

APPENDIX

Center for Family, Work, and Community
University of Massachusetts Lowell
Lowell, MA 01854
508-934-4677

January 11, 1998

Dear Friend:

We are sending you this letter because you have been identified as someone who has a special commitment to increasing skills and resources in the refugee and immigrant community. University of Massachusetts CIRCLE (the Center for Immigrant and Refugee Community Leadership and Empowerment) is offering three new Advanced Leadership Training courses starting the week of February 2, 1998 and ending in late May. The development of these trainings is funded by the Massachusetts Office for Refugees and Immigrants. These are:

- **Leadership in Education and the Schools** (Tuesday evenings)
- **Leadership in Working with Youth and Teens** (Monday evenings)
- **How to Take a Leadership Role in Improving Economic Opportunities Within Your Community** (Wednesday evenings)

We think these courses may be of interest to you or other community activists you know from the refugee and immigrant communities. We hope that you will enroll and encourage others to do so. Please share this information with others. Below we have described the trainings and answered some questions people often ask about CIRCLE trainings.

How much will the training cost?

The training itself is free (through the support of the Massachusetts Office for Refugees and Immigrants) and participants who complete the full training will receive a UMass Lowell CIRCLE certificate. Those who wish to receive college credit (at the graduate or undergraduate level) may do so through University of Massachusetts Boston by paying tuition fees required by UMass Boston.

Who is eligible for these trainings?

Refugees and immigrants who live in Lowell, Lawrence, or nearby towns are eligible to apply. Candidates need not have attended college, but must be committed to using the training to work with their community to increase involvement in developing the refugee and immigrant communities.

How will candidates be selected for the Trainings?

Candidates who have some experience in working with the community are especially encouraged to apply. Candidates will be selected so that the many different refugee and immigrant communities are represented. Both males and females are encouraged to apply. Please fill out the attached application and return it to Center for Family, Work, and Community, One University Avenue, University of Massachusetts Lowell, Lowell, MA 01854.

Where will the Trainings take place?

The trainings will be held at the Center for Family, Work, and Community, located convenient to downtown Lowell at University of Massachusetts Lowell, Wannalancit Mill.

Please encourage others from your agency or organization to apply. The deadline for applications is Friday, January 30th. If you need more information please call Dr. Linda Silka, University of Massachusetts Lowell, 934-4677.

We look forward to seeing you.

Sincerely,

A handwritten signature in cursive script that reads "Linda Silka".

Linda Silka, Director
Center for Family, Work, and Community
University of Massachusetts Lowell

Leadership in Education and the Schools

This training will assist Refugee and Immigrant Leaders to take active roles in participating as parents and community leaders in school. The training will focus on:

- How to develop strategies for community leadership
- How to strengthen relationships between families and school personnel
- How to help parents support their children in education

The training will cover:

- The history of citizen participation in education in America
- The role of state and federal government in education
- The role of school boards, school councils, and other governing councils
- Community organizations and business partnerships with the schools

This training will be action oriented. Linkages that will be made to Title One and College of Education Graduate Programs. Our trainees will have the opportunity to work closely with graduate students and school leaders in programs to create positive changes for children in your communities. The training will help parents to participate in schools, become parent liaisons, leaders of PACs, and ultimately school committee members.

When: Tuesday evenings from 6:15 to 8:30, starting February 3rd

Where: Center for Family, Work, and Community

Training Facilitator: Thel T. Sar, Community Consultant, Facilitator, and Community Social Psychologist. Mr. Sar has a Master's degree in Community Social Psychology and has several years of experience as a community organizer in Lowell and other Massachusetts communities, and is currently a state employee who works full-time as a Probation Officer at Lowell District Court. In 1995 Mr. Sar was the key organizer for the Parent Training Program that began through the CIRCLE Leadership Program, participated in the evaluation of that program for the last two years, is an alumnus of the CIRCLE Educational Leadership class, and continues his work with various organizations in the local community.

Leadership in Working with Youth and Teens

This training will assist Refugee and Immigrant Leaders in working in many different roles with youth and teens. Many of the challenges we face in newcomer communities concern how to assist our children and the children of others in succeeding in this new culture. Youth encounter many dangers and challenges. Parents and community leaders naturally worry when children have to be home alone because parents work and when youth are exposed to experiences and enticements that they would not have seen before coming to the United States. This training will focus on specific steps we as community leaders and parents can take to help our youth do well in school, avoid gangs, avoid teen pregnancy, and maintain cultural values. In this training we will look at:

- How we can work with many different groups working with youth such as schools, mutual assistance associations, religious organizations, teen coalitions, Department of Social Services, the university and community college, and the police
- How we can work with others to create safe after-school and summer opportunities for our children and youth
- What we can do to stop gang violence before it starts
- What we can do to make teen employment a success
- What we can do to prevent teen pregnancy
- What we can do to help teens stay in school and go to college
- What roles as Leaders and Parents we can play to improve opportunities for our teens and youth

Come make a difference and learn what others are doing to make the Merrimack Valley a place where youth and teens can grow and thrive!

When: Monday evenings from 6:15 to 8:30, starting February 9th

Where: Center for Family, Work, and Community

How to Take a Leadership Role in Improving Economic Opportunities Within Your Community

This training will strengthen existing institutions within the immigrant community as well as assist participants in developing new projects and initiatives. The overall goal is to increase economic and political influence and opportunities for the refugee and immigrant community in the Merrimack Valley. Participants in the program will be working directly with community leaders on a variety of community development and business projects. Upon graduation, participants will:

- Be able to work with diverse groups of people to get things done
- Understand and explain a new approach to economic and community development and the strategies required to see that this approach becomes a reality in the community
- Be able to use strategic planning skills to solve local problems
- Begin specific development projects in your community

When: Wednesday evenings from 6:30 to 8:45, starting February 4th

Where: Center for Family, Work, and Community

Training Facilitators: David Chieh and David Turcotte will facilitate this innovative new training. David Chieh holds a Masters in Monetary Economics from Glasgow University and was Deputy Director of Research at the National Bank of Liberia. Mr. Chieh has organized and developed numerous economic projects in the Merrimack Valley. Mr. Chieh is a CIRCLE alumnus who serves on the University of Massachusetts Community Outreach Partnership Advisory Board. David Turcotte is a community economic development specialist who is completing a Master's degree in Community Economic Development. He has served as a development consultant to many refugee and immigrant groups in the Merrimack Valley.

**APPLICATION: CIRCLE
LEADERSHIP TRAININGS
SPRING 1998**

**Deadline for Application: January
30, 1998**

Instructions: The application is open to individuals from all immigrant and refugee groups. We ask that the application be filled out in English to facilitate communication with the Selection Committee. Applicants should at least have basic English reading, writing, and speaking skills. Type or print clearly. Please feel free to make additional copies for friends and colleagues who might be interested

Are you applying for (check those that apply):

☐ **Leadership in Education and the Schools (Tuesday evenings)**

☐ **Leadership in Working with Youth and Teens (Monday evenings)**

☐ **How to Take a Leadership Role in Improving Economic Opportunities Within
Your Community (Wednesday evenings)**

Part 1. PERSONAL INFORMATION

Name _____

Home Address _____ **Home Phone** _____

City _____ **State** _____ **Zip Code** _____

Current employer or organization where you work:

Position _____ **Phone** _____

Work Address _____ **Fax** _____

City _____ **State** _____ **Zip Code** _____

Which mailing address should we use? ☐ **Home** ☐ **Work**

**To help us plan for a multicultural and diverse group of CIRCLE participants,
please check the appropriate descriptor:**

☐ **Male** ☐ **Female** **Age:** ☐ **Under 19** ☐ **20-29** ☐ **30-39** ☐ **40-49**

☐ **50-59** ☐ **60+**

What is your country of origin? _____

How many years have you been in the United States _____ **years**

If you lived in other parts of the United States, how long have you been in Massachusetts? _____ years

In the Merrimack Valley? _____ years

How many total years of schooling do you have, both in your country of origin and in the United States? _____ years

If you had an area of specialization or study, what was it? _____

Part II. COMMUNITY ACTIVITY/VOLUNTEER WORK: Please briefly describe any activities you have completed in this area

Part III. Please include a short statement here about why you are interested in being selected for this CIRCLE training and how you would use this training to help your community.

Applicant's Signature _____ **Date** _____

Be sure to keep a copy of this application, in case the original is lost in the mail. Need more information? Call Dr. Linda Silka, Center for Family, Work, and Community, (978) 934-4677.

PLEASE RETURN THE APPLICATION BY JANUARY 30, 1997 TO: Dr. Linda Silka, Center for Family Work, and Community, University of Massachusetts Lowell, One University Avenue, Lowell, MA 01854 or fax to 934-3026.

CIRCLE Advanced Economic Development Leadership Training

"How to Take a Leadership Role in Improving Economic Development Opportunities Within Your Community"

University of Massachusetts Lowell
Spring, 1998

Wednesdays 630-8:45 pm

February 11 **Welcome Reception for New and Former CIRCLE Leaders**

Training on Leadership Skills

February 18 **Learning How to Motivate Others and Improve Professional Relations**

February 25 **Developing a Personal Leadership Style and Integrating it into an Economic Development Strategy**

March 4 **Developing Powerful Coalitions, Community Organizations, and Joint Venture Projects in a Multicultural Environment**

March 11 **How to be Successful at Proposal Writing for Organizations: Research and Writing of Grant or Business Proposals**

March 18 **Nontraditional Strategies for Business and Community Economic Development**

Tools for Developing Projects

March 25 **How to Identify an Economic Development Project that will Positively Impact Your Community**

April 1 **How to Solve Problems and Overcome Obstacles**

Putting It All Together For Successful Projects

April 8 **Consulting on Identified Projects**

April 22 **How to Implement Your Project**

May 6 **Finalizing Your Project Design**

Teaching Others and Sharing Experience

May 20 **Publication of the Combined Workshop Experience of the Advanced Economic Development Leadership Training, 1998**

PRESS CONFERENCE

**Announcement of New Program:
Refugee & Immigrant
Self-Sufficiency Project
Offered by CIRCLE at
The University of Massachusetts Lowell
Center for Family, Work & Community**



THURSDAY OCTOBER 8, 1998

9:00 AM

WANNALANCIT MILLS,

600 SUFFOLK ST.

1ST FLOOR CONFERENCE ROOM

LOWELL, MA. 01854

FOR MORE INFORMATION:

(978) 934-4677

REFRESHMENTS WILL BE SERVED

Refugee & Immigrant Self-Sufficiency Project Press Conference
Thursday, October 8, 1998

◆ **Senator Steven C. Panagiotakos**

- Welcome
- Reason for Press Conference
- Overview of the Refugee & Immigrant Self-Sufficiency Project

◆ **Dr. Linda Silka, Director of Center for Family, Work & Community**

- History & Overview of the CIRCLE Program
- Discussion of How the Project Will Build Upon the Successes of CIRCLE

◆ **Dr. John Wooding, Chair, Department of Regional Economic and Social Development**

- Outline the important link between the Refugee & Immigrant Self-Sufficiency Project and RESD
- Discuss mission of RESD

◆ **David Turcotte, Program Manager**

- Discuss specific goals of program
- Application Deadline & Starting Date
- Open House-Tuesday, October 20, 1998 at 6:30PM

UMass to aid minority economic opportunity

By JONATHAN McNEILLY
Sun Staff

LOWELL — Looking to jump-start economic opportunities for immigrant and minority residents in the Merrimack Valley, the University of Massachusetts Lowell ushered in a new program yesterday to get the ball rolling.

During a morning press conference at the Centre for Family, Work and Community at 600 Suffolk St., school administrators unveiled the Immigrant & Refugee Self-Sufficiency Project geared to empower minority residents in the ways of American economics and business practices.

"This program is designed to provide leadership skills to minority groups and train those leaders in the community with economic tools," said David Turcotte, manager of the university's Circle Program which will oversee the economic initiative.

The program has received \$100,000 in state assistance from the state Office of Economic Development. The funding was sought for the university by Sen. Steven Panagiotakos, D-Lowell.



Sen. Steven Panagiotakos presents state aid check to Linda Silka of the Centre for Family, Work and Community, and David Turcotte of the Circle Program, both at UMass Lowell.

SUN / MICHAEL PIGEON

"The American dream has always been the immigrants' dream," said Panagiotakos yesterday. "The key for that dream is economic self-sufficiency."

Under the program, roughly 20 minority leaders will be selected to develop business plans that will lead to economic development initiatives for minority groups. The goal is to develop three or four business plans that can be pushed into action, said Turcotte.

"We are hoping each business plan will have a big impact on the community," he said.

Added Panagiotakos, "When you create economic development within a group there is always the economic spin off that comes afterwards. This will create other economic development for others once it gets going."

Turcotte said the community leaders will be picked by Oct. 24 to begin the program.

makes us a better neighbor in the community.

The loss of some parking space for aesthetic and outdoor uses is necessary but will only be pursued when there is enough parking, as there now is on South Campus.

The parking plan is a work in progress. Changes will likely continue over the next couple of years as time and money allow.

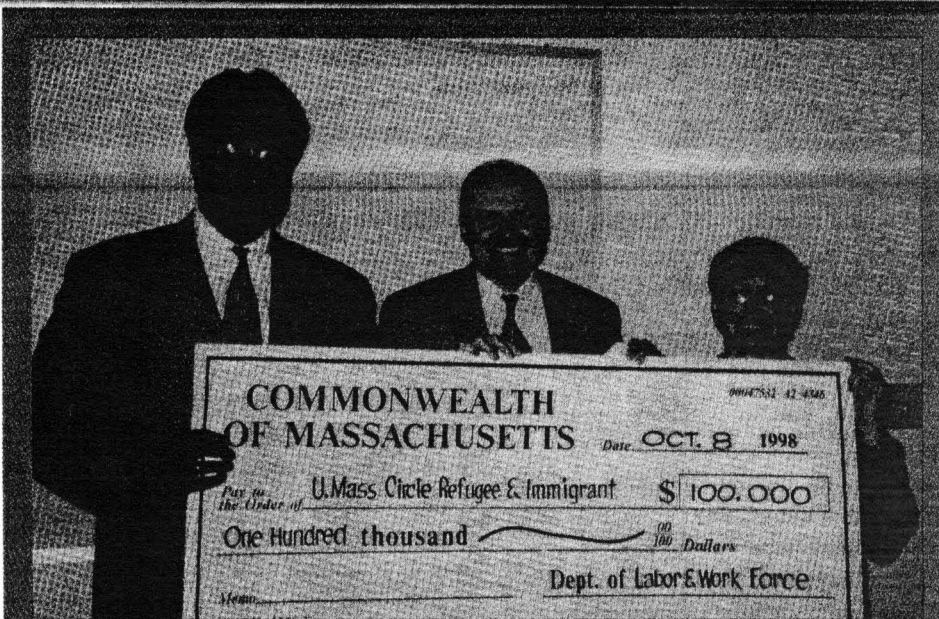
A recap of changes made so far, plans for the future, and the rationale for those changes for South Campus are as follows:

- The new 980-space Riverview Lot is open for anyone's use, though it is principally used by students. South Campus now has ample parking, allowing the University to make changes in other lots.
- Three small faculty/staff parking lots off Wilder Street have been closed and will be landscaped. This will improve the look of the area and provide additional passive recreational and socializing space for students and employees.
- The driveway behind Coburn Hall has been restricted to emergency, delivery, and handicapped parking use. Coburn Hall is this year restricted to faculty and staff parking, with reserved parking for deans and chairs only.
- The Mahoney lots (next to and beside the building) are also reserved this year for faculty and staff only, with reserved parking for chairs and admissions counselors only.
- The Durgin Lot is open for anyone's use and has been reconfigured for aesthetic and safety

• Solomont Way is another area causing concern. For the benefit of students and employees, Solomont Way will become a pedestrian area beyond Dugan Hall. It will be opened at the beginning and end of semester when students need to move in and out of residence halls. It will also be open to emergency and service vehicles, and several handicapped spaces will be established just beyond the gate that is being installed. The Broadway Street end of Solomont will have reserved parking for Admissions visitors, vice chancellors, deans, and chairs. Theremaining spaces will be open.

On North Campus, the only change so far is an attempt to restrict the Riverside lot to commuting students only. This has proved impossible without gating. Therefore, by spring, gates will be added from Riverside Street and Sparks Streets, with a card system that will admit commuting students only. For the foreseeable future, the faculty lot within Riverside will remain, with its gate repaired or replaced.

The long-range plan for North Campus is to build two garages: one on the site of Riverside Lot and one near Fox Hall. Additionally, the annex and Health Services buildings on Standish Street behind Lydon Library will be razed to expand that parking lot. At that time, aesthetic changes can be made in smaller lots currently around North Campus, but that will not happen until there is ample parking on North Campus created by garages.



COMMONWEALTH OF MASSACHUSETTS Date **OCT. 8 1998**
Pay to the Order of **UMass Circle Refugee & Immigrant** \$ **100,000**
One Hundred thousand 00/100 Dollars
Dept. of Labor & Work Force

Senator Panagiotakos Delivers State Funds for Immigrant Program

▲ Sen. Steven C. Panagiotakos, D-Mass., recently delivered \$100,000 from the state's Office of Labor and Workforce Development for a new immigrant training program for Lowell and Lawrence residents. The program is intended to help newcomers find employment within immigrant and refugee communities. Panagiotakos, who is also a member of the UMass Circle, was included in the FY1999 state budget. He is joined by Assistant Manager David Brechee and Dr. Linda Silke, director of the Center for Family, Work, and Community.

Physics Symposium Correction

An article in the Oct. 12 issue of *The Shuttle* contained a reporting error. The Research Experience for Undergraduates (REU) program in physics is a summer-long program, not a one-day symposium as described, and pairs eight undergraduate students with faculty research mentors. It is funded by the National Science Foundation.

OPEN HOUSE

QUESTION & ANSWER SESSION
For
Refugee & Immigrant
Self-Sufficiency Project
Offered by CIRCLE at
The University of Massachusetts Lowell



TUESDAY OCTOBER 20, 1998

6:30 P.M.

WANNALANCIT MILLS,

600 SUFFOLK ST.

MILL CONFERENCE ROOM FIRST FLOOR

LOWELL, MA. 01854

FOR MORE INFORMATION:

(978) 934-4677

REFRESHMENTS WILL BE SERVED

Center for Family, Work & Community n

Mailing Address
One University Avenue
Lowell, MA 01854

Phone
(978) 934-4677



Physical Address
600 Suffolk Street
Lowell, MA 01854

Fax
(978) 934-3026

URL: <http://www.uml.edu/centers/CFWC/>

October 23, 1998

Dear Colleague:

We are sending you this letter because you have been identified as someone who has a special commitment to increasing skills and resources in the refugee, immigrant and minority communities. University of Massachusetts CIRCLE (the Center for Immigrant and Refugee Community Leadership and Empowerment) is offering a **new** program called the Refugee and Immigrant Self-Sufficiency Project which begins the week of November 1, 1998 and will provide instruction in the following areas:

- Understanding the Local Economy
- Community Economic Development Principles and Strategies
- Research Techniques
- Strategic Thinking and Project Planning
- Effective Leadership
- Organizational Development
- Proposal and Grant Writing

This training, which is **free**, will strengthen existing institutions within the minority community as well as assist participants in developing new projects and initiatives. Participants will break into task forces that will develop a specific community economic development project to enhance economic opportunities in the community. We will provide on-going technical assistance and guidance to participants during the project implementation phase.

We think this **new** project may be of interest to **you** or other community activists you know from the minority community. We hope that you will enroll and encourage others to do so. Please share this information with others. The deadline for applying is November 3rd, 1998. If you need more information please me at 934-4677.

We look forward to seeing you.

Sincerely,

David Turcotte
Program Manager, CIRCLE



UMASS CIRCLE REFUGEE & IMMIGRANT SELF-SUFFICIENCY PROJECT



This new program will provide free comprehensive instruction and skills development to the minority community in the following areas:

- *leadership training*
- *economic development practices and strategies*
- *project and strategic planning*

The Refugee and Immigrant Self-Sufficiency Project (RISP) will provide on-going technical assistance and help community leaders design, identify funding for, and implement community economic development projects.

Your participation in this project will allow you to accomplish the following:

- learn more about economic development strategies
- improve economic opportunities and the qualities of jobs in your community.
- access UMASS Lowell resources and other community assets.
- increase the economic influence of the refugee and immigrant community over the local economy



If you would like more information about this new program mail or call us by November 3rd at::



**Immigrant & Refugee Self-Sufficiency Project
Centre for Family, Work and Community
UMass-Lowell
600 Suffolk Street
Lowell, MA 01854**



978-934-4677

 Deadline For Application: November 3, 1998

INSTRUCTIONS: The application is open to individuals from all minority, immigrant and refugee groups. We ask that the application be filled out in English to facilitate communication with the Selection Committee. Applicants should at least have basic English reading, writing, and speaking skills. Type or print clearly. Please feel free to make additional copies for friends and colleagues who might be interested.

REFUGEE & IMMIGRANT SELF-SUFFICIENCY PROJECT

Part 1. PERSONAL INFORMATION

Name _____

Home Address _____ H. Phone _____

City _____ State _____ Zip Code _____

Current Employer or Organization Where You Work: _____

Position _____ Phone _____

Work Address _____ Fax _____

City _____ State _____ Zip Code _____

Which mailing address should we use ? _____ Home _____ Work .

To help us plan for a multicultural and diverse group of CIRCLE participants, please check the appropriate descriptor:

_____ Male _____ Female Age: _____ Under 19 _____ 20-29 _____ 30-39 _____ 40-49
_____ 50-59 _____ 60+

What is your country of origin? _____

How many years have you been in the United States _____ Years.

If you lived in other parts of the United States, how long have you been in
Massachusetts? _____ Years.

In the Merrimack Valley? _____ Years

How many total years of schooling do you have, both in your country of origin and in the
United States? _____ Years.

If you had an area of specialization or study, what was it? _____

Part II. *COMMUNITY ACTIVITY/ VOLUNTEER WORK:* Please briefly describe any
activities you have completed in this area.

Part III. Please include a short statement here about why you are interested in being
selected for this CIRCLE training and how you would use this training to help
your community.

Applicant's Signature _____ Date _____

Be sure to keep a copy of this application, in case the original is lost in the mail.
Need more information? Call David Turcotte, Center for Family, Work, and Community,
(978) 934-4677.

Center for Family, Work & Community



One University Avenue
Lowell, MA 01854

Phone
(508) 934-4677

Fax
(508) 934-3026

Internet
CFWC@WOODS.UML.EDU

October 28, 1998

Dear Colleague:

Congratulations, you have been accepted into CIRCLE's new program, the Refugee and Immigrant Self-Sufficiency Project.

This training will provide participants with the tools and support to improve economic opportunities within the community. The first class will begin on Saturday, November 7, 1998 at 9:00AM at the Center for Family, Work, and Community, located in the Wannalancit Mills at 600 Suffolk Street, Lowell, MA.

Saturday morning when you arrive, please enter through the security entrance at the rear of the building. Signs will be posted that will direct you to the center from the security entrance.

We are excited to begin this new project and are pleased to have as a participant. If you are unable to attend on November 7, ~~Or~~ if you have any questions regarding directions, please call the center at (978) 934-4677. We look forward to seeing you on Saturday.

Sincerely,

David Turcotte

Name:

Self-Assessment

1 What are the 3 most important things that you hope to get out of this program?

2 How would you rate yourself in the following areas on a scale of one to ten (ten being the highest and one being the lowest)? Please circle each one of the following:

- **UNDERSTANDING** of the local economy and the various factors influencing it.

Lowest 1 2 3 4 5 6 7 8 9 10 Highest

- **KNOWLEDGE** of community economic development and the principles and the strategies underlying it.

Lowest 1 2 3 4 5 6 7 8 9 10 Highest

- **USE** of research techniques for community economic development research.

Lowest 1 2 3 4 5 6 7 8 9 10 Highest

- **ABILITY** to participate in strategic thinking and planning process

Lowest 1 2 3 4 5 6 7 8 9 10 Highest

- **SKILLS** and expertise in project planning.

Lowest 1 2 3 4 5 6 7 8 9 10 Highest

- **ABILITY** to be an effective leader.

Lowest 1 2 3 4 5 6 7 8 9 10 Highest

- **KNOWLEDGE** of how to create, grow and develop an organization effectively.

Lowest 1 2 3 4 5 6 7 8 9 10 Highest

- **CAPACITY** to improve the economic opportunities in your community.

Lowest 1 2 3 4 5 6 7 8 9 10 Highest

- **ABILITY** to draw on existing community economic development resources.


Lowest 1 2 3 4 5 6 7 8 9 10 Highest

❧❧ EVALUATION ❧❧

- What did you find most helpful about this session?
- What did you find least helpful about this session?
- Did it meet your expectations? If not, why not?
- What would you do to improve this training?
- How would you rate this session in general? (Circle One)

Excellent Good Satisfactory Fair Poor

Name:

 **How would you rate your Self-Assessment
of the local economy and the various factors
influencing it? (Circle One)**

☛ **Lowest 1 2 3 4 5 6 7 8 9 10 Highest** ☛

~Nature Of Economy~

Have you ever heard the saying "The economy is like the weather. "

 **In what ways might the economy be like the weather?**

- *It's always changing*
- *It affects everyone*
- *It is unpredictable*
- *It is uncontrollable?*
- *It happens for no particular reason?*

 **Economy is not**

- *Technical matters that only experts can understand.*
- *Complex combination of technical relationships and numbers.*

 **Economy comes down to people.**

- *Working in a global and natural environment*
- *Distributing and consuming what they have produced*
- *Relationships between people and groups of people-not numbers*
- *Made up by people-created by people*

Two key points as to how the economy is not like the weather

☞ We have the power to change the economy

☞ Things happen to the economy for a reason

☞ *Reflection of power*

☞ *Three arenas: class, race and gender*

Group Exercise#

Describe what a perfect economy would look like from your perspective?

What is Economic Development?

ECONOMIC

Relating to the production,
Distribution or
Consumption of Goods
And Services

DEVELOPMENT

Process of Change or
Evolution for the Better

Traditional Economic Development

☞ Capital must be mobil to be efficient.

☞ Labor will go to the highest pay.

☞ Economic Growth = Alleviation of Poverty

☞ Infusion of outside Capital = Development of Community.

☞ Individual Economic well being = Corporate Interests and measures growth in terms of per capita income.

Community Economic Development

- ☞ Poor communities are poor because they lack control of economic resources
- ☞ Technique to redress inequities+ exploitation.
- ☞ Promotes economic self-reliance.
- ☞ Strengthening local capacity resources to build strong economic base.

What are some characteristics that make jobs good or bad?

Good Jobs	Bad Jobs
• <i>Decent wages</i>	• <i>Low wages</i>
• <i>Family health insurance</i>	• <i>Inadequate or no health insurance</i>
• <i>Stable employment</i>	• <i>Unstable/no job security</i>
• <i>Promotion/career ladders</i>	• <i>Dead-end jobs</i>
• <i>Childcare, flextime, family leave</i>	• <i>No childcare or childcare flexibility</i>
• <i>Healthy and safe working conditions</i>	• <i>Unsafe unhealthy working conditions</i>
• <i>Options in hours</i>	• <i>No options in hours</i>
• <i>Control over work/pace of work</i>	• <i>No control over work/pace of work</i>

Primary Sector

- ☞ Usually good jobs, maybe white or blue collar
- ☞ Professional, managerial or technical jobs salaried with possibility of promotions
- ☞ Skilled jobs require training and often pay well
- ☞ Semi-skilled or unskilled require less training but still provide

Secondary Sector

- ☞ Usually bad jobs, maybe blue or white collar.
- ☞ Usually are semi-skilled or “unskilled” jobs in a variety of industries: service, non-unionized benefit

Informal Sector

- ☞ Not part of “Formal” (i.e. legal) economy.
- ☞ Working “under the table” or “off the books”
- ☞ Illegal activities such as selling drugs.

What do you think is behind the disappearance of good jobs?

- ☐ Downsizing
- ☐ Globalization
- ☐ Declining profits
- ☐ Greed
- ☐ Lagging demand
- ☐ Competition

Competition – pressure companies to lower costs **Is this a good thing?**

Benefits of competition (as consumer)

- ☐ Lower product costs
- ☐ Lower prices
- ☐ Better quality
- ☐ Better services

Drawbacks of Competition

- ☐ Lower wages
- ☐ Lower benefit
- ☐ Lower tax revenue to local government
- ☐ Plant closing + reductions

Competition “War among the states”

- ☞ Tax breaks

- ☞ Tax subsidies

Business Attraction Strategy

- ☞ Converted economic development for job creation

- ☞ “Rob Peter to pay Paul”

- ☞ No increase in the level of production

- ☞ Questionable increase in employment

- ☞ Shifting tax burden

- ☞ Instability (subsidizing capital mobility)

- ☞ Little social responsibility

- ☞ City of Lowell – Tax Increment Financing (TIF)

Purpose

- ☞ Create “Business Friendly Atmosphere”

- ☞ Help companies be competitive

- ☞ Prevent them from moving elsewhere

What an economist says about the effectiveness of taxbreaks

In econo-speak: “business tax climate exerts only a highly uncertain effect on capital spending. States (and communities) may be more likely to stimulate their economy by enhancing public services valued by business...This study of the impact of state and local tax burden on businesses’ capital spending in 1991 found a small effect that was statistically insignificant. This finding buttresses existing empirical evidence that the effectiveness of state and local tax policy as an instrument of economic development is uncertain. While tax characteristics may affect a state’s competitiveness, policymakers should view with caution claims that changes in tax policy will dramatically improve their state’s economy. Enhancing public services valued by firms may be a more effective economic development strategy.¹”

Translation: giving tax cuts that end up forcing cities to compromise on public services


¹ Tannenwald , Robert. 1996. State Business Tax Climate: How Should It Be Measured and How Important Is It? New England Economic Review. Federal Reserve Bank of Boston. January/ February .pp.23-38

?What do banks do?

Banks attempt to make profits by taking in money in the form of deposits from savers and making loans to borrowers.

Bank industry is based on promises

 Promises by borrowers to the bank to pay back the loan.

 Promises by the bank to give them back interest as well as their deposits when they want them.

?What happens when promises go unfulfilled when there is a fear that they will be broken?

☞ Lending side- “defaults” on loans

☞ Deposit side- a bank “run” or panic drains deposits.

Show participants video clip from “It’s a Wonderful Life”, giving a lead-in describing what’s happening in the story...

The main character, George, and his wife Mary are about to leave on their honeymoon, when the cab driver draws their attention to the local bank which is experiencing a “run”. They then drive by the Building and Loan that George and his uncle run and see masses assembled outside, demanding their money. The other character that’s important in this scene is “Old Man Potter” the stereotypical evil monopolistic capitalist.

After viewing the clip, have participants offer explanations for or ask questions about what caused the run. You may also want to discuss George’s reaction to it. Explain that one key mechanism in the crisis spreading from the Bank to the Building and Loan was the fact that the Bank had to “call in ” their loans, because they either:

- (1) had bad loans in their portfolio
- (2) experienced losses in the stock market or with other assets,
- (3) had someone else call in their loan, or
- (4) people merely feared the bank’s insolvency and began a run on the bank.

œFinancial Crisis – Great Depressionœ

- ❶ Had bad loans in their portfolio**
- ❷ Experience losses in the stock market**
- ❸ Had someone else call in their loans, or**
- ❹ People feared the banks insolvency and began a ‘run’ on**

If money is the “lubricant” in the engine of our economy, the banks are the “pit crew” if they stop working, the whole race comes to a halt.

3 Categories Banking Regulations

☞ The Federal Reserve System (The Fed)

- ☞ Oversee banks and monitor their activities
- ☞ Serves as a “ lender of last resort” to banks
- ☞ Determines “ Monetary Policy ”

☞ Federal Deposit Insurance Corporation (FDIC

- ☞ insures deposits on individual accounts
- ☞ diminishes the likelihood of “ runs ” on banks in trouble.

☞ Restrictions on certain activities

- ☞ Like investing in stocks to reduce risks
- ☞ Types of lending (i.e. savings and loans were restricted to mainly home mortgage loans)
- ☞ Amount of interest banks could charge borrowers or pay to attract depositors.
- ☞ Operating locally or regionally to serve a valuable function to communities in providing credit locally.

❧Inflation and Money❧

❧Inflation – a general increase in prices in the economy.

❧ Why do banks (and other holders of financial wealth) hate inflation?

☞ It erodes the value of financial assets

❧ What do banks do about this situation?

☞ Inflation must be lowered to stop them from losing money

❧ How does inflation usually get lowered?

☞ Pressure Federal Reserve Bank to pursue restrictive monetary policy.

Monetary Policy

📄 The Fed – (not Congress, the Treasury, the President.)

- ▶ Determines the amount of money in our economy.
- ▶ “Open market operations- buying and selling government bonds.

👉 Expansionary Monetary Policy- more money in economy.

- ▶ Fed buys bonds from public
- ▶ Prices of bonds increase
- ▶ Lower interest rates

👉 Restrictive Monetary Policy-less money in economy

- ▶ Fed sells bonds to public.
- ▶ Prices of bonds decrease
- ▶ Higher interest rates.

FINANCIAL DEREGULATION AND ITS EFFECT ON COMMUNITIES

- ▶ Bank hurt by inflation of 1970
- ▶ Experienced interest “squeeze”
- ▶ Long-term mortgages-fixed interest
- ▶ Ceiling on interest rates paid for deposits
- ▶ Set stage for deregulation of financial services
- ▶ Financial crisis late 80’s early 90’s

CONSOLIDATION OF THE BANKING INDUSTRY

- ▶ 80’s real estate values increased
- ▶ Decline of computer and defense industries
- ▶ Loan defaults
- ▶ Banks called in business loans- contracting credit.
- ▶ Many Banks became unprofitable or insolvent

?Are we better off or worse off?

?What kind of banking services do you use?

?Through what kind of institutions?

?Do you find it easier or more difficult to get credit?

GROWTH OF “NON-BANK” FINANCIAL INSTITUTIONS

- ☐ Check cashing outlets
- ☐ Rent – to – own stores
- ☐ Pawn shops
- ☐ Mortgages and consumer Finance companies

Why?

- ▶ Too risky for banks
- ▶ High fees and interest rates
- ▶ Little or no regulation
- ▶ American Express, Nations Banks and Fleet – make big bucks in “non-bank” Financial Services industry.

Poor and Minority Communities Under-served by Banks.

- ☐ History- “Redlining”
- ☐ Federal Reserve Bank of Boston – 1992 study
- ☐ 30% of African-American + Latino mortgage applicants declined
- ☐ 11% of white applicants declined.

REGULATORY TOOLS

Home Mortgage Disclosure Act

▶ Requires banks to compile information on loan applicants so that their activities could be monitored by regulators and community groups.

Community Reinvestment Act- Banks Only

▶ “regulated Financial institutions have continuing and affirmative obligation to help meet the credit needs of the local communities in which they are chartered.”

▶ Monitor banks performance

▶ Powerful tool for leverage

▶ Merger proposals and other applications

▶ “Public” comment file

Center for Family, Work, Community

University of Mass
Wannalancit Mill
600 Suffolk St. 1st floor
Lowell, MA 01854

Circle

November 24, 1998

Instructor: David Turcotte

Economic Class (Discussion)

November 7, 98 Classes

Define of Perfect Economy:

1. Where the Income(\$) difference would not be huge between poor- middle- upper class
2. Pay would be the same based on qualification regardless of gender- race- age
3. People can do the job they like- not work because they need the \$- A factory worker might enjoy his/her job
4. Social programs well funded, (structured family) children not growing up alone (safety & drug free environment)
5. Where higher education be more accessible (lower prices/ more choices)
6. Lower prices on necessities (food/ clothing)
7. Where one parent could stay home and care for the children (one salary is needed to support family)
8. The unemployment rate is between 0 – 6%
9. Gross National Product (GNP) growth from year to year
10. Little increase in inflation or no inflation
11. Trade balance (for open economy)
12. Society as a group has more power and the economy is more democratic.

November 14, 98 Classes

Define of Perfect Economy:

1. Everyone is equal (women/men- regardless of colors)
2. Same pay(\$) for same job in any race gender
3. Protection for all, safe community
4. Access for education, decent housing, and health care for all
5. All races/ethnic background can run for political office
6. Respect others country cultures
7. Media coverage for minorities must be unbiased
8. An environment where everything is peaceful and everyone is treated equally "Just like Heaven"
9. No unemployment (work for everyone)
10. Everyone is a homeowner
11. No inflation (affordable products)
12. Will be enough SSI for elderly
13. No teen pregnancy/Crime
14. Plentiful/Affordable public transportation
15. High class community (only one social class)
16. Peace & happiness (comfortable life)
17. 2 children per family
18. Everyone can influence economy
19. Clean/Safe environment
20. Government includes community in decision making
21. United States with balance between import and export

Center for Family, Work & Community Initiatives

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November 12, 1998

Dear

I greatly enjoyed the training session last Saturday, and I am looking forward to work with you over the next few months. I have enclosed the information that I promised to send. Upon reading the information, if you have any questions, please don't hesitate to give me a call. As you know, we will also be working with groups of participants in the program to help them design and implement projects that will improve economic opportunities within the community. If you have any ideas that you would like to discuss, please give me a call.

The next training is scheduled for Saturday, December 5, at 9:00AM. We are excited to have **Dr. Bob Forrant** as the trainer for this session on *"Community Economic Development Principles and Strategies"*. Dr. Forrant is a professor in the Regional Economic and Social Development Department and he has considerable experience in the Community Economic Development area.

Below you will find the schedule for the remaining training sessions. Please save this schedule and enter these dates in your appointment calendar to avoid any future conflicts.

December 5, 1998
January 9, 1999 February 6, 1999
March 6, 1999 April 3, 1999

I look forward to seeing you on Saturday, December 5, 1998.

Sincerely,

A handwritten signature in cursive script, appearing to read "David Turcotte".

David Turcotte

P.S. Please try to arrive before 9:00AM on December 5, if possible, as we have a lot of material to cover and are planning on starting at 9:00AM.

Center for Family, Work & Community **nit**

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-	March 6, 1999	-April 3, 1999

I look forward to seeing you on Saturday, December 5, 1998.

Sincerely,

David Turcotte

P.S. *I have enclosed an announcement for a guest speaker that will discuss economic development strategies used within the Native American community. I hope you can make it as it will be an interesting discussion.*

? Strategies affecting supply of workers ?

“Supply”Strategies

- ☛ focus on improving the supply of workers
(eliminating barriers to employment, increasing skill level)
- ☛ oriented towards resident needs
- ☛ example; job readiness training, technical skills training, job placement, support services, transportation, child care, etc.

STRATEGIES AFFECTING DEMAND OF WORKERS

“Demand” Strategies

- ↳ focus on increasing the demand for workers (amount and type)
- ↳ oriented towards business needs
- ↳ e.g. tax subsidies, tax reductions etc

Examples

1. Business Retention and Expansion
2. New Business Creation
3. Business Recruitment
4. Small Business Development
5. Commercial District Revitalization
6. Import Substitution

Typical CBO Economic Development Activities

- Job readiness training and job placement
- Targeted commercial development (shopping ctrs., office bldgs)
- Small business revolving loan funds
- Technical assistance for small businesses
- Business incubators
- Commercial district revitalization programs
- Microenterprise development programs
- Day care (day care ctrs. And training day care providers)
- CBO owned ventures
- Investments equity
- Community Development Financial Institutions (CDFI)

BRAIN STORM LIST 3 THINGS UNDER EACH QUESTION:

1. How do we Improve Economic Development our Community?
2. How do we get Local Official to Support Plan?

GROUP ONE

HAVE FAITH A LOT CAN BE DONE

- I- **Be a United, Organized and Informed Community.** Get Involved, and Included. Participate in Meetings. {To Serve Other Be Educated}. Know the Economic and the Political Processes in U.S.A. Improve ourselves to help others.
- a) Training Programs: Language and Skills. *Affordable Tuition.*
 - b) Encourage to Participate in Business Training Opportunities. Look for Assistance *Technical and Financial.*
 - c) Create A Partnership: Neighbors, Community and Institution (*Schools, Churches, Businesses, Governments*).
- II. **Getting the Community Involved.**
- a) Organized and Invite others to join us, like School Officials (*Principals, Church Leaders, Etc.*)
 - b) Voter Education and Registration.

- c) Empower Ourselves. *Support those who Support Our Issues.*

<i>GROUP TWO</i>

1) Three Things:

- a) Attract Investors into town - Creating Jobs.
- b) Need Skilled People? - Need Training.
- c) Keep Children in Poor Neighborhood off the Street.

2) To Get Official Support:

- a) Organize Our Community and Explain our Proposal to Government Officials about our Plan of Having investors in town to create jobs. (*City may need to negotiate the incentive with company.*)
- b) Organize Group to Lobby Government officials to provide Fund/ Training to Unskilled People.
- c) Create Some Kind of Learning Session or Language Program after school by the City, so that kids Won't hang out on the Street nor do Drugs. (*Propose as a Group to Government / City Officials.*)

GROUP THREE

1)

- A) Make Better Use of Resources that are Available.
- B) Build Upon "Destination City" Concept. (*City of Lowell*)
- C) Promote Ethnic Pride, Culture, Arts, Crafts, Food, Etc.

2)

- A) Promote Civic Involvement, Voting. (*Drive people to Vote*).
- B) Ethnic Representation. (*Local Government*).
- C) Concrete Plan of Action and Resources to carry it out.

GROUP FOUR

I- Training People
(*Education Short Term*)

II- Bring Good Jobs
(*Democratic Process*)

III- Keeping and Improving Existing Jobs.

- A) Community Organizing. (*Voice Opinion*)
- B) Political Process. (*Candidate For our Agenda.*)
- C) Motivate the Community around an Agenda.
(*Keep Vigilance in Public Affair.*)

GROUP FIVE

- ✿ Identify Community Needs.
- ✿ Develop Long And Short Term Economic Plans
- ✿ Advocate for Continued Training Programs to Improve all Skills.

- ★ Identify Leaders and Community Groups (*Political Power / Vote*)
- ★ Be Active in Local Government.
- ★ Be realistic, to the point-Short and Clear.

GROUP SIX

- A) The Program Should Be Accessible and Affordable

Example: Housing, After School Program, Training, Education, Jobs, Tax
Free Incentive, *Have Plan ready and know your Goal.*

- B) Diverse Officials.
- C) Clean up Community and Make it more workable.
- D) Encourage and Motivate Official to Listen to our Plans or Concerns.
- E) Minorities should participate and get involved with issues.
- F) All Residents should get Officials to Listen.

CIRCLE:
Refugee and Immigrant Self-Sufficiency
Project

presents

Native American
Economic Development Strategies

With guest speaker

DONALD HILL, CHIEF EXECUTIVE OFFICER
WESTERN DOOR DEVELOPMENT
CORPORATION

Thursday, December 10, 1998, 7:00 PM

at the Center for Family, Work and Community

University of Massachusetts Lowell

Wannalancit Mill, 600 Suffolk St., 1st floor



For more information, call(978) 934-4676

Center for Family, Work & Community nit

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January 4, 1999

Dear

Happy New Year! I hope everyone had an enjoyable holiday season. I just wanted to remind everyone that that we are doing a training this **Saturday, January 9, 1999 at 9:00 AM**. The subject will be "Effective Leadership" for the Next Century.

I have attached a couple of handouts. Please read them before Saturday, as we will discuss them at the training.

I look forward to seeing you on Saturday, January 9, 1999.

Sincerely,

David Turcotte

EFFECTIVE LEADERSHIP OUTLINE

Course objective

- Analyze Innovative Approaches to effective leadership
- Do Self -Assessment
- Provide opportunity for strategizing and planning
- Have Fun!

Refer to Overhead:

What are the leadership challenges?

- Diversity
- Collaboration
- Getting People working together
- Effects of welfare reform
- Changing Demographic
- No Roots in community

Refer to overhead-Interview Questions

EXERCISE Break people into pairs and ask each other the following questions

- What are some essential elements of leadership? -
- What are some of the essential components of effective management? -
- What are some of the distinctions between leadership and management?

ASK: Do you believe in the distinction between leadership and management? List the difference

-show overhead on Management/Leadership

Leadership

Leadership style
The "what"
Liaison between Organization
& Community
Inspire-visionary
Think Strategically
Motivator & have Followers
Ability to see what is needed
Accountability
Risk takers
Change Agents

Management

Implementation Skills
"How"
Effective Communicator
Systems Developers
Manage Conflict
Putting Needs in Perspective
Bottom line driven
Accountability
Evaluation/Benchmark
Short term/Mid term

Ask: What is the relationship between both lists? What's interchangeable? What's Interdependent?

ATTILA THE HUN-OVERHEAD AND HANDOUT

Ask: Where does **ATTILA THE HUN'S** leadership model fit into the 3 model ?

Exercise:

▶ Break class into groups and hand-out sheet "What effective leaders do?"

▶ Have groups report on:

▶ Which ones do you do? How often?

▶ Which ones do you like to do more of?

Type of decisions-Making Overhead

▶ Hand out and discuss

▶ What kind of decision making do you practice?

▶ What kind do you think is the best?

What would we have if we had leadership with no management and management with no leadership?

Management without leadership-is rearranging chairs on the titanic while it is going down.

Someone flying high in a balloon who is too far away to communicate with people-**leadership with no management.**

REVIEW -3 models of leadership

Saul Alinsky

- ☐ Community Direct Action
- ☐ Issues based
- ☐ People gradually work on bigger bigger issues
- ☐ Win-Lose Approach
- ☐ Apolitical

Transformational Leadership- is for the future relationship building-

Collaborative leadership

- ☐ Can you think of a leader in your community that reflects transformational leadership?
- ☐ Are you ready to be a Transformational Leader?
- ☐ How do you hold creative tension?
- ☐ Hope magazine-Community Problem Solving

Change Managing

- ☐ To be a good leader-You must be a good organizer
 - ☐ Good organizer builds relationships
 - ☐ Alinsky school-separate organizer from leader
 - ☐ Civil rights Movement-Best leaders were organizers
 - ☐ If you push for change it will cause resistance
 - ☐ You must take power,people won't if you give it up.
 - ☐ We do not have a history of sharing,its a history of taking
 - ☐ Key is collaboration
 - ☐ Collective Leadership
 - ☐ Take informed risk after strategic analysis
- We will have other people with us

EXERCISE-

Have people write down their top 3 knowledge or skills needed by change agent

- 1 Community Assets
- 2 Resources
- 3 Motivation
- 4 Goals, Values, Beliefs, Vision
- 5 Communication
- 6 Relationship Building-Delegation and Trust

- Hand Out- Leadership Skills for the New Millenium and qualities of Good Leaders
- Where do these fit into the 3 models?
- Which approach do you think is the most effective for the next Century?
- Or can you use both?

EXERCISE

- Divide people into 6 groups
- Have people discuss what has worked and what strategies haven't worked
- We are the "best practices"
- What is challenging in this area and what acts as a barrier? Discuss strategies of what any organization is doing around this issue.

EFFECTIVE LEADERSHIP

?What are the leadership challenges for the next century?

?Do you believe in the distinction between leadership and management?What are the differences?

?What is the relationship between both lists?

?What would we have if we had leadership with no management?What would we have if we had management with no leadership?

INTERVIEW QUESTIONS:

?What are some essential elements of leadership?

?What are some of the essential components of effective management?

?What are some of the distinctions between leadership and management?

THREE MODELS OF LEADERSHIP (ACADEMIC MODELS)

TRANSACTIONAL (Kuhnert & Lewis, 1987)

Leadership through mutual benefit.
Based on the theory of "exchange"
Includes clear goals, expectations and rewards

CHARISMATIC (Bass, 1990; Yukl, 1994)

Dynamic personality draws followers
Followers identify with the leader as much (as some cases, more than) the cause
Followers are often in the background and personal loyalty is a premium

TRANSFORMATIONAL

Leadership operates out of deeply held beliefs, personal values (Kuhnert & Lewis, 1987)
Includes various elements:
charisma, inspiration, intellectual analysis, individual relationships (Bass, 1990)
Integrates personality, vision and strategy

ATTILA The Hun
Effective Leadership Qualities

Loyalty

Self-Confidence

Courage

Accountability

Desire

Responsibility

Emotional Stamina

Credibility

Physical Stamina

Tenacity

Empathy

Dependability

Decisiveness

Stewardship

Anticipation

Timing

Competitiveness

What do effective leaders do?

Leadership action: any action that helps a group complete its task, any action that helps a group maintain effective working relationships among its members

When you are a member of a group, what leadership actions do you engage in? How do you influence other group members to complete the task and maintain collaborative relationships?

Each of the following items describes a leadership action. Which ones do you do, how often? Which ones would you like to do more of?

- _____ 1. I offer facts and give my opinions, ideas, feelings, and information in order to help the group discussion.
- _____ 2. I warmly encourage all members of the group to participate. I am open to their ideas. I let them know I value their contributions to the group.
- _____ 3. I ask for facts, information, opinions, ideas, and feelings from the other group members in order to help the group discussion.
- _____ 4. I help communicate among group members by using good communication skills. I make sure that each group member understands what the others say.
- _____ 5. I give direction to the group by planning how to go on with the group work and by calling attention to the tasks that need to be done. I assign responsibilities to different group members.
- _____ 6. I tell jokes and suggest interesting ways of doing the work in order to reduce tension in the group and increase the fun we have working together.
- _____ 7. I pull related ideas or suggestions made by group members and restate and summarize the major points discussed by the group.
- _____ 8. I observe the way the group is working and use my observations to help discuss how the group can work together better.
- _____ 9. I give the group energy. I encourage group members to work hard to achieve our goals.
- _____ 10. I promote the open discussion of conflicts among group members in order to resolve disagreements and increase group cohesiveness. I mediate conflicts among members when they seem unable to resolve them directly.
- _____ 11. I ask others to summarize what the group had been discussing in order to ensure that they understand group decisions and comprehend the material being discussed by the group.
- _____ 12. I express support, acceptance, and liking for other members of the group and give appropriate praise when another member has taken a constructive action in the group.

TYPES OF DECISION MAKING

Leader Makes Decisions

- Telling
- Guiding
- Directing
- Establishing

Leader Made Decisions With Dialogue

- Selling
- Explaining
- Clarifying
- Persuading

Collaborative Decisions With Leader and Followers

- Participating
- Encouraging
- Collaboration
- Commitment

Followers Make Decisions

- Delegating
- Observing
- Monitoring
- Fulfilling

LEADERSHIP SKILLS FOR THE NEW MILLENNIUM

Leaders Must Be Able to:

- **Raise Funds From Various Sources**
- **Organize in Diverse Communities**
- **Communicate to Different Constituencies**
- **Facilitate Meetings and Discussions**
- **Act as a Mentor to Less Experienced and Young People**
- **Build Relationships With the Various Groups That Make Up the Community**
- **Build Consensus**
- **Resolve Conflicts**
- **Understand Other Cultures**
- **Use Her or His Vision to Motivate and Inspire People**

GRANT WRITING

1. Have you ever written a grant? If so how many?

**2. What would you like to learn about grant writing?
(Circle All that Apply)**

1 A Grant Writing Overview

2 How to search for a grant on the internet

3 How to Read a "Request for Proposal"

4 Tricks To doing a Great One Page Concept Paper

5 Getting from the Concept Paper to Proposal

6 Succeeding at Grant Writing by Doing Thorough background Research

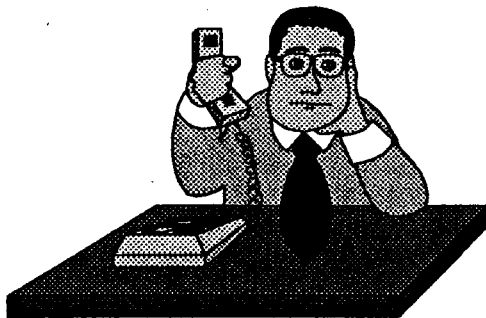
7 The people Chase: networking for grant Support

8 Enhancing Your Proposal with a Strong Program Evaluation Plan

9 creating the Budget and Timeline

3. Have you ever worked on the Internet?

4. Have you ever used the internet to find a funder for the Grant?



5. How nervous would you get while writing a Grant?

Lowest ⇨ 1 2 3 4 5 6 7 8 9 10 ⇩ Highest

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January 13, 1999
Dear Colleague:

As you know the next training is scheduled for **Saturday February 6, 1999 at 9:00 AM.** and the subject will be "Grant Writing ". In order for the participants to get the most out of it we would like to know if you have any project or proposal that you are planning to work on. If you do please fill out the survey form and send it to us as soon as possible so that we could incorporate it into our training and make the best out of it.

We look forward to seeing you.

Sincerely,

David Turcotte
Program Manager, CIRCLE

Please Note: We are enclosing a copy of the "Community Grant Writing Tip Guide" which we would like you to review before you come for the training to make the best out of this training.

GRANTWRITING SURVEY:

1. What is your Proposed Project?

2. Why is there a need for the Project?

3. Who will benefit in the community because of this Project?

4. What outcomes would this Project produce?

5. If you had to write in one or two sentences to explain why this project was important and why it should be funded how would you do it? Please write your response below?

APPENDIX