize, advocate on these issues.

Community Health: The mismatch between having Johns Hopkins and other great medical institutions in the City, and the city's racial disparities, poor health, asthma and environmental justice problems; recent activism on these issues.

Workforce and Economic Development: Trends in employment, disinvestment and new investment in the city, focusing in part on the impact of past major investment in the Inner Harbor, and efforts to influence decisions on jobs, working conditions, and business opportunities (including Beyond These Walls and other campaigns); this will show how little these investments have benefitted poor and working class people as they have been overwhelmed by the loss of manufacturing jobs, disinvestment, government cutbacks, etc.

Architecture and Planning: Issues of displacement, worsening housing, gentrification, public housing demolition, etc.; and of activism to avoid it, including former US Senator Mikulski and others blocking the Highway, Johns Hopkins's expansion and SMEAC, and struggles involving the future of public and assisted housing.

Education: Quality issues, disparities, and the involvement of the Algebra Project, BEN and other efforts to influence education policy.

Engineering: Transportation issues and citizen involvement, lessons from the national Transportation Equity Network, etc.

Communications: Media coverage of these issues, effective use of the media and communications strategies, etc.

Other departments, including criminal justice and law.

Looking ahead: Focusing on the potential impact of the massive new investments which are planned in Downtown/Harbor.

Learning about current plans for downtown investment through lectures, discussion and reading – involving entire class.

Focusing on social and economic issues related to those plans – dividing class into separate sections, each taught by someone from a different department and focusing on the issues their discipline helps students analyze and understand; each would follow a similar learning process including --

Reading.

Research, interviews, etc. – What is planned? Who is going to benefit? Who may actually lose? What is the Community’s role? What might it be?

Discussion about what the students are learning from this research and the implications for poor people and people of color.

Discussion of the potential role/need for community organizing, citizen monitoring, community development or focused services, etc.

Teamwork in developing a written outline of what could be done through community action, formulating recommendations for discussion with the other groups/sections.

The implications and opportunities for community organizing and community change:

Then the groups would come together for a well-prepared series of “meetings” (classes) during which when –

- Each group would report on their findings and recommendations,
- The groups would develop a consensus on both their findings,
- They would also develop a consensus on their priority recommendations for what could be done by the Community, why those steps are important, what the barriers are, and how they could overcome them, and
- Finally, the students would develop a consensus on what they would want to learn in later courses to be able to have an impact on these issues.

These classes should model good participatory, consensus-building and learning techniques. Readings, video clips and other materials would be used to introduce successful examples of different strategies which have had an impact on similar issues.

Conclusion on opportunities to learn and do more:

Introduce students to --

- The kinds of careers which are possible for people wanting to work on these issues.
- The opportunities for civic engagement during college and later.
- Pathways within Morgan to learning more, becoming active on these issues, internships, student organizations, etc.

The designers of the Baltimore course hoped it would lead to the students identifying needs for the following:

- Major reforms in government and institutional decision-making – transparency, open process, budgeting, right to submit community proposals, etc.
- Organizing and pressure from the Community, and key elements for that strategy (e.g. involvement of many people, educated leaders, clever strategy and a campaign approach, etc.; as well as such strategies as lobbying, use of the media, litigation, coalition-building, and inside/outside strategies which can supplement organizing).
- The need for sustainable, effective ongoing organizations with a range of strengths so there could be continuing influence – What is required? What are the basic elements of an effective, continuing, sustainable organization?
- The need for the “Community” to be able to develop alternative plans, programs, etc. -- What does this require in skills, access to professionals, resources, etc.?
- The need for capable, responsive groups to deliver services, do community development, increase participation and ownership, nurture individuals, provide training, etc. – What does this require?

Appendix F: Possible details in a Memorandum of Understanding

The MOU should spell out the roles, responsibilities and authority of each partner. Those provisions should lead to clarity on the following points –

- Identification of which future decisions require involvement of and **sign-off** by each actor, the decision-making process, and measures for conflict resolution.
- The involvement of each party in periodic **evaluation** of the program and decisions on what adjustments should be made in response to the formal evaluation and other developments.
- The process for initial **curriculum development**, the involvement of each party, and whether both must sign off.
- The respective roles, responsibilities and authority of the **Coordinator and the lead faculty member**.
- Provisions on the hiring of adjuncts, co-teaching, involvement of on-site mentors and other measures to **involve practitioners in teaching**, and specifics on their role in curriculum development.
- How practitioners and the community will be involved in developing and implementing plans to **proactively recruit** low-income students and students of color who are interested in preparing for a career in

community change, including involvement of community-based organizations, nonprofits, and individual “spotters” in this effort.

- Involvement in integrating **experiential learning** -- especially experience in low-income communities with mentors -- with reading, classroom work, reflective practice and testing.
- Joint designing of **field placements including internships** with local groups to ensure (1) the groups benefit from the placements, (2) students come well-informed about the group and prepared to carry out the assignment, and (3) when feasible, group have assurance of a constant flow of students to assist the placement group with maximum continuity.
- Joint designing of the curriculum to include **“theory” and “practice”**, develop the students’ “knowledge” and “skills”, and be designed to develop the students’ vision and values as well as their critical thinking, strategic, and practical competencies.
- The curriculum will include a series of **“high impact educational practices”**, including cohort learning when possible.
- The **financial arrangements** including issues of released time for faculty, compensation for adjuncts and others helping with the educational program, office space and equipment at the college, the minimum number of students required to make the program feasible, plans for targeted financial assistance, work study, mentoring, tutoring and/or developmental education for these students; assistance in fundraising and or providing direct financial support for community partners so they can devote adequate time to the pathway.
- How various **public relations** issues will be handled, including visibility and billing for the respective partners, how the partnership will be described, and other measures to ensure that each partner gets credit for their work.
- The MOU should permit the nonprofit actor(s) to work with other institutions of higher education. This will enable it to expand its ability to reach and benefit students in various regions, from different racial, ethnic and linguistic backgrounds, and levels of experience, etc., and will reduce the nonprofit’s dependence upon a single institution.
- The parties should **fundraise** for the program separately and together, involving its own fundraisers and sources of outside advice and assistance. They should be transparent and helpful to each other on all matters of finance.
- The possible set-aside of Community Work Study and/or Wofford Program slots to students in Community Change Students.

“I wanted to give back.... But I didn’t know how.”

“It has changed everything: the way I see myself, the way I see others, and mostly the way I want to be that change.”

“Different methods to investigate issues, to do power analysis, and to mobilize people in our community to stand up for things. Then we went out and practiced what we learned.”



ANDREW NOT

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