Section 6

SCALING UP FOR THE FUTURE

"The country is in deep trouble. We've forgotten that the rich life consists fundamentally of serving others, trying to leave the country a little better than you found it.

"We need the courage to question the powers that be, the courage to be impatient with evil and patient with people, the courage to fight for social justice. In many cases we will be stepping out on nothing, and just hoping to land on something. But that's the struggle. To live is to wrestle with despair, yet never allow despair to have the last word."

— Cornel West

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22. Moving to Scale - Creating Additional Replication Systems

CLP is frequently approached by community leaders, organizers, college faculty-members and others who want to build on their training or service-learning programs to develop more ambitious and comprehensive programs for developing the next generation of community leaders, organizers and agents of positive change. The CLP Network is currently the nation's sole source of expert assistance for people exploring creation of college-based Community Change Studies programs.

Over the last decade, the CLP Network has expanded one site at a time. CLP's primary replication system has been city by city, providing extensive on-site technical assistance to community leaders and faculty-members who seek expert advice as they explore creating a Community Change Studies program.

CLP's deep on-site experience with both successes and frustrations has given the Learning Partnership unmatched knowledge and skills. CLP's staff, Board members, and consultants provide great expertise as they help new sites determine whether a CCS program is feasible locally, how to adapt it to fit with local opportunities and priorities, and how to form balanced partnerships. CLP also helps local sites develop curricula which integrate practical experience, college courses, and reflection, and also creates effective systems of student recruitment and support.

However, the Partnership has found it extremely difficult to raise sufficient funding to support on-site technical assistance (TA). Current **foundation** trends leave very few funders open to any initiatives they haven't designed themselves. Even fewer are open to programs which foster organizing on issues which low-income communities themselves choose to tackle. Therefore, as it continues to search for expanding support for TA and for funding to cover its local partners' start-up costs, **CLP is pursuing four additional approaches to expansion** –

- **Providing on-line support**, materials and coaching -- Systematically supporting potential new sites and other programs with do-it-yourself (DIY) guidance materials and expanded on-line help,

- Potentially involving Network partners in collaborating in **developing learning modules, video story-telling, on-line guest speakers and discussion leaders**, and other techniques for enabling CLP students to learn from teachers, organizers and community leaders working for change in an extraordinarily rich variety of settings across the US,

- Exploring the value and potential of **creating blended learning courses** together, especially to enable CLP to reach students and campuses beyond our current Network, and to develop courses to supplement the core courses most CCS programs offer with opportunities to focus on different issue areas or other specialized topics (e.g. social media, communications, electoral and political organizing, the social history of the US, etc.), and

- **State and federal policy change** – Leading joint efforts to increase resources for Community Change Studies programs and well-paid internships through federal and state policy changes. *(See next chapter on public policies).*

1. CLP's Approach to Site-by-Site Replication

CLP's site-by-site replication system begins with responding to requests for advice and assistance in developing a CCS program. After a series of exploratory conference calls, CLP and people at the site decide whether there is sufficient potential to merit an on-site visit by CLP (and whether there are resources to support that work).

During an initial visit, CLP representatives and its local contacts jointly conduct a series of interviews with community and college leaders and other knowledgeable local actors to begin exploring whether the essential elements of a CCS partnership program are present. Subsequent visits widen the circle of interviews and deepen discussions on whether to form a partnership. Would a CCS program fit with local needs and priorities? How should it be shaped to best serve the context? Is a CCS program feasible? Who should be the formal partners? Who has the energy, time and background to lead the process locally? What should be the next steps in a deeper feasibility study and planning process? Would it be useful for local leaders to visit one of CLP's current sites to learn from their experience and get their advice?

This all requires a substantial effort by CLP as well as local leaders. Unfortunately, because of resource constraints, the Partnership's very small staff is overextended and cannot provide new sites with on-site assistance even when it would expedite an exploration and feasibility study.

Start-up grants directly to a local site or channeled through CLP are invaluable in enabling the Partnership and local partners to concentrate fully on planning a program, designing the curriculum, maximizing local involvement and buy-in, and getting the program off the ground. One strong selling point is that -- as the chart in Chapter 21 demonstrates -- funders will get an enormous return on their investment – a return from their planning grant's leveraging impact year after year. It will result in two types of leverage -- (1) annual public funding for the college instruction and student financial aid; and (2) the financial value of the services CCS graduates provide to society over three or four decades in careers tackling issues of poverty, race, and community-building. See chart in chapter 21.

2. Increasing On-Line Support and Peer Exchange:

Until recently, CLP's on-line program was limited to occasional webinars and our web-site's data bases on programs and curricula. However, two events have dramatically increased our use of internet.

One reason, of course, was the Pandemic, which had the same impact on CLP it did on other institutions. We could neither travel to our sites nor convene them face to face, so we expanded our use of Zoom enormously. This built naturally on a shift already underway at CLP – having the staff, Board and local sites operate on a team basis by meeting regularly via videocall. Those calls now happen every two weeks, helping overcome isolation, strengthening relationships and peer exchange, sharing power, and fostering collaboration across sites on curriculum development and promoting best practices within the Network and more broadly.

CLP students are beginning monthly Zoom calls and are identifying common issues and concerns for possible cross-site collaboration and action.

3. Creating On-Line Systems to Support DIY Planning and Start-Up:

Can local community leaders and faculty members create an ambitious CCS program without extensive outside help? The answer is Yes.

Professor Hannah Ashley proved this to CLP when she contacted us to notify us that she had succeeded in creating a new Minor in Urban Community Change at West Chester University, and that she did this by relying heavily on the program and curricular materials on the CLP website. Hannah accomplished this without even contacting CLP and without outside funding.

This inspired us to explore ways to help others replicate Professor Ashley's successful do-it-yourself (DIY) approach to developing a Change Studies program by developing various on-line strategies.

This **e-book** is the first step in creating on-line help for replication and expanding the Network. As a guidebook, it proceeds step-by-step through the approaches we've developed and the lessons we have learned over the last decade.   Each chapter can be downloaded directly from our web-site (www.clpclp.org) when it's relevant and useful locally, and -- rather than providing rigid rules and models -- we have highlighted ideas and suggestions to help people be creative in developing CCS programs which build on their local strengths, priorities, and opportunities.

CLP is considering creating a **companion series of webinars and podcasts** to help people think through the basic elements of a program, early choices and strategy. Like this e-book, the series would focus on the process for exploring the feasibility of such a program, the basic program elements to consider, questions of content and pedagogy, student recruitment and support, challenges and opportunities, costs, etc. Sets of five or six sessions could be offered as needed, and could be combined with Zoom calls to provide opportunities for Q and As, discussions, and peer exchange.

This would provide a strong **intake system** for CLP, enabling local leaders to think through their ideas and potential, and for CLP to gage their interest, values, commitment, and capacity without making a substantial investment. This experience would also help us consider what other replication materials or tools would be most useful and practical.

It would make it much easier for CLP to actively reach out to people in cities and regions without Community Change Studies programs. The series could be repeated periodically to keep expanding the Network, and be structured as a virtual learning community with CLP's initial leaders inviting participation from people interested in CCS, including people from colleges and organizations which already offer some elements of a full Community Change Studies program. Each session could be led by a different member of our current Network or others who have useful experience and ideas to share. This would build on our local partners' sense of joint ownership, of being part of a national team setting policy and making plans for contributing to expansion and creation of an important, increasingly well-recognized new field of studies.

One possible additional advantage for participants – the CLP series of seminars could be coupled with annual Faculty/Community Leaders Institutes to qualify participants for **a professional development Certificate** from a cooperating college or university.

Finally, CLP is planning to test the potential of various approaches to blended learning for Change Studies, including exploring possible partnerships with College Unbound, e-Cornell, the distance learning arm of Cornell University, and others.

4. Collaboration to gain recognition and support for this field of studies

Underlying these strategies is our goal of jointly **creating a new field of study** which is offered by a large number of community colleges, four-year institutions and universities, both public and private. Major expansion of Community Change Studies programs would enable colleges to strengthen

their response to four fundamental issues the United States faces – poverty, race, stronger communities, and revitalized democracy. In genuine partnerships with communities they can develop new generations of leaders, organizers, change agents, and allies with the knowledge, skills and credentials to bring people together to tackle these issues and press for great social progress and a kinder, more open and more united society.

5. Public Policy Changes to Support Replication:

Recently, CLP Network members have begun collaborating on public policy issues which concern them. These include early efforts to reform the federal College Work Study Program to strengthen its mandate that some CWS funds be allocated to Community-Based Work with college credit given for students engaged in serious experiential learning as part of a broader curriculum like CCS Certificate and Degree programs. Another effort is to create state and federal pilot programs providing Community-Building Internships, which are full-time, well-paid and a mix of experiential and classroom learning. (*See the next Chapter for details on CLP's policy agenda.*)

23. Moving to Scale by Changing Public Policies

"Courage, my friend. It is not too late to change the world."

— Tommy Douglas

Throughout this e-book I have focused on America's need for a new wave of community building and leadership development in our older neighborhoods and towns. We need a surge of people with the backgrounds, lived experience, commitment, knowledge and skills to bring people together and win significant victories on the interlocking issues of poverty, race, community-building and strengthening our democracy. To revitalize democracy from the grassroots up, we need to develop and support community leaders, organizers, and allies who can build strong vehicles for collective action on our nation's toughest issues.

These efforts must be based firmly on the **fundamental understanding shared by all the CLP Network's partners – our country cannot continue to waste the latent talent which exists in every low-income neighborhood and community of color.** Instead we must develop programs which take advantage of the central fact all the CLP programs demonstrate – there are many people in every community who want to "give back" to their communities, to help their families and neighbors have better lives and greater opportunities. In words often used by our incoming students -- "I want to help. But I don't know how."

CLP's pathways answer this call. They are developing the great untapped potential of students and emerging community leaders who start with firsthand knowledge of poverty, discrimination, and institutional neglect. That lived experience provides them with invaluable insights, people skills and unique advantages in serving as role models as they work in communities like their own. Our educational programs build on those strengths, equipping people with **the depth of knowledge, practical organizing and alliance-building skills, and critical and strategic thinking capacities they will need to win on the fundamental**

issues they and their neighbors face. CLP programs also provide them with academic credentials which open doors which otherwise would be closed to them.

Decades of experience have shown us that organizing and popular education work is not for amateurs. To succeed in creating positive change, people need to develop deep understanding of: the issues they are addressing and possible remedies; how best to inform, educate and organize people on those issues; and lessons from earlier efforts to tackle them. This will require supporting new and existing initiatives to rapidly expand the number of outstanding community leaders, organizers and popular educators.

Partnerships which bring together the worlds of practical experiential learning working at the community level and college-based learning and credentials offer the best opportunity for moving rapidly to develop the knowledgeable, skilled and committed workforce and leaders needed. In large part because of CLP's efforts, there now are a growing number of such community partnerships at community colleges and public universities. Furthermore, the CLP Network has developed systems for adapting them to meet the needs and preferences in other cities and towns and helping other programs broaden and deepen so they are equally successful in developing the next generation. A growing number of academics as well as leaders in the community organizing world are now showing great interest in learning from our Network's experience and expanding and broadening their education and training efforts.

Scaling up will require committing major support to building new educational pathways and fortifying existing ones. It also must include concerted outreach to the communities of color and low-income and working-class neighborhoods which are so often ignored when programs are designed and staffed and policy decisions are made.

<u>This will require</u> <u>significant government funding</u> to meet the scale of the need for a new generation of well-prepared community leaders, organizers, and change agents. CLP's decade of experience has demonstrated clearly that private philanthropy simply will not fund the hundreds of well-paid internships which low-income students need to gain intensive on-the-ground experience they need. Furthermore, our experience has also proven how difficult it is to raise planning

and start-up money for new Community Change Education programs despite the incredible Return on Investment our local programs are delivering. (*see Chapter 21 above).*

This will require federal support for a major new initiative which finances a dual strategy:

1. **Creation of large numbers of earn-while-you-learn Community Building Internships** for low-income and working-class students, earning a living wage while preparing for creating positive change on issues of climate change, sustainability, community development, criminal justice reform, and health promotion; and

2. **Creation, expansion and support of local academic/community partnerships to be jointly responsible for operating those Internship programs**, ensuring that Community Building Interns receive the mix of college courses, deep immersion in community work, college credentials, mentoring and career preparation they need.

These two interrelated programs would offer quadruple social benefits. They would --

- Provide both **immediate jobs** and preparation for **long-term family-supporting careers** for low-income and working-class young people
- **Meet great social needs** by expanding the workforce of skilled, knowledgeable people in careers in sustainable communities, community development, community and public health
- **Strengthen communities** by focusing on strengthening local leadership and community-based organizations

The Learning Partnership is currently exploring the possibility of creating State funded programs along those lines. One example is in California where the Governor's Task Force on Business and Jobs Recovery is including a CLP-initiated proposal among its recommendations, and the California Endowment has approved a planning and start-up grant to the Learning Partnership so a new California Community Leadership Corps can be launched by community+college partnerships at 5 sites in 2021. The Corps would consist of cohorts of students enrolled in CCS programs and receiving well-paid internships in community-building, incorporating the elements in CLP's design, which is described below.

Two hundred low-income and working-class students would be enrolled in this initial phase with plans for expansion to additional campuses in the state.

Meanwhile, legislation is being introduced in the US House of Representatives to create federally funded Community-Building Internships. And efforts have begun to incorporate its initiatives into one or more different broader pieces of legislation. These include legislation related to the Green New Deal, expansion of National Service, and a new initiative at the Department of Labor to create apprenticeship-like new program of earn-while-you-learn Community Building Internships. Efforts are underway to persuade the next federal Administration to support such initiatives.

<u>Outline description of the two key elements of CLP's policy proposal:</u>

Creation of a pilot program which would be tested in 12-15 pilot cities and small town/rural areas, evaluated, and considered for expansion in later years, requesting an initial appropriation of $50 million.

Targeted to benefit low-income and working-class people (18-50, with priority on youth)

Offering 4 major social benefits to communities throughout the US --

- Providing <u>immediate jobs</u> as well as preparation for <u>good long-term careers</u> for low-income and working-class young people.
- Meeting great <u>social needs</u> by expanding the workforce of skilled, knowledgeable people in careers in community development, community health and sustainable communities.
- <u>Strengthening communities</u> by focusing on strengthening local leadership and community-based organizations.

Funding local 2-4 year programs in which people <u>earn while they learn</u>, preparing for careers in one of the following community-strengthening fields -

- Community development careers (neighborhood improvement and issues).
- Community health careers (health promotion and education, and elder care).
- Careers in sustainable communities and environmental justice

Perhaps broaden the program after it is well-established to also cover preparation for careers in --

- Criminal justice and community safety.
- Youth development.
- Rural development and services.
- Working on other community issues and initiatives.

Essential ingredients of local programs:

- Partnerships of low-income and working-class communities with community colleges and/or public universities.
- Community-based nonprofits as well as academic institutions eligible for planning and long-term operating grants if they have created a community+college learning partnership or are committed to developing one.
- Intensive training on the job plus classroom instruction, constituting a full-time commitment by students so they can concentrate fully on learning, complete their studies on time, and enter the workforce rapidly.
- Federal funding for the partnership which would operate the program locally and for needed technical assistance and cross-site sharing.
- Students would be selected by the colleges and their community partners, which would also collaborate in providing placements, mentoring, student support and career guidance.
- Students would receive income for 20-40 hours/week at $15/hour, earning while learning on the job and through college courses (totaling up to $31,200/year, 100% paid through their employer which would be reimbursed on a 100% basis by federal funds in year 1; 67/33 split in year 2; 33/67 in year 3); this amount would be adjusted downward by the amounts a student receives from Pell grants and other scholarship grants).
- Resulting in college credits for college-level learning on the job and through their coursework, resulting in a college Certificate or Degree.
- Student learning would include --
  - Credit for college-level learning from previous jobs, training, leadership and life experience (applying Prior Learning Assessment).
  - Knowledge and skills related to their field of concentration.

- Knowledge and skills in leadership, group-building and volunteer management.
- Knowledge and skills in change leadership, strategy and participating in civic life.
- If needed, remedial education/GED.

If instead there are political or operational advantages to building on existing legislation, the Labor Department could expand its "earn while you learn" initiatives to include the Community Building Internships, and the institutional support could be funneled through two authorized but now dormant federal programs – HUD's Community Outreach Partnership Centers program (COPC) and the Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE).

APPENDICES

Appendix A -- Supplement to Chapter 10

The Detroit Promise Path – Key Elements to Promote Student Success:

(Excerpts from recent study by MDRC)

Early results from that study suggest that "**well-designed, well-implemented student support services in College Promise programs can enhance students' experience, improve their semester-to-semester persistence in college and potentially increase the percentage of them who graduate**," MDRC found. For example, the program's estimated impact on full-time enrollment for the full study sample increases from about 6 percentage points in the first semester to about 10 percentage points in the second semester.

This shows "there is a sizable group of students who currently enroll part-time but would enroll full-time with direction and support," the report states. In another example, students in the Detroit Promise Path earned an average 1.7 more credits than students in the control group, a 25 percent increase that is statistically significant.

The **Detroit Promise**, one of more than 300 Promise programs nationwide, was launched by the Detroit Regional Chamber in 2013 to provide college scholarships to high school graduates for up to three years. It's a last-dollar scholarship, meaning it covers the difference between a student's financial aid award and the cost of tuition.

While the program resulted in an increase in students who enrolled in college, there was a concern that large numbers of Detroit Promise recipients were dropping out before their second year. To improve college retention, the chamber partnered with MDRC to create the Detroit Promise Path, which adds student services and benefits to the program, including:

- Campus coaching and a requirement that students meet with a coach twice a month.
- $50 a month to cover extra expenses, such as bus passes or books, for students who meet with coaches.

- Encouragement for students to enroll in summer courses.
- A management information system to track student participation.

Main Elements of Extra Student Support in this Demonstration Program:

Campus Coaching -- Each of the five Detroit Promise community colleges has a DPP campus coach. Students meet with coaches for 15-30 minutes twice per month, typically in person, either individually or in small groups, beginning in the late summer before their first semester. Coaches reach out to students every week or two through phone calls, emails, and, most often, text messages. Each coach has a caseload of about 100 enrolled students and continues to reach out to students who did not enroll. Unlike academic advisers, coaches serve in a "big brother or sister" role for students, helping them manage competing responsibilities, adopt habits that can make them successful in school, and navigate personal issues.

Monthly Incentive -- Students who meet with their coaches as directed receive $50 per month to offset expenses not covered by financial aid, such as books and transportation. The money is put on a refillable Mastercard that can be used anywhere, and students are notified by text when the funds become available.

Summer Engagement -- DPP makes a concerted effort to ensure that students stay engaged in productive summer activities and maintain their connection during the summer. Students are advised to enroll in summer courses (with tuition covered by the Promise), and those who need to work are connected to career-related job opportunities through local youth employment programs. Coaches continue to reach out to students throughout the summer to keep them engaged with the program.

Management Information System -- Underlying all these components is a customer relationship management system that allows the staff to track interactions with students and run reports on student participation, response rates, and the completion of milestones such as registration. The software has a live text-messaging and email-tracking system that coaches use to communicate with students individually or in groups. For example, a coach might send a text reminder to all students to complete the Free Application for Federal Student Aid

(FAFSA), then a few weeks later send another reminder to students who have not yet completed it.

The Four Main Lessons from the Demonstration:

1. **Students still face financial aid issues:** Even with the Detroit Promise scholarship in place, nearly half the students in DPP reported financial aid issues. FAFSA verification was singled out as a particular problem. Long aid processing times caused some students to be dropped from courses for not paying tuition, or even to miss enrollment deadlines altogether. Promise programs should not assume that their scholarships mean students won't face financial aid barriers to enrollment. Staff members should send students and colleges clear messages about financial aid requirements. Staff members can also institute a failsafe system to check student lists before deadlines and make sure Promise students aren't dropped from classes.

2. **Programs can help students enroll in future semesters by staying connected:** A noteworthy success of DPP was coaches' continued engagement with students who did not enroll, especially those who were unable to enroll due to financial aid issues. Many students who intended to enroll but experienced challenges felt discouraged and ready to give up until their coaches walked them through the process to enroll in the next semester. Continuously engaging with students can go a long way toward ensuring that the Promise is serving all eligible students. In DPP, the management information system allowed coaches to target students with different messages based on enrollment status, making it much easier for them to continue reaching out to these students.

3. **Students want individual help and motivation:** In DPP, coaches reached out to students "cold" for the first time in late summer by text and email, introducing themselves and encouraging students to set up in-person meetings to prepare for college. More than 95 percent of students responded, reflecting a tremendous appetite for assistance. Persistent, proactive outreach paid off: Some students who did not respond before school started came to coaches later when they faced questions or issues on campus. Coaches were able to provide individual assistance to students and boost their self-confidence by, for example, helping them

practice talking to faculty members. Building students' motivation was especially important. Nearly all students reported that it made a big difference to them to have someone who understood the college's culture and who could keep them focused on the positive changes sure to follow from degree attainment. In particular, students valued having coaches who shared their socioeconomic background, as they felt they could discuss difficult issues without being judged.

4. **Programs should provide clear, usable information:** The promise of free tuition can reduce financial anxiety and help more students consider college — but students need to know what is covered and what they have to do to keep their scholarships. Many DPP students reported having trouble paying for things like textbooks and bus passes, and they relied on the $50 monthly incentive to cover these expenses. DPP created a calendar for students with requirements and dates for each month's incentive, and the management information system now sends text messages when the $50 cards have been refilled. This way, students know exactly when to expect funds and can plan accordingly.

Appendix B -- Supplement to Chapter 11

Examples of job titles in different issue areas and sectors of the economy which need the knowledge, skills and values CCS graduates develop

This appendix was developed from recent job listings and advice from issue specialists in various fields. We have included it because it illustrates the value of being able to list very specific information about the great variety of positions for which Community Change Studies knowledge, skills and credentials are great assets.

A. *Jobs with different types of employers*

Jobs with Community-Based Organizations:

- Entry-level Organizer.
- Canvasser.
- Neighborhood Organizer and Organizador (Espanol).
- Lead Organizer and Director of Organizing.

- Executive Director.
- Organizer on one or more specialized issues – e.g. housing, youth employment, education, criminal justice, green jobs/climate justice, community health.
- Community Development Specialist – e.g. neighborhood planner, neighborhood revitalization specialist, housing development specialist, housing manager and tenant relations staff, economic development specialist.
- Community-Based Research Specialist and Research Director.
- Community/Political Organizer.
- Community-Based Service Providers.

Jobs in Government and Public Agencies:

- Outreach and community relations assistant to elected politicians.
- Community outreach worker for a government agency, e.g.
    - The Mayor's office.
    - City Council members.
    - Departments of social services, youth services, health, housing, workforce, city planning, neighborhood programs.
    - Police and court system, reentry programs.
    - Public schools.
- Researcher or specialist on one of those issues when community engagement and knowledge is essential.

Jobs in Electoral Politics and Voter Registration and Mobilization:

- Candidate for Office.
- Entry-level Organizer and Organizador (Espanol).
- Director of Organizing, Political Director.
- Organizer on one or more specialized issues – e.g.
    - Voter registration.
    - Voter turnout.
    - Social media and communications.
    - Key campaign issues.
- Action Research Specialist.
- Research Director.
- Canvasser and Canvass Director.

- Campaign Assistant.
- Strategic Campaigner/Researcher.
- Campaign Assistant.
- Campaign Director.

Jobs with Unions and Other Worker Organizations:

- Organizer-in-Training.
- Organizer and Organizador (Espanol).
- Lead Organizer and Director of Organizing.
- Community/Political Organizer.
- Worksite Organizer.
- Communications Organizer.
- Organizer – Member Programs and Participation.
- Community Outreach Coordinator.
- Labor Relations Representative.
- Field Representative.
- Field Services Specialist.
- Field and Community Engagement Coordinator.
- Coordinator of Membership Action and Resources Center.
- Director of BOLD Center – Building Organization and Leadership Development.
- Organization Leadership Specialist for Equity and Inclusion.
- Campaign Assistant.
- Director, Racial Justice Campaigns.
- Community Schools Support Coordinator.
- Healthcare Policy Advocate.
- Training Field Coordinator.
- Canvasser and Canvass Director.
- Strategic Campaigner/Researcher.
- Deputy Political Director and Political Director.
- Campaign Director.

Appendix C. -- Supplement to Chapter 16

The Work Study program can be an excellent focal point for college community-based action research which is directly relevant to students. How does their

college administer the Federal Work Study program and how might it be made more beneficial? The research could include: review of key documents from the college, analysis of federal legislation and regulations, interviews of administrators and students; and preparation of a report of findings, conclusions and recommendations.

In planning such research, it would be important to anticipate that it may raise issues make some college administrators uncomfortable, and to plan accordingly

Key documents to review and analyze on Work Study –

- Federal Regulations and notices.
- The Program Participation Agreement between the college and the feds.
- The college's list of Community Service Jobs and openings, if available.
- The college's annual report to the government.
- Other materials the college makes available.

Possible interviewees –

- Students with experience participating in Community Service Work Study.
- Other FWS eligible students.
- College financial aid administrators.
- College counselling staff.
- Service learning staff and faculty.

Key questions to research at the college (note that many of these questions are based on legal requirements specified in federal legislation, regulations and guidelines) **--**

- Does the college allocate all its FWS funds each year?
- How does it define eligibility? What income levels or other financial information? Has it established any preferences?
- What wage do FWS students earn? Is there a maximum annual award amount?
- When students include projections of earnings from FWS jobs in their analysis of their financial needs, what assurance do they have that they will actually obtain those jobs? What assurance is there that they will have FWS jobs in future terms?

- How many students are enrolled this year? Is the FWS program available all year?
- Does the college keep figures on the number of applications which are denied? Are these denials because of inadequate funding? Other reasons?
- Does the college require that the work assignments be academically relevant to their pursuits?
- What percentage of their FWS funds is allocated to Community Service Jobs?
- Does the college promote community services to eligible employers? Have they developed a marketing plan for promoting them? Does it include presentations, networking, job fairs, an open house or visits to local agencies?
- What information is available to students about community service jobs? Do they have to request it? Is the college complying with the requirement that "schools must make students aware of community service opportunities by encouraging them to get involved in community service activities"?
- Does the college have a list of community sites? Are all these sites "open to members of the community"? How do they demonstrate that they are giving priority to "jobs that will meet the human, educational, environmental and public safety needs of low-income individuals, especially those living in poverty"? Does the job provide "meaningful and constructive service" to those communities?
- Does the college "research their FWS students' degrees or certificate programs, interests, and skills to determine which recipients might find community service jobs appealing"?
- Has there be any "formal or informal consultation with local nonprofit, government and community-based organizations" about what's needed? Do they contact local nonprofit, government and community-based organizations to assess their needs and their interest in employing FWS students?
- Do the jobs offer educational experience? If so, what is it? Are college faculty involved? Do students file either written or oral reports on their learning? Does the work generate college credit?
- Does the college offer projects which increase citizen engagement, teach civics, or raise awareness of government? If so, what placements do they offer under this category? How do they define the purpose of these placements? Do they report these placements annually?

Appendix D – Additional Supplement to Chapter 16

Applying Community-Based Research to <u>Analyze a Community</u>:

The following outline illustrates the topics which might be included in involving students in expanding their understanding of a community in which they live and/or work:

Intro:

- Why is it important to develop a growing understanding of a community?
- What are the key things you want to know if you're going to work on community issues and be a change agent? What do you expect to find? – economically, socially, racially, culturally, etc.?
- What difficulties are you likely to face as an outsider? As a person who comes from that community?

Walking tour – Instructions, role playing, research, report back from walking tour:

- What did you observe? What differences were there in the observations of different participants? What explains their different observations?
- Major surprises? What and why? Discussion

Looking at a community in the context of the city and region:

- Where is the community? How is it seen by residents? By others in the city? By the movers and shakers? What is its role and image?
- What are its primary links to the city? How strong are they? What barriers are there?
- Economic audit – reading, discussion, develop skills; report back; discussion to develop shared analysis of the community's economy and economic actors.
- Cultural and social audit – demographics, needs, assets, service provision.
- Political audit – representation and power, electoral participation, accountability; current issues, opposing views and forces, process for decisions on those issues.
- Organizational audit – Identification of nonprofit sector in this community, presence of "community-based organizations", other membership organizations, noncommunity-based nonprofits, private for

profit sector organizations, public agencies, political organizations; Gaps in organizations; future roles for community organizing, coalition-building, other community action.

Appendix E -- Supplement to Chapter 17

Draft COURSE DESCRIPTION -- THE POLITICAL ECONOMY OF BALTIMORE

Proposed learning goals:

Introduce sophomores who are choosing their majors to what Morgan can offer them as learning opportunities related to community organizing on urban issues which are critical to African-Americans and people with limited incomes.

Involve those students in a learning process which demonstrates the importance of community organizing and change-oriented organizations for African Americans and low-income people, by focusing on Baltimore and --

Familiarizing students with issues of poverty and race in the city.

Introducing them to how major public and private institutions make decisions on issues which are critical to poor people and people of color, and to the current the level of democratic participation in those decisions.

Involving students in identifying what steps would ensure that the Community gains a stronger influence on those decisions, especially through community organizing and community-driven and accountable organizations.

Motivate students to learn more so they can work effectively on these issues either through their choice of career or as civically engaged people.

Proposed course outline:

Taking stock on poverty and racial disparities in Baltimore:

This would provide students with a baseline understanding of these conditions and recent history in MSU's hometown as seen through the lenses of different disciplines. Through readings and a series of classes with different faculty members and outside observers and activists, students would learn about the growing disparities as well as community and other efforts to improve those conditions.

The following are examples of how these classes could draw from different disciplines which all address issues of disparities and social justice --

Social Work: Information on poverty, inadequacy of social services in such fields as child welfare and youth development, efforts to monitor, organize, advocate on these issues.

Community Health: The mismatch between having Johns Hopkins and other great medical institutions in the City, and the city's racial disparities, poor health, asthma and environmental justice problems; recent activism on these issues.

Workforce and Economic Development: Trends in employment, disinvestment and new investment in the city, focusing in part on the impact of past major investment in the Inner Harbor, and efforts to influence decisions on jobs, working conditions, and business opportunities (including Beyond These Walls and other campaigns); this will show how little these investments have benefitted poor and working class people as they have been overwhelmed by the loss of manufacturing jobs, disinvestment, government cutbacks, etc.

Architecture and Planning: Issues of displacement, worsening housing, gentrification, public housing demolition, etc.; and of activism to avoid it, including former US Senator Mikulski and others blocking the Highway, Johns Hopkins's expansion and SMEAC, and struggles involving the future of public and assisted housing.

Education: Quality issues, disparities, and the involvement of the Algebra Project, BEN and other efforts to influence education policy.

Engineering: Transportation issues and citizen involvement, lessons from the national Transportation Equity Network, etc.

Communications: Media coverage of these issues, effective use of the media and communications strategies, etc.

Other departments, including criminal justice and law.

Looking ahead: Focusing on the potential impact of the massive new investments which are planned in Downtown/Harbor.

Learning about current plans for downtown investment through lectures, discussion and reading – involving entire class.

Focusing on social and economic issues related to those plans – dividing class into separate sections, each taught by someone from a different department and focusing on the issues their discipline helps students analyze and understand; each would follow a similar learning process including --

Reading.

Research, interviews, etc. – What is planned? Who is going to benefit? Who may actually lose? What is the Community's role? What might it be?

Discussion about what the students are learning from this research and the implications for poor people and people of color.

Discussion of the potential role/need for community organizing, citizen monitoring, community development or focused services, etc.

Teamwork in developing a written outline of what could be done through community action, formulating recommendations for discussion with the other groups/sections.

The implications and opportunities for community organizing and community change:

Then the groups would come together for a well-prepared series of "meetings" (classes) during which when –

- Each group would report on their findings and recommendations,
- The groups would develop a consensus on both their findings,
- They would also develop a consensus on their priority recommendations for what could be done by the Community, why those steps are important, what the barriers are, and how they could overcome them, and
- Finally, the students would develop a consensus on what they would want to learn in later courses to be able to have an impact on these issues.

These classes should model good participatory, consensus-building and learning techniques. Readings, video clips and other materials would be used to introduce successful examples of different strategies which have had an impact on similar issues.

Conclusion on opportunities to learn and do more:

Introduce students to --

- The kinds of careers which are possible for people wanting to work on these issues.
- The opportunities for civic engagement during college and later.
- Pathways within Morgan to learning more, becoming active on these issues, internships, student organizations, etc.

The designers of the Baltimore course hoped it would lead to the students identifying needs for the following:

- Major reforms in government and institutional decision-making – transparency, open process, budgeting, right to submit community proposals, etc.
- Organizing and pressure from the Community, and key elements for that strategy (e.g. involvement of many people, educated leaders, clever strategy and a campaign approach, etc.; as well as such strategies as lobbying, use of the media, litigation, coalition-building, and inside/outside strategies which can supplement organizing).
- The need for sustainable, effective ongoing organizations with a range of strengths so there could be continuing influence – What is required? What are the basic elements of an effective, continuing, sustainable organization?
- The need for the "Community" to be able to develop alternative plans, programs, etc. -- What does this require in skills, access to professionals, resources, etc.?
- The need for capable, responsive groups to deliver services, do community development, increase participation and ownership, nurture individuals, provide training, etc. – What does this require?

Appendix F: Possible details in a Memorandum of Understanding

The MOU should spell out the roles, responsibilities and authority of each partner. Those provisions should lead to clarity on the following points –

- Identification of which future decisions require involvement of and **sign-off** by each actor, the decision-making process, and measures for conflict resolution.
- The involvement of each party in periodic **evaluation** of the program and decisions on what adjustments should be made in response to the formal evaluation and other developments.
- The process for initial **curriculum development,** the involvement of each party, and whether both must sign off.
- The respective roles, responsibilities and authority of the **Coordinator and the lead faculty member.**
- Provisions on the hiring of adjuncts, co-teaching, involvement of on-site mentors and other measures to **involve practitioners in teaching**, and specifics on their role in curriculum development.
- How practitioners and the community will be involved in developing and implementing plans to **proactively recruit** low-income students and students of color who are interested in preparing for a career in

community change, including involvement of community-based organizations, nonprofits, and individual "spotters" in this effort.

- Involvement in integrating **experiential learning --** especially experience in low-income communities with mentors -- with reading, classroom work, reflective practice and testing.

- Joint designing of **field placements including internships** with local groups to ensure (1) the groups benefit from the placements, (2) students come well-informed about the group and prepared to carry out the assignment, and (3) when feasible, group have assurance of a constant flow of students to assist the placement group with maximum continuity.

- Joint designing of the curriculum to include **"theory" and "practice",** develop the students' "knowledge" and "skills", and be designed to develop the students' vision and values as well as their critical thinking, strategic, and practical competencies.

- The curriculum will include a series of "**high impact educational practices**", including cohort learning when possible.

- The **financial arrangements** including issues of released time for faculty, compensation for adjuncts and others helping with the educational program, office space and equipment at the college, the minimum number of students required to make the program feasible, plans for targeted financial assistance, work study, mentoring, tutoring and/or developmental education for these students; assistance in fundraising and or providing direct financial support for community partners so they can devote adequate time to the pathway.

- How various **public relations** issues will be handled, including visibility and billing for the respective partners, how the partnership will be described, and other measures to ensure that each partner gets credit for their work.

- The MOU should permit the nonprofit actor(s) to work with other institutions of higher education. This will enable it to expand its ability to reach and benefit students in various regions, from different racial, ethnic and linguistic backgrounds, and levels of experience, etc., and will reduce the nonprofit's dependence upon a single institution.

- The parties should **fundraise** for the program separately and together, involving its own fundraisers and sources of outside advice and assistance. They should be transparent and helpful to each other on all matters of finance.

- The possible set-aside of Community Work Study and/or Wofford Program slots to students in Community Change Students.