

## Section 5



# CREATING COMMUNITY CHANGE STUDIES PROGRAMS

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

— Dolores Huerta

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## 19. Strategies for Creating Community Change Studies Programs

What's the best way to create a Community Change Studies program? What has CLP learned from helping develop more than a dozen local partnerships between community leaders and academic institutions, all of which now offer Certificates and Degrees?

Developing new college-based programs requires a systematic “organizing” process, whether it's initiated by community leaders or faculty-members. Like community organizing, creation of these new educational programs requires a step-by-step process including –

- Careful, continuing analysis of the landscape, the actors, the politics, the opportunities and challenges, the unknowns,
- Candidly assessing whether victory is possible and what it would require,
- Building the knowledge, relationships, strategy, and power to succeed, and
- Moving ahead step-by-step, planning and researching, acting strategically, continually reflecting on what you are learning and adjusting accordingly.

It is more than coincidental **that these are the “organizing” skills and knowledge the students themselves will gain** through courses in Community Organizing, Action Research, and Understanding Their Region's Politics, Economy and History, and through practical field experience with expert guidance. **They are central to success in getting a tough job done. They are also the cross-sector skills which many types of potential employers look for** as they hire and promote people.

Having worked with community leaders and academics in more than two dozen very different settings – ranging from major cities to the Mississippi Delta -- CLP has had an unmatched opportunity to learn strategies and tactics which help people design and create local Community Change Studies programs. CLP's approach has evolved over time, constantly adapting to local leadership, needs, priorities and opportunities.

## **Basics on creating institutional change in colleges:**

**In most colleges, there are many obstacles to introducing Community Change Studies programs and partnerships.** As large bureaucratic institutions, colleges are slow to adopt almost anything new and unconventional. Furthermore, they are not accustomed to partnering with others, especially groups representing communities of color and low-incomes; they have tough financial constraints; and they may not be comfortable stressing experiential learning and career preparation.

Community Colleges are somewhat more open to such initiatives than major universities are, and they offer the great advantage of reaching large numbers of students of color and other first-generation college students. Community colleges are also accustomed to creating programs to meet the needs of local employers, and it is very significant that CCS programs offer **career preparation in two rapidly growing sectors of the economy which colleges often overlook – the enormous and expanding nonprofit and public service sectors.**

City colleges and public universities which are particularly committed to place – to meeting the needs of local students and local communities -- are also good potential partners. So are Historically Black, Hispanic-Serving, and Tribal colleges as well as faith-based and private colleges with unusually strong civic or community commitments.

In exploring these institutions, CLP has usually found faculty-members and college administrators who are immediately interested in expanding education on issues of poverty, race, action civics and community-building. However, these people are usually scattered in different departments, perhaps teaching one or more relevant courses or involved in Service Learning or civic engagement. They may not know other people in the college who share their interests. Some are on the margins, isolated, perhaps frustrated and looking for opportunities to help students learn how to impact the deep issues facing the country. In these times, they may welcome new approaches to become directly involved with the growing number of students who are passionate about such issues as racial and economic justice, the climate crisis, DACA and immigration rights, and the students' own experience with poverty, homelessness, food security and healthcare and mental health issues.

**It takes a concerted, well-planned campaign to overcome the institutional barriers to creating a Community Change Studies program.** It requires identifying and then bringing together a significant number of actors inside and outside a college to collaborate in bringing about that change. And it's essential to be realistic about the challenges since it may, in fact, not be feasible to introduce a new program in their college, or there simply may not be enough energy or power to move such an ambitious effort forward.

### **CLP Network Experience:**

**Within our ranks, the CLP Network has extraordinary experience and skills in bringing institutional change to educational institutions, and many lessons to pass on to others.** Our sites have devised clever strategies to create new programs, replicate and expand them, and broaden their influence within institutions which often resist change.

Leaders within the Network have succeeded in changing Community College and university curricula, including establishing new Degree and Certificate programs, creating new partnerships between colleges and nearby low-income communities, and establishing new strategies for recruiting students. These successes have resulted from a wide range of creative strategies. These include catalyzing new alliances among administrators, faculty-members and students, and building strong ties with nearby communities and the nonprofit sector.

DeAnza College, whose former President Brian Murphy is a CLP Board member and major resource, is nationally known for its stellar history of institutional change. Much could be learned from studying its two decades of massive and highly successful change. Other innovative strategies for institutional change developed by our Network include—

- Developing a full-fledged program in stages, gaining allies and influence step by step, perhaps starting with just one course, adding others, establishing a Minor or Certificate program, and then expanding it to become a Major,
- Linking a major program of Americorps Volunteers to a Certificate program to provide students with in-depth paid experiential education while they learn from courses and earn college credit, and

- Linking community colleges with high schools and four-year universities to collaborate in developing unified educational pathways into leadership and community change careers.

### **What are the key steps in CLP’s approach to institutional change?**

CLP’s approach to expanding Community Change Studies is emphatically not a rigid “model” to be applied in very different contexts. Instead, as mentioned earlier, it provides an “adaptable framework” for expansion. CLP’s strategic approach combines –

- Clarity on the mission and goals for a Community Change Studies program,
- A set of essential program elements (e.g. an educational pathway with stackable credentials, providing experiential and classroom learning, stressing organizing and reform, preparing people for careers and leadership roles in community change; and
- Strategies which adapt to local situations and help partners invent creative new approaches to getting a program launched locally.

### **There are seven steps in CLP’s strategy for institutional change and creating CCS programs:**

#### **1. An initial spark –**

Someone initiates a process of exploring what might be feasible. It may be a community organization or leader concerned about the shortage of people of color who are fully equipped for staff or leadership positions. It may be one or more faculty members or college leaders who want their institution to be more responsive to nearby communities, people of color, and low-income and working-class students. Or it may be some outside spark like CLP, an organizing network, a local support organization or local foundation.

#### **2. First steps in an organizing process –**

Two or three people begin outreach to develop the relationships, agreements, strategies, power, and resources needed to create major institutional change. This starts with step-by-step reaching out in both the college and the community to potential allies, conducting one-on-ones to learn whether they are interested and what they see as the goals, potential

allies, obstacles and opportunities for proceeding. Small group discussions or focus groups may also be helpful.

3. Quite quickly deciding whether, realistically, one or more people can devote sufficient time to deepen the exploration:

As these soundings go forward, the lead planners should constantly assess whether to continue the exploration and, if so, how best to proceed. Candidly, many community leaders and organizers, and many faculty members are too busy to invest heavily in this kind of exploration beyond the first two or three months of meetings. It quickly becomes necessary to find one or two people who can free up their schedule to manage the increasingly methodical process outlined below. Needless to say, it is ideal if funds can be found to finance a part-time community coordinator and/or a faculty-member's released time. (See Chapter 21.)

4. Deepening the fact-finding and analysis:

An essential element of a CLP program is a partnership which draws deeply from within both the college and neighboring communities. (Chapter 20 provides details on Partnership-Building.) During this feasibility study phase, the planners must explore and understand the priorities, concerns, strengths, and challenges which college and low-income community leaders would bring to a partnership and to a possible CCS program.

A. The college -- An inventory of all relevant courses, research initiatives, service learning and community engagement programs at the college; an assessment of potential lead departments, their current course offerings and experiential education, their interest in CCS, and their bandwidth and influence; how the CCS program could involve and complement other departments or multidisciplinary studies, and how it could avoid competing for students as college enrollment declines in colleges everywhere.

A "power analysis" of the college and its environment which includes --

- Identification of the potential early allies in the college, including faculty, administration, decision-makers, and student groups. (Sources include academics interested in civic engagement, community service, service learning, ethnic studies and race, community and political organizing, democracy-building, leadership studies, and nonprofit management; and academics teaching courses on specialized issues for which community organizing and change strategies are directly relevant – e.g. community health,

social work, criminal justice, environmental studies, community development, economic development, and education.)

- Analysis of the obstacles and opponents they face.
- Analysis of how decisions are made on issues which would affect CCS's future, who the key actors are, and what points of intervention are available for influencing key issues.
- Preliminary assessment of the college's institutional appropriateness, openness and capacity to develop a new program – Does it have a social commitment or commitment to neglected neighborhoods? If it's a community college, does it offer courses beyond vocational tracks? Is enrollment declining, increasing competition for students and blocking new initiatives? Could a CLP program attract additional students to the college? (See Chapter 7 on student recruitment.)

#### B. The Community

- What local community-based and membership organizations are interested in creating a CCS program? What would maximize the program's value and appeal to them? How should the partnership be structured to succeed?
  - Organizing groups, other community-based organizations.
  - Community-based coalitions or other joint vehicles for collaboration, e.g. an alliance of neighborhood groups, community land trust alliance.
  - Technical assistance or other support organizations.
  - Youth organizations and movements, youth development groups.
  - Neighborhood leaders, ethnic leaders, unions and other membership organizations.
- To what extent can they develop a shared vision and collaborate with each other, and with a college?

#### 5. Partnership formation:

Is it possible to build a college/community partnership which has a shared vision and sufficient breadth, cohesion, power, and skill to design a good program, gain approval for it and sustain it over time? (See the next chapter for details on Partnership Formation).

#### 6. Strategy development:

Development of a multiyear strategy – a concerted campaign with the following elements –

- Deepening exploration of the college – allies, obstacles, etc. –
- Deepening exploration of the community – different actors, interests and views, time and resources available, potential roles, what would maximize those.
- Clarifying common goals and commitments, assets.
- Identify potential resources, funding, etc.
- Financial feasibility – projections on students, costs, income.
- Labor market for interns and graduates.
- Current training programs.
- Availability of PLA, etc.
- Potential employer involvement, other stakeholders/advisors.
- Strategies for broadening involvement and getting higher level buy-in – college, community, funders, other partners.
- Possible phasing, building toward certificate, minor, major, etc.
- Building power and influence – movers and shakers, faculty senate, outside supporters, funders, student support.

#### 7. Launch and Start-up:

Launching 1 or 2 initial courses, perhaps tweaking one which is already approved. What's missing? How could it be added, and when?

Developing financial analysis and plan, and marketing and recruitment plans.

### **Examples of Very Different Histories of Successful Strategies from CLP Network:**

The CD Tech program in Los Angeles is an example of a **community-based organization taking the initiative** and being the lead in designing the program and curriculum, teaching, recruiting and supporting students, and successfully pushing the college for greater support. Over more than two decades it has added new dimensions and innovations to the program, including major partnership with Americorps Public Allies, and it has more than 3000 graduates.

Minneapolis College and Metro State University were unique. The combined initiative came from the Native American community linked with Syd Beane, an Indian organizer/educator who worked in Minneapolis as CLP's Field Director. He systematically identified and met with a wide variety of people in the college, and an allied organization pressed the College to work proactively with the neglected Indian community.



The organizer eventually convinced the college and then the college to create new courses which he would teach, and from that base he established a particularly strong partnership with Lena Jones, an African American political science professor who has directed the new CCS Certificate program for many years. Recently Syd led a successful campaign to rename Minneapolis' Lake Calhoun, honoring its Native history rather than the notorious proslavery Senator.

DeAnza is an example of faculty-members succeeding in creating massive institutional change over several years, which eventually actively recruiting students of color from San Jose, influencing choices of the last two Presidents, supporting student organizing on campus and creating a CCS program in Leadership and Social Change. A major addition to this transformation was creation of the Vasconcelos Institute for Democracy in Action as a center for student support and activism. VIDA is linked to opportunities for on-campus and campaign experience working on issues, internships and placements with many community partners.

West Chester University's Urban Community Change program resulted from one **faculty member taking the initiative and building broad support from other faculty and the administration. It was the result of very strategic organizing process** which resulted in creation of a Minor, then a Major, and strong relationships nearby and especially in Philadelphia.

The last example is **not a college program. In New York City CLP helped the citywide housing coalition (the Association for Neighborhood Housing and Development, or ANHD) plan and launch a program** to meet the need of the coalition's member groups for a new generation of trained organizers. The

coalition chose to do this without a college connection but closely tied to AmeriCorps Public Allies. Coalition member groups helped to recruit and screen people from their communities, and provide on the job training, and, for many, permanent jobs after they complete the program. The result? Ten trained “apprentices” each year for ten years, a total of 100 graduates, heavily people of color -- a remarkable solution to the capacity gap.

### **Building on Service Learning and Community Engagement Programs:**

On many campuses, the Service Learning Program may be an important ally for establishing a CCS program. “Service learning” has grown rapidly over the years. It responds to many students’ strong interest in community service as well as a deep concern among many college leaders’ concern about student cynicism on the value of voting and participating in civic life and politics.

Does service learning provide an opportunity to prepare students for careers as community organizers, developers and change agents? Does its combination of direct service to low-income people and related studies provide the stimulus, knowledge, and experience which people need to become community workers? Does it reach large numbers of low-income and working-class students and students of color with backgrounds from communities like those receiving help from service learning students?

The answer varies from campus to campus. It is clear from CLP’s work with colleges as well as interviews with college faculty members and leaders in the service learning movement that ***most “service learning” programs offer little structured “learning” in connection with their volunteer experiences.*** Most programs simply provide volunteer opportunities for college students whose learning is limited to what they gain on the job. Most colleges offer no courses linked to the community service experience.

However, at some colleges, faculty members link courses on issues like education or public health to placing students with organizations which are addressing those issues locally. Their students can contrast what they learn on the ground and in class, mixing experiential and academic education to deepen their thinking and understanding. They may also meet frequently with others involved in

service learning for structured reflection on what they are learning about the issues and about working with community-based nonprofits.

Many have established centers to help students find placements with local nonprofits where they can tutor or mentor children, help the elderly, or work on a community improvement project.

***Several community colleges and universities have taken “service learning” considerably farther.*** The most fully developed offer students a combination of (1) volunteer experience on the ground with (2) opportunities to study the issues they are working on and (3) the chance to reflect on their experience doing community work. Campus Compact, the national alliance of university presidents who pledged their support for service learning, provides teaching materials and seminars to help faculty incorporate service learning in the courses they teach in fields as diverse as economics and philosophy. Nevertheless, it is clear that the great majority of service learning programs are still not very serious about “learning.”

***Some academic programs link service learning with “civic engagement”*** to address the growing worry that our democracy is threatened by cynicism about politics and government and prospects for building a better society. Those colleges have shaped their service learning programs to encourage students to learn about public issues and become involved in addressing them.

***None of these service learning programs, however, are geared specifically to preparing people for careers in community change, and many of them have no “change” focus at all.*** However, the strongest ones may provide a good base for developing an undergraduate major or minor in Community Change Studies as they combine rigorous coursework, experiential learning in the community, and reflection and mentoring.

***Rarely, if ever, do service learning programs provide students with stipends or other income for the time they devote to service.*** This severely disadvantages low-income and working-class students who must work long hours to earn sufficient income to stay in school and minimizes their participation.

***One central problem for service learning is the difficult relationship between universities and their neighbors.*** Universities are focused internally on their

students, faculty, facilities and programs. Many have little interest in their neighbors except when they stand in the path of university expansion or threaten the campus in some way.

Some critics of service learning argue for major changes in the relationship between academic institutions and their neighbors. Dick Cone, the former director of USC's Joint Education Project, for example, raised serious issues about "hit and run" assistance from students. He and others point to many placements as poor matches, made without sufficient concern about whether students would bring useful skills to the nonprofits and whether there would be sufficient continuity in the students' assistance to be really helpful. They point to the off-and-on nature of when students are available to help and the frequent turnover among student volunteers as presenting major obstacles, and they are critical of many of their academic colleagues as not being well informed about the groups where students are placed, their needs and priorities, and the extent to which the placements will be satisfactory to either the group or the student.

Cone advocates **"inreach" rather than outreach from the universities**. He believes there is such a strong inherent power imbalance between any major educational institution and a small nonprofit that the usual "outreach" process should be reversed. Rather than a university deciding what it needs and can offer, Cone advocates that funders first help grassroots groups decide what help they need from students and faculty and to raise funds for tuition or contracts which will enable them to reach into a university (or other institution if that would be more useful) for that specific help.

Informal "inreach" programs are, in fact, quite common. Some result when strong grassroots groups see a need for assistance from a particular faculty member as they analyze or tackle an issue. Others emerge when a professor or instructor has the sensitivity and background to build a real partnership with a nonprofit, and then shapes service learning in response to that organization's needs and priorities and its ability to provide a good learning experience for students. They can be a strong component of a broad Community Change Studies approach.

## 20. Creating Genuine Community + College Partnerships

One essential element of CLP's approach is the development of unusually strong local partnerships between grassroots community leaders and the college(s) which will house the Community Change Studies program. These partnerships go well beyond typical college outreach to nearby communities and represent a genuine sharing of powerful roles in designing, creating and overseeing a new program.

Building these partnerships is certainly not without challenges. There is a tremendous imbalance in power and resources between colleges and organizations representing low-income and working-class communities. Few colleges have any interest in their neighbors except when they stand in the path of institutional expansion or are seen to threaten the campus in some way. Furthermore, the power, resources, and influence of these institutions usually dwarf those of their neighbors, making any relationship uneasy. The issues of race, class, power and privilege are immense.

On the community side, many leaders and organizers from communities of color and low-income or working-class backgrounds are highly skeptical of working with colleges. They doubt that many academics have the experience and knowledge to understand and be useful to their communities and to developing agents of positive change on issues of race, poverty, community-building and significant reform. Aren't they so removed from the realities of low-income communities and the practical difficulties of running complex organizations that they are incapable of educating people for community change work? Doesn't their entire reward system militate against the kind of multidisciplinary knowledge and skill-building which community change agents need?

Furthermore, with considerable justification they also worry about the very different interests and priorities which their neighborhoods and nearby colleges often have. Does the particular college admit many students from their neighborhoods and provide them with the support they need? Is the college responsive to requests for help from nearby communities, being open to

“inreach”? Is the institution sensitive on such issues as college expansion and gentrification, policing on and off campus, and the residents’ need for jobs?

A major barrier for community partners is their severe shortage of funding and staff to cover all their current work. It is therefore difficult and sometimes impossible for them to commit enough time to develop the community side of a partnership to its full potential. A vital remedy for this is for the college or other sources to fund the organization for at least the equivalent of one full person’s salary (FTE).

Despite all these differences and tensions, the CLP Network’s local partnerships demonstrate how much can be gained when community leaders and academics do collaborate in developing the next generation of expert community builders and change agents.

That’s the reason why the CLP Network has concentrated so heavily on creating **genuine partnerships** through serious collaboration, building respect for each other’s knowledge and points of view, and hammering out agreements on a common mission and strategy, common goals and shared authority. Such partnerships are rare but possible. *(See chart on Partnership Principles at end of this chapter.)*

**It’s particularly important that the college consider how many ways the community can help develop and sustain an excellent Community Change Studies program.**

People who are already working at the grassroots level know what the issues are and have a strong sense of what kind of staff and leaders are needed. They have unmatched practical experience in the challenges of building powerful and effective organizations and tackling the issues which matter most to them. The perspectives of community leaders and professional organizers and other staff are invaluable. The planning process will be far stronger if they are engaged as full partners in identifying the skills, knowledge, traits, vision and values which graduates of the program should develop.

Local groups and practitioners are also invaluable in –

- Developing broad community support which can help interested faculty and administrators convince their college to develop a Change Education program (remember that the initiative for creating CLP programs often comes from the community),
- Recruiting and screening good, committed potential students from the community as candidates for admission into the program,
- Providing good field placements, internships, and other learning situations for students,
- Having staff and volunteer leaders who can serve as good mentors and sources of skill training for students,
- Being potential adjunct faculty, co-teachers, guest speakers, and discussion leaders for classes,
- Being potential employers for graduates, and
- Serving as fiscal intermediaries for grant funds, avoiding the very high overhead rates which colleges charge.

Community leaders can bring other resources from the community, such as youth development or leadership programs, community organizing groups, youth movements, coalitions of community-based organizations and networks of other potential employers, Americorps and other civic engagement opportunities.

The Community Learning Partnership serves as the third partner for local community/academic partnerships. Resources permitting, the CLP Network can provide a broad range of services, including catalyzing and supporting development of new programs and helping strengthen existing ones. It provides opportunities for peer learning in person and on-line, creating opportunities for collaboration on common interests, including expansion of private and public resources for Community Change Studies programs and their students. Members become part of a national community through the CLP Network, with its wider range of information, tools and people for supporting program graduates.

The following chart stresses the many potential roles which community people as well as the colleges can play in a partnership. Unfortunately, financial constraints and conflicting commitments too often block community partners from achieving their full potential in contributing to teaching and student support for such programs. The programs would be enriched greatly if there were sufficient funding to support broad involvement of the community partners.

## Potential Roles in Community+College Partnerships

Function	Potential College Roles	Potential Community Roles
Initiation of idea and developing initial goals	One or more faculty-members or administrators may initiate	Community group, coalition or a support organization may be the initiator
Outreach to potential partners	Outreach to potential academic and community partners	Can lead outreach to expand community partners' involvement
Negotiate for strong support from the college	Inside leadership	External advocate and potential employer of graduates
Fundraising	Shared responsibility	Shared responsibility for fundraising, can be grantee -- bypassing bureaucratic obstacles, reaching other donors
Cost-saving	Released time for faculty for planning or staffing;  salaries for faculty, space, other college costs	Potential role as grantee, lowering overhead on outside funding
Overall program design	Partner in setting learning goals, mix of experiential and academic learning, competencies and knowledge needed	Partner in setting learning goals, mix of experiential and academic learning, can contribute to competencies and knowledge needed for all CCS courses
Curriculum development	Experts with lead role	Potentially partners in developing courses, exercises, etc.
Teaching in general	Usually the lead role	May be able to provide co-teachers or adjuncts
Field and internship experience	Usually the lead role, source of Work Study funds	Supervise training through field experience, internships
Guest speakers and discussion leaders	Selection	Provide guest speakers and discussion leaders

## Preparing to Win

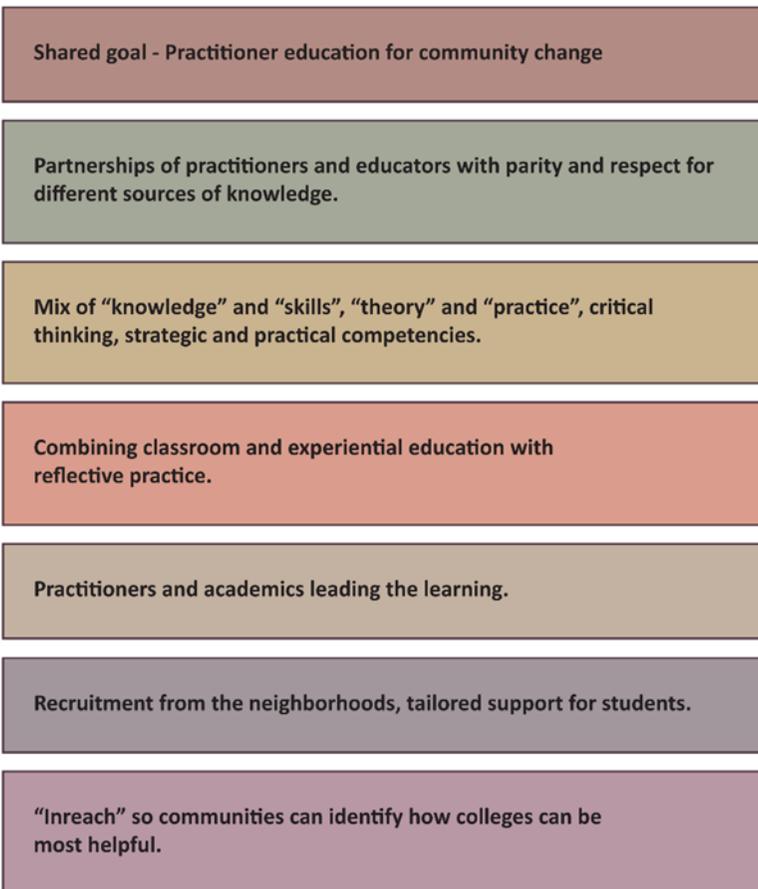
Capstone projects	Structure and assign	Shared role for learning through capstone projects
Mentors, career navigators, tutors	Most colleges weak on these services	Can provide mentors, career navigators, tutors with compatible background
Teaching CO	Usually the lead role	Add practitioner knowledge and help with skill development
Teaching PAR and popular education	Usually the lead role	Provide link to community research needs/learning opportunities
Teaching Political Economy and History	Usually the lead role	Add great practical experience and lessons; knowledge from outsiders' perspective
Teaching on Identity as Agent of Social Change	Usually the lead role	Add valuable perspective on race, oppression, healing, overcoming
Student recruitment – on-campus	Lead role	Assist in designing and promoting on-campus recruitment
Student recruitment – off-campus	Supportive role	Take lead in off-campus recruitment of nontraditional students
Student support	Usually the lead role	May help with support groups, clubs, mentors, role models; support reforms to benefit students

### Formalizing Understandings on Partnerships for Community Change Studies:

Too frequently, these partnerships are informal rather than formalized with written understanding on key points. It is wise to develop a written **Memorandum of Understanding** since these are complex undertakings which set the stage for years of serious programming, and since there is such staff and leadership turnover in both the academic and community-based worlds,. The main parties should also review and update it annually to ensure that their different viewpoints are represented throughout planning and implementation of the program.

The parties should openly discuss and take steps to minimize underlying **issues of power**, recognizing that an educational institution starts with enormous power and it's important to redress this balance through a series of provisions and agreements. Strategically, the community actors can maximize their power and influence on the program if they initiate the program, bring their allies together to develop a joint plan, raise initial funding, and “shop around” for the best partnership deal they can find.

## Principles for Partnerships between Communities and Colleges



Being tax-exempt and not burdened by the very high overheads which colleges charge, a community nonprofit offers the partnership great advantages in attracting philanthropic support and stretching it to maximize its value to the

program. This also can help rebalance the table, especially if it leads to outside funding which enables the **nonprofit to hire** a full-time program Coordinator to work with lead faculty members in managing the partnership.

**The MOU** should spell out the roles, responsibilities and authority of each partner. *See Appendix F for an example of a detailed MOU.*

## 21. Financing Start-Ups, and Earning a Return on Investment

One enormous advantage which CLP's college-based approach has over training programs is that Community Change Studies programs can become financially self-sustaining as they become regular parts of a college curriculum. Like other community college and public university programs, they then benefit directly from the annual state and federal funding their institutions receive; and their students become eligible for Pell grants, scholarships, student loans, Work Study and other financial support.

For this reason, all the CLP programs are now or soon will become self-sufficient and sustainable financially over the long-run, with their faculty and adjuncts paid by the colleges, and their students eligible for financial support. This is in dramatic contrast to the experience nonprofit networks, organizations and associations have in trying to sustain training programs: very unfortunately, these groups find it virtually impossible to attract funding to sustain a regular weekend or longer training program year after year. With this stronger financial base, college-based programs can reach cohorts of students year after year and thus have a multiplier effect.

With this continuity of funding, 2-4 year college-based programs can offer far greater breadth and depth than short training courses, and they can transfer hard skills **IF** they include strong experiential learning components. What's more, unlike training programs, colleges offer College Certificates and Degrees which are invaluable in finding family-supporting jobs and becoming upwardly mobile.

It is, however, tremendously helpful to have initial outside funding to cover the initial 1-2 year planning and start-up period. That early phase demands focused attention and a great deal of work by one or two people who can invest substantial time in building the knowledge, relationships, plans, and initial agreements needed to launch a program. While in some cases, someone on the faculty or in a nonprofit finds a way to commit sufficient time to staffing and leading this process even without outside money, CLP's experience demonstrates that **a two-year initial investment of outside funding can lead to both more**

**rapid progress and a greater chance of success in creating a sustainable educational program.**

Several CLP sites have benefitted from receiving sufficient initial funding to support a team of two part-time people to collaborate in leading the planning, exploration, organizing and start-up process. Ideally, one is an adjunct or regular faculty-member who is approved for released time from their usual teaching load so they can concentrate on working within the college in helping design and build the program; and the other team-member is a person with great experience and credibility in marginalized communities who can help assure those communities have a strong voice and impact in the planning. Both must share a commitment to creating a genuine community+college partnership and a Degree or Certificate program in Community Change Studies.

Typically, the cost of that staffing and basic support approximates \$250,000 over two years.

If the launch is successful, this investment leads to an extraordinary return on investment (ROI). Assuming 25 students in a full-time cohort at a community college, and the education value (the annual cost for the college of providing the education) is \$9000 per student per year<sup>12</sup>. As the chart below indicates, **the ROI on a \$250,000 planning and start-up grant would be \$1.278 million over 6 years, or more than 5 times the original investment. At the end of 10 years, the education value would total \$3,078,000, over 12 times the original investment.**

What's more, those figures do not reflect the **enormous social value** of expanding the skilled workforce working to improve opportunities and conditions in vulnerable communities. The following chart monetizes and includes estimates of the value of the social benefits of developing and deploying this expert workforce to work on America's central social issues.

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<sup>12</sup> The Lumina Foundation's issue paper on College Costs and Prices estimates that \$9000 per year is the total cost to community colleges of educating a full-time student. They estimate the full cost of university education as \$14,000 per year.

<sup>2</sup> These figures assume 2 planning years with no students, and only 15 students enrolled in the third year when the program begins, growing to 25 students each year in later years.

## Return on Investment

Number of Years	2 Years	6 Years	10 Years
Total Philanthropic Investment	\$250,000	\$250,000	\$250,000
Number of Graduates	0	65	165
Public Investment; Educational Value per Student <sup>1</sup>	\$0	65 x \$18,000= \$1,170,000	165 x \$18,000= \$2,970,000
Return on Philanthropic Investment	None during planning period	468% over 6 years	1188% over 10 years
Social Value <sup>2</sup> of Change Agents' Careers over 30 years		\$73.2 million over 30 years	\$186 million over 30 years

<sup>1</sup> The Lumina Foundation's issue paper on College Costs and Prices estimates that \$9,000 per year is the total cost to community colleges of educating a full-time student. They estimate the full cost of university education as \$14,000 per year.

<sup>2</sup> The "social value" is projected at an extremely low figure: it assumes each change agent contributes \$37,500 a year to society, and works for 30 years. The social value of each Change Agent's service is \$1,125,000.

**Ongoing outside support** – When possible, it may be necessary to raise outside funding to temporarily subsidize **introduction of a new course** as it may have difficulty recruiting many students until it's well-established and well-known to students, guidance counselors and faculty in other departments.

Some CLP sites have succeeded in raising funds from outside sources, the college, or College Work Study funds to **employ a Student Coordinator** to assist with outreach and student recruitment into the program, arranging mentors and counselling for students. This provides major relief for overly busy faculty and has proven invaluable for the students and the programs. A cost/benefit analysis would help faculty convince college administrators to include this position in the annual budget.

The ongoing annual budget for the program must also provide sufficient continuing funding to provide **financial support for the community partners for their work.**