The Power of Partnership

Celebrating
10 Years

1994–2004

Community
Outreach
Partnership
Centers

U.S. Department of Housing and Urban Development
Office of Policy Development and Research

The Power of Partnership is a special anniversary report from the Office of University Partnerships commemorating 10 years of Community Outreach Partnership Centers. This report celebrates the power of campus-community partnerships to revitalize local communities, empower individuals, and set the standard for community development activities nationwide.

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Foreword

It is with great pride—and a spirit of celebration—that the U.S. Department of Housing and Urban Development (HUD) looks back on a decade of fruitful collaboration with colleges and universities around the country. Through the Community Outreach Partnership Centers (COPC) program, institutions of higher education have played a unique and increasingly powerful role in revitalizing local communities and helping HUD fulfill its mission.

During the past 10 years, HUD and its educational partners have experienced firsthand the "power of partnership," which is the theme of this anniversary publication. By collaborating with neighborhood residents, local organizations, government officials, and other stakeholders, COPC grantees have helped to improve their communities, empower residents and the organizations that serve them, and strengthen relationships between campus and community. At the same time, COPCs have helped their respective colleges and universities improve the quality of the education they offer to all students and the hands-on training they provide to those who, upon graduation, will spearhead local community-building initiatives. HUD and its Office of University Partnerships (OUP) are honored to be part of the growing community engagement movement and to provide COPC grantees with financial support, technical assistance, and the opportunity to network with others who are striving to reach the same goals.

This spring, hundreds of colleges and universities took advantage of one such networking opportunity by sending representatives to a celebratory conference marking the 10th anniversary of OUP and COPC. This well-attended gathering illustrated in a concrete way just how much OUP has grown since it was established in 1994. Conference participants represented a wide variety of educational institutions, from research universities to community colleges. These grantees now participate in eight grant programs that OUP administers. They also serve an increasingly diverse population—including African Americans, Hispanics, Native Americans, Alaska Natives, and Native Hawaiians—through increasingly sophisticated partnership activities.

HUD congratulates OUP and its grantees on their great accomplishments. With this anniversary publication, we also are pleased to honor the COPC program in a special way. COPC grantees were the pioneers who helped HUD become an active facilitator of community partnerships. In particular, we honor the individuals, from all walks of life, who have been instrumental in making COPC such a success at the local level. Without the commitment of these individuals and others like them, OUP would never have accomplished as much as it has during the past 10 years. With their continuing enthusiasm and support, we are confident that COPC will accomplish even more in its second decade of community engagement.

Dr. Darlene F. Williams
General Deputy Assistant Secretary
Office of Policy Development and Research

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Office of University Partnerships Staff

The Power of Partnership

Introduction by Barbara Holland, Ph.D.

Dr. Barbara Holland is director of the National Service-Learning Clearinghouse, a project funded by the Learn and Serve America of the Corporation for National and Community Service. She joined the clearinghouse in April 2002 after an appointment as the director of the Office of University Partnerships (OUP) at the U.S. Department of Housing and Urban Development (HUD). Holland also serves as a senior scholar with the Center for Service and Learning at Indiana University-Purdue University Indianapolis, adjunct professor at the University of Western Sydney in Australia, and executive editor of Metropolitan Universities *journal.*

Dr. Holland

The last decade has opened an era of new, more purposeful efforts to create constructive, mutually beneficial, and enduring interactions between communities and their academic institutions. HUD and its Community Outreach Partnership Centers (COPC) program have played a major role in those efforts.

Community engagement is not an entirely new concept for American colleges and universities. Many have enjoyed positive relations with their neighbors for hundreds of years, encouraged by such initiatives as the Morrill Act of 1862, which established land-grant colleges; the settlement house movement, launched by Smith College in Amherst, Massachusetts, in 1887; and the national Cooperative Extension system, which was created in 1914 (Carriere 2004). Beyond these specific initiatives, higher education has always served social purposes in both explicit and implicit ways. Over the centuries, the entire nation has benefited from expanded access to postsecondary education, preparation of a qualified workforce in a changing economy, development of new knowledge and innovations, and rich cultural programming—all of which arose consequentially from the standard teaching and research roles of the academy. Until recently, however, these general societal impacts rarely reflected any consideration of the community's interests or preferences.

The university as ivory tower, walled away from societal realities, began to change when the 1960s brought forth a renewed interest in the role that higher education could play in addressing social and community objectives. Responding to students' calls for more socially relevant education, colleges and universities turned their attention to the neighborhoods in which they resided. Fittingly, many of these early engagement programs were grassroots and

collaborative in nature. The Campus Outreach Opportunity League began engaging students, for example, after Harvard graduate Wayne Meisel took a 1,500-mile walk along the East Coast to advocate for student involvement in service initiatives. Campus Compact, established by a coalition of university presidents in 1985, set student involvement in service activities as its top priority. The Coalition of Urban and Metropolitan Universities was formed in 1989 as an affiliate group of universities that defined themselves by the interactive relationships they had with their cities. These and other organizations recognized that higher education needed to renew its contract with society by fostering service learning for students and community work by faculty. To facilitate this new engagement role, academic leaders and organizations advocated for the development of federal programs that would encourage higher education and communities to work together. As a result, Congress enacted the National and Community Service Act of 1990 and in 1992, passed the Community Outreach Partnership Act, which authorized $7.5 million to establish the COPC program. These Acts gave colleges and universities the tools to carry out teaching, research and outreach activities that addressed urban problems. Significantly, COPC required that grantees take a partnership approach to these activities. Applicants were required to demonstrate how their COPC grants would create new and enhance existing community partnerships that were structured to meet community-identified needs (Carriere 2004).

From its beginning, the COPC program contributed in a powerful way to a rapid expansion of interest in civic engagement on a national level.

From its beginning, the COPC program contributed in a powerful way to a rapid expansion of interest in civic engagement on a national level. As a result, we know much more about community engagement and partnerships today than we did in 1994 when the first COPC grants were awarded. We have learned that community engagement is beneficial to all partners because it enhances student learning, and research; increases a community's access to the knowledge assets of a university; and honors the inherent assets and expertise present in every neighborhood. Through active documentation of COPC outcomes, we have also been able to identify the core characteristics of effective partnerships and the strategies for building and strengthening those partnerships.

The COPC program is rigorous in its assessment of applicants' commitment to true collaboration between campus and community. As a result, winning a COPC grant has become a prestigious recognition of an institution's progress toward developing a sustainable commitment to civic engagement. HUD's commitment to actively convening and supporting COPC grantees has promoted learning and exchange, and has contributed to a growing body of literature that is accelerating the transformation of higher education and town-grown relationships. Clearly, this relatively modest grant program has made tremendous strides in changing higher education from an academic culture handcuffed by outmoded and isolating traditions into a force for societal change and public good. Many people thought this was impossible.

In addition to boosting the nation's interest in community engagement, COPC has had a significantly personal impact on those who have been involved in it. Through its efforts to empower and improve local communities, and enhance the quality of education that institutions of higher education offer, COPC has literally changed the lives of neighborhood residents, students, faculty, local government officials, and the dedicated people who direct and work in community-based organizations. Consider, for example, these powerful stories, which appear later in this anniversary publication:

- The Hispanic mothers in California who received the support they needed to pursue college degrees while participating in an applied research project aimed at finding ways to help even more women.
- The anthropology professor in West Philadelphia whose urban health initiative has changed nutrition-related habits in city schools while at the same time rejuvenating his own teaching and providing his students with an unparalleled opportunity to put theory into practice.
- The city official in Rhode Island who relied on a university to do what his city did not have the resources to do: build the capacity of local residents so they could reverse their neighborhood's steady decline.
- The community activists in Indianapolis who transformed years of neighborhood animosity toward their local university into a pragmatic strategy to put that institution's resources to work for residents.
- The graduate student in Illinois whose social work internships gave her the skills and confidence she needed to establish a civic association that is working to rid her own neighborhood of crime and drugs.

COPC has literally changed the lives of neighborhood residents, students, faculty, local government officials, and the dedicated people who direct and work in community-based organizations.

These and other stories illustrate the "real" power behind the COPC program. This power lies not only in grant funds and workplans, but also in mission statements and faculty rewards. Ultimately, it lies with the individuals, both on and off campus, who believe that teaching, learning, and research should have public consequences and are willing to invest their time and energy in collaborative efforts to bring about change in the academy and in communities. These individuals—the ones profiled here and the many others like them around the country—have made COPC what it is today. They are the ones who have developed the models and set the examples as civic engagement leaders across the nation. Ultimately, they are the ones who will inspire others to take their places at the forefront of the community engagement movement.

Assessing Our Progress: The Engaged Institution

In creating COPC, HUD had an unabashed and bold objective: to transform higher education.

In creating COPC, HUD had an unabashed and bold objective: to transform higher education. Despite the successes of the past 10 years, the Department and its educational and community partners have completed only the first of many steps that will be necessary to bring the scholarship of engagement into the academy and make it an integral part of the value structure and culture of postsecondary education in this country. Tremendous progress has been made over the past 10 years; for many institutions, however, institutionalization remains a challenge.

What should we expect from colleges and universities as they consider how their knowledge and economic assets might have a positive effect beyond campus boundaries? The COPC experience has taught us about the characteristics that epitomize an engaged college or university, characteristics that can help us overcome the academic and operational traditions that divide us from our communities. Although we still face many challenges in fully adopting these characteristics, COPC provides many examples of achievement, proving that the hard work of institutional change brings real rewards to campus and community.

First and foremost, an engaged campus needs to clarify the role of engagement in its mission. Every institution has a civic mission but because every college and university has a different purpose, history, and capacity, each must first articulate its specific and distinctive commitment to community engagement, then align faculty work and student learning experiences to match that mission.

Engagement also requires the institution to involve the community in its academic work by designing a deliberate, intentional, and consistent approach to partnerships. This purposeful and authentic brand of civic engagement also must be linked to every dimension of campus life and decisions, including issues of local employment, purchasing, and property development. New policies and infrastructure will be necessary to promote, support, and reward this engagement, not only by creating a system of faculty rewards, but also by organizing strategies and units to support the labor-intensive nature of this work. In the most successful examples, institutional engagement has top-down and bottom-up support, particularly for interdisciplinary work that aligns the academic organization with the complex nature of community issues.

Finally, the engaged campus must commit itself to a continuous process that assesses the progress of engagement within the distinct contexts and expectations of faculty, students, and community. This assessment helps to document the impact of partnership work, ensure equity and reciprocity, and build the case for further collaboration and support.

Assessing Our Progress: The Nature of Partnerships

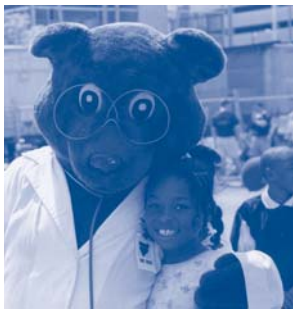
How well do our colleges and universities embody these characteristics? I would suggest that we have made a very good start, but there is much more work to be done. Specifically, campus-community partnerships continue to have difficulties in areas that relate to relationship building. Old habits of positioning the campus as expert and the community as laboratory are hard to break.

COPC experiences teach us that partnerships will be difficult to implement and sustain unless the partnership reflects candidly on the motivations, goals, and expectations of each partner; articulates the historic tensions that might exist between campus and community; and develops a new understanding of each partner's interests, capacities, and limitations. These steps will help ensure that the partnership leads to mutual benefits, respect, equity, and reciprocity.

The diverse goals that participants bring to a partnership often make the work of engagement quite complex. Faculty, for example, want to help their students achieve learning objectives and develop a sense of civic and social responsibility. They want to develop lines of research that enrich the intellectual foundations of their discipline and share that knowledge in ways that respond to community objectives for building capacity. Students want to survive the semester, get good grades, learn more about themselves and others, and feel they are making a difference. They also want to explore career options, learn by doing, and understand their own values and ambitions as citizens in a democratic society. The community wants to build capacity to improve conditions and pursue opportunities. Community partners want to serve more clients, design more effective programs, raise more funds, and generate more support. They want to enhance their own wisdom and expertise by collaborating with others who respectfully bring other types of knowledge to a partnership.

How can we build a truly reciprocal partnership with such divergent goals? The answer is simple but not easy to implement. Effective partnerships must operate as true learning communities. Partnerships are exchange relationships, and the coin of exchange is knowledge. In such partnerships, every member is learning, teaching, contributing, and discovering; all forms of expertise are valued. All the partners recognize that they have divergent goals, but they also understand that by combining their different strengths, each of their

needs will be met. Clearly, it is not enough for a group of campus and community representatives to simply state that they are partners and then strike out to do an activity together. Instead:



1. **Partners must jointly explore their separate and common goals and interests.** The rules that govern campus-community partnerships must be explicit and should lead to the development of a formal, mutually rewarding agenda that identifies where separate interests can be satisfied through shared action.

2. **Each partner must understand the capacity, resources, and expected contribution of every other partner.** Part of being a good partner is being clear about your own limitations and respecting the assets and limitations expressed by others. After all, partners work together because each brings unique skills to an endeavor.

3. **Effective partnerships must identify opportunities for early success.** Success—defined and measured in both institutional and community terms—comes through careful planning of project activities and components and the development of realistic objectives. Early successes are occasions to celebrate collective effort and to build trust.

4. **The focus of partnership interaction should be on the relationship itself and not only on a set of tasks.** Like social relationships, the best partnerships begin with partners listening to and learning about each other, and discovering how their differences and similarities can help them appreciate each other. This hard work of listening and learning in relationships never ends. Without it, we cannot advance to a sustained reciprocal relationship that builds community capacity over time.

5. **The partnership design must ensure shared control of partnership directions.** Intentional and formal construction of the project team and/or an advisory group can ensure that all voices are involved in planning and decisionmaking, and that communication channels remain open. To create such a culture of shared power is extremely challenging and time consuming, and requires major changes in the attitudes and practices of academic institutions that must learn to listen, share, and respect other sources of knowledge. The best partnerships use formal structures and processes to document and preserve fair exchange.

6. **The partners must make a commitment to continuous assessment of the partnership relationship itself.** Too often, assessment is something done at the end of a program and, thus, does nothing to build a future agenda or improve partners' work. When implemented from the beginning, assessment that involves all partners creates trust, generates new lines of work and funding, and keeps shared goals and expectations visible to all. In this way, we build sustained relationships that respect the needs and interests of all partners, and we use assessment as a constant tool for reflecting on our contributions and benefits. This builds deeper and more authentic reciprocity.

Next Steps

Although COPC is a relatively modest program in scale, its impact on the nation over the past 10 years has been large. As a result of its successes, community engagement work is making a difference for students, faculty, and communities, and improving relationships between campuses and the neighborhoods they call home. Yet public stereotypes of higher education as an enclave for intellectuals and disaffected students still persist. Not every institution has articulated a civic mission, developed a philosophy of partnerships that ensures true reciprocity with the community, or created internal policies that encourage and reward engaged teaching and research.

We have many stories to tell about how the scholarship of engagement can change lives, campuses, and communities.

During the next 10 years, we must take new approaches to enhancing and sustaining the scholarship of engagement and mutually beneficial partnerships. First, we must continue to pay attention to the nature of our relationships with partners and concentrate on infusing each of those relationships with trust, reciprocity, respect, and equity. Second, we need to promote an active national agenda of research on the impacts of engaged scholarship and partnerships on community capacity, faculty performance, and student learning outcomes. Finally, we need to spread the word about the power of partnerships and civic engagement to strengthen our economy and our democratic fabric.

As the contents of this anniversary publication illustrate very well, we have many stories to tell about how the scholarship of engagement can change lives, campuses, and communities. We must tell these stories more often and more powerfully, using evidence to make our case, so we will be able to grow a new generation of teachers, faculty, and community stakeholders who will expand the scholarship of engagement. Only then can we ensure the renewal of the social contract that recognizes higher education as an invaluable and effective force for the general public good. ■

Selected Readings

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Ross, Lynn Michelle. 2002. "American Higher Education and Community Engagement: A Historical Perspective." Introduction to *Lasting Engagement: Building and Sustaining a Commitment to Community Outreach, Development, and Collaboration.* Washington, DC: U.S. Department of Housing and Urban Development.

1
Empowering Local Communities

Empowering Local Communities

INTRODUCTION

By Victor Rubin, Ph.D.

Dr. Victor Rubin is the director of research for PolicyLink, a national nonprofit research, communications, capacity building, and advocacy organization dedicated to advancing policies to achieve economic and social equity based on the wisdom, voice, and experience of local constituencies. He was director of the Office of University Partnerships (OUP) in the U.S. Department of Housing and Urban Development (HUD) from May 1999 through August 2000. Prior to that appointment, he served as adjunct associate professor of city and regional planning at the University of California, Berkeley, and staffed the University-Oakland Metropolitan Forum, a multicampus partnership based at that university.

Dr. Rubin

Community Outreach Partnership Centers (COPC) programs have provided opportunities for community residents of all ages to develop skills and knowledge in subjects as diverse as computer mapping, financial management, grassroots organizing, and local history. When individuals master new subjects, either to start or advance their careers or to become more effective community leaders, something greater than personal education is taking place. These residents are gaining new capacities and tools that enable them to affect the public decisions that shape their neighborhoods. As residents acquire these new capacities, the community-based organizations with which they work also are strengthened. In these instances, COPC programs have contributed to the individual and collective empowerment of residents living in the most disenfranchised communities in the country.

There are at least four types of COPC-sponsored activities that contribute to personal and community empowerment. First, many partnerships are helping residents develop their personal capacities and readiness to succeed at family life or education. Financial literacy, parenting skills, and customized support for nontraditional college applicants are among the topics addressed by the partnerships profiled in the following pages. Many other COPC grantees are carrying out similar initiatives.

A second type of empowerment supported by COPC projects includes instruction and field experiences that directly help residents pursue new careers. In many cases, these careers are in neighborhood-based human services, such as health education or counseling, for which strong field experiences are both essential to the student and valuable to the community. In addition, many COPC

projects have facilitated innovative service-learning opportunities in the liberal arts, the sciences, and professional programs. These service-learning placements are not just isolated volunteer jobs or opportunities for personal reflection. Rather, they provide students with the opportunity to observe and comprehend their own contributions to a coherent neighborhood revitalization effort.

As these COPC-supported educational activities get underway, the division between local residents and college students often disappears. Indeed, local residents often *are* the students. Students engaged through COPC in local neighborhoods often grew up in those neighborhoods, and many others grew up in the city in which the neighborhood is located. The success of these students, especially when they embark on careers that keep them engaged with the community, is its own form of empowerment.

A third kind of empowerment provided by COPC programs concerns community organizing and leadership development. These programs have taught young people and adults in many cities how to canvass neighbors, analyze issues, formulate strategies, advocate for change, and build organizations. Most of these grassroots mobilizations start with small but pressing issues and advance over time to more complex policy issues, adding to the students' cumulative skills and experience along the way. In one city, an effort that began when a few neighbors protested inadequate trash collection grew to the point where the neighbors, and their university partners, were building new parks, creating new community development corporations, and exerting significant influence on city policy. Other COPC programs have created opportunities for emerging community leaders to take advantage of the university's courses, computers, libraries, and other resources. In return, these leaders offer their own knowledge and experience to students and faculty.

An effective partnership requires ongoing openness, creativity, and the willingness of all partners to adjust when circumstances change.

The fourth kind of empowerment involves the innovative, community-based research that is being carried out by many COPC programs. Through these research activities, local residents participate in urban planning, social science, or environmental science projects at all stages, from problem identification through data collection and analysis, to final presentations. Young people and adults in cities across the country have learned how to use geographic information systems, water and soil sampling techniques, household survey methods, and many other research tools. Residents who obtain these skills and experiences are rewarded on a personal level, and their organizations are empowered to deal more effectively with the complex world of policymaking. These skills remain in the community well after the initial COPC grant has been completed and, in many cases, resident leaders have trained their successors. Community-based participatory approaches are gradually gaining a stronger foothold in the funding and conduct of policy-relevant research in public health, urban planning, sociology, and many other fields. The capacity that COPC and similar programs have built has been central to that growth.

These four types of empowerment, engendered through COPC, embody much more than the traditional "extension" functions of the college or university; rather, they are designed to promote constructive community change. The exchange of knowledge and insights between campus and community is

mutual, for faculty members and university students gain at least as much from their interactions as do local residents. In some cases, university or college curricula change in response to what local residents bring to the exchange. University rewards for effective teaching, research, and service may be altered as well.

Partnerships that contribute to the empowerment of local residents should not be expected to continue indefinitely in the way that they were established. Just as a good university course is continually being updated in response to changes in the field and in the classroom, an effective partnership requires ongoing openness, creativity, and the willingness of all partners to adjust when circumstances change. Faculty and staff, as well as neighborhood leaders, may move on, the demands for job-related skills may change, and opportunities for funding may rise and fall based on political and economic trends. Therefore, partnerships started or energized by COPC need to support flexible organizations that can adapt to a changing environment.

A 10-year perspective on the early COPC partnerships, including the one that this writer managed, confirms the wide range of changes that can take place within these partnerships over time. Key individuals moved on, priorities and social context changed substantially, and many of the names and formal structures of the original grant-funded activities have been altered. However, more importantly, there are plenty of indicators that growth in community capacity has been sustained. Local leaders continue to draw upon skills and resources they first obtained through the COPC partnership. New alliances among community groups have been formed by veterans of previous COPC-sponsored activities. New joint ventures with the university have been negotiated by community leaders from a position of wisdom about how the system can work to their benefit. In my current position, I am working with professionals who were trained as graduate students through the COPC project 10 years ago and are now in positions of authority in city government and community organizations.

Campus-community partnerships are here to stay, that much is clear. Once a standard for reciprocity in partnerships has been experienced, and once changes to curriculum and research have been instigated, they leave a permanent imprint on institutions of higher education. There are higher expectations for community-focused work within universities and colleges, as well as an important recognition that there is no going back to the old ways to relating to the community. ■

Part I: Empowering Local Residents

University of Illinois at Springfield

Graduate Student Uses Classroom Learning to Establish Neighborhood Association

Deidra Lockhart

Deidra Lockhart has fond childhood memories of visiting her grandmother in the Eastside neighborhood of Springfield, Illinois. "It used to be a beautiful neighborhood where people walked down their streets and visited each other," says Lockhart about the predominantly African American community.

Today's reality is quite different. "The neighborhood is facing lots of difficulties," says Lockhart. "It has a high crime rate. Drugs are being sold from abandoned houses. People are dumping trash in the streets. There is fighting in the streets. There is a lot of negativity."

That negativity was a real culture shock for members of Lockhart's family, who moved to Eastside in May 1999 from another part of the city. Lockhart is now working hard to change Eastside, and her children's perception of it, by organizing residents and establishing a neighborhood association there. In the process, Lockhart is making full use of the skills she acquired while earning her bachelor's degree in social work at the University of Illinois at Springfield (UIS).

Lockhart, who is currently pursuing a master's degree in human services at UIS, got her first taste of community organizing during a practicum social work class that she took as an undergraduate. Through her coursework, Lockhart saw firsthand how residents in the Mather Wells neighborhood, which borders her own neighborhood, banded together to reclaim their streets. "Seeing these changes taking place so close to her own neighborhood . . . really inspired Deidra," says Sandra Mills, associate director of the COPC at UIS.

Meeting Timothy Rowles, executive director of The Springfield Project (TSP), also inspired Lockhart. TSP is a nonprofit organization that focuses on empowering residents to achieve neighborhood revitalization. "He gave me hope," says Lockhart about a presentation that Rowles gave to her practicum class. "He let me know that while it might seem that the neighborhood has gone down and . . . [can't] be brought back, it can be, if every one strives for it."

Community Organizing

TSP and the COPC guided Lockhart as she and fellow residents established the Spears Wilson Edwards Neighborhood Association. During the process, Lockhart discovered that a group called the Eastside Neighborhood Association

already represented the area. After attending several meetings, however, Lockhart determined that the Eastside Association's 8-square-block area was too large to actively engage residents in improving their neighborhood. She decided to establish a new association that would target a smaller, three-block area. During an undergraduate internship as a community organizer at TSP, she honed the skills she would need to carry out the job. "I learned a lot working at TSP," says Lockhart. "They really helped impart the skills I needed [for] organizing. I learned how to talk to people." Those communication skills came in handy during fall 2002 when Lockhart began knocking on doors and handing out fliers advertising the new association.

"The only way I knew how to get people to come to the meetings was to go door-to-door," says Lockhart. "As I knocked on doors, I found a lot of people that I knew from when I was younger and came to visit my grandmother. I really didn't know that these people were still here. For instance, I knocked on one door and I found out that my friend's grandmother still lived in the house. I just didn't know she lived here because she never came out."

Lockhart's hard work paid off when the association's first meeting was attended by 30 people, mostly concerned homeowners and elderly residents who had lived in the neighborhood all their lives. Those residents have bonded among themselves and have agreed that "we are not going to allow others to take over our neighborhood," says Lockhart. In addition, the association has been able to open the lines of communication with the city of Springfield; the police officer assigned to the Eastside neighborhood regularly attends the association's meetings. The association is now working with the city to decrease illegal dumping of trash and appliances, improve lighting in alleys, and report drug activity and code violations. In addition, the COPC and TSP are lending support to help the association remain effective.

"The COPC and TSP wanted to get involved in this neighborhood for a long time, but we didn't have local leadership to work with," says Mills. "Deidra has provided us that link." Mills believes that Lockhart's ability to rally residents is due to her internal motivation. "She is really focused and doesn't give up on her goals even in the face of adversity."

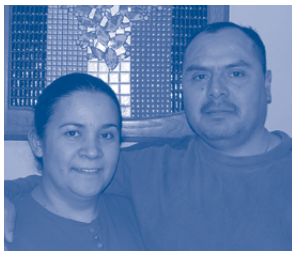
The Spears Wilson Edwards Neighborhood Association still faces the challenge of keeping residents involved in its work, particularly elderly residents who have difficulty getting out of their homes. Lockhart is working to meet this challenge by connecting with residents through phone calls and visits and keeping members informed about association business when they cannot make it to meetings.

Despite the challenges, the association is getting stronger because residents want to make their neighborhood a better place to live. "A lot of the residents remember what the neighborhood used to be like," says Lockhart. "We want it to be that type of place again. We want a clean neighborhood where the houses are taken care of. We want to see revitalization and new housing. We want a good place to raise our children."

For more information, contact Deidra Lockhart, 1528 East Cook Street, Springfield, IL, phone (217) 553–0641, e-mail dlock01S@uis.edu. ■

University of Nebraska Omaha

Immigrant Couple Finds Support for Parenting



Juana and Jesus Chavez

Juana and Jesus Chavez of Omaha, Nebraska, are proud of their children and want to help them realize their dreams. However, as immigrants from Mexico who speak little English, the couple has discovered that parenting can be quite a challenge, especially in the United States.

"I think that if you raise children in Mexico, there is more support from the family, because the family plays a vital role," says Juana. "Usually the mothers stay home and care for the kids. In the United States, I have to work also to provide for my children. In doing that, the youth tend to raise themselves without the mother or the family playing such a large role."

The Chavez family is luckier than most immigrant families because they have been able to get help in raising their family and making sure their children succeed. They both meet regularly with counselors and attend parenting classes offered by the Family Mentoring Project (FMP), an outreach to Hispanic families sponsored by the School of Social Work at the University of Nebraska Omaha (UNO). In fact, FMP is usually the first point of contact when the couple has questions of any type, whether they are related to work, school, or family issues.

A Long Journey

Jesus and Juana met, married, and lived in Mexico before Jesus moved to California in 1977 to provide a better life for his family. Juana remained in Mexico with the couple's two children until 1982 when she joined Jesus in California, leaving the children with relatives. Unable to find steady work on the west coast, the couple moved to Omaha at the suggestion of Juana's brother and began working at the meat-packing plant where they are still employed. (Juana is a cleaning woman at the plant and Jesus fillets beef.) They eventually saved enough money to bring their two older children to Omaha. (The couple now has five children, three of whom were born in the United States.)

"Both Juana and Jesus are very hard-working individuals," says FMP Community Coordinator Alberto Cervantes. "They get up early in the morning and work until late in the afternoon, but they also remain involved in the community. They attend church and parenting classes, and they do this on their own personal time. They do this so the family can stay together and adjust to the culture here. I admire that." Cervantes says that many immigrant families are intimidated by the fact that they do not know English and are unfamiliar with their new culture. "Some would rather seclude themselves," he says, "but Juana and Jesus are willing and eager to inform themselves and immerse themselves in the community."

Parenting Classes

It was one of the Chavez children who, in 1996, invited her parents to learn more about FMP and motivated them to take advantage of the project's services. Then a curious 10-year-old Tanya Chavez was full of questions that Juana and Jesus had trouble discussing with her. When Tanya brought the couple to hear Cervantes give a presentation at a local church, they were impressed by the range of services that FMP could offer them.

"We took a parenting class called Padres y Compadres," says Juana. "This class helped us to have more peace and better communication within our family. There are resources available at the school and in the community, including this program, that parents can use to help their children."

The Chavez family belonged to the first group of 50 families that participated in FMP. Established with HUD funds, FMP now is also supported by the U.S. Department of Justice, the Chicano Awareness Center in Omaha, and the UNO COPC, which helps pay Cervantes' salary. (He is the program's only full-time employee.)

Originally, FMP relied on UNO students and professionals to mentor adolescents enrolled in the program. The mentors spent time with the children, organized activities for them, and served as role models. Over the years, however, FMP has adapted to the changing needs of the community. Now, as new groups of families join the project, Cervantes listens to their problems and determines what services can help them succeed. Those services might include counseling, professional treatment, education, or referral to another resource.

A strong reputation in the south Omaha community helps FMP reach out to Hispanic families, says Cervantes. "It's easy for us to work with the community because we have that trust, we have that experience," he says. "Families tend to open up a lot easier with us because they've heard information about us so they feel comfortable with us. Word of mouth plays an important role in our tight-knit community."

Parents like Juana and Jesus also lend credibility to FMP, says Cervantes. Juana takes it upon herself to let coworkers and friends know about FMP and other community resources. Both she and Jesus know firsthand the challenges facing Mexican immigrants in the United States so they are eager to help others.

"Because the language and the culture are different, many families isolate themselves even further," says Jesus, who offers sage advice to other immigrants he meets.

"Do not lose patience," he says. "You will face many obstacles, [but] keep moving forward, keep educating yourself. There are a lot of things out there parents can do with their kids. There are a lot of people who are willing to help, if you are willing."

For more information, contact Alberto Cervantes, community coordinator at the Family Mentoring Project phone (402) 733–2720, ext. 229, e-mail albertocervantes@mail.unomaha.edu. ■

Santa Ana College

Project Provides Information and Opportunity for Hispanic Mothers

Francesca Cancian

A housekeeper decided to enroll in Santa Ana College (SAC) in Santa Ana, California, after picking up a flier at her daughter's preschool. Determined to overcome her very limited English skills and a difficult home life with an alcoholic husband, she enrolled in basic English and math classes, and now has only one more semester to complete at SAC before transferring to California State University, Fullerton, to pursue her degree in education.

The housekeeper-turned-student reached her educational goals with help from the Latina Mothers Project, a participatory research project designed to help low-income Hispanic women in Santa Ana pursue degrees at SAC. The research project, which ran from 2001–03, gave UCI sociology professor Dr. Francesca Cancian the opportunity to document the educational and support needs of Hispanic women. It also helped study participants improve their chances for a better life and a better job.

Many low-income Hispanic women do not attend college because they have children and take on family responsibilities early in life, says Cancian. Apprehension about college can also stand in the way of educational advancement. Participants in Cancian's study, for example, did not know what courses were offered at SAC or how to go about registering and paying for classes. Often, they were too intimidated to ask.

"Santa Ana Community College does a superb job of outreach [with high school students], but outside of the high schools you have to go into the college to get information," says Cancian. "This is intimidating to someone who does not have the experience of navigating the system. Many of the women who enrolled in the program would pass by the [SAC] gates and feel that they couldn't go in, even though most of the staff is Latino and bilingual."

Some 54 mothers participated in the Latina Mothers Project after Cancian and program specialist Karla Sanchez-Stagman handed out fliers at daycare centers, elementary schools, churches, and the Delhi Community Center, a nonprofit organization serving Santa Ana's low-income community. They had no trouble recruiting women. "We just had to go out there and talk their language," says Cancian.

Because the Latina Mothers Project was designed as a research study, not all of the participants received the same amount of support. Women in one group received extensive support from the program specialist, attended regular peer support group meetings, received $500 in assistance for books, and were recognized for their accomplishments. Members of a second group received some support from the program specialist and $300 in book assistance.

Women in a control group received only an initial introduction to the college. Each participant understood that she was part of a research project that would help demonstrate that low-income Hispanic women can successfully complete college, says Cancian.

The support that members of the first group received was invaluable, says Sanchez-Stagman. "Many of the women were intimidated by the structure," she says. "They didn't have the confidence. Little by little you could see a difference. I have had people in the community tell me that they could tell a difference in these women [once they enrolled at the college]."

Understanding the Community

Cancian is a firm believer that researchers have to work in and with the community in order to understand it. "I was better able to conceptualize the project because I had experience with the community," she says. "If you want to do outreach, you have to get out of your office."

Cancian began her community work by volunteering with the COPC at SAC and at the Delhi Community Center, which is located in a densely populated, low-income area of the city. She ran meetings, wrote program reports, and set program goals at the community center. As one of the COPC's researchers, she worked to help local residents increase their involvement in the community. The COPC project helped Cancian gain a better understanding of how to communicate with and organize residents. It also strengthened her ties with staff members at the COPC and the community center, as well as local service providers. All of these contacts came in handy when Cancian began developing the Latina Mothers Project.

Grant funding for the Latina Mother's Project came to an end in May 2003, but Cancian and Sanchez-Stagman are looking for ways to keep the project's mission alive. The two plan to publish the findings of their research. Moreover, they have helped SAC establish the Motivated Latina Mothers Club, which provides the kind of peer support that study participants found so helpful.

"For immigrants, this is an incredibly long struggle," says Cancian. "Those who don't have basic skills have to take 3 years of English as a second language and remedial classes before they can enter junior college classes. It is amazing, though, what is possible. Many of the women enrolled in our program had full time or close to full time jobs and also were responsible for caring for their children and extended family. With a little support, quite a few were able to juggle all of this."

Karla Stagman with daughter Kate.

Despite the difficulties, many women in the program were surprised to find that they had a greater capacity to succeed in college than they first thought.

"In the end, I [heard] people say 'If I would have known it was this easy, I would have done this sooner,'" says Sanchez-Stagman. "The women are now becoming advocates and role models in their community for going to college."

For more information, contact Dr. Francesca Cancian, University of California, Irvine, Irvine, CA 92697, phone (949) 824–5403, e-mail fmcancia@uci.edu; or Karla Sanchez-Stagman, 3361 Alabama Circle, Costa Mesa, CA 92626, phone (714) 556–3775, e-mail karla_sanchez_stagman@hotmail.com. ■

Claremont Graduate University

California Resident Connects Neighbors to Community Resources

Denise Palmer

Low-income families in Ontario, California, have found a friend in Denise Palmer. The energetic mother of five is helping families in her southern California city find the services they need to stay afloat financially and improve their lives. Palmer even provides some of those services herself through a variety of initiatives.

Palmer and her husband own and produce *A Christian Place* magazine, which publishes uplifting stories about people who have persevered despite difficult times. Palmer serves as a resource staff person for the local Pomona Valley Inland Council of Churches, where she provides service referrals and advice to families in need. She also offers practical tips and training to families through her job as financial literacy coordinator for the Ontario Community-University Partnership Center (OCUP) at Claremont Graduate University and Pitzer College in Claremont, California.

What ties all of these activities together and helps make Palmer more effective is OCUP, which addresses education, healthcare, and housing needs facing the Ontario community. The collaborative has put Palmer and the people she helps in touch with an ever-expanding network of community partners now working together to make sure local residents receive the services they need.

Partners like Denise Palmer are the ones responsible for the success of OCUP's grassroots collaborative approach, says Marie Sandy, coprincipal investigator for OCUP and director of the Pitzer in Ontario Program, a community-based curriculum that integrates extensive internship experiences with interdisciplinary coursework. "Denise has been involved from the very beginning with the housing subcommittee," says Sandy. "She volunteered more than 100 hours of her time in the first 2 years of the partnership. She brings great ideas, enthusiasm, and passion to the issue."

Invited to an OCUP meeting by a friend, Palmer says she stayed involved in the collaborative because its partners are trying to meet community needs by matching those needs with community resources. Before OCUP's collaborative began, the community's existing resources were not fully used, she says, because residents and service providers lacked knowledge about what was available locally. "I really like to network and get people connected," says Palmer. "The collaborative has allowed each of the participants to learn more about each partner's [programs and resources]."

Making Connections, Empowering Families

Getting people connected and helping families is at the heart of almost everything Palmer does. She is currently working on a community resource directory, printed in English and Spanish, which will help local residents find information about the services OCUP partners provide.

"This directory provides residents one place to look for information," says Palmer. "Even though a lot of the partners are listed in the phone book, individuals may not be sure what agency to talk to or what services are available. We are creating something families can use."

As OCUP's financial literacy coordinator, Palmer is also helping families learn the skills they need to stabilize their economic situation and move toward homeownership and self-sufficiency. She recruits participants for the literacy program and schedules workshops for first-time homebuyers that are conducted by Neighborhood Partnership Housing Services, an OCUP partner. Palmer is careful to schedule these classes in convenient locations to ensure good attendance. "We have learned through trial and error to hold classes in areas where people frequent," says Palmer. "People are more comfortable in areas that they are familiar with."

Palmer also teaches budgeting classes that show families how to use sales to live within their budgets, make better decisions about meal planning, and stretch their dollars. "This empowers families to do more," says Palmer. "Large families are harder to manage. I really can relate to their needs. How do you feed and clothe a large family? I have compassion for the challenges they face."

Palmer also tries to empower families through her magazine, which features information on free and low-cost entertainment such as church festivals and other community programs. For Palmer this is an important resource because "low-income families still want to go out and do things. They need positive outlets where they can spend time together."

Building Trust

Despite all the resources available through OCUP partners, Palmer says that local families do not always trust those who want to help them.

"A lot of families seek help from an organization that they trust or are familiar with," says Palmer. "When you ask them to attend [financial literacy classes], they want to know 'What are you trying to sell me?' To get them to attend, you have to build trust and respect into the equation."

That's where OCUP and its partners come in, says Palmer. The collaborative's success and its hope for the future rests on the fact that "it is no longer just a collaborative of businesses and organizations," she says. "It is a collaborative of friends who are doing more with our hearts."

For more information, contact Denise Palmer, P.O. Box 91, Alta Loma, CA 91701, phone (909) 476–0551, e-mail achristianplacemagazine@hotmail.com, visit http://achristianplace.tripod.com. ■

Robert Morris University

Undergraduate's Compassion and Determination Give Hope to Middle School Students

Holly McGraw does not remember liking her classes very much when she attended South Allegheny High School outside Pittsburgh in the late 1990s. But, surprisingly enough, the 2003 graduate of Robert Morris University (RMU) in Moon Township, Pennsylvania, has always wanted to be a teacher.

In high school McGraw enjoyed helping fellow students with homework more than she liked doing her own. When she managed a local retail store after high school, her favorite duty was training new hires. During her college years she even managed to have fun while supervising large groups of energetic children at the McKeesport YMCA.

"Sometimes people get into education and then they actually work with kids and realize, 'Wow, this isn't what I want,'" says McGraw, "but after working at the YMCA, I thought, 'Oh my gosh, I love this.'"

Holly McGraw with one of her students.

McGraw was in her third year of college, preparing for a career as a business teacher, when she heard about an internship program for RMU students at Duquesne Middle School (about 20 minutes from her home). Eager for some practical classroom experience, she jumped at the chance to get involved and says she was not disappointed. Neither was RMU's COPC, which sponsored the internship. During her 6 short months at Duquesne Middle School, McGraw managed to establish afterschool and summer recreation programs for youngsters, spearheaded the school's first talent show, and started a Student Leader of the Week Award program that turned class bullies into model students. She also forged some of the most meaningful relationships of her life.

COPC Connection

Hit hard by declines in western Pennsylvania's steel industry, Duquesne has seen better days. Once a prosperous steel town, it now struggles with high unemployment, an eroding tax base, and a lackluster business district. Fewer than half of the city's adults completed high school and almost half are unemployed. Most public school students (91.6 percent) come from low-income families and a third of those students admit to using drugs or alcohol.

The COPC at RMU is affiliated with America's Promise, a national nonprofit organization that supports young people in distressed communities. In addition to placing interns in Duquesne's middle and high schools, the COPC has helped the city develop a resource directory for its residents, is working to build the capacity of a local youth athletic league, and is using workforce development programs to ease the local unemployment crisis.

Eleven other interns, called University Promise Fellows, accompanied McGraw to Duquesne Middle School in early 2003. Despite her initial excitement about working at the school, McGraw says she became restless after 2 weeks.

Students assist in playground renovation.

"I was just acting like a teacher's assistant," says McGraw. "I felt like I didn't have a mission. If the teacher wanted me to grade papers, I would grade papers. If a student had a question, I would help them. I was sort of like a tutor/teaching assistant. I thought, 'There has to be more to this. I don't feel like I'm making enough of an impact here.'"

McGraw soon got her chance to make a difference. When she found out that Duquesne had no afterschool activities, she got permission from the principal to establish a newspaper club and an activities team. The newspaper club published its first issue before McGraw's internship ended in May. The activities team presented the school's first talent show a few weeks later.

Warned by some teachers that neither students nor their parents would support the talent show, McGraw went to great lengths to make it a success. First, she recruited a popular disk jockey from a Pittsburgh radio station to serve as host. Embarking on a door-to-door campaign, McGraw then cajoled local business owners into donating 25 door prizes for the event. Finally, she worked with her students to plan the show, made fliers and banners to publicize it, choreographed several of the dance numbers, stayed up all night creating music CDs for individual acts, and supervised afterschool rehearsals 2 or 3 days a week.

"We ended up having so much fun," says McGraw. "We had 253 people come to see it and I think there were 12 different acts. You would have thought I was a mom, I was bawling my eyes out during every performance."

McGraw's emotional response to the talent show illustrates one of the personal traits that made her such a successful intern, says Dan Horgan, executive director of America's Promise for Allegheny County, which collaborates with RMU on the COPC grant. "She has genuine compassion," says Horgan. "I think that is what these kids are hungry for. They don't get the attention that they need in the schools, and they don't get the attention they need at home. So when they get it from Holly, it really makes an impact."

McGraw is no pushover, maintains Horgan. She demanded respect from her students and let them know when they let her down. She did not hesitate to walk a student home from school so she could discuss a disciplinary problem with his or her parents. And she did all of this while still maintaining positive relations with her students. She also was persistent when trying to get Horgan and administrators at Duquesne Middle School to listen to her ideas.

"Holly is aggressive in a positive way," says Horgan. "She was one of those students who would come into my office every other day. She would just sit down on the floor and say, 'OK, so here's the deal.' She would tell me something she was frustrated about, and we would brainstorm and figure out what we were going to do about it. At Duquesne, she did the same thing. She would sit for hours after school until the principal came in for 2 minutes and answered her question. She wouldn't leave until she got the answer. And that is what we needed."

A Variety of Projects

Persistence and the ability to wrestle enthusiastically with even the most challenging problems characterized McGraw's many projects at Duquesne. For example, when she became concerned that disruptive behavior in her sixth-grade classroom was keeping good students from learning, McGraw instituted a Student Leader of the Week program and enlisted her fellow interns to keep track of students' positive behavior.

"If a student was on time for class, he or she got a check mark," says McGraw about the grading system she invented. "If you stayed in your seat the whole class period and didn't talk out, you got a check mark. If you participated in class, you got check marks. If you turned in your homework, if you showed that you had studied for a test, you got check marks."

At the end of each week, the two girls and two boys with the most check marks were honored during a special leadership recognition assembly. Each winner received a framed certificate and a prize: a basketball for boys and a jump rope for girls. The program was a huge success and the atmosphere in the classroom improved dramatically. Even one of the school's most notorious bullies began vying for the Student Leader of the Week title. He eventually did win the contest, says McGraw.

"I didn't think that it would have such an impact," she says about the contest. "I thought it would help the kids [who] really wanted to learn, but it ended up helping the kids that you thought didn't even want to be in school."

When her internship ended, McGraw missed her students so much that she convinced Horgan to let her establish a summer camp in Duquesne. She designed a seven-component program that included crafts and games, literacy activities, a weekly field trip, and a service learning initiative. Free of charge, the camp attracted about 30 campers a week and lasted 9 weeks.

McGraw says the service learning activities had the biggest impact on the campers. They worked with younger children at the local Boys and Girls Club, helped repair the home of an elderly couple, and entertained older residents at a local retirement home. Their biggest undertaking was Operation Duquesne Beautification, a multipart activity during which campers cleaned up the city's three playgrounds, painted the playground equipment, and planted flowers and shrubs. McGraw asked florists in the neighborhood to donate the plants, and she convinced the city's business manager to provide the painting supplies.

Challenges

Despite her numerous successes, McGraw says she was not always so sure she would fit in at Duquesne Middle School. "The students were kind of mean in the beginning because they thought we were there to hurt them," she says. "They had

Students compete in a milk chugging contest

"JUST BEING THERE TO LISTEN TO THEIR STORIES MAKES SUCH HIGH-FIVE WHEN THEY DO SOMETHING GOOD. LITTLE THINGS

never seen a student teacher at this school. They thought we were there observing their behavior so the state could close the school."

It took a while to gain the trust of students, but McGraw reports that they are now less suspicious of new people. They also take more pride in their community and themselves. At the beginning of the semester, the students did well in school because the interns wanted them to do well, but now, she says, "they do it just for themselves."

While McGraw was able to build a good rapport with most of her students, she struggled throughout the semester with her inability to help those students deal with the violence that characterizes their daily lives.

"Whenever the kids would start acting out, I would talk to them and ask them what was going on," says McGraw. "They would tell me that they were having a bad day. In the beginning I remember telling this one kid that I was having a really bad day, too. I had walked out to my car that morning, slipped on the ice, dropped my lunch, and ripped my pantyhose, and had to go back inside and change. Then he told me about his bad day. His uncle was babysitting him the night before when a poker game at the house got violent. I felt like such a jerk because my bad day was dropping my lunch and slipping on ice."

After that incident, McGraw says she worked hard to find ways to make things better for her troubled students, but she found it hard to help them work through their pain, especially because their stories upset her so much. McGraw says she eventually decided that it was not her job to make the violence go away.

"By the end of the semester, I felt like I was making an impact on the kids' lives just by showing up every day, because people in their lives don't show up everyday," she says. "Even just being there to listen to their stories makes such a difference. So does smiling at them or giving them a high-five when they do something good. Little things like that mean so much to them."

The dome at Robert Morris University.

For more information, contact Holly McGraw, Robert Morris University, 6001 University Boulevard, Moon Township, PA 15108, phone (412) 269–3674, e-mail MsHolly037@aol.com. ■

A DIFFERENCE. SO DOES SMILING AT THEM OR GIVING THEM A LIKE THAT MEAN SO MUCH TO THEM."

Part II: Empowering Local Organizations

Virginia Commonwealth University

Faculty Member Makes Long-Term Commitment to Neighborhood Revitalization

Dr. Gulak

Students enrolled in Dr. Morton Gulak's planning courses at Virginia Commonwealth University (VCU) in Richmond, Virginia, typically do not spend more than a semester helping local residents create a vision for their neighborhoods. When Gulak agreed to help the city's Carver Neighborhood develop a master plan in 2000, however, the planning work expanded considerably beyond the one-semester timeframe. Gulak's commitment, and the university's, turned out to be long-term.

Despite Gulak's 25 years of experience conducting applied community development research, the welcome he received when he first became involved in the Carver community was not particularly warm. At the time, Gulak was serving on a VCU committee that was exploring the possibility of expanding the university's campus into the Carver neighborhood. The small, predominantly African American community of 1,000 people did not like the idea. Members of the Carver Area Civic Improvement League (CACIL) made it clear that they did not want VCU moving in and taking over the area. They were particularly concerned that the university would build student housing in the neighborhood, further degrading a community that wanted to foster owner-occupied, not rental, housing.

What could have grown into a fiery town-gown dispute was defused when the university agreed not to expand beyond a certain street in the neighborhood. VCU's committee, which later became the Carver-VCU Partnership steering committee, then turned its attention to finding ways that the university could help the neighborhood meet the challenges it was facing. An early partnership project involved Gulak's students, who analyzed neighborhood conditions and found that Carver's housing stock was deteriorating and that vacant lots, dating back to the days of urban renewal, dotted the streetscape. There was a real need for housing renovation as well as for new housing, says Gulak. One particular finding went to the heart of the neighborhood's needs. "I realized that the city wasn't paying much attention to the neighborhood," says Gulak. "The neighborhood needed a master plan so the city could direct its resources [there]."

For 3 months in summer 2000, CACIL members and other residents met each week to create that master plan. Gulak and his graduate students facilitated the process, which allowed residents to identify their concerns about the neighborhood and brainstorm about ways to improve it. After each meeting,

Gulak and his students developed draft plans based on the group's discussion. The planning group then had the opportunity to change and refine the plans during a process that took longer than some residents expected. "When we started some people understood how long it takes to develop and implement a plan, but the neighborhood expected things to be done immediately," says Gulak. "Over time people have a better perspective of how long it takes to make things happen."

In addition to teaching them patience, the planning process also equipped residents with the skills and vision to advocate for their neighborhood, says Gulak. That advocacy seems to be bearing fruit. The Carver Neighborhood Plan has been incorporated into the city of Richmond's master plan, and the city has designated Carver as one of six "neighborhoods in bloom," so it can receive Community Development Block Grant funds for neighborhood revitalization activities. In addition, the Richmond Housing Authority and local nonprofits have increased their investment in the neighborhood's affordable housing market. "Most people in urban neighborhoods don't know where to go or what questions to ask to make things happen in their neighborhood," says Gulak. "Residents [in Carver] are using this plan to push the city to pay attention to them. This process got residents to know their neighborhood better [and] know the city officials. [It] empowered residents. They could now answer city questions about what the neighborhood wanted and how to develop the area."

Carver residents credit Gulak with making this possible. CACIL President Barbara Abernathy describes Gulak as a consensus builder who helped residents visualize their community's future and create an inviting neighborhood where people would want to live.

"He brought to bear . . . things that we didn't know about or had not entertained in our mind," says Abernathy. "We wanted to promote homeownership and limit rental housing. The planning [process] let us know what the ramifications [were] for our neighborhood." Residents were particularly concerned about the neighborhood's zoning, which allowed for the interspersing of multifamily, rental, and industrial uses with single-family housing. The neighborhood's master plan addresses this concern by calling for a rezoning of the neighborhood so that development can proceed based on residents' priorities.

Like any partnership, Gulak and CACIL have faced challenges, including the difficult task of building trust between the partners. Gulak says he's seen attitude changes both in the community and on campus. "There are still some who are suspicious, but as we have worked together, the roles have become more personal," says Gulak. "The students, faculty, and administration have started looking at Carver differently. It is more than a neighborhood that was right next to the university. The neighborhood is a partner."

Gulak says the planning process also changed him, helping him to grow professionally and personally. "I have gained a better understanding of the neighborhood development process," he says. "Before, students would work for a semester on developing a master plan for a community and then leave. This [process] has made me more aware that there are things that need to be done to implement that plan." Gulak is now taking part in some of that implementation work by serving as an advisor to the CACIL housing committee.

Finally, Gulak says he and his students have also learned valuable lessons about how a university can best approach its community engagement activities.

"You need to approach it as a real partnership," he says. "The university can't assume that [it] can solve all the problems or even that [it] know[s] what the problems are. This process takes time. You have to be prepared to commit yourself for a long period of time."

For more information, contact Dr. Morton Gulak, associate professor, Department of Urban Studies and Planning, Virginia Commonwealth University, P.O. Box 842028, Richmond, VA 23284–2008, phone (804) 827–0778, e-mail mbgulak@vcu.edu. ■

University of Delaware

Program Builds the Capacity of Delaware's Nonprofits

Paul Calistro

Timothy Barnekov

In a matter of 4 years, West End Neighborhood House in Wilmington, Delaware, has gone from a novice affordable housing developer to a leader in Delaware's affordable housing community. Paul Calistro, who serves as executive director of the nonprofit community organization, attributes at least part of West End's success to the technical assistance and training it received from the University of Delaware's (UD) Nonprofit Community Resource Center (NCRC).

"I didn't know anything about housing development before attending [NCRC's] Housing Capacity Building Certificate program and now I am considered an expert in Delaware," says Calistro, who has more than 20 years of experience developing nonprofit programs. As a result of the NCRC training, housing development is now one of the cornerstones in West End's effort to renew the communities it serves, says Calistro. Established in 1883 as a settlement house to help Wilmington's immigrant families, the organization also offers a variety of supports to low-income families, including healthcare, childcare, and economic development programs.

UD's Center for Community Research and Service (CCRS) established the Community Development Resource Center in 1995 to help nonprofits like West End better meet the needs of the communities they serve. (The center's name was later changed to the Nonprofit Community Resource Center.) Located in a downtown Wilmington building with 70 other area nonprofits, NCRC offers community groups easy access to professional assistance and an 8,000-piece nonprofit resource library. The center's certificate training programs provide nuts-and-bolts information about nonprofit management, community development, and housing development. Its Housing Capacity Building Certificate program, developed in partnership with the Delaware State Housing Authority and the Delaware Community Investment Corporation, provides capacity-building grants that nonprofits can use to increase their ability to deliver housing resources and services in the community.

"What we saw from working with nonprofits is that many of the organizations needed more technical assistance and capacity building," says Timothy Barnekov, dean of the College of Human Services, Education, and Public Policy at UD and former director of CCRS. "Our goal was to improve the capacity of nonprofits in our community."

That has certainly happened with West End. Before Calistro attended the Housing Capacity Building Certificate program, his organization focused primarily on services and was not involved in housing development at all. Now, it has rehabilitated 70 housing units in the Wilmington area. In addition, a grant

from the Housing Capacity Building Certificate program enabled West End to hire a consultant to document the need for affordable housing in the community and then determine how the organization could help address that need. The study, which included feedback from residents and housing experts, helped shape West End's housing development plan. Originally, the organization had planned to increase the number of affordable rental units in the community. West End changed those plans when study findings suggested that a program to create affordable homeownership opportunities would be more successful.

Housing Plans

Without a clear understanding of housing development, West End's plan to develop affordable housing could have remained just that: a plan. "Developing housing is very specific," says Calistro. "It has its own nomenclature, it requires layered financing, it is more than just raising money to rehab houses." During the training, Calistro and two of his staff learned how to deal with complex budgeting and predevelopment issues and how to create a sound financing structure. The classes also helped West End craft strategies to bolster the success of its housing program, including preselling homes and using housing development to spur other investment in the community.

"By selling most of the houses before rehabbing or building them, it improves our cash flow, enables us to secure financial support, and also creates a synergy and interest in the neighborhood," says Calistro. "Another one of our strategies is taking the worst house on the block and making it the best house. This really pulls up the value of all the houses on the street. Once people see this investment, they start making investments in their homes."

Calistro sees a direct correlation between the university's support and community revitalization. "Through the housing capacity program in the past 4 years, we have been able to leverage $11 million worth of housing here," he says. "The results are very tangible. For every house we build, I estimate that the private market builds two."

Although Barnekov has not been involved in daily operation of NCRC since 2000, he remains proud of its accomplishments. "Much of the affordable housing built in the area has been assisted either directly or indirectly by [the Housing Capacity Building Certificate program]," he says. "We are creating a long-term impact on nonprofits. This is especially important now when nonprofits are under stress from lean years. By having these skills, the managers are better able to manage [their] stress and direct their resources to meet community needs."

For more information, contact Dr. Timothy Barnekov, dean of the College of Human Sciences, Education and Public Policy, University of Delaware, 184 Graham Hall, Newark, DE 19716, phone (302) 831–2396, e-mail barnekov@udel.edu; or Paul Calistro, executive director, West End Neighborhood House, 710 North Lincoln Street, Wilmington, DE 19805, phone (302) 658–4171, e-mail pcalistro@westendnh.org. ■

Mercer University

Former Public Housing Resident Becomes Neighborhood Advocate

Leila Goodlow

There's a sign in the front yard of Leila Goodlow's home in Macon, Georgia, that identifies her as a neighborhood advocate. When Goodlow's neighbors in the city's Central South neighborhood call her on the telephone to ask what the sign means, they get a simple answer. "I am a leader in the neighborhood," Goodlow tells her callers, and then proceeds to give them information about upcoming community events and available resources.

Goodlow got her sign and her sense of purpose from the Neighborhood Advocates Fellowship Program (NAFP), a leadership development program established by the Center for Community Development at Mercer University. The program equips residents like Goodlow with the leadership skills they need to increase the number of homeowners in their neighborhoods, provide assistance to residents, raise awareness of community initiatives, and act as community advocates. Goodlow is one of the first eight members of NAFP's resident leadership corps, which operates with funds from Mercer's COPC grant. The fellows receive special training, complete an individual community project, and then make themselves available to help their neighbors and their neighborhoods.

"The fellows are chosen because they are already doing some sort of community service," says Program Manager Maria Arvelo. "Ms. Goodlow is very active in her church. She is the poster child for what we want residents to rise to. She is employed, owns her own home, and is active and enthusiastic about immersing herself in the community and helping others."

Being engaged in her community is something that comes naturally to Goodlow, who says she cannot remember a time when she was not involved in local affairs. "I often help my neighbors," she says. "I transport neighbors to the doctor and shopping. I have a real love of helping others."

In addition to her outgoing nature, Goodlow also is a good role model for fellow residents. After living in the former Oglethrope Homes public housing community for 17 years, Goodlow recently purchased her first home in Beall's Hill, a new, mixed-income development financed with a $19 million HOPE VI grant from HUD.

"A lot of people have low self-esteem, but they still want to become a homeowner or go back to school," she says. "My job is to be an example for them." Goodlow says that she tells first-time homebuyers: "If I can do it, you can do it too." Her approach seems to be working. Two of Goodlow's new neighbors decided to become homeowners after hearing her speak at a homebuyer workshop.

Goodlow's new homeowner status has also given her another characteristic that all neighborhood advocates need: she now has a vested interest in seeing that her new neighborhood is a success. "The prior neighborhood was all run down," says Goodlow. "Now with the new development, business will be coming back. It is all beauty right now."

While there is hope of better times ahead for the neighborhood, it was not always that way. Before the HOPE VI project and its related revitalization got underway, the Central South neighborhood displayed many of the characteristics of a community in despair. Buildings were run down, empty lots were littered with trash, and few residents owned homes. While the new Beall's Hill neighborhood is stimulating a broad revitalization effort in the area, COPC partners knew that local residents would have to take an active role if the revitalization effort was going to be long-lasting. The Center for Community Development created NAFP as a way to sustain the revitalization.

Training

To prepare NAFP fellows for their new leadership role, Mercer provides training in a variety of areas, including homeownership, community and economic development, conflict transformation, and organizational development. The training also gives fellows information about local programs and the skills they need to make presentations about those programs.

Of all the training she attended, Goodlow says that the conflict transformation training was one of the most difficult and one of the most beneficial. "One of the things we learned was how to tell others about programs [in the community]," she says. "You really have to be a good listener. You can tell people that the program is there for them, but they have to make up their own minds."

NAFP also provides a support system that Goodlow finds to be invaluable. "Without the program, I could not have done what I have," says Goodlow. "The program provides the encouraging word that I needed. The speakers kept telling us to keep striving."

A Changing Neighborhood

Goodlow says she's seen many changes in Central South since the revitalization effort began. "There is more pride in the neighborhood," she says. "You can hear it in the tone of the people who have moved in." She is full of ideas for ways she can contribute to building that feeling of pride. She has already formed a neighborhood watch program that gives residents the opportunity to work together to prevent neighborhood crime. Now she's busy planning her next projects. Goodlow would like to establish a lawn care business so young people in the neighborhood can learn responsibility and earn money. She also has been thinking of establishing a hospitality committee that will welcome newcomers to the neighborhood and attend to the needs of shut-in residents.

Whatever the individual project, Goodlow says she's determined to make a difference in her community. "I will not stop," she says. "My goal is to keep going."

For more information, contact Leila Goodlow, 827 Elizabeth Street, Macon, GA 31201, phone (478) 745–1149, e-mail ltg827@aol.com. ■

Wright State University

Chilean Native Helps Dayton Agencies Serve Hispanic Clients

Carolina Silva was "looking for something to do" in 2001 when she began volunteering at the East End Community Service Corporation (EECSC), a nonprofit agency in Dayton, Ohio, that sponsors education, recreation, health, and job-training programs for low-income residents. Silva had come to Dayton the previous fall from her native Chile to pursue a master's degree in public administration at Wright State University (WSU) and to work with the university's COPC through a graduate assistantship.

"EECSC needed someone who could speak Spanish," says Silva about the weeks she spent volunteering at the neighborhood agency. "They had lots of services but they weren't reaching the Hispanic community. I speak Spanish and, because I'm a foreign student, I was interested in seeing how community work is done here, so that is how it started. I had the interest, I had the background, there was a need, and I wanted to learn."

Carolina Silva (standing).

Silva's relationship with EECSC has grown by leaps and bounds since 2001. The corporation decided to sponsor Silva's 3-year work visa after she received her master's degree in 2002. Since then, Silva has been working as a full-time program evaluator, grants manager, and jobs coach at EECSC. She is still the only staff person who speaks Spanish, and Spanish-speaking clients often enlist her help when they need to access local services. She has also been instrumental in helping EECSC establish The Latino Connection, a network of community-based organizations that work together to serve the city's growing Hispanic community.

The transition from volunteer to paid staff member began when Silva's faculty advisor, Dr. Jack Dustin, found out about her volunteer work. Dustin, who managed the university's COPC grant, conferred with Silva and EECSC Director Jan Lepore-Jentleson and then switched Silva's assistantship assignment to EECSC, which was an active COPC partner. Before the switch, Silva had been working with WSU's College of Business Administration to establish Junior Achievement programs in local high schools.

"I was really supported by the university," says Silva. "Jack Dustin told me that the idea behind the COPC was to make a difference and to try to make changes. So he let me switch [my assistantship], and I am really grateful for that. He could have said that this wasn't in the original program. He could have said that, but he didn't."

Growing Hispanic Population

The neighborhood surrounding EECSC's community center has been 90-percent Caucasian and 5-percent African American for as long as most residents can remember, says Lepore-Jentleson. Recently, however, an increasing number of Hispanic residents have moved into the area from Mexico and Latin America. Their presence in Dayton has posed enormous challenges for local service organizations that have never served a Spanish-speaking clientele. In addition to struggling with the language barrier, agencies have found that Hispanic residents are hard to reach. "They don't come out much," says Lepore-Jentleson.

Despite the challenges involved, Lepore-Jentleson says that EECSC and other Dayton agencies feel strongly that it is in the city's best interest to educate these new residents and find them jobs. "In Dayton, like so many other cities in this country, the population is just nosediving," she says. "We need a new population to rebuild our neighborhoods. We have got a wonderful opportunity here if we provide the right kinds of services and the right environment to prevent this population from becoming a permanent underclass. For this reason we were happy to connect with Carolina. We were just learning and Carolina brought focus to that learning and sped up the learning curve for all of us. We started to 'get it' because of her connection to us."

Silva had experience already in community work when she arrived in Dayton from Concepcion, the second largest city in Chile. After receiving her bachelor's degree from the University of Concepcion, she worked for 6 years as a psychologist on a mental health team at a public hospital. She also worked part-time for a domestic violence prevention and intervention program.

"My interest in coming to the United States was to learn how things work here and to see the differences between my country and this one," she says. "I learned that some things are better here, some things are better in my country, but it is all relative because the realities are very different. In Chile, we have to make programs work with a lot less money. Here it is so much easier to get things done. Being here has also made me aware of immigration issues and racial issues. Coming from another country that is so far away and so isolated, these are issues that I never faced before."

The Latino Connection

Immigration issues loom large for Silva's clients. Many are in the United States illegally and find themselves subject to abuses from landlords and employers because their precarious legal status prevents them from reporting those abuses to authorities. After meeting Dayton Police Officer John Pawelski, Silva learned that the fear of being sent back home also makes immigrants reluctant to call the police.

"The police department was being feared by the people instead of being called in case of emergency," recalls Silva. "John said, 'We are not immigration agents. We want everyone, regardless of who they are or where they come from, to contact us if they are in danger or are a victim of crime.'"

Certain that other service providers felt similar frustrations, Silva and Pawelski decided to call a meeting to see if local agencies would be interested in working together to serve Dayton's growing Hispanic population. Six or seven organizations were represented at the first meeting of The Latino Connection. After a great deal of networking, that number has grown to include more than 25 public agencies and private organizations working in city government, law, healthcare, banking, community development, and education.

The Latino Connection has been so successful that other cities are now showing an interest in adopting its networking approach. "Service organizations in the community want to reach out to this population," says Silva, who now serves as vice president of The Latino Connection and belongs to the police department's policy review committee. "Before the creation of The Latino Connection, each organization was working alone. Now, we are working together."

Although issues facing the Hispanic community can be complex, members of The Latino Connection realized early that simple solutions often are the

Mexican folk dancers.

"THE KEY WAS THAT THESE PROGRAMS AND IDEAS CAME FROM OF YOURSELF AS THE IMPORTANT EXPERT WHO COMES AND TELLS

most effective. For example, being able to identify Spanish speakers at various city agencies has improved local service delivery tremendously. Silva says she now knows the names and telephone numbers of police officers who can speak Spanish to clients that need assistance. Silva can also refer victims of domestic violence to agencies where a caseworker can talk to them in their own language. "If The [Latino] Connection didn't exist, I would have to spend a lot more time trying to find out what was available in the community for my clients," she says.

The Latino Connection has also been successful in changing the policies of some service organizations so more Hispanic residents can be served. For example, when residents reported that they were

Students on campus at Wright State University.

not being treated at a local health clinic because they did not have a Social Security Number, The Latino Connection members stepped in. The clinic soon prohibited its receptionists from turning away any patient, even if he or she could not complete every line of the intake form. When clients were refused electric service because they could not produce the required driver's license, The Latino Connection intervened again. As a result, Dayton Power and Light now accepts a passport or a driver's license from another country as proof of identification.

To facilitate this change, The Latino Connection distributed a small card, featuring English translations for common Spanish words, so that receptionists could read foreign identification cards.

"These things weren't happening because the agencies wanted to discriminate," says Silva about the old policies. "Our clients were running into trouble because the front-line people didn't know how to handle their special situations or couldn't understand a foreign document."

Silva downplays her role in The Latino Connection; she says her job was to "call people and be persistent." But others say The Latino Connection would not have happened without her.

"Carolina has got a sharply critical analytical ability," says Lepore-Jentleson. "She approached The Latino Connection very systematically. She recognized that you need to get the right people to the table. Her skill level added a level of sophistication to something that otherwise might have eventually faded away."

Lessons Learned

Silva has enjoyed many successes since she first came to EECSC, but she has learned some hard lessons as well. One of the most painful, and important, lessons came while she was working on an early project to publicize the services offered by organizations involved in The Latino Connection. Silva suggested that The Latino Connection organize information meetings at EECSC and invite local residents to attend.

"Everyone said, 'Yeah, that's brilliant,'" says Silva. "I made fliers and I went to the neighborhood and passed them out. I was all ready for the first meeting and one person showed up. I didn't give up. I said, 'I have to be persistent.' For the second meeting, I even went to church on Sunday to pass out the fliers outside the church. Nobody showed

THE PEOPLE . . . THAT'S WHEN THEY WORK, NOT WHEN YOU THINK THEM WHAT THEY NEED."

up at that meeting. That made me come to my senses. I realized that you really have to be respectful of how residents feel. Who am I for them to trust me? They don't know me. They are afraid of the system. Who am I to tell them what they should know? So I just started working with clients on a one-to-one basis, trying to connect them with the services they needed. And the word started to get out."

As a result of her new approach, several successful programs were started at EECSC. One of Silva's clients volunteered to establish a Mexican folk dance group that practiced and performed at the center. Another client started an Alcoholics Anonymous group for Spanish speakers. "The key was that these programs and ideas came from the people," says Silva. "That's when they work, not when you think of yourself as the important expert who comes and tells them what they need."

After her work visa expires in 3 years, Silva says she has many options, thanks to the experiences she's had since coming to Wright State. She may stay at EECSC. She might want to try her hand at influencing policy regarding immigrants at the state or federal level. Or, she says, she may go back home to Chile. "They are going through a public reform, so my work might be very valuable there now," says Silva. "I am open to many things."

In the meantime, Silva is content to continue doing her best to make a difference in the lives of her EECSC clients.

"I feel useful," she says. "I feel that I'm doing something that is making a difference. I have my background, I have my experience. I'm learning something, and I feel that I'm paying back for what the university did for me."

For more information, contact Carolina Silva, East End Community Services Corporation, 624 Xenia Avenue, Dayton, OH 45410, phone (937) 259–1898, e-mail csilva@east-end.org. ■

Students relax on WSU campus.

2 Improving Local Communities

Improving Local Communities

INTRODUCTION

By David Cox, Ph.D.

Dr. David Cox serves as executive assistant to the president at the University of Memphis. In 1998–99, he served as director of the Office of University Partnerships (OUP) in the U.S. Department of Housing and Urban Development (HUD). Cox is chairman of the board of the Association for Community-Higher Education Partnerships and a member of the National Review Board for the Scholarship of Engagement.

Dr. Cox

Despite its image as an "ivory tower," higher education can look back on centuries of partnerships and collaboration aimed at community improvement (Bender 1988). These partnerships have yielded many types of benefits for all their various partners (Cox 2000; Maurrasse 2001). The past 10 years have been particularly fruitful ones for these partnerships, due in part to the involvement of HUD and its Community Outreach Partnership Centers (COPC) program. By encouraging and facilitating campus-community collaboration through monetary grants and ongoing technical assistance, HUD and the COPC program have enhanced the ability of institutions of higher education (IHEs) to contribute to the health and well-being of their neighborhoods and have played a critical role in advancing the strong tradition of community engagement within higher education.

This chapter takes a closer look at the role that COPC partnerships has played in launching comprehensive, system-changing initiatives in local communities. These HUD-supported partnerships are improving the way communities look, enhancing their economic security, and making day-to-day life easier for those who live and work within their boundaries. They have done this by creating communitywide infrastructures that might keep youngsters on the right track, bring decent, affordable rental housing to an area, or create a chance for economic redevelopment in urban neighborhoods that previously had no hope of any of those possibilities. They also are transforming isolated rural communities with no physical or social infrastructures into service-rich communities that now have vision and direction. In the case of my own University of Memphis, improving local communities has meant developing a model for community resource centers that can help residents of inner-city neighborhoods receive needed services and participate in local decisionmaking.

As you will read in the following pages, COPC partnerships have clearly produced positive outcomes in a range of program areas and brought valuable, tangible, physical changes and services to their communities. Other important COPC contributions to communities even go beyond the tangible.

Strong, healthy communities require affective and effective social, economic, and political networks (Putnam 2000). COPC partnerships have helped to create these networks by encouraging new patterns of relationship among community stakeholders and a new civic capacity for communities and their residents (Benson, Harkavy, and Puckett 2000). Indeed, the process of reaching outward and making local connections, which is required of all COPC applicants, has caused a powerful ripple effect on the local level and has paved the way for the kind of community-changing initiatives outlined in the following pages.

The growing interaction between campus and community that is brought about by COPC programming creates greater understanding and trust among the participating partners. In cases where IHEs already had worked in partnership with communities, COPC helps to deepen that understanding and trust. In turn, this enhanced trust helps to make partnerships more effective and sustainable. And better partnerships lead to more and broader community improvement initiatives. Clearly, the comprehensiveness and long-lasting nature of campus-community initiatives grows exponentially as trust and mutual understanding increase. Both campus and communities benefit from this growth.

IHEs have a tendency to see themselves as separate from the communities in which they are located. However, the most successful COPC partnerships operate from the perspective that IHEs actually *are* a component of those communities. From this perspective, recent calls for IHEs to engage more effectively with their communities should be seen as a call for these institutions to acknowledge their place within those communities (Bok 1982; Boyer 1990; Lynton and Elman 1987).

Seen in this light,

improvements to local communities almost always mean improvements to the participating higher education partners, including improvements in scholarship and physical improvements to the neighborhoods surrounding the IHE. No matter what concrete improvements result from partnership activities, there will also be an additional, intangible benefit. That benefit is the ability of IHEs to fulfill more effectively their responsibilities to their communities and to society.

As we mark COPC's 10th anniversary, it is important to reflect on how the more than 130 COPC sites nationwide have fulfilled this civic duty. This reflection can provide us with a true sense of the powerful and positive impact that the COPC program has had on the residents of economically distressed neighborhoods and on the IHEs that are a part of those communities. ■

No matter what concrete improvements result from partnership activities, there will also be an additional, intangible benefit . . . the ability of IHEs to fulfill more effectively their responsibilities to their communities and to society.

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University of North Carolina at Greensboro

Coach Uses Baseball to Teach Life Lessons to North Carolina Youth

Thurman Marley

Thurman Marley has spent decades helping youngsters in the Macedonia neighborhood of High Point, North Carolina, learn the fundamentals of baseball and fall in love with the game. Marley, who is 66, says that drugs, prostitution, and poverty exert a negative influence on the youth of Macedonia; by coaching baseball, he strives to exert an equally positive influence.

"You need to have a hope and a heart for kids," says Marley, who received an award for outstanding volunteer service from North Carolina Governor Mike Easley in 2001. "Not only do you have to love them, but [you have to] reach out and help them with their problems. If we don't do that, we're in trouble. Kids have so much to go through nowadays. We just have to . . . show them there is another way. Over the long haul, that's what's going to pay off."

Marley has done his best to fulfill this objective even in the face of financial difficulties. In 1998, when those difficulties forced the Macedonia Youth Baseball League to close down, Marley did not walk away from the baseball diamond. Instead, he stepped up to bat for his players.

Unwilling to let even one summer pass without organized baseball in Macedonia, Marley set out to convince High Point's mayor, local business owners, and friends to help finance another league. They complied, as did the COPC at the University of North Carolina at Greensboro (UNCG), which provided planning support and funds to purchase baseball equipment. Marley was no stranger to COPC staff: he had been involved with the COPC from its beginning, having helped to write the original COPC application.

The first pitch of the new Macedonia youth baseball league was thrown out in spring 1999. Since that first season, the baseball league has continued to expand. (In 2003, more than 300 young people participated in the league compared to 50 in 1999.) The increase was due to the addition of teams for older players and to the construction of a new baseball field. Citing the poor playing quality of the old field, Marley convinced the city to build a new field in 2002, despite some local opposition. "People didn't want to hear it," says Marley. "Some people just don't want progress. I petitioned city hall myself for this field." Marley again achieved his objective by gaining the support of then-mayor Becky Somers and other members of the community.

"There is always a need for quality [programs] for young people, and particularly ones that offer role models and the opportunity to work with adults from the neighborhood," says Somers. "Thurman was one of the first folks to say, 'Our kids need help.' He's been a strong advocate for both the community and young people. His tenacity and passion is so genuine that it certainly attracts support."

In addition to teaching the basics of baseball, Marley works hard to teach his players other lessons that he hopes will endure. He chooses coaches who are qualified both as teachers of the game and as role models for young players. As a volunteer tutor, he stresses the importance of doing well in school, and he tries to instill a sense of discipline in his players.

"Discipline is the game," he says. "If you don't have any discipline, you don't make it as an athlete. And, without a good education, you cannot be successful these days."

Despite his tendency to be a tough coach, Marley says he tries never to forget why he continues to invest so much time and money in this program. "I love the kids," says Marley. "The game is for the kids."

For more information, contact Thurman Marley, 808 East Russell, High Point, NC 27260, phone (336) 887–7336. ■

Marley coaches a little leaguer.

Texas A&M University

Texas A&M Helps to Reduce Isolation Along the Texas-Mexico Border

Kermit Black and student.

Kermit Black has rarely been at a loss for words, and he's hardly ever had trouble spending public money to improve the lives of people in need. But in 1991, when the state legislature gave Texas A&M University (TAMU) $950,000 to work in the colonias, Black admits that, at least for a while, he was stumped.

Of the 2.5 million people living along the border between Texas and Mexico, one in five, or a half million people, live in colonias. These unincorporated rural communities spread out along a 1,200-mile expanse of southwestern Texas between El Paso and Brownsville. They often lack water, sewer, paved roads, or surface drainage sufficient to prevent flooding. Many colonias are further challenged by dilapidated housing, low levels of education, and high unemployment.

Bringing water and sewer to the colonias had been on the agenda of several Texas advocacy groups before the state increased TAMU's 1991 budget, but no one had figured out a way to address the overwhelming social infrastructure problems that plagued the area. Unsure where to begin, Black and three other staff people from TAMU's Colonias Program decided to have a look for themselves. "It was going to take $700 million in 1992 dollars to bring water and sewer to the colonias, which consist of 1,800 communities," recalls Black. "It was going to take another $800 million or so for road paving. Housing would cost about $3 billion. We had $950,000 per year for 2 years. With that kind of money, we decided nobody was even going to know that we had been there if we worked on physical infrastructure problems."

Determined to make the most of state funding, Black and his colleagues decided to ask local residents how they thought the money could best be spent. They discovered that colonias residents were most concerned about ending the terrible isolation they felt. Lack of transportation had been a perennial problem for them but residents' sense of isolation went much deeper than a dearth of cars and buses, says Black. Even when they could get to a town, they found it almost impossible to access the services that their families needed. A lack of understanding about local service systems, combined with poor English language skills, caused many to simply stay at home. Black could relate personally to their plight.

"I grew up in Mississippi in a small town," says Black. "A lot of people were poor. We were poor, too, and most of all, we were isolated. It's been really rewarding to me to help build this program to address the kind of isolation I felt as a kid, and to see that we are actually helping people who were isolated to become less isolated."

TAMU accomplished this mission by bringing a plethora of services to the colonias and by making those services easily accessible to residents. In the past 13 years, the Colonias Program has used funds from the state of Texas, federal agencies, the university, and private foundations to establish 19 community resource centers in Texas along the Mexico border. The centers are built in collaboration with local partners, such as a county government or a school district, that donate the land and maintain the buildings after they open. Most centers offer health, education, human services, job placement, youth, and elderly programs as well as transportation and child nutrition services. Several centers run Even Start educational programs, and some offer substance abuse prevention programs. The U.S. Department of Education funds a general equivalency diploma program for migrant and seasonal farmworkers that operates at four sites.

To supplement and publicize these and other services, the Colonias Program enlists the help of *promotoras*. These peer educators are colonias residents, mostly women, who are trained to promote local services among their neighbors. The promotoras make thousands of home visits a year to find out what is going on in the lives of their neighbors, inform them of available services, and determine what additional information and services colonias families need. Originally paid with COPC funds, the promotoras are now supported by state agencies, foundations, and the VISTA program.

"They speak for us—they vouch for us, if you will—at church, at the grocery, and across the fence," says Black, who maintains that the women have done more for the Colonias Program's credibility than any staff person could. "Once we hired border people, things changed in terms of the trust local residents had in us and our effectiveness in serving those residents."

Black has also been instrumental in building trust between TAMU and the community partners who must make a financial investment in each community center before it is built. Nowhere is that trust more obvious than in the relationship between Black and Mercurio Martinez, a former county judge in Webb County. As a result of this strong working relationship, Webb County has become the place where the Colonias Program has piloted most of its new initiatives. The Larga Vista Colonia, located east of Laredo, was the site of Webb County's first community center, which now serves between 5,000 and 7,000 residents every month. The program's first transportation service also started in Larga Vista, and that's where the promotora corps began.

"Whenever Kermit would come up with something that was new or different, he knew that he always had my support," says Martinez. "I would say that's what makes the difference, the friendship that we developed. Besides, he is very persistent."

Breaking the Ice

Despite the number of community centers now operating in the colonias and the many services being provided, no one is ready to say that the university's work there is done. "We reach about 150,000 to 160,000 colonias residents," says Black, "but that leaves 350,000 that we're not reaching. We don't want to quit now."

Black admits that he's seen tremendous physical change in the colonias since he first started working there. Not all of the change can be directly credited to TAMU, he says, but Black likes to think that the university's commitment to the community helped spur others to get involved. Martinez agrees.

"The quality of life in the colonias has had a dramatic improvement," says Martinez. "Texas A&M was the role model, they were a great example to others. As a consequence of what they did, other agencies started to come to the colonias to provide help, but A&M was the one that broke the ice. A&M made a major difference in improving the economic life, the quality of life for all of these families, from Brownsville all the way to El Paso."

For more information, contact Kermit Black, phone (979) 862–2370, e-mail kermit@tamu.edu. ■

University of Minnesota

Family Benefits From Rental Housing in School's Neighborhood

Xavia Tidwell (seated) with family.

Last year, Xavia Tidwell was having difficulty paying her $1,300-a-month rent because she lost her job. To make matters worse, the owner of the house she was renting in the Midway neighborhood of St. Paul, Minnesota, refused to make needed repairs and restricted her ability to have guests visit her home.

Tidwell now is much happier living in 1 of 16 new rental townhomes in the Dayton's Bluff neighborhood of St. Paul. The 3-bedroom, 1-bathroom unit provides enough space for Tidwell's family, which includes her 14-year-old daughter and 11-year-old son along with her 16-year-old sister and her baby. Tidwell also likes the fact that the unit is located in a safe area and is close to the Dayton's Bluff Elementary School. Her son walks to school each day and participates in afterschool recreation programs.

Proximity to the elementary school is an important characteristic of the housing development where Tidwell lives, which was built by the Dayton's Bluff Neighborhood Housing Services (DBNHS). The housing project is part of a comprehensive community effort to provide a more stable learning environment for neighborhood children at Dayton's Bluff Elementary School. The school has recently been designated as an Achievement Plus (A+) School, which allows it to provide a wide range of services to school families, many of whom are African American, Hispanic, Cambodian, Laotian, and Hmong. School personnel connect these families with community resources such as housing assistance, parent education classes, and other assistance.

Partners in the A+ initiative include DBNHS, the Dayton's Bluff's District Four Community Council, the Community Stabilization Project, the University of Minnesota's Center for Urban and Regional Affairs, and the Wilder Foundation. As one of the initiative's partners, DBNHS works to address the community's housing needs. A recent study conducted by the COPC at the University of Minnesota made a connection between the lack of adequate housing in Dayton's Bluff and high student mobility rates at the neighborhood's elementary school, which reported a student turnover rate of almost 100 percent in 1997. Educational research has shown that frequent moves disrupt students' abilities to settle into a school environment, make new friends, and keep up with their studies.

"A student [working on a COPC study] interviewed parents who had kids attending Dayton's Bluff, particularly those who had moved," says DBNHS Executive Director Jim Erchul. "One of the primary reasons that people said they left the school was because they faced issues with their housing, whether it was substandard housing, poor relationships with their landlord, or crime that occurred around the housing."

Need for Rental Housing

DBNHS initially focused its housing efforts on offering homeownership opportunities to families with children enrolled at Dayton's Bluff Elementary School. These efforts helped improve the housing stock, but DBNHS soon realized that not all families were ready to own a home, either for financial or personal reasons. These families still needed rental housing that was decent and affordable. Both were lacking in Dayton's Bluff where most rental housing was built between 1880 and 1920 and was in poor condition.

With so much deteriorating rental housing already in the neighborhood, the plan to build new rental housing could have been controversial, says Erchul. "But the initial ground work that . . . COPC reports created, the connection [between] the university and the elementary school, and our partnership with the district council made it happen," he says. The townhome project opened in May 2003.

DBNHS designed its rental units with families and students in mind. Many of the townhouse units have three bedrooms and a den so they can accommodate larger families. The den, which is generally located in a quieter part of the house, was intended to serve as a space where children could study and complete their homework. DBNHS actively recruits tenants from among the school population.

It is too early to tell if the new DBNHS rental housing and homeownership efforts have had an impact on student mobility rates at the elementary school. Student turnover rates have decreased, says Erchul, but it is unclear if the housing projects are the cause. "There are a lot of other things that have gone on at the school including [the fact] that they have a stellar new principal," he says.

The Impact on One Family

Like many of the low-income families moving in and out of Dayton's Bluff, Tidwell found it difficult to find quality, affordable housing to meet her family's needs. She now is very happy with her new home. "This is a brand new place and I love it," says Tidwell. "The thing I like the most is that they are willing to work with you. It is so hard to find a good landlord."

To qualify for her new housing, Tidwell paid a $25 deposit, passed a reference check, and demonstrated that her income was 30 to 50 percent of median. At $867, her current rent is more affordable than what she paid for her previous home. The lower payment enables her to concentrate on the needs of her family and keeps her from worrying each month about how she is going to pay the rent. She also likes the fact that DBNHS offers a payment plan for tenants who have difficulty paying their rent. Tidwell, who is a childcare provider, has not had to use the plan but she likes knowing it is there.

There's no question that the new rental housing is making a difference for Tidwell's family. Her daughter and sister were able to stay at their previous schools, and her son is doing well at his new school. The teachers and staff keep Tidwell informed about how her son is doing with his studies.

"When you are under a lot of stress and strain, it really takes a toll," she says. "I don't have to worry and the children sense that and are not worried. Now everybody is happy. Of course there are still stresses and strains of everyday life, but [they are] a lot easier to handle now."

For more information, contact Xavia Tidwell, 212 Bates Avenue, Unit A, St. Paul, MN 55106, phone (651) 340–7463; or Jim Erchul, executive director, Dayton's Bluff Neighborhood Housing Services, 823 East Seventh Street, St. Paul, MN 55106, phone (651) 774–6995. ■

University of Memphis

COPC Staff Members Build Community Block by Block

When Cynthia Sadler and Venessa Spearman first ventured into the Uptown neighborhood of Memphis to do community-building work, they were initially stymied because there was no central organization that tied people in the community together. There was little interaction between residents and no general consensus on issues affecting the neighborhood. Although neighborhood associations existed, they functioned independently. Few residents were civically engaged in the community and young people seemed especially isolated. In addition, the resident population was dwindling due to the demolition and subsequent redevelopment of the neighborhood's public housing communities through a HOPE VI grant.

Venessa Spearman

"Uptown residents may only know the people on their street," says Sadler, who is studying for her master's in anthropology at the University of Memphis (UM). "We were really looking at building community block by block."

Community-building activities became particularly important to Uptown when the neighborhood started experiencing a major revitalization. At the center of that revitalization is the community's HOPE VI project, which has transformed two of Uptown's former public housing sites into mixed-income housing developments. In addition, the expansion of St. Jude Children's Research Hospital is starting to spur outside interest in the neighborhood.

"There is an enormous amount of private and public investment going into the area," says Spearman, who administers the UM COPC. "There was a chance that residents would be left out of the revitalization effort or pushed out."

Uptown Resource Center

Through their community-building efforts, Sadler and Spearman created the neighborhood focal point that they had found missing when they first came to Uptown. That focal point is the Uptown Resource Center, a hub of information and activity that offers local residents an opportunity to reconnect with their community, prepare for the changes that promise to accompany the neighborhood's redevelopment, and face the many challenges that still exist despite that redevelopment.

"Gradually, industry has left the area and unemployment is high," says Sadler. "Through HOPE VI everyone is concentrating on those residents moving into the community. Very few services are available to those who still live in the community and will likely remain there. We are trying to do something that is inclusive."

The Uptown Resource Center opened in 2002 in an old funeral home across from St. Jude Children's Research Hospital. Residents come to the center to receive information about the HOPE VI project and to apply for housing in the new development. They also come to search for jobs

in the center's computer lab, receive service referrals, find out about employment and skills-training opportunities, and attend computer repair classes sponsored by the YWCA. The center has also hosted training on lead abatement and asbestos removal for residents interested in working on the HOPE VI construction site.

The resource center was established through the collaborative efforts of the university, the hospital, and the city of Memphis Division of Housing and Community Development (HCD). Spearman serves as the center's director, and Sadler is working as an intern on the project. Center programs are based on a model, created by Spearman and Sadler, that allows residents to play a key role in deciding what services are offered. In addition, city agencies and nonprofit organizations work together to address residents' needs. HCD hopes to implement the model in seven other city neighborhoods.

"We wanted a place where residents could come for information," says Spearman. "There was a lot of misinformation going around the neighborhood, especially among residents who did not live in public housing. The center was an opportunity for residents to have a role in their own destiny."

Laying the Groundwork

Spearman's and Sadler's years of experience working in Memphis's neighborhoods proved helpful in establishing the resource center. Before returning to UM to pursue her master's degree, Sadler spent 20 years working for various Memphis nonprofits and knew community members and service providers who could help her meet the needs of center clients. While Sadler provided the community connection, Spearman lent her historical and organizational knowledge to the center's development process. She has been involved with COPC projects since receiving her master's degree in public administration from UM in 1995.

The Uptown Resource Center developed under much different circumstances than UM's first COPC projects, says Spearman. The first projects were set in Memphis enterprise community, where the university had a very defined role and a structure

Cynthia Sadler

for creating community partnerships. That structure allowed the COPC to focus on such partnership priorities as mapping community assets, she says.

"This time we [had] to tackle several questions," says Spearman. "How do you support community building when there is limited organization in the neighborhood? How do you . . . prevent residents from being displaced by gentrification? And how do you sustain the partnership between the community and university, especially when there is no lead group to work with?"

UM's previous partnerships with HCD and its involvement in the successful HOPE VI grant application helped the COPC position itself as a coordinating agency in the Uptown Resource Center, says Sadler.

"We want the Uptown Resource Center to be something other than an office building," she says. Instead, both Sadler and Spearman hope the building will become a centralized place that truly serves as a resource for residents and eventually becomes a one-stop shop for community-based services. Robert Lipscomb, executive director of HCD, shares this vision.

"Neighborhood resource centers are a means of linking neighborhood needs to outside resources and a way for all of us to be involved in improving the quality of life and the economic future for all Memphis citizens," he says.

THE KEY TO CREATING A SUCCESSFUL COMMUNITY RESOURCE THE PROCESS OF ASKING AND RESPONDING TO RESIDENT NEEDS

A Resident-Focused Model

Spearman and Sadler want their resident-driven model to serve as a prototype for other neighborhood resource centers in Memphis. Therefore, the model needed to be flexible and able to meet differing resident needs. The model does not dictate specific services that should be provided in every center; these can be decided locally. However, it does call for all centers to provide a direct linkage among the city, the community, and an IHE. This interaction provides residents with easy access to support, referrals, and information on city and community programs. It also demonstrates the commitment of IHEs and the city to a neighborhood's health.

"Before, [UM] never had a physical presence in the neighborhoods and the relationship could really be described as temporary," says Spearman. "This [Uptown Resource Center] was an opportunity to build trust with the neighborhood by having a constant presence."

The involvement of a neighborhood association or nonprofit agency is also important to the model, says Sadler. These community organizations provide programming and ongoing linkages with residents. IHEs can help build the capacity of these associations or agencies in neighborhoods where that capacity is limited. For example, UM is providing technical assistance to the Uptown Alliance, a newly formed community development corporation that wants to offer employment training and create a community land trust for affordable housing. UM has helped by researching properties, collecting neighborhood history, and providing connections to other city agencies and service providers.

Finally, the resident-driven model is not dependent on UM. In fact, the university hopes that other Memphis colleges and universities, such as historically black Lemoyne-Owen College, will become involved in the development of new centers.

Responding to Resident Needs

Both Spearman and Sadler agree that the key to creating a successful community resource center is consulting residents about community needs. The

A moment of quiet study on the UM campus.

CENTER IS CONSULTING RESIDENTS ABOUT COMMUNITY NEEDS. HELPS BUILD A BETTER UNDERSTANDING OF THE NEIGHBORHOOD . . . .

process of asking and responding to resident needs helps build a better understanding of the neighborhood and create more relevant programming, they say.

"As an anthropology student, I thought I was prepared to look at the whole picture, but I am finding that this is most important," says Sadler. "The whole picture involves asking people what they want and need."

The center's computer lab is a prime example of how resident feedback has affected programming and partnership development, says Spearman. Prior to the center's opening, the COPC held several community meetings during which residents voiced their need for a computer lab that they could use to find information about jobs. Once the computer lab was in place, Sadler and Spearman observed that many residents with marginal reading and comprehension skills had trouble using the computers to create resumes or search for jobs. In response, Spearman and Sadler developed partnerships with organizations that could work with residents to improve their literacy skills.

Engaging residents as partners is also important to the success of the center, notes Sadler. Based on requests from parents for more youth activities, Sadler and Spearman organized a mural project to help the community develop a shared neighborhood history and to recognize young people as community resources. With the help of UM students, local young people interviewed past and current residents to uncover the neighborhood's rich history. These interviews are now being transformed into a historical mural that will be painted by community youth and displayed outside the center.

"In addition to building the kids' artistic and research skills, we are providing a voice for youth in their community," says Sadler. "Parents are becoming more involved because their children are involved."

The John S. Wilder Tower at UM.

Engaging residents through projects such as this will be especially important as new residents move into the neighborhood.

"The center will be pivotal once [the new Hope VI project] is up and running," says Arlene Hinson, an associate with Abt Associates and consultant to the HOPE VI project. "It will provide a point of connection for all residents no matter whether they are new to the area or have lived in Uptown all of their lives."

For more information, contact Venessa Spearman, COPC program administrator, or Cynthia Sadler, graduate student intern, Uptown Resource Center, 314 Auction Street, Memphis, TN 38105, phone (901) 576–6980, e-mail vspearma@memphis.edu or csadler@memphis.edu. ■

3 Improving the Quality of Education

Improving the Quality of Education

INTRODUCTION

By Ira Haarkavy, Ph.D.

Ira Harkavy is associate vice president and founding director of the Center for Community Partnerships at the University of Pennsylvania (Penn). As a consultant to the U.S. Department of Housing and Urban Development (HUD), he helped create the Office of University Partnerships (OUP) and the Community Outreach Partnership Centers (COPC) program. He also assisted former HUD Secretary Henry G. Cisneros in writing The University and the Urban Challenge. *An historian with extensive experience building university-community partnerships, Harkavy teaches in the departments of history, urban studies, African studies, and city and regional planning.*

Dr. Harkavy

In their first decade COPCs have made a number of important contributions in housing, community development, the arts, and job training. In my judgment the COPC program has made a particularly significant and long-term contribution to educational improvement through its impact on teaching and learning and its creation of partnerships among higher education, local schools, and communities.

From its inception, the COPC program placed educational change at the forefront of its agenda. A hallmark of the program has been its integration of service with research and teaching. This approach has embedded collaborative community work and action-oriented problemsolving into the university curricula. Curricula change is a particularly noteworthy achievement because it indicates both institutional centrality and the likelihood of sustainability. Quite simply, if something *really* matters in higher education, it appears in the curriculum, in what and how students learn and in what faculty members teach. Moreover, there is wisdom in the old academic saying that "presidents and provosts come and go, but faculty abideth forever." Innovations in higher education that survive over time are those that are made a part of the ongoing work of the faculty.

COPCs have helped to move university-community partnerships from the margins toward the academic center of numerous colleges and universities, and the successes of those COPCs have served as models to other colleges and universities as they work to forge meaningful, academically based partnerships with their communities. The significant role that educational improvement plays in the COPC program is apparent from a simple statistic. Of all the COPCs funded to date, approximately 30–35 percent focus significantly on partnerships with schools in their local communities. Higher education-school-community partnerships are far and away the most frequent of all COPC partnerships. What accounts for this?

First, partnerships with local schools are the most natural collaborations for colleges and universities to develop and sustain. "Higher eds" are, after all, part of the wider schooling system. As such, they share greater similarities with the culture of K through 12 schooling than they do with community development corporations or neighborhood organizations. Faculty and students have also experienced precollege schooling so they have at least some knowledge of how that schooling is different from, and similar to, what they do on a daily basis.

Second, higher education is the most powerful component of the entire school system and therefore has a particular responsibility to ensure that K through 12 schooling is successful. In 1998 Donald Langenberg, chancellor of the University of Maryland, said that collaborations with local schools have helped higher educational institutions to more fully recognize their responsibility:

> We have come to believe strongly, and elementary and secondary schools have come to believe, they cannot reform without us . . . This is not telling them how to do it, but both of us working together to fix what's wrong with our education system . . . We prepare teachers for the public schools, and we admit their students. So it's our problem just as much as theirs. [1]

Chancellor Langenberg's observation echoes remarks delivered by the founding president of the University of Chicago, William Rainey Harper, in an 1899 address at the University of California. Harper explicitly emphasized *why* quality education is central for a truly democratic society: "Education is the basis of all democratic progress. The problems of education are, therefore, the problems of Democracy."(Harper 1905).

More than any other institution, the university determines the character of the school system. To quote Harper again:

> Through the school system, the character of which, in spite of itself, the university determines and in a larger measure controls . . . through the school system every family in this broad land of ours is brought into touch with the university; for from it proceeds the teachers or the teachers' teacher. (Harper 1905)

Harper identified the school system as the strategic subsystem of democratic societies. He suggested that, more than any other subsystem, the school system influenced the function of the society as a whole. Moreover, for Harper, universities functioned as the primary shapers of the overall schooling system. This influential role stemmed not only from the university's enormous power and prestige, but also from its mission to educate teachers. In my judgment, what colleges and universities do and how they do it has more complex and far-reaching effects on today's schooling system and society than when Harper made his insightful observations more than a century ago.

Footnote

[1] Donald Langenberg, as quoted in "University Joins With Entire Community to Raise Academic Standards in El Paso Schools." *Chronicle of Higher Education*. Vol. 45, p. 13.

A third, and perhaps primary, reason that COPCs have focused on higher education-school-community partnerships is the belief, held by faculty, students, and community members, that there is an intrinsic connection between good schools and good communities. Effective community change depends on transforming local public schools. Effective public schools depend on community engagement and mobilization.

Thanks to a COPC grant and related activities, the University of Pennsylvania and other institutions of higher education have worked to develop community schools that are designed to help educate, engage, activate, and serve all residents of the neighborhood in which the school is located. This strategy assumes that colleges and universities can help develop and maintain community schools that, in turn, can help create healthy urban environments. It also assumes that universities find this work worthwhile because they function best in such environments.

This strategy also assumes that public schools can function as environment-changing institutions. These schools can become the strategic centers of broad-based partnerships that genuinely engage and coordinate a wide variety of community organizations and institutions. Public schools "belong" to all members of the community. They are particularly well suited, therefore, to function as neighborhood "hubs" or "nodes" around which local partnerships can be generated and formed. When public schools play that role, they function as community institutions *par excellence;* that is, they provide a decentralized, democratic, community-based response to significant community problems. They also help all students, including college and university students working at the school site, to learn better through action-oriented, collaborative, community-based problemsolving.

From Penn's experience with a COPC, and from what I know about the COPC program in general, my suggestions for the next steps can be summarized in two words: *more* and *curriculum*. More colleges and universities need to be supported and encouraged to develop serious, sustained, mutually beneficial, and mutually respectful democratic partnerships with local public schools and their communities. In addition, solving school and community-identified problems should become the curricular focus for students from pre-K through higher education. Such an approach, I am convinced, would help the COPC program contribute substantially to the development of good, democratic communities, schools, and universities during its second decade. ■

More colleges and universities need to be supported and encouraged to develop serious, sustained, mutually beneficial, and mutually respectful democratic partnerships with local public schools and their communities.

Selected Readings

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Butler University

Indianapolis Cemetery Becomes Classroom for Butler University Students

Keith Norwalk

Keith Norwalk has many friends in Indianapolis. There's Benjamin Harrison, who served as 23rd president of the United States; notorious bank robber John Dillinger; and playwright Booth Tarkington. Not to mention three vice presidents (Charles Fairbanks, Thomas Henricks, and Thomas Marshall), 13 Civil War generals, numerous senators, and a few governors.

Most of Norwalk's friends are dead but that does not bother him. And it should not surprise anyone who knows that Norwalk is president of Crown Hill Cemetery, a 555-acre expanse where many of Indianapolis' most prestigious former residents are buried. With an office located 2 blocks from Butler University, Norwalk is also a valued COPC partner.

To understand how a COPC and a cemetery might become partners, one must understand a little bit about Norwalk. In the 12 years since he arrived at Crown Hill, Norwalk has done his best to ensure that the third largest single-location cemetery in the country operates smoothly on a day-to-day basis. He's also taken on a personal mission to preserve the cemetery while at the same time making it relevant to modern-day Indianapolis residents.

Dedicated on June 1, 1864 on the site of a popular Indianapolis picnic spot, Crown Hill has witnessed more than 190,000 burials since Lucy Ann Seaton, a young victim of consumption, was interred there a day after the cemetery opened. All of the cemetery's memorials and markers have stories to tell, says Norwalk. In addition, the cemetery's inventory of 4,156 trees and its 350 acres of undeveloped green space make it an environmental treasure.

Norwalk oversees a $2 million annual grounds maintenance budget, 1,400 burials per year, and about 350 funerals through the corporation's funeral home. In addition, he's made it his business to reach out to the community and find creative ways to make sure that funerals are not the only reason people come to the cemetery. For example, Crown Hill offers 10 public tours that explore cemetery history and the famous people buried there. The annual Jason M. Baker Public Safety Memorial Run/Walk allows local residents to explore the 26 miles of cemetery roadways. More than 1,000 middle school students visit the cemetery each year on the anniversary of the Emancipation Proclamation to see a reenactment that recognizes the contributions of African American soldiers during the Civil War. And a special handbook offers tips on how teachers can use Crown Hill as an extension of their classrooms.

In addition, Norwalk has tried to make sure that the cemetery reflects the diversity—both ethnic and religious—that characterizes modern-day Indianapolis. He has established special Muslim and Latino burial sections

as well as a cremation scattering garden. An Indiana AIDS Memorial now stands at the cemetery as a permanent tribute to community members who have died from this modern epidemic. "That was a pretty controversial project for an historic cemetery, but I felt that it was very important," says Norwalk.

COPC Partnership

A graduate of Butler University, Norwalk had been interested for years in working with his alma mater. So when he met Dr. Margaret Brabant, director of Butler's COPC, he was eager to collaborate. "He's a very creative thinker," says Brabant. "He doesn't say, 'Oh no, we can't do that.' Of course, every time he and I sit down to think about a project we also talk about budget. He is a very smart business person. He knows how to stretch a buck."

Brabant and Norwalk say it has been a challenge to find meaningful ways for students to become engaged in the cemetery's work. After months of brainstorming the partnership officially took off in summer 2003 when 16 Butler science majors helped document the deterioration of Crown Hill's older monuments and memorials, many of which are made of porous materials like marble, sandstone, or limestone.

The students, enrolled in the Butler Summer Institute (BSI), spent 2 months on campus conducting laboratory-based research projects with faculty members. They worked in the cemetery once a week to fulfill BSI's community service requirement. While there, the students identified the location and type of some of the older monuments, wrote detailed descriptions of their designs and inscriptions, and took digital photographs. The information will soon be computerized so that when the memorials begin to fade, a permanent record will still exist. "We are losing this bit of history and that was a concern" says Norwalk, "so it was very rewarding to see the level of interest of the students who became involved." The summer project will be repeated in 2004 and Brabant is hoping to bring more students to Crown Hill to help maintain the cemetery's large tree inventory.

Changing Attitudes

If any of the Butler students had misgivings about working in a cemetery, Norwalk says they disappeared during an opening luncheon that Crown Hill hosted for its new workers. "At first, I did get a sense that they were wondering what they were doing here," says Norwalk. "But we saw their perceptions change. First they were amused, and then they were interested. When they realized that we were very comfortable with them being here, they became more comfortable and started asking great questions. From the very first day, it became a great learning experience."

Watching the students learn has been especially valuable to Norwalk. That learning took place as students perused the cemetery's collection of historic maps, witnessed a cremation, or recognized how their scientific skills could be put to good use on the cemetery's grounds. "I really think there is great value in allowing young people to see all the ways that this cemetery serves the community," says Norwalk. "Any time we are successful in exposing young people to what we're all about, it's very gratifying and enriching and it gives us a great deal of purpose."

For more information, contact Keith Norwalk, president, Crown Hill Cemetery, 700 West 38th Street, Indianapolis, IN 46208, phone (317) 925–8231, e-mail knorwalk@crownhill.org. ■

University of Massachusetts Lowell

Young Researchers Give Voice to Service Provider Concerns

Deepa Rao

Linda Det

Like their counterparts across the country, nonprofit organizations in Lowell, Massachusetts, are facing tight budgetary times. Staff are being let go. Programs are being cut. Youth programs have been among the hardest hit in this diverse community that includes Cambodian, Portuguese, and Spanish immigrants. During summer 2003, students Deepa Rao and Linda Det set out to determine how youth-serving institutions in the city were responding to budget cuts and how those cuts were affecting the community's young people.

Rao, then a senior at the University of Massachusetts Lowell (UML), and Det, a high school senior, were participating in a special summer research project sponsored by UML's Community Outreach Partnership Center (COPC) and its Committee on Industrial Theory and Assessment (CITA). The program pairs high school and college students to research pressing local issues. Rao and Det were part of a research team consisting of four UML graduate and undergraduate students and four area high school students.

During the previous summer, another student research team had worked with CITA to analyze the impact of budget cuts on all of Lowell's service providers. The 2003 project focused more closely on the 30 organizations that serve Lowell's youth, including the Boys and Girls Club, the YMCA, Big Brothers/Big Sisters, Girls, Inc., and D.A.R.E. The team's final report (titled Understanding and Addressing Budget Cutbacks Within Lowell's Youth Service Agencies) ignited a community discussion about how to best continue and support youth programs.

"The purpose of the project was to understand the problems faced by nonprofit organizations due to the lack of funding and complete elimination of grants," says Rao, who also worked on the 2002 research team. "Part of the project was also to understand how and where the university could extend help to the community so the youth were not affected."

The ability to interact with community leaders and the opportunity to conduct meaningful research attracted Rao and Det to the project. While Det had not done much community work before, she was involved with a local environmental youth group and had friends who belonged to the Boys and Girls Club. "The budget crisis was happening and I did not know much about it and how it could affect me," says Det, who now attends Simmons College in Boston.

Rao, an international student from India who completed her master's degree in computer science in December 2003, saw the project as a chance to learn more about community nonprofits and improve her applied research skills. "When I started the project, I had no knowledge of nonprofit organizations and their

working patterns," says Rao. Through the project, she says, she was able to meet many community leaders "whom I had only read about in the newspapers." No matter what drew them to the project, the young women were changed by it, says Project Manager Brenda Bond. "There was an increased comfort level working in a team and individually," she says. "It was great to see them take ownership of the project."

The project also taught Rao and Det very concrete skills. "Deepa taught me a lot," remembers Det. "She taught me how to do interviews and how to get the data. She was a good guide." Talking with employees at community organizations provided Rao with better insight into the challenges that youth-serving organizations face. "I learned the many different situations that community organizations need to consider when changing their programs and their goals," she says.

Providing a Voice for Youth Programs

Rao and Det were paired together to track the local media's coverage of budget reductions among youth organizations. They also interviewed several community organizations about the adjustments they made to programs and staffing. In the end, the young researchers learned that the elimination of funding for youth services threatened many important support services and learning opportunities for local young people. "The kids [in] immigrant families largely depend on the community services like homework clubs, tutoring services, mentoring services, and parental education," says Rao. "Budget cuts . . . tremendously impact these families."

The research team shared this and other findings with community leaders and heads of youth-serving organizations during a community breakfast. Students also made a trip to Boston to talk with State Representative Thomas Golden about how youth issues could be tackled at the state and local levels. To make the information more accessible to the public, the students developed public service announcements that aired on local and university television and radio programs. The announcements highlighted the effects of budget cuts on the availability of safe places for young people, art and recreation activities, and teen pregnancy prevention programs.

"Originally, we had not planned on doing public service announcements, but [the students] felt it was important to tell the public about their findings," says Bond. "They really made the connection between [gathering] the information . . . and making it useful for the public."

Community leaders responded with appreciation, according to Rao. "By doing this report, we provided leaders of nonprofit organizations a chance to express their hardships, their way of working, their struggle with the bad economy, their management of funds, and the changes they underwent to operate optimally," she says. "The community leaders really appreciated the project, and many of the community organizations showed an interest in getting assistance from UML in finding ways to survive this difficult economy."

For more information, contact Deepa Rao, e-mail raodeepa_2920@yahoo.com; or Linda Det, e-mail angelazzi013@cs.com. ■

Morehead State University

Professor Builds Bridges With Community While Educating Students

Dr. Barcus

When Dr. Holly Barcus begins work this year to assess the quality of Rowan County, Kentucky, housing stock, several groups will benefit from the databases she creates. Local officials will gain a clearer picture of which areas in their community need the greatest attention. Residents will receive access to a complete up-to-date listing of organizations in the region that offer housing assistance. And Barcus' students at Morehead State University will get the opportunity to translate their academic studies into professional experiences.

"It is a great opportunity to build [students'] professional skills, not only in data collection, but also in working with community members and faculty," says Barcus, an assistant professor of geography at the university.

Professional Learning Experiences

Working with the local community while mentoring her students is not new to Barcus, who has developed a reputation in the city of Morehead for her commitment to both the community and the classroom. Called a "bridge builder" between the university and community, Barcus has proven highly effective at working with community leaders on important issues, says Michael W. Hail, assistant professor of political science and director of the university's COPC. Community partners and students are especially grateful for the benefits they receive from her research projects, he says.

The housing assessment, for example, is being carried out in concert with the city, local neighborhood groups, and local service providers, including Kentucky Housing, Habitat for Humanity, Frontier Housing, and Morehead/Rowan County Housing Authority. Data gathered during the COPC-supported study will be combined with local and national figures and then plotted on maps. That way, participating organizations can visually assess local needs and determine where in the community they should focus their resources. The assessment and database are still in the development stages, but preliminary data gathering is now underway.

"This is a rural community," says Barcus. "While each organization maintains specific information about housing in the community, there is a limited amount of centralized information about housing quality. The stakeholders really wanted to increase the information available on housing quality so they can better target their efforts."

In addition to providing critical information to local stakeholders, the assessment is helping Travis Torrence, a Morehead senior, gain much-needed research experience. Torrence, a geography major who is assisting Barcus in the

project, hopes his newly acquired skills in geographic information systems (GIS) will help him break into the field of environmental consulting after he graduates this year. In the meantime, Torrence is busy pulling together research on housing assessments that are similar to the one Barcus is planning. He'll use that research to determine what variables should be included in the Morehead study.

"While housing is not my main area of interest, this gives me an opportunity to plan a project, gather the data, develop the maps, and also know what people expect from the research," says Torrence, who will soon be joined by other students in the project. "Dr. Barcus lets me feel like I am a part of the project. A lot of times a professor just assigns a project to an assistant without giving an explanation of why you are doing a particular thing. Dr. Barcus spends time teaching me, and I am then able to use those skills to work on professional projects."

For Barcus, mentoring students in this way is just as important as the work she does in the community. "I had [mentors] who provided similar opportunities for me during college and I gained a lot from it," she says. "I want to do the same for others. For projects like this, students are eager to do well and they rise to the occasion." Barcus has discovered that community partners also are eager to mentor her students. "Many of the students are from this region of Kentucky and will probably contribute to it when they leave [the university], so it is clear that it is in everyone's interest to help them succeed."

Building Partnerships Through Action

Barcus' reputation among community partners was sealed 6 months after she began teaching at the university, when the U.S. Census Bureau released the results of its 2000 census. After reviewing the figures, local officials were convinced that Morehead's population had been undercounted, a mistake that would cause a reduction in the city's share of federal and state funds.

Recognizing the discrepancy in the population count was relatively easy; proving it would be more difficult. Seeking help, city officials approached the Institute of Regional Analysis and Public Policy (IRAPP) at Morehead State, and Barcus agreed to analyze the census data. Using GIS maps and input from local officials, she and colleague Kevin Calhoun were able to help identify inconsistencies in the federal statistics, which proved that the city's population had been misrepresented. As a result of the coordinated effort, the U.S. Census Bureau agreed to adjust the city's population, thus ensuring that Morehead would have access to much-needed federal and state funds.

Community Partnerships

While Barcus is pleased with the success of the census project, she maintains that forging community-university partnerships is an ongoing process. With each new collaboration, she says, the university and its partners build a greater atmosphere of trust and, in the end, both partners benefit.

For her part, Barcus has experienced the benefits of partnership both as a faculty member and as a resident of Morehead. As a result, she views her community involvement as a natural outgrowth of good citizenship. "The university and the area hospital dominate the town's economic and land use patterns," she says. "If we want to look to the future and maintain the positive aspects of the community, [the university and the community] have to work together. And, since I live in this community, I also have a stake in keeping it a desirable place to live."

For more information, contact Dr. Holly R. Barcus, assistant professor of Geography, Institute for Regional Analysis and Public Policy, Morehead State University, 100 Lloyd Cassity Building, 150 University Boulevard, Morehead, KY 40351, phone (606) 783–2920, e-mail h.barcus@morehead-st.edu. ■

University of Pennsylvania

Teaching Students to Solve Problems in West Philadelphia

University of Pennsylvania (Penn) undergraduates who signed up for Anthropology 310 in 1991 may have been pleased, at least initially, to learn that their class met only once a week. They quickly learned, however, that *Health, Nutrition, and Community Schools* was not like any other course they had ever taken. Its professor, Dr. Frank Johnston, had spent years in Central America studying how the social environment affects the nutritional status of children, and he wanted his students to follow in his footsteps by becoming problemsolving researchers who were intimately involved in their local communities.

Dr. Johnston

Penn students came to class only once a week, it's true, but they spent many more hours at John B. Turner Middle School in West Philadelphia, observing students' health-related behaviors and trying to change them. At the beginning of the semester they listened to Johnston talk about the interrelationships among ethnicity, poverty, and obesity. However, by the end of the course, they were spending most of their class time telling Johnston (and each other) what they had learned through their reading, observation, and action.

"The students collected data, they did projects on the degree of obesity at the school, they kept records to understand the students' diets, they also taught nutrition classes," says Johnston.

Some Anthropology 310 students moved on after that first semester. Others, who believed that their class projects could bring about lasting change in West Philadelphia, stayed around to help Johnston turn his class assignment into the Urban Nutrition Initiative (UNI). Now a nonprofit organization with a $300,000 annual budget and a full-time staff of three, UNI is still bringing a multidisciplinary health curriculum to several West Philadelphia schools. More than 100 Penn students are currently working on UNI projects with about 1,000 students at Drew Elementary School, Shaw Middle School, and University City High School. Many of the Penn students are enrolled in one of the university's 120 Academically Based Community Service (ABCS) courses, which focus on problem-oriented research and service learning.

Five distinct activities make up the UNI program:

- *Produce stands* at each school sell fruit and vegetables to students and teachers after school each day. The stands encourage youngsters to exchange a healthy snack, like a bag of grapes, for the fat- and sugar-laden foods they usually eat after school.
- *School gardens,* initially financed by Penn's COPC grant, provide hands-on nutrition, science, and math lessons for younger students and a chance to learn entrepreneurial skills for older ones. High school students currently sell salad greens to local restaurants, herbs and spices to an on-campus pizza parlor, and fresh mint to a chocolate factory.
- A *health curriculum,* carried out by Penn students and schoolteachers, brings nutrition information into the classroom through a variety of disciplines.

- *Weekly Fitness Nights* allow at least 100 local residents to take part in aerobics, yoga, gym, swimming, weightlifting, and cooking classes at University City High School.
- A *Farmers' Market,* held weekly during the growing season, enhances local residents' access to fresh fruits and vegetables.

UNI has been so successful that educators from across the nation and around the globe are visiting West Philadelphia so they can replicate the program elsewhere. Johnston is the program's most enthusiastic ambassador, recently traveling to South Africa, Australia, Barbados, and Jamaica to spread the UNI message. "I think we must have done something right," says Johnston about the program's growth. "I think we tapped into a real need in the community."

Community-Based Learning

Tapping into community need, especially as it relates to nutrition and health, has been an interest of Johnston's since the mid-1970s when he and a colleague traveled to Guatemala City to begin a 10-year study on how social environment affects the nutritional status of children.

"I have always been interested in trying to understand the social and economic forces that contribute to malnutrition and trying to do something about it," says Johnston, who received his Ph.D. in anthropology from Penn in 1962 and returned there to teach in 1973. While he retired in 2000, Johnston still teaches one course a year and serves as faculty advisor to UNI.

Johnston's career has changed direction several times over the years. Always interested in genetics, he switched his scholarly focus to anthropology when his work in Peru and Guatemala convinced him that the environment, not genes, influences the growth and health of different populations. He also changed his approach to teaching—switching from lectures to active problemsolving—after trying it both ways. "I've taught classes of 350 students," he says. "I didn't like it very well."

"I have always tried to find students who were interested in doing research," says Johnston. "To me, this kind of learning is more exciting. You're actually working on a problem and ideally it's the problem that is your major scholarly interest. It's exciting to me because I get to interact with students and the students are generating knowledge. It's not as easy as walking out every September with your 3" x 5" cards from the year before. It's a different kind of engagement, a different kind of environment."

The Student Perspective

Students in Johnston's Health in Urban Communities course experience this kind of engagement by focusing on the problem of health disparity in inner-city neighborhoods and doing research to solve specific urban health problems. Johnston's job is to keep the students on track and to provide them with background information about the problems they choose to address.

"I have students this semester working on such problems as depression, violence, and low birth weights," says Johnston. "They do a needs assessment, they do an analysis, they do formative research, they have to develop an intervention, and they decide how they will evaluate that intervention. Then they work with UNI to gain a perspective on the problem."

Not all students are comfortable with this kind of learning, says Johnston, who admits, "I don't get universally acclaimed reviews." Penn graduate Ryan Kuck agrees.

"It was a struggle for a lot of the students," says Kuck, who served as Johnston's teaching assistant last year. "Students have gone through 14 years of school before they get to this class, and they understand how other classes work: you do certain things and you get a certain number of points, it all tallies up in the end, and you can keep track of what is going on. But with these ABCS classes, it is . . . much harder for them to figure out where they are."

An architecture major, Kuck volunteered in his sophomore year to work in one of UNI's school gardens so he could get out of his studio occasionally and enjoy some fresh air. He liked the experience but did not think of making a career of it until he took one of Johnston's courses. That class led Kuck to take more ABCS courses and, eventually, to change his major to anthropology. Kuck now

Penn Student Combines Theory & Practice

Mei Elansary

Mei Elansary was leaving Sayre Middle School in West Philadelphia on a recent afternoon when she encountered a student she'd met through the Sayre-Beacon Health Promotion and Disease Prevention Program. The boy was eating a packaged cupcake.

"He got a panicked look on his face when he saw me," recalls Elansary, who is a senior at the University of Pennsylvania. "He pointed to the cupcake and said, 'Ms. Mei, I am not responsible for this! Somebody gave it to me.' This program has really helped him develop an awareness of his eating habits and I was really proud of that."

Elansary has a right to be proud. As a sophomore at Penn, she developed the Sayre-Beacon program, a multidisciplinary initiative to change health behaviors at Sayre Middle School. Elansary based the model on her research and on her experiences working with UNI (see *Teaching Students to Solve Problems in West Philadelphia*), which brings similar health and nutrition curricula to public schools in West Philadelphia. As a senior, she received Campus Compact's National Student Humanitarian Award for her work at Sayre. And, after she graduates from Penn in May 2004, Elansary will continue to research adolescent health and nutrition issues for the Population Council in Cairo, Egypt.

Mei Elansary with a student.

works full-time for UNI, a job that has him writing science curricula, teaching middle school nutrition classes, and helping teachers at Shaw Middle School incorporate health-related concepts into their daily lessons. He credits Johnston with providing him with the impetus to change direction.

"Dr. Johnston really showed me the connection between what you do in the community, what you're doing in your academic work, and what your career path will be," says Kuck. "He was a role model for me. By the time I finished his class I was really invested in what I was doing."

Kuck says that Johnston also helped him develop a sense of his own competence. "The whole idea of the ABCS classes is that undergraduate students really can make contributions to what is going on," he says. "They are not just there to condense what everybody else is saying and put it into their own words. They can do meaningful research and they can have meaningful occupations that have a real impact."

Johnston's approach to empowering students has spilled over to the operations of UNI. Over the years, he says, most UNI expansions have taken place because students had an idea about how to improve the program and got the green light from Johnston to "go for it." In fact, the idea of opening afterschool fruit stands, which has become a central component of the UNI program, came from two undergraduates who were enrolled in Anthropology 310 in 1994. Johnston liked the idea and encouraged the students to apply for a small grant from Penn to open a fruit stand at Turner School. One of those students is now UNI's codirector.

"The plan was to pick good people and let them do what they do and get out of their way," says Johnston, who is now largely responsible for evaluating UNI's effectiveness. "We have meetings and I take a major role in saying what I think we ought to do. But I think all of us work together as a team."

Lasting Impact

Despite all the energy that Penn students have put into solving urban nutrition problems in West Philadelphia, Johnston says he does not expect to

see significant improvements in residents' health status anytime soon. However, improvement will come eventually, he says.

"The federal government has spent millions and millions and millions of dollars over the last 30 years on obesity and nutritional problems and . . . the obesity rate has tripled," says Johnston. "So I don't kid myself into thinking that UNI is going to bring obesity rates down. But we can show that building a curriculum around gardening, and around fruit and vegetable stands, and around microbusiness really does change student attitudes . . . and behaviors."

UNI has also changed Johnston, who says he's grateful to be engaged in such a worthwhile project. "It has rejuvenated my own teaching and my own sense of what I'm doing," he says. "It's given me a new lease on life." UNI and the ABCS courses have also changed his students, says Johnston.

Ryan Kuck picks vegetables.

"Penn students have a different set of concerns about the world if they have been through ABCS courses than if they haven't," says Johnston. "They are really more concerned about the social problems that affect society. So it has a real ripple effect. On the one hand, nutrition is the focus of my courses; on the other hand, nutrition is the mechanism by which students begin to solve problems themselves."

For more information, contact Dr. Frank Johnston, Department of Anthropology, 325 Museum, University of Pennsylvania, Philadelphia, PA 19104–6398, phone (215) 898–6834, e-mail fjohnsto@sas.upenn.edu; or Ryan Kuck, The Urban Nutrition Initiative, Franklin Building Annex, 3451 Walnut Street, Suite P–117, Philadelphia, PA 19104, phone (215) 898–1600, e-mail rkuck@sas.upenn.edu. ■

"Working at UNI was a wonderful experience for me," says Elansary. "It is what convinced me that I wanted to dedicate myself to addressing health disparities and working in the community."

Elansary had been working at UNI for 2 years when she developed the Sayre model during a summer internship in 2002. The city of Philadelphia liked the idea and provided money to launch the program, which now involves 3 full-time staff persons, 70 Penn students, 20 public school teachers, and 650 West Philadelphia students in more than 12 different health-promotion programs. Elansary has modified the Sayre program several times since then, often using her class work to inform her work as coordinator of the program. She used her research for an anthropology course on urban health, for instance, to change the program's curriculum.

"I was able to directly apply what I learned," says Elansary. "Theory and practice came together. I learned that in order to effectively work in the community, you have to understand the underlying issues."

Understanding the health issues that affect students at Sayre Middle School also enhanced Elansary's credibility when she spoke at conferences about the project.

"I sat down at tables with legislators and scholars and activists and I made my own policy recommendations," says Elansary. "And I was taken very seriously by these high-level thinkers. I wouldn't have been taken as seriously if I hadn't had an opportunity to tie my community work with my academics."

For more information, contact Mei Elansary at amei@sas.upenn.edu. ■

4
Helping HUD Fulfill Its Mission

Helping HUD Fulfill Its Mission

INTRODUCTION

By Armand W. Carriere

Armand W. Carriere is Associate Deputy Assistant Secretary for University Partnerships at the U.S. Department of Housing and Urban Development (HUD). Carriere has worked at HUD for approximately 16 years and has directed HUD's Office of University Partnerships (OUP) since March 2003. He resides in Washington, D.C., with his wife of 31 years and several cats.

Armand Carriere

From the beginning, Community Outreach Partnership Center (COPC) grants have been viewed as seed money that would enable a college or university to initiate or enhance an engagement strategy with a local community. An institution's staying power would not depend on a series of entitlement-like grants from OUP but on its ability to establish itself as an independent, self-sustaining participant in the work of community revitalization.

A confluence of events over the past 10 years has helped COPC grantees become just such community partners. As a result, the COPC program has grown in stature within the world of higher education and, at the same time, it has earned an impressive reputation within HUD. Some of the events that brought about COPC's rise in status are HUD-specific, while others are more societal in nature.

Within HUD, the mid to late 1990s saw a dramatic change in staffing patterns. This change was particularly evident in the field offices, which began to create and fill a new position called Community Builder. While the merits of this staffing plan and its resultant impact on the Department can be debated, many of the newly minted Community Builders actively sought new partners for HUD's portfolio of programs. Around this time, COPC was achieving critical mass, with grantees surfacing in all regions of the country. It seemed only natural that colleges and universities with active COPC programs would capture the attention of these Community Builders and become HUD partners at the local level.

My arrival at OUP in the late 1990s coincided with this revamped staffing plan in the field. The timing was good. I had spent 8 years in HUD's field office in Philadelphia and had an appreciation and knowledge of field operations. This knowledge, plus the value and strength of the COPC program, made it relatively easy to market COPC and its potential to offices throughout the Department. As OUP has matured, support from successive administrations has strengthened it. This support continues to help us get the message out to the rest of HUD that OUP programs, particularly COPC, can be a great resource in local communities.

While HUD was experiencing this increased awareness and appreciation of COPC, colleges and universities were taking on more active roles in their communities. Schools like Trinity College, Portland State University, the University of Pennsylvania, the University of Memphis, and many others were becoming actively involved in community revitalization and were raising the profile of campus engagement. COPC was coming of age and that enabled many other colleges to join this movement. Simultaneously, the service learning movement was gathering steam, pushed ahead by departments within the National Corporation for Community and National Service and Campus Compact. As these organizations encouraged institutions of higher education (IHEs) to incorporate a service component into their curricula, the COPC program was surfacing as a potential funding source for these efforts.

With the world of higher education changing and HUD staff becoming proactively involved with a widening array of community partners, the benefits of increased collaboration seemed clear to all. Colleges and universities began looking to HUD's other programs, eager to contribute in a significant way to fulfilling the Department's mission to low-income citizens in our nation's communities. And HUD's mainstream programs began to recognize that these new academic partners brought to the table technical expertise as well as a sincere commitment to and a successful history of community engagement.

Subsequently, COPCs have become directly involved in HUD housing voucher programs, HOPE VI activities, housing counseling efforts, and numerous other activities. IHEs are working with HUD to conduct research and economic development activities. They are also playing an active role in helping communities assess their needs and develop Consolidated Plans. Leadership development programs sponsored by COPC grantees have trained community leaders, who in turn play key roles in developing housing and economic development plans for their communities. Much of this effort has been funded by HUD mainstream programs.

The future is indeed bright for a continuing relationship between HUD and IHEs. Colleges and universities are becoming anchor institutions in their communities and are collaborating with the private and public sectors to make tremendous economic impacts. Models for this kind of collaboration have been with us for years. The Route 128 complex outside of Boston, Massachusetts, the Research Triangle of central North Carolina, and California's Silicon Valley are all examples of what happens when IHEs work with community partners for the ultimate benefit of large segments of our population. As we look to the future, we will see more and more institutions actively seeking to play a major role in community and economic development. HUD staff, within and outside of OUP, will help facilitate this engagement as we build upon earlier successes.

COPC has helped colleges and universities, with all their attendant resources, establish their place at the table. In the next 10 years, as these institutions continue to collaborate with mainstream HUD programs, their role as effective partners and technical resources in community revitalization will be assured. ■

The future is indeed bright for a continuing relationship between HUD and IHEs . . . as we look to the future we will see more and more institutions actively seeking to play a major role in community and economic development.

University of Pittsburgh

Professor Helps Residents Evaluate HOPE VI

Dr. Yamatani

By the time surveyors started knocking on doors at Pittsburgh's Oak Hill Apartments in 2001, residents were already fully invested in the evaluation process that was taking place. The surveyors, who asked residents how they liked their newly constructed HOPE VI housing project, were Oak Hill neighbors. The questions they asked had already been reviewed by apartment residents and other community stakeholders.

A number of residents who answered the door-to-door survey were former residents of Allequippa Terrace, Pittsburgh's largest public housing development. Through HUD's HOPE VI grant program, Allequippa Terrace was demolished between 1996 and 1999. Since then, its 82-acre site has been transformed into a mixed-income, HOPE VI residential redevelopment called Oak Hill.

Public housing authorities (PHAs) have been using HUD's HOPE VI grants since 1993 to revitalize the nation's most severely distressed public housing facilities and communities. In exchange, PHAs are required to perform an evaluation to ensure that each project is successful in achieving the grant program's major goals. Dr. Hide Yamatani, associate dean for research at the University of Pittsburgh's School of Social Work, coordinated the evaluation that took place at Oak Hill.

Yamatani's research plan went beyond the traditional survey methodology in which researchers develop questions and residents answer them. Instead, his plan gave residents, city officials, developers, and other community stakeholders a significant role in developing survey questions, collecting data, and producing the final report. By making the research study a collaborate effort, Yamatani says he was able to gather accurate and useful information to help determine resident satisfaction and project success.

Yamatani became aware of the opportunity to evaluate the Oak Hill HOPE VI Initiative through his involvement with the University of Pittsburgh's COPC, which had been working closely with the residents council at Allequippa Terrace since 2000. He saw the evaluation project as a way to use his experience in conducting large-scale, community-based studies. That experience has included more than 30 large-scale research studies in distressed communities over the past 20 years.

Yamatani is critical of the traditional top-down approach to research, which puts principal researchers completely in charge of the research questions, methodology, data collection, and report production.

"My personal belief is that university researchers can gain a vast amount of knowledge by working collaboratively with community residents," he says. "Only then can researchers gain insight as to why their previous solitary research may have been meaningless and useless for distressed communities. When researchers practice participatory research studies, the types of findings one can generate are much more attuned to addressing community issues and concerns."

Gathering Information at Oak Hill

In evaluating the Oak Hill HOPE VI initiative, Yamatani set out to determine how well the project improved the living conditions of its public housing residents, whether it revitalized the public housing project site and contributed to the improvement of the surrounding neighborhood, and whether it provided housing that would avoid or decrease the concentration of very low-income families. Through every step of the evaluation process, Yamatani worked closely with individuals who were most directly affected by the HOPE VI project. For example, the survey instrument was reviewed by representatives of the city of Pittsburgh; the Allequippa Terrace Residents Council; Housing Outreach Unlimited, a local community service provider; Beacon/Corcoran Jennison, the building contractor; and the COPC. In addition, several HOPE VI residents participated in a focus group and pretest session that helped Yamatani refine the survey questions.

Community stakeholders also helped to review, modify, and approve the final report. Research data collected during the evaluation is now jointly owned by the housing community and the University of Pittsburgh. The community has the option of hiring its own consultant to review the statistical syntax and conclusions and to generate additional findings. Community members can also use the research findings to guide neighborhood decisionmaking.

Resident Participation

Providing community members with such a large role in designing the study was a pragmatic decision on Yamatani's part. The participation of community residents helped improve the results, he says. "I was able to gather useful information and generate answers to the right questions," says Yamatani. "As a researcher, I only hoped to uncover true and accurate information regarding the status and profile of HOPE VI residents in Oak Hill."

Before the door-to-door visits began, University of Pittsburgh staff members trained seven resident surveyors, some of whom had no prior survey experience. During the training, residents learned the basic rules of data collection, quality assurance, and scientific integrity. They then proceeded to interview the heads of more than 60 percent of the households in the HOPE VI neighborhood. Participants were selected and interviewed at random.

As a result of the survey, the housing development now has an accurate profile of HOPE VI residents in Oak Hill and has been able to determine that the overwhelming majority of residents are satisfied with their revitalized neighborhood. In addition, the survey gave residents the opportunity to voice their opinions on the future of the neighborhood.

"It's our community," says Louella Ellis, a former Allequippa Terrace Resident Council Board member who served as a community surveyor. "It's nice to have say-so of what goes on in our neighborhood. I appreciate that we were included and that people want to hear our concerns and hopes for the future."

For more information, contact Dr. Hide Yamatani at (412) 624–1573, e-mail hzy+@pitt.edu. To view the Oak Hill HOPE VI evaluation, visit www.pitt.edu/~copc/Hope6RPT.doc. ■

University of Texas Pan American

Homeownership Assistance Gives Family HOPE

The Garcia Family

Humberto and Grace Garcia have always wanted to own their own home. Although few homeownership opportunities exist for low-income families living along the Texas-Mexico border, they have never considered giving up on their homeownership dreams.

The Garcias had lived with Humberto's parents in LaVilla, Texas, for 6 years before moving to a two-bedroom, Section 8 subsidized apartment in Ed Couch, Texas. However, when Grace became pregnant with the couple's fourth child, that apartment proved to be less than adequate. Having seen Grace's brother buy a house, the Garcias knew it was possible to own their own home and they were anxious to do just that.

"Our rent was $385 a month," remembers Grace Garcia. "And we realized that we were throwing our money away and could use this [money] to buy a house."

At the end of 1998, the Garcias were ready to act. They approached a local bank about a home loan and, to their surprise, were prequalified for the loan. Unfortunately, the quoted interest rate of 11 percent and the substantial upfront costs, all of which were nonrefundable, gave them pause. They decided to wait.

Shortly thereafter, both of the Garcias' employers told them about Project HOPE (Homeownership Partnership and Empowerment), a homebuyer education and counseling program sponsored by the University of Texas-Pan American (UTPA) COPC. Neither of the Garcias was sure what kind of assistance the program provided, but they eagerly contacted the COPC office to find out if their family qualified for assistance.

"When I first met the Garcias, they seemed like many of the families we help," recalls Osvaldo Cardoza, COPC director at UTPA. "They didn't know about the homebuying process and how to get a loan. They really wanted to know how to do it. [Through our program] the Garcias picked up the knowledge they needed to be successful. We took them from knowing very little to owning a home."

During his first conversation with the Garcias, Cardoza encouraged the couple to attend a housing fair, cosponsored by Project HOPE, where they found out more about the homebuying process and the services available to them. The Garcias then attended one of Project HOPE's one-on-one housing counseling sessions, which are designed to help families determine what steps they need to take to qualify to buy a home. During the initial counseling session, staff gathered information on the Garcias' income and debts and talked to them about their homeownership goals.

"At the first meeting, we are really trying to figure out if the family can be qualified for a mortgage," says Cardoza. "Some are ready, but others are not. The Garcias, though, were good candidates for enrolling in the [homebuyer] education classes and buying a home."

The bilingual homebuyer education classes helped the Garcias become more comfortable with the homebuying process and the responsibilities of owning a home.

"The classes were great," says Mrs Garcia. "We learned how to budget money and how not to overspend. We also learned why it is better to own your own home." The four sessions also covered such topics as closing costs, home insurance, what to expect during the loan closing, the importance of paying the mortgage on time, and the importance of regular home maintenance.

The Garcias' steady income and limited debt—and their willingness to attend the homebuyer course—helped them get a home loan through Amigos Del Valle (ADV), a local nonprofit that develops affordable housing and provides financial assistance to low-income homebuyers. ADV worked with the Garcias to complete the appropriate paperwork and locate a lot on which to build their home. The Garcias were approved for a primary mortgage loan through the U.S. Department of Agriculture's Rural Development and for a second mortgage through ADV. The nonprofit also provided the Garcias with closing cost assistance. Now, the Garcias' combined monthly payment on their 30-year mortgages is $166.19 a month. Even with the cost of insurance and taxes, the couple's housing costs are less than their rent had been.

Moving Into Their New Home

Construction on the Garcias' 3-bedroom, 2-bathroom house took longer than expected, but the family finally moved in March 2000. Four years later, the Garcias still take great pride in their home. They have landscaped their yard and enjoy entertaining their extended family and friends there. Since the Garcia family has now grown to include five children, Grace and Humberto are thinking about using their new equity to add a new bedroom.

"It is so great to own our own home," says Mrs. Garcia. "Going to Project HOPE gave us more encouragement and hope that we could make it work. We were very young when we bought our home. I was 24 and my husband was 22. But it is possible to buy a house at any age. Help is out there to make it possible."

For more information, contact Osvaldo G. Cardoza, University of Texas-Pan American, Community Outreach Partnership Center, 1201 West University Drive, Edinburg, TX 78539, phone (956) 292–7546, e-mail cardoza@panam.edu. ■

Rutgers University

Doctoral Student Learns From the Development of COPCs

Jennifer Altman

When Jennifer Altman decided to explore how and why community-university partnerships are formed, the Rutgers University doctoral student was combining two self-described loves—IHEs and urban communities. For more than 10 years, Altman's academic and professional career had equipped her with a knowledge of university organization and priorities, and an understanding of the challenges facing low-income families and communities.

With two master's degrees—one in urban sociology and another in public policy—Altman has worked as a welfare analyst in the New York City Office of Management and Budget and as a project director with the John J. Heldrich Center for Workforce Development at Rutgers. When she began pursuing her doctorate at Rutgers' Edward J. Bloustein School of Planning and Public Policy, Altman thought her studies would focus more on employment and welfare policy. However, she soon found that she was becoming more interested in how universities were marshalling their resources to improve the communities around them.

"I really learned more about community development during my doctoral program," says Altman. "When it got to the point of developing my dissertation, my concerns had shifted. I wanted to work more on local issues."

Taking a look at community-university partnerships provided Altman with the nexus for her dissertation, which is being supported by OUP's Doctoral Dissertation Research Grants program. However, as she conducted her research, Altman says it was difficult to locate information on how and why certain partnerships developed. "I found lots of information on the activities," she says. "But I couldn't find out how the partnerships started, how they functioned, and how the programs got off the ground."

Realizing that these questions could take her in many different directions, Altman worked closely with her advisor, Dr. Robert Lake, to focus her research. She finally decided to use her dissertation (titled *Matching University Resources to Community Need: Case Studies of University Community Partnerships)* to document the creation and implementation of four university-community partnerships in the Northeast. Altman was careful to choose institutions of differing sizes and types so she could better understand what factors affect community partnerships for large research universities, small private colleges, and regional institutions.

Each of Altman's case studies considers who initiated a partnership (the university or the community), how the target neighborhood was chosen, how community needs were identified, and how university resources were identified and then matched to meet community needs. While Altman's

research focused primarily on the university's role in partnership formation, she also interviewed community partners and reviewed program documentation at each school to fully understand program organization and development.

Findings

Altman's preliminary findings suggest that the difficulties partnerships face are often a result of the culture and priorities within the college or university. Differences in schools, such as how supportive an administration is, will affect the success of a partnership, she says, but other factors also come into play, including the degree to which the community is already organized.

"If a community is organized, [it] may have already done a needs assessment or maybe [a community] group developed a plan," say Altman. "The university's role in this case would be to help implement the plan." On the other hand, a community without a strong organization or group of organizations may require that the university work extensively with residents to identify needs, develop a plan, and create a structure through which it can work, she says.

Existing relationships between the university and influential community leaders can also affect whether and how quickly a partnership is formed, says Altman. In addition, university resources can help determine what activities take place through the partnership. For example, a community needs assessment may find that healthcare is severely lacking, says Altman. However, if university faculty and staff have limited expertise in healthcare, the partnership may focus instead on another area.

Just the Beginning

Altman's research is important because it has never been done before and because it takes a unique approach, says Lake, who is a professor at the Rutgers University Center for Urban Policy Research. "It is using an approach that isn't evaluative," he says. "It is looking at the process by which COPCs were organized. The point here is that the outcomes depend a lot on how the COPC was created." Lake notes that this type of information could have helped inform the creation of Rutgers' COPC. At the very least, he says, it would have made the university more aware of different ways to approach partnership development. Altman hopes other schools can use her research for this purpose.

"By coming out with some of these descriptions, I hope that it helps universities who are trying to figure out where to start," says Altman. "When I looked at the [existing] studies, generally they only provided information on the project details and the partnership outcomes and not the . . . issues grappled with in developing the partnership and properly matching resources to need."

Altman realizes that her research is just the beginning. She believes that there is more room to explore the organizational development of university-community partnerships so these partnerships can fulfill their potential in local communities. "I feel like there is so much potential for universities to play an important role in the community," she says. "I was excited to find out that universities are doing positive things through COPCs."

For more information, contact Jennifer Altman, Edward J. Bloustein School of Planning and Public Policy, Rutgers, The State University of New Jersey, Civic Square Building, 33 Livingston Avenue, Suite 300, New Brunswick, NJ 08901–1981, phone (732) 932–5475, ext. 751, e-mail jaltman@rci.rutgers.edu. ■

5 Improving Relations Between Campus and Community

Improving Relations Between Campus and Community

INTRODUCTION

By Marcia Marker Feld, Ph.D., AICP

Marcia Marker Feld, Ph.D., AICP is a professor of community planning at the University of Rhode Island (URI) and executive director of URI's Urban Field Center, Providence Campus. She served as founding director of the Office of University Partnerships (OUP) at the U.S. Department of Housing and Urban Development (HUD) in 1995–96. Feld specializes in the development of community empowerment through interinstitutional collaboratives for housing, neighborhood development, and public schools.

Dr. Feld

Shortly after I began teaching community planning at URI, I was invited by the superintendent of schools of Providence to visit with his senior staff and discuss trends in education planning and desegregation strategies. The assistant superintendent of high schools listened carefully to my remarks. Afterwards he said to me, "You'll last for one project and leave—you academics never stick around." Three decades later, URI is still working in the Providence schools. Nonetheless, the assistant superintendent had a point.

Institutions of higher education (IHEs) have not always enjoyed cordial relations with the neighborhoods that sit outside their gates. For years, residents living near colleges and universities assumed, often correctly, that faculty and students only wanted to use their communities for research or real estate expansion. At best, communities saw IHEs as bad neighbors; more often we were seen as the enemy. Institutional land grabs and building takeovers—as well as arrest reports made public after student "celebrations"—underscored this perception. In Rhode Island, even municipal planners working for the city of Pawtucket were suspicious of URI at first. One planner, who was a graduate of our Department of Community Planning and Landscape Architecture, often responded to project ideas by asking, "And what will the university get out of this work?"

Universities and colleges have had equally negative views of the communities. Traditionally, applied research and community outreach have received little meaningful support from most schools. These schools typically viewed the university as a generator of research and knowledge for its own sake and placed little value on the work of faculty who were involved in community-based research and technical assistance. As a result, faculty members viewed their communities as low-status areas and assumed that residents were incapable of contributing in any meaningful way to the university's work.

Most residents know what it will take to revitalize their neighborhoods and many are familiar with the resources that a college or university can bring to bear on community problems.

Here matters stood until HUD decided in the early 1990s that universities and colleges represented an untapped resource that could play a critical role in rebuilding America's neighborhoods. HUD thus opened the door for the establishment of OUP and the Community Outreach Partnership Centers (COPC) program. Through COPC, universities and colleges have become intimately involved in such local initiatives as community development, service delivery, and public school upgrades. This involvement has changed forever the way that campuses and communities interact.

From the beginning of their grant periods COPCs know that they are expected to have a concrete and measurable impact on their neighborhoods. They also know that, over the long term, every COPC should strive to become a permanent collaborator with community partners that are active and engaged even after federal grants have run their course. The 10th anniversary of COPC gives us an opportunity to examine how successful we have been in reaching these goals.

It is not difficult to see the concrete impacts of COPC-supported community partnerships: housing has been built, new businesses attracted, entrepreneurs supported, community leaders trained, and planning documents developed as a result of HUD's investment in community engagement. But how have the actual relationships between universities and communities changed over the years? Have these partnerships become institutionalized as the developers of COPC envisioned? Or do the partnerships dissolve when the COPC investment ends? There are no easy answers to these questions. Indeed, we may not know the full answers for decades. However, preliminary indications give us reason to hope that the final assessment will be a positive one.

Changes in Attitudes

As the stories in this publication illustrate, we are already seeing positive changes in the attitudes that community members have about their educational neighbors. These stories, and our own experiences, tell us that when an IHE has a long-term commitment to a neighborhood—that is, when residents trust that the IHE will be there when they need it—partnership activities are more successful. This new trust does not just happen. In some cases, it grows out of positive actions undertaken in the community by faculty, staff, and students. In other cases, improved relations are rooted in the community's pragmatism. Most residents know what it will take to revitalize their neighborhoods and many are familiar with the resources that a college or university can bring to bear on community problems. This knowledge often makes residents more willing to set aside past differences in the hope that improved relations with educational partners will lead to sustained community improvements.

The attitudes of IHEs toward community partners have improved as well, albeit more slowly. Senior administrators and faculty on some campuses are loath

to relinquish the paradigm of research and knowledge for its own sake and to make a commitment to applied research. However, significant changes are occurring on other campuses, where a core group of faculty and staff have been able to convince the college or university to commit itself to an urban mission. These IHEs have subsequently expanded their mission statements to include community empowerment and have backed up those statements with strong strategic plans. They've worked hard to identify changes in the university or college's pedagogy that, among other things, give students an opportunity to participate in service-learning activities and courses; ensure that curriculum content addresses the challenges that urban areas face; and reward grassroots, community-based research through hiring, promotion, and tenure policies.

Evidence of Change

Changes in the nature of relationships are difficult to measure. However, the growing number of infrastructure changes that are being institutionalized within the university and in the community indicates that both partners are taking their relationship seriously. For example, many IHEs have established positions at the highest levels of their administrative structures to oversee and coordinate partnerships with local stakeholders. Others have instituted universitywide urban affairs programs or encouraged individual areas of study, from social work to business administration, have a community focus. Cities and towns have also risen to the challenge. They have established special offices—many of which report directly to the mayor—that focus on neighborhood affairs or partnership activities. City planning departments have placed new emphasis on neighborhood issues and are taking steps to upgrade economic development activities in COPC neighborhoods.

These institutional changes, taking place on both sides of the campus gates, are creating administrative centers from which outreach activities can be coordinated and from where individuals from campus and community can come together to interact and work toward common goals. This process of working together, combined with the personal relationships that are forged through that work experience, will, in the final analysis, help create lasting partnerships. And those partnerships, in turn, will play a critical role in revitalizing local communities and ensuring their long-term stability. ■

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University of Wisconsin Parkside

Community Organizer Builds Relationships With Chocolate Chip Cookies

Roseann Mason

Ask Roseann Mason the secret to successful campus-community partnerships and she might just respond with three sweet words: chocolate chip cookies. Mason, who served as the community organizer for the COPC at the University of Wisconsin-Parkside (UWP), never attends a public meeting without bringing a plate of cookies with her. During the early years of the COPC, that meant donning an apron 4 days a week, but Mason did not mind the extra effort. She was brought up to believe that the best relationships develop over a plate of food, but she did not realize that others felt the same way until the night she showed up at a community meeting without any food to share.

"For some reason, I didn't have a chance to make cookies that day," remembers Mason. "There was a woman who came up to me and said, 'Oh the only reason I came was because I thought you would make cookies.' I think the perception in the community was that I cared enough to make cookies, so the least they could do was to come and hear what I had to say."

Listening to residents of Racine and Kenosha—and getting residents of those distressed cities to listen to her—was Mason's job. At the beginning, it was a difficult one. Before she could help local residents figure out how to meet community needs for economic development, education, and jobs, Mason had to help those residents deal with their animosity toward UWP. In some cases, residents were angry with faculty members who used the community for research and then disappeared. In other cases, the bad feelings could be attributed to issues that were often out of the COPC's control. These included hurt feelings when family members were not accepted for admission to the school, political allegiances to university administrators who had left the campus, and a decades-old anger on the part of Racine residents that the university had been built in Kenosha.

No matter what caused the hard feelings, Mason used some basic strategy to deal with them. In meeting after meeting and in scores of private conversations, she listened, let people know she understood how they felt, smoothed ruffled feathers, and tried to help everyone move on. "You have to develop the relationships first," explains Mason. "That was what the COPC allowed us to do."

"She's a wonderful relationship builder," agrees Anne Statham, director of the Institute of Community-Based Learning at UWP and codirector of the COPC grant. "She was more than willing to meet people halfway and to take the time to get to know people and to hear what they were saying. She is very patient, extremely insightful, tolerant, and open minded. We were so lucky to have her here at just the point when we needed that."

Healing Process

Mason says she was not surprised to find that residents of Racine and Kenosha did not like the university, but she was surprised at how deep their feelings were and she knew that those feelings would not be healed quickly.

"This is a process," says Mason. "There's no way you're going to get where you want to go within the confines of a 3-year grant. I call it seed planting. I think we planted a lot of seeds in those 3 years, but it's work that is never done. We had to undo some damage that had been done unintentionally. We had to convince the community that we were long-term partners, not just 'let-me-use-you' partners. I think we're still getting that message across."

At first, the seed planting involved helping residents find connections between what the community needed and what the university could offer. That search for connections resulted in some concrete programs: computer classes at the local community police station, a community garden, and a host of community-building events, including an annual Christmas party and Earth Day festivities. Although these initiatives were successful, says Mason, their success was not her primary goal. Empowerment was.

"The idea was to get community residents to see the power that they have," says Mason. "I viewed this as a democratic movement. Democracy is about getting people involved at the grassroots level in their community. Many of the things that happen in communities happen for them and not with them. That little preposition, that change from *for* to *with,* was so powerful. The community came to understand that we valued their input. The idea was to engage people in the process."

Getting residents to take charge of the process was challenging, says Mason, "because the university is viewed as this place where we figure out the answers for other people. So residents wanted to know why we were asking them questions, because we were the experts. We had to get them to understand that we weren't going to do this for them. We needed to work together."

Diversity Circles

Even though she has not worked on COPC projects in several years, Mason is still building relationships in Racine and Kenosha through Diversity Circles, a program sponsored by UWP's Center for Community Partnership and two local organizations: Sustainable Racine and the Kenosha Coalition for Dismantling Racism. The program brings small groups of community members and students together to examine racism and race relations through open dialogue and action. Mason is reaching hundreds of people each year by holding Diversity Circles with community residents in Kenosha and Racine, in local high schools and prisons, at UWP, and at other colleges around the state.

The Diversity Circles are a natural outgrowth of Mason's work with the COPC. She's conducting them in collaboration with COPC partners, and she's addressing issues that often stood in the way of true communication during the COPC years. In essence, says Mason, she's asking people to do what she did when she first came to Racine and Kenosha: to care for others and to understand other perspectives. Those two attitudes are the key ingredients of any meaningful relationship, but they are particularly important for campus-community partnerships, she says. "It's the idea of trying to honor where people are and not getting mad at them because they don't think the way you do," says Mason. "And it's about giving people a chance to trust you."

For more information, contact Roseann Mason, University of Wisconsin-Parkside, 900 Wood Road, P.O. Box 2000, Kenosha, WI 53141, phone (262) 595–2606, e-mail mason@uwp.edu. ■

University of Rhode Island

Aide to Mayor Seeks University Help to Improve Neighborhood

Ken McGill

Even as a young high school student, Ken McGill was excited about politics and communities. Now, as government affairs aide to the mayor of Pawtucket, Rhode Island, he has a chance to use his lifelong interests to improve the city where he grew up and where he is now raising his family.

Nowhere is McGill's interest in communities more apparent than in the Woodlawn neighborhood of Pawtucket. In 1995, the neighborhood was severely distressed. The housing stock was deteriorating, there were many abandoned and vacant properties, and the area was plagued by crime.

"Woodlawn was, and I stress was, one of our worst neighborhoods," says McGill. "There was an outcry from residents for help but the residents were not organized." Not organized, that is, except for a small group that had formed the Woodlawn Neighborhood Association.

From his experience as community and neighborhood liaison for the mayor's office, McGill knew that in order to solve these problems Woodlawn residents needed to be actively involved in creating a revitalization plan. He also knew that the residents needed more guidance and support than the city could provide. Coincidentally, while Woodlawn residents were seeking solutions, the Urban Field Center at the University of Rhode Island was looking for partners to establish a COPC. As neighborhood liaison, McGill helped facilitate a partnership among the Woodlawn Neighborhood Association, the Urban Field Center, and the city of Pawtucket and its planning department.

Action Plan

"When we first started the partnership I was worried about the impact it would have on the neighborhood if it did not succeed," says McGill. "Many administrations, even ours, had launched failed efforts to improve the neighborhood. I was worried that the people would just say 'they got us all excited, but it never works.'" Fortunately, the reputation of URI's Urban Field Center and its experience in assisting communities helped allay those fears.

"The field center provided the capacity building needed to rally residents around neighborhood issues," says McGill. "People were willing to participate because it was the state university. The university was seen as an outside agency with no agenda in the neighborhood." Equally important for URI was that "Ken was the gate opener," says Dr. Marcia Marker Feld, executive director of the Urban Field Center. McGill provided a local perspective that was respected by all the partners. And, says Feld, his role extended beyond the partnership's formation.

"He helped facilitate discussions between the partners, secured Community Development Block Grant (CDBG) funds when COPC funds ended, and helped turn the executive board of the COPC into the Woodlawn Community Development Corporation," says Feld.

Through regular meetings, the Woodlawn Neighborhood Association, the university, and the city planning department inaugurated their partnership by developing a revitalization plan that addressed the interests of all parties. Residents, for example, were interested in combating crime; the city sought to improve the neighborhood's physical appearance and housing stock; and the university wanted to build resident capacity to participate in the political process.

"When we started working with the community, Ken was at every meeting," recalls Feld. For McGill, attending these meetings was just natural. "There are a lot of immigrants and a lot of low-income residents that live in the neighborhood," he says. "I am a people person and I like to work with people like this, people who can't necessarily speak for themselves."

A city-hosted charette was one of the major outcomes of the revitalization plan. The meeting brought together all residents, young and old alike, to plan the future of one of Woodlawn's main parks, which was deteriorating and overrun by drug dealers. Reclaiming this part of the neighborhood was critical, says McGill, because the park is located in the heart of the community across the street from the Woodlawn Community Center. Residents recommended a plan that included increased police presence in the park and community, redevelopment of the park to meet resident needs, and renovation of the Woodlawn Community Center for youth and community activities.

"We are starting to see a difference in the neighborhood," says McGill. Crime is down and the housing stock is improving, he adds. The number of neglected and empty lots has fallen. The city has increased policing and the park has been redeveloped. The field center renovated the community center with the help of residents and CDBG funds. The partnership is also identifying abandoned properties for revitalization, organizing resident crime watch teams, and sponsoring dropout prevention programs.

Partnership Benefits

The benefits that the URI-city of Pawtucket partnership brought to the Woodlawn neighborhood are now spilling over to other neighborhoods. "Our partnership with the field center at URI has expanded to Pleasant View, another one of our city's low-income neighborhoods," notes McGill. "The center is also working with the city to submit grant applications for programs like Weed and Seed to address the issues of crime that limit revitalization efforts."

McGill speaks with staff at the Urban Field Center on a regular basis and calls on the center for help with zoning issues and to brainstorm about new ideas being developed by Pawtucket's mayor. University staff bring to the table good data and good ideas for resolving issues, says McGill. They also "know how to find out what people want and how to go about implementing projects."

"Without the URI field center, most of the work [in the Woodlawn neighborhood] would not have happened," says McGill. "The neighborhood is much more organized in determining and addressing problems. They [the Woodlawn Association] have the best-attended meetings in the city. It really has gone from an area of people not caring to one where people do care. This is happening, in large part, thanks to URI."

For more information, contact Ken McGill, Mayor's Office, Pawtucket City Hall, 137 Roosevelt Avenue, Pawtucket, RI 02860, phone (401) 728–0500, e-mail kmcgill@pawtuckettri.com. ■

University of Wisconsin at Milwaukee

Community Resident Bridges the Gap Between University and Community

Sharon Adams

When Sharon Adams returned to Milwaukee a few years ago to restore her family's home, she was saddened by the deterioration she saw around her. Her once-proud neighborhood of Walnut Way was still home to establishments like Jake's Delicatessen, which represents the community's rich immigrant heritage, but the primarily African American neighborhood was isolated and facing rising crime rates. The housing stock was aging and more than 100 abandoned and vacant lots dotted the 30-block neighborhood.

Having worked in community development in New York and Detroit, Adams did not waste any time before she began trying to improve her community. And, after reading an article in Milwaukee Magazine that featured Walnut Way as one of the worst places to live in Milwaukee, she started getting others into the act.

"This caused a great pain in my heart," says Adams about the article. "I saw value in the people and homes in this community." Through her efforts, a core group of six residents banded together "to make a difference in our community," she says. This core group eventually grew to 75 members, who formed a nonprofit community development corporation called the Walnut Way Conservation Corporation.

Adams' experience in community development told her that if Walnut Way was going to enjoy a revitalization, the neighborhood association would need to form partnerships and leverage outside resources. That search for partners led Adams to the COPC at the University of Wisconsin at Milwaukee (UWM). Walnut Way and UWM began working together in 1998, when UWM's then-chancellor Dr. Nancy Zimpher was emphasizing the need to increase the university's involvement in the community.

UWM and Walnut Way have always been very intentional in forming their partnership, says Adams: "The relationship was facilitated by sitting and listening to each other." During regular meetings at the university and in the community, the parties soon established shared goals, an exercise that Adams says "really required both sides to stretch." For example, Walnut Way decided to focus on offering services for UWM students, a goal that has involved providing myriad learning opportunities in the community. The university has been striving to give community residents access to UWM facilities and programs.

Adams has been a key supporter of these activities, helping both UWM and Walnut Way meet their partnership goals. That job has been made easier by the fact that Adams now serves as the university's community scholar in residence, a position that involves facilitating and coordinating all university partnerships projects with Walnut Way. UWM created Adams' position to enhance its

community development efforts and to bring a community member's perspective to university engagement activities. "For me it is a wonderful community benefit," says Adams. "Without a scholar in residence . . . it can become fragmented."

Dr. Cheryl Ajirotutu, associate professor of anthropology at UWM, says she believes that Adams' role has helped the partnership succeed. "Ms. Adams acts as the liaison between the university and the community (and) it improves the experience for both parties," says Ajirotutu. "There has to be someone involved in the partnership that is duty-bound for the community."

Capturing Walnut Way's History

The partnership between UWM and Walnut Way has resulted in many successful projects. The university's Department of Architecture and Urban Planning has helped residents develop a neighborhood plan. Campus Design Solutions, a UWM project to improve and enhance the physical environment of both campuses and communities, has worked with Walnut Way residents to design a model street and a community farmers' market. Since 2003, residents have been operating an open-air market to sell the flowers that they grow in community gardens. Construction of a permanent facility for the market, which residents hope will become a destination point for other city residents, is expected to take place in fall 2004. The street design will serve as a guide for future redevelopment efforts.

Chief among the partnership's successes, says Adams, is an oral history project that has been instrumental in helping the Walnut Way Conservation Corporation develop a mission for itself and a vision for its neighborhood. The project is documenting Walnut Way's history, tapping the knowledge of the community's elders, and exposing UWM students to the neighborhood.

"Recent research has confirmed that our neighborhood is rich, but this is not what students see as they move in," says Adams. "Many [students] are from nonurban environments and have not lived in a primarily African American neighborhood. We have been very intentional about bringing students in and making them feel welcomed and part of the neighborhood."

During the community's first oral history project, several students were invited to share a meal at the homes of the people they interviewed and some accepted invitations to return for Thanksgiving dinner. Although these dinners were not a formal part of the project, they helped build relationships and ensure that students do not just come into the community once and then leave, says Adams. Students are also invited back to assist with the community garden bulb planting and flower harvest and to attend a neighborhood festival that celebrates community accomplishments.

Looking to the Future

Not willing to rest on past successes, Adams is keeping her eye on the future. She sees the relationship with UWM continuing and wants to bolster that partnership by developing a sustainability plan. "It is really about developing relationships and making sure that everyone is benefiting," she says.

For more information, contact Sharon Adams, Walnut Way Conservation Corporation, 1216 West Walnut Street, Milwaukee, WI 53205, phone (414) 264–2326, e-mail walnutway@sbcglobal.net. ■

Indiana University-Purdue University

Executive Vice Chancellor Sets the Tone for IUPUI Urban Mission

Dr. William Plater has always been interested in using literature to understand society's pressing issues. This blending of scholarship and activism was the focus of his doctoral dissertation. It has driven his teaching over the past three decades. And it has been the hallmark of his work as executive vice chancellor at Indiana University-Purdue University Indianapolis (IUPUI), where he has helped faculty and students become actively engaged in the life of their local community.

Dr. Plater

Plater's commitment to community engagement took root when he was relatively young. As an undergraduate at the University of Illinois at Urbana-Champaign (UIUC) during the 1960s, he cared deeply about the civil rights movement and helped administrators at UIUC respond publicly to the assassination of Martin Luther King in 1968. He protested against the Vietnam War and helped to establish the Volunteer Illini Project, a student-run, community-based volunteer organization that is still active at UIUC. When Plater left Illinois in 1983, after earning three degrees and serving for 6 years as associate director of the School of Humanities, he took with him a keen interest in how society could influence what happens in the classroom and vice versa.

Indeed, when Plater arrived at IUPUI in 1983 to serve as dean of the School of Liberal Arts, he was eager to learn about the issues affecting his new community. He was not entirely pleased with what he heard. The area of Indianapolis now occupied by the 270-acre IUPUI campus had once been a vibrant cultural center known especially for its trend-setting jazz clubs. But over a period of more than two decades, university expansion efforts had virtually obliterated the neighborhood's residential and commercial areas, forcing most residents to find new homes across the White River. Before long, the only thing connecting the university with its former neighbors was a bridge.

Ironically, that bridge provided Plater with an unexpected opportunity to heal the rift that had so long divided the university and its former neighbors. Soon after he arrived at IUPUI, a student in the College of Liberal Arts received an award for writing a play set at this community landmark. Eager to mend fences, Plater invited former neighborhood residents to join IUPUI faculty in viewing a student performance of *The Bridge* at IUPUI and to share a preperformance dinner at Christamore House, an historic community center that had been established in 1905 as part of Jane Addams' Settlement House movement.

"We all got together and made spaghetti and we had a discussion about what had happened to the families here," remembers Plater. "Families got up and told stories about how they had been moved out, about the sense of loss they felt, and the fragmentation that had occurred in the community. In some ways, the conversation was heartwarming, but it was also an opportunity to exorcise some demons. Folks who moved from the IUPUI campus to the Westside neighborhood had a very real sense of alienation. And it didn't just affect the people who had moved. Their children and, in many cases, their grandchildren also felt that they had been displaced."

There were other issues as well. Residents complained that there were too few employment opportunities for them at IUPUI. They also expressed the feeling that the university "was not very friendly," says Plater.

Getting Their Act Together

The lessons he learned at the spaghetti dinner stayed with Plater for years; he says he will never forget the experience. When Plater was appointed IUPUI's dean of the faculties in 1987 and executive vice chancellor in 1988, he began to act on what had, by then, become a very personal commitment: to help the university become actively engaged with, and more responsive to, its community.

"We began to believe we should take on civic engagement as our mission," says Plater. "And it was my view that we really had to begin this with our geographic neighbors. We couldn't take pride in civic engagement in central Indiana and Indianapolis if we hadn't first demonstrated that we were a good neighbor to the community that surrounded us."

The timing could not have been better. While the university was thinking about reaching outward, the community was also going through a major transition. Leaders from the Westside neighborhoods of Stringtown, Haughville, and Hawthorne had recently joined forces to establish the Westside Cooperative Organization (WESCO) so they could work together to improve the entire community. WESCO's first undertaking involved a partnership with the city of Indianapolis that brought the Weed and Seed crime prevention initiative to the neighborhoods. Now the organization wanted to develop an economic plan for Westside that addressed land use, attracted key industries, built the capacity of small businesses, and helped local residents find jobs. The organization also wanted to reestablish neighborhood schools and develop programs for neighborhood children.

"We laid down a strategy and a strategic plan for what we wanted to do," says Olgen Williams, director of Christamore House and president of WESCO during this period. "We began to realize that we as a community had value in ourselves and we could make changes. Our community turned the corner. We empowered ourselves and things began to look a little bit better."

Olgen Williams

While making plans for the community's future, neighborhood leaders recognized that they could not move forward without having all local stakeholders, including IUPUI, involved. That's when WESCO contacted the university.

"We asked them to come and have a conversation with us about ways we could work together to build a better community and to build a stronger urban university," says Williams. "We decided to reach out, in a civil and respectful way, a hand of friendship."

The Meeting

Like the spaghetti dinner, Plater's second meeting with community residents took place at Christamore House. This time, then-Chancellor Gerald Bepko led the IUPUI delegation. While the university was still viewed with some suspicion by community leaders after the meeting ended, those suspicions began to dissipate when IUPUI scheduled additional meetings with the WESCO leadership and promised that the chancellor or vice chancellor would personally attend those meetings. Later on, when IUPUI decided to apply for a COPC grant, the application process and the subsequent grant period sealed the partnership and gave the university an opportunity to regain some of the trust it had lost years before.

"They took our strategic plan and made it the groundwork for the COPC," says Williams. "From that point on, the relationship has just blossomed to a wonderful relationship, a wonderful friendship. The animosity, hatred, distrust, and dislike are not there anymore."

Results

When asked about the partnership's most impressive success, both Plater and Williams point to the George Washington School, a community school

"WE BEGAN TO REALIZE THAT WE AS CHANGES . . . WE EMPOWERED OURSE

Students on IUPUI campus.

that IUPUI and WESCO worked together to reopen. The Westside neighborhood has not had a school within its boundaries since Indianapolis started busing minority students to the suburbs as part of a desegregation plan initiated in the 1970s. The city has been phasing out that plan since 1998, paving the way for the resurrection of inner-city schools.

"We were able to work with the city and the school district and the neighborhood organization to reopen the George Washington School and to use education as the organizing principle for the future of that community," says Plater. "Personally, that gives me the greatest sense of pride because it is a source of pride for the community and it is going to be a vehicle for the community to grow and develop and change. As the students come through this full-service school and through high school, we hope they will come directly to IUPUI for college."

Plater is also happy that IUPUI faculty, students, and staff seem to have become more aware and more supportive of the university's urban mission since the WESCO partnership began. "It is now a matter of pride at IUPUI," says Plater about community engagement. "I'm sure that if you were to stop faculty and staff, and certainly a lot of students, and talk to them about this, they would be able to say with a surprising degree of articulation what the purpose of the university is. That just was not there in the late 1980s and that is a welcome change. I really think it has been the making of IUPUI."

Attitudes are changing in the community as well, says Williams. "The people are comfortable that the university is not going to come over across the river and take this whole neighborhood over," he says. "And we are now comfortable inviting them to come over and try to do some things in this neighborhood. There is room for us to co-exist. In fact, we encourage the continued growth of the university. That growth can help us. We have trust and communication now, whereas before they ignored us. We are also more educated and knowledgeable about how to do business with the powers that be."

Keys to Success

IUPUI's community engagement strategy has succeeded at least in part because Plater supports it. "It is hard for people to say no when the vice chancellor's office asks them to come to a meeting," he says. "We don't let them off the hook easily." Plater maintains that several other factors have also contributed to making community engagement a popular campus initiative.

First, the presence of strong professional schools on campus—from medicine and nursing to social work and education—has helped move the community

A COMMUNITY HAD VALUE IN OURSELVES AND WE COULD MAKE LVES AND THINGS BEGAN TO LOOK A LITTLE BIT BETTER."

engagement agenda along. "You can't prepare professionals in those fields without interacting with clients and patients in the community," says Plater. "Our professional schools already understood this. So it was really easy to convince them that having a coordinated approach and working together across school lines made sense for everyone."

Second, as vice chancellor, Plater had the opportunity to influence the allocation of financial resources to the community engagement initiative. As a result, he says, these activities became part of IUPUI's permanent budget very early in the process, leading to the establishment of the Center for Service and Learning and a large community service scholarship program. "Too often service learning programs and things like COPC depend on temporary money," he says. "The money runs out and the program ends or it goes from an office to a desk-drawer operation."

Finally, and most importantly, says Plater, WESCO helped IUPUI "get our act together." "What made the difference was being able to be in conversation with a group of people who willingly expressed their views of the university, what it could do, what it had not done, what it needed to do," says Plater. "And we were able to really listen to them and to understand what they were saying instead of assuming that we knew."

"I learned a great deal," Plater continues. "I didn't like hearing some of the complaints about how we had exploited and misused people in the past. I didn't like some of the accounts of the way in which families were dislocated. I didn't like the stories about the indifference of the university. I didn't like finding out that people thought our employment office treated them badly. These were things that we began to act upon, but it required hearing the community speak for itself and taking it seriously. It required us to say that they know more about themselves than we do."

For more information, contact Dr. William Plater, executive vice chancellor, IUPUI, 425 University Boulevard, Indianapolis, IN 46202–5143, phone (317) 274–4500, e-mail wplater@iupui.edu; or Olgen Williams, director, Christamore House, 502 North Tremont, Indianapolis, IN 46222, phone (317) 635–7211, e-mail williams@christamorehouse.com. ■

Dynamic architecture, a staple of the IUPUI campus.

Conclusion

By Mary Ellen Mazey, Ph.D.

Dr. Mary Ellen Mazey is dean of the College of Liberal Arts at Wright State University (WSU) in Dayton, Ohio. A professor of urban affairs and geography at WSU, Mazey was founding director of the university's Center for Urban and Public Affairs. From 1993-96, she was distinguished professor of professional service at WSU. In 1996-97 she was appointed director of the Office of University Partnerships (OUP) in the U.S. Department of Housing and Urban Development (HUD).

Dr. Mazey

Over the past 10 years HUD has become an important catalyst for partnership building at the local level. By initiating and sustaining the Community Outreach Partnership Centers (COPC) program, HUD has facilitated hundreds of partnerships that are successfully addressing the most critical social and economic issues that this country is facing—poverty, education, housing, and local neighborhood capacity building.

Colleges and universities have benefited in two important ways since COPC was established in 1994. Monetary grants distributed through the program have been extremely helpful in allowing institutions of higher education (IHEs) to become actively engaged in their local communities. In addition, the program's guiding principles have helped inform the engagement work of COPC grantees and have helped to ensure the success of that work. The scholars and policymakers who envisioned COPC a decade ago—and the administrators who have implemented the program since then—had a keen understanding of the characteristics that must be present if campus-community partnerships are to be successful. These characteristics, which become second nature to every COPC grantee, include:

- **Grassroots Ownership.** Campus-community partnerships will never succeed unless local residents are intimately involved in making decisions about what outreach, technical assistance, and applied research work will be implemented in their neighborhoods. Guided by this principle, neighborhood residents, community-based organizations, and university representatives have learned to work collaboratively through the COPC program. Together, they have identified critical issues in their local communities and, together, they have carried out strategies to resolve those issues.

- **Scholarly Expertise.** Even when community members take ownership of their problems and solutions, they still depend on the plentiful resources that colleges and universities can bring to bear on local issues. The COPC program has given IHEs a powerful incentive to apply their scholarly expertise to the challenges facing their neighborhoods. Research activities, which in previous years might have been carried out in a vacuum, now are tied closely to outreach activities. As a result, local communities receive the tools they need to help themselves.

- **Institutional Commitment.** The COPC program encourages colleges and universities to make a long-term investment, both financial and human in their local neighborhoods. In this way, community outreach becomes part of the institution's mission and determines the way the institution does business, the way it educates its students, and the way it relates to its neighbors. This institutional commitment is what sets COPC apart from other grant programs. Without such a commitment, COPCs would only be as good as their latest grant. With this commitment, COPC goals are the university's goals.

As the COPC program enters its second decade, our challenge will be to continue applying its model of engagement . . . to the new and more complex issues that we will undoubtedly encounter in the future.

As the COPC program enters its second decade, our challenge will be to continue applying its model of engagement—a model that has served us well—to the new and more complex issues that we will undoubtedly encounter in the future. In addition, we will need to take deliberate action to strengthen the existing partnerships in our COPC neighborhoods and to establish additional partnerships in new communities. Meeting this challenge will call for creative thinking at the local level; at the national level, it will require that HUD and OUP find new and creative ways to support our endeavors.

OUP has a proven track record of responsiveness to the changing needs of its grantees. Since the New Directions grant was introduced in 1999, OUP has provided existing COPCs with the means to take their community engagement work to the next level by expanding successful partnerships and tackling new

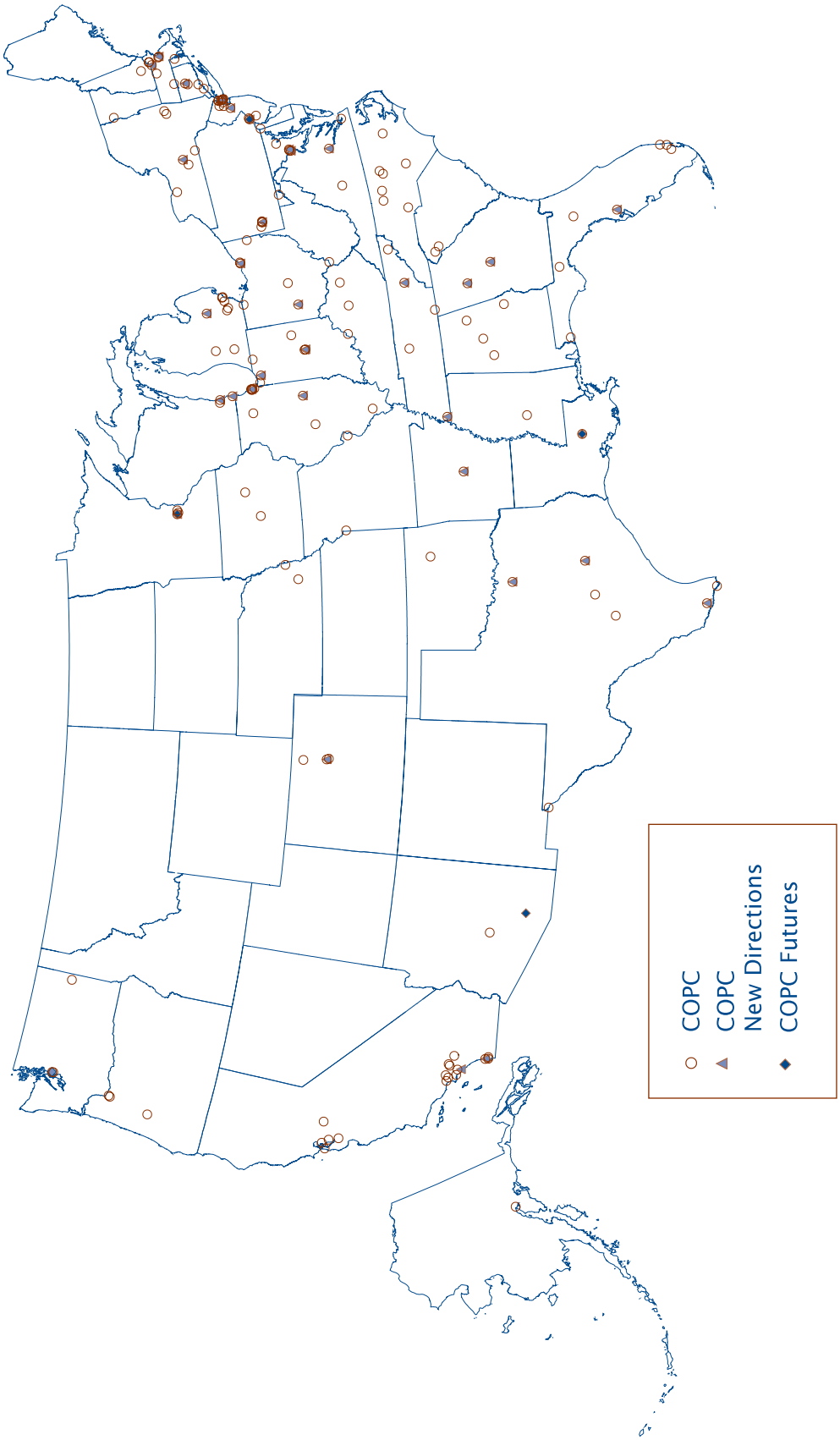
areas of outreach. The Community Futures Demonstration Program, instituted in 2003, allows COPCs to expand their urban missions even further by developing needed housing plans and addressing issues of community growth.

This federal responsiveness will continue to be important as colleges and universities, and their community partners, strive to expand even further the roles they play in the revitalization of neighborhoods, cities, towns, and counties across the country. Together, HUD and IHEs can ensure that more communities will be touched by "the power of partnership," which we celebrate in this anniversary publication. Together, we can use that power to transform distressed communities into vibrant collaboratives that bring about positive changes at the local level and, in the process, improve the quality of life for all Americans. ■

Together, HUD and IHEs can ensure that more communities will be touched by "the power of partnership" . . . together, we can use that power to transform distressed communities into vibrant collaboratives that bring about positive changes at the local level and, in the process, improve the quality of life for all Americans.

Appendix

The Evolution of COPC



COPC Grantees 1994–2003

1994

Arizona State University
Barnhard College/Columbia University/City College of the City University of New York
Duquesne University
Merrimack College
Michigan State University/University of Michigan/Wayne State University
Pratt Institute
San Francisco State University/University of California at Berkeley/Stanford University
Texas A&M University
Trinity College
University of California, Los Angeles
University of Illinois at Chicago
University of South Florida
University of Texas–Pan American
Yale University

1995

Case Western Reserve University/Cleveland State University/Cuyahoga Community College
DePaul University
George Mason University/Northern Virginia Community College
Georgia State University/Georgia Institute of Technology
Marshall University
Milwaukee Area Technical College/University of Wisconsin-Milwaukee
University of Alabama at Birmingham/Miles College/Lawson State Community College
University of Delaware/Delaware Technical and Community College
University of Florida/Santa Fe Community College
University of Illinois at Urbana-Champaign
University of Massachusetts Boston/Bunker Hill Community College/Roxbury Community College
University of Memphis/LeMoyne Owen College
University of Tennessee, Knoxville
University of Texas at Austin

1996

Central Connecticut State University
Howard University
Hunter College
Los Angeles Trade Technical College
Northeastern University
Ohio State University
Portland State University
Stillman College
Temple University
Tulsa Community College
University of California, Davis
University of Massachusetts Lowell
University of Michigan–Flint
University of Pennsylvania
University of San Diego

1997

Brooklyn College
Buffalo State College
Clemson University
Fitchburg State College
Indiana University-Purdue University Indianapolis
New Hampshire College
San Jose State University
Santa Ana College/University of California, Irvine
University of California, San Diego
University of Missouri–Kansas City
University of Nebraska at Omaha
University of North Carolina at Chapel Hill/Duke University
University of North Texas
University of Rhode Island/Rhode Island School of Design/Roger Williams University
University of Wisconsin–Parkside
Virginia Commonwealth University

1998

East Tennessee State University
Fayetteville State University
Florida Atlantic University
Florida International University

Community Outreach Partnership Centers (COPC)

Through its COPC initiative, HUD's Office of University Partnerships, provides 3-year grants of up to $400,000 to encourage institutions of higher education granting 2- to 4-year degrees, and consortia of these institutions, to join in partnerships with their communities. Funds from this program are used to establish centers that address the problems of urban areas.

COPCs play an active and visible role in community revitalization—applying research to real urban problems, coordinating outreach efforts with neighborhood groups and residents, acting as a local information exchange, galvanizing support for neighborhood revitalization, developing public service projects and instructional programs, and collaborating with other COPCs. In neighborhoods nationwide, COPCs are responding to the most urgent needs of urban communities, thus institutionalizing their joint efforts to revitalize local communities.

COPC New Directions Grantees

Introduced in 1999, the New Directions program provides former COPCs 2-year grants of $150,000 to help expand their existing COPC program, and to develop new activities in their target neighborhoods or new projects in new target neighborhoods.

COPC Community Futures Demonstration Grantees

Through this program HUD's Office of University Partnerships awards 3-year grants of $250,000 to $400,000 to schools of architecture, planning, or design—at 2- and 4-year colleges, and universities—in housing design awards and planning awards. These funds are used to establish and operate COPCs to:

- Develop case study housing plans that incorporate innovative technologies, good design, energy efficiency, universal design, accessibility and affordability, so that homes can become economically viable and marketable in the local area.
- Develop long-range plans that address future growth and development trends in these areas or region.

1998 *(cont'd)*

Illinois Institute of Technology
Iowa State University
Kean University
Rutgers University
University of Alaska, Anchorage
University of Arkansas at Little Rock
University of Colorado at Denver
University of Illinois at Springfield
University of Louisville
University of Maryland, Baltimore
University of Minnesota/Macalester College/Metropolitan State University
University of North Carolina at Charlotte
University of North Carolina at Greensboro
Wright State University

1999

Butler University
Cornell University
Georgetown University
Howard University*
Loyola University, Chicago
Lynchburg College
Mercer University
Occidental College
Pratt Institute*
Rowan University
Springfield College/Springfield Technical College/American International College
State University of New York at Cortland
University of Michigan–Flint*
University of Oregon
University of South Florida*
University of Tennessee at Chattanooga
University of Tennessee, Knoxville*
University of Texas–Pan American*
University of Toledo
University of Vermont
University of West Florida
Valparaiso University

2000

Auburn University
Ball State University
Barry University
California State University, Hayward
Danville Community College
DePaul University*

Duquesne University*
Indiana University Northwest
Medgar Evers College
Medical College of Wisconsin
Seattle Central Community College
Texas A&M University*
Tidewater Community College
Trinity College, Hartford*
University of Denver
University of Memphis*
University of Northern Iowa
University of Pennsylvania*
University of Pittsburgh
University of Rhode Island*
University of Southern California
University of Wisconsin–Parkside*
Western Michigan University
Youngstown State University

2001

California State Polytechnic Institute
Calvin College
Cleveland State University*
Eastern Michigan University
Gadsden State Community College
George Mason University*
Georgia State University*
Housatonic Community College
Louisiana State University
Montclair State University
New Jersey City University
Rennselaer Polytechnic Institute
Southern Illinois University Carbondale
Texas Southmost College
University of California, Irvine*
University of California, San Diego*
University of Chicago
University of Colorado at Denver*
University of the Pacific
University of Illinois at Urbana-Champaign*
University of Kentucky
University of Minnesota*
University of Missouri
University of Nebraska, Nebraska
University of Texas at Brownsville

2002

Claremont Graduate University
Colorado State University
East Carolina University
Frostburg State University
Mercer University*
Morehead State University
Northern Essex Community College
Northern Illinois University
Robert Morris University
Rutgers University *
San Diego Community College District
Spokane Falls Community College
State University of New York at Binghamton
University of Arkansas at Little Rock*
University of Massachusetts, Lowell*
University of Michigan–Dearborn
University of North Texas*
University of Texas Health Science Center at San Antonio
University of Washington
University of Wisconsin–Milwaukee*
Vanderbilt University
Virginia Commonwealth University*

2003

Anderson College
Butler University*
California State University, Long Beach
Florida State University
Indiana University-Purdue University Indianapolis*
Louisiana State University**
Point Park College
Portland Community College
Rochester Institute of Technology
State University of New York at Cortland*
University of California, Riverside
University of Notre Dame
University of Arizona**
University of Massachusetts Boston*
University of Minnesota**
University of Pennsylvania**
University of Texas at El Paso
University of Washington**
Valparaiso University*
Winston-Salem State University
Wright State University

* COPC New Directions Grantees
** COPC Community Futures Demonstration Grantees

Office of University Partnerships Staff

Armand Carriere, Associate Deputy Assistant Secretary for University Partnerships
U.S. Department of Housing & Urban Development
Office of University Partnerships
451 Seventh Street, SW
Room 8106
Washington, DC 20410
Phone: (202) 708-3061, ext. 3181
Fax: (202) 708-0309
Armand_W._Carriere@hud.gov

Susan Brunson, Program Analyst
U.S. Department of Housing & Urban Development
Office of University Partnerships
451 Seventh Street, SW
Room 8106
Washington, DC 20410
Phone: (202) 708-3061, ext. 3852
Fax: (202) 708-0309
Susan_S._Brunson@hud.gov

Kinnard D. Wright, Grant Specialist
U.S. Department of Housing & Urban Development
Office of University Partnerships
451 Seventh Street, SW
Room 8106
Washington, DC 20410
Phone: (202) 708-3061, ext. 7495
Fax: (202) 708-0309
Kinnard_D._Wright@hud.gov

Ophelia Wilson, Grant Specialist
U.S. Department of Housing & Urban Development
Office of University Partnerships
451 Seventh Street, SW
Room 8130
Washington, DC 20410
Phone: (202) 708–3061, ext. 4390
Fax: (202) 708-3722
Ophelia_H._Wilson@hud.gov

Madlyn Wohlman-Rodriguez, Grant Specialist
U.S. Department of Housing & Urban Development
Office of University Partnerships
451 Seventh Street, SW
Room 8106
Washington, DC 20410
Phone: (202) 708-3061, ext. 5939
Fax: (202) 708-3722
Madlyn_S._Wohlman-Rodriguez@hud.gov

Sherone Ivey, Grants Specialist
U.S. Department of Housing & Urban Development
Office of University Partnerships
451 Seventh Street, SW
Room 8106
Washington, DC 20410
Phone: (202) 708-3061, ext. 4200
Sherone_E._Ivey@hud.gov

Chantelle Stoddard, Program Assistant
U.S. Department of Housing & Urban Development
Office of University Partnerships
451 Seventh Street, SW
Room 8106
Washington, DC 20410
Phone: (202) 708-3061, ext. 5847
Chantelle_L._Stoddard@hud.gov

U.S. Department of Housing and Urban Development
Office of University Partnerships
451 Seventh Street, SW
Washington, DC 20410–3000

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