" EACH TIME A PERSON STANDS UP

FOR AN IDEAL, OR ACTS TO IMPROVE

THE LOT OF OTHERS, THEY SEND A

TINY RIPPLE OF HOPE....THESE RIPPLES

BUILD A CURRENT WHICH CAN SWEEP

DOWN THE MIGHTEST WALLS OF

OPPRESION AND RESISTENCE."

ROBERT F. KENNEDY

GRASSROOT LEADERSHIP TRAINING CURRICULUM

Be the change you want to see in the world - Ghandi

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EVERYONE PARTICIPATES

MAINTAIN A SAFE AND COLLABORATIVE LEARNING ENVIRONMENT

THERE IS NO SUCH THING AS A DUMB QUESTION

TAKE RESPONSIBILITY FOR YOUR OWN LEARNING

RESPECT A DIVERSITY PERSPECTIVE

MAINTAIN CONFIDENTIALITY

PREPARE TO TEACH SOMETHING YOU LEARN AT THIS TRAINING TO SOMEONE ELSE WITHIN ONE WEEK OF THE SESSION

ASK FOR HELP AND HELP EACH OTHER

RESPECT EVERYONE'S TIME BY BEING ON TIME

MODULE ONE

EXPLORING COMMUNITY LEADERSHIP

OBJECTIVES AND LIST OF EXERCISES FOR MODULE ONE

Objective

Participant will:

1. Get an overview of the class.

2. Become familiar with each other including the instructor and begin to create a sense of community.

3. Articulate specific reasons for taking the training.

4. Assess their own leadership style.

5. Discuss leadership.

List of exercises

1. Welcome by instructor

2. Introductions in pairs and in the whole group

3. Leadership self-assessment

4. Discussion about leadership

5. Wrap-up and summary of class

6. Class evaluation

EXPLORING COMMUNITY LEADERSHIP

I. **Introduction**

    A.   Welcome

    B.   Introductions

        Select Partner - Someone You Do Not Know

        Interview each other and complete the following questions:

        Name: _____

        Agency/Organization/Community: _____

        What is your role within your Agency, Organization or
        Community: _____

        What are you committed to providing your Community through
        your leadership? _____

        _____

        _____

        Your expectation from this training: _____

        _____

    C.   Report Out To Large Group

    D.   Brainstorm Exercise: Define the following:

        Leadership:

        Leaders:

        Followers:

        Power:

E. Perceptions:

How we see things will determine how we respond. The first step in "being" and "supporting" leaders that will make a difference in communities is to *distinguish our judgements*, assessments and opinions about leaders, followers - leadership in general.

Note: If you stay within the boundaries as most people do, you will not be able to solve the problem. In order to have a break-through in your leadership effectiveness – you must be willing to look and step outside the boundaries of what you know.

The world we have made as a result of the level of thinking we have done thus far – creates problems that we cannot solve at the same level at which we created them.

-Albert Einstein

II.   What Is Leadership?

A.   Leadership is a set of attitudes, knowledge, and behaviors used to influence people in order to achieve desired results.

Leaders: Leaders are those individuals who achieve results for the common good of the people they are Selected or self-appointed to lead.

Responsibilities of Leaders

- Establish vision and strategy

- Engage and empower others

- Take action for results

- Create a spirit of winning and caring

Power: The velocity of which you translate your intentions into reality.

B.   Different Ways to Lead:

- Setting an example

- Introducing new ideas

- Helping to settle differences

- Inspiring people to work together

III. Values, Qualities and Communication Styles of Effective Leaders

Exercise: Make a list of the values, personal qualities/characteristics and communication styles of effective leaders.

<u>VALUES</u>

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

PERSONAL CHARACTERISTICS

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

COMMUNICATION/LEADERSHIP STYLES

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

IV. Personal and Community Empowerment

A. <u>Empowerment:</u> "The process by which individuals and communities gain mastery over their lives."

<u>Community Development:</u> "A process of voluntary cooperation and self-help among community residents, committed to a whole, safe, economically strong community."

1. The process of citizen action

2. Voluntary participation and cooperation and collaborative problem solving.

3. Empowerment

4. Holistic, community-wide outcomes

B. <u>Take Time To Analyze Yourself</u>

<u>Learn To Understand Yourself</u>

Answer the following questions:

1.   Who am I as a Leader? Do I:

        A.   Help others solve problems?   Yes No

        B.   Willingly accepts responsibility?   Yes No

        C.   Lead by example?   Yes No

        D.   Willingly tries new ideas?   Yes No

        E.   Communicate with others effectively?   Yes No

        F.   Try to be aware of how others feel?   Yes No

*   Any "No" answers may indicate areas to work.

Additional comments:

The important thing is this: At any moment be able to give up who you are for who you could become –

                                           Charles Dubois

V. What It Takes To Be A Leader

LEADERSHIP LESSONS

1. Be humble, let servitude breed responsibility and dependability

2. Listen to the collective leadership – thoughts of the community/organization

3. Be strong and of good courage

4. Be concise, precise, and to the point

5. Be uncompromising regarding your principals (Integrity of a leader)

6. Possess tenacity and boldness; be daring

7. Be a visionary and seize the future

8. Be persistent and consistent

9. Be a tireless worker for the people

10. Be motivated by your commitment to make a difference in the lives of others

"The privilege and the penalty of your education and the position you hold in your community is that over the coming decades, as in the past, YOU will be the PACE SETTERS for political and social thoughts in your community. You may not accept this responsibility but it makes no difference. It is inescapable if you decide to set NO PACE, to forward no new ideas, to dream no dreams, and to have no vision, you will still be the PACE SETTERS. You simply have decided there is NO PACE."

Adlai Stevenson

LEADERSHIP CHARACTERISTICS

LEADERS are both confident and modest.

LEADERS are authentic.

LEADERS are good at giving encouragement, and they are never satisfied.

LEADERS make unexpected connections.

LEADERS provide direction.

LEADERS protect their people from danger – and expose them to reality.

LEADERS make change – and stand for values that don't change.

LEADERS lead by example.

LEADERS don't blame. They learn.

LEADERS look for and network with other leaders.

THE JOB OF THE LEADER: make more leaders.

Fast Company Magazine

CLASS EVALUATION FORM - MODULE ONE

Date of class:

What did you learn in today's class?

On a scale of one to five, with five being excellent, and one being poor, how would rate this class?

              5   4   3   2   1
       excellent   poor

Why did you give the class this rating?

What activities were the most interesting or helpful? Why?

What activities were least interesting or helpful? Why?

Do you have any suggestions on how the instructor can improve the course?

Additional comments:

Grassroots Leadership Training
Instructor Evaluation

Please use the back of sheets or add pages for extra space.

Overall evaluation

1. On a scale of five to one, with five being the highest, and one being lowest, how would you rate the training session?

   5   4   3   2   1
   excellent   poor

   Why did you decide on this score?

2. What is the overall value of this training session?

General information

3. Which session (s) did you present? How long was the session?

4. How many students registered for the session?

Demographic information

5. What was the demographic make-up of the class? (We realize you may not have exact information on this. (Please answer as best you can)

   a. How many women and men?

b. Were racial minorities represented in the class? How many of each?

c. Were ethnic groups represented in the class? How many of each?

d. What would you estimate the ages of the students to be? (How many from 18-25, 26-30, 30-40, 40-50, 50-60, 60 and above?)

e. Describe the socioeconomic make-up of the class.

f. Were there language differences in the class?

g. Any other demographic factors that were significant?

9. How did the demographic make-up of the class influence its success or lack or success?

Experience of class members

10. What were the different levels of leadership experience represented in the class?

11. How did the different levels of leadership experience help or hinder the quality or tone of the class?

Curriculum

12. On a scale off five to one, with five being the highest, and one being lowest, how would you rate the training session?

13. On a scale of five to one, with five being the highest, and one being lowest, how would your rate the class plans for this course?

    Why did you decide on this score?

14. Would you change the content of the training material? How?

MODULE TWO

COMMUNITY ORGANIZING

OBJECTIVES AND LIST OF EXCERCISES FOR MODULE TWO

Objective

Participant will:

1.   Get an overview of the class.

2.   Learn to lead a community meeting.

3.   Learn how to set up an agenda.

4.   Learn how to develop an action plan.

List of activities

1.   Welcome back and discuss.

2.   Discussion on how to lead a community meeting and exercise.

3.   Discussion on setting up an agenda.

4.   Discussion on developing an agenda and exercise.

5.   Wrap-up and summary of class.

6.   Class evaluation.

COMMUNITY ORGANIZING

I. How to lead a community meeting

Leading a meeting depends on the purpose of the meeting, the preferences of the group members, the kind of group that is meeting, your own leadership style, and anticipated issues.

A. Consider the purpose of the meeting to determine how to lead the meeting.

1. Formal structure – need to cover a lot of business in a short time.

2. Informal structure - less formal invites people to be creative.

a. Be attentive to how the meeting develops and be ready to take active steps to redirect.

B. Consider the history of the group

1. If the group worked previously together, you may take a less active role, intervening only on occasion.

2. If the group have not previously worked together, you may need to keep the group focused on its task in a more directive way.

C. Starting a meeting

1. **Set a good tone.** The first words you say and your tone of voice can make or break the rest of the meeting.

a. Everyone, including the leader comes to a group with a mixture of nervousness and anticipation.

b. Use your own feelings to set a positive tone.

  c. Maintain an attitude of confidence in yourself and the group.

  d. Have people introduce themselves to help everyone feel welcome and part of the group.

2. **State the goal of the meeting.** Even if an agenda has been circulated ahead of time.

  a. Clearly state what the group will accomplish during the allotted.

  b. Keep the group focused on the topic to avoid confusion during the meeting.

3. **Discuss ground rules and guidelines.** Tell people how the meeting will be run.

  a. Distribute, post, and follow the ground rules.

4. **Leading a discussion in a meeting.** A meeting may be held to discuss a single or multiple issues.

  a. Having open-ended discussions

    1. Encourages people to work together.
    2. Offers creative solutions.
    3. Gives people an opportunity to learn from each other.
    4. People listen to each other, test their thoughts, and change their views.

  b. Break a large into smaller groups.

    1. Groups of five or smaller allow for more participation.
    2. Everyone has a chance to speak.

5. **Parliamentary procedure.** Boards, committees, and whole organizations routinely use this procedure as a meeting structure.

   A. These rules can be adhered to strictly or they can be used flexibly.
   B. In a meeting with parliamentary procedure the agenda includes:

      1. calling a meeting to order
      2. reading the minutes of the previous meeting
      3. having officers' and committee reports
      4. discussing old and new business
      5. making announcements
      6. adjourning the meeting

   C. People make proposals in form of "motions".

      1. Motions are made for the group to take an action or a stand on an issue.

6. **Closing a meeting.** It is just as important pay attention on how you close a meeting as when you open it.

   a. Your closing can help people's frame of mind and attitude toward their continuing work.
   c. Review what was accomplished in the meeting.
   d. Give a preview of the next meeting.
   e. Allow each person to say a final word or state their appreciation of the group.
   f. Be sure to thank the members of the group for their work.

"Bob's Membership Committee"

The membership committee of a community service organization is meeting to plan a membership drive for the next year. The leader, Bob Howard, has put a lot of time and thought into his proposals. Some of the committee members are coming from a long day at work, and they want to go home soon. Some people on the committee are clearly unenthusiastic about the membership drive, but they feel obligated to be at the meeting. They can probably be encouraged to become more active, but it may not be easy.

Instructions

1. Divide into groups of three.

2. Each person imagine that you will be leading the meeting. Write down some notes about how you will begin. You can be imaginative about how you do this. Remember to set a good tone. There is not one right way to begin the meeting.

3. One person should play Bob. In 5-10 minutes Bob should make all his opening remarks and have people introduce themselves. Then people should debrief with the questions below. If there is time, each person should have a chance to play Bob and debrief.

Debriefing on the exercise in small groups

1. What was successful about what Bob did to set a good tone for the group and energize people?

2. Did he welcome people sufficiently?

3. Was Bob clear in talking about the goals of the meeting?

4. Were the ground rules clear?

5. What could have been done differently?

II. How to set up an agenda

Planning an agenda is very important if your group has several issues to discuss. An agenda is the organizational plan for a meeting.

A. An agenda may not be necessary if there is only one topic for discussion in a meeting. However, even when there is only one topic, group members should know the purpose of the meeting before they get together.

1. This avoids confusion, disappointment, and lack of preparation.
2. Send a copy of the agenda or meeting announcement to all participants ahead of time.
3. The purpose of the meeting should be clear to the participants.
4. Attach any additional information to the agenda that people will need to read and think about ahead of time.

B. When organizing a meeting, get input from group members prior to the meeting.

1. find out what they want to accomplish at the meeting and
2. what topics they want to discuss. This will give group members an opportunity to contribute their ideas and prevent individuals from feeling frustrated that their concerns are not being addressed.

C. Set time limits for discussing each topic that is on the agenda.

1. This will help group members stay focused on the topic of discussion and their task.
2. Build slack time into an agenda to allow for flexibility.
3. Put most important agenda items first to ensure that they will be covered.

D.   An agenda should have a starting time and an ending time.

1.   Stick to the scheduled time.
2.   If a meeting needs to go longer then planned, the entire group should approve.
3.   Try to make meetings short. If they have to be longer, include breaks.

E.   At the end of a meeting, give people a chance to make suggestions for the next agenda.

1.   a provisional agenda keeps people focused on next steps.

III. How to develop an action plan

1. An action plan has two steps:

   a. Provides a framework for a group to focus on issues of concern and develop strategies to address these issues.

   b. Records your strategies, program and activities along with specific steps for implementation. These include:

      1. **Brainstorm** - all tasks necessary for implementing the strategy, activity or program;
      2. **Strategize** - specific individuals or community groups responsible for each task and;
      3. **Prioritize** - clear time frames for the task's completion.

2. The best action plans are done collaboratively.

   a. Representatives from the community and key players should be present to work together.
   b. If everyone can not be present, make sure there are ample opportunities for key players to review the plan and agree to its contents.
   c. An action plan with no agreement can end up being a "non-action" plan!

3. Why are action plans important?

   Nothing loses steam and involvement faster for a community group than a lot of talking with no action.

   a. When an action plan is in place community residents have,

      1. A mechanism to hold each other accountable to commitments that have been made.
      2. They can monitor the process of program implementation to ensure the success for its programs.

Local Issue Discussion Plan

<u>Instructions</u>

1. Each person should write a plan for leading the discussion, as if he will be the leader. If people work better in small groups, have them do so. Each person should plan:

    a. How to begin the discussion.

    b. Questions to help people talk about their values in relationship to the topic.

    c. Questions that help people talk about key issues.

    d. Any other questions that will help people discuss the issue.

    e. Questions about follow-up actions people want to take. If you have suggestions for how people can get involved in the issue, you can give them or ask others for suggestions.

2. Divide into groups of five. One person should be the leader of each group. He should lead the discussion using her own plan. Take 15-30 min. depending on the instructor's plan.

3. The discussion leader should also:

    a. Be aware of when to move to another topic.

    b. Help everyone participate.

    c. Identify areas of agreement and disagreement as the discussion draws to a close.

    d. Have people talk about actions they might take as individuals or a group.

    e. Close the discussion by thanking everyone for their contribution. Each person can also add a comment about the meeting process, if he would like to.

<u>Debriefing</u>

Discuss the following in either small groups or the entire group.

    1. What went well in the discussion?

    2. What did you learn from this discussion?

    3. What did the leader do well? How were the questions helpful?

    4. What was it like to lead this discussion?

    5. Do you think discussions like these would be helpful in your community or organization?

"Star City"

Mayor Eleanor Stein has set up a committee to make to recommendations to her on this question:

"Should Star City build a beltway?"

Many neighborhood groups are adamantly against the idea, because the beltway will cut through their communities and cost too much money. However, many business people and city officials think the beltway will help the economy by facilitating traffic. The committee is made up of representatives from all of the groups involved. The committee should decide on the beltway issue. It can decide "yes," "no," or come up with another alternative. (Breaking into smaller groups to write alternative proposals can sometimes be helpful.)

Instructions

1. One person should lead the committee. One-half the people should role-play representatives of the neighborhood groups, one-quarter should role-play representatives of business, one quarter should represent city officials.

2. Following the directions of your instructor use either majority rule or consensus to make a decision about what to recommend Mayor Eleanor Stein.

CONSENSUS ORGANIZING

SHARING POWER TO GAIN POWER

The 1960s style of community organizing — relying on conflict and confrontation — has become tired and ineffective. 'Consensus organizers," who use tactics of partnership and understanding, are blazing new paths of community renewal.

MICHAEL EICHLER

Utter the term "community organizer" to people and they usually conjure up the image of a picket sign, a bull horn and a cause — not much of a change in perception from 1968 to 1995. It's hard to name another profession that has experienced less change during the past 28 years.

The 1960s style of conflict remains embedded in most community organizing today. The philosophy of conflict and power still prevails: The poor and the communities they reside in can only improve when power is taken away from those who have it. Those with power will only give it up when forced to do so. They acquiesce when larger numbers of the poor are mobilized against them.

For the past 28 years, the steps in this conflict style also have remained unchanged: The target is identified (tenement owner, city official, banker); the target is personally attacked; the target is embarrassed; the media are manipulated; and the target eventually surrenders. Thus, the poor feel empowered, and use this "victory" to move on to other triumphs.

The conflict approach to community organizing is even more difficult to maneuver in 1995 than it was in 1968. The target is more difficult to identify, power has become more fragmented, and there is no single "enemy." People within and outside disadvantaged communities have become more conser-

> *The 1960s style of conflict remains embedded in most community organizing today.*

vative. There are fewer resources. The "targets" are more sophisticated and less prone to panic and over-reaction when '60s-style tactics are used. Also, a much more subtle change has occurred in the last 28 years — there is a sincere desire to succeed.

As all elements in society have become more isolated from each other and as power has become more diffused, there exists tremendous opportunity in the field of community organizing. This opportunity is apparent in the yearning for partnerships — a desire by all the parties to succeed and a sense that everyone has to pull together in order to succeed. The school board can't get anywhere without the teacher, who can't get anywhere without the students and parents. The city can't solve problems without citizens and the private sector involved. Social service agencies can't design effective programs in isolation. There is a realization of the need for partnership. Nonetheless, the community organizing profession still clings to the 1968 strategies of power and conflict when the situation cries out for partnership and consensus.

Community organizing skills are critically needed in making partnerships effective. An experienced organizer has many applicable skills: the ability to listen and sort out agendas, the ability to build confidence and encourage participation, the perseverance and dedication needed to complete tasks, the ability to build trust, and the ability to work toward a common goal. However, central to most traditional community organizing training has been another set of meth-

ods and strategies: looking for and exacerbating points of conflict, rallying supporters and alienating detractors, oversimplifying solutions, and applying constant pressure through mobilization against a target. Could it be that many situations today call for the first set of skills, but a different set of methods and strategies? How about finding common, overlapping goals, teaching the value of new partners and building power through relationships of trust and respect?

The Consensus Organizing Institute was founded to offer choices within the community organizing profession. In situations that call for a more low-key, behind-the-scenes approach to bringing all potential partners together, a community organizer must use fewer conflict tactics and more "consensus tactics." Those techniques must be developed through both experience and training. The Institute not only offers different training, but seeks a different trainee as well. Conventional organizers possess a characteristic style: aggressive, disruptive and narrowly ideological. The Consensus Organizing Institute recruits trainees who want to enter the organizing profession but who might also possess seemingly contradictory personal qualities, such as humility and pragmatism.

ORGANIZING THROUGH CONSENSUS

In the field of housing development in low-income neighborhoods, whom does a community organizer represent? Low-income tenants? All the residents of the community, including middle-income

SHARING POWER TO GAIN POWER

omeowners? All the residents and all the property owners, including absentee owners, including absentee landlords? Everyone except the ranks?

In consensus organizing, the organizer elicits support from everyone, including past enemies and detractors. Everyone who has the potential to be a resource in providing better-quality housing is seen as a potential ally. The organizer learns the self-interest of every player and looks for areas of overlapping concern. The organizer does this by listening carefully. Listening is essential to determining the real, underlying causes of past negligence, conflict or apathy. Many times, the causes are not inherent conflicts between the parties that can not be resolved, but miscommunication, misunderstandings and lack of creative, constructive thinking. Often, in the past, each party has been the lobbyist for its own interest, rather than organizers who convened various parties of self-interest. This is not to say that consensus organizing is the same as mediation. Consensus organizers may be advocates for the poor, but they see the other parties as critical partners.

This nuance allows the organizers to gain insight and support from a variety of players, but never leaves the organizer feeling he or she is rootless and ungrounded, floating between interest groups. If the consensus organizer is

In situations that call for a more low-key, behind-the-scenes approach to bringing all potential partners together, a community organizer must use fewer conflict tactics and more "consensus tactics."

unable to expand the number of partners to increase the power of the poor, the method fails. If the organizer helps bring in new partners creatively, the poor begin to realize more power and results through consensus tactics. This is an extremely significant process, especially in conservative times during an era of shrinking resources. If all the players begin to witness success through tangible improvements, a creative energy is unleashed that can compensate for the sobering decline in resources all have experienced. If we do more, even though we have fewer resources, we eventually will receive more resources. The conflict organizer would call this "avoiding the real issue," and constantly make demands for more resources before any real results are achieved. Today, this demand tactic is falling on an increasingly larger number of deaf ears.

For example, in order to produce more quality, low-income housing, a consensus organizer would analyze the banks, mortgage companies, real estate firms, appraisers, the building inspection department, city housing policies for allocation of federal dollars, for-profit housing developers, nonprofit housing developers, local community development corporations, neighborhood advocacy groups, churches, social service organizations, local businesses, and schools.

The organizer would analyze the agendas of all potential partners outside the neighborhood along with all the potential partners from inside the neighborhood. The organizer would shuttle back and forth, and would later train neighborhood residents to do the shuttling among all the potential partners, whittling down perspectives like a piece of wood. The shaving and polishing of the piece of wood is carefully and thoughtfully shared until a beautiful new baseball bat emerges. Thus, the bat is an idea that everyone has helped to shape, and over which everyone feels ownership. When everybody steps up to the plate with it, hits and scores, the team wins.

The consensus organizer builds relationships with all the parties around respect, understanding and genuine concern. The concern is for the appraiser, the lender, the city official, the developer, the tenant — for everyone. They all must actually begin to trust the organizer, not through fear or intimidation but through earned trust. All of this is done with the organizer understanding that the best way for a real power shift to occur is to have low-income residents whittle down their idea to include partnerships and to reach out and merit the trust of and respect of everyone.

There are still many situations where the consensus organizing approach falls short. In some instances, no matter how skilled the consensus organizer, not enough partners can be found. In some cases, key partners refuse to participate, no matter how well the organizer has applied the model. Avis Vidal

and Ross Gittell of the New School of Social Research have engaged for the past three years in interactive research on this model. Their work has sharpened the Consensus Organizing Institute's ability to pin-point locations and situations where the model may be most effective and to avoid situations where other organizing techniques may be more appropriate.

INSTITUTIONALIZING CONSENSUS

The Consensus Organizing Institute is a national, nonprofit organization founded in 1994 to advance the consensus organizing model. The Institute has assembled a core of talented practitioners who have been using this approach in such diverse places as the Monongahela Valley in western Pennsylvania; New Orleans, Louisiana; Little Rock, Arkansas; and Palm Beach County, Florida.

In 1985 the "Mon" Valley was a string of divided communities torn apart by the closing of local steel mills. Consensus organizers entered the community with the sponsorship of the Allegheny Conference of Community Development, an organization composed of top Pittsburgh corporate leaders. They built broad-based, indigenous participation within the communities. This led to the organizing of the Mon Valley Initiative (MVI), a coalition of 17 local groups building bridges to the governmental and corporate sectors.

MVI has received national acclaim for building consensus in a region where collaboration previously was thought impossible, and for the numerous ac-

IARING POWER TO GAIN POWER

mplishments the coalition of CDCs has hieved. Among these, MVI CDCs have ilt over 100 units of housing, and a imber of commercial development ojects, including a business develop- ent incubator center, a recycling com- ny, an industrial workshop, a regional ts school, as well as renovating com- ercial structures. In addition to devel-)ing real estate and business projects, e MVI CDCs have pursued many other 'enues to improve commercial condi-)ns to their communities, such as busi- :ss district beautification programs, mmunity playgrounds, a facade loan ogram, and loan-packaging and tax- edit programs. Other avenues the MVI DCs have found to enhance the quality community life include organizing :an-up days, home-buyer seminars and unseling, neighborhood block watches, tool "lending library," and numerous ts, ethnic and history projects. [For ore detail on citizen organization in the on Valley, see, Ross Gittell and Nancy :lley, "Civic Strategies for Local Eco-)mic Development," NATIONAL CIVIC :VIEW, May-June 1988, pp. 213-223; and)ss Gittell, "The Role of Community rganizations in Economic Develop- ent: Lessons from the Monongahela illey," NATIONAL CIVIC REVIEW, May-June '89, pp. 187–196.]

Another example of the quantifi- le success of the consensus organizing proach is in Palm Beach County, orida, were the Limestone Creek CDC one has 22 new homes either under nstruction, completed or occupied.

Ramshackle buildings in the neighbor- hood have been demolished and others are being rehabilitated. A tutorial center to help neighborhood children is meet- ing in a local church, and soon will have its own building. A greenway is being developed to link churches, schools and houses with a system of trails to preserve the natural beauty of the local landscape. Finally, the community — which, having been neglected by the county, has un- paved roads and relies on well water — will next year receive piped water from the county, and the streets will be paved. These two examples show the potential of developing grass-roots capacity in dis- advantaged communities.

CONCLUSIONS

The Consensus Organizing Institute now uses consensus organizers in a wider and wider variety of settings, addressing is- sues of economic development, educa- tion, health care, and social services de- livery. The Institute's work is being spon- sored by diverse partners, such as uni- versities, city governments, private foun- dations, civil and legal rights organiza- tions, and large, for-profit corporations. Most encouraging, the response of people interested in receiving training in the consensus organizing technique has been phenomenal. There is a tremendous de- sire among young people to use their creative talents to build something last- ing from the ground up. Their energy and resourcefulness dramatize the most positive of human traits: concern, dedi- cation, honesty, and integrity.

There has been little if any similar- ity in the backgrounds of the consensus organizers. The one constant is their desire to succeed, with success defined in different ways by all the partners, but always benefiting the poor and the place where they live, and always sharing power to gain power. $C^N R$

Building Communities That Strengthen Families

BUILDING COMMUNITIES THAT STRENGTHEN FAMILIES

Better places for families to raise their children — that's what a growing number of citizens want their states, counties and cities to be. That message comes through loud and clear, most recently in a National League of Cities survey of mayors and city council members, who said their constituents wanted more family-friendly communities — good places to raise children.

And so the oft-quoted adage that "it takes a village to raise a child" has as much meaning for the community as for the child, affirming the responsibility of public officials to recognize the impact of their decisions on the lives of families in their community and on the health and well-being of the children who live there. As families are struggling to meet the challenges of everyday life, public officials are taking a new look at their responsibilities with an eye to meeting them with decisions and policies that provide more support for families and children.

Clearly, the role of the public official has changed dramatically. Government's traditional job of providing resources and services is still of vital importance, but increasingly, public officials are working to enlarge the effectiveness of their efforts by convening community efforts or partnering with other community institutions.

Trends like devolution and the movement to "reinvent" government are also requiring greater coordination between different levels of government and more involvement with the private sector, nonprofit groups and citizens. And comprehensive strategies to strengthen families — which often involve city, county, state and non-public entities — require a new approach to planning and collaboration.

Public officials are stepping outside the confines of past practices to provide leadership on issues that affect families and children. Whether it is using the bully pulpit to champion better schools or forming a task group to address teen pregnancy, elected officials have a unique role to play in creating family-friendly communities.

But the challenge of new roles is by no means limit to elected officials. More and more professional mana — whether at the city, county or state level — are bei called upon to provide leadership in redesigning programs to better meet the needs of families and childre

The trend toward the use of comprehensive comm ty-based strategies to address social and economic cha lenges requires managers and agency directors to be c ative and flexible, at times even donning the hats of co munity organizers to mobilize neighborhood groups a other citizens to be more involved in policy and planni

Thirty years ago, citizens looke government to provide the answe to community problems. In the 19 public opinion swung away from government activism. The challen for public officials in the 1990s is t lead in new ways that encourage p ticipation from all sectors of our co munities.

Convinced that grassroots citize action — combined with effective, flexible and creative leadership fro the public, private and nonprofit sectors — can strengthen communi ties and families, the National Civi League, through the Alliance for National Renewal, spotlights communities where such change is taking place.

By focusing attention on success problem solving and community building efforts, this alliance of community building organizations hopes to boost the confidence of public officials and citizens in their own ability to change their neighborhoods, cities, counties and states into better environments for familie and children. With the support of the Annie E. Casey Foundation, the National Civic League has produced th special section in GOVERNING to point out some of these efforts and the lessons others may draw from them. ☐

RESOURCE INFORMATION: National Civic League: 144 Market Street, Suite 300, Denver, CO 80202, 303-571-434 and 1319 F Street, NW, Suite 204, Washington, DC 2000 202-783-2961, and www.ncl.org/ncl

BUILDING ON COMMUNITY ASSETS

he need to build community as a first step toward addressing social problems has been recognized by social scientists, policy makers and community groups alike. "Building stronger families and building strong communities are part of the same process," says Ellen Schumer, director of the Chicago-based group Community Organizing and Family Issues (COFI). "People exist in families, and families exist in communities. If we are not helping people sustain all those different levels, the systems that we have are not going to work."

Since 1995, COFI has been training parents and fostering the support networks they need to work more effectively with public institutions that provide services for their families. COFI links community activists with service providers. Typically, COFI parents work with the public schools, both because of the importance of education and because schools have become de facto community centers in many American cities.

Schumer has come to see safe places as one of the most pressing needs in communities. "I'm hearing this loud and clear, particularly in urban settings," she says. "Families keep saying that access to services and safe places for their kids to be and for parents to be with their kids are almost nonexistent. Street corners and front porches are not safe places to be. For us, the school building is an important part of the solution."

Across the country, parents and other community members are discovering that the neighborhood school can be an important community asset. Many schools are being kept open on evenings and weekends to provide a place for adult literacy programs, parent education and

BUILDING STRONGER FAMILIES AND BUILDING STRONG COMMUNITIES ARE PART OF THE SAME PROCESS
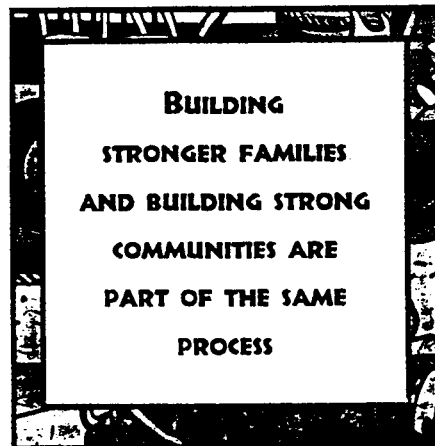
youth activities. These "lighted schools" serve both as centers for integrating service delivery and focal points for community neighborhood organizing and community building.

In Savannah, Georgia, a former Catholic high school has been turned into a "family resource center." As part of the Chatham-Savannah Youth Futures Authority initiative, the center provides a wide range of services — health and mental health clinics, immunization programs, and assistance with finances and employment — and serves as a neighborhood focal point for community building efforts.

Public officials can aid in community building by finding ways of better using the natural networks that exist at the neighborhood level. In Cuyahoga County, Ohio, an innovative approach to neighborhood-based foster care is having a dramatic impact on the lives of families and children. Part of the Annie E. Casey Foundation's Family-to-Family initiative, its purpose is to preserve families, avoid unnecessary placements and reduce the number of children in institutional settings.

Until recently, Cuyahoga County's child welfare system, like many others, was under siege. The demand for foster care was so much greater than the supply of foster parents that a large majority of children were being placed in homes outside of their communities, making it difficult for them to see their birth parents. Since children in foster homes often return to their birth parents within six months to a year, this separation was both disruptive and counterproductive.

An important first goal of the Family-to-Family initiative is to dramatically increase the number of foster parents in inner-city neighborhoods.

A second goal of this new approach is to involve neighborhood groups and community activists in support of the foster care system. As neighborhood liaison for Family-to-Family, Terri Ali works for the Cuyahoga County Department of Children and Family Services. She is one of the new breed of public sector employees who are as much community organizers as service providers.

"Part of what I do is to build the capacity of neighborhoods to take on the system and to form neighborhood partnerships," says Ali. "I keep the community pumped with information and ideas and try to identify barriers to their having input in decision making. Once they get started, it is amazing. Once they lock eyes and start talking, I move further and further into the background."

In Chicago, community activists are working with service providers.

Community Building in Multnomah County, Oregon

In Multnomah County, Oregon, for example, an effort to improve high school graduation rates led to a much broader effort to integrate local government services with other community efforts and to build a stronger sense of community.

Multnomah's Caring Communities were started by the Leadership Roundtable, county, state, city and school officials and leaders from the private and non-profit sectors. The roundtable's goal was keeping kids in school for a graduation rate of 100 percent, but supporters quickly realized that other factors besides education would have to be considered.

"As we've gone along, we've realized that 100 percent graduation can only be achieved if you have families that are healthy and functioning," says Bev Stein, chair of Multnomah's county commission.

Based in local high schools, the county's six Caring Communities became centers for integrating the work of the schools, local government and nonprofit social service agencies. In the last few years, the county has increased its services through schools and started to link its service networks to schools with the assistance of the Caring Communities.

More recently, the effort has been to use those Caring Communities as organizing vehicles for getting more neighborhood and community involvement in designing services and determining budget priorities. "What community building is for us is a way of bringing together commu-

> **A COMING TOGETHER OF COUNTY, STATE, CITY AND SCHOOL OFFICIALS AND LEADERS FROM THE PRIVATE AND NONPROFIT SECTORS**

nity organizing efforts and the public investments we make through education and human services, housing and economic development," says Stein. "We look at these as part of one effort, ultimately, because that's what creates healthy communities."

In the 1997-98 county budget, the Department of Community and Family Services included a $65,000 line item to support the development of community building in its neighborhoods. The Caring Communities' paid coordinators now spend 20 percent of their time engaging in broader community building efforts.

"What we're looking for is more involved citizens and youth to build the capacity of the community to make more decisions on their own behalf," says Stein.

By building a strong, accountable partnership among communities, governments, service providers and schools, local officials hope to improve the quality of life in neighborhoods and mobilize residents to take better advantage of their community assets. ❑.

Family-to-Family seeks to crea network of family foster care t culturally sensitive and neighb hood-based, that places children marily in the community in wh they live, and that finds ways building bridges between foster p ents and birth parents. Already th approach has shown impressiv results — increasing the numb foster care parents and decreasing number of children in group h and other institutional settings.

Getting the community directly involved in the system is an imp tant part of that goal. "We real need them to help us," says Al cannot do it alone. The key is build ing relationships between publ tor workers and neighborhood ers on behalf of children and their families. That's what this initia all about." ❑.

CROSSING BOUNDARIES TO SUPPORT FAMILIES

When efforts to improve the quality of life for families and children are re-focused at the local level, their emphasis shifts from upgrading traditional services to crafting a comprehensive web of services and support systems linking the various sectors of a community in new ways. Whether it is through community partnerships, collaboratives, community organizing, reinventing local government or devolution, communities are reconfiguring their systems for delivering services and supporting citizens.

In Dane County, Wisconsin's fastest-growing county, a rising tide of problems focused attention on the basic needs of children and families. A group of city and county agency administrators began meeting to discuss ways to coordinate their efforts. County Executive Rick Phelps, who was looking for a way to improve services to families and children, took the lead in securing funding. The result was called Joining Forces for Families, an initiative uniting the efforts of the county human services department, local law enforcement and school districts, the city public health department, the United Way, the local community foundation, neighborhood groups and residents.

The JFF partners began work in selected neighborhoods, assembling teams composed of a law enforcement officer, a public health nurse, a social worker, a school staff worker, and community representatives. Working out of an apartment in the neighborhood, the teams focused on three basic goals critical to providing comprehensive services. First, they helped families address the range of obstacles they faced — from finding transportation to work to more serious problems like substance abuse. Second, the teams worked directly with neighborhoods to engage residents in planning and supporting

key social institutions like local schools. Third, they provided a link between local government, other organizations involved in neighborhoods and the residents themselves.

Bringing together these different players, JFF was able to work collaboratively with the larger community. Equally important was the ability to call upon a wide range of services and to deal with the interconnected nature of many families' problems in an efficient and preventive fashion.

"The system we set up is customer-driven, " says Ron Chance, community program manager for the county human services department. "We really listen to the families and engage them in a voluntary effort, instead of a relationship based on crisis. Collaboration can be difficult, but in the final analysis, it is a more efficient and effective way of doing business."

The Iowa Department of Human Services borrowed from the British "Patch" system of community-centered service delivery to create partnerships with the University of Iowa. Four child welfare workers are assigned to a 10,000-resident "patch" of a community. In addition to devolving responsibility to front-line social workers, the program elicited the active participation of neighborhood residents in developing services and programs. The project staff was located in the area served, working with the formal and informal networks of relationships among families, neighborhoods and social organizations.

The initiative operated through interagency task forces to identify and solve problems. When a housing inspector, who was a member of the patch team, investigated a report of frayed electrical wiring and found a single mother isolated from the rest of the neighborhood, several other team members then became involved, putting the mother in touch with a local church that provided home furnishings and an

Collaboration is critical to Dane County's initiative, Joining Forces for Families.
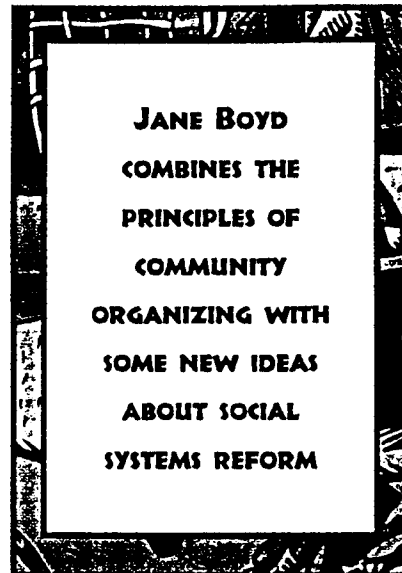
JANE BOYD COMMUNITY HOUSE
CEDAR RAPIDS, IOWA

Located in a racially diverse section of Cedar Rapids, Iowa, the Jane Boyd Community House has worked with low-income families since 1921. Founded as part of the "settlement house" social reform movement, Jane Boyd combines the principles of community organizing with some new ideas about social systems reform.

"We look at the whole system, the family," says Linda Winston, Jane Boyd's energetic director. "We're not just talking about children and we're not just talking about parents. We try to change how families believe children should behave. What responsible people should do in a community. How they act." The strategy is to provide support to parents as they guide their kids through difficult times, such as their teenage years.

One of Jane Boyd's most impressive programs is the Positive Youth Development Project, a collaborative with local law enforcement agencies, the Cedar Rapids schools, the Wellington Heights Neighborhood Association and the Patch program.

Most of the participants go through a process known as Rites of Passage, where they learn how to be responsible adults and responsible members of the community. The program also puts a major emphasis on teaching youth the values of community and civic involvement. Participants do a variety of public service tasks in their own neighborhoods, including snow removal and grass cutting for seniors.

Winston says participants rou-

JANE BOYD COMBINES THE PRINCIPLES OF COMMUNITY ORGANIZING WITH SOME NEW IDEAS ABOUT SOCIAL SYSTEMS REFORM

tinely improve academically. The first group of participants recently graduated from high school. Three are going on to universities. Two are in community college programs. A sixth is joining a union program to learn how to be a plumber. "They have a very high degree of success," says Winston. "There was never anything stopping them but themselves."

The program puts a major emphasis on working with the families of the youthful participants, visiting their homes, organizing support and family discussion groups. Parents and grandparents have an important role in evaluating the program to ensure that it is meeting their needs.

"We never stop trying to get parents and extended family members involved," says Winston. "In order for kids to grow and develop, it takes the whole family to be part of that process." ❑.

opportunity to become involved Head Start program. In other cases team members used their networks to identify and address potential ily problems before they escalatea crisis level.

Local government can promot these creative changes in existing ways of doing business. Every day local officials encounter families whose needs do not match up nea with eligibility requirements or exist ing programs. Each community addresses this challenge in its own way, based on available resources and community traditions.

Public officials who recognize t multiple roles local government ca play in transforming the lives of children are creating new ways for go ernment to work seamlessly in sup port of comprehensive reform. ❑

RESOURCE INFORMATION

PROGRAM FOR COMMUNITY PROBLEM-SOLVING
A division of the National Civic League, Washington, DC, 202-783-2961

PATCH
Chuck Abel, Cedar Rapids, IA, 319-398-3300

JANE BOYD COMMUNITY HOUSE
Linda Winston, Cedar Rapids, IA, 319-366-0431

JOINING FORCES FOR FAMILY
John Borquist, Madison, WI, 608-242-6488
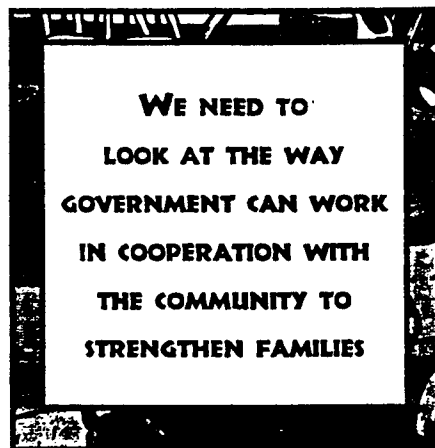
LEADERSHIP AND ADVOCACY

Comprehensive approaches to community building and strengthening families often emphasize the importance of collaborative efforts from business, government and the nonprofit sector. But public officials still have a critical role in providing leadership on a wide range of issues. Not only do they often have the power of the purse strings, they also have the ability to influence priorities and raise public awareness on issues affecting families and children.

In Multnomah County, Oregon, county government sets "benchmarks" by which to measure the success of public agencies. The current benchmarks are reducing child poverty, increasing school performance and reducing crime, especially juvenile crime. By setting those family-related issues as benchmarks, county government is not only challenging itself to be more effective, it is raising those issues to the top of the local agenda.

"Families face a very complex set of issues," says County Commission Chair Bev Stein. "It is our role to help strengthen communities where families can thrive."

Minneapolis Mayor Sharon Sayles Belton is a strong believer in using her office as a platform for speaking out on issues that affect families and children. Concerned that the 7:15 a.m. starting times for some local schools made learning difficult, the Mayor convinced the Minneapolis school system to adopt later starting times.

"I use the bully pulpit of my office to challenge the public schools to do a better job of educating our children, particularly our children from disadvantaged backgrounds," she says. "It's not in my job description, but the quality of public education in Minneapolis has everything to do with the health of my city. If parents

> **WE NEED TO LOOK AT THE WAY GOVERNMENT CAN WORK IN COOPERATION WITH THE COMMUNITY TO STRENGTHEN FAMILIES**

don't have confidence in the schools, they will leave."

A lifelong community activist, Sayles Belton was elected to Minneapolis City Council in 1983, then served as city council president from 1990 to 1993. She was elected mayor in 1994, the first woman and the first African-American to hold that office. She is currently serving her second term.

Public officials, says Sayles Belton, need to take a preventive approach to the issues that affect children and their families. "If kids don't have a healthy foundation in early life," she says, "we'll pay the cost of that with remedial education, through juvenile justice activities or through the victimization of citizens. There is a big price to be paid and it can be avoided. Prevention is important, and we need to be making those links."

Minneapolis has a number of innovative programs addressing family and youth issues. The Way to Grow program, for example, uses city funds to leverage private-sector funding for nine community-based early childhood centers. With active support from local corporations, the Way

Mayor Sayles Belton

to Grow Centers provide everything from prenatal care and health information to networking opportunities for mothers who feel socially isolated.

"If we want safe cities, if we want community, we need to be thinking about the quality of life of the people who live in our cities and towns," Sayles Belton says. "We need to look at the way government can work in cooperation with the community to strengthen families."

CONSENSUS BUILDING IN FLORIDA

In some states, citizen advocates and public officials are working together to forge a new political consensus on the need to improve services for families and children. Florida is a good example of a state in which public officials and citizen advocates have moved child and family issues to the forefront of the public agenda.

For many years in Florida, issues such as prenatal care, early childhood education and child care never reached the top of the legislative agenda. Year after year, Florida ranked near the bottom of the National Kids Count Index of health and well-being for children.

Jack Levine is executive director of the Tallahassee-based Florida Center

In Florida, citizen advocates work with public officials to move family issues high on the public agenda.

for Children and Youth, a research and advocacy group funded in part by the Annie E. Casey Foundation. A schoolteacher turned advocate, Levine has worked to build the influence of children and family advocates by adopting the tactics of professional political consultants. "Most public officials enter political life to do good," says Levine, "but they need the tools and blueprints to construct a strong family policy agenda. A growing number of public officials are recognizing the power of the prevention message, and they are acting accordingly."

In the Center's small conference room are stacks of the 1998 Kids Count Data Books, produced by the Annie E. Casey Foundation. These books provide a state-by-state comparison of data describing the well-being of children in America. Advocates like Levine have used Florida's poor showing in Kids Count data to mount a successful media campaign to reach a target audience of frequent voters, campaign contributors and community leaders.

The results have been impressive. Over the past five years, Florida lawmakers have initiated a number

of successful programs to address the challenges faced by children and families. In 1991, they passed the Florida Healthy Start Initiative, which expanded prenatal care for expectant mothers and created a

statewide network of community-based coalitions to improve prenatal care and education. Since the initiative was started, Florida's infant mortality rate has improved significantly.

The 1998 legislative session marked another successful year for

family advocates. Thanks to bipartisan leadership on the part of Governor Lawton Chiles and Senate President Toni Jennings, Florida lawmakers approved and funded an unprecedented number of new programs for children and families, winning for this legislative session the label "Year of the Child."

The 1998 legislative session produced the Florida KidCare Act, a $245 million effort to provide health care to working poor families; the Early Childhood and School Readiness Reform Act, which provides $74.9 million to create new subsidized childcare openings; and the Healthy Families Florida Program, an outreach program for families at risk for child abuse or neglect.

A key to the advocates' success is nonpartisanship. Levine is quick to praise lawmakers on both sides of the legislative aisle. "This is a new kind of politics," he says. "It defies traditional partisan or ideological labels." ❑

REVIEWS

The Last Best Hope

Planners and Organizers Work To Empower Residents

REVIEW BY WINTON PITCOFF

Revitalizing Urban Neighborhoods, edited by W. Dennis Keating, Norman Krumholtz, Philip Star. 1996, University Press of Kansas.

Reinventing Cities: Equity Planners Tell Their Stories, edited by Norman Krumholtz, Pierre Clavel, 1994, Temple University Press.

American urban neighborhoods face a real threat of becoming "little more than places that people who have no other resources are forced to occupy," according to *Revitalizing Urban Neighborhoods*. Community organizing and community-based development remain the last best hope to preventing this decline, the book suggests, and to restoring the neighborhood to its rightful place as the center of civic life.

Revitalizing Urban Neighborhoods, edited by W. Dennis Keating, Norman Krumholtz, and Philip Star, all of Cleveland State University, is a compilation of case studies and analyses of urban neighborhoods where citizen-based planning efforts have taken hold and reversed or at least slowed the process of decline.

The book's first section begins with an overview of the initial growth of urban neighborhoods and moves on to examine the transitions these neighborhoods have undergone, trace the history of organizing methods neighborhood groups have used to withstand these changes, and analyze the impact of federal policies on this process.

The case studies that follow underscore the importance of organizing in creating progressive community change in urban neighborhoods where problems of racism, poverty, and crumbling infrastructure threaten to encroach or have already taken hold. Stories from Boston, Chicago, Minneapolis, and Los Angeles detail the successes and pitfalls of each city's neighborhood development program. Each case study provides analysis as well as narrative, with much for community development practitioners and academics. The case studies examine overall models, from Faith-Based Development to Community Development Corporations, with equal effectiveness. Each chapter is by a different author, though, and so the book lacks a cohesive thread, leaving readers—for better or worse—to draw their own conclusions and form their own overall analysis.

Where *Revitalizing Urban Neighborhoods* focuses on the power of communities' collective efforts, another book by Krumholtz, this one with Cornell University Professor Pierre Clavel, examines practitioners' efforts. *Reinventing Cities: Equity Planners Tell Their Stories* is a compilation of autobiographical essays by 11 urban planners whose work has focused on leveling the playing field for communities fighting off neighborhood decay.

These 11 all worked for city governments and used their positions to strive for redistribution of wealth, power, and access, helping grassroots organizations' voices be heard above the clamor of developers' dollars. With an eye toward turning traditionally closed processes into participatory systems, these planners were quite innovative in their methods, and their stories are compelling. Before each interview, the "snapshots" of each city help provide a context, with demographic data and political histories worthy of entire books themselves compressed into two pages.

The essays are introspective, offering much about each planner's background and ways of thinking. Their stories offer both variety and similarity; anyone who has worked in community planning will find themselves nodding along in recognition and agreement with descriptions of ecstatic successes, devastating setbacks, endless meetings, and recurring fantasies of leaving the field altogether.

A single concluding chapter synthesizes threads from each piece, and offers steps by which equity planning could become less the exception and more the rule in city and municipal governments. Where the practitioners' essays leave off, the academicians pick up in this final chapter, addressing a large concern that equity and participatory planning go beyond pluralism, toward a more integrative mode of planning. Bringing marginalized groups to the core of a city's planning process is indeed a huge step towards a truly participatory system, the book concludes, but addressing their concerns in isolation is to further marginalize them.

"I am absolutely convinced that with the right value system on the part of the city administration and the right kind of staff, any planning department in the country can have a high level of citizen participation . . . without getting into tremendous, unsolvable adversarial situations," claims Billie Bramhall, who worked as a planner in Denver under Mayor Federico Pena. "It is possible to make equity planning a win-win situation for developers, neighborhoods and city governments."

Winton Pitcoff runs Change Communications, an internet consulting firm for housing and community development organizations. Contact at: win@change.org; http://www.change.org

January/February, 1997

Organize!

Finding Common Ground

By Michael Eichler

Everyone knows the real story of Las Vegas—enormous power concentrated in the hands of casinos, unchecked by government and oblivious to community responsibility. Las Vegas is also a city of staggering growth and a severe shortage of affordable housing. Despite many households having two full-time working parents in the gaming industry, their only housing options are grossly overcrowded and overpriced motel-like apartments. What should be at best temporary housing becomes permanent housing for the full-time steadily employed. Yet in this one-industry town with power and profit concentrated in the hands of so few at the expense of the rest of the community, consensus organizing recently helped bridge the divide between casino owners and the city's low-wage workers and create greater housing opportunities for those workers.

A consensus organizing approach seeks opportunities to share power for the mutual benefit of previously disparate parties. Consensus organizing requires that all the parties involved in creating or suffering from a problem draw similar conclusions. Often, people in different walks of life seem to have irreconcilable perspectives on what causes problems, but our organization, the Consensus Organizing Institute (COI), finds that skilled consensus organizers can minimize the differences in perspectives. This is the building block that can lead to collective action and power sharing.

In Las Vegas, casino owners initially appeared not to see that they had any responsibility in solving the housing problem. After all, they were providing jobs, what better community benefit could they provide? Local government had very limited dollars, while the gaming industry appeared to have almost unlimited funds. Residents, isolated and understandably distrustful and in desperate need of housing, blamed everyone for not caring.

In consensus organizing, it is necessary to look for overlapping concern rather than points of division. In the case of Las Vegas, overlap in the needs of local residents and casinos was obvious. The gaming industry in Las Vegas suffers from inordinately high employee turnover. This turnover greatly inflates training costs. Residents complained about the added pressures of cramped living quarters in very high crime neighborhoods lacking a sense of protection, social networks and "community." What no one seemed to realize is that it was possible to put a variety of potential partners together where they could be most effective and begin to solve the problems they faced.

Taking Initial Steps

COI assembled and trained a skilled staff to work with the Local Initiatives Support Corporation's (LISC) new Las Vegas program. Nevada Legal Services agreed to house the effort and administer the program. COI recruited the four-member staff (one coordinator and three organizers). The staff would work with the gaming industry, local government, financial institutions, utilities, and the residents. Needing to meet with the casino owners, the staff strategized that the banks where the gaming industry

borrowed money might be the best sort of matchmaker to give a positive introduction. It was important that casino owners not perceive these organizers as advocates only for needs of residents. In order for organizers to gain entry and a non-defensive listening ear from casino owners, it was crucial for them to show that residents were taking initial specific steps to demonstrate their commitment, concern, and responsibility. This had to be done independently of what later help might come from outside the low-income community. So, from the introductory meeting with the casino owners, organizers established a dialogue highlighting all the positive efforts underway in the neighborhoods. This dual consensus organizing in both the power structure and the neighborhoods keeps everyone in their most effective roles. The residents' first step confirms their strengths of self help and genuine determination. With the help of a consensus organizer, they began to form nonprofit neighborhood based community organizations. Over an eight-month period, four distinct neighborhood organizations formed. The residents volunteered, signed on co-incorporators, applied for nonprofit tax status, and planned initial community development projects. Simultaneously, the casino owners assumed a role of investor and lender by fusing their interests with other partners.

A key tenet of consensus organizing is that one entity never causes an entire problem and one entity never poses the entire solution. In this case, organizers appealed to the interests of banks to meet CRA agreements, utilities to gain new customers, private philanthropy to provide housing for the working class, and local government to leverage limited dollars, and then melded these interests to the casino owners interests in the high cost of staff turnover.

Building Trust

Through this method, consensus organizers shuttled positive information about progress and commitment back and forth to all parties, building their confidence in each other. In Las Vegas, not only had there been little activity between residents and the casinos, but two dissimilar parties rarely collaborated on any project. The process slowly began to build relationships and gradually concern, trust, and genuineness surfaced. Community residents' skepticism began to fade as the partners (casino owners, banks, lenders, etc.) raised $1 million and matched it with the commitment of the New York-based LISC. This pool of funds was made available to brand new resident organizations, even though they lacked previous housing development experience. The pool is designed for most of the funds to be recycled for a variety projects proposed by neighborhood organizations.

As always, building trust is a slow, continuous process. In the first two years of this process, we are seeing the beginning of a greater sense of community. Corporate leaders and major employers have now developed personal relationships with the consensus organizers and grassroots neighborhood leaders. Negative stereotypes have started to fade. This all had begun before housing activity could surface. In consensus organizing, these relationships, built on mutual self interest, are the foundation for all true lasting community improvement.

Some of the early lessons from Las Vegas are:

> 1. Never assume that unless conflict tactics are used lack of interest is irreversible. If the situation in Las Vegas had been organized around blaming the gaming industry, public opinion might have been squarely behind the employers and not the residents, minority residents in particular. Those in political power would have further isolated low-income minority communities. While it is much too early to compare the results of a consensus approach, some real common ground and respect has begun to grow among the partners.

> 2. Try to appeal to human emotions other than anger. Anger can certainly motivate people, but for

how long? In this case, the residents attributes of self help and genuine determination were highlighted. Las Vegas corporate leaders were very impressed and pleasantly surprised to find such commitment in parts of the city where they thought all hope was gone. Disparate people of unequal power can find common ground when skilled consensus organizers find shared values.

3. People can help most when they are in appropriate roles—when residents design and implement projects, when lenders lend, and when philanthropy makes grants, more results are achieved. In Las Vegas, there was lack of neighborhood improvement and control. If organizers had concentrated on appealing to the paternalism of the gaming industry, casino owners might have controlled the development in low-income neighborhoods, rather than become partners with the residents' plan. The situation presented a real opportunity for the residents to gain power. The banks needed to become the enlightened lender. The government needed to be the enlightened public servant. Consensus organizing brought all the partners to the table. The very first proposed projects have now garnered both public and private financing.

The scale of these first projects is a tiny drop in the bucket of the vast need that exists. It will take another couple of years to track results and analyze the organizing approach, but surely it is worth the analysis.
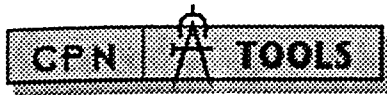
The Consensus Organizing Model

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A New Vision of Civic Engagement

The United States of America, 1996. Money dominates the
electoral process. Special interest groups contend with one another
to grab the biggest possible share of the public pie. People are
categorized, stereotyped, pigeonholed and isolated according to
(among other things) race, wealth and geography. Discussions of
many important public issues have been reduced to mudslinging
and sloganeering. Some public officials have tried to advance their
own careers by identifying (or creating) issues that are especially
divisive and using them to stir up people's fear and anger.

Meanwhile, many of the nation's most pressing problems seem to
be intractable. Despite decades of programmatic efforts to address
poverty, many Americans remain trapped in an economic
underclass, and the gap between the rich and the poor is growing.
Despite years of public concern about the quality of our schools,
student test scores have not increased, and people talk seriously
about doing away with the public schools entirely in favor of a
voucher supported private system. Despite a high level of public
anxiety and costly efforts on a national scale, violent crime
continues to plague most U.S. cities at near record levels.

For a great many Americans, these conditions have given rise to
anger, frustration and a sense of futility. People believe that their
communities and the nation as a whole are hopelessly, perhaps
irreversibly on the wrong track. Anger at public officials and
disdain for the political system are widespread. Voting and other
forms of civic participation have fallen even as the public's
displeasure and desire for reforms have grown.

Is it possible to reverse this frustration and sense of disconnection
from public life? Can people take matters into their own hands,
providing real leadership, making genuine progress and gaining the
opportunity to share power with respect to the issues that affect
their communities? Is it feasible to create an atmosphere in which
people with different backgrounds, traits and talents work together

to develop a positive vision of their communities' future, and form the partnerships necessary to make that vision a reality? Is it possible that an institution can be a genuine asset to everybody who cares about improving conditions in their communities and cities, whether they are homeowners or renters, employers or employees, ministers or mayors, corporate leaders or grade school teachers?

In communities across the United States, the Consensus Organizing Institute is demonstrating that the answer to each of these questions is "yes." By taking practical steps that rely on careful analysis and planning rather than rhetoric or false promises; by carefully crafting the relationships necessary to make progress on important issues; by seeking pragmatic solutions based on the common self interest of the people and institutions connected with a community; by forming surprising, dynamic partnerships between private and public sector leaders and community groups; by providing effective ways for individuals to use and develop their own skills and creativity on behalf of their communities; and by repeatedly succeeding at positioning people to make genuine, beneficial change on important issues, COI is giving shape to a new vision of active citizenship [1].

The Institutional Partner

Consensus organizing in a community generally starts with the identification and involvement of a local institutional partner. The partner may be almost any type of institution; COI has worked with charitable foundations, business organizations, social service agencies and government agencies. The partner provides financial resources to support the organizing process and helps open doors to similar institutions (referred to herein for lack of a better phrase as "downtown" interests, despite the inapplicability of the term in some settings) as the consensus organizers seek other partners and identify points of common interest. The fact of the institutional partner's ongoing participation is also used as a community organizing tool, as it gives skeptical members of the community a reason to believe that their efforts will lead to something tangible.

The Preliminary Assessment

The next step in the consensus organizing process is to conduct a preliminary assessment of both community and "downtown" interests. The community piece of the assessment is rigorous and detailed. What are the specific strengths and weaknesses of existing community groups? Who are their real constituents? Which issues and interests unite the community, and which divide it? Is there a tradition of volunteerism and involvement in the community? Which individuals have the widest sets of allegiances within the community? The "downtown" piece of the assessment is equally comprehensive and intensive. What relationships and linkages

already exist among the local corporations, banks, hospitals, charitable foundations, service agencies and government agencies? Who has a vested interest in supporting or opposing the community's agenda? Is there a culture of involvement in the community, or a history of inactivity or hostility with respect to the community? The results of this assessment are subjected to careful analysis, and establish the basis for COI's strategy.

Building Community Organizations

Typically, COI's strategy involves building permanent, self-sustaining organizations that will operate as vehicles for community involvement, leadership development and advocacy. Sometimes these organizations must be built from scratch; in other cases, existing organizations make modifications to their compositions, missions and approaches. Building these organizations is central to the consensus organizing model because of the quality of the participation that they demand from community members. In order to form and sustain an effective organization, residents must collaborate to formulate and carry out tasks and agendas, listen to other residents, articulate community concerns and engage in diplomacy. COI's experience has been that consensus organizing works because of these extraordinary demands, not despite them. Participants typically find that using their individual talents and skills on behalf of the community is a tremendously invigorating and inspiring experience. Commitment creates ownership. Ownership inspires commitment. Community organizations employing consensus tactics achieve tangible successes, and those successes breed confidence. Confidence in the organization and its volunteer leaders inspires further community participation.

The community organizations formed in the consensus organizing process are composed entirely of community members. "Downtown" interests, including the project's institutional partners, are not represented. The purpose of forming the organizations is to give community members the experience of responsibility and control, and to establish and implement a community agenda. While the community organizations are formed with the expectation that they will engage in cooperative ventures with "downtown" interests, it would not serve the community to allow the downtown interests to dominate or dilute the community organization's actions.

On the other hand, the consensus organizer seeks to achieve extremely broad representation from within the community. Even if the community consists predominantly of members of a single race, residents of all races are invited to participate in the organization. Even if the community consists predominantly of low-income people, residents of all income levels are invited to participate. The

consensus organizer seeks participants from every group of people that lives or works within the community, or otherwise comes into contact with the community in a significant way. While the logistical impossibility of seeking out every single person in any community makes some selectivity necessary, the consensus organizer's strategic goal is to recruit the most widely trusted individuals from every group of people affiliated with the community, and not to write off or exclude any group. For example, the consensus organizer recruits the merchants with the widest set of allegiances among the merchants doing business in the community, and the public housing tenants with the greatest credibility among public housing tenants. The result is a viable community organization that has representation from, and credibility with, every segment of the community, composed of the individuals most likely to inspire commitment and enthusiasm by virtue of their involvement, with the greatest possible legitimacy in forming partnerships with "downtown" interests.

Collaborative Ventures

The consensus organizer also takes steps to pave the way for joint ventures between the community organizations and downtown interests. Such ventures may include both camaraderie building events, such as community cleanups or community newsletters, and more substantive collaborations relating to significant community priorities. The organizer starts by identifying points of common interest and temperament. For example, the organizer may discover that community members are interested in, among other things, creating job opportunities for residents. The organizer may further discover that the owners of the factory (and major employer) at the edge of the community, while disagreeing with residents about many issues, also bemoan the lack of well-trained local job candidates. Using strategy and skill, the consensus organizer may turn this single point of overlapping interest into the basis for a community venture, such as a training program that brings together residents and factory owners.

The long-term significance of such a joint venture may be less in the benefits of the program than in the opportunity it creates for community members to interact with their co-venturers. Such interactions may spark relationships built on genuine trust and respect. As a result, on other issues regarding which the parties' agendas appear to conflict, the community may be able to employ strategies that rely in part on the existence of such relationships. The relationships may also provide the vehicle for the parties to discover that their agendas are less directly in conflict than they appeared to be, because past miscommunications and misunderstandings have distorted each party's perception of the other's interests. Furthermore, the relationships may make it possible for the parties to think creatively together, and to discover

solutions and compromises that have value for everybody.

Because of these relationships, it is entirely possible that the organizing process will result in no obvious climax to the community's pursuit of its long-term agenda -- no single event or decision that becomes the focal point for the exertion of community power.

Rather, perhaps through a thousand small interactions in the course of a hundred relationships, the community may pursue its strategy, position its residents with respect to the entities with power, present its agenda, influence the course of events and achieve its objectives. The entire process may be entirely informal, diffuse and invisible to the casual observer. The only easily detected manifestation of the process may be the successful result.

As with the process of forming and maintaining a community organization, the process of carrying out joint ventures and building relationships with people affiliated with downtown institutions demands a great deal from the community members involved. As participants in joint ventures, they must utilize knowledge and skills appropriate to the particular venture. They may be required to employ skills in management, accounting, real estate, banking, teaching or a variety of other disciplines. In some instances, there will be interested people who already have the necessary skills, and will use them on the community's behalf. In most instances, it will be necessary for some people to develop new skills, or enhance existing skills, through training and practice. While the consensus organizer can help develop some of the necessary skills and arrange for training programs, it ultimately falls to the people involved to commit their time, talent and energy to skills-building, and to apply their skills with creativity and care in the appropriate settings.

The experience of the Consensus Organizing Institute has been that people can and consistently do rise to this challenge. Contrary to prevailing stereotypes, ordinary people have been perfectly capable of mastering technical information and skills, and of combining their new knowledge with their instincts and experience to help shape and lead collaborative ventures. Indeed, people have responded to such challenges with enthusiasm precisely because the personal demands are so great, and because they enjoy using their creativity and talents to achieve tangible results for their communities.

This creative energy is not one-sided. When factory owners, hospital administrators, public officials, merchants or bankers work with a group of skilled and dedicated community members, develop relationships of respect and trust and carry out successful ventures, they often feel tremendous enthusiasm about participating in other,

similar projects. They begin to feel a stake in the welfare of the community that they may not have felt before the community manifested as a cadre of respectable, trustworthy resident leaders.

Training Consensus Organizers

An important part of COI's work is the training of consensus organizers. In the communities in which COI works, COI provides talented individuals with analytical and strategic tools to use in identifying and developing community leaders, building community organizations and developing and pursuing community agendas. COI trains organizers in the use of consensus tactics and the building of sustainable, productive relationships. Even after the completion of COI's involvement in a community, organizers trained by COI may remain in the community as resources for future efforts.

One of the important skills COI teaches organizers is how to transfer "ownership" of a project from themselves to the community. This transfer of ownership is necessary because the central objective of COI's work is to position people to share power to improve their own communities. Perpetual reliance on outside assistance including COI's assistance would undermine this objective. In every community with which it works, COI prepares organizers to engineer a seamless transition of their own roles from primary catalyst to supportive spectator. After COI completes its work with a project, indigenous leaders, linked with each other and with institutional resources in a sophisticated network of relationships, continue to work together to make a real difference for their communities.

The History of Consensus Organizing

A New Way To Save A Neighborhood

Traditional community organizers, trained in the classic conflict style pioneered by Saul Alinsky, have tried to engage and empower communities by leading them into battle. These organizers have operated from the premise that people and institutions with power will never surrender it voluntarily. Because of this belief, conflict organizers have devoted themselves to orchestrating the application of force -- usually in a series of events, such as rallies or pickets. These events have involved gathering large numbers of people, because the organizers believe that numbers are the sole source of the community's strength. The role of the people participating in such events has been simply to stand up and be counted. Traditional organizers have tried to develop community leadership by securing "victories" over institutions with power, including banks, universities, corporations and government agencies.

MiKe Eichler was well versed in these methods and assumptions in the early 1980's when he began his work as a community organizer for a neighborhood association in Pittsburgh. The neighborhood association was concerned about the activities of local real estate companies, which were trying to generate commissions in the neighborhood by engaging in "blockbusting." This practice involved destabilizing the neighborhood and encouraging resident turnover by stirring up fears that the racial balance would change and property values would plummet. Eichler responded the way conflict organizers are trained to respond: He organized residents to direct their hostility at the most successful blockbuster. He mobilized residents, turning them out in large numbers at public demonstrations, to put pressure on the real estate company to change its practices. He also helped residents file a lawsuit against the company.

The residents' campaign succeededat least, in one superficial respect. The residents prevailed in their lawsuit and the company was found guilty of illegal blockbusting. However, the only penalty imposed upon the company was a fine of a few thousand dollars less than the value of the real estate commission for selling a single home. Meanwhile, the publicity generated by the residents' efforts actually drove the company's revenues upward, as people who sympathized with the company signed up as clients.

The blockbusting continued. Despite the legal triumph, with respect to its basic objective the campaign was a failure.

Eichler realized that if the residents wanted to make real changes in their neighborhood, they would need a new approach. His solution: Get residents involved in selling real estate. With their special knowledge of the neighborhood and their neighbors, the residents would have a natural advantage in the marketplace and they could use their status as realtors to dispel the cloud of suspicion and fear that made blockbusting possible. While conflict organizers operating in the area dismissed this strategy as "selling out," the residents were enthusiastic.

Unfortunately, Eichler's effort encountered an obstacle almost immediately: A state requirement prevented people from qualifying as real estate brokers until they had been practicing as real estate agents for three years. The consequence of this requirement was that the residents could not simply open a real estate office and start seeking clients. They would need to start by becoming agents, which would entail finding an existing real estate brokerage to sponsor their activities. The local conflict organizers groused that such a partnership would amount to a "dance with the Devil," but the residents remained intent on pursuing their objective, and pressed ahead.

The residents prepared a business proposal for submission to the established brokerages, emphasizing their strengths: dedication, knowledge of the neighborhood, and contact with people who would know about real estate opportunities (such as social service agencies and funeral directors). With high hopes, Eichler and the residents approached the biggest brokerage in the area and presented the proposal. The response: "Not yet." The brokerage's owner was direct about his reason: Property values in the neighborhood had not bottomed out yet. He wanted to wait until he had reaped all of the benefits of the latest round of blockbusting before turning brokers loose in the neighborhood so he could really make a killing. While the residents were disappointed at the rejection, to Eichler's surprise they were actually energized by the owner's provocative explanation. Having at least been treated with the blunt honesty appropriate among businesspeople discussing a serious business proposal, the residents were ready to try again.

The next brokerage that the residents approached accepted their proposal. Four of the residents volunteered to prepare for the next step: taking and passing the Pennsylvania real estate licensing exam. The statewide average passage rate for first-time takers was only 24%, and these four residents had no special background or skills that would have suggested that their prospects were any better. However, they did have special motivation -- the opportunity to make a real difference in their neighborhood and confidence built by having come as far as they had. All four residents passed the test on the first attempt. The brokerage opened an office in the neighborhood, with the four resident brokers as staff.

Did this success solve the blockbusting problem? Unfortunately not. Almost immediately, the new brokers discovered another obstacle: The local banks consistently refused to lend funds to prospective buyers of homes in the neighborhood. The problem was that the homes' appraised values were too low, partly because the appraisers were taking into account the likelihood that blockbusting (and, therefore, declining property values) would continue. For example, the purchase price of a property might be $30,000. The buyer would make a down payment of $3,000 and seek a loan of $27,000. The appraiser would appraise the property at $26,000, and the bank would decline to make the loan. In addition to posing a real dilemma for the neighborhood and the new real estate brokers, this situation made the futility of the old strategy of demonizing the blockbusting real estate brokerages even more plain. As Eichler and the residents now learned, even achieving "victories" over the brokerages would not have solved the blockbusting problem. The machine was too complex for the "defeat" of a single cog to make enough of a difference.

The residents solved the appraisal problem by taking advantage of

the one source of power they had with respect to the appraisal process: In order to make an appraisal, the appraiser had to obtain the keys to the home from the real estate agent. As a result, the four resident real estate agents knew when and where any appraisals of the properties they sold would take place. They began to organize neighborhood residents to meet the appraisers, not to create any conflict, but simply to offer some help with the appraisal process. The residents told the appraiser how nice the neighborhood was. They talked about the quality of the schools. They offered to show the appraiser their own homes. The result was that the appraised values of the homes started to increase, and the banks started to make the necessary loans.

The resident real estate agents also worked to end the blockbusting-induced panic by spreading the word of their own successes. As neighborhood homes sold at respectable prices, the fears of other residents about the value of their own properties diminished. In the end, the neighborhood stabilized and the blockbusting ended. The neighborhood remains racially mixed and a pleasant place to live to this day.

The Mon Valley Initiative

The success and unique methodology of the anti-blockbusting campaign attracted attention, as people involved in community improvement efforts throughout the greater Pittsburgh area recognized the value of an approach that emphasized strategy, pragmatism and relationship-building. Over the succeeding several years, Mike Eichler had opportunities to use and develop the fledgling consensus organizing model in a variety of settings.

Of all of those settings, none seemed more daunting at the outset than that of the Mon Valley, the region encompassing the industrial cities and towns located along the Monongahela River near Pittsburgh. The Mon Valley's economy was collapsing because of the declining fortunes of the U.S. steel industry. Massive layoffs had led to widespread unemployment and consequent poverty. The steel mills that had been the heart of the region's economic life sat dormant and abandoned along the river.

Anger and frustration were rampant. The leadership of the local unions placed blame for the situation squarely on the shoulders of the factory owners, who (they charged) had made their millions off the backs of the people of the Mon Valley, then walked away when times got tough. The factory owners, in turn, blamed the unions for refusing to make sufficient concessions, even when shifting economic conditions made such concessions necessary to the plants' survival.

The local political system was poorly equipped to address the

situation. Local elected officials had spent their entire careers taking the fact of the steel mills' continuing operation for granted. As a result, they had little to offer in the way of creative solutions to the region's overwhelming problems. Moreover, many local officials were old-time politicians interested primarily in keeping control of the flow of public resources into the community. Unwilling to surrender power even to their constituents, such officials stood ready to thwart solutions that involved empowering residents of the Mon Valley communities to find creative ways to improve their circumstances.

From the perspective of many Mon Valley residents, the situation appeared nearly hopeless. The prosperity and stability of the Mon Valley's steel enterprises had been a central fact of their lives for decades. The steel companies had been more than just providers of jobs; they had been the most significant unifying force in community life.

While residents felt a great deal of frustration about the apparent paralysis that afflicted their elected officials, it was difficult for many of them to envision solutions that involved taking and using power on their own behalf. There were no active organizations developing or advocating community political agendas. To the extent that residents interacted in an organized way outside of the plants, it was in social or religious organizations with no political objectives. Moreover, some residents had internalized their positions within the former plant hierarchies. After years of laboring in subordinate roles and assuming that power would be exercised by the foreman or plant manager, it was simply difficult to imagine taking charge.

The situation was not improved by a series of traditional, conflict-oriented community organizing efforts. In an attempt to stir community passions, organizers tried to personalize the source of the communities' problems by demonizing the plant owners. One tactic they employed was to march into a plant owner's church during a Sunday morning service, disrupt the service, point to the plant owner and publicly accuse him of having caused the communities' unemployment, poverty and malaise. Such tactics usually backfired by generating sympathy for the targets. In the end, no widespread sense of resident empowerment, and no measurable improvement in the quality of life in the Mon Valley, resulted from these efforts.

Despite these bleak circumstances, there were outside institutions willing to take the initiative and devote resources to improving conditions in the Mon Valley. In 1985, the Allegheny Conference on Community Development, a group of corporate leaders in the Pittsburgh area, used funds from the Heinz Endowment to hire Mike Eichler to explore the possibility of implementing a

community-based development effort. These self-selected institutional partners did not provide Eichler with a project design or even a job description. They simply allowed him to use the fact of their commitment and the promise of resources as an organizing tool. This flexibility reflected their confidence that the Mon Valley communities had substantial human assets, and that with the proper catalyst, the communities could develop their own agendas and take sophisticated, creative, beneficial action on their own behalf.

Eichler's most important task was to develop a strategy. Reconnaissance of the Mon Valley communities and downtown interests indicated that each bore a substantial distrust for the other. Residents were suspicious about the institutional partners' motives and depth of commitment. Would they really allow the residents to set their own agenda, or would they eventually seize control? Downtown interests were suspicious because of the recent conflict-oriented organizing efforts. Would hardened activists take control of the process and use the downtown interests' own resources to attack them? Eichler concluded that in order for the effort to have any chance of succeeding, he would have to persuade each side that the other had demonstrated a commitment inconsistent with the feared ulterior motives. In order to assuage the concerns of community members, he would have to have resources available to deliver immediately, as well as a clear mandate that projects resulting from his efforts be controlled locally. In order to assuage the concerns of the corporate partners, he would have to make the organizing effort broadly inclusive, ensuring participation beyond that of self-designated community leaders and activists.

Eichler decided to focus on quality control as another way of building credibility with both community residents and downtown interests, and of facilitating their eventual collaboration. In order to achieve a visible commitment to high standards, he worked with the Allegheny Conference to bring in the Local Initiative Support Corporation (LISC) as an additional resource. As a national community development intermediary, LISC was useful under these circumstances because it contributed both funding and a staff devoted to maintaining quality control. Before it would release resources to community organizations, LISC required the organizations to demonstrate a long-term commitment to the project by successfully recruiting members and sustaining activity over a period of time. In this instance, LISC also required that the community organizations formed in the course of the organizing project become 501(c)(3) non-profit corporations meeting all applicable legal requirements.

These rigorous expectations appealed to the institutional partners, who were reassured that their investment would likely yield tangible, beneficial results. In addition, the standards themselves

became an invaluable organizing tool. Contrary to the prevailing stereotype, many community residents were extremely attracted by the prospect of working for an effort in which the demands were so rigorous and the expectations so great. Moreover, the group of residents who were attracted by the project's high standards tended to have a particular set of qualities that made them extremely valuable members of community organizations. These qualities included pragmatism, patience, and an unwavering dedication to promoting and sustaining the organizations once they had made the initial decision to join. In the later stages of the organizing project, when the newly formed community organizations engaged in collaborative ventures with institutional partners, the partners were impressed, reassured and inspired by those very qualities in the resident leaders.

The organizing effort led to the formation of community development corporations or similar organizations to represent 14 Mon Valley cities and towns. The community organizations focused on a variety of development projects, as determined by the interests of the local residents and available opportunities. Often in collaboration with institutional partners, the organizations successfully completed projects relating to housing and to commercial, business and industrial property. These ventures produced tangible, if modest, improvements in conditions across the Mon Valley.

Despite these early successes, the initial impact of the community organizations' activities was substantially limited by the organizations' lack of political clout. Different portions of the Mon Valley fell within four different counties. Each of the Mon Valley towns represented only a small percentage of the people in its county. As a result, each organization faced difficulty in influencing public policy, because no county government was accountable, in any meaningful way, to the residents of any Mon Valley town.

In order to overcome this problem, the community groups banded together to form a regional organization known as the Mon Valley Initiative. Regional organization allowed the united community groups to appeal directly to the Pennsylvania state government on matters of public policy. The state was a willing object of such appeals, both because the united community groups represented such a large number of citizens and because the state needed regional resources to address regional problems.

An additional benefit of regional organization was that it created new opportunities for resident leadership development. Community members began to be exposed to politics and policymaking on an enormous scale, and faced the challenge of developing, advocating and implementing a regional agenda. Moreover, the residents began to develop relationships with policy makers and opinion leaders

from across the state. While carrying out these tasks required that the residents develop and employ skills not normally associated with members of low-income communities, they did so enthusiastically and successfully.

Uniting the local community organizations to form the Mon Valley Initiative made sense for another reason as well. Not surprisingly, the people making decisions on behalf of local corporations and other downtown interests tended to think of problems regionally. Political boundaries such as county lines were essentially irrelevant in devising, for example, marketing strategies and workforce recruitment plans. Consequently, representatives of downtown interests believed, and recognized, that for the locals to view and address problems regionally required a profound degree of sophistication. The concept of the Mon Valley Initiative impressed and appealed to the very corporate leaders whose willingness to become a partner in community and regional projects was a key to the Initiative's success.

> More than seven years after its creation, the Mon Valley Initiative continues to function as an effective catalyst and forum for community involvement and leadership development. Several hundred residents are involved in a variety of Mon Valley Initiative groups and committees. The Initiative and its component organizations have created over $14 million in new investment in the Mon Valley, and the Initiative serves as a respected participant in regional economic development and business retention efforts.

The Development Team

Following the success of consensus organizing in the Mon Valley, both Mike Eichler and LISC were ready to apply the model in other cities around the nation. LISC hired Eichler to lead its new Development Team, which would plan and carry out pilot consensus organizing projects. These projects eventually went forward in six urban areas: Little Rock, Arkansas; New Orleans, Louisiana; Palm Beach County, Florida; Houston, Texas; Baton Rouge, Louisiana; and Las Vegas, Nevada. The basic objective of each Development Team project was to give residents of lower income neighborhoods a meaningful opportunity to address and measurably improve conditions within their communities.

Eichler hired, trained and supervised talented individuals who took charge of the consensus organizing efforts at several of the sites. These project coordinators included Richard Barrera (Little Rock), Reggie Harley (New Orleans) and Mary Ohmer (Palm Beach County). Each project coordinator, in turn, identified and hired

local organizers to serve as the primary contacts and catalysts for the various communities. With training and supervision from the project coordinators, these organizers (a diverse group of 18 organizers at the 6 Development Team sites) became skilled strategists and communicators, and played a central role in developing resident leaders and building community organizations.

The organizers began working in a variety of neighborhoods at each site, gathering detailed information about people's perceptions of their neighborhoods and of each other. After analyzing this information with the help of the project coordinators, the organizers used the information to identify potential resident leaders, and to develop and carry out strategic plans for bringing people together to form community organizations. These community organizations included respected representatives from every segment of the community -- homeowners, renters, business owners, clergy, social service providers. Once the community organizations were active, strong and stable, they commenced the formal process of becoming community development corporations (CDCs). The Development Team's work led to the creation of 32 new CDCs, each with a board of directors composed of committed volunteers from the communities they would serve.

At the same time, the project coordinator at each site undertook a detailed analysis of the private and public sector institutions around each community, and built relationships with many of the people associated with those institutions. By carefully assessing the real interests of these people and institutions, identifying potential common ground, identifying pragmatic individuals and building strategic relationships among them, each coordinator assembled a cadre of people who could provide resources to the project. These institutional lenders, representatives of philanthropic organizations, corporate leaders and government officials formed an advisory board at each site. In addition to contributing resources, many advisory board members became personally involved in the projects, interacting with community residents and taking an active role in encouraging the efforts of the new community development corporations.

The community development corporations developed and implemented plans reflecting the aspirations and needs of their constituent communities. Some of the CDCs focused on home ownership, building new homes or renovating existing homes in order to improve the physical appearance of their neighborhoods and to provide opportunities for lower income people to own homes. Other CDCs built or renovated rental units, improving their neighborhoods by ensuring that the facilities would be well-managed and occupied by law-abiding, community-minded tenants. Many CDCs purchased and developed commercial property, bringing retail stores, offices and light industry, as well as

job opportunities, to their neighborhoods. In all, the 32 CDCs raised and invested millions of dollars in their communities.

With the help of the organizers and project coordinators, the community residents who volunteered to serve on the CDC boards became skilled developers, diplomats and advocates, participating in every phase of the CDC development projects. Board members who served on their CDC's Site & Legal Committee navigated the process of formally securing properties for development. Design Committee members made decisions about the physical appearance of new and renovated facilities, taking into account the interests of the community and the aesthetics of their neighborhoods. Marketing Committee members found buyers and renters for properties developed by their CDCs. Finance Committee members helped obtain and layer the funding necessary to complete development projects. While each of these responsibilities required that the participants develop new skills, absorb technical information and contend with a variety of challenges, the CDC board members responded with enthusiasm to the opportunity to shape the character of their neighborhoods.

In addition to identifying leaders, assembling volunteer CDC boards and developing the skills of board members, the project coordinators and organizers at each site recruited a diverse and talented group of professionals to provide technical assistance to the CDCs. These technical assistance providers included expert architects, marketing specialists, attorneys and/or development consultants specializing in supermarkets, business incubators, light industry, commercial real estate or other aspects of economic development, depending on the nature of the projects going forward at a site. In addition to contributing their expertise in connection with the projects themselves, the technical assistance providers worked extensively with CDC board members, further developing their skills and preparing them to make key decisions with a full understanding of the options and their consequences.

The project coordinators also made sure that the CDC board members had opportunities to build relationships with people associated with resources not represented on their local advisory boards. For example, CDCs went through the process of applying for (and receiving) Block Grant funds and HOME dollars, and in the process became familiar with the people and institutions providing those resources. Such experiences allowed CDC board members to learn the process of seeking private and public resources for development projects, and positioned them to navigate the process successfully in connection with subsequent projects.

One of the enduring legacies of the Development Team projects has been the group of dedicated community volunteers whose skills

were developed in the course of their involvement at each site. For example, a community volunteer and CDC board member from the Little Rock site became LISC's coordinator for the Las Vegas Development Team project, responsible for hiring and supervising the community organizers at that site. Another volunteer, from one of the Palm Beach County CDC's, built on his CDC experience to become a private real estate developer, specializing in low income neighborhoods. Still another volunteer, also from a Palm Beach County CDC, has been asked to chair a task force to develop an infrastructure plan for her community, and has started and secured funding for an Enablement/Tutorial program for local children. For these and many other volunteers at the six sites, the consensus organizing process helped to catapult them into positions of leadership, responsibility and community service.

The Consensus Organizing Institute

With the Development Team's success in six cities, interest in the consensus organizing model grew. Entrepreneurial individuals from cities and towns across the nation, representing organizations addressing the gamut of economic and social issues, heard about the model and began to think and talk about how consensus organizing could position people to solve problems and make lasting changes in their communities.

At the same time, the model itself was evolving. Originally devised in response to a particular set of conditions in a single neighborhood in Pittsburgh, the model had been refined and tested in Pittsburgh and the Monongahela Valley and further developed under the auspices of the LISC Development Team. Each venture in consensus organizing reflected the trials and lessons of the earlier efforts, and enhanced the model's applicability in new settings, in connection with new issues.

In fall 1994, Mike Eichler and his Development Team colleagues decided that the time had come to create an institutional home for consensus organizing. They envisioned an organization that would dedicate itself to developing the consensus organizing model and realizing its potential for enhancing people's lives and improving their communities. The new organization, to be known as the Consensus Organizing Institute, would practice and teach consensus organizing in diverse settings across the nation, and would advise local organizations about how they could help address issues and solve problems using consensus organizing techniques.

With initial funding from the Rockefeller Foundation, the MacArthur Foundation, the Surdna Foundation and the Mott Foundation, the Consensus Organizing Institute opened its doors in November, 1994. Richard Barrera, Reggie Harley and Mary

Ohmer, experienced members of Eichler's Development Team, joined Eichler at the new organization as Regional Coordinators.

Since its creation, COI has had the opportunity to put consensus organizing to work in numerous communities, in connection with a variety of dynamic initiatives. As more and more people have come into contact with the Consensus Organizing Institute and learned of the results obtained through consensus organizing, COI's portfolio of projects has grown rapidly in its size, scope and diversity. Among the projects with which COI has worked are the following:

☐ **Kansas City, Missouri:** COI provides strategic advice to an alliance of neighborhood organizations regarding program design, neighborhood leadership development and organizer recruitment and training. COI also provides strategic advice and trains community organizers in another program aimed at building civic participation and improving the quality of life in Kansas City block by block.

☐ **Chattanooga, Tennessee:** COI is working with a local foundation dedicated to improving Chattanooga's schools on a program that will create permanent, highly effective community/school partnerships in lower income neighborhoods. The project involves building new community organizations, identifying interests shared by schools and their neighbors, and building new relationships between neighborhoods and Chattanooga's corporate community. COI designed the program and is guiding its implementation, including the hiring and training of the project's local staff.

☐ **Jobs-Plus:** COI is working with a nationally recognized employment policy research firm on a national demonstration project designed to create employment opportunities and incentives for residents of public housing projects. The project is being supported by a national foundation and the U.S. Department of Housing and Urban Development, and will go forward in six cities. COI's role in the initial phase of the project is to visit and analyze potential sites and participate in site selection.

☐ **Fort Worth, Texas:** In an initiative funded by a local corporate foundation, COI is working to convert a federally funded antidrug abuse program into a vehicle for community capacity building. COI works with and builds relationships among program administrators and community organizers, Fort Worth businesses and institutions and local leaders. In addition to assisting in the design of the new program, COI provides advice and training to organizers and volunteers.

- **New York, New York:** With financial support from a community foundation, collaborative organizations have formed to run community projects in three diverse New York neighborhoods. Each collaborative is composed of seemingly unlikely partners. For example, one collaborative is composed an umbrella group of Jewish organizations, a Puerto Rican organization, a church and the local Navy Yard. COI works with each collaborative to address issues of planning, strategy and relationship-building, helped each collaborative hire a community organizer, and trains each of the organizers.

- **Boston, Massachusetts:** COI is administering the Boston Initiative, a project funded by community foundations and other local organizations. The project began in February of this year, and over the next two years will bring together neighborhood organizations and city-wide support organizations, including a housing organization, a coalition of private sector leaders, a group devoted to public safety and an organization devoted to business development, to create productive relationships and run programs that will improve the quality of life in Boston's low income communities.

- **New Orleans, Louisiana:** COI trains community organizers and provides strategic advice to six community development corporations formed by COI staff when they were members of the Local Initiative Support Corporation Development Team. COI also has drafted a report on consensus organizing techniques for a local university.

- **Dayton, Ohio:** A social services provider in Dayton hired community organizers to work in four Dayton neighborhoods, to identify community needs and concerns. COI provides training to the organizers, and works with volunteers and community organizations to build leadership capacity in the four neighborhoods.

- **Palm Beach County, Florida:** COI trains community organizers and provides strategic advice to six community development corporations formed by COI staff when they were members of the Local Initiative Support Corporation Development Team.

- **Las Vegas, Nevada:** COI worked with and advised a national community development intermediary in forming new community development corporations. COI now provides regular strategic advice regarding program design, organizational development, technical assistance procurement and relationship building to the local project

director and the new community organizations.

☐ **San Diego, California:** COI works with a group of business, institutional and public sector leaders, to build relationships with community leaders in San Diego, California and Tijuana, Mexico in order to address a variety of cross-border issues. The major focus of this effort has been to plan an agenda for growth in the San Diego-Tijuana metropolitan area, with a particular emphasis on children's health care, education, nutrition, family planning, home ownership and environmental issues. This project is funded through an initiative of a national charitable foundation.

☐ **Utica, New York:** Utica received a grant through a state program in order to establish a neighborhood advisory council. COI provides strategic assistance to the city in designing the program to meet local needs and developing a Strategic Neighborhood Action Plan.

☐ **Bridgeport, Connecticut:** COI worked with a national community development intermediary to recruit and hire, and now trains, an organizer to build neighborhood leadership in The Hollow neighborhood.

☐ **Baton Rouge, Louisiana:** COI worked with a national community development intermediary to form and advise six community development corporations.

☐ **Dubuque, Iowa:** COI provided strategic advice to the City of Dubuque, and provided training to fledgling neighborhood groups regarding organizational development strategies.

☐ **Hillside, New Jersey:** COI provided strategic advice to a child care resource and referral agency in connection with its coordination of a statewide collaborative effort to develop a professional development system for people working in the field of child care and early education.

Responding to COI's early success, the COI Board of Directors, at a Strategic Planning Retreat in May, 1996, articulated an ambitious vision for the organization's work and growth over the next five years. As COI brings the consensus organizing model to more cities and addresses an even wider range of issues, the institute will also be adding to its existing training capabilities, planning national consensus organizing initiatives, building relationships with entrepreneurial institutions, expanding its core staff and carefully documenting its progress. COI will also continue to refine and enhance the collection of insights, tools, strategies and tactics known as consensus organizing, making the model an increasingly effective catalyst for a potent new form of civic engagement.

Endnotes

[1] A description of COI's work in various communities is set forth below, beginning on page 19 of the original text.

Click here to connect to the Consensus Organizing Institute affiliate page.

Community organizing is undergoing a quiet revolution. The old model of adversarial organizing, dependent on easily identifiable enemies who have the power to make changes, is giving way to one based on consensus, in which community, corporate and government interests find common incentive to rebuild neighborhoods.

There are a variety of reasons for the shift. In many metropolitan areas few potential targets are left that have the power to singlehandedly deliver results to poor neighborhoods. Local governments often are weak and financially stressed. Corporations operate on a global stage and are increasingly unmoved by local community pressure.

At the same time, activists have come to recognize that change requires long-term commitment and sustainable relationships between neighborhood residents and outside supporters with capital

and power. These relationships *must be* based on mutual trust and the anticipation of mutual gain. Consensus organizing brings people together to create community institutions, deliver new resources and open lines of communication.

> *Activists have come to recognize that change requires long-term commitment and sustainable relationships between neighborhood residents and outside supporters with capital and power.*

The primary advocate and practitioner of consensus organizing is Mike Eichler, president of the newly formed Consensus Organizing Institute in Boston. Eichler began as an organizer in

Pittsburgh. In 1982 he developed a model to help neighborhoods suffering from blockbusting and redlining: local residents became licensed real estate agents, and with the cooperation of a neighborhood Realtor, marketed properties in a responsible way. A portion of sales commissions was returned to the neighborhood. In this precursor of consensus organizing, residents and the cooperating Realtor both benefited.

In 1989 Eichler began working for the Local Initiatives Support Corp. (LISC). Under its auspices, he has successfully used consensus organizing in Monongahela Valley, Pa., Houston, Palm Beach County, Little Rock, New Orleans and Northern Ireland.

In June 1994, Eichler was invited to Chicago by the staff of The Collaboration Project to discuss his approach to organizing. This interview grew out of that discussion.

A Conversation about Consensus Organizing

Q What is the "Eichler process" for consensus organizing?

A *The process involves five steps that can be used in a variety of settings and on many issues. First there must be an individual or institution, locally or nationally, with vision who has an idea for solving a problem. But if you're going to do something local, you cannot have a national player come in and be the driving force in putting the project together. That has to shift immediately from whoever might have catalyzed the idea to a local player. It's fine if the germ or kernel comes from outside, but the transfer has to be done very early.*

Then the key local player goes out and sells the idea across the political spectrum. He has to bring in supporters who are more broad-based than the normal players. Those who normally would be interested are not enough.

The third step is to find a "surprising partner." This is a key element in the model. It has to be some person or institution who's really unusual and credible, who will raise people's eyebrows—maybe a major player who has been totally inactive. It is amazingly powerful if you can do it. In fact, the involvement of a surprising player is a good litmus test for how well the program is designed. If everyone who had been turning a deaf ear to the problem is still turning a deaf ear, we don't have a good program.

The fourth step is to demonstrate evidence of leverage—to prove you have support. You need high expectations for what you classify as involvement. There's no substitute for cutting a check. People will say "We need more than money, we need involvement," and that's true— but there also has to be money. The easiest way to demonstrate

serious commitment is through money. The next is direct involvement by high-level people. You really have to prove you have both. It's better to be very honest: you either have it or you don't. If you don't, you develop a plan to get it.

The last step is to demonstrate results. The people who are designing the program need to be very honest and ask themselves what they want to have happen, but also what they will be satisfied with minimally. That's what you package through all the first steps. You want to produce results consistent with what you've said you're going to do. You can raise more money over a longer period of time by minimizing what you say the results are going to be but accentuating the significance of those results. For example, you might tell people that you're going to develop a small number of housing units in the inner city, but in doing that you also will develop 80 experienced community leaders who understand the development process and can do it again. You don't say "We're going to solve the inner-city housing problem."

Q Is this model the way it does happen or the way it should happen?

A *This is my view of how it does happen. That outline is the practical reality of the factors necessary to bring a collaboration together.*

Q Does consensus organizing assume that in every neighborhood there is the potential for leadership?

A *Yes, but there is going to be a ranking as to how difficult it will be to develop that leadership. You can't tell what neighborhood is #1 or #10 based on demographics or*

statistics. It's based on getting to know people. There are some communities with more potential than others. The most devastated community physically might be stronger than one that looks considerably better.

Q In isolated communities people are under enormous economic and social stress. Do they have the time and resources to become leaders?

A *In our work we're not talking about leadership development among a large number of people. We're not training 2,000 people. That's almost impossible in a devastated community. But you can find a smaller number of people who, if properly supported, can and do have the energy necessary to be engaged in these things. If you're looking for a smaller number of people carefully chosen and nurtured, yes, the energy level is there.*

Q What kind of people do consensus organizers look for as potential leaders in a community?

A *We look for people who have a stake in the neighborhood, whether financial or emotional. They may own a business or property in the community, or they were born and raised there and have good memories. In some neighborhoods there is little of that left. There might be a current connection—the neighborhood is near work, or near a doctor or relative. Sometimes it's finding the type of person who would want to help no matter where they're living. Our experience is that it's best to see what connections are still left and build on that. It's surprising how much is left in certain communities: more than what outsiders think. The organizer is trained to find those people.*

Q How do you identify the self-interest in downtown institutions?

A *The process is no different than in the neighborhood, and it's an equal challenge. While the organizer is in the neighborhood, another person is doing the same thing in the downtown business and corporate community—looking for people who have a stake. In most cities there's a lack of energy or optimism on the part of people from downtown who have resources. You're dealing with negativism and a feeling of being disconnected. There is a yearning on the part of both parties not to be isolated. No one says, "Isn't this great that we have part of the city that's terrible and I'm afraid to go into it." Nobody thinks anybody else cares about making things happen.*

And everyone points to someone else as the reason for the problem. The corporate people say "The people who live there don't care." In the neighborhood, people say "Nobody cares." Is that true? No. You have to break low expectations and negative stereotypes. You have to work in both circles (in neighborhoods and in corporations and foundations) at the same time. You're not telling either side that they're wrong when they're dumping on the other. The organizer in the neighborhood and the coordinator in the corporate community can begin to break the stereotypes and the reasons for inaction because they can show something going on in the other circle. It's true that we're making it happen—but we can point it out. We can say, "Let me tell you about this exception to the rule." That's different than saying, "Your preconceptions are wrong." We don't preach.

The best way to tear down stereotypes is to take out the middle man. You need to put people from the bank or the foundation

in the same room as people from the neighborhood. You need brokers to get the process going, but then you have to get them out of the picture and get people directly together. In our consensus organizing work at LISC, the community development corporations have no professional staff. Community residents learn how to develop real estate. They learn who owns the property, how to negotiate to buy it, they design what it's going to look like, find people to move in, work with government agencies, choose financial institutions, hire the construction company. It's very process oriented. The banker would much prefer to talk to the people from the neighborhood who know what they're talking about and deliver results.

Q How do you convince corporate officials that they're the right ones to be involved?

A *You make people feel special. There's a lot of psychology in this. You make everybody be the exception to the rule, you don't change the rule. You tell them, "You are the kind of person who's going to care." It's no different than in the neighborhoods.*

Q When you talk to business people about the consequences of ignoring distressed communities, how do you avoid playing to racial fears?

A *Fear is rampant in all the elements we're bringing together. The business leader is afraid of getting hit over the head, of a race riot, etc. He's also afraid what will happen to human beings that are stuck*

in a distressed low-income neighborhood. He's afraid for the people who live there. It's possible to take fear and do something positive with it. We're doing the same thing with the people in the neighborhood. They're afraid of dealing with powerful people, afraid they'll get ripped off, afraid their neighborhood is going to be turned into a shopping mall.

I don't want to have a double standard. If you're going to give neighborhood people a break and say, "I know why you don't trust anybody," you have to do the same for the business person. Traditionally, organizing has preached to toward the corporate business side. I don't want to let either side get away with stereotypes.

Q How do you pick neighborhoods to work in?

A *We're looking for strength. In the past, neighborhoods got resources based on their ability to demonstrate need. If you showed how lousy your community is, you'd get money to improve it. You still have people in the neighborhood who believe their job is to tell you how bad they have it. People in low-income neighborhoods have seldom seen resources come in based on their strength. They're not used to telling people, "We have strengths." There's a whole culture of people in community development and social service who are trained to tell you why it's terrible where they work.*

Neighborhoods get our money because they identify an opportunity. It begins to sink in that you can get resources by acting differently—by coming up with strength and building on it. That's how middle-income communities get resources every

day. In low-income communities they've been trained to say, "It's terrible here, now you need to help us." No middle-class person respects that. No business person respects that.

When you find sharp potential leaders in the neighborhood—they get a gleam in their eye. They say, "I always thought this was a great neighborhood." We have to unleash that. There's not an abundance of it in distressed neighborhoods, but there's some of it. This model tries to ferret it out, find it, link it to the greater community. Neighborhoods make connections to the greater community through respect. That connection is extremely powerful and it's what improves a community. There needs to be a series of micro relationships. It's not dramatic nor easy to capture, but it's very real.

Q What are the tangible results of consensus organizing efforts?

A *We develop leaders and we develop buildings. Within the community development field there was a shift in early '80s under the Reagan presidency with more corporate and private-sector involvement in communities. When that idea was sold to the corporate community, their attitude was "We've heard all this malarky on giving people a stake in their community. What does all that mean?" The sellers of community development said, "You're going to have a tangible product—buildings." The corporate community liked that.*

In the '90s, the activist foundations began to say, "It's good to see these buildings, but what about the development of people? Do they have a stake? Are they more connected to society?" The sellers of bricks and mortar didn't have a lot to show. There was a dichotomy, with one camp saying, "Show

me empowerment," and the other saying, "Show me a physical product." Mon Valley is a model that did both. (Editor's Note: Pittsburgh-area businesses, foundations and county officials together deployed the first formal consensus organizing team there to organize new community development corporations and a sustainable group of local support organizations.)

Just because you build buildings doesn't mean you have to stop developing people. In fact, these are complementary. Our model is driven by volunteers from the community. We haven't turned real estate development over to a professional staff. Originally that was criticized; people asked, "Where's the big portfolio?" There was some real estate development and a lot of leadership. Now the circle has come around and we're ahead of the game.

What excites me is that we've done this in enough places that you have a lot of people exposed to how it works. **TCP**

CLASS EVALUATION FORM - MODULE TWO

Date of class:

What did you learn in today's class?

On a scale of one to five, with five being excellent, and one being poor, how would rate this class?

             5   4   3   2   1
      excellent   poor

Why did you give the class this rating?

What activities were the most interesting or helpful? Why?

What activities were least interesting or helpful? Why?

Do you have any suggestions on how the instructor can improve the course?

Additional comments:

Grassroots Leadership Training
Instructor Evaluation

Please use the back of sheets or add pages for extra space.

Overall evaluation

1. On a scale of five to one, with five being the highest, and one being lowest, how would you rate the training session?

   5   4   3   2   1
   excellent   poor

   Why did you decide on this score?

2. What is the overall value of this training session?

General information

3. Which session (s) did you present? How long was the session?

4. How many students registered for the session?

Demographic information

5. What was the demographic make-up of the class? (We realize you may not have exact information on this. (Please answer as best you can)

a. How many women and men?

b. Were racial minorities represented in the class? How many of each?

c. Were ethnic groups represented in the class? How many of each?

d. What would you estimate the ages of the students to be? (How many from 18-25, 26-30, 30-40, 40-50, 50-60, 60 and above?)

e. Describe the socioeconomic make-up of the class.

f. Were there language differences in the class?

g. Any other demographic factors that were significant?

9. How did the demographic make-up of the class influence its success or lack or success?

Experience of class members

10. What were the different levels of leadership experience represented in the class?

11. How did the different levels of leadership experience help or hinder the quality or tone of the class?

Curriculum

12. On a scale off five to one, with five being the highest, and one being lowest, how would you rate the training session?

13. On a scale of five to one, with five being the highest, and one being lowest, how would your rate the class plans for this course?

    Why did you decide on this score?

14. Would you change the content of the training material? How?

MODULE THREE

COMMUNICATION SKILLS

OBJECTIVES AND LIST OF EXCERCISES FOR MODULE THREE

Objective

Participants will:

1. Get overview of the class.

2. Learn to listen.

3. Increase their awareness of cultural diversity.

4. Learn about how their backgrounds and cultures affect leadership and group dynamics.

5. Learn how to handle conflict.

List of exercises

1. Welcome back.

2. Discussion on listening.

3. Listening to people talk about their backgrounds, gender, cultures, and religions in pairs; large group discussion.

4. Discussion on conflict resolution.

5. Wrap-up and summary of class.

6. Evaluation

COMMUNICATION SKILLS

I.   **Why should community leaders learn "people skills"?**

In order to bring about long-term changes, you must build support for yourself and your goals. Only with a broad base of support your programs/projects and policies will be adopted.

A.   In order to gain peoples support you have to win their respect and trust.

     1. People notice and remember how you act toward them.

B.   Building support among people is distinctly different from manipulating people to agree with your position.

     1.   To earn someone's respect and trust, you must respect his/her views and encourage them to contribute their ideas.

     2.   You build a relationship based on the exchange of ideas and mutual interests.

C.   Establishing relationships based on trust and the exchange of ideas is a key leadership skill.

     1.   Once people trust you enough to speak with you honestly, they will come to you to talk about issues of concern.

     2.   They may not agree with you.

     3.   You will be able to work with them to come to an agreement.

     4.   No matter what their point of view, they will view you as being on their "side," not an adversary.

II. Listening

Listening is a basic and important skill. You need to rely on your listening skills when leading or participating in meetings, when trying to get people involved in projects, resolve conflicts and in every activity that involves people. Although listening to people is a simple concept in theory, in <u>practice</u> it is not always easy.

A. When you listen to a person you can help him figure things out for himself.

1. People think best and most creatively when another person listens attentively.
2. Listening is more useful than any advice you can provide.
3. The best advice in the world does not help an individual clarify his own thinking.
4. People rarely get a chance to be listened to with respect and without being interrupted.

B. When trying to win someone over to your program, listening can often be more effective than presenting your views.

1. When you listen to a person, you can win their trust.
2. As you listen, people will be less concerned with getting their point across and more open to new ideas.
3. By listening, you reassure someone that you value his or her idea.

C. When trying to resolve conflict, listening carefully to the "other" side can be helpful.

1. Often people are unwilling to move from their positions because they feel that they have not been heard.
2. If you listen to people long enough, so that they can thoroughly air their grievances and their

concerns, they become less defensive and more willing to negotiate.

III. Awareness on cultural diversity

Diversity is a strength. Cultural differences allows society to learn different ways of viewing the world. Each culture in our society approaches issues from different perspectives, experiences, and values. The more we learn about these perspectives the greater are our chances of solving problems. No matter which culture we belong to, we gain from the richness that diverse cultures offer us.

A. Why should leaders think about cultural diversity?

1. In order to build relationships based on respect and trust, you must be sensitive to cultural diversity.

   a. Culture is central to many people's identities
   b. Without an understanding of a person's culture you may miss out on what is important to him/her

2. Many of the challenges our communities face require that diverse individuals and groups work together to address them.

   a. Discrimination, miscommunication, and isolation within and between cultural groups have hindered cooperative efforts.

3. In order to help people overcome common problems and work together, leaders will need to become sensitive to the role that cultural diversity plays.

   a. Celebrate cultural differences while overcoming miscommunication, discrimination, and isolation.

B. What is culture?

Culture is a complex concept that many experts define differently. You can define your culture according to your experiences as a member of a group or community. You are the "expert" when it comes to your own culture.

1. We are influenced by our culture.

   a. Our culture influences how we lead, approach issues, and how we participate in groups and in communities.
   b. Sometimes we are not aware of our cultural differences.

C. Cultural diversity and our leadership styles.

   1. Our cultures affect the way we lead and how we think about leadership.

      a. In some cultures leaders are

         1. Outspoken and directive
         2. Reserved and gentle
         3. Value listening more than speaking
         4. Taking a stand is of utmost importance

D. It may be helpful to you, as a community leader, to think about your style of leadership and how your culture influenced it.

   a. Does your culture encourage or discourage your leadership?
   b. What leadership style is highly regarded in your culture and which is not?
   c. Which influences have been positive and negative?
   d. Now you can appreciate the constructive tools your culture has taught you and discard the messages that have hindered your leadership.

E. Be aware of cultural diversity within your group.

   a. It is very important to be aware of diversity within a community.
   b. Lack of awareness or understanding of people's culture and backgrounds may lead to feelings of exclusion.

       c.   If any person holds back from contributing, it is a loss to the rest of the group.

       d.   Each person should see him/herself as a central player.

F.   As a community leader you can create opportunities to help people learn about each person's culture.

       a.   As people are exposed to other cultures, they will begin to appreciate each other.

       b.   They will be able to care about each other and see how much they have in common.

       c.   Armed with this understanding people can work more cooperatively and effectively to achieve goals to improve their communities.

"Diversity Committee"

A town manager asked for volunteers to be on a diversity committee because he has heard rumors of complaints about discrimination, insensitivity, sexual harassment, and other problems. The diversity committee's work will be to identify problems in the town work force that are related to (·ersity and come up with some possible solutions. The town manager was wise in encouraging people from diverse groups to volunteer to be on the committee. The committee members have already collected information, but they have different ideas about what the problems are and what should be done to solve them. There are six people on the committee.

Instructions

1. In this exercise, people will plan and conduct the first meeting of the diversity committee. Participants should take 10-15 minutes to plan the meeting and 20-30 minutes for the meeting.

2. Break into groups of six. One person should be the meeting organizer. One person will be the meeting recorder. One person will be the leader. The other people will be participants of the meeting. They should also be observers to how the meeting is going.

> The organizer (before the meeting begins) should: Consult with the group members, individually, to find out whether they have ideas about how to structure the meeting. He should then report to the meeting leader and together they should work out a meeting plan.

> The leader should: Work out the meeting plan with the organizer. Then he should lead the meeting. He should remember to set a good tone, welcome people, make the goals clear, talk about what will take place in the meeting, and then lead the meeting.

> The group recorder should: Write down the main points of the meeting on newsprint or on a board where everyone can see them clearly. People can make corrections.

3. While the planning is going on for the meeting, other participants can think about the case, and what they'd like to say at the meeting.

4. The committee doesn't have to accomplish everything the town manager wants in one meeting.

Debriefing in small groups

1. In general, how did the meeting go?

2. Did the planning go well?

3. Was the group record helpful?

4. Question for the leader: What was it like to lead this group? Was it easy or difficult? What would you change next time?

IV. HOW TO MANAGE CONFLICT

A. What is conflict?

1. A perception or belief that two parties cannot get what they want simultaneously.

B. What is confrontation?

1. Confrontation is to come face-to-face with conflict and not run from it.

   a. Stop and think about the consequences before we do or say something.

2. If we have a problem with someone we should:

   a. Try to determine if we are a part of the problem

   b. Realize that we do not always need to win an argument

   c. People can learn to settle disputes so that both parties get something of what they want the "win-win"

   d. Think about what really happened...we sometimes have thoughts that keep us from getting a true picture

   e. Think about your feelings...feelings are important because how we feel guides how we react or handle things

   f. Make a decision to resolve conflict through mutual concession and consensus

"Speak when you are angry and you will make the best speech you will ever regret."

Ambrose Bierce

C.   Communicate.

   1.   Talk about yourself and your feelings

   2.   Do not attack

   3.   Listen while others tell their side

   4.   Show that you listened by repeating their version back to them

   5.   Give your version

D.   Solutions:

   1.   Joint search for solutions

   2.   Joint actions that heal

   3.   Take action that does not compromise ethics or is harmful

   4.   Resolve should settle the conflict so it will not reoccur

   5.   Agree to solution

   6.   Build a future based on trust and mutual concern

E.   Summary:

   1.   Talk about your feelings

         a.   Give your version of the situation

   2.   Listen and retell what is being said to you about other peoples version

         a.   Talk about your feelings
         b.   Give your version of the problem

3. Listen and retell second persons version and point of view

4. Suggestion solution

5. Agree to solution

6. If necessary agree to disagree but keep to the specific issue only

Role Play: How to Deal with Difficult People

Take ten minutes for each role play and five minutes for the debriefing.

<u>Role play</u>

1. Write down a description of a person you have encountered that is difficult to deal with. Write as many details as you can about this person in five minutes. Also write about how you feel when this person is acting negatively.

2. Break into groups of three or four. Everyone should read each other's descriptions. For each description, role-play an interaction with the "difficult person."

3. The person who wrote the description should role-play herself trying to deal with the "difficult person." Another person should role-play the difficult person. The other two people be encouraging observers.

   <u>The person who wrote the description of the difficult person should:</u> Earnestly play herself. Try out different ways of handling the difficulty. Don't be afraid to make mistakes in trying. Stop and ask your observers for ideas if you get stuck.

   <u>The difficult person should:</u> Act at least as difficult or uncooperative as the person who was described in the story. Eventually, become cooperative if you think the other person has done what it takes to win you over or to successfully handle your difficulty.

<u>Debriefing</u>

1. What did the person who was encountering the "difficult person" do well?

2. What could she have done differently?

3. What was it like to act like the "difficult person"?

Role Playing Conflict Resolution

<u>Instructions</u>

1. Write about a time when you had a conflict with someone which was not resolved and which involved emotions. The conflict can be as small as an interaction with a salesclerk. Choose a situation that you wouldn't mind sharing with others. Also write the details of how people felt in the conflict, including yourself.

2. Break into pairs and read each other's experiences.

3. Pairs should role-play one of the stories as it was written. The person who wrote the story should play herself and the partner should play the other person in the conflict.

4. Once the situation has been played out as it actually happened, the pair should role-play it again, with the person who wrote the story trying out different ways to resolve the conflict.
   <u>The person who was really in the conflict should:</u> Earnestly play herself, but also be creative in trying to resolve the conflict.
   <u>The partner should:</u> Act at least as emotional or uncooperative as the person who was described in the story. Eventually, become cooperative if you think the other person has adequately helped resolve the conflict.

5. Try some or all of these methods for resolving the conflict:
   a. Invite the other person to work out the conflict.
   b. Tell her what you like or appreciate about her. Tell her you're sorry for your part in the conflict.
   c. Tell the other person you'd really like to listen to her. Ask questions to help her start, such as "I'd really like to hear your side of the story."
   d. Listen and acknowledge her feelings.
   e. Ask if she will listen to you. If she says yes, state your views but don't blame her or put her down.
   f. When emotions have been defused sufficiently, ask any questions to clarify the conflict.
   g. Ask the other person if she has suggestions for resolution. You can also offer suggestions.
   h. Work out an agreement.

6. After you finish, the other person can play out her story with the same format. <u>Take 15 minutes for role-playing each person's story.</u>

<u>Debriefing</u>

The whole group should come together and talk about what happened.
1. What went well in resolving the conflict?
2. What didn't go well?
3. What did you learn about yourself and resolving conflicts?
4. Will you resolve conflicts differently in the future?

Your Attitudes Toward Conflict

<u>Instructions</u>

Break into groups of three or four. Ask each person to mark each statement with an appropriate letter:

a) almost never true
b) seldom true
c) sometimes true
d) usually true
e) almost always true

There are no right or wrong answers. The purpose of this exercise is to make you aware of your own feelings about conflict.

1. When I sense that a conflict is going to occur, I try to change the subject.

2. When I'm negotiating, I try to see if I can win as much as possible.

3. In a fight, I'd rather lose than hurt anyone else's feelings.

4. If I'm in a disagreement, I try to find some middle ground.

5. I refuse to compete with others.

6. I'm willing to give some, if I think I can get something, too.

7. I enjoy working out problems with other people.

8. I know how to take a stand and not back down.

9. A relationship is more important to me than the outcome of the issue.

10. I can talk about a problem as long as it doesn't get too emotional.

11. I feel like I'm going to lose before I get into a fight.

12. I love a good fight.

13. Analyzing problems between people can be such an interesting challenge.

14. I burst out crying when I get into an argument.

15. When people yell at me I can't stop myself from laughing.

After marking an answer for each of the statement, discuss your answers. The group should talk about each person's answer for each statement, using the following questions.

<u>Discussion</u>

1. How did each person answer the question. Why?

2. In what situations would the statement reflect a constructive attitude?

3. In what situations would the statement reflect a unproductive attitude?

4. Would you like to change your attitude?

Using Conflict Resolution to Improve Relationships

Instructions

1. Break into pairs.

2. Each person should think about a situation you were in which a relationship improved because of resolving a conflict successfully. Choose a situation that you don't mind talking about to someone else. If writing helps you think, write it down. Each person should take 5 minutes each to answer these questions:

    a. What was the conflict?

    b. How did the conflict get resolved?

    c. Why did the relationship improve?

3. Next, each person should think of a time in which a relationship got worse because of a conflict. Again, choose a situation that you don't mind telling someone else. In the same pair, each person should take 5-10 minutes to answer the following questions:

    a. What was the conflict?

    b. Did one person "win"?

    c. Why do you think relationship got worse? What would you differently now that would help the relationship?

CLASS EVALUATION FORM - MODULE THREE

Date of class:

What did you learn in today's class?

On a scale of one to five, with five being excellent, and one being poor, how would rate this class?

<div align="center">

5   4   3   2   1

excellent   poor

</div>

Why did you give the class this rating?

What activities were the most interesting or helpful? Why?

What activities were least interesting or helpful? Why?

Do you have any suggestions on how the instructor can improve the course?

Additional comments:

Grassroots Leadership Training
Instructor Evaluation

Please use the back of sheets or add pages for extra space.

Overall evaluation

1. On a scale of five to one, with five being the highest, and one being lowest, how would you rate the training session?

   5   4   3   2   1
   excellent   poor

   Why did you decide on this score?

2. What is the overall value of this training session?

General information

3. Which session (s) did you present? How long was the session?

4. How many students registered for the session?

Demographic information

5. What was the demographic make-up of the class? (We realize you may not have exact information on this. (Please answer as best you can)

a. How many women and men?

b. Were racial minorities represented in the class? How many of each?

c. Were ethnic groups represented in the class? How many of each?

d. What would you estimate the ages of the students to be? (How many from 18-25, 26-30, 30-40, 40-50, 50-60, 60 and above?)

e. Describe the socioeconomic make-up of the class.

f. Were there language differences in the class?

g. Any other demographic factors that were significant?

9. How did the demographic make-up of the class influence its success or lack or success?

Experience of class members

10. What were the different levels of leadership experience represented in the class?

11. How did the different levels of leadership experience help or hinder the quality or tone of the class?

Curriculum

12. On a scale off five to one, with five being the highest, and one being lowest, how would you rate the training session?

13. On a scale of five to one, with five being the highest, and one being lowest, how would your rate the class plans for this course?

    Why did you decide on this score?

14. Would you change the content of the training material? How?

MODULE FOUR

TEAM BUILDING

OBJECTIVES AND LIST OF EXERCISES FOR MODULE FOUR

Objective

Participants will:

1. Get an overview of the class.

2. Learn how to get people involved in activities, organizations, or discussions. Learn how to keep them involved.

3. Learn how to build and sustain collaboration in the community.

4. Learn how to develop a board.

List of exercise

1. Welcome back.

2. Discussion on how to get people involved and stay involved.

3. Discussion on collaborations.

4. Discussion on board development and their responsibilities.

5. Wrap-up and summary of class.

6. Class evaluation.

TEAM BUILDING

I. HOW TO GET PEOPLE INVOLVED AND STAY INVOLVED

In any community endeavor it is important to recruit people to help. You need people to contribute ideas, plan, work out logistics, do the legwork, and be counted as a supporter. Many community leaders feel frustrated that they are unable to recruit others to get involved and help out. Leaders feel burned out from being overworked and alone, causing them to withdraw from community work.

A. Recruiting people one-to-one is the most effective way of getting other people involved and staying involved.

1. It is your personal connection and your shared vision that gets people to work with you.
2. People will look to you and your actions to decide if they want to associate with you, work with you, and lend you their support.

B. Show genuine interest in people you recruit.

1. People do not like to be used.
2. People that only contribute in a small way should be valued as people, not bodies.

C. Recruit people who have an interest in your work.

1. Find people who share common concerns.
2. They may not be active participants in the community, but they may have a stake in the work that you do.
3. Do not pressure people into getting involved.

a. Urgency can motivate people some or the time, but in the long run it burns people out.
b. This can also use up your credit when asking for help.

D. Do not get discouraged!

    1. People will turn you down when you invite them to get involved for the following reason:

        a. present circumstances in their lives

            1. afraid
            2. language barrier
            3. new to the neighborhood
            4. have never participated in a community group

    2. Circumstances may change.

        a. keep people informed
        b. keep an open invitation

            1. People will start to think about issues and they may be able to help later down the line.
            2. Remember recruiting is a **long-term** process that requires *persistence*.

E. How to keep people involved.

    1. Keeping people involved is as important as getting them started. Remember,

        a. it is frustrating to get someone involved and then have him/her leave,
        b. attrition will occur in any group and
        c. find ways to help group members to grow in their loyalty and commitment.

2. The first meeting will set the tone.

      a. Meetings can be intimidating for new members causing them to leave and not come back.

      b. For some people (even some leaders), attending a meeting takes great courage.

      c. Leaders and members of established groups should make efforts to welcome new members.

3. To expand membership and increase involvement you must

      a. Reach out to new members and get to know them.

      b. Bring together established members and new members and learn why this person came and what are his/her interests.

      c. Get him/her involved and working in his/her area of interest as soon as possible.

      d. Ask the new member for their opinion.

      e. Call them before the next meeting and invite them to come again.

F. In order to keep people involved for the long term you should be mindful of the group members.

      a. People need to be valued, challenged, given opportunities to do meaningful work, and appreciated.

      b. The level of time you put into supporting people will depend on their level of commitment to the community effort and your time constraints.

community effort and your time constraints.

c. Efforts to support group members take very little time and can help a great deal.

d. Restrain yourself from taking over even if you can do the job better an in less time. Help the person work through the difficulty and reach success.

e. Remember that we all lead busy lives and for many people any contribution is a sacrifice.

"Isabella's Team"

Isabella has just volunteered to be the head of a neighborhood task force to come up with proposals for getting rid of the drug houses in the area. She is barely acquainted with the other members of the committee. The committee members, all from the same neighborhood, represent different ethnic and racial groups. There have been increasing tensions among the groups in the past year. Before Isabella's committee can come up with proposals, she must get the members working together as a team.

Instructions

1. Each person should take 5-10 minutes to think about and write answers to the following questions.

   a. What advice would you give to Isabella on how to start building a team? Be creative and write down anything that enters your mind.

   b. If you were a member of Isabella's committee, what would you do to help build a team?

   c. How can you build more team spirit in the groups you're already involved in?

2. Break into small groups to discuss the answers.

II.   Building and Sustaining Collaboration in the Community

Community groups need to build and maintain collaborative relationships with individuals, organizations, agencies and local government.   The more you involve community members in defining and developing your project activities, the more they will buy into the project and sustain your efforts over the long term.

1.   How do you do it?

    a.   Set mutual goals and defining meaningful roles for each community partner.

        1.   Establish the reasons why you are joining forces.

            a.   What do you hope to accomplish together that you cannot do as well alone.

        2.   Assign distinct but complimentary roles so that everyone is understands what is expected of them.

        3.   Recognize the different motivations each partner may have for wanting to be involved in the project.

        4.   Look for ways to meet the expectations of individual partners without sacrificing the larger goals of the project.

2.   Plan project activities carefully.

    A.   Once you and your community partners have selected solutions and strategies for addressing an issue, you need to:

        1.   draw upon your planning skills to flesh out the project.

2. Define the human and physical resources each partner can contribute.
3. Define the partners' roles and responsibilities.
4. Set specific timelines.
5. Establish milestones for monitoring the work.
6. Help one another stay realistic on what the partnership can accomplish given everyone's work load.

3. Managing meetings and establishing communication channels is critical.

   A. Meetings are where community partners do most of their communicating, decision-making, and planning.

      1. Be clear on the meeting agenda and what outcomes are expected.
      2. The facilitator should be organized and efficient, or the partners will feel their precious time is being wasted.
      3. At the first meeting the facilitator should work out the process for communicating information in a timely manner.
      4. Be sure to address the need for written documentation, such as:

         a. agendas
         b. minutes, and
         c. memoranda of understanding (who has committed to what)

4. Share leadership and building capacity among partners.

   A. All partners in a community collaboration need opportunities to:

1. gain new knowledge
2. enhance skills and
3. assume leadership roles

B. Partnerships are not just about getting things done – they are also about capacity building.

   1. Share the control
   2. Make sure everyone has a chance to lead activities

5. Celebrate the success of accomplishments.

   A. Community partners need recognition for their accomplishments.

      1. Community partnership building is a complex process it requires considerable time, commitment and hard work.
      2. Community groups need to help establish and maintain collaborative efforts within their community.

III. HOW TO DEVELOP A BOARD

People, not simply ideas, make organizations successful. Without the involvement of individuals with different talents and expertise, a nonprofit organization cannot expect to accomplish its mission.

A. The Board of Directors: Its purposes

1. The board of directors provides the structure to channel energies of others into your organization.
2. It serves as the governing body of an organization.
3. It is responsible for managing the affairs of a nonprofit corporation.

   a. a board sets policies and makes critical decisions such as:

      1. hiring key staff
      2. approving operating budgets and
      3. laying fundraising plans

B. The demand on boards is greater than ever.

1. The boards collectively and their members are required to do more.

   a. Boards set up subcommittees to devote more attention to particular issues than a board meeting normally provides.
   b. Board members make themselves available to staff to participate in a variety of fundraising and planning activities.
   c. Board members may be called on for advice and their assistance on occasions outside the board meeting.

C. With expanding expectations for board of directors, how can an organization develop a "working board" of individuals who will contribute their time willingly and frequently?

1. Finding potential Board Members.

a. Try major corporations in your vicinity. Contact the department responsible for community relations, public affairs, or charitable contributions.

b. Find out if they have an employee recruitment program to match employees with community service opportunities.

c. Approach your local Volunteer Center or any agency that specializes in recruiting volunteers.

d. Seek advice from local funders, such as foundation staff, United Way officials, and government officials, who have interest in your field of endeavor.

e. Contact executive directors and board officers of large, established nonprofit institutions in your community, as well as of those whose efforts are similar to yours, for their suggestions.

f. Speak to religious leaders to see if they can recommend any candidates, particularly from their own congregation.

g. Include in any promotional and membership materials pleas for volunteers with the specific skills you are seeking.

h. Ask for volunteers at any canvassing efforts, open house, special events, and benefits that your organization sponsors.

i. Check with local chapters of professional trade associations such as the Bar Association, Chamber of Commerce, and Public Relations Society.

j. Discuss your needs with representatives of civic groups, such as Junior League, Rotary, Lions Club, etc.

D. Making the Board work.

1. Board work at its worst can be either exasperating or boring beyond belief.

a. Make sure meetings run smoothly and efficiently. This can ensure the members satisfaction from their work.

2. Recognize the Boards authority.

a. A board of directors is not an advisory body. They have the power to set major policies to govern the affairs of an organization. It has this responsibility by state law.

b. A board carries the ethical responsibility to make sure the organization does everything within its power to fulfill its mandate.

3. Focus on major issues.

a. Recruitment, selection, evaluation, and support of key staff.

b. Budget review and adoption, and ongoing monitoring of expenses and income.

c. Long-term planning and mission review.

d. The board's own renewal process: rotation of old members and recruitment of new ones.

E. Delegating work.

1. Even when boards recognize their responsibility to focus their tie and energy on the major issues of the organization, they often find that they don't have the necessary time to complete their work in meetings as a full body.

   a. Instead of scheduling additional meetings, a board can delegate some of its work to various subcommittees.

   b. Frequently, the board empowers a smaller-body of officers and board members called the *executive committee* to serve as the decision-making body between regularly scheduled meetings of the full board.

   c. Other committees can be created as an organization evolves.

   d. New bodies, called subcommittees or standing committees, are often needed for specific functions, such as:

      1. fundraising or development
      2. staff support
      3. budget and finance work
      4. nominations
      5. community relations
      6. program

   e. The board that functions best knows two things:

      1. how to delegate to others

2. when to accept responsibility for final decision.

F. Raising Money.

1. With increasingly scarce resources for nonprofit organizations, a description of the board members' responsibilities is not complete without addressing their role in raising funds.

a. Board members should feel the obligation to make contributions of money, as well as time and energy, to an organization.
b. The size of the gift is not important.
c. Board members can undertake on behalf of the organization other fundraising tasks.

G. Choosing officers.

1. Officers are responsible for guiding the work of the board and makes sure that board members do their work efficiently and effectively.

a. Officers are appointed, selected or elected by their peers.
b. Officers are usually referred to as president and vice president(s) or chair and co-chair(s), as well as secretary and treasurer.
c. A good presiding officer sets the agenda in consultation with staff in advance of upcoming events.
d. Officers chair meetings expeditiously, keeps the board on track in the discussion, and moves the discussion along to a point of resolution.

e. Officers gauge the level of participation of board members. If they perceive that certain board members are perpetually absent or silent at meetings, it their responsibility to take corrective action.

f. It is the responsibility of the board officer to ensure that board members fulfill fundraising responsibilities.

g. Officers may be called on to appear in public on behalf of the organization at fundraising events, conferences, rallies, and seminars.

H. Understanding Board-Staff Relations.

1. The relationship between a board of directors and a staff is unequal. They work together to accomplish the same objectives but that relationship is hierarchical. Ultimately, the board is responsible for the fulfillment of the organization's purposes.

a. An effective organization is guided by a carefully crafted balance between staff and board authority.

1. Staff is responsible for day-to-day operations

2. The board sets long-term policies

I. Identifying whom should serve on the board.

1. The initial organizing committee should seek individuals whose involvement and participation promise to aid as fully as possible in accomplishing the tasks ahead.

2. Identify people with the necessary skills, experience, background, and equally important, commitment to the endeavor.

    a. Natural constituents, those with whom you are working in concert to bring about changes that will directly improve their lives.

    b. Those who possess program-related expertise in your field of endeavor.

    c. Those with relevant skills and expertise pertinent to the general needs of nonprofit organizations. They include:

        1. Accounting and other knowledge in fiscal matters

        2. Law, especially nonprofit corporation law

        3. Fundraising

        4. Grantsmanship

        5. Marketing

        6. Public relations

        7. Personnel

        8. Management

        9. Planning

J. Through careful identification of the skills an organization needs, the recruitment of qualified individuals to serve in its governance, and the efficient operation of its central policy-setting body, a nonprofit accomplishes much in building a strong organization and in strengthening its fundraising capabilities.

Board Organization and Procedures

Rate your own board
1 (low) to 5 (high)

I.   Composition

        a.   Size   _____
        b.   Diversity   _____
        c.   Program Knowledge   _____
        d.   Community Knowledge   _____
        e.   Skills   _____

II.   Recruitment of members

        a.   Tenure and rotation of members   _____
        b.   Identification of board needs   _____
        c.   Canvas of candidates   _____
        d.   Persuasive invitations   _____
        e.   Orientation   _____
        f.   Nominating committee's performance   _____

III.   Officers

        a.   Positions and terms   _____
        b.   Selection   _____
        c.   Performance   _____

IV.   Committee

        a.   Number and roles   _____
        b.   Terms of reference   _____
        c.   Performance   _____
        d.   Executive committee   _____

V.   Meetings

        a.   Frequency, time and place   _____
        b.   Agendas   _____
        c.   Papers   _____
        d.   Openness of discussion   _____
        e.   Interest   _____

What Is Expected of a Board Member

For each of the seven responsibilities, rate yourself and the board as a whole.
Rate 1 (low) to 5 (high)

		self	board
I.	**Attendance**		
	To attend board meetings	____	____
	To participate in some committee Activity	____	____
II.	**Mission**		
	To determine the mission	____	____
	To participate in planning, periodically reviewing the purposes, priorities, funding needs, and set targets of achievement	____	____
III.	**Chief executive**		
	To approve the selection and compensation of the chief executive	____	____
	To assure regular evaluation of the performance of the chief executive	____	____
IV.	**Finances**		
	To approve an annual budget and oversee adherence to it	____	____
	To contract for an independent audit	____	____
	To control investment policies and management of capital funds	____	____
V.	**Program oversight and support**		
	To support staff	____	____
	To oversee and evaluate programs	____	____
	To be an advocate in the community	____	____
VI.	**Fundraising**		
	To contribute personally and annually	____	____
	To participate in seeking funding resources	____	____
VII.	**Board effectiveness**		
	To assure fulfillment of responsibilities	____	____
	To maintain strong organization and Procedures	____	____

Leadership: Every Board Member Has a Role

- Affirming values. The capacity to assert a vision of what the organization can be at its best.

- Agenda setting. Identifying goals, sifting priorities, conceptualizing a course of action.

- Motivating. Leaders don't invent motivation; they unlock what is there.

- Institution building. "Shared purposes of a group…are accomplished through institutions, and leaders who are institution-builders tend to have a more enduring mark than those who are not."

- Clarifying and defining. Finding the words and teaching, leaders "help us understand what we are going through."

- Coalition building. Achieving "a workable level of unity," with a capacity to mediate, to resolve conflicts, to win the trust of all factions.

- Renewing. "Every vital system reaffirms itself…to stay vital to change and grow."

John Gardner

THE DO'S OF BEING A GOOD BOARD MEMBER

Do your homework before you join a board, particularly after your are appointed.

- Know what the organization is all about before your join (whose on the board, programs, staffing, etc.).

- Ask for financial statements, annual reports, newsletters, etc. Find out what the community thinks of the organization.

- Once on the board, do your homework so that you are able to make intelligent decisions.

- Know the budget, budgeting process, financial situation, who's authorized to sign checks and for what amount.

Know your strengths and weakness

- Find out what your role is what you do best for the organization and do it to the best of your ability.

- Try to match attitudes and personalities with the organization.

- Be able to compromise on issues.

Understand the goals, objectives, and programs.

- You can't work effectively for the good of the organization if you don't know what it offers.

- Be committed to the organization goals. Know the short and long-range goals.

- Understand organization infrastructure.

- **Insist on a written procedure for board membership and nominating-committee procedures.**

- Obtain a copy of the by-laws if no other written procedure exists. It's a good idea to sign some type of agreement so that you and the organization agree on what is expected of you.

- Realize that the success or failure of a board is up to you. You are liable and possibly can be sued. Make sure the organization has directors and officers liability insurance or some policy relative to board liability.

Be an advocate of the organization.

- Talk the organization up to as many persons as possible and as often as possible. Become excited about the organization and what it has to offer.

- Have genuine interest in the organization, one that is not self-serving.

- Avoid any appearance of conflict of interest.

- Have a generalized interest and commitment to the community to become involved in what can be done to better the community through your organization.

Commit your time and resources, particularly financial resources.

- Be realistic with your time. Know what your limitations are and how much time you can give.

- Give of your finances according to what is comfortable for you. Determine the amount you can afford to give before you join.

- Boards need people who are workers as well as financial supporters.

Attend meetings regularly.

- This is your opportunity to know what is going on within the organization.

- Read and understand the minutes of the meetings and of your committee assignments. Don't be shy about asking questions if you don't understand.

- Your should not miss more that 25 percent of scheduled meetings.

Put yourself in it and be prepared to work.

- Boards need new members who bring new blood and new ideas to the organization.

- Become active immediately. There does not need to be a waiting period to begin work. But before you make decisions, be quiet until you fully understand.

- Expose yourself to various surroundings, people, places, and other cities. Ask questions about what works best for them. Perhaps some of what they are doing elsewhere can be adapted to suit your organization.

THE DON'TS OF BOARD MEMBERSHIP

- Don't stay on a board forever: three years should be sufficient, depending on the organization.

- Don't leave it to others to "handle" what goes on in our community. We are the "they" that should be handling what is or is not happening/

- Don't join to make a name for yourself. That's the wrong motive.

- Don't join a board based on who asks you to (friend, someone to whom you owe a favor, etc.).

- Avoid being overawed.

- If you must criticize, have an alternative plan.

- Don't personalize a disagreement. You're working for the good of the organization and any disagreement should not be taken to heart.

- Don't make snap judgements. Do your homework so that you can make intelligent decisions.

- Don't wait for someone to ask you to participate. This is a volunteer effort, so volunteer as your time permits.

- Don't be afraid to say "no" to a project or a particular task. You may not have the time or expertise.

- Don't be a stranger to the board members or to organization staff.

- Don't agree to a task and fail to follow through.

- Don't ask the staff for information that requires extensive use of time without first consulting the board chair and/or the executive director.

- Don't just be on the board; make a difference!

"Blueberry Day-care"

Blueberry Day-care Center has a lot of business to cover in the next few Board of Directors meetings. At the last meeting, members of the board talked about whether to start an evening parenting class, and some people would like to make a decision soon. The board needs to make a decision about what kind of fundraiser to have in the spring. Although it is a long-term project, the Director wants to start talking about whether to set a goal of increasing the number of children they can have at the center. In addition, the Education Committee has researched possible choices for staff development programs that the board should consider. Also, the Building Committee has just learned that the building will need some significant repairs in the next few years. They will be making a report to the board and they will need guidance on how to proceed. The President of the board is concerned about all the issues, but most of all is trying to get the meetings to run well and be productive and enjoyable for its members.

Instructions

1. In this exercise, people will plan and conduct the November board meeting of the nonprofit organization, Blueberry Day-care Center. Participants should take 15 minutes to plan the meeting and 20-30 minutes for the meeting. Take 15 minutes to debrief.

2. Break into groups of six to nine people. One person should be the Director of the Day-care Center. One person can be the President of the Board. One person should be the organizer of the meeting who is also a board member. There should be a committee chair for each of the following committees: Fundraising committee, Education committee, and Building committee. There should also be a secretary. Others should be board members: Parents of children at the school, community business people, and neighborhood people.

> The Director should: Be responsible for planning the agenda. He should consult with the group members individually to find out what they would like to cover at the meeting, because there will not be time to address all items on everybody's list. He should then report to the President and together they should work out an agenda with time limits for each topic. The Director and the President will have to set priorities for the meeting, because there won't be enough time for everything.

> The President should: Work on the agenda with the organizer. Then the President should lead the meeting using parliamentary procedure; he can use parliamentary procedure strictly or informally. He should remember to set a good tone, welcome people, talk about what will take place in the meeting, and then lead the meeting.

> The Secretary should: Prepare and read the minutes from the last meeting for approval from the group. (Prepare the minutes before the meeting begins.)

> The Committee Chairs should: Prepare their reports, when they are not being consulted about the agenda.

(continued)

3. Each person should wear a sign indicating their role in this exercise. Students can be creative with this role-play.

4. While the meeting is being planned, board members can suggest additional items for discussion.

Debriefing

1. In general, how did the meeting go?

2. Did the planning of the agenda work?

3. Question for the President: How was it to lead this group? Was it easy or difficult? What would you change next time?

4. Was parliamentary procedure easy or difficult? Would you use another form next time?

Partners in Policing

BY KAREN CERASO

Community policing aims to build connections between cops and their communities. But is it a fad, a public relations strategy, or a real option to strengthen neighborhoods?

When Nutley, New Jersey, Police Chief Robert DeLitta and Sgt. Steve Rogers saw a letter in the local newspaper from an African-American woman who was having trouble renting an apartment in the small, predominately white suburb, Sgt. Rogers decided to step beyond the traditional police officer's role. Rogers contacted the woman, Janice Harrison-Aikins, a former Nutley employee and the great-great granddaughter of the first black man to settle in town, and helped her find an apartment.

"As a police department, we do more than just go out and arrest criminals," said Sgt. Rogers, president of the New Jersey Community Policing Officers Association. He said the deed was part of the department's obligation to uphold the law. Besides assisting Harrison-Aikins, however, the gesture resulted in an article headlined "Blue Angels" in the *Star Ledger*, the state's largest daily newspaper. The incident illustrates the benefits of a community policing approach not only to citizens, but to police departments as well.

At a time when police-community relations are sometimes strained, a shift toward community policing is bringing a willingness among some officers to take on new duties and treat community members as partners in preventing crime and improving their cities.

"Community policing could arguably be called the new orthodoxy of law enforcement in the United States," Susan Sadd and Randolph M. Grinc wrote in a 1996 report on eight Innovative Neighborhood Oriented Policing (INOP) programs funded by the National Institute of Justice. Forty percent of the nation's larger police departments have adopted community policing, according to research cited by Sadd and Grinc, but individual department's programs and interpretations of the philosophy vary widely.

Walking the Beat

The Orange, New Jersey, Police Department's Community Service Bureau looks for actions police can take—whether concrete or symbolic—to illustrate the connection between themselves and the community. When the community has a problem with aban-

doned buildings, for example, the police try to work with residents or to close the buildings. The department has worked with residents of housing developed by HANDS, a local CDC, to discourage blatant drug dealing in their neighborhood. On the symbolic side, Orange police helped organize a community anti-crime event on National Night Out (NNO), during which residents lined up in a field holding glow sticks that spelled out NNO.

"The police should be a part of the community, not apart from the community" said Lt. Don Wactor of Orange's Community Service Bureau. Lt. Wactor encourages the officers he supervises to be open-minded about their role in the community, telling new recruits, "I don't want you for your body, I want you for your mind." Assigning officers to foot patrol increases the chance for interaction between officers and residents and helps eliminate some of the fear among residents of being spotted talking to the police, according to Lt. Wactor.

Officers Gerard Tusa and Bill Boggier work with Lt. Wactor and spend much of their time on foot patrol. Tusa said they particularly try to talk to young people while on patrol, to counter any suspicion of police that may be passed down from their parents. But both officers said most residents seem to welcome their presence, and although they are white and patrolling an ethnically mixed but predominately black community, they said these differences do not seem to be an issue in their interactions with most residents. Tusa said comments that have been made to him regarding racial differences, have come from suspected criminals during altercations with police. "It does play a role," he said, "but not with decent people." Boggier concurred, "I would say the only color issue that comes into play for people who don't like the police is a blue uniform." He noted that the black officers with whom he works also sometimes face a negative reception. But he added, "Most people come up to you and say, 'I'm really glad to see you out here.'"

Foot patrols, and now commonly used bike patrols, are just the beginning of any far-reaching community policing strategy. "Many now know there is a new breed of police officer who walks a beat, but true com-

munity policing reform does much more, reinventing the old-fashioned beat cop as today's community officer, who acts as a neighborhood organizer and problem solver, not just a visible deterrent to crime," wrote Robert Trojanowicz and Bonnie Bucquerou in "The Basics of Community Policing," a 1992 *Christian Science Monitor* article.

Trojanowicz's and Bucquerou's article has been distributed widely among the law enforcement community and on the internet. In fact, searching for "community policing" on the internet yields a plethora of information from the Department of Justice, police departments, and university-based programs, indicating the widespread interest in the concept.

Encouraging Advocacy

A pro-active community policing approach encourages advocacy, by both residents and the police, according to Lt. Wactor. He said community residents should help police set law enforcement policies and promote legislation incorporating crime prevention measures. In 1982, for example, the department successfully pushed for state legislation to allow municipalities to implement security

codes for multifamily and commercial buildings. Along with working together on crime issues, Lt. Wactor added, police and residents should set goals for the community. He said he encourages residents to participate in the decisions of other branches of local government, such as the city council and planning board. By working together on community matters, the police and residents both have more leverage in the city's decision-making process.

To help with community outreach, the Community Service Bureau also employs a Orange resident Elizabeth Jackson as civilian liaison—another element common to community policing program. Jackson said she aims to educate residents on common-sense ways to avoid becoming crime victims , and she helps tenant and neighborhood groups form block associations and crime watches certified by the police department. Jackson works with these groups to prioritize their concerns about the community. She also holds discussion groups with female high school students and works with a local seniors' program.

Because she represents the police department, Jackson said, she faces a degree of uncertainly from residents, especially new groups, about whether to trust her. So part of her role is to built trust between the police and the community. Lt. Wactor places blame for this lack of trust squarely with police. "A lot of times we've made promises that we haven't kept," he said.

Linking with Local Agencies

Many community policing programs also help connect residents with social service agencies and other community-based organizations. An Innovative Neighborhood Oriented Policing demonstration program in Portland, Oregon, represents the most extensive linking of police with social service providers, according to Sadd and Grinc's study. The effort focused on Iris Court, a public housing project with high levels of open air drug dealing, gang violence, and calls for police service. Along with its "enforcement/high visibility" component, the program involved a community policing contact office, a civilian project coordinator, a community health nurse, resident organizing, and partnerships with social service providers. "The emphasis on human service partnerships with other agencies made this project unique among INOP sites," reported Sadd and Grinc.

A 1995 study of Chicago's Alternative

Policing Strategy (CAPS) also looked at police collaboration with community-based agencies. Of 253 community organizations included in the report, involvement in CAPS was highest among groups with a crime prevention or economic development focus, and especially among locally oriented, membership-based volunteer groups, according to the report, *Community Policing in Chicago: Year Two* by Wesley G. Skogan of Northwestern University. Their efforts were important in generating turnout for beat meetings, during which residents and beat officers discuss and prioritize local problems, and in fostering citizen involvement in problem solving.

Sgt. Rogers of Nutley promotes partnerships with community-based institutions and groups, including schools, civic organizations, and tenants associations. In addition, he and officers from several area police departments recently worked with community-based organizations—including the CDC HOMECorp, the area United Way chapter, and a local church—to plan "Project Unity" in the neighboring town of Montclair. A group of young people cleaned trash from neighborhood lots in a deteriorated section of this ethnically and economically diverse town, while officers installed crime deterrent devises, such as locks and window pins, and firefighters installed smoke detectors.

Though Rogers and other community policing advocates promote such partnerships as a benefit to the community, police departments clearly also see the public relations value to such programs. Sgt. Rogers told a group of officers at a New Jersey Community Policing Officers Association meeting earlier this year that community policing "helps break down the wall between the police and the people." Then he added, "It devastates the ability of the press to criticize the police department."

Yet the "positive press" motivation behind some community policing activities may also contribute to an internal lack of support for such programs in some police departments. Some adopt elements of community policing—bike patrols or youth programs, for example—without fully buying into the approach. Lt. Wactor and Sgt. Rogers said they see a few individuals who are committed to the philosophy, but a slow and gradual change in terms if the whole system. "Unfortunately, some officers view it as soft policing," Wactor said. "It has to be made acceptable to the police and law enforcement subculture."

Police attitudes toward Chicago's CAPS program were included in Wesley Skogan's study of the initiative. The study compared the views of "veteran" CAPS police with the opinions of those who had served in non-CAPS districts in 1993. CAPS supervisors were much more optimistic than their counterparts about the impact of the strategy on reducing opportunities for corruption, resolving neighborhood problems, and addressing traditional policing concerns, such as increased arrests, police responsiveness, balanced officer deployment.

CAPS supervisors were no more optimistic than their counterparts, however, about the program's impact on police-community relations, relations with minorities, the effective use of crime information, or police autonomy. They were equally skeptical of the impact of CAPS on the rate of citizen complaints about police and as wary about the blurring of boundaries between police and citizen authority. They were also as likely as non-CAPS supervisors to fear being burdened with too many problems and unreasonable demands.

This is a common objection to community policing—that it places an additional burden on the police by asking officers to take on roles perhaps more appropriate to social service organizations. Community policing advocates argue that it does just the opposite, helping police in the long-term by reducing social disorder.

A Community Policing State

Whether or not community policing has been fully accepted by many police departments, federal officials from President Clinton to the HUD Secretary to the Attorney General, along with governors and state agencies, have favored adoption of community policing strategies.

In November 1995, Maryland became the first "community policing state" when Governor Parris N. Glendening, State Police Superintendent Colonel David B. Mitchell, and United States Attorney General Janet Reno announced a new statewide community policing academy.

"The crime problem in our state will not be eased by arresting our way out," Governor Glendening was quoted by the academy. "Maryland's Community Policing Academy will equip law enforcement and community leaders with the ability to work together to tackle root causes of crime and foster the partnerships necessary to improve [the] quality of

life."

The community policing academy is a collaboration between U.S. Attorney's Office, the Maryland Governor's Office, Johns Hopkins University, Maryland State Police, and other police agencies. While much of the training is centralized at state police training headquarters, the academy has also worked with the U.S. Attorney's office to offer regional training in outlying areas.

Prior to the academy's opening, more than 70 police departments in Maryland received federal funding for community policing activities, yet, as in many states, Maryland had no standard training for officers involved in those programs. The academy offers separate training for police department administrators, mid-managers, basic patrol officers, and citizens.

Sgt. Rogers of Nutley and Lt. Wactor of Orange both said training in community policing strategies should be standard, not just for those involved in such programs but for all law enforcement officers. Community policing, they maintain, should not be implemented through a special unit, but should be permeated throughout departments.

"I would like to see eventually the term community policing eliminated," Lt. Wactor said. "Right now it seems to be sort of a fad... But it [acceptance of community policing within departments] has to start from the top down."

A Long-Range Philosophy

Because many community policing programs are new and their impact can be difficult to measure, the ability of community policing to meet its goals remains largely untested, Sadd and Grinc report.

Anecdotal evidence and some in-depth research indicates that community policing programs have had positive results. In New Orleans, Police Superintendent Richard Pennington said community policing has had a dramatic impact on the city's murder rate, which dropped significantly in 1995. And since Chicago's CAPS program began, reported crime figures and resident victimization surveys show that perceived crime problems have decreased significantly in all included districts. Skogan's Chicago study found evidence of declines in robbery and auto theft in three districts.

In terms of broader community improvement, the Chicago study found that residents perceived a significant decline in at least some of the most frequently identified problems,

such as gang violence, drug dealing, building abandonment, and litter. Perceived physical decay declined significantly in three districts. Citizen and police effectiveness in mobilizing city services corresponded clearly to improvements in the physical environment. And Sadd and Grinc's study of Innovative Neighborhood Oriented Policing found that, while average citizens had less knowledge than community leaders about the programs in their cities, the residents surveyed believed their relationship with the police had improved, even where the effect on drugs, crime, and fear was believed to be minimal.

But even the staunchest community policing advocates say it will take time to build a true partnership between police, citizens, and community-based organizations to strengthen the overall community fabric. "Community policing is a long-range philosophy," Sgt. Rogers said. "It isn't going to change any situation overnight." ∎

Restoring Order

Community Residents Lead the Way to Safer Neighborhoods

BY BEA LURIE

*I*n towns and cities across America, community residents fed up with escalating crime have banded together to take back their neighborhoods. Residents have organized rallies, vigils, patrols, and coalitions, targeting problems from drug dealing to prostitution to school safety. Realizing that they must be the driving force for change, residents have developed strategies, identified external resources, and mobilized to address seemingly entrenched local crime problems.

The results have been dramatic. In neighborhood after neighborhood, resident organizing has helped close crack houses, board up or demolish abandoned buildings, curtail prostitution, and make schools safer. Residents have created new partnerships with law enforcement, elected officials and government agencies, foundations, religious institutions, and other community organizations. These partnerships have provided physical and financial resources to eradicate specific crime conditions while helping to build a stronger sense of community.

An Unusual Partnership

Six years ago, homeowners in a middle-class Jewish community in an ethnically and racially diverse section of Brooklyn, New York, formed the Midwood Shomrim patrol to fight an increase in burglaries, robberies, car thefts, and quality of life nuisance crimes. The patrol began when Chaim Deutsch, 23 years old and a new father, was inspired by other volunteer patrols in adjacent neighborhoods and rallied 200 of his neighbors to organize a car patrol. The Midwood Shomrim patrol then affiliated with other Shomrim patrols operated by orthodox Jewish volunteers in several neighborhoods in Brooklyn.

Following the first year of the patrol's operation, Chaim Deutsch also formed a partnership with the Umma Group, a volunteer organization started in 1976 by five Muslim families. The Umma Group was highly regarded for its foot patrol, which had, over a few years, successfully stabilized Umma's violent and drug infested neighborhood. Since its inception, the Umma Group has grown into a multi-ethnic coalition of residents working together to improve the quality of life in their neighborhood.

Over the years, the relationship between Midwood Shomrim and the Umma Group has evolved from sharing strategies for working effectively with police to taking a proactive approach to crime. While the two organizations patrol their own neighborhoods, Umma's executive director, Ed Powell, said they share the same radio frequency and sometimes, when responding to a particularly difficult crime condition, go on joint patrols or supplement each other's patrols. In addition, through the Umma Group's efforts, Midwood Shomrim learned how to identify potential criminal activity without assuming that criminals were more likely to be minorities.

"Umma and Shomrim work well together," commented Deputy Inspector Jeremiah Quinlan, commanding officer of the 70th precinct. "They have been the eyes and ears of the police department and have had a positive impact on the community."

The Midwood Shomrim patrol covers 40 blocks divided into four sectors. The patrol carefully screens volunteers by checking references and interviewing members of the tight-knit community who are likely to have information on the candidate. All volunteers must commit to patrol once a week and to be on radio call at all times except during the Sabbath and on Jewish holidays.

The patrol also operates a 24-hour hotline for residents to report crime information. Patrol leaders analyze this information to establish patterns and target their efforts accordingly. They also share the information with Umma and other neighboring patrols.

In addition, Midwood Shomrim works closely with four police precincts in the area. Police respond rapidly when the base station radios 911 to report a crime in progress. Midwood Shomrim also acts as a liaison between the police and the community and supports the police department's work by testifying as witnesses or helping complainants get to court.

Patrol members monitor the courts as well. They are especially vigilant in following serious felony cases through the system. In addition, Shomrim leaders ask elected officials to pressure judges to impose maximum sentences for repeat offenders.

Police have credited Midwood Shomrim and civilian patrols in adjacent neighborhoods with playing a key role in reducing crime. And Chaim Deutsch said community residents report feeling safer walking the streets in the evening and parking their cars without worrying about the break-ins that had plagued their community just a few years ago.

Safe Streets Campaign

The Northwest Bronx Community and Clergy Coalition (NWBCC), an alliance of 10 ethnically diverse neighborhood associations in the Bronx, New York, has been a powerful force for change. In 1985, when crack cocaine was tearing at the fabric of communities across New York City, NWBCC formed a Safe Streets Committee to focus the attention of law enforcement on their concerns about

escalating crime.

During the Safe Streets Committee's first three years, its members established several initiatives, including the Bronx Anti-Narcotic Drive, a police precinct-based program targeting street drug locations; "drug hot sheets" that residents use to report information to the police; and an agreement with the District Attorney's Office to keep the Safe Streets Committee updated on the status of arrests, convictions, and evictions.

By 1989, NWBCC's work had led to a multi-government initiative dubbed Operation Lock-Out, which aimed to close storefront drug sales locations. Under the initiative, community residents provided information on drug locations to the police, regulatory agencies (ie., lead licensing agencies) targeted these locations for violations, and the police conducted buy and bust operations. The success of Operation Lock-Out led to a pilot project, the Civil Enforcement Initiative, in one of the police precincts in the coalition's area.

The Civil Enforcement Initiative began in 1991 and soon became a citywide program. Under the initiative, the police department's Legal Bureau assigns lawyers to work with precinct commanding officers to identify appropriate civil remedies for crime conditions, including narcotics sales, prostitution, gambling, auto theft and vandalism, illegal sale of weapons, sale of alcohol to minors, and unlawfully loud music. This initiative has won an Innovations in American Government Award from the Ford Foundation and has a track record of success in neighborhoods across New York City, including NWBCC's own backyard.

As a direct result of pressure by NWBCC and two of its affiliates, the Civil Enforcement Unit launched an 11-month investigation into the infamous Jerome Motel in the Bronx. This 37-room hotel was used exclusively for prostitution from the day it opened in 1990. Rooms were available for three-hour periods for $35. Motel management used a bull horn to rouse johns overstaying their allotted time. Prostitutes blatantly solicited passing motorists. Parents stopped bringing their children to a playground across the street.

NWBCC relentlessly fought the motel's establishment. The coalition held rallies and pressured the police to make arrests. In 1994 and 1995, police made more than 300 arrests in and immediately adjacent to the hotel for patronizing prostitutes and for solicitation.

But it wasn't until the coalition arranged for then-Police Commissioner William Bratton to tour the area that the Civil Enforcement Unit began its investigation. In September 1995, the police department padlocked the motel under New York City's Nuisance Abatement Law.

Hilda Chavis, vice president of NWBCC, said the neighborhood is now "a far cry from what it was prior to the closing of the Jerome Motel."

But NWBCC did not stop there. Coalition member and dozens of volunteers packed a court hearing on the matter and continued to monitor the case. The coalition also began working with Larry Schneider, managing attorney of the Bronx Civil Enforcement Unit, to identify and screen potential renters of the property. In most such cases, the police department works with the property owner to screen commercial tenants, while the establishment remains closed. Only in high-profile cases does the community get involved in se-

lecting the renter. In this case, the pressure was so great on the owner that he agreed to sell the property to a nonprofit organization, Project Return, to convert the motel into AIDS transitional housing with on-site social services and a community space.

The battle to close the Jerome Motel is just one example of NWBCC's noticeable progress against blatant crime in their communities. The residents who make up the coalition's Safe Streets Committee plans to continue their work—location by location, issue by issue.

Organizing for Safe Schools

In Cleveland, Ohio, an alliance of parents, teachers, and principals from 26 public and private schools have been working together since 1993 to improve safety in and around their schools. Parents in the community realized they had no mechanism or forum to address their serious concerns about school safety issues, such as truancy and problems

NY Group Fights for Asset Forfeiture Money

A recent campaign of the Northwest Bronx Community and Clergy Coalition (NWBCC) has been the fight to gain access to federal asset forfeiture money for community-based crime prevention efforts. After National People's Action, with which NWBCC is affiliated, lobbied the U.S. Justice Department for a change in federal law in 1994 to allow, but not require, community groups to receive up to 15 percent of asset forfeiture money, NWBCC focused its energy on the city.

NWBCC members began a series of meetings with city and New York Police Department (NYPD) officials to propose that a portion of asset forfeiture money be available to community-based organizations for youth programs and prevention, education, and job training. According to NWBCC member Joan Arnold, then police commissioner William Bratton said he was unaware of the federal regulation but accepted the group's proposal. That summer, however, Bratton told coalition members the city's money had already been spent. After several letters from and to Mayor Giuliani's office and a canceled appearance at the group's annual meeting by deputy mayor Peter Powers, the coalition in November 1995 brought five busloads of people and a delivery of turkeys and pies downtown to city hall. Mayor Giuliani then cut off communication with the group, according to Arnold.

Last July, NWBCC members learned that the city had received tens of millions of dollars in asset forfeiture money. After the local NBC affiliate aired a story on the asset forfeiture fight in August, NYPD's new Commissioner Howard Safir said he wanted to return a portion of the money to the community. Finally last December, after NWBCC held many more meetings with Justice Department officials, city council members, and other authorities, Commissioner Safir announced that the NYPD would return a portion of the money to community groups, but he was unspecific on the process or amount. This March, according to Arnold, Safir finally said NYPD would return $100,000—a small percentage of the city's federal asset forfeiture money. Unsurprisingly, NWBCC is not happy with the decision. "After all this year of doing this campaign, I think this is a slap in the face to the community," Arnold said.

"Return of asset forfeiture" campaigns in other cities are meeting with similar resistance from police departments. ■

arising from some vacant, poorly secured buildings near two schools. Residents of two ethnically and economically diverse neighborhoods formed the Education/Safety Organizing Project (ESOP) to address these issues.

Word quickly spread throughout neighborhoods in the east and west sides of Cleveland about the parents' work, according to Sharon McGraw, ESOP's executive director. Additional schools joined the mobilization, which aimed to increase police services and target specific problem areas. Each month, more than 200 parents meet to address citywide school safety issues and another 300 meet to target problems at individual schools.

ESOP also established a working partnership with the police department. The increase of police resources and the parents' work have produced a host of improvements, including a new police department school patrol unit. Every police district now assigns officers to patrol the schools, particularly during arrival and dismissal times. ESOP's work with police has also helped close 24 inside drug locations.

In targeting problems specific to individual schools, parents in the coalition have worked with the police and other city agencies to close the Crosstown Motel, a haven for drug dealing and prostitution 500 feet from the George Washington Carver Elementary School. Parents have also pushed the local liquor authority to revoke liquor licenses for two food marts selling alcohol to minors less than 150 feet from two elementary schools; pressured one of the food mart owners to stop selling cigarettes to those underage; and helped reduce the truancy rate at a middle school by half. The parent coalition has also been fighting since 1994 to get the city government to return a percentage of asset forfeiture money to resident-based groups [See sidebar]. However, Sharon McGraw, ESOP's executive director, is heartened that the city has decided to use some asset forfeiture money to set up neighborhood mediation centers across Cleveland.

Parents of children who attend Cleveland Public Schools continue to cite their children's safety as their primary concern, according to a survey of 6,000 parents by ESOP. But McGraw said ESOP's efforts are chipping away at many of these problems. The group's unified approach has affected both school safety and how the police department approaches the problem.

An Arsenal of Strategies

The Iowa Citizens for Community Im-

provement (CCI) consider themselves activists whose role in the community is to teach people how to take care of problems themselves. The organization was founded in 1976 by eight churches in Waterloo, a community of about 66,000 with a 13 percent minority population of mostly African-Americans. Since it began, CCI has expanded into a statewide citizen's grassroots organization with individual chapters. Residents who become members determine the organization's priorities and must be actively involved in projects.

Starting in 1989, members of CCI's Waterloo chapter began focusing on the problems of crime and drugs—two issues that rudely erupted into the community with the arrival of crack cocaine. Resident initially reacted to these problems with fear, but that fear soon turned to anger. CCI-Waterloo helped residents develop ways to fight back.

One of their earliest strategies was the neighborhood "walk." A large group of residents would target a particular drug sales location first by walking through the immediate area. The walk would end across the street from the location, where residents would stay for hours monitoring activity and noting license plate numbers. They refrained from speaking with dealers or buyers. Instead, they sent letters to drivers spotted in the area warning them that if they returned, the information would be passed on to the police. At one particular location, between 25 and 50 residents stood from 7 p.m. to 2 a.m. for 50 nights in a row. The target was a homeowner who residents believed was involved in drug dealing. Their efforts succeeded, and the activity ceased.

Initially the police department was uncomfortable with the group's approach because of the risk to protesters. But, CCI director Donna Jones reports, as their efforts continued and their cautious and non-confrontational approach became clear, the police began supporting their efforts and quickly responded when needed. The residents further strengthened this relationship by funneling anonymous cards to the police reporting crime "hot spots."

CCI-Waterloo also enlisted another partner—Midwest Power, the local utility company. In the neighborhoods CCI targets, the company replaces street lights within 24 hours and installs powerful floodlights on utility

ORGANIZE TO FIGHT CRIME

When organizing to fight crime or any other issue, community leaders should pay attention to several important lessons:

✓ Don't be disheartened by the slow pace. Getting projects off the ground takes time: Often, crime problems have persisted for years before a community organizes to put up a fight. If the problem doesn't develop overnight, neither will the solution.

✓ Always follow-up and hold all parties to their commitments. Law enforcement agencies and elected officials respond to many different constituencies. The "squeaky wheel" theory holds true: constantly follow up with government agencies.

✓ Don't lose sight of the original goal, but be flexible in adjusting the project to make it more workable for everyone involved. "Keep your eyes on the prize," but stay smart about keeping your coalition together and learning from experience.

✓ Do be inclusive by reaching out to many segments of the community and to outside resources for guidance and participation. It's impossible for crime conditions to disappear without resident support and involvement. But it's hard for one community to do it alone.

Working with Police and Local Organizations

BY STEPHANIE MANN WITH M.C. BLAKEMAN

As with any successful partnership, police and neighbors work together best when they communicate clearly, understand each other's problems, and focus on their common interest, stopping crime.

Regardless of whether a police department has a reputation for being open and progressive, or just the opposite, almost all of them share an authoritarian organizational structure that can sometimes hamper communication with the public. Members of the neighborhood group can be much more effective in working with police if they understand the pecking order within the department.

How Most Police Departments Work

Most departments are built on the classic pyramid model, like the military or most large corporations. In a local department, the chief of police (in incorporated towns and cities) or sheriff (in unincorporated areas and the county at large) typically sits in the top spot. Next come the captains, who rank over the lieutenants, who direct the sergeants, who command the beat or patrol officers at the bottom. Those working under the chief of police are police officers, and those under the sheriff are deputies.

Orders come down from the top and are carried out by those below. It can often be difficult for information to travel from the bottom up—that is, from the officers on the street to the top brass. As one long-time police patrolman explains it: "The folks on the bottom don't believe the folks on the top know what they're doing and vice versa."

In working with police, neighbors need to recognize that the person at the top of the pyramid can have a major impact on their crime prevention efforts. Because the chief calls most of the shots, the rest of the organization reflects his philosophy and attitudes. This means that if the chief of police is committed to citizen participation in crime prevention, the neighborhood group will usually get

support and cooperation from the department. If, however, the chief considers citizens to be meddling vigilante types, neighbors will probably have a harder time getting information or other help from police. Some departments encourage citizen crime prevention for their own public relations purposes, but do not provide any real resources to citizens.

While neighbors can experience problems with the police hierarchy, many progressive departments have taken positive steps to improve communication from the top down and, more importantly, from the bottom up. They have followed the lead of companies that have experimented with "quality circles," "worker-manager teams" and other organizational structures in the past few decades. Those departments are working to remove bureaucratic layers to allow more input from officers on the street. This helps police officers be more responsive to the public.

Some of these efforts have taken the form of community policing, with the police actively seeking to create partnerships with citizens. In a number of departments, the police pyramid has been flattened because budget cuts have forced a restructuring. And still other departments may be struggling to accept change—a process that can be particularly difficult for tradition-bound law enforcement agencies.

Besides understanding the chain of command in the police department, members of the neighborhood group also need to recognize that most departments are response oriented—that is, they are geared to responding to calls for help or to crimes in progress. Police departments often are set up this way because that is what the public expects of them—that an officer will come when called. When it's time to allocate resources, most departments are compelled to cover their response functions first before assigning officers to programs such as crime prevention or community policing.
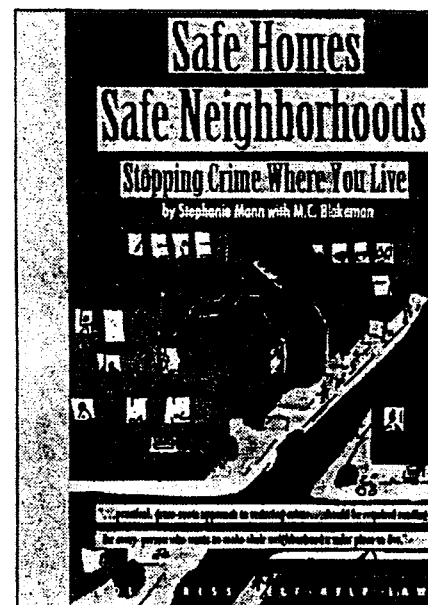
How Police Can Help With Crime Prevention Projects

The primary responsibility of nearly all police departments is to carry out the basic "police" functions: enforcing laws, patrolling the community, and investigating accidents, property crimes, violent crimes, and deaths.

Beyond these basic response functions, police departments may offer various community services to assist citizens and neighborhood groups. Such services may include:
• training neighbors in Neighborhood Watch techniques; providing pamphlets, videos, slide shows and other educational materials on a variety of crime topics, such as how to prevent drug abuse, avoid carjackings, stop vandalism, or recognize con games;
• serving as guest speakers for neighborhood

groups on topics such as how to improve home security, learn self-protection skills and stop drug-dealing in the neighborhood;

• taking citizens on ride-alongs as police make their rounds (or walk-alongs with officers on foot patrols) to give a first-hand understanding of police work;

• screening citizens for training as volunteer reserve officers; sponsoring alternative activities for teens and children, such as softball leagues, track meets and basketball games;

• providing referrals to local mediation programs, battered women's shelters, family support groups, and other community resources.

To find out what services are available from your local police, your neighborhood group will need to do a bit of research. One neighbor could volunteer to do this research, or the chair could appoint a small committee to handle it.

How To Deal With Incidents Of Police Harassment And Hostility

Suppose the officer assigned to your neighborhood is hostile to your crime prevention efforts and acts rudely or aggressively toward people? Neighbors can always seek out others on the police force who might be more supportive, or they can reach out to local community leaders for help.

What if neighbors experience harassment, or feel that certain officers consistently use excessive force. What should neighbors do if they witness evidence of police corruption or payoffs? For these kinds of problems, neighbors may need to take more formal steps.

• Seek Help from Higher-Ranking Officers

If a particular officer is causing problems in your neighborhood, such as threatening citizens, ignoring complaints or appearing to accept bribes, a few group members should meet with a higher-ranking officer in the department, such as the patrol sergeant or commander.

If relationships with the police have deteriorated badly, your whole group may need to go to the chief of police. Invite your city council member or local elected representative to the meeting also. If the situation is not resolved, your group should continue calling both the chief's office and the council member's office. It may be necessary to build al-

liances with other community groups or to draw media attention to the situation.

• Contact A Citizens' Review Board

Police departments have long used their own internal affairs officers to investigate charges of corruption or misconduct, such as excessive force. In the 1960s, a movement for civilian oversight of police practices emerged. Supporters of the concept argue that citizen review boards are necessary because police who investigate fellow officers have a built-in conflict of interest.

Large cities such as New York, Chicago, Miami, San Francisco, Cleveland, Indianapolis, Milwaukee, and Cincinnati now have some format for civilian oversight of police. In some communities, the review board may simply monitor ongoing internal affairs investigations, without holding public hearings. In others, the board may have the power and resources to conduct independent investigations.

In Oakland, which started one of the first civilian oversight groups in California, people can file complaints with the Citizens' Police Review Board. The city's liaison on the Board makes a written report of the citizens complaint and asks for a written response from the police department. If there has been an injury,

the hospital records of the incident might also be requested by the liaison.

A hearing date is set and both sides are informed. The person lodging the complaint can attend this public event with a lawyer, as can the accused police officer. At the hearing, each side explains what happened and then the board openly deliberates the incident. A vote is taken and, if the officer is found innocent, the complaint is dismissed. If, however, the officer is found guilty, the board refers the case to the city manager's office for disciplinary action.

Citizens' complaints may not need to go through a review board if the department is open to weeding out or re-training officers who may be causing consistent problems with the public.

How To Find Local Organizations To Help Your Group

In addition to working with police, your group might find other local organizations to help with your projects. Invite a representative from your school or a local business to attend meetings and join your efforts to improve the neighborhood. The chair of your group can

WHY DON'T THE COPS DO SOMETHING?

In their frustration over crime, neighbors often complain, "Why don't the cops do something? They let those criminals get away with everything."

Police may not be perceived as "doing anything" for two good reasons:

1. Individual rights protected under the U.S. Constitution—for example, police cannot legally engage in unlawful searches, deny an individual due process or arrest someone without probable cause.

2. Unrealistic expectations people place on the police.

Author Stephanie Mann's experience with residents of a high-crime housing development pointed out some of these unrealistic expectations.

A great deal of distrust existed between citizens and police in the development. The author's job was to improve relationships, starting with a meeting of the residents. She set up large sheets of paper on the walls to write down the problems residents felt the police weren't solving.

People started calling out one thing after the other: "Stolen bicycles!" "Broken windows!" "Kids hanging out in front of the

steps all the time! "Drug dealers!" "Thieves" "Trash everywhere!"

Once everything was listed, the residents could clearly see that the police could not be expected to tackle all these problems. After a lively group discussion, it was clear the residents themselves could do a lot. One retired man offered to start a bicycle club to help prevent thefts. A former dance instructor said she would put on free classes for the young people in the development. Three people volunteered to form a tenants' committee to deal with building maintenance problems. Even the housing manager, who had been reluctant even to attend the meeting, offered to get a dump truck if residents would hold a clean-up day.

Instead of passively waiting for police action, the residents began dealing with many of their own problems and formed a stronger community as a result. It did not happen overnight, but eventually, after subsequent meetings with police, the residents' relationship with the police improved dramatically. The best news came when the annual police statistics were compiled and the crime rate in that development had gone down significantly.

Restoring Order

poles directed at locations known for drug dealing or other criminal activity.

Iowa CCI has also pressed for new legislation or changes to current laws. The group's focus on legislative change grew out of its frustration with the powerful landlord organization in Waterloo. CCI mobilized resident in 10 neighborhoods to counter their influence. The CCI Neighborhood Coalition has led to a new local law, the Specified Crime Property Ordinance, that allows the police department to fine property owners who fail to address illegal activity on their premises. CCI also pushed to modify a state law to allow eviction of tenants shown to be a clear and present danger, not just to residents of their premises but also to those living within 1,000 feet of the property.

As a result of a two-year campaign, CCI was also the catalyst for a statutory change regarding residents of federally financed housing, according to the *Des Moines Register*. Residents involved with CCI objected to the law allowing Section 8 tenants to continue receiving rent subsidies after they had allegedly engaged in criminal activity or, in some cases, had been evicted from one apartment and began renting another. The new law allows the government to deny federally financed housing to individuals found to be using, or to have a history of using, illegal substances, if such behavior "may interfere with the health, safety, or right to peaceful enjoyment of the premises by other residents."

CCI also lobbied the Waterloo Housing Authority to allow the Neighborhood Coalition to participate in work sessions to develop guidelines for implementing the new law. The Waterloo City Council approved all but one of CCI's recommendations.

Learning From Success

The national drop in crime over the last four years can be attributed to many factors. But the work of hundreds of thousands of community residents—like those in Midwood, the Northwest Bronx, Cleveland, and Waterloo—has undoubtedly contributed to making their neighborhoods safer. While crime has declined, however, there will always be work to be done. In cities large and small, residents realize the battle to keep their streets safe is ongoing. ■

Bea Lurie is President and founder of Crime Reduction Strategies, Inc., providing technical assistance to community groups, CDCs, landlords, and others to implement strategies targeting specific crime conditions. With 11 years of hands-on experience at two of the nation's largest public housing agencies, she has worked with communities and law enforcement in stabilizing hundreds of active narcotics locations.

Working with Police

appoint a committee to look into the resources that are available in your community, such as service organizations, government agencies, or businesses that might provide training, volunteers, financial support, or other help with your projects.

Depending on the needs of our neighborhood, your group could get specialized information on subjects such as substance abuse, child safety, home security, graffiti removal, fundraising, self-defense, small claims court or a number of other issues. You can ask local hospitals, community colleges, churches and civic groups, such as the Chamber of Commerce, Rotary and Kiwanis, if they have speakers who could address your group.

Ask local organizations and institutions if they have community outreach programs designed to increase public participation in their work, or to connect volunteers to worthy projects. A business group, for example, might be willing to work with your group on neighborhood security. Find out, too, if local organizations have free meeting space on their premises for neighborhood groups. It may come in handy to have access to a meeting room or auditorium should the group have need for it—for example, to hold a children's safety day or a one-day training in self-defense.

Other sources of local information include the library; local government; schools; clergy; local reporters; and community bulletin boards. When approaching people from different professions, remember to speak to them on their own terms. If their field is medicine, talk about community health. School administrators are concerned about young people, so talk about child safety. Business people are concerned about profit, so talk about the economics of reducing crime. If approached properly, these professionals will be interested in your neighborhood projects and will want to know how they can help. ■

CLASS EVALUATION FORM - MODULE FOUR

Date of class:

What did you learn in today's class?

On a scale of one to five, with five being excellent, and one being poor, how would rate this class?

                5   4   3   2   1
            excellent   poor

Why did you give the class this rating?

What activities were the most interesting or helpful? Why?

What activities were least interesting or helpful? Why?

Do you have any suggestions on how the instructor can improve the course?

Additional comments:

Grassroots Leadership Training
Instructor Evaluation

Please use the back of sheets or add pages for extra space.

Overall evaluation

1. On a scale of five to one, with five being the highest, and one being lowest, how would you rate the training session?

        5   4   3   2   1
        excellent   poor

    Why did you decide on this score?

2. What is the overall value of this training session?

General information

3. Which session (s) did you present? How long was the session?

4. How many students registered for the session?

Demographic information

5. What was the demographic make-up of the class? (We realize you may not have exact information on this. (Please answer as best you can)

a. How many women and men?

b. Were racial minorities represented in the class? How many of each?

c. Were ethnic groups represented in the class? How many of each?

d. What would you estimate the ages of the students to be? (How many from 18-25, 26-30, 30-40, 40-50, 50-60, 60 and above?)

e. Describe the socioeconomic make-up of the class.

f. Were there language differences in the class?

g. Any other demographic factors that were significant?

9. How did the demographic make-up of the class influence its success or lack or success?

Experience of class members

10. What were the different levels of leadership experience represented in the class?

11. How did the different levels of leadership experience help or hinder the quality or tone of the class?

Curriculum

12. On a scale off five to one, with five being the highest, and one being lowest, how would you rate the training session?

13. On a scale of five to one, with five being the highest, and one being lowest, how would your rate the class plans for this course?

    Why did you decide on this score?

14. Would you change the content of the training material? How?

MODULE FIVE

COMMUNITY MANAGEMENT SKILLS

OBJECTIVES AND LIST OF EXERCISES FOR MODULE FIVE

Objective

Participants will:

1. Get an overview of the class.

2. Become familiar with the grant writing process.

3. Learn how to develop a budget.

4. Learn how to research foundations.

List of exercises

1. Welcome back.

2. Discussion on grant writing.

3. Discussion on developing a budget.

4. Discussion on how to research foundations.

5. Wrap-up and summary of class.

6. Class evaluation.

COMMUNITY MANAGEMENT SKILLS

I.   Grant Writing

A.   Grant Anatomy

1.   Summary

2.   Introduction

3.   Statement of Conditions/Case

4.   Statement of Goal & Objectives

5.   Methodology

6.   Evaluation

7.   Budget

8.   Appendices

B. Grant Fundamentals

1. Elements to Getting Funding:

- Proposal

- Concept and Cost

- Credibility

2. Grant writing is part of the process of redistributing wealth from the very people who may have contributed to the problem.

3. Grant Writing BEGINS with RESEARCH & PLANNING.

4. Grant sell programs, NOT organizations

5. Grants are written to EACH grantmaker

6. Grants are not BRIEF

7. Grants are written in SIMPLE language

C. INTRODUCTION

    A.   PURPOSE: Build the case for organization's involvement in the project.

    B.   LENGTH: 1 – 2 Pages

    C.   CONTENT:

- Business/Mission

- History/Successes

- Capacity

D. STATEMENT OF CONDITION

    A.   PURPOSE: Defines target population

                              Builds case

    B.   LENGTH: 2 –3 Pages

    C.   CONTENT:

- Anecdote

- Description of target population

- Description of problem

- Description of relevance of problem

- Description of weaknesses of current solutions

E. STATEMENT OF GOALS & OBJECTIVES

A. PURPOSE: Describes conditions if problem solved

B. LENGTH: 1 Page

C. CONTENT:

- One sentence statement of outcome objective

  (1st half outcome/2nd half output)

- Four to five output objectives

  (1st half output/2nd half input)

F.   STATEMENT OF METHODOLOGY

    A.   PURPOSE: Describes plan to address conditions

                               Describes how grant monies will be used

    B.   LENGTH: 2 – 3 Pages

    C.   CONTENT:

- Work plan

- Staffing

- Administration

- Future funding

G. EVALUATION SECTION

      A.   PURPOSE: Describes evaluation plans

      B.   LENGTH: 1 – 2 Pages

      C.   CONTENT: Methods and frequency for:

- Collecting

- Compiling

- Analyzing

- Reporting

H.   BUDGET

    A.   PURPOSE: Describe costs and sources of income

    B.   LENGTH: 1 – 2 Pages

I. CONTENT:

- Expenses: Cash and non-cash

  by

- Income: Cash and non-cash

I. GRANT APPENDICES

A. PURPOSE: Establish organizational credibility

B. LENGTH: 3+ pages

C. CONTENT: Provided as requested

J. GRANT SUMMARY

A. PURPOSE: Present full proposal overview

B. LENGTH: 1 – 2 Pages

C. CONTENT:

Paragraph 1: Identify organization, state amount requested & goal

Paragraph 2 & 3: 1st & last paragraph of statement of conditions

Paragraph 4 & 5: 1st & last paragraph of methodology

Paragraph 6: Repeat amount requested & goal plus total budget and contacts

II. HOW TO DEVELOP A BUDGET

A.   Budgeting is a management tool. It empowers an organization/group to decide how to use limited financial resources most effectively. It also helps you determine how much in funds will be needed to launch a specific program/project you have in mind.

B.   Guidelines to Budgeting

- Be concrete and specific in making projections

    1.   Base projections on the costs of carefully itemized

        a.   resources
        b.   services
        c.   personnel
        d.   project cost

- Be conservative in your projections

    1.   In making estimates you should try to project on the high side for expenditures and on the low side for revenues.

- Ascribe value to key volunteer labor

    1.   It is important to ascribe a value to the labor of key volunteers for the following reasons:

        a.   Positions that volunteers currently fill are critical to the work of your group. Without their labor, the project could not proceed.
        b.   By adding your key volunteer staff to the budget, you demonstrate to prospective supporters/funders and volunteers the importance you attach to their work.

      c.   Presents a total picture of how much staffing is required to run the program/project effectively and efficiently.

- Ascribe value to donated non-personnel items

    1. Present on your budget non-personnel items that may have been donated such as:

        a.   office space
        b.   telephone(s)
        c.   furniture
        d.   printing
        e.   other in-kind contributions.

    2. Donated items do not represent a cost to the organization/group, but they do have a value to you and in the marketplace. They have a value to donors who can claim deductions for such gifts on their tax returns.

        a.   Listing donated items convey to other prospective donors your appreciation of the worth of in-kind donations.
        b.   Illustrates the array of support you receive beyond dollar contributions.

- Make your proposal budget realistic

    1. Demonstrate hard-nosed estimates of the expenses you plan to incur and relate them to the results you expect to achieve.

- Establish minimum internal budgets

    1. Budgets should not be determined by the amount of money raised to carry out a project.

2. Strive to establish a minimum budget to carry out the project, accomplish projected goals, and satisfy your supporters/funders.
3. Your fundraising budget is your optimal operating budget. It should reflect all the expenses your work would require to address the problem outlined in your proposal.

- Distinguish between organization budgets and program budgets

    1. An organizational budget entails all the expenditures and all the receipts or revenues of that body. It represents the group's entire financial picture.
    2. A program or project budget reflects only those expenses and revenues unique to a particular undertaking of the organization.
    3. Most groups need both types of budgets. Organizational management functions such as overall administration, bookkeeping, fundraising, and public relations are as much a part of operations as the direct production of programs, services, and events.
    4. In preparing a budget, do not overlook the indirect costs. This is dangerous budgeting that leads to financial crisis.
    5. Indirect costs can be substantial. It may be helpful to itemize all the direct and indirect costs and enumerate them on your budget.

C. Budgeting is not simply an activity to be carried out once a year or whenever a funding proposal is being prepared.

    1. A budget is a working document for use throughout the year.

        a. Actual expenses and receipts should be regularly measured against it, usually on a monthly basis.
        b. Budgets provide the only means for measuring your actual receipts and expenditures against your projected figures.
        c. It will guard against unexpected deficits

d. Assure your prospective and current supporters that their dollars will be used wisely.
e. This will further result in a strengthening of your overall credibility.

Norman's General Guidelines of Fundraising

1. ***Funding Follows Function***

   The purpose of fund raising is to support the service your organization provides to the public.

2. ***Your Are An Advocate***

   Fund raising is advocacy for your organization. Your belief in your organization is your best fund raising tool.

3. ***If You Are Not Thinking Ahead, You Are Not Thinking***

   Planning is everything to the success of a fund raising endeavor.

4. ***The Best Way To Compete Is Not To Compete***

   Devise fund raising activities that are unique to your organization and which, as far as possible, do not compete with other non profit organizations.

5. ***Never Spend Money on Anything You Can Get Donated***

   Donated goods and sponsorships save cash. Every dollar saved is a dollar for your organization.

6. ***Maximize Your Fund Raising Return***

   You should be making, at a minimum, at least $2 for every dollar invested in fund raising.

7. ***If It Doesn't Feel Right... Don't Do It!***

   Never engage in a fund raising activity that even feels unethical. If it feels wrong it probably is...

III. Grant Research

A. Before you apply for a grant, you need to gather as much information as possible about your foundation prospects to determine whether your funding needs match their giving interests, whether they are likely to support organizations in your geographic area, whether they are likely to provide the type and amount of support you need, and how and when to submit your grant request.

1. When doing the research on prospective foundations, be sure to note the date and source of the information gathered to be sure that you have the most current and accurate information available.

2. The following is a list of sources where you can begin your research.

   a. **Over 600 foundations publish FOUNDATION ANNUAL REPORTS.** When available, these are generally the most complete source of information on the foundation's current and future interests, restrictions, and application procedures.

   b. **OTHER FOUNDATION PUBLICATIONS.** Over 700 foundations that do not publish annual reports do publish information brochures, application guidelines, or other materials that describe their giving programs.

   c. **SOURCE BOOK PROFILES** analyzes the 1,000 largest foundations in depth. In the absence of material published by the foundation itself, this is the most complete source of information on the largest foundations.

   d. **THE FOUNDATION DIRECTORY** provides basic descriptions of foundations with $1 million or more in assets or annual

giving of at least $100,000. Also check THE **FOUNDATION DIRECTORY SUPPLEMENT** which updates entries for foundations that have had name, address, personnel, or program changes between editions of the major volume.

e. **FOUNDATION GRANTS INDEX MONTHLY** includes "Updates on Grantmakers" listing changes in name, address, personnel, or program reported by major foundations in preceding two months.

f. **FOUNDATION INFORMATION RETURNS (IRS FORM 990-PF)** are filed annually by all foundations and include complete lists of grants awarded during the tax year covered as well as other information on finances, giving interests and restrictions, and application procedures and deadlines. These are often the only source of information on smaller foundations. This information is available from Internal Revenue Service or at Foundation Center Libraries.

g. **NEWSPAPER OR MAGAZINE ARTICLES** often provide news or insights on personnel or program interests of foundations. Check your local library for foundation files or indexes to relevant articles.

h. **PEOPLE.** Talk to your professional colleagues, board members, volunteers, past and current donors, and other interested in your work for advice on you project proposal and funding prospects.

B. This is the first step of the research necessary to begin identifying prospective funders. The foundations listed above provide a broad base of prospects.

1. Narrow down the list to the most likely prospects.

     2.   Develop a list of prospects whose interests most closely fit your program.

C.   Build your knowledge about Foundation prospects through networking and information gathering.

     1.   Subscribe to foundation trade journals, such as *Foundation News* and the newsletter of your local association of grant makers.

     2.   Read your major local newspaper regularly for information on foundations.

     3.   Network with other non-profits seeking support from foundations to share information.

     4.   Seek our advice from receptive foundation representatives.

D.   Making the approach to a prospective foundation supporter.

     1.   Know thy funder. Be sure you have reviewed all the materials the foundation has published on its grant making policies, such as brochures, annual reports, guide lines, etc. In advance you should be able to state why X foundation should be interested in your project, based on *its* interests.

     2.   Know your past history with that funder. Be sure you have checked your organizational files to see if anyone associated with your group has previously been in touch with the funder in question. Be aware of any such exchanges.

     3.   Check if you have any personal contacts with your foundation prospect. Do any members of your staff or board know a member of the foundation's staff, or, if the foundation has no staffed, a member of its board of directors? A pre-existing personal contact *might*, though not necessarily, help your initial overture.

E.   In approaching prospective foundation supporters, you need to follow the application procedures that have been outlined in their printed materials. *Good Luck!*

Worksheet

LOCAL FOUNDATIONS

1. Community Foundations: _____

2. Family Foundations (staffed; Annual Report Available)

    a. _____

    b. _____

    c. _____

    d. _____

    e. _____

3. Corporate Foundations

    a. _____

    b. _____

    c. _____

4. Unstaffed Foundations

    a. _____

    b. _____

    c. _____

NATIONAL FOUNDATIONS

5. Large National Foundations (i.e., Assets over $100,000,000)

    a. _____

    b. _____

    c. _____

6. Smaller Foundations

    a. _____

    b. _____

    c. _____

SELECTING PROSPECTIVE FUNDING PARTNERS IN YOUR NONPROFIT ENDEAVOR

Sources	Assessing Chances of Support

1. Individual via: Very Good   Possible   Unlikely   Still Unknown

    a. Face-to-face Solicitation
    b. Direct Mail
    c. Special Events
    d. Planned Giving
    e. Earned or Venture Income Projects
    f. Other:

2. Foundations

    a. Family Foundations
    b. Community Foundations
    c. Other Local Foundations
    d. Local Public Charities
    e. National Foundations

3. Business and Corporations

    a. Neighborhood Stores
    b. Banks, Utility Co., Department Stores, etc.
    c. Corporations with Headquarters or Facilities in your Community
    d. Large National Corporations

4. **Government**   <u>Very Good   Possible Unlikely Still Unknown</u>
    (grants and contracts)

    a. Local Government
       Units:
    b. State Government
       Units:
    c. Federal Government
       Units:

5. **Religious Institutions**

    a. Individual Churches,
       Temples, and other
       Faith Communities
    b. Metropolitan and
       Regional Bodies
    c. Metropolitan and
       Regional Ecumenical
       Bodies
    d. Religious Federated
       Organizations
    e. National Religious
       Bodies

6. **Federated Fundraising
    Organizations**

    a. United Way
    b. Other Community Chests
    c. Alternative Funds

7. **Associations of Individuals**

    a. Neighborhood or
       Community-based
       Associations
    b. Citywide Associations
    c. National Associations

"Mary Beth Alpert and the PTO"

Mary Beth Alpert has volunteered to be the chairperson of a committee for the Parent's and Teacher's Organization (PTO). The committee is responsible for raising funds for the athletic program whose budget was cut this year. She has set a goal of raising $1000 for the year. Before she can start she has to get people to join the committee. She has a number of friends in the PTO, but she knows they're all very busy. Mary Beth is overwhelmed by the job she has to do, but she has a couple of creative ideas about how to raise some funds. She will need people on her committee who will:
1. Come up with additional fundraising ideas.
2. Help her plan how to realize these ideas.
3. Get support from local businesses and other organizations.
4. Stuff envelopes, bake cookies, and make phone calls.

Instructions

1. Break into groups of about five people.

2. One person in the group plays Mary Beth. Two people can play the role of different friends. The remainder of the people should observe.

Mary Beth should: Have a conversation with these friends, inviting them to be on the committee.

The people acting as Mary Beth's friends should: Act as you normally would if someone came to you to ask you to join this kind of group. Let Mary Beth try to win you over.

The observers should: Notice what Mary Beth says and also her tone of voice when asking her friends to join the committee. One of the observers should lead the debriefing discussion after the role-play.

Debriefing

(The person who played the role of Mary Beth should have a chance to talk first.)

1. Was the person who played Mary Beth successful in recruiting for her committee? What worked and what didn't work?

2. What did the person who played Mary Beth communicate about the project, in her words and tone of voice?

3. Was the person who played Mary Beth addressing the concerns of the person she was trying to convince to join the committee?

(If there is time, do the exercise again with other people playing the different roles, or give the original Mary Beth a chance to try it again.)

CLASS EVALUATION FORM - MODULE FIVE

Date of class:

What did you learn in today's class?

On a scale of one to five, with five being excellent, and one being poor, how would rate this class?

<div align="center">

5   4   3   2   1

excellent   poor

</div>

Why did you give the class this rating?

What activities were the most interesting or helpful? Why?

What activities were least interesting or helpful? Why?

Do you have any suggestions on how the instructor can improve the course?

Additional comments:

THE FOUNDATION CENTER NATIONAL LIBRARY NETWORK

The FOUNDATION CENTER is an independent national service orga-
nization established by foundations to provide an authoritative source of infor-
mation on private philanthropic giving. In fulfilling its mission, the Center dis-
seminates information on private giving through public service programs,
publications and through a national network of library reference collections for
free public use. The New York, Washington, D.C., Cleveland, and San Francisco
reference collections operated by The Foundation Center offer a wide variety of
services and comprehensive collections of information on foundations and
grants. The Cooperating Collections are libraries, community foundations, and
other nonprofit agencies that provide a core collection of Foundation Center
publications and a variety of supplementary materials and services in subject
areas useful to grantseekers.

Over 100 of the network members have sets of private foundation informa-
tion returns (IRS Form 990-PF) for their states or regions which are available
for public use. These collections are indicated by a • next to their names. A
complete set of U.S. foundation returns can be found in the New York and
Washington, D.C. collections. The Cleveland and San Francisco offices contain
IRS returns for those foundations in the midwestern and western states,
respectively.

Because the collections vary in their hours, materials, and services, it is rec-
ommended that you call each collection in advance. To check on new locations
or current information, call toll-free 800-424-9836.

balance sheet.

The Budget Process

The proposition that a budget should be a management planning docu
ment, leads one to four principles of budgeting that should hold in a
nonprofits. First, budgets should be developed based on the *accrual princ
ple*. Second, with some exceptions that we will discuss, nonprofits shoul
aim to create a *balanced budget*, in which revenues and expenditures balanc
on an annual basis. Third, budgets should be developed on a *program basis*
Finally, responsibility for formulating the budget should be pushed to a
low a level of management as possible, subject to some guidelines by senio
management.

Perhaps the most fundamental idea in modern accounting is the con
cept of accrual accounting. In accounting for expenses, the cost of resource:
used to generate output is used, rather than cash paid out. Similarly, reve
nues are recognized as they are earned. The use of accrual accountin{
allows an organization to match revenues earned with the costs of generat
ing those revenues. Thus, accrual accounting is vital if a budget is to be ar
operating document.

A few examples will help to clarify the differences between accrual
accounting and cash accounting and illustrate its importance. Prime School
works on a fiscal calendar ending June 30 each year. Budgets are thus
constructed on a July 1 to June 30 basis. Tuition payments for the next year,
however, are due on June 10. Under principles of accrual accounting, those

In addition to the formal reports, nonprofits also typically have a series
of budgets. The audience for these budgets are the managers and board of
the nonprofit. Here there is considerable variation in budget format, per-
haps more so than in the for-profit sector. Unfortunately, it is in the use of
budgets that the gap between nonprofit performance and for-profit perfor-
mance is often most pronounced. Nonprofits are much less likely to use
budgets as living, working documents, helping to guide decision making
than are for-profit organizations.[5] In part, this may reflect the particular
characteristics of the nonprofit. It is clear that, for most nonprofits, perfor-
mance is not strictly measurable based on quantitative indices. Many non-
profits are limited in terms of strategies by their missions. Governance of
nonprofits differs from that of the for-profit. All of these features make
managerial control more difficult in the nonprofit organization. They may
also make nonprofit managers shy away from budgets as a control device;
however, such shying away is a mistake, for even in situations in which
budgets tell only part of the story, it is a chapter that is vital in terms of
helping nonprofits thrive. Thus, in this chapter, we focus heavily on under-
standing the nonprofit budget process.

;ers deliberately seek to increase the real value of the equity in their
zations to increase their own discretionary power.[10] By building eq-
nanagers shield themselves from market pressures. At the same
when this occurs, the current clients of the organization receive less
? than is optimal.

·atment of earnings from the endowment poses special problems in
of balanced budget questions. Income from an endowment, whether
·d or not, represents a real flow of resources that should generally be
ed in the budget as a program resource. Many nonprofits have
?d a total return/spending rate approach to their endowments. The
ing rate, or amount recognized as revenue in the current year from
dowment is a fixed percentage (often 5%) of the average endowment
pal, where that principal is measured as a 3–5-year average.[11] By
a 3–5-year average, the organization shields itself somewhat from
market fluctuations in the value of the endowment. Differences be-
. the actual return on the endowment and spending from that endow-
are used to maintain purchasing power of the endowment, given
on over time.

e third principle of budgeting is that, wherever possible, the budget
d be developed on a *program basis,* rather than a line-by-line basis. The
·tance of program budgeting in the public and nonprofit sectors was
ghted by work that emerged in the 1960s from the Department of
·se, in a concept called PPBS—the Planning, Programming, and Bud-
; System. While PPBS has been at best imperfectly implemented as a
l system, and is not without its critics, the idea behind PPBS is quite
l. All budgets should begin with a planning system. Because plan-
is done at the program level, the budgets that support those plans
also be done at the program level. These program budgets, of course,
iter be aggregated up to form functional line by line budgets. For
izations to really formulate strategy and understand what is driving
businesses, however, program budgets are an essential starting point.

'rogram budgets allow managers to plan and evaluate their programs.

gure 9.3 presents examples of a line-item budget that is used by the
social service agency, the Waverly Community House, discussed in
·ter 5. This budget provides a good illustration of some of the deficien-
)f line-by-line budgets. This agency runs programs in four areas—a
ren's program, an adult program, a program for the retarded, and an
gency food program—but the budget is constructed on a functional
, without regard for any matching of costs and revenues by program
We can see from this budget that the main revenue source for the
·rly Community House is the United Way. These revenues are not
hed to programs. On the other hand, this organization also receives
·antial contributions from user fees and grants that are tied to particu-
rograms. In fact, more than 80% of the grants are generated in the

Revenues:	Estimated:
Contributions	10,000
Grants	204,459
Program Fees	54,200
Room rentals	19,289
Interest	500
United Way	155,706
Total revenue	444,154

Expenses:	
Salaries	337,416
Professional fees	2,820
Office and recreation supplies	25,300
Buildings and grounds	40,830
Transportation	31,788
Miscellaneous	6,000
Total expenses	444,154

Figure 9.3. Waverly Community House Line Budget.

programs for the mentally retarded, and the bulk of the program fees come
from the children's program. The earned income, however, is attributed to
the organization as a whole, not the individual program. Moreover, while
the line-by-line budget indicates that salaries are the main expense catego-
ry, we have no idea how those salaries are divided among the various
programs. This budget cannot give us an answer to the question of how
various programs are doing financially. Without this information, it is diffi-
cult to make a sound judgment about program expansion or contraction.

Why is it that nonprofits often avoid program budgets? In part, it may
be because nonprofit managers until recently often did not have the man-
agement training needed to develop and use a budgeting system.[12] Pro-
gram budgets are somewhat more complicated to construct than are line-
by-line budgets. Herzlinger has argued that a lack of technical skills,
coupled with an aversion to quantitative measurement, has led nonprofit
managers to abdicate the budget process to the accountants, keeping the
budget process from the management process.[13] There are, however, more
important reasons as well that managers eschew program budgeting. A
program budget invites controversial discussion about what programs
should be expanded or contracted in ways that line-by-line budgets, pre-
cisely because they often obscure program level activities, do not. Program
budgets reveal the extent of cross-subsidization across programs and this
can create organizational tensions. Nevertheless, without program bud-
gets, organizations will find it very difficult to make the kinds of manage-
ment planning and control decisions essential for a successful nonprofit
organization.

2

The Mission of the Nonprofit Organization

It is difficult even to begin to discuss nonprofit organizations without almost immediately ending up in a discussion of the *mission* of that organization. Consider the following description of the process of reorganization at the Girl Scouts of America from Frances Hesselbein, former executive direc-

We kept asking ourselves very simple questions. What is our business? Who is the customer: And what does the customer consider value? If you're the Girl Scouts, IBM, or AT&T, you have to manage for a mission.

While Hesselbein is doubtless correct that for-profit companies must ultimately manage with some mission in mind, for a nonprofit, the role of the mission and its articulation is typically larger than it is for the for-profit corporation. This augmented role comes from the particular nature of nonprofit operations. In this chapter, we examine the function of nonprofits in the economy and the way in which nonprofit structure and function enlarge the role of the mission statement. We then turn to a more detailed discussion of how nonprofits develop and change their missions.

Why Do We Have Nonprofits?

I begin from the position that organizational form affects the ability of an organization to survive in the marketplace.[2] In some markets, large well-integrated, highly diversified corporations are most successful. In others, small, flexible entrepreneurial operations can best meet the changing needs of the marketplace. In still other markets, nonprofit organizations or public institutions are the most efficient producers of goods and services. Because different forms are more or less able to meet the technological, legal, and economic demands of a market, as we look at a market over time, the environmental forces in that market will tend to weed out some of

17

e organizational forms and allow others to proliferate. When we see a
icular organizational form dominating a marketplace, we are led to ask
t it is about that form that has helped it to survive in that market.
hus, we ask, as a way to understand why we have nonprofits: What
antages does the nonprofit form have over its for-profit and public
terparts? In designing a mission, nonprofits should be considering
their advantages can be best used. If the nonprofit's advantage is in its
bility or its ability to motivate staff, then all else equal it should special-
in markets in which these two advantages are important. In other
ds, our knowledge about the advantages of nonprofit organizations
influence our view of the kind of mission that a nonprofit can best
e and the way it should go about defining and changing that mission.
discussion has particular relevance as more nonprofits look outside
r traditional markets toward activities that can help to improve the
ncial stability of the organization or its growth.

s we indicated in Chapter 1, nonprofit organizations are concentrated
articular segments of the economy: health, education, social services,
the arts. Why is it that we see this concentration? In particular, is there
e reason the nonprofit form most suits these markets?
he first group of theories used to explain patterns of nonprofit organi-
on emphasize the role of *contract failure*. Work in this area comes princi-
y from social scientists and lawyers who have surveyed patterns of
profit activity such as the ones we described in Chapter 1 and noted the
rast between the kinds of goods and services produced in the non-
it sector and those typically described in our models of economic be-
or.[3] In the traditional markets that form the stuff of economics models,
lucts are assumed to be easily judged in terms of quality by consumers
both pay for the good and then use it. Under these conditions, prod-
that are a bad value are ultimately forced out of the marketplace by
sumers who eschew their purchase and use. In the nonprofit sector, the
cal good looks rather different. Many nonprofits produce goods or
ices that are complex, difficult for a user to judge in terms of quality.
h health care falls in this category. Moreover, many of the goods and
ices produced in this sector are paid for by people who do not ulti-
ely benefit from the good or service. For example, a donor to Save the
dren is typically an affluent North American, while the beneficiary of
donation is most often an impoverished Asian, African, or South Amer-
. As a consequence of this profile of the typical nonprofit product, the
al story about bad value products being forced out of the marketplace is
compelling. Indeed, firms will have an incentive to "cheat" customers
roducing goods of lower quality than they claim to be producing, since
omers have no way to monitor such claims, and cheap production
ld typically save the firm money. In situations in which goods and
ices are not easily judged by purchasers, these purchasers will begin to
to other ways to guarantee that firms are delivering on their claims.

reputation and *trust* are important? The hallmark of a nonprofit organization
is that it cannot redistribute its profits; it operates under the nondistribu-
tion constraint, as we described earlier. Thus, such organizations have a
reduced incentive to cheat on the quality of their products, since this cheat-
ing will not result in an appropriable surplus. As a consequence, consum-
ers tend to trust nonprofit organizations because they recognize that the
managers in these firms have different incentives than the managers of
their for-profit counterparts. Thus, nonprofits have an advantage over for-
profits under conditions of contract failure.

**Contract failure theories emphasize the development of nonprofits in sec-
tors in which trust and reputations are important.**

Another way that customers can assure that they are receiving high-
quality products under the circumstances described here is by exerting
more direct control over the organization itself. Consumer cooperatives
and mutual nonprofits are both subtypes of the nonprofit form that allow
for such improved control and thus these forms will have advantages in
markets of this type.[4]

The contract failure arguments could equally well be thought of as an
explanation for public provision of goods. When monitoring of products or
services is difficult, public production and provision is often used. Sim-
ilarly, when we have goods that exhibit joint consumption (i.e., the usual
"public good"), like environmental quality, public and nonprofit provision
are both plausible alternatives. The public sector supports these activities
with taxation and creates trust with the ideology of government. The non-
profit sector uses donations and creates trust with its ideological staff.

Weisbrod argues that nonprofit production serves in many circum-
stances as a complement to public production, supplementing or replacing
public goods when individuals are unsatisfied with the level or quality of
those goods or services.[5] Thus, private education is a response to the
failure of public education; private charity is a response to the inadequacy
of redistribution, and so on. Contract failure creates a need for public or
nonprofit production, and the existence of diversity in tastes among the
population leads to a system in which the public sector provides a level of
service consistent with the average voter, while the nonprofit sector serves
specialized needs of the population. Douglas notes that by playing this
role, nonprofit organizations can serve as important political stabilizers.[6]
This is a competitive advantage of nonprofits that transcends the individu-
al marketplace.

**Nonprofits operate in many of the same areas as the public sector, and act
as partial substitutes for public provision.**

There are other advantages nonprofits have over public provision. In
some cases, nonprofits may have lower labor costs, in part due to the rules
and bureaucracy of the public sector. Moreover, nonprofits can often

The view that nonprofits in part substitute for public provision also helps us to understand some of the comparative data on nonprofits presented in Chapter 1. Throughout the world, education is provided outside the for-profit sector. Some countries use the nonprofit sector heavily; others use the public sector. Sweden, with its homogeneous population, relies almost entirely on public education, for example, while in nearby Holland, where religious differences split the population, nonprofit education is quite common.[8]

In general, we expect nonprofits to specialize in the part of the public good spectrum that is most controversial; nonprofit production allows outliers in the population to receive goods and services not likely to come from a public sector aimed at the median voter. Thus, religious and military education are nonprofit; Planned Parenthood remains committed to producing abortions; the A.C.L.U. defends everyone from the Nazis to the Communist Party.

While the discussion, thus far, focuses on the choice of public versus nonprofit production, in practice, nonprofits and public agencies often operate as partners in the delivery of public services.[9] Federal and local governments in the United States have often contracted with nonprofits for delivery of public services. In this case, the nonprofit serves as the *mechanism* for delivering public services, rather than a substitute for the public sector. Krashinsky notes the same tendency in Canada, where nonprofits often receive a substantial fraction of their revenues from the government.[10]

In the discussion thus far, contract failure has emerged as the prime mover in our theory of nonprofits. An alternative explanation finds the explanation for the nonprofit form in the preferences of the people who work in the nonprofit sector.[11] Nonprofits are often ideological organizations; in fact, religion has been called "the godmother of nonprofits."[12] A substantial number of nonprofits have an ideological origin, religious or secular, and their continuing ideological focus serves to attract workers. Indeed, there is some evidence that workers give up salary and benefits in order to take nonprofit jobs.[13] Thus, potential workers sort themselves out; those principally interested in and motivated by economic rewards will gravitate to the for-profit sector, while those interested in noneconomic incentives will move into the nonprofit sector. In much the same way, having some jobs in the for-profit sector that compensate workers via a commission helps those organizations to attract the most aggressive salespeople, since they expect to thrive under this organizational form. This explanation focuses not so much on the nature of the goods and services being produced in the nonprofit sector, but on the nature of those working in that sector. Young has found some evidence for this worker sorting story in his case histories of organizational change from the for-profit to the nonprofit form.

Figure 2.1 illustrates the three forces that give rise to the nonprofit organizational form. As we examine particular nonprofit organizations, an argument can be made for the importance of each of the three forces. Organizations like Save the Children, with its focus on the economic development and relief abroad, and local child-care centers are good examples of nonprofits in which contract failure seems a cogent explanation. These organizations produce services that are quite hard to evaluate, and delivered to someone other than the purchaser. Trust seems to be an important part of the nonprofit status in these organizations. Education and the arts seem to be good exemplars of areas in which the public/nonprofit sharing model seems most powerful. These are collective goods, in which nonprofit production has concentrated on the more specialized and controversial niches. Finally, organizations like the Girl Scouts, churches, and the Red Cross clearly represent organizations that are staffed by people especially attracted to the idea of a nonprofit and thus represent the ideological, worker-sorting model.

What are the implications of this story of the genesis of nonprofits for the setting of the mission? I would argue that the niche occupied by the nonprofit accentuates the role of the mission for these organizations. Because so many nonprofits are born out of monitoring and trust problems in hard-to-evaluate services, a clear mission is essential to create focus and trust among clients and donors. For nonprofits supplying collective goods—environmental quality, the arts—a clear mission statement is needed to raise revenues. For nonprofits producing goods and services with an ideological position, a clear mission statement will help attract the right staff. Thus, the *centrality* of the mission flows directly from the kind of markets nonprofits serve.

The centrality of the nonprofit mission comes from the kinds of markets these organizations serve.
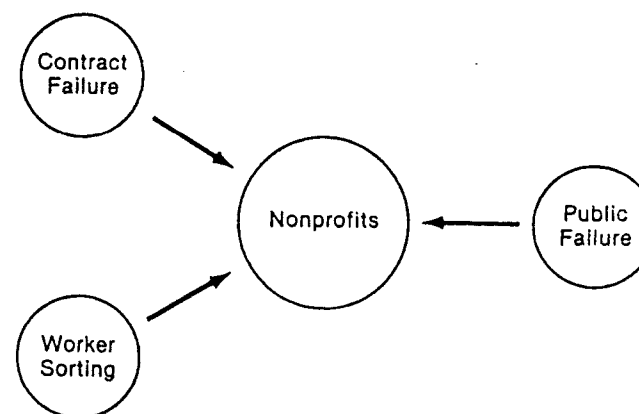
Our discussion also suggests that some kinds of missions are more table to nonprofit production than are others. As nonprofits consider)adening their missions, they might do well to consider ways in which :y can exploit their reputational advantage over other organizational ms. Organizations will often find their mission in their critiques of pub-institutions. Under such circumstances, the public sector will often play : dual role of competitor and funder for the nonprofit. Recent growth in : nonprofit sector has been attributed by some to the shrinking of the blic sector, for example. Finally, the proposition that nonprofits choose ?ir form to attract a particular kind of staff also creates some imperatives · the mission. Missions with at least some ideological content will likely most attractive to the nonprofit.

We have now described the reasons the mission is so important in nprofits and made some broad observations about the types of mission : expect nonprofits to embrace. We turn now to look more closely at the agmatic business of setting a mission.

ıe Role of the Mission Statement

hat do we mean when we talk about an organization's mission? In the ısiness world, an organization's mission is generally defined as the oadly stated identification of the basic business scope and operations at distinguish it from other organizations.[14] Among nonprofits, mission ıtements typically identify both the audience and product or service be-g offered. They answer the twin questions: What are we producing and r whom? In addition, we typically find, in a nonprofit mission statement, ıme either explicit or implicit reference to the core values of that organiza->n.

Mission statements potentially serve three functions for an organiza->n:

Mission statements serve boundary functions, act to motivate both staff and donors, and help in the process of evaluation of the organization.

s it turns out, the nature of the nonprofit sector enhances the importance : each of these three roles, and this in turn helps to explain why mission atements are so hotly debated within many nonprofits.

We begin with the *boundary* function. A mission statement describes the ɔunds of the business of the organization. The boundary function is im-ortant as a way to provide focus for all organizations, but for nonprofits it particularly so given the ambiguity of control and criteria for success in ıis sector. A for-profit enterprise interested in a new project will typically ıake its decision by looking at the effect of that decision on profits, how-ver difficult that may be to measure. For nonprofits, which are often roducing either collective, or hard-to-evaluate goods, the profitability of a

venture is often not the right criteria for success. Consistency with the mission is a partial substitute for profitability in the management of the nonprofit and this in part explains its augmented role.

The nonprofit also lacks clarity in ownership. Absent a class of share-holders, staff, clients, volunteers, and the board all vie for control at one time or another. Discussions of the mission statement often form part of the battleground for these deeper struggles for control. A clear mission statement can often limit struggle within an organization, both because it attracts people with similar ideas and because it makes clearer the basis on which decisions will be made. Thus, a clear mission statement, by resolv-ing some of the boundary issues for the organization, call allow organiza-tions with many competing stakeholders to move forward.

The second function of the mission statement is to *motivate* the staff, board, volunteers, and donors of an organization. This role, too, is partic-ularly important in the nonprofit sector. Mission statements help to carry the ideology of the organization, to serve as a flag around which the orga-nization can rally.

The final function of the mission statement is to help in the *evaluation* function. In this role as well, the mission statement often substitutes for profits as a criteria for success.

Just as there are three functions served by the mission statement, there are also three constituencies the statement will affect: the staff, the donors—including volunteers—and the users of the service. As a bound-ary mechanism, the mission statement serves all three groups. It helps attract donors, focus the staff, and identify clients. The motivational func-tion of the mission operates principally on staff while the evaluation func-tion is a staff–donor domain.

All three stakeholders in the nonprofit—the donor, staff, and client—are affected by the mission statement.

Figure 2.2 gives some examples of mission statements for several nonprofits. Consider the first mission statement given. The New York Children's Health Project is a van-based health program directed at poor children. The mission statement answers the question, What do we provide —medical care; and For whom?—"the homeless, housing vulnerable, and medically undeserved child." The boundary function and basis for evalua-tion are served clearly and well. The core values of the organization—belief in the rights of all children to medical care—are left implicit, and thus the motivational portion of the mission statement is less salient.

For a contrast, look at the mission statement for Girls, Inc. Here, the core values are emphasized, with a strong motivational focus, but the boundary and evaluation functions are less well served given the breadth of the statement. In general, as we examine a range of mission statements, we often see stress on either the boundary, evaluation, or motivational functions of the mission.

York Children's Health Project:

"The NYCHP intends to provide or arrange for medical care for every homeless, housing vulnerable and medically undeserved child in New York City."

ter Seal:

"to help people of all ages and disabilities achieve maximum independence."

e the Children:

"to help make lasting, positive differences in the lives of disadvantaged children."

ls, Inc:

"to help each girl learn independence, leadership and teamwork in an environment that stresses her positive qualities and addresses the social, cultural and legal barriers to her success."

tney Museum:

"To preserve, collect and exhibit 20th century American art."

Figure 2.2. Nonprofit Mission Statements.

'rocess of Mission-Setting

did the various mission statements listed in Figure 2.2 come about? In onprofit world, just as in the for-profit world, the typical organization s with an individual or group of individuals with an idea. That idea times involves the production of a good or service not currently in the etplace. The Polaroid Company grew up and developed in response win Land's ideas about instant photography and polarized light, tech-;ies unknown before Land's work. Eli Whitney began one of his first ianies with the plans for a Cotton Gin, an idea that revolutionized 1ern agriculture, but generated few financial rewards for Whitney. The :al Express Company began with an idea in a Yale senior thesis to de overnight mail service using a fleet of planes. The Church of the r Day Saints began with a religious vision to Joseph Smith, a vision embodied a new idea about the way in which a religious experience ld be structured. Margaret Sanger began Planned Parenthood in the part of the century to provide a forum for distributing information on spacing and contraception. In each of these cases, nonprofit and for-t, it was a new idea that precipitated the development of the new

founders who brought the new idea to the table. What we see in each of these instances is an *entrepreneur* in the classic Schumpeterian sense of an individual who carries out "new combinations of means of production."[15] Companies are not, for the most part, started by a group of arm's-length stockholders, nor nonprofit organizations by anonymous, uninvolved donors. Such outsiders play an important role in the development and growth of the organization, but they are generally not the prime movers.

In the cases in this book, we will see the prominence of the founder quite clearly in the discussions of Catherine Kennedy and her proposed New Haven home for AIDS patients, and with Norman Lear and his Washington-based organization, the People for the American Way. In these cases, as well as in the other examples given, it is the entrepreneur who defines the first statement of mission of the organization; indeed, the initial mission of the organization can be viewed as the articulation of the entre-preneurship.

> The mission statement of a new organization is the embodiment of an entrepreneurial idea.

Of course, not all new organizations are based on completely new ideas. Some organizations crop up in response to other organizations, imitative of those other organizations. The success of MacDonalds in the fast food market surely spawned numerous imitators who jumped in try-ing to earn a share of the profits with modest changes in the product or service offered. Many of the Protestant denominations are appropriately viewed as derivative of each other. The Good Faith Fund, an organization designed to strengthen the economy of rural Arkansas through a program of lending highlighted in a case in this book, is clearly based on the model of the Grameen Fund in rural India. In these instances as well, however, the initial impetus to the formation of the organization is a single individu-al or small group, an entrepreneur.

The originating mission of the organization, whether it is articulated or not, thus comes from its founding entrepreneur. The *function*, however, of that early articulation of the mission extends far beyond the originator, as we indicated earlier. For the mission, if it is to be viable in the marketplace, must be able to attract staff, donors, and volunteers.

> Mission statements serve functions for each of the constituencies of the nonprofit organization—the staff, the donors and volunteers, and the ser-vice users. In designing and revising the mission statement, all constituen-cies must be kept in mind.

The early mission statement will be the flag around which new staff is recruited, new donors and volunteers are created, and a user group is identified. In this marketplace, some ideas will fall by the wayside, the nonprofit entrepreneurs having failed to inspire others with their vision. Other ideas form the seeds from which large organizations will grow. At this stage in the development of the mission, however, the donors, staff,

teers, and users are playing largely a passive role, responding to the
ꜝreneur's mission, and not, in most cases, working to modify that
ꜝn.

ꜝce the organization moves beyond this early period, the role of these
agents in the refining or even radical changing of the mission of the
ization becomes considerably more active. As we indicated earlier,
·ofits have advantages in markets in which ideology plays a role. Staff
onor attracted by ideological causes, however, will often wish to play
in articulating that ideology, and thus be concerned with the evolu-
f the mission of the organization. The interest in mission is height-
in community level nonprofits in which the process of organization
becomes as important as the good or service produced by the organi-
. Sociologists have argued, for example, that local nonprofits serve
nction of community building and that this function is really only
l if individuals engage the organization at the level of the mission.[16]
st of the strategic planning work I have done for nonprofits, work on
ission statement involves the joint efforts of staff, volunteers, the
ive director, and large donors. Such discussions are typically much
ꜝr in terms of the participants than we would expect to see at the
l corporate meeting at which the organizational mission might be
sed, although recent work by Stone suggests that significant differ-
exist even within the nonprofit sector in terms of how wide involve-
is in the mission-setting process.[17]

see the way in which mission statements change over time, consider
lowing example. The Creative Arts Workshop is a nonprofit commu-
rt school located in New Haven, Connecticut. In 1961, when the
began, its mission statement read as follows:

To provide instruction and facilities for the study and practice of the
ꜝal arts in both elementary and advanced artistic creation.

ꜝission was developed by a small group of women artists who were
ꜝted in creating a joint working space, and cooperating in providing
ꜝtion out of that space. This group was the founding entrepreneurs
eir vision was embodied in the first statement of mission.
ꜝ 1990 Strategic Plan of the Creative Arts Workshop provides a rather
nt statement:

To be a cultural resource, accessible to a broad and diverse population,
oted to fostering creativity through participation in and appreciation of
visual arts.

tatement came from an elaborate strategic planning process that
ꜝd the executive director, all of the faculty and staff, the board of
ꜝs, and a group of volunteers. The later statement clearly broadens
ꜝiculated mission of the school both in terms of product and audi-
Art appreciation is now included as part of the mission, in addition to

example, the use of a gallery or art lectures for a general audience. The
organization is intended to be accessible to a broad and diverse audience.
In part the new mission is a reflection of the changing conditions in New
Haven, changing demographics, and economic conditions. In part, the
changes reflect the needs of present-day faculty and volunteers. Even the
views of large donors—here funding agencies—played a role in helping to
broaden the audience focus of the school. Thus, we can see the way in
which the various constituencies have played a role in the evolution of the
mission statement. This pattern is typical in the nonprofit sector.

How Broad or Narrow Should the Mission Statement Be?

When we look back at the two mission statements for the Creative Arts
Workshop, we see a real broadening of the mission over time. One of the
constant issues in designing a mission statement involves just how broad
one should make it, and we see considerable differences as we look back on
the mission statements given in 2.2. In the corporate world, there has
emerged a general view that broader mission statements may be more
helpful to an organization than more narrow statements.[18] Theodore Levitt
noted this point in his query about the railroad industry, an industry with
extraordinarily poor performance in the postwar period: "Would the rail-
road industry be better off today if its management had thought of their
business as being not just railroads but transportation?"[19] In the nonprofit
sector, given the multiple and critical roles played by the mission state-
ment, I am less convinced of the advantages of very broad missions.

A broad mission statement can direct an organization toward new op-
portunities; broadly drawn boundaries are thus sometimes useful. For a
nonprofit that relies on fundraisers, a more general mission statement can
allow it to appeal to a range of donors as well. Overly broad statements,
however, have substantial dangers, particularly around the functions of
motivation and evaluation. The narrower the mission, the less dissension
you are likely to see among stakeholders and the easier it will be to evalu-
ate programs. For nonprofits, with their multiple constituencies and hard-
to-measure products, this may be a considerable advantage. Moreover,
there may be times at which organizations wish to tie their own hands in
terms of committing themselves to not pursuing particular opportunities; a
narrower statement can help in this venture.

In this light, consider the mission statement of the United Negro Col-
lege Fund:

> To raise and distribute funds to the colleges and universities of the
> United Negro College Fund, and to provide program services to its UNCF
> member institutions.

This mission statement is relatively narrow, but at the same time has served

Strategic Management for Nonprofit Organizations

f the Fund, it may well be important for the UNCF to keep its mis-
atement this narrow, to explicitly prevent themselves, for example,
)liciting for other Black colleges, currently not among the members.
ςy has argued that nonprofit organizations with stable, narrow goals
d it easier to recruit individuals to articulate and support those goals
broader community.[20] These observations, of course, bring us back
key point articulated earlier:

mission statement has a function for each of the organizations' constit-
ts. Changes in that mission come about because either the environment
ιges or the needs of one or more of the constituents change.

)ne of the cases in this book, People for the American Way, the
ιn of when and how a mission should be broadened is raised. The
ιn is a difficult one for all evolving organizations.

ιsion

chapter, we have considered the ways in which the mission of a
)fit organization comes from its core competitive advantages. I have
 that nonprofits tend to focus on their missions because of several
·eristics of their structure. We typically think of this emphasis on
ι as a plus; indeed, the Drucker quote cited in Chapter 1 is quite
)ry on this point. The focus on mission in the nonprofit sector,
er, can also have a dark side. For some organizations, discussions of
ι are used to cloak inefficiency, or a job poorly done. Nonprofits that
financial trouble often retreat to discussions of the mission when
;ions of management control systems, fundraising, and accounting
.s might well be more useful. We sometimes see an organization
g a kind of cocoon of its mission, clinging to an outdated mission,
ι the face of radical environmental upheaval.
ιs far, we have depicted the mission statement largely as a visionary
ent. To succeed, however, an organization needs a set of goals that
ly embody the vision of the constituents, but make some sense in
of the realities of the economic marketplace and the political and
ιnvironment. In the next chapter, we will consider some of the tools
ι organization in the nonprofit area can use to understand its envi-
nt.

CLASS EVALUATION FORM – MODULE FIVE

Date of class:

What did you learn in today's class?

On a scale of one to five, with five being excellent, and one being poor, how would rate this class?

	5	4	3	2	1	
	excellent				poor	

Why did you give the class this rating?

What activities were the most interesting or helpful? Why?

What activities were least interesting or helpful? Why?

Do you have any suggestions on how the instructor can improve the course?

Additional comments:

Grassroots Leadership Training
Instructor Evaluation

Please use the back of sheets or add pages for extra space.

Overall evaluation

1. On a scale of five to one, with five being the highest, and one being lowest, how would you rate the training session?

    5 4 3 2 1

    excellent   poor

    Why did you decide on this score?

2. What is the overall value of this training session?

General information

3. Which session (s) did you present? How long was the session?

4. How many students registered for the session?

Demographic information

5. What was the demographic make-up of the class? (We realize you may not have exact information on this. (Please answer as best you can)

    a. How many women and men?

b. Were racial minorities represented in the class? How many of each?

c. Were ethnic groups represented in the class? How many of each?

d. What would you estimate the ages of the students to be? (How many from 18-25, 26-30, 30-40, 40-50, 50-60, 60 and above?)

e. Describe the socioeconomic make-up of the class.

f. Were there language differences in the class?

g. Any other demographic factors that were significant?

9. How did the demographic make-up of the class influence its success or lack or success?

Experience of class members

10. What were the different levels of leadership experience represented in the class?

11. How did the different levels of leadership experience help or hinder the quality or tone of the class?

Curriculum

12. On a scale off five to one, with five being the highest, and one being lowest, how would you rate the training session?

13. On a scale of five to one, with five being the highest, and one being lowest, how would your rate the class plans for this course?

    Why did you decide on this score?

14. Would you change the content of the training material? How?

MODULE SIX

DEVELOPING NEIGHBORHOODS

OBJECTIVES AND LIST OF EXERCISES FOR MODULE SIX

Objective

Participants will:

1.   Get an overview of the class.

2.   Become familiar with the Neighborhood Revitalization Zone (NRZ) process.

3.   Become familiar with a NRZ strategic plan.

4.   Learn how to implement a NRZ plan.

List of exercises

1.   Welcome back.

2.   Discussion on what is a NRZ.

3.   Discussion on the importance of a NRZ strategic plan.

4.   Discussion on implementing a NRZ plan.

5.   Wrap-up and summary.

6.   Class evaluation and Student evaluation on the training.

DEVELOPING NEIGHBORHOODS

I. NEIGHBORHOOD REVITALIZATION ZONE PROCESS (NRZ)

A. In 1995, An Act Establishing a Neighborhood Revitalization Zone process (P.A. 95-340) was passed by the Connecticut General Assembly and signed into law by Governor John G. Rowland. This law –the first of its kind in the nation – established a collaborative process for communities to work with all levels of government to revitalize neighborhoods which have become substandard, unsafe and blighted.

    1. NRZs represent a new kind of partnership and cooperation between communities and the local government which shifts the impetus of planning to the local level and provides a mechanism for relief from burdensome state and local regulations.

B. Benefits in becoming a NRZ include:

    1. Bringing together all stakeholders to plan a neighborhood that works for everyone.

    2. By-pass "red tape" that might impede attempts to revitalize the neighborhood.

    3. Establish a more flexible and creative government response to the needs of communities. (note – legislation does not provide for any additional money for cities that have NRZs)

C. A strategic plan must be designed and adopted.

    1. Once the strategic plan is adopted

        a. the NRZ can request waivers of state and local environmental health and safety codes and other

regulations that have been identified in the strategic plan as barriers to neighborhood development.

b.   The NRZ can recommend that the chief executive municipal official (i.e. the mayor or first selectman) allocate municipal funds to achieve the purpose of the plan.

c.   The NRZ can petition the judicial branch (local superior court) for appointment of a receiver of the rents for any deteriorated property.

d.   Municipal corporations can be authorized in accordance with established procedures to take abandoned or blighted property in a NRZ. (This process is called "eminent domain")

D.   What neighborhoods are eligible to become NRZ?

1.   To be eligible to become a NRZ, a neighborhood must have a significant number of deteriorated properties (properties in serious noncompliance with state and local health and safety codes and regulations) and property that is substandard, abandoned, blighted, has been foreclosed or poses a hazard to public safety.

a.   Although "a significant number" is not defined in the legislation, it is important that every NRZ contain one or more buildings that fall into this category.

E.   Steps to become a NRZ include:

1.   A neighborhood revitalization zone is formed when two steps are completed:

a. a municipal resolution establishes one or more NRZs in your municipality; and

b. the boundaries of your NRZ have been determined according to the process prescribed in the municipal resolution.

2. Once the municipal resolution is passed and the boundaries of your NRZ have been established in accordance with the method prescribed by the city resolution, your neighborhood has officially been established as a Neighborhood Revitalization Zone!

DEVELOPING A NRZ STRATEGIC PLAN

Why should a NRZ develop a strategic plan?

The development of a strategic plan is a necessary step in order to receive any benefits as a Neighborhood Revitalization Zone. The planning process is a way of getting agreement from all participating members of the community regarding where you want to go and how to get there.

What will happen if a NRZ doesn't develop a strategic plan?

Nothing. The neighborhood will not receive any of the benefits available for NRZs. Of course, there is no penalty -- other than a missed opportunity -- for becoming established as a NRZ but failing to go through the strategic planning process.

Who develops the strategic plan?

A broad-based Planning Committee is established specifically for this purpose. A majority of the members must be residents (either tenants or property-owners) in the neighborhood.

What if our neighborhood already has a community development plan?

Many neighborhoods have plans that have been prepared in the past for similar purposes. It is a good idea to use these plans as a starting point -- in fact, it is possible that the NRZ strategic plan could mirror an existing plan. However, it is important that you go through the NRZ organizational steps which guarantee broad community participation and allow the Planning Committee the opportunity to adopt part, all or none of an existing plan. Also, the NRZ Planning Committee should review the plan to ensure that it contains all of the necessary components outlined in the following section.

How does the Planning Committee become organized?

As you begin to put together a Planning Committee, you should identify all the neighborhood stakeholders including residents, associations, local institutions, business owners, and landowners. To generate interest in working together, you will need to build relationships among the various stakeholders and mobilize them to become involved. There are many creative approaches to informing potential participants about this opportunity -- for example, using flyers, posters, door-to-door visits, announcements in local churches or other organizations, advertisements in the local newspaper, local access channels or community television. You should think about which approaches will work best in your community.

Clearly, this initial process is time-consuming. However, the time that you invest at this point in this process will pay off later by guaranteeing that you have been as inclusive as possible. The NRZ legislation is based on the belief that neighborhood revitalization strategies will fail if they ignore even a minority of the neighborhood stakeholders -- and that success can only be ensured through incorporating a wide variety of social, economic, and cultural perspectives into your planning effort.

What steps must be taken once the Planning Committee members are identified?

Two steps to establishing a Planning Committee are required by law:

Step 1 -- Convene the broadly representative planning group. Membership of the NRZ Planning Committee must reflect the composition of the neighborhood including tenant residents, property owning residents, community organizations, and representatives of businesses located in, or owing property in, the neighborhood. A majority of the members must be residents (either tenants or property-owners) of the neighborhood. If the city manager or mayor has appointed someone to the Planning Committee, this person is entitled to be a voting member.

Having a specified Planning Committee should not preclude you from including others in your planning process. Indeed, various other residents,

businesses, and government or non-profit entities that are not on the Planning Committee should be encouraged to become involved in the planning process. Although not required by statute, it is recommended that you publish notice of the first meeting of the planning group at City Hall and in conspicuous locations throughout the neighborhood.

Step 2 -- Develop and adopt Planning Committee bylaws. The NRZ Planning Committee bylaws are rules for governing how the group will operate, including a process for making decisions by building consensus. For example, the Planning Committee structure should not permit one person to make unilateral decisions for the group. Rather, the Planning Committee should reach common decisions everyone can agree on. Your bylaws should also identify a method for resolving conflict if you can't reach consensus. You are required by statute to publish notice of adoption of your bylaws, and any amendments, in a local newspaper having general circulation no more than seven days after adoption or amendment. Once the bylaws have been adopted, you should send a copy to OPM.

What happens if our NRZ adopted bylaws but did not publish them in the newspaper?

You do not have to publish the actual bylaws -- only a notice that the bylaws have been adopted. If you fail to publish notice of adoption of your bylaws within seven days, the status of your NRZ will not be jeopardized. However, you should make arrangements to publish the notice in your local newspaper as soon as possible since this step must be taken in order to receive any benefits as a NRZ.

What kind of assistance can we get in putting together our NRZ plan?

Putting together a comprehensive and thoughtful neighborhood plan may seem daunting at this point. To help you do this, you should contact the staff person from the municipal government who has been assigned to assist you. This person can be invaluable in helping you find resources and assisting in the planning process. In addition to your municipal liaison, you may want to

contact local groups, including local business associations, church groups, your local chamber of commerce, community colleges, universities, or Community Action Agencies. By building a relationship with local organizations such as resident councils, housing development organizations, community development corporations and others, you may be able to identify staff to assist in the effort. In many neighborhoods around the state, these entities are showing interest in supporting their local NRZ.

What costs are associated with becoming a NRZ and developing a plan?

The costs associated with the NRZ process are minimal and are related to publishing notices in the newspaper and printing and copying your strategic plan.

Once organized, how does the Planning Committee develop a strategic plan?

Keep in mind that there is no one "right" way for a community to develop a strategic plan. Different communities with different resources will plan in different ways -- all with equally successful results. Each community, therefore, needs to design a planning process that suits its unique needs and abilities. As you develop a process, remember that the clear intent of the legislation is a planning process which is inclusive, participative, and based on consensus-building among all stakeholders.

CONTENTS OF A NRZ STRATEGIC PLAN

What are the elements of a strategic plan?

Although there is no one right way to develop a strategic plan, there are four basic questions that are answered in every strategic plan:

   I. What does the neighborhood look like today?
   II. What do we want the neighborhood to look like? :
   III. How do we get there?
   IV. How can we measure our progress?

I. WHAT DOES OUR NEIGHBORHOOD LOOK LIKE TODAY? - (NEIGHBORHOOD PROFILE)

This part of the planning process involves quite a bit of information gathering. One way to get information about your neighborhood is to use local libraries and town halls to find out what information is available on your neighborhood. Another way to collect valuable data is to survey your neighborhood about their views of the greatest problems and greatest strengths of the neighborhood. You may want to ask Planning Committee members to bring the survey door-to-door to ensure that you collect ideas from all of the neighborhood. As in other planning phases, you can get assistance in gathering data from your municipal liaison or other organizations.

Your profile of the neighborhood should include the following categories which are further described below:

   A. **Human Resources** (residents, landowners, and business owners, etc.)
   B. **Physical Resources** (roads, buildings, sidewalks, other structures, etc.)
   C. **Community Resources** (economic opportunities, education, public safety, cultural offerings, job training, social services, child care, elderly programs, transportation, and recreation, etc.)
   D. **Summary of Strengths** and
   E. **Greatest Problems/Needs.**

A. <u>Human Resources.</u> The people in your neighborhood -- including residents, landowners, and business owners -- can often be one of your greatest assets. It will be helpful to survey residents, landowners, and businesses in your neighborhood to find out their **perspectives** and what **skills** they can offer. A **demographic portrait** of the neighborhood will also help you identify the composition of the neighborhood to ensure that you have formed a truly representative Planning Committee. Your profile should include a description of the people in the neighborhood including: number of residents, ages, household types (e.g., single parent families), race and ethnicity (e.g., black, white, Asian, Hispanic), number of renters, number of owners, and any other relevant information about the people who make up your neighborhood. Demographic data is usually available by census tract at libraries, city planning departments, or regional planning organizations.

B. <u>Physical Resources.</u> You should begin this step by preparing a **map** of the neighborhood which identifies the physical boundaries, streets, and other important landmarks of the neighborhood. You should describe the physical size of the neighborhood and any other relevant geographical or environmental characteristics. It would also be helpful to prepare an **inventory** of the property in the neighborhood. For property that is deteriorated, you should provide an analysis including the address of the property and whether it is: foreclosed, abandoned, blighted, substandard, a public safety hazard (describe how), out of compliance with state health or safety code or regulations (cite which ones), or out of compliance with local health or safety code or regulations (cite which ones). It is also important to identify the condition of the physical infrastructure, including roads, buildings, and sidewalks. One of the benefits of preparing a thorough inventory is that it will help you identify potential stakeholders. You may have difficulty implementing your plan if the owners of the property are not included in your strategic planning process.

C. <u>Community Resources.</u> You should examine the existing status of community resources (including economic opportunities, education, public safety, cultural resources, job training, health and human services, child care, transportation, and recreation) in your neighborhood. Some things to think about are: What is the current unemployment rate? Are there adequate job training programs that place residents in jobs? What are the

safety issues? What are the barriers to sustaining businesses in the neighborhood?

D. Summary of Strengths. Describe the most positive aspects of your neighborhood. What are the reasons people move to or visit your neighborhood? You may already have a sense of the neighborhood's greatest strengths, but you can also collect and prioritize much of this information using your survey of the neighborhood.

E. Greatest Problems/Needs. Another step to understanding your neighborhood today is to prepare a prioritized list of needs. Using the information from your neighborhood profile (in A, B, and C above), what needs do the neighborhood residents have that are currently not addressed? What are the biggest problems in the neighborhood?

If your Planning Committee is thorough in preparing this first step, it will help you identify what you want to accomplish in the neighborhood through the NRZ process. You are now ready to develop a vision and goals for your neighborhood.

II. WHAT DO WE WANT THE NEIGHBORHOOD TO LOOK LIKE? - (NEIGHBORHOOD VISION)

In this step, the Planning Committee will develop a vision for the neighborhood. In other words, you will work toward agreement on what you all want to see changed in the future. Don't forget -- the NRZ legislation requires that the planning process be done by consensus which means that you must reach a common agreement on a vision and goals that reflects the concerns of everyone in the neighborhood. In fact, the consensus building process will inspire the group toward a vision and goals that will become the framework for neighborhood improvements for decades to come.

In formulating your vision and goals, it will be helpful to remember that plans should be designed, in accordance with NRZ legislation, to improve your neighborhood by:
  A. Increasing self-reliance;
  B. Increasing home ownership;
  C. Improving property management;

D. Promoting sustainable economic development;

E. Enhancing effective relations between landlords and tenants;

F. Coordinating and expanding the delivery of services to the neighborhood; and

G. Improving the neighborhood capacity for self-empowerment.

Here are some questions that can help you formulate your vision and goals:

✓ What will attract people to your neighborhood in the future?

✓ What kinds of businesses or jobs would you like to bring to the neighborhood?

✓ What is the ideal mix of residential and commercial property?

✓ Do you need more/less retail stores, grocery stores, churches, medical facilities, gas stations, day care centers, etc.?

✓ What kind of training/educational facilities do you need in the neighborhood?

✓ What kind of changes need to be made to the residential areas?

✓ Do you want to increase owner-occupied buildings?

✓ What will make your physical and natural environment better?

This process should result in a clear and compelling picture of the neighborhood's preferred future. At the same time, the vision should be realistic and credible. The vision serves as the framework for the action plan in the next section. Once you reach a consensus on a vision for the neighborhood, it is time to develop a strategy to work toward your vision and achieve your goals.

III. HOW DO WE GET THERE? - (ACTION AND IMPLEMENTATION PLAN)

This step in the planning process is ongoing in nature. We understand that it will not be possible to identify in your first plan the ultimate use for all properties in the neighborhood and solutions to meet all of the needs you have identified. But, keep in mind that your ultimate goal -- over time and in stages -- will be to develop a comprehensive plan for the entire neighborhood. You will find it easier to identify financing sources -- both public and private -- when there is a neighborhood-wide plan to invest in. Knowing what will happen to the property next door or down-the-street will help spur investment.

Perhaps the best way to begin this part of the planning process is to divide your goals into short-term and long-term goals. If you prioritize your list of needs and problem properties, you can begin to tackle them individually. It is important to be realistic at this stage of the planning process. Your long-term goals can be addressed with more specifics in subsequent submittals.

This part of the plan should be the most detailed and you should think about the following items:

A. What are your short-term and long-term **objectives** and the specific projects that will be undertaken to accomplish these objectives? You should think about the design of your neighborhood, the desired use of property, and how property should be managed.

B. What are your **priority projects,** targeted in order of completion?

C. What is the **projected cost** for accomplishing each project? You should describe how each project will be financed, including:
   ✓ Provisions for identifying and obtaining funds from both public and private sources. (You should research and investigate numerous funding sources, since your plan must include funding sources beyond government funds.)
   ✓ How the plan will leverage investments. Include creative leveraging of financial resources and traditional and nontraditional financing of development. How will marketing and outreach be accomplished?
   ✓ Recommendations to the chief executive official to enter into tax agreements and/or to allocate municipal funds.

D. What is your **timetable** for completing the projects?

E. What are the state and local environmental, health and safety codes and regulations that have been identified as barriers to neighborhood development? In order to take advantage of the **waiver process** available through the NRZ legislation, you are required to identify in your plan the federal, state and local environmental, health and safety codes and regulations that impede revitalization of the neighborhood. Because the requested waiver must not create a substantial threat to the environment, public health, safety or welfare of the neighborhood, you must propose alternate measures. For each waiver identified, you should specify:

✓ The existing code requirement or regulation;
✓ The address of the property for which waiver is sought;
✓ The costs of meeting the existing code requirement or regulation; and
✓ The proposed alternative.

F. If you want to take advantage of an expedited Connecticut Historical Commission review of properties designated as having historical significance within your NRZ, you must provide a listing of such properties within your plan and identify the planned use of those properties. A complete listing of such properties can be obtained through the municipal liaison on your Planning Committee.

G. If you want to take advantage of the NRZ legislation to allow your municipality to acquire property in the neighborhood through established procedures for "**eminent domain,**" you must identify your plans to do so as a part of your strategic plan. Describe any plans to authorize municipal corporations to take property and the procedure you intend to use to accomplish this.

H. If you want to use the NRZ opportunity to enter into **rent receiverships,** you must also make this part of your strategic plan. Describe any plans you have for petitioning the judicial branch for appointment of a receiver of the rents for any deteriorated property located within the NRZ. Include for each property:
✓ The address of the property;
✓ A description of the condition of the property;
✓ An estimate of the cost to bring the properties into compliance with state and local codes and regulation or into compliance with any waivers requested in the above section; and
✓ A description of why a receiver should be appointed, how this action will prevent further deterioration of the property, and how it will assure that environmental, health and safety standards are met.

IV. How do we measure our progress? - (Performance Measures and Monitoring System)

This phase of the planning process should result in the development of a system to monitor and manage implementation of the plan. You should:

A. Describe how the strategic plan will be implemented. Who will be responsible each aspect of implementation?

B. Describe further planning activities. If your plan has not identified the objectives for all properties in the neighborhood, you must make plans to modify/expand your plan in the future. What is the process to modify and update the plan as needed? How will ongoing review of the strategic plan be accomplished? Based on what you learned through the Planning Committee, provide a recommendation for the organization of an ongoing NRZ committee (e.g., how should the committee be organized, describe any necessary subcommittees, etc.) Identify an ongoing contact person(s).

C. Include any recommendations for the establishment by the municipality of multi-agency collaborative delivery teams.

D. Describe how you will measure whether your plan has:
   ✓ Increased self-reliance;
   ✓ Increased home ownership;
   ✓ Improved property management;
   ✓ Promoted sustainable economic development;
   ✓ Enhanced effective relations between landlords and tenants;
   ✓ Coordinated and expanded the delivery of services to the neighborhood; and
   ✓ Improved the neighborhood capacity for self-empowerment.

Is there anything else that should be included with the strategic plan?

OPM recommends that all plans include a section on the strategic planning process which describes the following:

A. Establishment of the Neighborhood Revitalization Zone. Provide a copy of the municipal resolution which established the NRZ and identify the municipal staff assigned to work on the NRZ. How were the boundaries of the neighborhood established?

B. Composition of the Planning Committee. List the members of the Planning Committee. Include names, addresses, and whether the members are tenant residents, property-owning residents, community organizations, municipal officials or representatives of business located in (or owning property in) the neighborhood. Provide enough information to demonstrate that the composition of the committee mirrors the composition of the community, including ethnicity, etc. Please note the responsibilities and nature of the involvement of Planning Committee members.

C. Structure of the Planning Committee. Include a copy of the Planning Committee bylaws and a copy of the published notice of adoption of your bylaws from the newspaper -- identifying the newspaper and the dates the bylaw adoption notice ran.

D. Participation of other individuals and organizations that were involved in the strategic planning process. Describe the level of involvement for other residents, businesses, and government/non-profits that were not on the Planning Committee.

E. Describe the Public Hearing. Include copy of the published notice of time and place of the public hearing including identifying the newspaper(s) and dates it was published. List of attendees, comments they made, and your responses to them.

APPROVAL OF A NRZ STRATEGIC PLAN

What do we do once we have a draft plan prepared?

Two steps are required by legislation:

1. <u>Hold a public hearing.</u> The time and place of the public hearing must be published twice in a local newspaper with general circulation -- the first notice must be 10-15 days prior to the hearing and the second must be not less than 2 days prior to the hearing. The draft plan should be available for review prior to the public hearing. It is recommended that you work with your liaison at city hall and have copies available there for the public. You may also want to make a copy available at local gathering places or at a library. In addition to publishing the notice in the newspaper, you may want to think of other ways to publicize the existence of the draft plan that will encourage participation. You should encourage broad attendance at the hearing and be responsive to comments made by people who attend or submit written comments on the draft plan.

2. <u>Submit the draft plan to OPM for review.</u> OPM will act as a central depository for this review and will distribute the draft plan to appropriate state agencies for their analysis. This review and comment will help your neighborhood by:
   - ✓ providing objective feedback on how your plan meets the statutory requirements;
   - ✓ providing suggestions for improving your plan; and
   - ✓ providing an opportunity to explore how the state can work with your neighborhood in its efforts to revitalize.

   To enhance the value of this review, please make every effort to be comprehensive and specific and to identify individual projects with as many details as possible. If there are questions on the plan, we may hold a meeting with representatives of your NRZ to discuss the plan, suggestions for improving the viability of the plan and next steps.

When should we send our plans to OPM for review?

The proposed plan should be submitted to OPM for review at the time notice of the public hearing is published in the newspaper. If changes are made to the draft plan as a result of your public hearings, please send the changes and the minutes of the public hearing to OPM.

Where should we send the plan?

Two copies of the plan should be sent to:

> *Undersecretary*
> *Intergovernmental Policy Division*
> *Office of Policy and Management*
> *450 Capitol Avenue*
> *P.O. Box 341441*
> *Hartford, CT 06134-1441*

What do we do after we have completed the hearings and finalized the plan?

Once your plan is finalized, you must submit the plan to the legislative body of your municipality for approval by ordinance.

What happens if the city does not approve the plan?

According to law, the strategic plan cannot be implemented unless approved by the city. To ensure that your plan is approved by the city, you will want to work closely with your city liaison and other officials throughout the planning process to be sure they are aware of your plans and are supportive of your goals and objectives.

IMPLEMENTING A NRZ STRATEGIC PLAN

How do we ensure the plan will be implemented?

The NRZ statute requires that the city ordinance that approves the plan also creates an "ongoing" neighborhood revitalization zone committee and establishes the powers and membership of the committee. The "ongoing" NRZ committee may be different from the Planning Committee, but the categories of membership must be consistent with the categories of membership of the Planning Committee. The purpose of this "ongoing" NRZ committee is to oversee implementation of the plan.

Please keep in mind that the ongoing NRZ committee is not expected to accomplish the work on each project alone. In order to be effective, your group will need to work with appropriate local organizations on your priority projects.

Since NRZs will not be eligible for waivers, eminent domain opportunities or rent receiverships that are not specifically identified in the plan, the planning process should be considered ongoing as the plan may need to be revised from time to time. The revisions/implementation plans must be approved by the "ongoing" committee, submitted to OPM for review and comment, and approved by the legislative body of the municipality.

The continuing NRZ committee is required to submit reports on implementation of the strategic plan twice in the first year after adoption and once annually thereafter to:

✓ the Chief Executive Official of the City;

✓ the legislative body of the city; and

✓ the Office of Policy and Management.

SUMMARY OF THE NRZ PLANNING PROCESS

The local legislative body must pass a resolution establishing Neighborhood Revitalization Zones in their municipality. The resolution should assign municipal staff to assist the designated neighborhoods and establish a process for determining the boundaries of NRZs.

Any neighborhood having a significant amount of deteriorated property that has determined it boundaries by following the process established by the municipal resolution will be considered a NRZ but will not be entitled to benefits until it has developed an approved plan using the following steps. OPM should be notified of the establishment of a NRZ.

The NRZ forms a Planning Committee to develop a strategic plan. Membership of the committee must reflect the neighborhood. The Planning Committee must develop, adopt, and publish bylaws in the local newspaper.

The Planning Committee develops a strategic plan.

The Planning Committee must hold a public hearing on the draft strategic plan. Public notice of the hearing must be given and the draft plan must be submitted to OPM for review.

The plan, as modified following the public hearing, must be approved by city ordinance. The ordinance should create an ongoing NRZ committee with responsibility for continuing the work of the Planning Committee.

The continuing NRZ committee must submit a report six months after the city approves the plan and annually thereafter, which monitors the progress of implementation and updates the strategic plan. The reports should be sent to the city's chief executive and legislative body, and OPM.

SUMMARY OF STRATEGIC PLAN COMPONENTS

Although there is no one right way to develop a NRZ Strategic Plan, there are four basic questions that should be answered. These are:

I. **WHAT DOES OUR NEIGHBORHOOD LOOK LIKE TODAY?**
   (NEIGHBORHOOD PROFILE)
   Your profile of the neighborhood should include the following categories:
   A. Human Resources (residents, landowners, and business owners, etc.);
   B. Physical Resources (roads, buildings, sidewalks, other structures, etc.);
   C. Community Resources (economic opportunities, education, public safety, cultural offerings job training, social services, child care, elderly programs transportation, recreation, etc.);
   D. Summary of Strengths; and
   E. Significant Problems/Needs.

II. **WHAT DO WE WANT THE NEIGHBORHOOD TO LOOK LIKE?**
   (NEIGHBORHOOD VISION)
   This element of the Plan should result in a clear and compelling picture (vision) of the neighborhood's preferred future. This vision should be realistic and credible since it will serve as the framework for the action plan.

III. **HOW DO WE GET THERE?** **(ACTION AND IMPLEMENTATION PLAN)**
   This part of the plan should be the most detailed and should include the following components:
   A. Short and long-term objectives;
   B. Priority projects targeted in order of completion;
   C. Cost of each project and financing mechanisms;
   D. Timetables for project completion;
   E. Plans to seek waivers of state and local environmental, health and safety codes and regulations identified as barriers to neighborhood development;
   F. Plans to use an expedited Historical Commission review of properties;

G. Plans to apply "eminent domain" as outlined in the NRZ legislation; and

H. Plans to apply rent receiverships as outlined in the NRZ legislation.

IV. HOW DO WE MEASURE OUR PROGRESS? (PERFORMANCE MEASURES AND MONITORING)

This element should describe a system to monitor and manage implementation of the plan, including:

A. How the strategic plan will be implemented;

B. A process for modifying the plan and further planning activities;

C. Recommendations for establishing of multi-agency collaborative delivery teams; and

D. How you will measure whether your plan has met its goals.

It is recommended that NRZ Strategic Plans also include: a copy of the municipal resolution establishing the NRZ, a description of the composition of the Planning Committee, a copy of the Planning Committee by-laws, a description of stakeholder participation in the planning process, and a description of the public hearing.

LEGISLATION

"An Act Establishing A Neighborhood Revitalization Zone Process"

Substitute House Bill No. 6763
Public Act 95-340

AN ACT ESTABLISHING A
NEIGHBORHOOD REVITALIZATION ZONE PROCESS
Substitute House Bill No. 6763
Public Act No. 95-340

This Act shall take effect October 1, 1995

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1.   (NEW) (a) Any municipality may be resolution of its legislative body establish neighborhood revitalization zones, in one or more neighborhoods, for the development by neighborhood groups of a collaborative process for federal, state and local governments to revitalize neighborhoods where there is a significant number of deteriorated property and property that be foreclosed, is abandoned, blighted or is substandard or poses a hazard to public safety. This resolution shall (1) provide that the chief official facilitate the planning process for neighborhood revitalization zones by assigning municipal staff to make available information to neighborhood groups and to modify municipal procedures to assist neighborhood revitalization groups and (2) establish a process for determination of the boundaries of neighborhood revitalization zones.

(b) Public buildings in the municipality shall be available for neighborhood groups to meet for neighborhood revitalization purposes as determined by the chief executive official.

(c) As used in this section "deteriorated property" means property in serious noncompliance with state and local health and safety codes and regulations.

Section 2.   (NEW) (a) Upon passage of a resolution pursuant to section 1 of this act, a neighborhood revitalization planning committee may be organized to develop a strategic plan to revitalize the neighborhood. The membership of such committee shall reflect the composition of the neighborhood and include, but not limited to, tenants and property owners, community organizations and representatives of businesses located in the neighborhood or which own property in the neighborhood. A majority of the members shall be residents of the neighborhood. The chief executive official may appoint a municipal official to the committee who shall be a voting member. The committee shall adopt by-laws that shall include a process for consensus building decision-making. Notice of adoption of such by-laws and any amendments thereto shall be published in a newspaper having a general circulation in the municipality no more than seven days after adoption or amendment.

(b) The neighborhood revitalization planning committee shall develop a strategic plan for short-term and long-term revitalization of the neighborhood. The plan shall be designed to promote self-reliance in the neighborhood and home ownership, property management, sustainable economic development, effective relations between landlords and tenants, coordinated and comprehensive delivery of services to the neighborhood and creative leveraging of financial resources and shall build neighborhood capacity for self-empowerment. The plan shall consider provisions for obtaining funds from public and private sources. The plan shall consider provisions of property usage, neighborhood design, traditional and nontraditional financing of development, marketing and outreach, property management, utilization of municipal facilities by communities, recreation and the environment. The plan may contain an inventory of abandoned, foreclosed and deteriorated property, as defined in section 1 of this act located within the revitalization zone and may analyze federal, state and local environment, health and safety codes and regulations that impact revitalization of the neighborhood. The plan shall include recommendations for waivers of sate and local environment, health and safety codes that unreasonably jeopardize implementation of the plan, provided any waiver shall be in accordance with section 7 of this act and shall not create a substantial threat to the environment, public health, safety or welfare of residents or occupants of the neighborhood. The plan may include components for public safety, education, job training, youth, the elderly and the arts and culture. The plan may obtain recommendations for the establishment by the municipality of multi-agency collaborative delivery teams, including code enforcement teams. The plan shall assign responsibility for implementing each aspect of the plan and may have recommendations for providing authority to the chief executive official to enter into tax agreements and to allocate municipal funds to achieve the purposes of the plan. The plan shall include a list of members and the by-laws of the committee.

(c) The neighborhood revitalization planning committee shall conduct a public hearing on the proposed strategic plan, notice of the time and place of which shall be published in a newspaper having a general circulation in the municipality at least twice at intervals of not less than two days, the first not more than fifteen days nor less than ten days and the last not less than two days prior to the day of such hearing. The proposed plan shall be submitted to the secretary of the office of policy and management for review. The secretary may submit comments on the plan to the neighborhood revitalization committee.

(d) The strategic plan shall be adopted in accordance with the by-laws of the neighborhood revitalization planning committee. The committee shall submit the approved strategic plan to the legislative body of the municipality for adoption by ordinance pursuant to section 3 of this act.

Section 3. (NEW)(a) The strategic plan shall not be implemented unless approved by ordinance of the legislative body of the municipality. Such ordinance shall create a neighborhood revitalization zone committee for the neighborhood and establish the powers and membership of the committee, provided the categories of membership shall

be consistent with categories of membership of the neighborhood revitalization planning committee.

(b) The neighborhood revitalization zone committee shall submit a report on implementation of the strategic plan to the chief executive official and the legislative body of the municipality and to the secretary of the office of policy and management at intervals of six months in the first year after adoption of the ordinance and annually thereafter.

Section 4. (NEW) It is found and declared that there has existed and will continue to exist in municipalities of the state substandard, unsanitary and blighted neighborhoods in which there are significant properties that have been foreclosed and are abandoned which constitute a serious menace to the environment, public health, safety and welfare of the residents of the state; that the existence of such conditions in neighborhoods contributes substantially and increasingly to the spread of disease and crime, necessitating excessive and disproportionate expenditures of public funds for the preservation of the public health and safety for crime prevention, correction, prosecution, punishment and the treatment of juvenile delinquency and for the maintenance of adequate police, fire and accident protection and other public services and facilities and the existence of such conditions constitute an economic and social liability, substantially impairs or arrests the sound growth of municipalities and retards the provision of housing accommodations; that this menace is beyond remedy and control solely by regulatory process in the exercise of the police power and cannot be dealt with effectively by the ordinary operations of private enterprise and government without the powers herein provided; that the acquisition of the property because the substandard, unsanitary and blighted conditions thereon, the removal of structures and improvement of sites, the disposition of the property for revitalization incidental to accomplish the purposes of the act, the exercise of powers by municipalities acting to create neighborhood revitalization zones as provided in sections 1 to 3, inclusive, of this act, and any assistance which may be given by any public body in connection therewith, are public uses and purposes for which public money may be expended and the power of eminent domain exercised; and that the necessity in the public interest for the provisions of this section and section 48-6 of the general status, as amended by section 5 of this act, is declared to be a matter of legislative determination.

Section 5 (NEW) Section 48-6 of the general statutes is repealed and the following substituted in lieu thereof:

(a) Any municipal corporation having the right to purchase real property for its municipal purposes which has, in accordance with its charter or the general statutes, voted to purchase the same shall have power to take or acquire such real property, within the corporate limits of such municipal corporation; and if such municipal corporation cannot agree with any owner upon the amount to be paid for any real property thus taken, it shall proceed in such manner provided by section 48-12 within six months after such vote or such vote shall be void.

(b) In the case of acquisition by a redevelopment agency of real property located in a redevelopment area, the time for acquisition may be extended by the legislative body upon request of the redevelopment agency, provided the owner of the real property consents to such request.

(c) IN ACCORDANCE WITH THE POLICY ESTABLISHED IN SECTION 4 OF THIS ACT ANY MUNICIPAL CORPORATION MAY TAKE PROPERTY WHICH IS LOCATED WITHIN THE BOUNDARIES OF A NEIGHBORHOOD REVITALIZATION ZONE IDENTIFIED IN A STRATEGIC PLAN ADOPTED PURSUANT TO SECTIONS 2 AND 3 OF THIS ACT. THE ACQUISITION OF SUCH PROPERTY SHALL PROCEED IN THE MANNER PROVIDED IN SECTIONS 8 – 128 TO 8 – 133, INCLUSIVE, AND SECTION 48 – 12.

Section 6. (NEW) In the reuse and resale of residential property acquired by a municipality pursuant to subsection (c) of section 48 – 6 of the general statutes, as amended by section 5 of this act, the municipality shall give preference to persons who declare an intent to reside in such property. The municipality may establish financial penalties for failure to reside in such residential property when a declaration has been made. In establishing such penalties the municipality shall take into consideration any mitigating factors.

Section 7. (NEW)(a) Any municipality with a neighborhood revitalization zone program may establish a process to request that a state or local official waive the application of any provision of state and local environment, health and safety codes and regulations that unreasonably jeopardize implementation of a strategic plan adopted under section 3 of this act except a provision necessary to comply with federal law. Any waiver shall not create a substantial threat to the environment, public health, safety or welfare of the residents and occupants of the neighborhood. Any request for a waiver shall include requirements for alternate measures to replace the standard being waived in the existing code of regulation.

(b) A neighborhood revitalization zone committee may determine, by a majority vote of the members present at a meeting scheduled for such purpose and conducted within the boundaries of the zone, if practical, that a provision of a state or local environmental, health and safety code or regulation jeopardizes implementation of the plan and may request a waiver of such provision. The committee shall provide notice of its decision to the chief executive official of the municipality. Within five business days of receipt of the notice, the chief executive official shall forward a copy of the decision to the local official responsible for enforcement, if any, and to the secretary of the office of policy and management who shall within five business days of receipt notify the state official responsible for enforcement of the code or regulation that a provision of such code or regulation is requested to be waived. The state official or local official shall conduct a public hearing on the waiver within ten calendar days of receipt of the request at a place determined by the chief executive official. Within five business days of the conclusion of the hearing, the state or local official shall notify, in writing, the chief executive official or his decision. The decision of the state official or local official shall be final.

(c) Any abandoned or vacant property located in a neighborhood revitalization zone established pursuant to sections 1 to 3, inclusive, of this act shall be deemed to be in continuous use for purposes of enforcement of state or local environmental, health and safety codes or regulations.

Section 8. (NEW) (a) Any municipality which a neighborhood revitalization zone has been established pursuant to sections 1 to 3, inclusive, of this act may petition the superior court or a judge thereof, for appointment of a receiver of the rents or payments for use and occupancy of any deteriorated property, as defined in section 1 of this act, located within the neighborhood revitalization zone to assure that environmental, health and safety standards are established in state and local codes and regulations are met to prevent further deterioration of such property. Any such petition shall be in accordance with the strategic plan adopted pursuant to sections 2 and 3 of this act. The court or judge shall immediately issue an order to show cause why a receiver should not be appointed, which shall be served upon the owner, agent, lessor or manager in a manner most reasonably calculated to give notice to such owner, agent, lessor, or manager as determined by such court or judge, including, but not limited to, a posting of such order on the premises in question. A hearing shall be had on such order no less than three days after its issuance and not more than ten days. The purpose of such a hearing shall be to determine the need for a receiver of the property, the condition of the property and the cost to bring it into compliance with such state and local codes and regulations or into compliance with any waivers approved under section 7 of this act. The court shall make a determination of such amount and there shall be an assignment of the rents of such property in the amount of such determination. A certificate shall be recorded in the land records of town which such property is located describing the amount of the assignment and the name of the party who owns the property. When the amount due and owing has been paid, the receiver shall issue a certificate of discharging the assignment and shall file the certificate in the land records of the town in which such assignment was recorded. The receiver appointed by the court shall collect rents or payments for use and occupancy forthcoming from the occupants of the building in question in place of the owner, agent, lessor or manager. The receiver shall make payments from such rents or payments for use and occupancy for the cost of bringing the property into compliance with such state and local codes and regulations or into compliance with any waivers approved under section 7 of this act. The owner, agent, lessor or manager shall be liable for such reasonable fees and costs determined by the court to be due to the receiver, which fees and costs may be recovered from the rents or payments for use and occupancy under the control of the receiver, provided no such fees or cost shall be recovered until after payment for current taxes, electric, gas, telephone, and water services and heating oil deliveries have been made. The owner, agent, lessor or manager shall be liable to the petitioner, for reasonable attorney's fees and costs incurred by the petitioner, provided no such fees or costs shall be recovered until after payment for current taxes, electric, gas, telephone, and water services and heating oil deliveries have been made and after reasonable fees and costs to the receiver. Any moneys remaining thereafter shall be turned over to the owner, agent, lessor or manager. The court may order an accounting to be made at such times as it determined to be just, reasonable and necessary.

(b) Any receivership established pursuant to subsection (a) of this section shall have priority over any other rights to receive rent and shall be terminated by the court upon its finding that the property complies with state and local environmental, health and safety codes and regulations or is in compliance with any waivers approved under section 7 of this act.

(c) Nothing in this section shall be constructed to prevent the petitioner from pursuing any other action or remedy at law or equity that it may have against the owner, agent, lessor or manager.

(d) Any owner, agent, lessor or manager who collects or attempts to collect any rent or payment for use and occupancy from any occupant of a building subject to an order appointing a receiver after due notice and hearing, shall be found to be in contempt of court.

Section 9. (NEW) The office of policy and management, within available funds, shall be the lead agency for coordination of state services to neighborhood revitalization zones. On or before January 1, 1996, the secretary of the office of policy and management may develop guidelines for state departments, agencies and institutions to provide technical assistance to neighborhood revitalization zones. Such guidelines may provide for multi-agency collaboration as well as a process to make funds, technical support and training available to neighborhoods and may recommend models for community outreach, job training and education, conflict resolution, environmental and health performance standards, new technologies and public safety strategies.

CLASS EVALUATION FORM – MODULE SIX

Date of class:

What did you learn in today's class?

On a scale of one to five, with five being excellent, and one being poor, how would rate this class?

5	4	3	2	1
excellent				poor

Why did you give the class this rating?

What activities were the most interesting or helpful? Why?

What activities were least interesting or helpful? Why?

Do you have any suggestions on how the instructor can improve the course?

Additional comments:

Grassroots Leadership Training
Instructor Evaluation

Please use the back of sheets or add pages for extra space.

Overall evaluation

1. On a scale of five to one, with five being the highest, and one being lowest, how would you rate the training session?

5	4	3	2	1
excellent				poor

   Why did you decide on this score?

2. What is the overall value of this training session?

General information

3. Which session (s) did you present? How long was the session?

4. How many students registered for the session?

Demographic information

5. What was the demographic make-up of the class? (We realize you may not have exact information on this. (Please answer as best you can)

   a. How many women and men?

b. Were racial minorities represented in the class? How many of each?

c. Were ethnic groups represented in the class? How many of each?

d. What would you estimate the ages of the students to be? (How many from 18-25, 26-30, 30-40, 40-50, 50-60, 60 and above?)

e. Describe the socioeconomic make-up of the class.

f. Were there language differences in the class?

g. Any other demographic factors that were significant?

9. How did the demographic make-up of the class influence its success or lack or success?

Experience of class members

10. What were the different levels of leadership experience represented in the class?

11. How did the different levels of leadership experience help or hinder the quality or tone of the class?

Curriculum

12. On a scale off five to one, with five being the highest, and one being lowest, how would you rate the training session?

13. On a scale of five to one, with five being the highest, and one being lowest, how would your rate the class plans for this course?

    Why did you decide on this score?

14. Would you change the content of the training material? How?

Grassroots Leadership Training
Participant Evaluation Form

Please complete at the **end** of the training.

Please use the back of sheets or add pages for extra space.

Background information

1.   Why did you decide to take this course?

2.   Did you have experience as a leader and group participant before this course began? If yes, please describe.

General Evaluation

3.   On a scale of five to one, with five being the highest, and one being the lowest, how you rate the entire course?

      5   4   3   2   1
      excellent   poor
      Why did you decide on this score?

4.   What were the highlights of the course?

5.   What information and activities were most useful?

6.   What activities were the least interesting or helpful? Why?

7.   Do you have suggestions for changing any activities to make them better?

8. Do you feel that you learn what you wanted to learn when you signed up for the training?

9. Did you learn additional material that you will find helpful?

10. Would you recommend this training to a friend?

Applying what you learned

11. Have you been able to use what you learned in class in outside activities?

12. Do you think you will be able to use what you learned in class in the future?

13. Do you think you will become more involved in additional or different activities because of this training?

14. Any other comments:

NEIGHBORHOOD TOOL KIT

Grassroots Coalition Against Blight

RESOURCE DIRECTORY

Bridgeport

1998
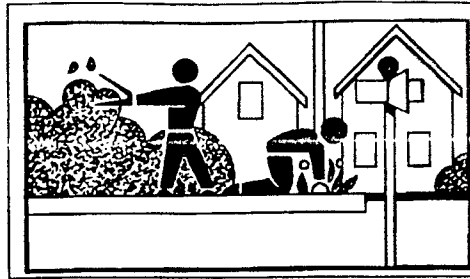
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INTRODUCTION

The Blight Committee was formed on January 25, 1997, at the first citywide Bridgeport Community Conference. The group is now called the **Grassroots Coalition Against Blight**.

It is the mission of the **Grassroots Coalition Against Blight** to provide Bridgeport residents a convenient means by which they can identify and report blighted locations to the appropriate city agencies, with the goal of keeping streets citywide consistently clean and safe.

The purpose of this directory is to give specific information about how to reduce blighted conditions in our neighborhoods.

STEPS TO FOLLOW WHEN REPORTING BLIGHT

Be persistent when reporting problems and following up with city departments. Try to be as optimistic and courteous as possible. People are much more likely to help you when it sounds as though you want to be part of the solution.

If you can make a copy of the Blight Referral Form at the end of this Directory, please use it. Otherwise, please follow the steps listed below.

By Phone

1. Write down specific details of the problem (i.e. address, plate number, pole #, description)

2. Find proper department to call (see pages 4-5 of this directory)

3. Keep a record of the date you call, the name of the person with whom you speak and what action is planned.

4. If the problem has not been addressed in 4 weeks, call the same person and ask if anything is planned or what further steps you might follow.

By Mail

1. Write down specific details of the problem (i.e. address, plate number, pole #, description)

2. Find proper department to write. (see pages 6-8 for addresses)

3. Properly complete a blight form and mail.

4. Keep a copy of the form you send, or a record of the problem, the date you sent the form and the department to which you sent it.

5. If the problem has not been addressed in 4 weeks, call the same person and ask if anything is planned or what further steps you might follow.

FOR QUESTIONS NOT ANSWERED IN THIS DIRECTORY, PLEASE CALL THE CONSTITUENT SERVICES OFFICE AT 576-7200.

VARIOUS FORMS OF BLIGHT

The following is a list of the various forms of blight and the locations where blight may be discovered. Below each heading are City of Bridgeport departments to contact.

For information to locate a property owner's address, please call the "Tax Collector's office" at 576-7271.

Residential/Commercial Buildings

Garbage or litter	Health Department	576-7474
Weeds	Health Department	576-7474
Unkept Property	Housing Code	576-7072
Burned out Structure*	Housing Code	576-7072
Abandoned Property*	Housing Code	576-7072 .
Unsecured Property	City Property Mgr.	576-8356

Vacant Lots

Garbage/Bulk	Health Department	576-7474
Tires	Health Department	576-7474
Abandoned Cars	Police Department	576-7721
Overgrown Weeds	Health Department	576-7474
Hazardous Waste	Fire Marshall Division	576-7685

Garbage/Litter

Vacant Lot	Health Department	576-7474
Residential/Commercial Properties	Health Department	576-7474
Parks/Beach/Public Space	Parks Department	576-7233
Trash left behind from garbage pick-up	Public Facilities	576-7751 or 576-7232
Dumpster Overflow	Health Department	576-7474

Graffiti

Graffiti Hotline number		576-7976
Please leave address AND	describe surface i.e.	brick, etc...

Illegal Dumping (Try to get a license plate #, make and model of vehicle whenever possible)

Street or Vacant Lot	Health Department	576-7474
Beach/Park/Public Space	Parks Department	576-7233

*You may also send a letter about burned out structures and abandoned property to:

Anti-Blight Committee
c/o Michael W. Freimuth
Director of Planning & Economic Development
45 Lyon Terrace, Room 301   Bridgeport, CT 06604

Lighting (Try to get the UI pole number)

Inadequate or no street lighting	United Illuminating	1-800-722-5584

Abandoned Cars

On street	Police Department	576-7721
On private property	Zoning Department	576-7217

Stray Animals

Unlicensed Animals	Animal Shelter	576-8119

Street and Sidewalk

Pot Holes	Public Works	576-7790 or 576-7751 or 576-7124
Broken Curbs/Sidewalks	Public Works	576-7130
Clogged Sewers	Water Pollution Control Authority	332-5550
Streetlights	United Illuminating	1-800-722-5584
Traffic Lights	Public Works	576-7223
Illegal Parking	Police Department	576-7671

Illegal Activity

Chop Shops (illegal car repair)	Zoning	576-7217
Drugs	Narcotics & Vice	576-8380
	Drug Hotline	576-7903
Gang Activity	Raphael Villagas,FBI	333-3512
Auto Theft Task Force		696-2601
Prostitution	Police Department	576-7671

Other

Recycling	Public Facilities	576-7753
Bulk Garbage (i.e. furniture) *	Public Facilities	576-7725
Bridge Information	Public Facilities	576-8391
Roadway Maintenance	Public Facilities	576-8123
Sanitation	Public Facilities	576-7232
Other questions	Public Facilities	576-7751

*The City of Bridgeport does not provide bulk pick-up. All bulk must be brought to:

Bridgeport Solid Waste Transfer Station & Recycling Center
475 Asylum Street

FUNCTION OF CITY DEPARTMENTS

BUILDING DEPARTMENT: 45 Lyon Terrace Room 220   576-7225
To regulate and enforce the Connecticut Basic Building Code in all matters concerning construction, repair, removal, demolition, use, location, occupancy and maintenance of all buildings in the City of Bridgeport.

ENGINEERING DEPARTMENT : 45 Lyon Terrace Room 216   576-7211
To provide engineering services for the City of Bridgeport.

FIRE DEPARTMENT : 30 Congress Street   576-7683
To provide protection to people and property from fire and the many other emergencies that may befall our citizens and City.

HEALTH DEPARTMENT : 752 East Main Street   576-7680

To protect and enhance the health of the residents of Bridgeport through the provision of essential health services, monitoring of events, enforcement of laws and collection of related information.

HOUSING CODE : 752 East Main Street   576-7072
To enforce the Housing and Commercial Code Ordinance and Smoke Detector Ordinance for the City of Bridgeport.

MAYOR'S OFFICE : 45 Lyon Terrace   576-7201
To set the overall direction of City government. The Mayor, as the City's Chief Executive officer, is responsible for setting policy, nominations and appointments to Commissions and boards, presiding at City Council meetings, acts as the official City representative and liaison with various governmental and private agencies: oversees the preparation of the budget and all fiscal aspects connected with functioning of City government.

PARKS & RECREATION : 7 Trumbull Road, Trumbull, CT 06611 576-7233

To maintain and manage the parks and numerous facilities such as Fairchild Wheeler Golf Course, Wonderland of Ice, Beardsley Zoo, and

Kennedy Stadium. Also, responsible for the maintenance and upkeep of street trees.

POLICE DEPARTMENT : 300 Congress Street   576-7611

To enhance the quality of life in the City of Bridgeport by working cooperatively with the public and within the framework of the Constitution to enforce the laws, preserve the peace, reduce fear and provide for a safe environment.

PUBLIC FACILITIES : 55 Congress Street   576-7751

To provide residents and taxpayers of the city the following services: maintains bridges, street cleaning, maintenance, snow plowing, sanding and salting; solid waste collection and recycling; cleaning and maintenance of City buildings.

WATER POLLUTION CONTROL AUTHORITY : 695 Seaview Avenue 332- 5550

To operate, maintain and repair two sewage treatment plants, 300 miles of underground sewer pipes and eleven pump stations for the City of Bridgeport.

ZONING : 45 Lyon Terrace, Room 203   576-7217

To promote health , safety, morals, and general welfare of the community by the enforcement of the Zoning Regulations and by the processing of application to the Zoning Commission and Zoning Board of Appeals of the City of Bridgeport.

ANTI-BLIGHT COMMITTEE: 45 Lyon Terrace Room 301
A special task force formed in 1990, resulted in the adoption of an
Anti-Blight Ordinance (Chapter 16, Article VII, Anti-Blight Ordinance, Section 16-200 to 16-205, Code Ordinances of the City of Bridgeport)
for the purpose of the prevention and removal of blighted buildings. The Anti-Blight Committee, with representation from various city departments, such as the Fire department, Police, Housing Code, Health, Building and Planning and Economic Development, meets on a regular basis to discuss the problem properties for proper action. Meetings are usually held every

3rd Thursday of the month at 2:00 p.m. at City Hall, Wheeler Room A. For confirmation of the meeting, please call 576-7221.

PROPERTY UPKEEP AND MAINTENANCE PROGRAM (PUMP):
McClevy Hall, 202 State Street, Room 206   576-8356
To eliminate and prevent blight in the City of Bridgeport on vacant buildings and lots. Maintenance and upkeep of city-owned properties. Debris removal from privately-owned properties , fencing, board-ups and general upkeep of properties.

TRASH FOR CASH PROGRAM : 55 Congress Street 576-8023
To remove bulk trash from private properties. For further information call Dennis Scinto at above number.

TAX COLLECTOR: 45 Lyon Terrace, Room 105 576-7271
Collection of taxes - real estate, motor vehicle and personal property.

BRIDGEPORT ORDINANCES

The City has ordinances in place to help enforce rules and regulations. The following ordinances are sections from various chapters from the *Municipal Code Book* relevant to questions concerning blight.

To obtain a copy of the below mentioned chapters, call **576-8220**. For any other information about other City ordinances, call the **City Clerk's** office at **576-7081**.

You may cite an ordinance number to a police department operator when reporting a violation.

Chapter 8.56 - GARBAGE COLLECTION AND DISPOSAL (Page 213)

Section: **8.56.020 Duty of Owner in regard to general waste**

Section: **8.56.030 Order to remove waste**

Section: **8.56.040 Preparation for collections-Ordinary Waste**

Section: **8.56.050 Preparation for collection-Garbage**

Section: **8. 56.070 Preparation for collection -Combustible waste**

Section: **8.56.150 Certain prohibitions in collection of garbage**

Section: **8.56.170 City dumping regulations**

Section: **8.56-180 Storage of certain wastes near dwellings restricted**

Chapter 8.60 - SOLID WASTE COLLECTION AND DISPOSAL (Page 218)

Section: **8.60.050 Solid waste collection requirements**

Section: **8.60.060 Unlawful depositing**

Chapter 8.64 - RECYCLING PROGRAM (Page 223)

Chapter 8.68 - LITTERING

BLIGHT REFERRAL FORM

♦**PROPERTY ADDRESS:**_____

(If vacant lot, give at least two addresses adjoining the property)

Blight (check all that apply):   Graffiti: ☐ spray paint ☐ marker ☐ other:_____

☐ abandoned property   Request removal?   ☐ yes   ☐ no

☐ burned property   ☐ litter   *Police Officers:*

☐ vacant property   ☐ garbage   *Arrest made?* ☐ yes   ☐ no

☐ illegal dumping   ☐ needs clean-up   *If "yes", incident Number:*_____

♦**STREET LIGHT** (address nearest telephone pole) : _____

Telephone Pole #:_____   ☐ UI   ☐ SNET (check one)

Nature of the Problem:

☐ light never comes on   ☐ light cycles on and off   ☐ other:_____

☐ light stays on all night ☐ light blocked by tree foliage

♦**ABANDONED VEHICLE LOCATION:**_____

color:_____ make:_____ model:_____ license #:_____

♦**DRUG AREAS:**_____

♦**ILLEGAL CAR REPAIRS:**_____

♦**OTHER:**_____

♦**DURATION OF THE PROBLEM:**_____

NAME OF COMPLAINANT (optional):_____ DATE:_____

Please forward to: **Constituent Services, Main Lobby**   **Tel. #: 576-7200**
                    45 Lyon Terrace, Bridgeport, CT 06604   **Fax #: 332-5568**

Thank you for your assistance !

POLICE USE ONLY
Patrol Officer:_____ Sector:_____ Date:_____
Please forward this form to: Officer Mike Gosha, East Precinct

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BRIDGEPORT SOLID WASTE TRANSFER STATION
&
RECYCLING CENTER

475 ASYLUM STREET

RULES AND REGULATION

NO COMMERCIAL BUSINESSES WITHOUT A HAULERS PERMIT
(permits can be obtained from the Public Works Dept. 55 Congress St.)

BRIDGEPORT RESIDENTS AND SMALL BUSINESSES (WITH PERMITS) ONLY

OPEN MONDAY THROUGH SATURDAY 7:00 AM - 2:30 PM / 7:00-AM — 4:00 PM
(NO BUSINESSES ALLOWED ON SATURDAYS)

- Household refuse only
- Must have Bridgeport license and registration or Haulers Permit
- No toxic or hazardous liquids or waste
- Wood, brush or metal over 4' (ft.) long will not be accepted
- All metal must be separated
- All small debris, lawn rakings, etc. must be tied, bagged or boxed
- Wood doors and mattresses must be cut in half
- We do not accept more than 2 tires per load
- We do not accept sheetrock, shingles or remodeling & demolition materials
- Brush must be under 4' (ft.) and tied in bundles or loose and covered
- All leaves are to be in **PAPER LEAF BAGS ONLY** any other bags or boxes must be emptied
- Recyclables are to be placed under the direction of the weighmaster
- Oil & Anti-freeze must be free of contamination & left with the weighmaster
- People living outside of the City who own a house in Bridgeport must bring proof of ownership of said premises
- All loads must be covered and secured
- No rude or abusive conduct will be tolerated

THE WEIGHMASTER HAS THE RIGHT TO REFUSE ANY NON-CONFORMING LOADS

The weighmaster has complete authority to dictate rules and regulations
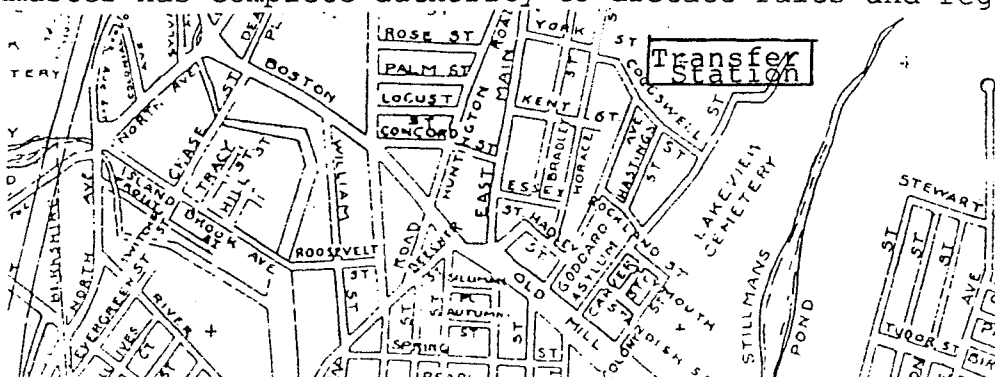
NEWSPAPERS   -   Tied with string or in a brown paper bag

* **NO** Junk Mail
* **NO** Magazines
* **NO** Wrapping Papers or Catalogs
* **NO** Plastic Bags

(ONLY PAPERS ALLOWED ARE WHAT IS INCLUDED IN SUNDAY PAPERS)

PLASTICS -   All caps must be removed, #1 and #2 containers only

* **NO** 5 gallon pails
* **NO** Pancake syrup containers (They are #5)
* **NO** Orange Juice containers with the #7
* **NO** children toys
* **NO** plastic bags

(IF IT DOES NOT SAY #1 OR #2 DO NOT GUESS, LEAVE IT BEHIND.)   ALL CONTAINERS
MUST BE EMPTY.

GLASS -   Lids and caps removed

* **NO** broken glass
* **NO** drinking glasses, pyrex, mirrors or light bulbs
* **NO** window or auto glass

METAL -   Empty and rinsed, labels are OK

* **NO** paint cans or aerosol cans
* **NO** coat hangers or metal household items

SOURCES

SOURCES

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ATTACHMENTS

WEST END AREA MAP

Bridgeport Census Tracts

Map #1

Appendix A

TRUMBULL

STRATFORD

FAIRFIELD

Urban Enterprise Zone

West End
Development
Area

East End
Development
Area

Bridgeport
Harbor

Long Island Sound

LOW/MODERATE INCOME AREAS

BRIDGEPORT, CONNECTICUT

% Low/Moderate Income

Over 51%

Source: 1990 Census Special Tabulation Tape;
U.S. Department of Housing and Urban Development

Trumbull

Super Stop & Shop

Shaw's Supermarket

Beardsley Zoological Gardens Improvement

Madison Avenue Streetscape

Home Depot

Merritt Retail Center

West End Industrial Park

Main Street Retail Center

Bodine Corporation Expansion

Palace Majestic Theater Restorations

Pep Boys

Klein Entertainment District

Lake Success Business Park

New Development Site at Congress Plaza

State Street Commercial Gateway

Black Rock Theaters

Downtown Cabaret Theater

Housatonic Avenue Road Improvements & Bikeway

Pequonnock Riverfront Renewal

Indoor Tennis Facility

Downtown Historic Revitalization/ Streetscape Improvements

Boston/North Avenue Gateway

Pine & Andover Project

Worden & Andover St. Retail Project

Shops and Restaurants

East Main Street Commercial Gateway

Chaves Bakery

Polka Dot Playhouse

Public Works Development Site

Hines Bros. Truck Facility

Munoz-Marin Center

Captain's Cove

Intermodal Transportation Center

Historic Ships

CASCO Relocation

Housatonic Community Technical College

Washington Park Historic Rehab.

Seaview Avenue Industrial Corridor

Lafayette Square Retail Center

Neighborhood Business Park

Downtown Office Development Site

Shoreline Star Dog Track and Simulcast

Waterside Park

Barnum Museum Improvement

Remington Arms Industrial Park

State Police Barracks

Lacey Manufacturing Expansion

Read's Block Rehab Project

Sports and Entertainment Arena

Discovery Museum Relocation

HarborYard BallPark

Block 749 Industrial Project

Park to Park Gateway

Historic Commercial Fishing Village

Skating Rink

CarTech Development for waterfront users

Bridgeport Energy Power Plant

Water Transportation System

Stratford Avenue Commercial Gateway

Ferry Terminal Enhancement

Commercial Port Expansion

Seaside Park Improvement Program

Harbour Place Development

Stratford →

Bridgeport Harbor

Long Island Sound

Project Key

■ Completed-Public

■ In Progress-Public

■ Completed-Private

■ In Progress-Private

■ Partially Approved & Funded

■ Visionary

Produced by the BRIDGEPORT REGIONAL BUSINESS COUNCIL

Sponsored by the KASPER GROUP INC.
Engineers • Architects • Surveyors

BRIDGEPORT ECONOMIC DEVELOPMENT VISION

BRIDGEPORT ECONOMIC DEVELOPMENT VISION

In order to regain the prosperity of an aging industrial center like the City of Bridgeport, a n u m b e r of things had to happen to turn its fortunes around. First, the city's financial house had to be put in order. Secondly, the city needed to be better managed. Third, an economic development vision and plan needed to be created that would enable jobs and tax base to grow. Fourth, as with any major northeast industrial center, public investment was needed to purchase and clean up property and to rebuild infrastructure. Fifth, political-cal will, strength and consensus had to be achieved to put focus on economic development, make the necessary changes in city government, and create the ability to adopt a plan to gain the public funds to support the plan. When these things occurred, as they have in Bridgeport over the last few years, then private investment, would occur.

Today, after all these things have been achieved, we have seen over $300 million in public money invested in the projects that are highlighted on the map entitled "Bridgeport's Economic Development Vision". This $300 million will result in over $1.5 billion of private investment! The result of this investment will be the creation of almost 20,000 job opportunities and over $50 million per year in added tax revenue to the City of Bridgeport. A remarkable economic turnaround.

The projects cited on the map are identified in six (6) categories: **1** those projects that have been completed and were supported with public money; **2** those projects that are in progress and are supported with public money; **3** those projects that have been completed and were funded privately without public support; **4** those projects that are in progress and are funded privately; **5** those projects that are partially approved and partially or fully funded; and, **6** those projects that are visionary and not yet approved or funded.

Family Services Woodfield is interested in collaborating with residents to identify community needs. The Agency has received funding for a Community Liaison position to help revitalize West End neighborhoods. Utilizing the Community Liaison as an added resource, we hope that residents will join together to address neighborhood concerns (ie safety, beautification, etc.).

Please complete the following survey.

Name:_____ Date:_____

Address:_____

Home Telephone:_____Work Telephone:_____ Ethnicity:_____

Sex:_____ Age:_____ Level of Education: Some H.S. GED, H.S. Grad, College, Other_____

Are you the head of the household? (If not, indicate head of household)_____

How many adults are members of the household?(List ages, sex of other members)_____

How many dependents are in the household?(List ages, sex of dependents)_____

Do you own the home you live in?   Yes   No   If no, whom do you rent from?_____

Do you receive a rental subsidy?   Yes   No   If yes, what subsidy program are you involved with?_____

Are you currently employed?   Yes   No   If yes, what town?_____

What other household members are employed and where?_____

What school do the dependents of the household attend?_____

Where do you and your dependents receive your health care?_____

What mode of transportation do you use? (i.e., bus, automobile, taxi)_____

Are you involved with any civic, community, religious, cultural organization or group? (If yes, please specify)_____

_____

Where do you do your banking?_____

What are your concerns about your neighborhood?_____

_____

_____

_____

_____

interviewer:_____

CLINTON AVENUE RESIDENT FEEDBACK

A door to door survey was conducted on the residents of lower Clinton Avenue (between State Street and Railroad Avenue) to collect demographic information as well as concerns about the neighborhood. The results of the survey indicated residents had concerns with the barriers, sidewalks, and the abandoned/blighted houses in the neighborhood.

Residents indicated that the barriers cause a problem when it rains, water puddles form at the corner of Clinton and Railroad Avenue and other areas on Clinton Avenue. One of the residents stated that since the barriers were placed puddle water freezes on his driveway during the cold weather and he has fallen as a result of this. Another resident stated that the barriers do not serve their intended purpose to slow traffic. Cars still speed through. The height of the barriers create a hazard by blocking the visibility of small children. Finally, residents also stated that the barriers increase the unattractiveness of the neighborhood and draw attention to the problem they were intended to remedy.

The second issue brought up by the residents were the sidewalks. They indicated that the sidewalks are cracked and uneven creating a hazardous walkway for residents.

Finally, the residents stated that the abandoned/blighted houses in the neighborhood are a health hazard for all residents. One of the major concerns with these properties is that they attract a large number of rats. The rat infestation affects not only the abandoned/blighted buildings but also the buildings adjacent to them. In addition, these abandoned/blighted buildings are an invitation for illegal dumping. The illegal dumping is not only a health hazard but it also contributes to the unattractiveness of the neighborhood.

Efforts by the Bridgeport Police Departments Community Services and the Enterprise Community Organizer have boarded the houses several times, but the problem continues to exist. Due to the lack running water and plumbing facilities, squatters on these properties defecate in the backyard causing further unsanitary conditions.

WEST END/WEST SIDE COMMUNITY
ARE YOU GETTING THE SERVICES YOU NEED ??

PLEASE COMPLETE THIS SURVEY AND INCLUDE YOUR NAME AND ADDRESS AND YOU WILL BE ELIGIBLE FOR A **RAFFLE FOR A FREE 8X10 OIL PAINTING.**

NAME_____

ADDRESS_____

PHONE #_____

PLEASE CIRCLE AND RATE THE FOLLOWING:

	Yes	No	Some
EDUCATION			
Job Counseling	1	2	3
Job Training	1	2	3
Scholarship Availability	1	2	3
GED Programs	1	2	3
Technical Programs	1	2	3
HEALTH			
Medical Services	1	2	3
Pre Natal Care	1	2	3
Lead Screenings	1	2	3
Immunizations	1	2	3
Alcohol and Drug Rehabilitation Services	1	2	3
Counseling	1	2	3

	Yes	No	Some

WOMEN'S SERVICES

	Yes	No	Some
Domestic Violence Services	1	2	3
Sexual Assault Services	1	2	3
Parenting Classes	1	2	3

CHILDREN'S SERVICES

	Yes	No	Some
After School Programs	1	2	3
Summer camps	1	2	3
Childcare	1	2	3
Recreational Activities	1	2	3

EMERGENCY SERVICES

	Yes	No	Some
Shelters	1	2	3
Soup Kitchens	1	2	3
Food Banks	1	2	3

GENERAL SERVICES

	Yes	No	Some
Housing	1	2	3
Security	1	2	3
Transportation	1	2	3
Retail Stores	1	2	3
Financial Service (banks, etc.)	1	2	3

Are you interested in volunteering to help improve the community?   **yes**   **no**
Would you be interested in serving on a community board?   **yes**   **no**

THANK YOU FOR CARING ABOUT OUR COMMUNITY.

Community Building Initiatives

Resident Satisfaction Survey

Name:_____

Date Completed:_____

****

Accomplishments:

1. Has Family Services Woodfield been helpful in providing beneficial information to you and your neighborhood?

   1 = not all helpful   2 = somewhat helpful   3 = helpful   4 = extremely helpful

2. Has Family Services Woodfield been effective at promoting greater cooperation among groups and individuals in the neighborhood?

   1 = not all helpful   2 = somewhat helpful   3 = helpful   4 = extremely helpful

3. Have you attended any Family Services Woodfield resident meetings?

   1 = never   2 = once   3 = twice   4 = three times or more

4. Have you participated in any Family Services Woodfield resident events?

   1 = never   2 = once   3 = twice   4 = three times or more

5. Have the efforts of Family Services Woodfield contributed to any positive change in your neighborhood?

   1 = no   2 = little   3 = some   4 = major
   contribution   contribution   contribution   contribution

FAMILY SERVICES WOODFIELD
475 CLINTON AVENUE
BRIDGEPORT, CT 06605

QUESTIONNAIRE FOR CUSTOMER GROUPS

Name of Customer: _____
(Community Group/Organization)

FSW Program: _____ Date:_____

	Good	Average	Poor	Don't Know
Provides prompt response/attention to referrals	___	___	___	___
Information provided to the community regarding eligibility/criteria for services offered	___	___	___	___
Availability of services without discrimination	___	___	___	___
Responsiveness to community needs with regard to:				
* accessibility	___	___	___	___
* program modification	___	___	___	___
* provision of culturally appropriate services	___	___	___	___
Competency of Personnel	___	___	___	___
Provides information/reports in a timely manner	___	___	___	___
Cooperation with community organizations	___	___	___	___
Advocacy on behalf of consumers and their needs	___	___	___	___
Respect for confidentiality of persons served	___	___	___	___
Overall quality of the service provided	___	___	___	___

Other Comments Welcome:

_____
_____
_____
_____
_____

9/98

Bridgeport Community Survey

Please answer the following questions as completely as possible.

1. What neighborhood do you currently live in? _____

2. How many years or months have you lived at your current address? Yrs _____ Months _____

Please circle the most accurate response.

3. Overall, how would you rate your neighborhood as a place to live?
   - a) Excellent
   - b) Good
   - c) Fair
   - d) Poor
   - e) Don't know

4. How safe do you feel or would you feel being out alone in your neighborhood at night?
   - a) Very safe
   - b) Somewhat safe
   - c) Somewhat unsafe
   - d) Very unsafe
   - e) Don't know

5. How safe would you feel being out alone in Bridgeport, outside your neighborhood, at night?
   - a) Very safe
   - b) Somewhat safe
   - c) Somewhat unsafe
   - d) Very unsafe
   - e) Don't know

6. How often does worrying about crime prevent you from doing things you would like to do in your neighborhood?
   - a) Very often
   - b) Somewhat often
   - c) Rarely
   - d) Never at all
   - e) Don't know

7. Have you noticed graffiti anywhere in your neighborhood?
   - a) Yes
   - b) No
   - c) Not sure

8. Would you say that graffiti is a problem in your neighborhood?
   - a) Yes
   - b) No
   - c) Not sure

9. Have you noticed graffiti anywhere in Bridgeport outside your neighborhood?
   - a) Yes
   - b) No
   - c) Not sure

10. Would you say that graffiti is a problem throughout Bridgeport?
 a) Yes
 b) No
 c) Not sure

11. In the past 6 months, have you noticed a change in the amount of graffiti in your neighborhood?
 a) Increase   c) No change
 b) Decrease   d) Not sure

12. In the past 6 months, have you noticed a change in the amount of graffiti in Bridgeport?
 a) Increase   c) No change
 b) Decrease   d) Not sure

How much of a problem do you think graffiti is in the following places in your neighborhood:

	Big Problem	Some Problem	No Problem	Don't Know
13. Industrial buildings	Big	Some	None	Don't Know
14. Retail Centers/Stores	Big	Some	None	Don't Know
15. Private residences	Big	Some	None	Don't Know
16. Traffic signs	Big	Some	None	Don't Know
17. Utility boxes	Big	Some	None	Don't Know
18. Monuments	Big	Some	None	Don't Know
19. Public buildings	Big	Some	None	Don't Know
20. Traffic barriers	Big	Some	None	Don't Know

21. In the past 6 months, has your home or building where you live been messed up by writing or painting on the walls?
 a) Yes (if Yes, please answer question 21a)
 b) No
 c) Not sure

 21a. Did you report this incident to anyone?
  a) Yes (if Yes, please answer questions 21b and 21c)
  b) No
  c) Not sure

 21b. Who did you report this to? _____

 21c. Was the graffiti removed after you called?
  a) Yes (if Yes, please answer questions 21d to 21f)
  b) No
  c) Not sure

21d. Do you know who removed the graffiti? _____

21e. How quickly was the graffiti removed after you called?
    a) It was removed immediately
    b) It was removed in a couple of days
    c) It was removed after a few weeks
    d) It was removed in a few months
    e) It has never been removed
    f) You removed the graffiti
    g) Don't know/can't remember

21f. How satisfied were you with the way this report was handled?
    a) Very satisfied
    b) Satisfied
    c) Neither satisfied or unsatisfied
    d) Unsatisfied
    e) Very unsatisfied

22. Have you ever thought about reporting graffiti but later chose not to?
    a) Yes (if YES, please answer question 22a)
    b) No
    c) Don't know

22a. Why did you decide not to report it?
    a) Didn't think anything would be done
    b) Didn't want to get involved
    c) Didn't know who to call
    d) Took care of the graffiti yourself
    e) Wasn't on your property
    f) Don't know
    g) Other _____

23. Are you between the ages of:
    a) 18 to 24
    b) 25 to 34
    c) 35 to 50
    d) 51 to 65
    e) Over 65

24. Are you a male or female?
    a) Male
    b) Female

25. How would you describe your race or ethnicity? _____

That concludes our survey. Thank you very much for your willingness to participate!

95

S 𝝙𝝙 IP

**Southern Health
Improvement Partnership**

200 Mill Hill Avenue
Bridgeport, CT 06610
Telephone (203) 384-3629
Fax (203) 384-4034

Our Access to Health Care task needs your help in prioritizing areas to target for intervention. Please check off the # 1 priority within each task force area.

1. Access to Health Care

If you had to choose one thing that would encourage more people in the South End, West End, West Side and Black Rock to seek health care and comply with medications, what would it be? (Please check only one.)

☐ Improve doctor/patient communication

☐ Increase friendliness of clinic staff

☐ Make doctor visits more affordable

☐ Make medications more affordable

☐ Build more drugstores

☐ Provide home delivery service for subscription medications

☐ Improve transportation to doctors' offices/clinics/hospitals

☐ Educate residents about health insurance benefits which they may not be taking advantage of.

☐ Educate residents about the importance of regular doctor visits and health screenings.

☐ Provide more free health care to the uninsured

☐ Make clinic hours more convenient (i.e. weekend and evening hours)

☐ Change certain health insurance restrictions.

☐ Other (please explain)_____

Any personal experiences, comments or specifics about your above choice?_____

_____

_____

_____

2. Economic Development

If you had to choose one thing that would help more people in the South End, West End, West Side and Black Rock obtain living wage jobs, what would it be? (Please check only one.)

☐ Improve high school completion rates

☐ Improve public school system

☐ Make college more affordable

☐ Encourage more students to seek a college education

☐ Make residents aware of existing job training and career resource programs in the area.

☐ Provide more and/or better job training programs

☐ Have more job fairs in Bridgeport

☐ Improve literacy rates

☐ Bring more large employers to Bridgeport

☐ Improve public transportation to jobs outside of Bridgeport

☐ Other (please explain)_____

Any personal experiences, comments or specifics about your above choice?_____

_____

_____

_____

S👪IP
Southern Health Improvement Partnership

Economic Development
Task Force
Meeting Minutes Fax 6/9/98

200 Mill Hill Avenue
Bridgeport, CT 06610
Telephone (203) 384-3629
Fax (203) 384-4034

TO: Eva Colon, Teresa Contadino, Monica Gilbert, Joe Delahunt, Angie Staltaro, Carolyn Gonzalez,

FROM: Alyssa Burger

PAGES: 5

Dear Eva, Teresa, Monica, Joe, Angie and Carolyn,

Here is the revised survey and the FSW Job Opening form. At the last meeting, we discussed a survey strategy. We decided to each take a few blocks on Fairfield Avenue and hit only those businesses on our designated blocks. Do not solicit the churches and ministries as Joe will be covering them.

<u>Try to get 2 pilot surveys done for the next meeting on June 30th at ASPIRA at 12:00 noon.</u> The pilot will help us to improve the survey before we hit all 50+ merchants.

Joe:	All churches and ministries on Fairfield Avenue
Angie:	Fairfield Ave, from Park to Sherwood
Teresa, Eva, Monica:	Sherwood to Colorado
Alyssa:	Colorado to Hancock
Carolyn:	Lenox to Railroad

The longterm plan is to complete the surveying by August 15th, compile and analyze the data in September, and shoot for an early October merchants association meeting.

If you have any changes or comments, please call me.

Best,

Alyssa

FAMA

Fairfield Avenue Merchants Association

SURVEYOR INTRODUCTION

Hi, my name is _____, from _____.

I am representing a   community collaboration called SHIP, which is working to improve the quality of life in the West End.

I would like to invite your participation in a short survey about your business. The goal of this survey is to identify the needs of Fairfield Avenue merchants, in the anticipation of starting a Fairfield Avenue merchants association.

May I please take 10 minutes to interview the president of your organization?

ℱ𝒜ℳ𝒜
Fairfield Avenue Merchants Association

Organization Name:	
Address:	
Phone:	
Fax:	
e-mail:	
Contact Name:	
Owner or Executive Director:	
Type of organization:	
Year Established:	

1. What is your organization's mission?

2. What services does your organization provide?

3. What products does your organization provide?

4. What are your organization's current priorities?

5. How many full time and part time employees do you have?

_____# full time   _____# part time

6. Does your organization recruit employees from Bridgeport? ☐ Yes   ☐ No

7. What types of degrees and skills have you looked for in candidates in the past?

8. Do you currently have any job openings, apprenticeships or internships that you would like to advertise through a Job Bank provided by Family Services Woodfield?   ☐ Yes   ☐ No (If yes, please fill out an FSW job opening form)

9. What do you think the priorities are for the Fairfield Avenue business corridor? (Please check top two choices)

☐ Security/safety
☐ Tree-scaping, flower planting, benches
☐ Litter/garbage removal
☐ Storefront rehabilitation
☐ Blight removal
☐ Parking
☐ Road, sidewalk, lighting improvement
☐ Other_____

Comments:_____
_____
_____
_____

10. What do you like about your business location?

11. Would you be interested in joining a Fairfield Avenue Merchants Association to work on such things as economic development, safety, aesthetic improvements, increasing customer traffic, etc. along the Fairfield Avenue corridor from Park Avenue to the Railroad Underpass?

☐ Yes   ☐ No

S ❦ **IP**
Southern Health
Improvement Partnership

Economic Development
Minutes

200 Mill Hill Avenue
Bridgeport, CT 06610
Telephone (203) 384-3629
Fax (203) 384-4034

March 5th, 1999 Meeting at Family Services Woodfield Annex

The Economic Development Task Force had their first meeting of the year to regroup and explore new areas of involvement. The Task Force objectives include:

- Increasing satisfaction levels of residents in the South End, West End, and West Side regarding the cleanliness of Fairfield Avenue from Park Avenue to McDonald's
- Increase the optimism of Fairfield Avenue businesses, from Park Avenue to McDonald's regarding the potential for aesthetic improvements and economic development of this district
- To increase the number of paid summer jobs, internships , and apprenticeships offered to residents (especially teens) in the South End, West End, and West Side from Fairfield Avenue businesses

The Task Force decided to start out small and take the initial steps towards the first objective, the cleanliness of Fairfield Avenue, by reaching to the community via a **Spring Clean-Up of Fairfield Avenue**, (from Clinton Avenue to McDonald's). The hope is to get residents, agencies, merchants, and volunteers to collaborate and work towards improving their neighborhood. To accomplish any of our objectives, we need to organize the community and involve them in the process.

Eva Colon envisions " The initial role of the Economic Development Task Forces should be as a catalyst, making the West End/West Side more aesthetically desirable...which will in-turn attract growth and business. "

Save The Date
Fairfield Avenue's Spring Clean Up
April 10th
8:30 a.m. – 12:00 p.m.
Meet at ASPIRA of CT
Ending with a neighborhood celebration.

FAMA

Organizing the community and identifying their needs will give the Task Force an opportunity to continue working towards the development of a Fairfield Avenue Merchants Association (FAMA). FAMA has identified the area from Park Avenue to McDonalds to be in need of organization and improvement. They hope to gather the merchants in the region to identify their needs and establish how SHIP can be of service.

FAMA had their last meeting November 1998. The following people attended:
Angie Staltaro, City of Bridgeport-Housing
Carolyn Gonzalez, BEDCO
Ed lavernoich, City of Bridgeport, OPED
Eva Colon, Family Services Woodfield
Geri Banyai, Bridgeport Rescue Mission
Gloria Davis, Central Grants Office
Jim Carbone, Modern Plastics
Tim Rogers, Family Services Woodfield
Joe Delahunt, West Side Community Council
Michael Kane, Hancock Pharmacy
Paul Edison, McDillon Real Estate Services
Richard Jespersen, Jespersen Danish
Ron Remey, Bassick High School
Sabine Kiczo, City of Bridgeport, OPED
Thomas Hill, Park City Primary Care Center
Tino Molina, West End CDC
Irma Pena, ASPIRA
Teresa Contadino, Family Service Woodfield

We need to regroup with these people and see where we want to go from here. One of the points to be addressed is the development of a Board for FAMA. This process needs to be inclusive and represent the larger businesses, local merchants, and community people. Please attend our next meeting to plan the Spring Clean Up and the continued development of FAMA.

Next Meeting
Thursday, March 18, 1999 at 11 a.m.
Family Services Woodfield Annex

Fairfield Avenue Through a Consultant's Eyes

"As one of the major roads out of downtown, Fairfield Avenue is well suited to commercial uses, institutional uses, and multi-family housing desirous of visibility and accessibility. All of these uses line the corridor in a somewhat haphazard pattern. There are a few vacant parcels, and most property is fully utilized or in the process of being redeveloped. The danger in this is that the corridor will continue to muddle through with no identity, thus pulling down the image of the adjoining neighborhood. This can be obviated somewhat by streetscape improvements. Tree planting could provide some unity, for example. Dramatic night lighting of the corridor's historic landmarks could provide some visual excitement to draw attention away from the corridor's less attractive properties. Landmarks include the statue at the corner of Park Avenue, St. John's, the art deco Hawley Hardware building, the art deco cornerstone of the Kaufman Fuel building, and especially the Klein Memorial Hall."

"Klein Hall presents additional opportunities. While infrequently used, Klein Hall generates a positive image for the neighborhood and its businesses. Conversely, the image of the neighborhood has a major impact on the marketability of the Hall. A Klein/Council is in order, and might lead in any number of directions. As one example: perhaps the Council could create a community-run café and catering business out of the Hall or a nearby building (there is a vacant realtors office only one block away, for instance); the business could provide food for Klein patrons; the Hall could be available for special events catered by the business; the Klein Hall image could bolster the café's marketing to area businesses and residents, where in fact most of the money is to be made. This might make another logical CRA-funded project" (West Side Community Council, Economic Development Study, West Side Neighbhorhood, Abeles Philips Preiss & Shapiro, 1997).

DOT's Reconstruction of Fairfield Avenue

The Connecticut Department of Transportation is undertaking the preparation of design plans for the $4,000,000 reconstruction of Fairfield Avenue scheduled to begin in the spring of 2001. Construction will begin at the intersection of Fairfield Avenue and Silliman Avenue and end at Lafayette Boulevard. There will be no changes to the existing lane arrangements or on-street parking. New sidewalks and curbing will be installed in areas where grading during construction warrants replacement. The existing combined sanitary and storm sewer will be replaced with a new storm drainage system.

Portions of the project area will be enhanced with streetscaping, including the installation of ornamental pedestrian street lighting, pavers in the area between the edge of the road and the sidewalk, and tree plantings. The scope of the aesthetic improvements will be determined by the City of Bridgeport.

It is standard practice to minimize disturbance to local businesses during construction. The State's contractor will make every effort to maintain through traffic and provide access to private property. For more information, contact Betsy Leiss, Project Engineer, Connecticut Department of Transportation, Tel: (860)594-3225, Fax: (860)594-3373.

New Addition to Family Services Woodfield

Family Services Woodfield (FSW) is adding a new 12,000 square foot, two story building to its existing facility on the corner of Fairfield Avenue and Clinton Avenue. The new post-modern style building, designed by the architectural firm Wiles & Associates of Bridgeport, will enhance the Fairfield Avenue corridor. Thanks to the City of Bridgeport, demolition of existing storefronts located on the corner of Fairfield and Colorado Avenues will take place shortly. Ground-breaking is expected to take place in early 1999 and completion of the project by the year 2000. Six programs will be housed in the new building. For more information, contact Tim Rogers, Vice President of Development, Family Services Woodfield, Tel: 368-4291 ext. 378, Fax: 368-1239.

Tips from Madison Avenue Merchants Association (MAMA)

With over 90 members and 6 years of organizing, MAMA boasts many successes. MAMA created a theme for upper Madison Avenue, promoting it as "Bridgeport's Little Italy and Restaurant Row." Each year, MAMA sponsors the Classic Car Cruise Night, Children's Halloween Festival, MAMA Street Festival and many other events. Members also enjoy many other benefits such as block watches, group advertising, and street beautification.

Through member dues, the group hired a Madison Avenue panhandler to empty trash barrels, sweep curbs and drains, weed, and remove signs from utility poles. He is now a productive citizen, helping to maintain and beautify Madison Avenue. (Hiring someone to do street maintenance on Fairfield Avenue could be one of FAMA's first projects). For more information about MAMA, contact Carol or Ron Balboni, Tel/Fax: 372-9730.

West End Enterprise Community

$130,000 from the federal Enterprise Community will be available to the West End. The City is asking businesses, residents and stakeholders in the West End to help decide how this money is to be spent. This grant is limited to direct services (i.e. youth programs, street lighting, community garden), not for capital improvements. The first town meeting was held on November 16, 1998. Future meetings will be announced. For more information, contact Gloria Davis, Neighborhood Organizer, City of Bridgeport, Tel: 332-5662, Fax: 332-5657.

West End Association and the West End CDC

Established in 1976, the West End Association is a group of 45 member companies, including founding members like Modern Plastics and West End Movers. Its original purpose was to band together and discuss the status of the neighborhood and call for the support of local and state government. It quickly became a sounding board for the businesses that operate in the community. As some of the area's largest members such as Casco, Bryant electric and Hubbell relocated from the area, the association developed a neighborhood development strategy that included the formation of the West End Community Development Corporation (CDC) in 1994. As part of Bridgeport's Municipal Industrial Plan, the West End CDC has accomplished many of its objectives such as:

- the improvement of security measures through construction of the West End Police Precinct.
- enhanced area image and cleanliness through Operation Clean Sweep.
- acquisition and demolition of one light-industrially zoned building.
- intersection realignments and tree plantings.
- demolition of obsolete or non-conforming structures.

For more information, contact Jim Carbone, West End Association, Tel. 333-3128, Fax: 333-4625 or Tito Molina, West End CDC, Tel: 336-5939, Fax: 367-2600.

Results of FAMA Survey

Over the past three months, members of the SHIP Economic Development Task Force surveyed Fairfield Avenue Merchants (from Park Avenue to McDonalds). Out of 46 merchants, a total of 24 surveys were completed. When asked, "What do you think the priorities are for the Fairfield Avenue business corridor?," most merchants (83%) said that security and safety issues are a priority. Other issues which ranked high are: litter/garbage removal (50%); road, sidewalk, lighting improvement (50%); storefront rehabilitation (29%). Treescaping, flower planting, benches (16%); blight removal (16%), parking (13%) are not a high priority to the majority of Fairfield Avenue merchants.

The survey also revealed that the street is comprised of a variety of businesses. There are 9 health and human service organizations, 7 churches and missions, 5 car-related businesses, 4 restaurants, 4 food markets and delis, 3 housing organizations, 2 funeral homes, 2 manufacturing companies, 1 entertainment hall, 1 high school, 8 other types of businesses. The majority (72%) of the organizations surveyed on Fairfield Avenue have under 10 employees; 16% have between 20-40 employees; and 16% have over 100 employees.

The Southern Health Improvement Partnership (SHIP) will help give FAMA a jump-start by coordinating preliminary meetings and helping to establish a Board of Directors.

New police substation aids West End project

Construction of a new police substation in the West End should begin soon. It is expected to allow the Bridgeport Police Department to work more closely with neighborhood residents, merchants and organizations.

Police Chief Thomas J. Sweeney said the new substation, at the corner of State Street and Howard Avenue, will help the department reach its goal of establishing separate command posts for different sections of the city.

"This is a very visible commitment and should help with the redevelopment of the State Street corridor," said Sweeney, referring to the city's plans to build a new industrial park on nearby land parcels.

The substation is expected to take about eight months to build. It will include a community meeting room and offices for a neighborhood development organization, the West

End Community Development Corp. (CDC).

Sweeney attended the recent groundbreaking ceremony with Mayor Joseph P. Ganim, other public officials, West End business

leaders and neighborhood activists.

The substation, which will be open and staffed 24 hours a day, is designed to make the new industrial park more attractive to potential tenants.

Land is now being cleared to make way for the industrial

park. Demolition of the former Bryant Electric building was part of the project.

Should help attract companies
"The police substation is the best thing that has happened

'This will give us an opportunity to better market the industrial park — and that's the key to the neighborhood's revival.'

—James Carbone
West End business owner

in the West End in a long time," said James Carbone, owner of Modern Plastics, a longtime manufacturer located across the street from the substation site.

"This will give us an opportunity to better market the industrial park — and that's the

key to the neighborhood's revival," said Carbone, who also chairs the West End CDC.

The substation will alleviate concerns about public safety that companies moving into the area might have, Carbone said.

Another West End business owner agreed. "This will be a deterrent to crime in the area," said Donald "Dino" Benedetto, who owns a State Street service station and thinks the area suffers from an undeserved reputation for being unsafe.

Ganim described the new substation as "a major milestone for the West End" that symbolized the advances being made by the police department in fighting crime and working with community groups.

The mayor said the substation also showed how the public and private sectors can

Tito S. Molina, West End Comm president, is all smiles at the ground substation in the neighborhood's c

New cop substation should aid West End project—

work together. "The CDC is headed by business owners vested in the neighborhood," Ganim said.

Architect Michael Donegan of Stratford-based Kaestle-Boos/Donegan said the 6,000-square-foot structure will include police administrative offices and locker rooms with showers, as well as the CDC offices and community meeting room.

Donegan said he is particularly proud to be working on the project because his father once was a desk sergeant in the old Black Rock police precinct, and he has been saddened by the West End's decline in recent years.

Tito S. Molina, West End CDC president, said the new substation will increase the police presence in the neighborhood. "Security has always been a factor for businesses," he said.

More police in the neighborhood will help market the industrial park and create new alliances between West End businesses and the police, Molina said.

He said the CDC and local companies also are working on improving the neighborhood's physical appearance. "We have a special crew that cleans garbage a few days a week," Molina said.

Three command posts in city

The police department hopes to soon have three command facilities, each serving a different part of the city.

· The new West End substa-tion will serve sections of the city west of Park Avenue, such as Black Rock, Brooklawn and the West Side, as well as the South End.

Another existing substation on Clarence Street, built in a former firehouse, serves the city east of the Pequonnock River, including the East Side, East End and upper East Side.

Police headquarters down-town will monitor activities in the central business district, Hollow and North End.

Sweeney said the substation approach was suggested by a 1980s study of the police department. The Bridgeport po-lice used to have precincts in many neighborhoods, but the facilities were closed many years ago.

The command structures should increase community policing, a concept in which of-ficers work closely with neigh-borhood residents.

"People develop personal relationships with their local officers, and we have found that people are less likely to get involved in criminal activ-ity when they know police of-ficers personally," Sweeney said.

The West End site was se-lected because state economic development funds can be used to pay for construction of the facility as part of the indus-trial park project.

Sweeney said the location is ideal because it is near indus-trial, commercial and residen-tial areas, and provides excel-lent vehicle access to all parts of the city.

Demolition in the City, Open Space in Mind

By REG JOHNSON

IN an effort to clear away blight, reduce density and generally make their communities more livable, Connecticut's three largest cities are busily demolishing hundreds of buildings, including 19th-century houses and factory buildings.

The demolition has alarmed historic preservationists, who say too many good buildings are being torn down and the cities are in danger of destroying their character.

But in the past two years in Bridgeport alone, more than 300 buildings have been torn down. In the same period, 468 structures have been razed in New Haven. In Hartford, 200 buildings have disappeared in three years.

"In all cases, city officials see compelling reasons for the demolition: declining population and the need to get rid of abandoned buildings that have become eyesores and/or havens for drug dealers.

Officials also see the razings as an opportunity to create more green space, in the form of parks or community gardens.

"We have looked at dealing with blight as an opportunity, something that can create a community resource," said Mike Kuczkowski, spokesman for New Haven's Mayor, John DeStefano.

"Two years ago, Mr. DeStefano decided to begin the Livable Cities Initiative, which involved an attack on blight by demolition and, in many cases, creating community gardens in the freed-up place. In two years, 100 community gardens or pocket parks have been created. "It's made a tremendous difference," said Mr. Kuczkowski. "The community takes pride in them, and it helps stabilize the neighborhood."

Preservationists argue housing is being lost, as are neighborhood identities.

"A similar effort has been going on in Bridgeport, with the Clean and Green Program. New parks dot the city, particularly close to the downtown area. The program has also called for building or renovating esplanades on major thoroughfares, putting in new street lights and signs and keeping streets cleaner. The result, says the director of Clean and Green, Patrick Coyne, is a "renewed sense of pride in Bridgeport."

But preservationists around the state are harshly criticizing the demolition drives, even though they are done in the name of driving out drug dealers or eliminating the homeless problem.

"This seems to be the quick fix now," said one New Haven preservationist, Robert Grzywacz. "It's an easy argument to make that, 'demolish the building and the drug dealers will go away.' But they won't. And it's an easy argument to say 'demolish the building and the homeless will go away.' But they won't."

developed two years ago at the urging of Mayor Joseph P. Ganim, as a way of moving things forward in Bridgeport. Between that program and the demolitions, upwards of $30 million has been spent, said Bridgeport's Public Facilities Director, John Marsilio. About $7 million has been spent on demolitions.

To Mike Freimuth, Bridgeport's director of city planning and economic development, demolition means more than creating green space and removing blight — it meets an objective outlined in the city's master plan: lowering housing density.

"The city is too dense. We don't want all these three-, four- and five-family buildings," he said.

Will it lead to a housing shortage? Mr. Freimuth responded that there will be new housing put on some of the old lots. In many cases they will be single-family homes, spurring more home ownership, also a goal of the master plan.

Mr. Freimuth said it was not true that the city had not been involved in historic restorations, pointing to the renovations of Victorian houses on Yale Street in a tough neighborhood, the rehabilitation of Maplewood School into housing and assistance on restoration of the Crescent Building on Washington Avenue and its conversion to housing.

"Historic preservation of buildings is good, if the funding is there, and it is realistic," he said. "But just because a building is old, doesn't make it historic or pretty to look at. Abandoned buildings can ruin a whole street, if you don't get to them fast enough and take them down."

Frequently, preservationists like Mr. Brilvitch and development officials like Mr. Freimuth clash. Recently, city officials asked the Washington Park Historic District Commission for permission to tear down

ed in an age when life styles were different, and are not always the best residences today. For instance, people didn't have cars in the 19th century, so having buildings close together without driveways on a street didn't matter. Today, families may have several cars, leading to crowded or inadequate parking on the street.

"For the type of housing stock we have here, and the life style we have today, the fact that we can demolish some buildings is a plus," Ms. Gilvarg said.

Hartford has seen some of the same conflicts arise between preservationists and city development officials.

Raphael Podolsky, a lawyer and member of the Hartford Preservation Alliance, complained that the city has been tearing down historic

dolsky said not just the city, but the state was a culprit.

"The state gave the city urban grant money, and stipulated that could only be used for demolitions, the city was locked in," he explained

Mr. Podolsky said some of the demolitions included sturdy 19th century brick multi-family structures lining Broad Street in a poor neighborhood not far from Trinity College and the Capitol. If renovated he said, these buildings would have made a "neighborhood you would want to take your friends through.

The city's Director of Housing and Community Development, Ralph Knighton, said it's true that the buildings on Broad Street could potentially have been restored. "But at what cost?" he asked. "There's a mi

Photographs by Chris Maynard for The New York Times

Bridgeport: Going down, houses on Clinton. Going in, below, a new park at Madison, Main and Washington.

This seems to be the quick fix, now," said one New Haven preservationist, Robert Grzywacz. "It's an easy argument to make that, 'demolish the building and the drug dealers will go away.' But they won't. And it's an easy argument to say 'demolish the building and the homeless will go away.' But they won't."

Mr. Grzywacz, an architect and member of the New Haven Preservation Trust, is of like mind with people like Charles Brilvitch of Bridgeport, who contends that all too often, city officials are tearing down buildings that not only have historic value but also could be renovated for housing, in some cases for less money than constructing new housing.

Mr. Grzywacz estimated that "20 percent of the buildings that have been torn down in the last two years in New Haven have been in historic districts." That, he said, means the whole neighborhood suffers. "By tearing down a building, you wind up losing the integrity of the street and the district, he explained.

Mr. Brilvitch is blunt in his assessment of the antiblight and development policy underway in the Park City. "There's a three-word solution for everything in Bridgeport," he says. "Knock it down."

Mr. Brilvitch, who serves as city historian, an unpaid position, says that city officials have shown little or no interest in renovating historic buildings.

"This city has a lot of character," says Mr. Brilvitch. "But it keeps eroding and eroding. It's being taken apart piecemeal. And what's the end result going to be? What's the point of demolishing some building that could be rehabbed, and kept on the tax rolls, and providing housing, when all you'll get is an empty lot?"

But Mr. Coyne of the Clean and Green program and Bridgeport development officials see a lot of positives from the demolitions: taking down eyesores, and in some cases unsafe buildings; stopping the spread of blight to the rest of a street or neighborhood, and providing in many cases needed open space.

Near downtown Bridgeport, the city has developed three pocket parks where derelict buildings or unsightly lots once stood. Two more such parks are in the works. "There's a difference of night and day," said Mr. Coyne, describing the change from what had been to what is.

The Clean and Green program was

just enough and take them down."

Frequently, preservationists like Mr. Brilvitch and development officials like Mr. Freimuth clash. Recently, city officials asked the Washington Park Historic District Commission for permission to tear down

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City planners say alleviation of social ills, like drug dealing, is paramount.

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14 blighted buildings, which Mr. Freimuth said were proper candidates for demolition.

But the historic district commission turned down the request for all but four buildings, those in the worst condition. The city won't be able to reapply for demolition on the others for another year.

"Those structures all can be restored," said Mr. Brilvitch, referring to the ones spared the wrecking ball for the moment. Noting that Bridgeport's most famous resident, P.T. Barnum, the 19th-century showman, oversaw the design of Washington Park and the impressive residences that lined it, Mr. Brilvitch argued that this section could be come a tourist attraction for the city, if properly restored.

"Look at what other cities have done with their historic areas. People go to Savannah, Ga., or Newport, R.I., just to see their historic homes," he said.

In New Haven, Karyn Gilvarg, executive director of the city plan department, said the city has done a lot in the area of historical preservation, pointing to renovations in the Dwight and Fair Haven neighborhoods.

But Ms. Gilvarg, an architect who "comes out of the preservation movement" said many people in the preservation camp look at issues like demolition "from a single point of view — historical preservation."

"City planners and activists have to look at a matrix of factors," she said, including insuring safety for local residents, creating more open space and reducing density.

She added that many of the older buildings in the city were construct-

varg said.

Hartford has seen some of the same conflicts arise between preservationists and city development officials.

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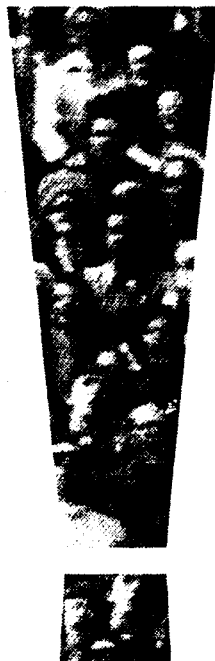
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2 public housing projects face razing in Bridgeport

REG JOHNSON
Correspondent

BRIDGEPORT — Two large complexes that for decades have provided affordable housing for low-income residents are targeted for demolition.

Pequonnock Apartments, 256 units of subsidized housing in the South End, may be razed if the city seeks to expand a sports entertainment development. Pequonnock is owned by the Bridgeport Housing Authority and abuts the Harbor Yard baseball stadium, home of the Bridgeport Bluefish.

In the West End off Fairfield Avenue, the publicly assisted Evergreen Apartments also may be demolished to make way for a possible combination of commercial and housing space.

The federal Department of Housing and Urban Development, which has insured a mortgage for the private owners of Evergreen, is foreclosing because of poor management and deteriorating conditions. HUD officials say the final use of the property is undecided and the buildings could be renovated.

But the agency plans to make the land and buildings available for purchase to the authority or the city after foreclosure. Housing and city officials say they would want to see the buildings razed. About 140 units have been vacant since the subsidies were withdrawn.

If Pequonnock and Evergreen were torn down, it would mean that four low-income housing projects in Bridgeport — providing more than 1,500 units of housing for the poor — would have been demolished in the past 10 years.

Father Panik Village on the East Side, with 1,100 units, and Marina Apartments in the South End, with 208 units, already have been razed. Those demolitions have meant a loss of more than 500 units, even

after the Father Panik Village units are replaced under a court order.

Despite the decline, and the likely loss of more housing, Bridgeport Housing Authority Executive Director Clarence Craig said the agency is working to replace much housing. It wants to do it in a way that creates more livable environments than many older projects, he said.

The trend in national housing policies is to discourage high-density housing projects and high-rise buildings. Craig said the local authority likewise has been changing its approach.

Craig said the authority had been looking to change Pequonnock or tear it down, because managing the high-rise has been difficult and costly. With its size and maze of hallways, maintenance and security are tough. He also said the quality of life at the complex was hurt by the widening of Interstate 95, which took property for a new ramp.

The city's proposal to put a sports arena/concert center at the site accelerated planning for removing Pequonnock.

"We hadn't planned on this quickly," Craig said. "But the plan for the removal got moved up with the city proposal. "The ballfield is already there, it makes sense to go ahead with that."

He said the plan submitted to HUD calls for the authority to lease the site to the city, then the city would be required to finance the construction of 125 replacement housing units in the South End. Other replacement housing would be provided through Section 8 certificates, under which people find housing in the private market using a government subsidy that pays for one-third of their rent.

City Economic Development Director Michael Freimuth said it doesn't make sense to keep Pequonnock.

"This is an opportunity to deal with building new units in a constructive way, instead of waiting five years for modernization money," he said.

Some housing advocates are concerned, however, about the plans to demolish Pequonnock and Evergreen.

"We don't think the community can support all this reduction of housing stock," said Richard Tenenbaum, a lawyer at Connecticut Legal Services. He said the demolition would flood the market in a city where there is a shortage of good affordable housing.

Craig admitted that the razing of Pequonnock might not take place soon, because many tenants need two- and three-bedroom units, which are at a premium in the private market. And people would not be moved until alternative housing is found for them, he said.

Tenenbaum and other legal service lawyers are counseling Pequonnock and Evergreen tenants on their rights.

Residents at Pequonnock appear to have mixed views about the possible demolition. Some older tenants feel they've been left in the dark, according to legal service lawyer Catharine Freeman.

"The seniors — some of whom have been moved out already by the BHA — feel like they were pushed under the carpet," Freeman said.

But younger tenants at the complex said they're eager to leave, if a replacement units are provided.

"This place is filthy. There's mice, and the hallways are covered with graffiti," said Octavio Foster, who lives with her husband and two children at Pequonnock. Standing in front of a high, metal fence off Allen Street, she said, "They lock this gate at night, and lock us in like animals. I think it should come down."

YOUR REGION

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FAIRFIELD COUNTY

ıectlcut Post 1-6-99 C1

Fairfield County Editor John Schwing ‹

Victims criticize relocation practic(

By JAMES G. CLARK
Staff writer

Evictions said forced for Harbour Place

BRIDGEPORT — The city is being taken o task by some black and Hispanic leaders for he way it handles the relocation of families.

At a heated meeting Tuesday of the City Council Committee on Economic and Community Development and Environment, the city was accused of being insensitive to residents who are being relocated, primarily to make way for the Harbour Place project.

Harbour Place is the proposed $1 billion project for the former Steel Point site that will include shops, offices, restaurants and an entertainment complex.

The Rev. Vernon Thompson, head of the interfaith Ministerial Alliance, said black and Hispanic families are unhappy with how the city has treated them regarding relocation.

"The city is doing this to the poor folks of the city, sending out inspectors to shut down houses," said Thompson, a former city human resources director.

Michael Freimuth, director of the Office of Planning and Economic Development, disputes Thompson's charges.

"The city is conducting its normal code enforcement activities which we are doing to protect individual tenants and properties from further deterioration," Freimuth said.

There are 48 families south of Stratford Avenue that the city must relocate for the Harbour Place project. Forty already have been moved and the remainder will be moved by the end of the month, Freimuth said.

For Phase II, 240 families north of Stratford Avenue must be moved. The city expects it will take a year.

But it is the relocation of residents on Pembroke Street that got most people riled up. The city acquired the property in September and gave the residents 90 days notice. Then, city inspectors found that the electric meters had been altered and some or all of the eight families were using one meter. Because it was a fire hazard, United Illuminating shut off the power. The city had to find emergency shelter for most of the families. And that's when the trouble started.

Shirley Bean, committee co-chairwoman, said some people felt they were around" by the city.

"This was an individual situatic broke was definitely a problem," ‹

"But I personally haven't heard of ar

The committee has requested a rep in 30 days from the city attorney and (how to improve the relocation process

"Relocation is not discriminatory cil President John Fabrizi said. "If y a building that is condemned, you move. But there is a sensitivity issu(have to address."

The committee will meet next Tı 5:30 p.m. to hear suggestions on r(and to take the names of people inte serving on a task force.

■ *James G. Clark, who covers Bri can be reached at 330-6291.*
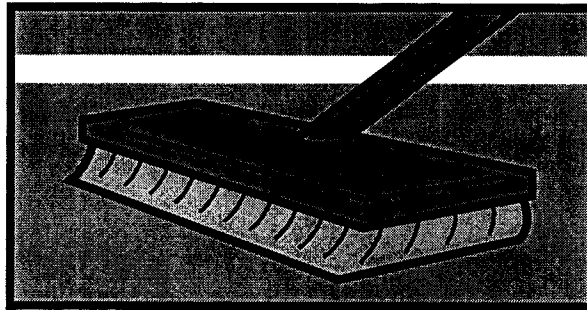
Agenda

Economic Development Task Force

Thursday, March 18th, 1999
Family Services Woodfield
Annex Building
11:00 a.m.

11:00-11:30   Clean Up Updates

11:30-11:45   Neighborhood Celebration Planning

11:45-12:00   Future Business

Fairfield Avenue's Spring Clean-Up

Come Join Us
or assist us by cleaning your own property

Saturday April 10th
8:30am – 12:00pm

**Meet at Bassick High School on Fairfield Avenue
End at ASPIRA of CT, 1600 State Street
for a Neighborhood Luncheon**

For more information call
Ivonne Sanchez at 384-3629

LISTEN UP AND TAKE NOTE

CLINTON AND COLORADO RESIDENTS

THE BARRIERS WILL BE REMOVED ON AUGUST 20, 1999.

PLEASE PARK IN YOUR DRIVEWAYS OR FIND ALTERNATIVE PARKING ON THIS DAY SO THAT THE BARRIERS CAN BE MOVED WITHOUT ANY INCIDENCES.

IF YOU HAVE ANY ADDITIONAL QUESTIONS PLEASE CALL
EVA COLON, FAMILY SERVICES WOODFIELD AT
(203) 368-4291 EXTENSION 710   or
SABINE KUCZO, CITY HALL AT (203) 576-8220
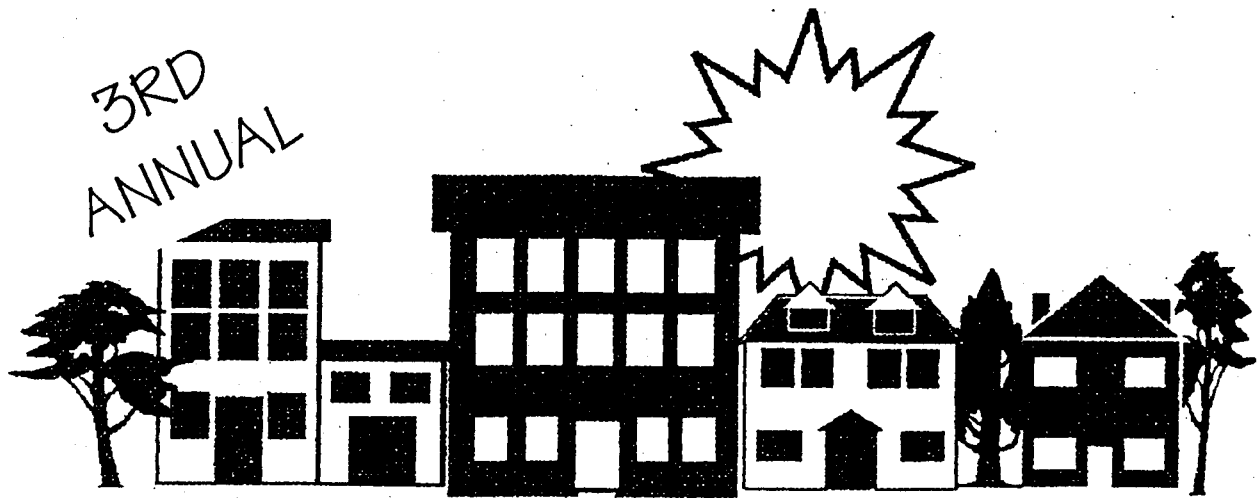
3RD ANNUAL

WEST END DAY

at West End Park
ASPIRA of CT Community Center
the old Lafayette Bank building at the corner of Fairfield and State

SATURDAY, AUGUST 28TH, 1999
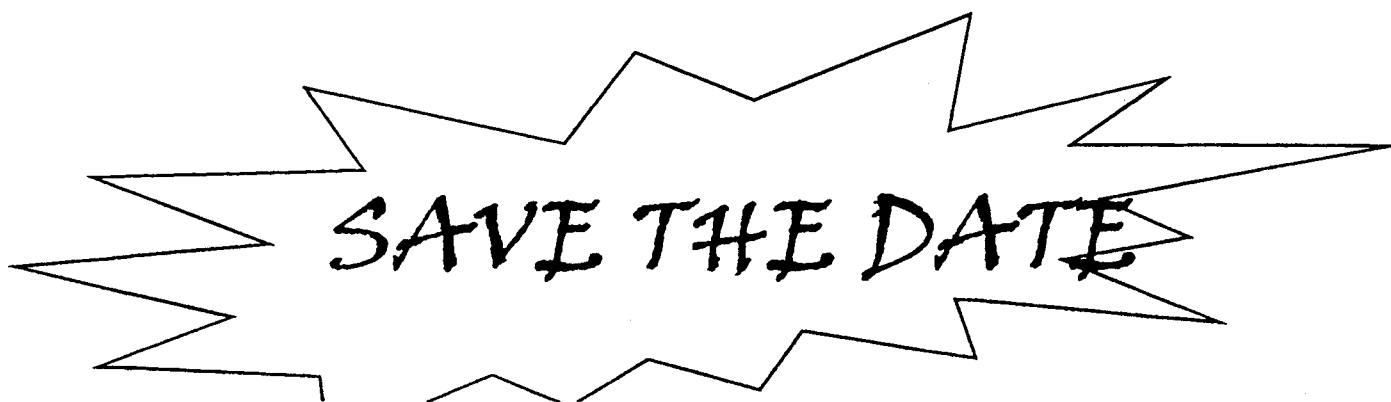
Entertainment
Food
Health Screenings
Awards & More
11:00 - 4:00 p.m.

SAVE THE DATE

3ro evento
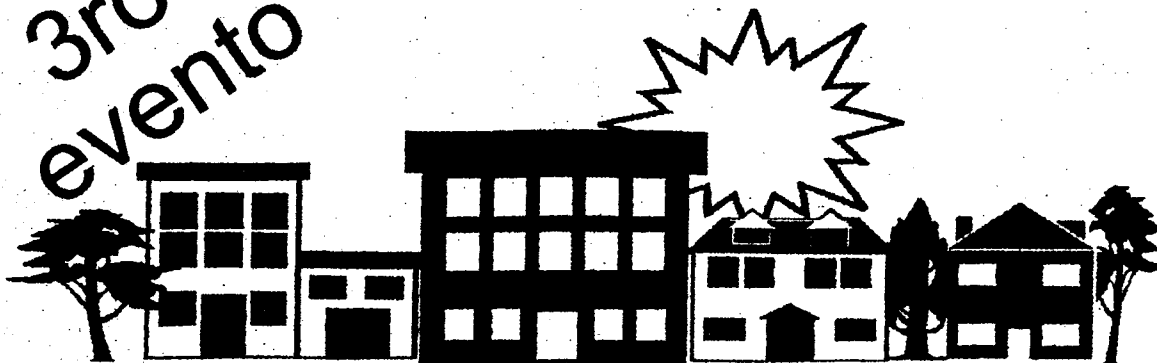
WEST END DAY

en el Parque del Oeste
En el Centro de ASPIRA de CT

(El edificio viejo del Banco Lafayette - entre las calles de Fairfield y State)

SABADO
28 de agosto de 1999

Comida*Musica*
Artistas* Payasos*
Informacion de Servicios
Comunitarios*Consejos De Salud*

11:00 - 4:00 p.m.

Un dia de Diversion

para toda la familia

R E M I N D E R

CLINTON CLOSE RESIDENTS

SPEAK UP.....

BLOCK WATCH MEETING

at

FAMILY SERVICES WOODFIELD
475 Clinton Avenue

SATURDAY, SEPTEMBER 12, 1998

9:00 A.M. TO 12:00 NOON

SEE YOU THERE......

Refreshments will be served.
For more information please call **Eva Colon at 368-4291 ext 362.**

Employee Fun Seekers Unite!

If you would like to help the agency cultivate friends in the neighborhood,

and have some great social interaction at the same time, please join us for

LUNCH

at the
President's Advisory Committtee Meeting
Tuesday, March 9
in the Library at noon.

We are launching an effort to get closer to our neighbors in the West End

and we need your enthusiasm. So come to lunch and listen to some

unique ideas. Here is your chance to have some fun with fellow

employees and use your creativity.

Remember:
LUNCH WILL BE SERVED!

Please RSVP by Monday, March 8 to Linda Quick at ext.352

April 16, 1999

Ms. Eva Colón
Family Services Woodfield
640 Clinton Avenue
Bridgeport, CT 06605

Dear Ms. Colón:
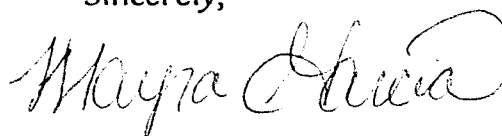
We are students currently attending Central High School. We've been thinking of ways to help you put your campaign together. We feel that this is a good opportunity to help our community. We thank you for coming to talk to us and choosing teenagers to help with your campaign.

Family Services Woodfield immediately made us think about a family. Our choice of graphics represents a family that includes two parents and their children; however, if you look closely at the pictures you will note differences in age and cultural diversity. We felt this was important because Family Services Woodfield serves everyone in greater Bridgeport. As a family would grow, we would also expect Family Services Woodfield to grow as a result of your campaign.
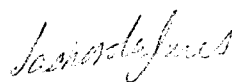
We built on your slogan of "1000 friends in 30 days" and worked with our idea of a circle. Your campaign would urge people to "Join our Circle and Be a Friend". The concentric circle can easily be expanded as your circle of friends grows. Names of your new friends can be inserted within the circle. Our red, white, and blue circle signifies your campaign which will run from Memorial Day to the Fourth of July, two patriotic holidays.

We are enclosing a flyer for your review. We look forward to seeing you on Monday, April 26, 1999.
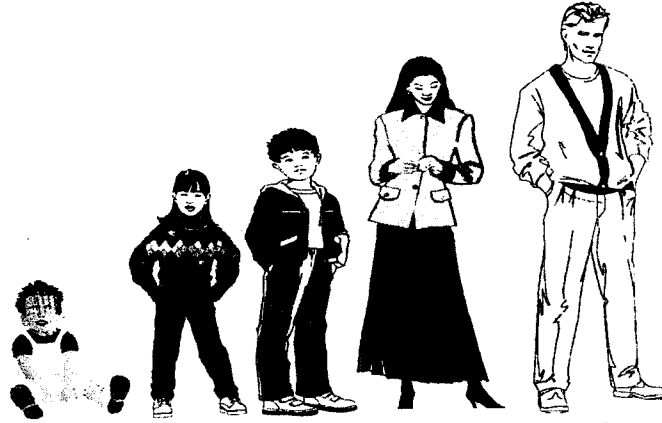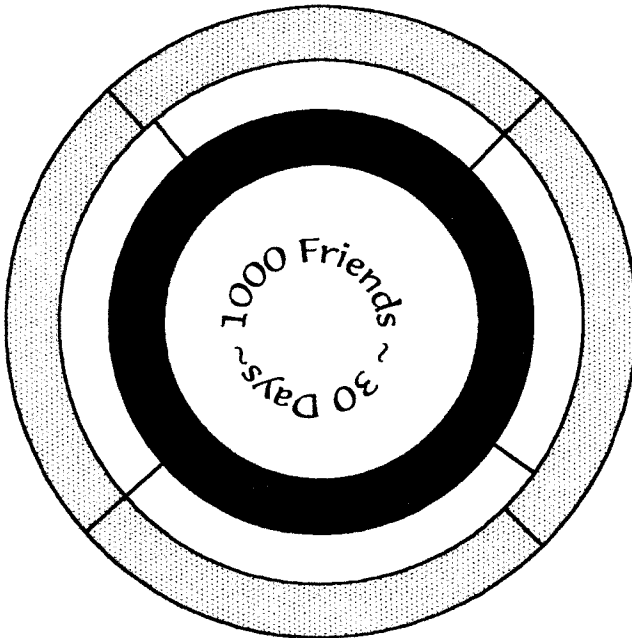
Sincerely,

Mayra Garcia

LaShonda James

Enclosure

Family Services Woodfield

Come Grow With Us

1000 Friends ~30 Days~

Join our Circle

Be a friend of
amily ervices oodfield

April 14, 1999

Family Services Woodfield
475 Clinton Avenue
Bridgeport, CT 06605

Gentlemen:

We thought all week about a perfect slogan for Family Services Woodfield. We couldn't resist the request and smile of Ms. Eva Colón. She visited our Business Information Systems class in search of our assistance. At first, we had no clue whatsoever what direction to take. As the week went on, we became more and more open minded. As the days went by, so did our time and we knew that time was running out. Enclosed is a flyer we created for your campaign. We would also like to describe what it means to us.

Family Services Woodfield provides hope to many families in the community. The ladder is a tool which people can climb to reach higher points. It must be strong in order to hold your 1000 people. The ladder should contain 30 rungs to represent each of the days in your campaign. To us, the ladder represents a foundation of hope. The more names on the ladder, the stronger is each rung.

We think that everyone together would build a strong ladder in which you can climb to the top to reach your stated goal of 1000 people in 30 days. This is a goal that will and should be easily achieved. Each rung also contains the names of the families. Without all the names, the ladder will never be completed. Each rung, too, is its own foundation; in order to have a strong foundation each rung (family) needs to be in the right place, Family Services Woodfield.
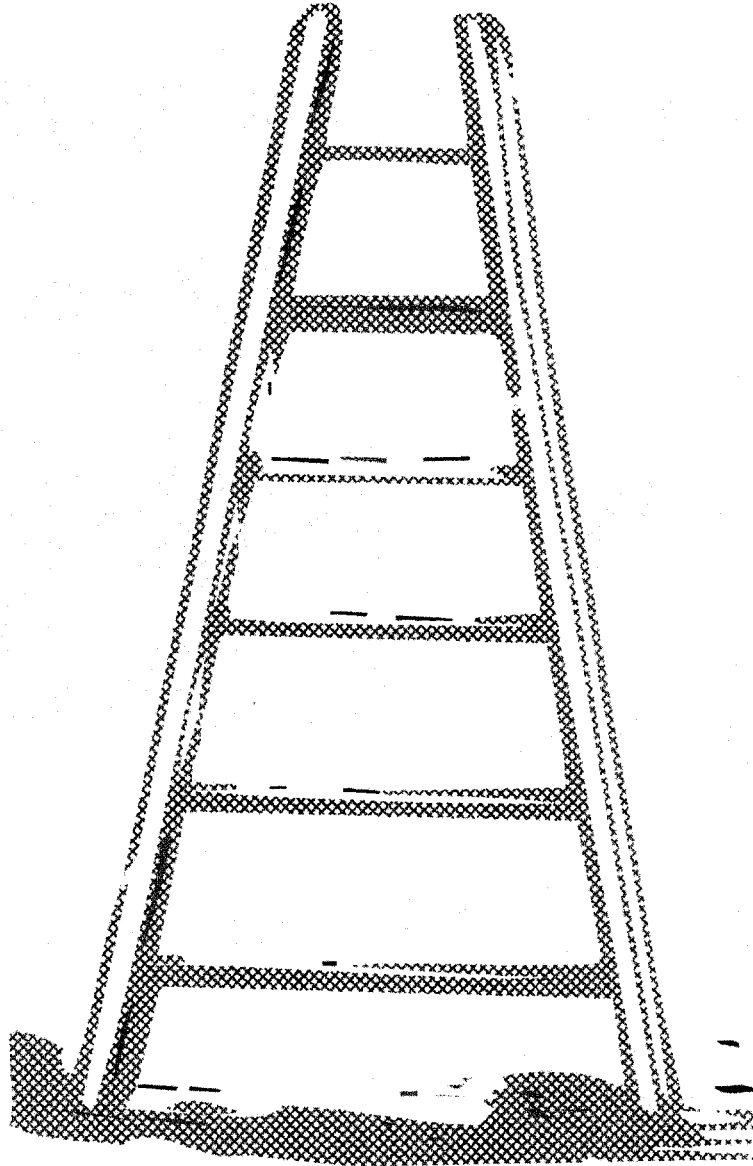
Sincerely yours,

Evangelina Echevarria

Hassan Sai

Enclosure

COME REINFORCE OUR LADDER OF HOPE
GRAB A RUNG...BE A MEMBER
1000 FRIENDS IN 30 DAYS

Family Services Woodfield
475 Clinton Ave., Bridgeport, CT 06605
(203) 368-4291

1,000 Friends in 30 Days

BUILDING FSW'S LADDER OF HOPE

Future FSW Addition

Your donation of
$1 to $100 will
place your name on
our ladder of hope.

Grab a Rung... Be A Supporter

✂---

*Name:*_____
    Please indicate how you would like your name to
    Appear on the ladder. (Example: John Smith or
    The Smith Family, Etc.)

*Amount of Donation: $*_____

Family Services Woodfield
475 Clinton Avenue
Bridgeport, CT 06605
(203) 368-4291

☐ Contribution Enclosed.
☐ I elect payroll deductions in
   the amount of $_____
   per pay period.

   _____
            Signature

Thank you for helping us build a future.

MEMO

TO: Eva Colon,

FROM: Bill Hass

RE: Ladder of Hope Campaign

DATE: July 12, 1999

■ ■

The Ladder of Hope Campaign ended on July 2, 1999. Congratulations to all for a successful completion of the campaign. **WE EXCEEDED OUR GOAL!**

In total, the campaign resulted in 1,458 names and contributions totaling $6,741.

The winning team with 554 names is the **YELLOW TEAM** consisting of PRS, HIV and Home Health Aides (Elizabeth & Pearl).

I want to thank you for acting as a Team Captain. Your motivation and organization was a key to a successful camapign.

Please come to the Staff Lounge on Wednesday, July 14, 1999 at 3 p.m. for the Campaign Celebration and presentation of the prize to the winners.
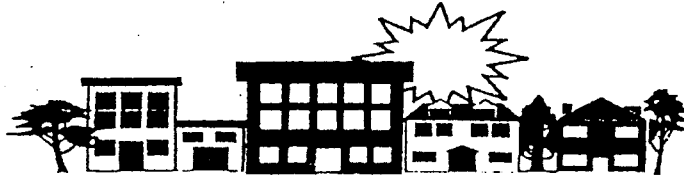
WEST END DAY EVENT
SATURDAY, AUGUST 28, 1999
11-4PM

✳✳✳✳✳✳✳✳✳✳✳✳✳

ENTERTAINMENT SCHEDULE

11-12	Welcome and Introduction
12:00	History of Merengue
12:30	Raffle drawing
12:45	Dominican Social & Cultural
1:15	Raffle drawing
1:30	Karate Exhibition
2:00	Raffle drawing
2:15	Salvadorenas Dancers
2:45	Raffle drawing
3:00	
3:30	Raffle drawing
3:45	Closing Remarks

✳✳✳✳✳✳✳✳✳✳✳✳✳

EVENT COMMITTEE:
Chase Manhattan Bank—ASPIRA of CT—Bridgeport Neighborhood Fund—Community Policing, Bpt. Police—Family Services Woodfield—Planned Parenthood—SouthWest Community Health Center—West End Community Development Corp.— Park City Primary Care—Community Health Network—Neighborhood Housing and Commercial Service Inc.

PARTICIPANTS

AARP 55 Alive
Americorps SNAP
ASPIRA
ASPIRA/Americorps
Bethel Recovery
Bpt. Community Health Center
Bpt. Neighborhood Housing
Career Resources
C.A.S.A
Center for Women and Families
Chase Manhattan Bank
City of Bpt. Fire Dept
City of Bpt. Police Dept
Comm Health Network of CT
DARE Program
Dept. of Children and Families
East Side Comm Council
Family Dental Group
Family Services Woodfield
GBAPP
Girl Scouts of Houie Council
Greater Bpt. O.I.C.

Hall Neighborhood House
Health Promotion Center
Infoline
Junior Achievement
Lyons Club
Neighborhood Hsg & Comm
Park City Primary Care
PEARL Inc.
Planned Parenthood
Progressive Training Asso.
RSVP
Southern Side Coll Assoc.
Southwest Comm Health Ctr.
St. Vincent's Health Center
US Census Bureau 2000
UConn
UB/Natural Pathic Medicine
UB/Chiropractic Medicine
Voter Registration
Greater Bpt. O.I.C.
Hispanic Comm Guide

SPONSORS & DONORS

Bic Corp.	Elizabeth Arden
Darien Ice Rink	Crown Theatre (SoNo)
EMSRA	Taco Loco
Bluefish/HarborYard	Subway Corp.
The Maritime Aquarium	Compare Foods
Mini Rite Market	Blue Sky Bar
Bresky	ID Products Corp.
Kuchma Corp.	Majestic
Merritt Contractors	Chase Bank
Wheelabrator Bpt 909	City Of Bpt.
McDonald's –Sonn Mgment	Bead Industries
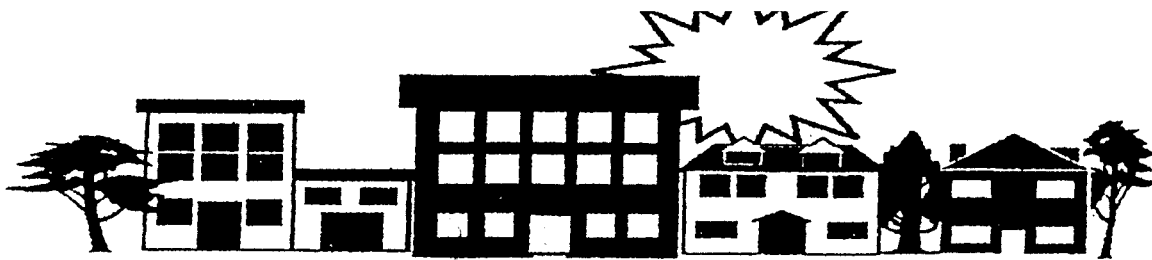
WEST END DAY EVENT

August 11, 1999

Tomasita Ramirez
C.A.S.A. Prevention Program
592 Kosouth Street
Bridgeport, CT 06608

Dear Ms. Ramirez:

On Saturday, August 28, 1999 the Third Annual West End Day Event will take place at the West End Park at ASPIRA of Connecticut at 1600 State Street, Bridgeport, CT from 11:00 a.m. until 4:00 p.m. **Rain or Shine!!** Our goal is to educate the community about the services, opportunities and the cultural richness available in the area and demonstrate our pride where we live and work.
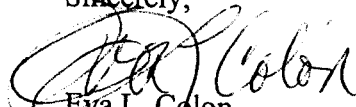
Some of the participating sponsors have been Bridgeport Police Department, Family Services Woodfield, ASPIRA of CT, AmeriCorps, Southwest Community Health Center, Park City Primary Care Center, West End Community Development Corporation and Chase Bank, just to name a few.

In our efforts to provide an array of other educational as well entertaining activities, we would like to extend an invitation to you to participate in this fun-filled event. We are requesting to have representative(s) from your agency/organization available to distribute information on your program/services and to answer any questions from the participants.

Please confirm your attendance by returning the attached registration no later than August 16, 1999. For your convenience, you can fax the enclosed registration to Eva Colon, Family Services Woodfield at (203) 696-0714. All participants are responsible for bringing their own table and chair(s) and should arrive by 10:00 a.m. to set-up.

If you know of someone that might be interested in participating, please feel free to have him/her contact Eva Colon at (203) 368-4291 extension 710.

Sincerely,

Eva L. Colon
Chair

WEST END COMMUNITY DAY

Name: _____

Agency: _____

Address: _____

City, State & Zip: _____

SERVICES PROVIDED:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

PLEASE RETURN OR FAX TO:

EVA L. COLON
FAMILY SERVICES WOODFIELD
475 CLINTON AVENUE
BRIDGEPORT, CT 06605
(203) 368-4291 EXT. 710
(203) 696-0714 FAX

WEST END BLOCK PARTY

May 7, 1999

Ms. Gloria Davis
Community Enterprise Zone Organizer
City of Bridgeport
45 Lyon Terrace
Bridgeport, CT 06604

Dear Ms. Davis:

The **West End Family Day** is a function that has been celebrated for the last two years in the West End. The committee members involved in organizing this effort are comprised of social service providers, businesses, and city employees. The goal of the committee has been to bring residents out into the community and to educate them on services available in the West End and throughout the city.

This year, the event will be held on **Saturday, August 28, 1999, 11 a.m. to 4 p.m.** at the West End Park on the corner of Fairfield Avenue and State Street. On this day, residents will have the opportunity to receive services such as mammograms, lead and cholesterol, vision and hearing screenings, learn about fire and child safety, nutrition, and other services. There will be activities for children as well. This is an event for the whole family.

The **West End Family Day** committee members are seeking funds to assist with the costs involved in having the event such as food, entertainment, beverages, charcoal, paper goods, etc. The following budget is estimated based on the expenses of the previous year.

Food	$ 600
Entertainment	$ 800
Beverages	$ 400
Charcoal & Misc.	$ 100
Paper goods	$ 100
Other misc.	$ 100
	$2100

Thank you in advance for your assistance.

Sincerely,

Eva L. Colon, Chair

June 14, 1999

Ms. Eva L. Colon, Chairwoman
West End Block Party/Health Fair
475 Clinton Avenue
Bridgeport, CT 06605

Dear Ms. Colon,

It is my pleasure to inform you, your request for money for the Block Party/Health Fair was approved for the full amount you requested $2,100.

I am meeting with the Grants Budget Coordinator on Tuesday, June 15,1999 and I will let you know what the procedure is to access these funds.

Congratulations to you and your committee members and have a great celebration.

Sincerely,

Gloria A. Davis
Neighborhood Organizer

August 11, 1999

Central Grants Office
Dawn Savo
45 Lyon Terrace
Bridgeport, CT 06604

Dear Ms. Savo:

As the Chair for the West End Family Day, I would like the thank you and the committee for awarding the requested amount of $2100. Family Services Woodfield will serve as the fiduciary agency for the West End Family Day. Attached are copies of the proposal and the letter of award.

Please accept this letter as an invoice for the grant amount. As you requested, I have enclosed copies of the contracts to be paid with these funds.

If you have any additional questions contact me at (203) 368-4291 extension 710.

Sincerely,

Eva L. Colon
Chair

S1020

CC85112

PAYMENT VOUCHER NO	VENDOR INVOICE NO.	DATE	DESCRIPTION	AMOUNT
DP000869	8/28/99	08-17-99	WEST END FAMILY DAY	2,100.00
			TOTAL	2,100.00

—————— REMOVE DOCUMENT ALONG THIS PERFORATION ——————

THIS DOCUMENT IS PRINTED IN TWO COLORS. DO NOT ACCEPT UNLESS BLUE AND BROWN ARE PRESENT.

TREASURER OF CITY OF BRIDGEPORT
BRIDGEPORT, CONN.

NO.   00010001938

DATE	AMOUNT
08-20-99	***$2,100.00

PAY *Two thousand one hundred and 00/100 Dollars*

To the Order of: FAMILY SERVICES WOODFIELD
475 CLINTON AVENUE
BRIDGEPORT   CT 06605

Sharon O. Lemlon

Jerone J. Baron

AUTHORIZED SIGNATURE

Fleet Bank   Hartford, Connecticut

SEE REVERSE SIDE FOR OPENING INSTRUCTIONS

00010001938
OFFICE OF THE CITY TREASURER
45 LYON TERRACE
BRIDGEPORT, CONNECTICUT 06604

1855 - 000 e
Exchange Acc

FAMILY SERVICES WOODFIELD   *Fam. Day*
475 CLINTON AVENUE
BRIDGEPORT   CT 06605   *West End*

August 31st, 1998

Mr. Richard Popilowski
Bridgeport Hospital Foundation
267 Grant Street
Bridgeport, CT   06610

Dear Mr. Popilowski,

Thank you very much for considering this proposal for the
Southern Health Improvement Partnership's Economic
Development Task Force, for which Family Services Woodfield
has been designated to act as the fiduciary and lead agency.

Family Services Woodfield has been a very active member of
SHIP since its inception, and we are pleased to play a
leadership role in the SHIP Economic Development Task Force.
The Task Force has been an extremely cohesive group, and we
are all excited about our plans to form a Fairfield Avenue
Merchants Association. We believe that the short and long-
term prospects of such a group will have a very positive
impact on the organizations and residents of the South End,
West End and West Side.

We hope that the Bridgeport Hospital Foundation will be
supportive of this project which came about as a direct
result of the SHIP community assessment.

Thank you again for your time an consideration of this
proposal.

Sincerely,

Eva Colón
Community Liaison

BRIDGEPORT HOSPITAL FOUNDATION - RFP APPLICATION

267 Grant Street
P.O. Box 5000
Bridgeport, CT 06610
(203)384-3522
contact: Richard Popilowski   DATE: August 20, 1998

NAME OF ORGANIZATION	PHONE NUMBER (AREA CODE)
Family Services Woodfield	(203)368-4291

ADDRESS (STREET, CITY AND ZIP CODE)

475 Clinton Avenue, Bridgeport, CT 06604

EXECUTIVE NAME AND TITLE, TO WHOM CORRESPONDENCE SHOULD BE DIRECTED

Brian J. Langdon, President

BRIEF HISTORY OF ORGANIZATION, INCLUDING DATE FOUNDED

Family Services Woodfield was founded in 1849 as Sterling Home, a
shelter for needy widows in Bridgeport. Fifteen years later the agency
decided to use remaining funds to benefit destitute children. In the
late 1800s through the early 1900s, FSW came to aid of the families and
children by opening an orphanage, a maternity residence, a shelter for
abused and neglected children. Today, FSW is licensed as a home health
agency, a mental health clinic and offers over 25 programs which help
parents, children, teenagers, the elderly and the West End
neighborhoods. Through the Bridgeport Child Advocacy Coalition, FSW
also aims to improve the well-being of Bridgeport's children through
research, advocacy and community education. Over the last 150 years,
Family Services Woodfield has anticipated the ever-changing needs of the
community and modified, expanded and changed our services to address
unmet needs.

If YOUR AGENCY IS ACCREDITED BY ANY NATIONAL ORGANIZATION, PLEASE SPECIFY

Chartered by the Connecticut General Assembly in 1853.

SPECIFIC PURPOSE OF ORGANIZATION AND A BRIEF DESCRIPTION OF ITS PROGRAMS

Family Services Woodfield's mission is to strengthen families and
communities by delivering effective, results-driven programs and
services, and by advocating for family and community supportive policies
in the public and private sectors. Today, FSW has 25 programs under
seven service units: Parent, Child & Youth Services; Psychiatric
Rehabilitation Services; Older Adult Services; HIV/AIDS Services;
Employee Assistance Programs, Community Building Initiatives, and
Research, Advocacy and Community Education.

GEOGRAPHICAL AREA SERVED	NUMBER OF PEOPLE SERVED
Bridgeport, Fairfield	10,000

ORGANIZATION: FAMILY SERVICES WOODFIELD   **DATE:** 8/31/98

AMOUNT OF REQUEST	OVER WHAT PERIOD
$25,000	1 Year

IS THIS REQUEST FOR A NEW OR EXISTING PROJECT?

New project

DESCRIPTION OF PROJECT AND THE NEED THAT IS TO BE ADDRESSED

After reviewing the SHIP health data in October 1997, the community voted on Economic Development as a priority for the South End, West and West Side neighborhoods. Based on this prioritizing, the SHIP Economic Development Task Force was formed by committed members of the West Side Community Council, ASPIRA, Family Services Woodfield, and the City of Bridgeport-Housing and Economic Development.

As part of the SHIP goals to develop a community action plan, the Task Force interviewed neighborhood groups to discover their needs and wishes for their community. The Task Force discovered that upper Fairfield Avenue had excellent economic development potential, but it was an area that was not included in the high profile West End development plans.

Everyone in the Task Force agreed that the best way to improve conditions on Fairfield Avenue was to form a Fairfield Avenue Merchants Association (FAMA) from Park Avenue to the Railroad underpass (see map). Once organized, FAMA will have the ability to work more effectively with the city of Bridgeport on economic development, safety, storefront rehabilitation, landscaping and other issues which will improve the overall business environment for this area.

Members of the SHIP Economic Development Task Force designed a survey to assess needs and aspirations of the Fairfield Avenue organizations as well as their interest in becoming involved in FAMA. Task Force members have already interviewed 25 of some 50 diverse organizations on Fairfield Avenue, including churches, ministries, health care and social service organizations, wholesalers, manufacturers, gas stations, laundromats, funeral homes, and supermarkets. The Task Force is encouraged by the interest of these organizations in participating in FAMA and in improving their neighborhood.

Despite the fact that a new police precinct is within a block of Fairfield Avenue, the street is still plagued by prostitution, homicide, violent crime and theft. One merchant had to shoot a perpetrator who was firing bullets through his office window. On the other hand, one gas station owner reported that there are fewer "junkies" and crime on his corner since Compare Supermarket moved in and made storefront and sidewalk improvements. This shows that even minor improvements to the ✓ street can have a tremendous impact on the community. The Task Force believes that FAMA can help Fairfield Avenue organizations make many more of these improvements to the neighborhood.

ORGANIZATION: FAMILY SERVICES WOODFIELD   **DATE:** 8/31/98

INDICATE PROGRAM OBJECTIVES, THE SPECIFIC POPULATION GROUPS, AND THE NUMBER OF
INDIVIDUALS WHO WILL BENEFIT FROM THE PROPOSED PROJECT

The SHIP Economic Development task force objectives are:

- Inventory the businesses, churches, schools and agencies on Fairfield
  Avenue, from Park Avenue to the Railroad underpass. Inventory
  willingness to become a part of a business association. Inventory
  needs and concerns of businesses.
- Post available jobs, summer jobs for teens, internships and
  apprenticeships at Family Services Woodfield Job Bank.
- Create a Fairfield Avenue Merchants Association (FAMA) to work on
  long-term economic development, aesthetic and safety issues on
  Fairfield Avenue.
- Present data from survey at the first FAMA meeting.
- Provide guidance and leadership to FAMA over first year.
- Encourage resident participation and the formation of a resident
  advisory group.
- Allow FAMA to take on a life of its own.

The specific population groups and individuals who will benefit from the
proposed project are described below:

- Over 50 organizations on Fairfield Avenue.
- An estimated 50,000 customers, employees, parishioners, clients and
  residents who go to the stores, churches and social/health
  organizations on Fairfield Avenue each year.

HOW WILL THE PROJECT BE IMPLEMENTED

The project will be implemented by first surveying the organizations on
Fairfield Avenue as described earlier. A mailing will go out in
September, 1998 to announce the first FAMA meeting scheduled for
October, 1998. The data from the surveys will be presented to the
group. Logistics such as frequency of FAMA meetings, developing an
organizational structure, and discussion of priorities will be
discussed. Family Services Woodfield will announce an RFP process for
$20,000 in matching grant money for such things as landscaping and
storefront improvements available to FAMA participants through the
Bridgeport Hospital Foundation. The remaining $5,000 in grant money
from the Bridgeport Hospital Foundation will be used for printing, food
and administrative overhead needed to organize FAMA meetings in the
first year.

IS THIS A COLLABORATION? ARE OTHER ORGANIZATIONS INVOLVED?

Yes, this is a collaboration of the SHIP Economic Development Task Force
which is comprised of the Southern Health Improvement Partnership,
Family Services Woodfield, ASPIRA, West Side Community Council,
Bridgeport Regional Business Council, and the City of Bridgeport -
Housing and Economic Development.

ORGANIZATION: FAMILY SERVICES WOODFIELD   **DATE:** 8/31/98

RFP PROPOSED BUDGET - Include Justification
(Use this worksheet)

Personnel	Reques ted	In- Kind
SHIP Coordinator (3 hours X $21.00 X 52 wks)		3,276
FSW Coordination (3 hours X $21.00 X 52 wks)		3,276
Clerical (2 hours X $10.00 X 52 wks)		1,040
Total Salary		
Non-Personnel		
Printing/copying	2,500	
Food for meetings	2,500	
Matching Grant for Storefront Rehabilitation and Landscaping	32,500	
Administrative Costs @ .10		2,500
Total	37,500	10,092

Budget Justification

Coordinators: SHIP and FSW Coordinators will work together to organize
meetings, send out mailings, do follow up calls, lead meetings and issue
RFP.

Food and Printing: Funding for food and printed materials is needed to
run 12 monthly meetings in the first year.

Matching Grant: A matching grant will be available to FAMA members who
would like to make storefront and/or landscaping improvements. We
believe that this small grant will provide incentive for organizations
to beautify their property and to participate in FAMA. Currently, no
such funds are available to businesses from the city of Bridgeport.