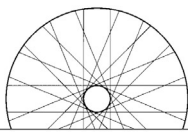




Research and Documentation Component

Social Change Leadership from the Inside

**A Group Portrait of the 2003
Leadership for a Changing World
Awardees**



Research Center for Leadership in Action

Robert F. Wagner Graduate School of Public Service
New York University





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Awardees**

by Faith McClellan and Joan Minieri

with Jennifer Dodge, Erica Foldy, Amparo Hofmann-Pinilla
Marian Krauskopf, Sonia Ospina

April 15, 2005



2003 Leadership for a Changing World Awardees

(listed by organization)

Abused Deaf Women's Advocacy Services

Seattle, WA
Marilyn J. Smith
www.adwas.org

Chicago Arts Partnerships in Education

Chicago, IL
Arnold Aprill
www.capeweb.org

Domestic Workers Home Care Center and United Domestic Workers of America

San Diego, CA
Fahari Jeffers, Ken Seaton-Msemaji
www.udwa.org

Great Leap Inc.

Los Angeles, CA
Nobuko Miyamoto
www.greatleap.org

Hawaiian Community Assets

Wailuku, HI
Blossom P. Feiteira, Kehaulani Filimou'atu
keokala3@yahoo.com

Independent Press Association-New York

New York, NY
Abby Scher
www.indypressny.org

Lawndale Christian Development Corporation

Chicago, IL
Richard Edward Townsell
www.lcdc.net

Low-Income Families' Empowerment through Education (LIFETIME), Oakland, CA

Sylvia Cabrales, Heather E. Jackson, Leilana Luia, Anita M. Rees, Diana Spatz
www.geds-to-phds.org

Montana Human Rights Network, Helena, MT

Christine Kaufmann, Ken Toole
www.mhrn.org

New York Lawyers for the Public Interest

New York, NY
Eddie Bautista
www.nylpi.org

Ohio Employee Ownership Center

Kent, OH
John Logue
http://dept.kent.edu/oeoc/

Parents United for Responsible Education (PURE), Chicago, IL

Johnny O'Neal Holmes, Wanda Hopkins, Ismael Vargas, Julie Woestehoff
www.pureparents.org

Piñeros y Campesinos Unidos del Noroeste (PCUN), Woodburn, OR

Ramón Ramírez
www.pcun.org

Rural Organizing Project

Scappoose, OR
Marcy Westerling
www.rop.org

Southeast George Communities Project, Inc.

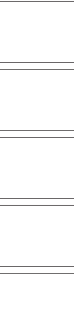
Lyons, GA
Andrea G. Cruz
www.segacommunitiesproject.org

Tenants' and Workers' Support Committee of Northern Virginia, Alexandria, VA

Sheryl A. Bell, Jon Liss, Silvia D. Portillo, Edgar Rivera, María Amalia Ruíz
www.twsc.org

The Village of Arts and Humanities

Philadelphia, PA
Lily W. Yeh
www.villagearts.org



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We are especially grateful to the 2003 Leadership for a Changing World awardees, who generously shared their time and insights with us. Each of the awarded organizations spent several hours being interviewed about their work. In addition, the awardees collaborated to review and revise the text presented in this report.

We particularly want to thank the Ford Foundation for its generous support for the Research and Documentation effort.

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Overview

The Research and Documentation team at New York University’s Research Center for Leadership in Action has produced this report in order to shed light on key similarities and differences among the 2003 Leadership for a Changing World and to provide a portrait of the group as a whole.

Leadership for a Changing World is a recognition program that supports community-based social justice leaders from across the United States. Each year, the program recognizes 17-20 community-based leaders and leadership groups throughout the United States. In 2003, Leadership for a Changing World competitively selected 17 leaders and leadership groups from an applicant pool of approximately 1400.

The Leadership for a Changing World awardees work across a diverse array of issues, including economic and community development, health, immigrant advocacy, housing, the arts, education reform, and labor advocacy—just to name a few. The awardees are men and women of all ages and from diverse backgrounds and communities. Among other roles, the awardees are community organizers, journalists, politicians, artists, educators, and national policy leaders.

What unites this diverse group is a deep commitment to social change, economic and social justice, and human rights. The group also shares a belief that collaborative, community-based leadership is a primary vehicle for igniting and maintaining social change.

A critical component of the Leadership for a Changing World program is the Research and Documentation Component, based at the Research Center for Leadership in Action at New York University’s Robert F. Wagner Graduate School of Public Service. The Research and Documentation project team uses a multi-modal approach and collaborative methodologies to generate new knowledge about the processes of leadership. Leadership for a Changing World awardees are co-researchers in this effort. The insights from this research are being captured in a series of reports. Initial documentation can be found at www.wagner.nyu.edu/leadership.

As part of its work with the Leadership for a Changing World awardees from 2003, the Research and Documentation team sought to explore in depth the approaches that this unique group of leaders uses to accomplish their daily work. What challenges do they face, and how do they address these challenges? How do they structure their organizations and their work? What do they have in common, and what makes them unique?

To explore these questions members of the research and documentation team engaged all 17 awardees organizations in a series of phone interviews in the spring and summer of 2004. We spent several hours talking with each of the awardees and their colleagues about their histories, strategies, structures, challenges, accomplishments and day-to-day work. We are grateful to them for generously sharing their time and their knowledge.

Rather than summarizing each individual story or attempting to relay all aspects of each organization’s work, we highlight information based on themes that we hope are interesting and applicable to awardees. We also provide case examples that offer details on the work of individual groups, based on themes and topics that recur across organizations. The choice to offer one example per topic is meant to demonstrate a range of experiences and insights—often other organizations have equally compelling stories on the same topic.



The structure of this portrait is in two parts. The first section, “Case Examples of Strategic Leadership,” provides an in-depth look at the strategic choices that the organizations make in relation to four themes:

- Strategies for Engaging Constituents
- Collaborative and Decentralized Leadership
- Strategic Alliances
- Cross-Cultural Understanding

8 The second section, “Comparative Information about the Organizations,” provides a summary of basic characteristics of Group 3. Examples are issue areas, activities, membership, board structures, budgets, and funding. We focus on comparing the characteristics of the different organizations, rather than looking at the individual organizations in depth.

We hope that the information presented here will help spark dialogue among the organizations, and increase a comparative understanding of their work in relation to each other.

Section One Case Examples of Strategic Leadership

Engaging Constituents

Supporting Collaborative and Decentralized Leadership

Building Strategic Alliances

Promoting Understanding Across Cultures

Case Examples of Strategic Leadership

In their interviews, the awardees and their colleagues offered a wealth of rich information about how they do their work. They shared their strategies for being effective in ways that reflect the real needs and the vision of their communities. In this section, we present examples of strategic leadership based on the interviews.

To get the information presented here, we conducted approximately three hours of interviews with representatives from each organization. Each interview was fully transcribed. We then summarized the set of interviews for each individual organization, and reflected on the key leadership strategies of the organizations in relation to each other.

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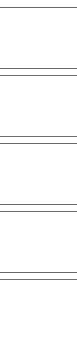
In this section, we do not attempt to capture or comment on the full range of strategies and the complex ways in which awardees fulfill their missions. Instead, we present a series of themes and questions that recur across organizations. These are:

- Theme #1: Engaging Constituents
How do the organizations engage their constituents in their communities and in work of their organizations?
- Theme #2: Supporting Collaborative and Decentralized Leadership
How do the organizations structure collaborative and decentralized leadership?
- Theme #3: Building Strategic Alliances
How do the organizations build strategic alliances to further their goals?
- Theme #4: Promoting Cross-Cultural Understanding
How do the organizations promote understanding across cultures?

We further break these down into topics and provide a case example for each topic. These are further described in the introductory page that proceeds each of the four themes.

In order to show the breadth of the awardees' work, there is at least one case example on the work of each organization. Some organizations appear twice, when doing so helps illustrate a topic more fully. We highlight case examples that effectively illustrate the topic, but please keep in mind that these often represent other examples we could have chosen instead. Awardees also have many additional ideas, programs and great strategies not included here.

We hope these case examples will help the awardees learn about one another's work and spark further conversation on leadership strategies and challenges.



Defining Constituents and Communities

Because we often use the terms “constituents” and “communities” in the following sections, it is important to define these terms. The LCW awardee organizations understand constituencies in multiple ways that may even evolve and change over the life of the organization. Some work on the basis of accountability—constituents are those whom the organization must answer to for its use of resources and in evaluating its effectiveness. Some define their constituents as other organized groups, not just individuals, such as unions as well as workers. Others think of their constituents both as the people they directly engage in their programs, such as teachers, as well as those whose lives they ultimately hope to improve, such as children.

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For the purposes of this discussion, we define “constituents” as the people whom organizations serve, advocate for, or organize. This includes those who share a geographic community or interest area and who directly benefit from the organization’s work. For example, our definition includes those whom the organization could *potentially* serve or “recruit,” to use the language of organizing and membership-based groups.

We define “communities” as groups of people who share an area of interest, and issue area concern, and/or a geographic area. Common areas of interest include social or economic conditions, health status, race, ethnicity or gender. Common issue area concerns include human rights, economic justice, education, health, arts, or the environment. Geographic areas include neighborhoods, cities or regions.

Engaging Constituents

How do the organizations engage their constituents in their communities and in their work?

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Awardees spend considerable time and energy getting and keeping people involved in their work. Many organizations initially connect with people by addressing their immediate needs, concerns and interests. However, most awardee groups do not stop at basic service provision, one to one advocacy or a single issue focus. They enable constituents to see their concerns in the context of broader system failure or injustice. They engage constituents to further improve not only their own lives, but their communities as well. Engagement often includes skill development and intentional relationship building among constituents and between constituents and the awardee organization.

Featured examples:

Using the Arts to Rebuild Community:

The Village of Arts and Humanities Builds Skills and Creates an Environment of Hope

This organization engages residents in art-making in the streets and vacant lots of North Philadelphia, in order to realize their positive vision of shared prosperity for their community.

Modeling Self Advocacy:

Hawaiian Community Assets Gives Residents a Stake

This organization walks Native Hawaiians through the process of acquiring native homesteads, and creates community leaders as a result.

Building Relationships to Expand a Base:

Rural Organizing Project Makes the Personal Political

This organization uses informal gatherings to build relationships among constituents in Oregon who can then mobilize around what it calls “the fourth branch of government—the people.”

Turning Constituents into Leaders:

Parents United for Responsible Education Uses Workshops to Catalyze Parent Leadership

This organization trains parents to advocate not only for themselves, but for quality education throughout Chicago.

Developing Constituent-Led Solutions:

LIFETIME Meets Immediate Needs While Building Leaders

This organization engages low-income California parents as experts and leaders on the welfare reform issues that touch their daily lives.

Providing a Seat at the Table:

Piñeros y Campesinos Unidos del Noroeste Gains Strength Through Worker-Led Victories

This organization educates and organizes workers in Oregon, ultimately empowering them to negotiate on their own behalf and to strategize effectively to build a just community.

Using the Arts to Rebuild Community:

The Village of Arts and Humanities Builds Skills and Creates an Environment of Hope

When Village of Arts and Humanities co-founder Lily Yeh first entered the poor, crime-ridden streets of North Philadelphia in the mid 1980s, she saw rampant drug addiction, unemployment, homelessness, and violence. Lily chose not to work on these large-scale social problems, but rather to focus on building visible signs of hope in the community. She explains this choice: “I just feel the problem is so immense—immense and so complicated. If I engage in the negative then the drop of resources will be evaporated, absorbed and would not make any difference.”

In 1986, Lily was invited by a local artist—the renowned dancer-choreographer, the late Arthur Hall—to create an art park on a vacant lot adjacent to his studio. Lily began working on the construction of Ile Ife Park (translated from the Swahili, “house of love”). As a Chinese woman in an African-American community, Lily was widely distrusted as an outsider. It was the neighborhood children, Lily observed, who were most openly curious about her work. “They were drawn by our positive activities,” she says.

Although neighborhood children were at first the main corps of workers on the park construction, some other key adults also joined Lily’s team. Joseph “Jo Jo” Williams was the first neighborhood adult to partner with Lily, and he became an ardent guardian of the park. James “Big Man” Maxton—a former drug dealer and long-time community resident—befriended Lily when she taught him how to make mosaic designs. Big Man developed a passion for mosaic work. She and Lily became a wonderful team. Lily would design murals and sculptures; Big Man would lead the Village construction crew to build often larger than life sculptures and complete the murals with mosaic tiles. In the early years, “Big Man” was a pivotal link between Lily and the community. Later, he became the Village of Arts and Humanities’ Operations Director and served on its Board and its Leadership Team.

Over time, other residents became intrigued by the changes they saw in their community and the involvement of their children. By 1989—with the help of writer, builder, and co-founder Steven Sayre—Lily had secured funding and community support to renovate an abandoned three-story warehouse next to the Ile Ife park for use as an arts and education center.

Today, the Village of Arts and Humanities has “cleaned and greened” over 200 vacant lots in North Philadelphia and turned them into parks, gardens, performance spaces, even a tree farm. The Village has also helped to build six affordable housing units and renovate several community buildings. City-subsidized tour buses now circle through North Philadelphia—once an area off-limits to tourists—to admire the green spaces and public art.

In 2003, the Village of Arts and Humanities launched a multi-year community-based planning process called “Shared Prosperity.” Building on partnerships with design teams from the University of Pennsylvania and Temple University, North Philadelphia residents have become co-designers and visionaries of their neighborhood revitalization plan.

Lily says that her success lies in her focus on “transforming deficits into resources.” As Lily explains, art is a powerful vehicle of hope countering the systemic forces of poverty and

injustice. “Art becomes an alchemistic vehicle,” she says, “through which lead can turn into gold.”

Modeling Self Advocacy:

Hawaiian Community Assets Gives Residents a Stake

At Hawaiian Community Assets Blossom Feteira and Kehaulani Filmoe’atu engage native Hawaiians by giving them an economic stake in their land and their communities. The organization helps people to buy their own homes and exercise their rights to acquire federal trust lands deeded to native Hawaiians in the early twentieth century.

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Kehaulani says that many native Hawaiians suffer from internalized racism that they have learned living in “a white man’s Hawaii.” Although native Hawaiians arrived 2000 years before Hawaii appeared on any Western map, today they live as second-class citizens—with high rates of public assistance, incarceration, unemployment, and homelessness.

Although the Hawaiian Homes Commission Act of 1920 set aside 200,000 acres of land for native Hawaiians, most of that land is still leased to non-natives. Many who apply for homesteads wait for decades until their cases are processed—and many don’t apply at all.

Blossom explains: “For native people it’s always been very hard to be outspoken and really say, ‘I can do this.’” However, she continues, “Our elders always say, ‘Don’t keep talking about what you can do. You actually have to show me what you can do.’ So, that’s what our style is. Don’t talk about what you can do, but you better do it first.”

The organization actively supports people and walks them through the arduous process of acquiring native homesteads. When residents are too scared to go to the Department of Homesteads Office by themselves, Blossom and Kehaulani go with them. They listen to peoples’ fears, and coach them about what to say and how to fill out forms. “Once you show the people how you can do it,” Kehaulani says, “...they’re willing to take the responsibility of attempting.” As Kehaulani sees it, teaching self-advocacy requires, “actually taking them by the hand. You physically walk them there.”

Blossom adds that people get engaged in financial planning when counselors tailor solutions to their needs and goals. For example, one woman in her sixties had lived in public housing all her life and wanted to take out a mortgage to buy a home. Although most financial advisers would discourage such a financial risk at her age, Blossom recognized the woman’s deep desire to acquire a home to pass on to her children. Hawaiian Community Assets worked with her to develop financial literacy skills, plan her savings and get a loan. She became the first homeowner in her extended family.

Blossom explains that helping families to acquire their own land and homes has a deep impact on community engagement. Once native Hawaiians own land, they have a stake in the community and act as community leaders. Blossom says, “Now you got these families who are attending resident association meetings, getting up and speaking, things that they have never ever done before. And when we asked them what are you doing they were like, ‘Well, this is my place now I have to stand up for it.’ So they are no longer fearful of being criticized because they don’t own, because they don’t really live there. They are making a place for themselves in their community.”

Building Relationships to Expand a Base:

Rural Organizing Project Makes the Personal, Political

At the Rural Organizing Project, Marcy Westerling and the organizing staff support 60–70 local member chapters. Chapter activities include resisting anti-gay ballot initiatives and countering racist and anti-immigrant policies.

The organization emphasizes personal contact and uses everyday opportunities to engage rural Oregonians in conversations about politics.

When project staff visit local member groups, they don't sleep in hotels. They sleep in the homes of local group leaders. In addition, "We use what we call a grocery store model of organizing," says Marcy. "We're all going to end up in the grocery store together or picking up our mail together at the post office. And how do we use those moments as a place to continue a political conversation, a political relationship?"

Marcy explains further how the organization links personalized postcard campaigns and informal gatherings, like pizza parties, "so that everyone can get together and do their postcards together so there's some fun." If Marcy sends a postcard to try to move someone "to have a better, more open attitude towards paying taxes," she says, "I'm not just going to send you a mass-produced postcard. But instead I'm going to sign it, I'm going to add a message that says, 'It was really great to talk to you on the phone last week, thanks for all you're doing, I hope you'll keep thinking about this.'"

A personal approach helps to build relationships not only between constituents and staff, but neighbor to neighbor. "We're trying to get people to organize in their sphere of influence," Marcy says. "Nothing should happen that isn't personalized."

In the context of a personal relationship, organizers can challenge people on tough issues. For example, the organization wanted people who joined the Rural Organizing Project in support of LGBT issues to see the broader relationship with immigrant rights: "They might come in because they have a gay brother, and therefore they don't want to see him treated poorly, and so we're a logical group to get aligned with...But then they say, 'Wait a minute, these people that I really like and trust who have provided such justice around queer rights are now talking about immigrant rights. I think I have to listen to them, I can't just reject them as being wrong.' And so we're really able to take folks who have a piece of the puzzle figured out and get them to extend their analysis beyond a particular issue."

As Marcy sees it: "We're trying to influence and mobilize and create capacity around the fourth branch of government, which is the people." It's not about engaging people to change any one policy. For the Rural Organizing Project, "that's a vehicle," says Marcy, "to expand our base."

Turning Constituents into Leaders:

Parents United for Responsible Education Uses Workshops to Catalyze Parent Leadership

Parents United for Responsible Education (PURE) works to support quality public education in Chicago by training, supporting, and advocating for parent leadership in the schools. PURE uses its outreach and training workshops to address common concerns that parents have about their children's schooling, and to link these issues to opportunities for parents to take school leadership roles.

Some of PURE's workshops focus on barriers to parent involvement in the schools. According to PURE Executive Director Julie Woestehoff, these workshops include, "family counseling issues, how to discipline your child, things that we know are barriers to parents being more involved." These topics have evolved, she notes, "as staff members have gone out and talked to parents and heard what their concerns are."

PURE's workshops also help empower parents to understand school curricula and to become involved with their children's learning and development. Julie explains: "We don't go in and do just a workshop on how to help your child with their homework, although that's important. We want parents to understand what the homework should look like, what kind of work their children should be doing."

Julie sees a "circular" relationship developing in PURE's workshops—PURE staff feed information to parents, while parents add first-hand knowledge to PURE's advocacy work: "We go into a school and do a training, and we find out what the issues are at that school. We help the parents identify them, we help come up with some ideas about how to resolve them."

PURE's workshops motivate parents to become more involved in their children's schools in a variety of ways—from joining a parent patrol to attending committee meetings, to monitoring school safety and school budget expenditures, planning for new student programs or more parent involvement, and organizing parents to bring about specific improvements. In addition, when it is clear that an issue is a problem at multiple schools, PURE helps to coordinate parents' organizing efforts across schools: "They become part of our campaign to deal with this on a system-wide level rather than try to put out the little fires at every local school."

For parents who are willing to make a major commitment to working on local school reform, the Local School Councils (LSCs) provide an ideal forum to act. The LSCs are elected bodies in almost all of Chicago's elementary, middle, and high schools. Because parents hold majority representation on the LSCs, they are one of the most effective ways for parents to impact school policy decisions.

In order to ensure that LSC parent representatives are prepared for their jobs, PURE provides a full range of free training for LSC members in all areas of their legal responsibilities. This includes school budgets and principal selection and evaluation. It also includes skill-based topics such as chairing meetings, working in committees, and advocating for your children. PURE offers workshops on issues of quality education, including quality assessment, quality teaching and learning, parent involvement, special education, and arts education.

Through its workshops and outreach, PURE fulfills its goal of turning parents into capable school leaders. "We want to connect parent involvement with real quality education," says Julie, "and make parents into advocates for quality education."

Developing Constituent-Led Solutions:

LIFETIME Meets Immediate Needs While Building Leaders

California's Low-Income Families' Empowerment Through Education (LIFETIME) focuses on providing access to education as an affordable and viable alternative to welfare-to-work programs. It seeks to empower low-income parents to achieve their goals for education, employment and economic security. It meets immediate needs in ways that enable people to build skills for organizing.

The majority of individuals who approach LIFETIME come with a specific need. Many are single parents on welfare struggling with the bureaucratic hassles of approving welfare credit for going to school. LIFETIME is accessible to these individuals through a toll-free hotline and a walk-in office staffed by interns who are current or former welfare parents themselves. These interns offer peer education and one-to-one advocacy to help people address their needs.

Program Director Anita Rees explains how this peer advocacy model builds a base for organizing by linking individual to systemic concerns: “We use peer education and [peer] advocacy as an organizing tool. We show welfare parents how to take care of their personal issues and then we connect their individual problems to the larger systemic issue. We know we can’t fix everything on an individual basis, but we can make change at a system-wide level through policy advocacy. Parents are often so “beat down” by the welfare system that they need help recognizing that they are the experts on the policies that impact their families. After they get their immediate needs met, they are empowered and ready to organize. *They* need to be the ones at the table; they’re the experts.”

The organization uses its semi-annual Parent Leadership Summits and Parent Leadership Committee meetings as a place for people to explore system-wide solutions. Participants attend workshops and breakout sessions on education and welfare reform. LIFETIME trains people who are still on welfare to run these workshops. According to Anita, “It’s a lot more powerful than coming from somebody who used to be on welfare but isn’t anymore, or someone who has never been on welfare.”

Most parents who attend Leadership Summits then work with LIFETIME’s Parent Leadership Committee. They receive voter education and training on skills, such as media relations and op-ed writing. Parents also learn how to transform their individual stories into powerful testimonies to present at local and state hearings.

Anita explains how the testimonials help people to recognize the power in their own stories while putting their policy solutions forward: “It’s important for parents to find their voice and develop their story and testimony to include the statistics and research that support the need to invest in education and training for low-income parents. We’re most effective when we hit policy-makers and the public in the heart and in the head—offering both recommendations for change and real life stories. Policy-makers don’t always know what’s best for low-income families because they’ve never lived our experience.”

Providing A Seat at the Table:

Piñeros y Campesinos Unidos del Noroeste Gains Strength Through Worker-Led Victories

Piñeros y Campesinos Unidos del Noroeste (PCUN, or Northwest Treeplanters and Farmworkers United) transforms farm workers’ fear into “sí se puede” (can do) attitudes by training them and providing a seat at the negotiating table.

Director Ramon Ramirez explains: “For a long time the employers have used their power to maintain fear and disunity among workers.” He says, “We’re dealing with immigrants who have little education in their home countries, who don’t know their rights, who don’t know their people, who have just gotten here, who fear their employers.” Ramon explains that, because farm workers are not covered by the National Labor Relations Act, “they don’t have laws and protections that other workers have.”

Ramon works to transform workers' fear: "Little by little through our organizing, we've tried to break down those barriers and create a "si se puede" (yes we can) attitude for workers." He explains: "You give the workers tools. You teach them how to strategize, you teach them how to plan, you teach them how to articulate, you teach them how to negotiate. Then you put it into practice in a real setting."

This starts with political education. "Explaining the power dynamics, the economic dynamics that exist in a ranch," Ramon says, "...free trade, because free trade is really having an effect on agriculture. We're losing a lot of jobs. Our crops are being grown outside the U.S. now. That's having a tremendous effect."

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One primary way PCUN creates a "si se puede" attitude is by enabling workers to negotiate contracts with employers. This, Ramon says, is "the ultimate power that workers have." PCUN staff members facilitate and translate during the negotiations, but the workers themselves actually negotiate. "They know the conditions," according to Ramon, "they know what kind of salary they should make." When they negotiate on behalf of themselves and other workers "it's just magnificent to see that stuff unfolding in front of you."

PCUN also tries to teach workers not to be discouraged if negotiations don't go as planned: "We're teaching people that maybe we can't get everything that we want in the contract in one year. Maybe we have to build it into a one-year, two-year, three-year campaign."

Instead, PCUN works to emphasize to its workers the value of small victories. "It's not a straight up road, it's like Burma road where we're building all these little victories so that we can eventually empower people and get enough strength to win contracts."

Supporting Collaborative and Decentralized Leadership

How do the organizations support collaborative and decentralized leadership?

The awardee organizations do much more than talk about collaborative or shared leadership. They clearly demonstrate this leadership through their internal, organizational development. Co-directors manage several of the organizations. Most organizations rely on formal group structures for strategic direction and program oversight. This includes boards and advisory committees. Some organizations decentralize decision-making among the organization's members and constituents. Some also train constituents to serve as representatives to the broader community. In addition, many organizations provide opportunities for staff members to have a say in organizational decisions and to develop projects of interest to them. In this section, awardees offer examples of the concrete ways in which they build and maintain collaborative leadership through their organizational structures.

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Featured Examples:

Establishing Board Advisory Structures:

Chicago Arts Partnership in Education Creates a “Mixed Table” to Advise the Board

This organization brings together a diverse group of Chicago stakeholders to help shape CAPE's new strategic commitment to “action research.”

Ensuring Constituent Majority on Boards:

United Domestic Workers and Domestic Workers Home Care Center Maintain Boards in Which the “Workers See Themselves”

These partner organizations work with boards that require the involvement of California's current or former home health workers and union members.

Co-Directing an Organization:

Montana Human Rights Network Thrives Through a 10-Year Partnership

This organization's directors have learned to balance, blend, strategize and share power, as they use their co-directorship to strengthen human rights and democracy in Montana.

Structuring Membership Control:

Tenants' and Workers' Support Committee Builds Member-Driven Organizing Campaigns

This organization sustains a base of grassroots leadership in Virginia through building member-led project committees, campaigns, and Board structures.

Encouraging Staff Collaboration:

New York Lawyers for the Public Interest Takes a Team Approach

This organization's staff of lawyers, advocates, and community organizers works collectively to provide solutions to problems facing New York City's underrepresented communities.

Establishing Board Advisory Structures:

Chicago Arts Partnership in Education Creates a “Mixed Table” to Advise the Board

In 2003-04, the Chicago Arts Partnership in Education (CAPE) went through a strategic planning process that resulted in an expansion of CAPE’s mission and work. Before CAPE worked to enhance student learning through innovative arts partnerships in Chicago Public Schools. Now CAPE maintains this mission, but is also advancing a new mission of action-oriented research. As Director Arnold Aprill puts it, “We’re trying to shift the whole organization to a knowledge-building organization for the field.”

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Specifically, CAPE is committed to integrating action-oriented research into CAPE’s daily programmatic work—using the lessons learned by teachers and artists to enhance public knowledge about effective arts education practices. This commitment grows out of a belief that research should be driven by the questions and experiences of practitioners themselves.

To support its new emphasis on action research, CAPE created a new advisory structure in 2004 called the Research and Assessment Task Force. The Task Force was designed as “sounding board” for discussing, debating, and advancing CAPE’s research initiatives.

The Task Force provides an opportunity for CAPE to learn from those who support CAPE’s work but are not represented on its Board, staff, or in-school partnerships. The Task Force also helps to integrate CAPE’s research mission with its daily programmatic work. Two members from the Board’s Program Committee sit on the Task Force, and these members facilitate committee discussions about how to weave research into daily classroom activities.

The Task Force is comprised of a diverse mix of artists, teachers, principals, academics, and administrators from Chicago Public Schools. In Arnold’s words, they represent some of the “best thinkers in the city.”

The diversity of membership on the Task Force creates what Arnold calls a “mixed table”—a table of participants whose diversity of perspectives ultimately strengthens the work. As Arnold describes it, the “creative friction” caused by bringing different stakeholders to the same table is a catalyst for creativity and innovation.

Ensuring Constituent Majority on Boards:

United Domestic Workers and Domestic Workers Home Care Center Maintain Boards in Which the Workers “See Themselves”

The United Domestic Workers of America (UDW) and the Domestic Workers Home Care Center (DWHCC) are partner organizations that work together to empower their poor, worker constituents to realize broad improvements to their quality of life. UDW is a 501(c)(5) union representing 48,000 home care workers California. DWHCC is a local 501(c)(3) focused on organizing both workers and non-workers to achieve social and economic justice in their local communities. UDW and DWHCC have different board structures, but both maintain a strong priority of supporting constituent majorities on their boards.

At UDW, the board by-laws require that all voting members are union members and current or former home care workers. This includes co-founders Ken Seaton-Msemaji and Fahari Jeffers, who both worked as home care workers before founding UDW.

Prior to 2003, UDW board members were elected by member delegates at biennial conventions. At that time, those elected also served on the Domestic Workers Home Care Center

board. In 2003, the UDW board election was done by secret ballot mailed to all eligible members. This procedure will be followed in 2005.

Recently, UDW amended its constitution to reserve four non-voting “client representative” positions for the clients of home care workers. UDW made this decision in order to reflect the fact that home care clients are an important part of UDW’s constituency. Fahari says that the non-voting policy is usually irrelevant because most board decisions are made by consensus.

UDW emphasizes that its board should reflect the demographics of its home care client and worker membership. As Fahari says, the workers should “see themselves in our board members.” Reflecting the gender, age, and ethnic diversity of its membership, the UDW board has 2 men and 14 women, an age range from 28–85, and an ethnic mix including African Americans, Latinos, Vietnamese, native Americans, and Caucasians.

UDW does not require English proficiency for board membership. Instead, board meetings involve simultaneous translation, currently in Spanish and Vietnamese. Fahari says of the translation process, “It’s very challenging. Board meetings are longer, sometimes, as a result. But it’s worth it.”

Like UDW, the Domestic Workers Home Care Center (DWHCC) board of nine is comprised mostly of home care workers. Several of them are also UDW board members. However, unlike UDW, the DWHCC board represents not just home care workers but also a broader range of community stakeholders. In Fahari’s words, the board is shifting to include both “internal movement people” and “external community people.” This shift reflects DWHCC’s new emphasis on broad social and economic justice in local California communities. Currently, the DWHCC board includes home care workers, community members, professionals with technical skills, and an elected representative.

Co-directing an Organization:

Montana Human Rights Network Thrives Through a Ten-Year Partnership

Ken Toole and Christine Kaufmann have spent ten years honing the art of co-leadership. As co-directors of the Montana Human Rights Network (MHRN), the two have learned to share responsibilities and use their differing backgrounds and skills in complementary ways.

In 1992, Ken Toole was Board President at MHRN—a grassroots network of civil rights and social justice activists. Two years later, he succeeded in recruiting Christine to join him as co-Director. Currently, Ken oversees MHRN’s programmatic work. Christine oversees its research and development initiatives. Although this distinction is clear on paper, Ken says that their work “blends a lot” in daily practice. For example, the two share responsibility on research, media work, community organizing, speaking and writing.

Christine and Ken have learned to use each other as “sounding boards” when making daily programmatic decisions. Christine and Ken always talk together about financial or strategic issues before bringing these to the Board or its Executive Committee. Ken and Christine also use a lot of “back and forth” in drafting their public documents: “One of us gets an idea, bounces it off the other, then one of us writes it up, the other edits and adds.”

Because both Ken and Christine are elected state legislators, they are both frequently asked to make public comment on social issues. Together, Ken and Christine make strategic choices about who is the best “spokesperson” or “public face” on different issues as they emerge. Ken has a background researching militia movements in Montana, and he typically

serves as the MHRN spokesperson on the hard right. Christine is a lesbian woman with extensive knowledge about LGBT issues, and so she often serves as MHRN's spokesperson in this area.

However, Ken explains that these spokesperson roles are flexible: "We'll switch off if we think there's some advantage to it... Sometimes we'll think there's an advantage to having a straight guy speaking out on gay rights issues. Sometimes there's an advantage to having Christine, a woman, speaking out on hard-right stuff."

Ken and Christine also benefit from being able to divide up the responsibilities of directorship. Sometimes, they divide tasks based on interest. Sometimes, they trade off unwanted tasks using a friendly barter system. This trade-off system helps to ease the burden of responsibility for both Ken and Christine.

Structuring Membership Control:

Tenants' and Workers' Support Committee Builds Member-Driven Organizing Campaigns

The Tenants' and Workers' Support Committee (TWSC) is a grassroots organizing network in Virginia fighting for a broad range of social and economic justice reforms. Since its founding in 1986, the TWSC has supported grassroots organizing strategies and structures that are driven by its membership of predominantly low income people of color and immigrants.

To support member-driven organizing, TWSC's 750 dues-paying members are organized into specific project campaigns. These projects have distinct and autonomous leadership bodies that complement the organizational leadership of TWSC's overall board.

Current projects committees are organized around issues of health, education, youth, child care, day labor issues, and taxi laws, as well as neighborhood-based concerns. Although any TWSC member can participate on a project committee as a volunteer, the project leaders are elected internally within each project. Each of the project committees develops its own leadership structure—ranging from formal project boards to more informal co-chair models. Each project also makes its own rules for facilitating consensus and decision-making. For example, the taxi project—which represents 200 taxi drivers and owners of many different nationalities—maintains a representative from each nationality on its project board.

The roles of TWSC's project leaders and its overall Board of Directors are distinct. TWSC's overall board provides "political leadership and financial stewardship" for the organization as a whole—focusing on issues of funding, organizational development, and personnel issues. The project boards or leaders make all decisions related to their own campaigns. Although TWSC's overall board technically holds veto-power over project decisions, it has never used this authority.

Because each project elects a representative to serve on TWSC's overall board, the board is also a vehicle for the project leaders to talk together and help each other to understand how the different campaigns fit together. As Jon explains, "Part of their job is making each other understand about their project...The taxi driver representative needs to be able to explain and motivate and get others to participate in the taxi drivers' struggle."

Both TWSC's project leadership and its overall board are constituency based—all leaders or board members must be dues-paying members. Most are low or moderate income. Many are immigrants bringing professional or organizing experience from their home countries. Overall board meetings are bilingual in Spanish and English.

To further ensure diversity of representation, the TWSC membership elects two “at large” members to the overall board—representing its African-American and women’s constituencies. Director Jon Liss explains that these measures prevent the Hispanic majority from outvoting minority African-American voices, and help ensure that the organization’s female “foot soldiers” are included in high-level decision-making.

Encouraging Staff Collaboration:

New York Lawyers for the Public Interest Takes a Team Approach

The New York Lawyers for the Public Interest (NYLPI) was founded in 1976 as a non-profit civil rights law firm working to provide legal solutions to social problems faced by underrepresented communities in New York. NYLPI has developed a “community lawyering model,” in which NYLPI community organizers, advocates, and attorneys collaborate to devise legal solutions to community problems.

The inherently collaborative nature of the community lawyering model is mirrored in NYLPI’s team-based approach to work among its staff. Other than administrative and development staff, NYLPI’s staff falls under three areas—legal, intake and advocacy, and community organizing. Each week, representatives from each of these areas meet to share perspectives—community organizers share their field experience; advocates share case examples from client calls and their advocacy experiences; lawyers share ideas about legal strategies. The teams then collaboratively decide on appropriate strategies for action.

In addition, NYLPI has an administrative Coordinating Committee—comprised of the Executive Director, the General Counsel, the Pro-Bono Clearinghouse Director, and the Director of Development. This Committee meets bi-weekly to discuss organizational issues.

Although NYLPI maintains a hierarchical reporting structure, Community Organizing Director Eddie Bautista says that this structure doesn’t capture the value of “bottom-up” staff initiative to NYLPI. “The work of the office has become team oriented,” he says.

Development Director Isabel Ochoa adds, “There is a philosophy in the organization that everybody should have input and everybody should be heard.” Ideas for community campaigns, projects, and legal cases are brought to the organization by lawyers, advocates, and community organizers, and their merits are discussed by the group. Final decisions on new cases or projects are made by the General Counsel, sometimes in consultation with the Executive Director.

In addition to encouraging initiative on legal projects, NYLPI encourages staff involvement in its strategic planning. NYLPI holds mandatory staff retreats in which the organization solicits feedback for strategic planning processes. Staff are also invited and encouraged to attend board meetings.

Eddie acknowledges that challenges are inherent in NYLPI’s team-based approach. He notes that there is a “power differential” when lawyers collaborate with non-lawyers: “It’s challenging for both lawyers and organizers not accustomed to working in teams,” he says.

Overall, Eddie emphasizes that the collaborative approach lends to more creative, and more powerful legal solutions for the communities that NYLPI serves. He says that it is difficult to think of his own achievements, because he says, “they’re collective achievements.”

Building Strategic Alliances

How do the organizations build strategic alliances to further their goals?

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The awardee groups often collaborate with other organizations in order to build their power and more effectively meet their goals. This section illustrates some of the wide range of strategic alliances in which awardees engage and which they often take a lead role in developing. They work across issue areas and disciplines when necessary, including moving into the realm of electoral politics. They encourage collaboration among those with whom they work, seizing on mutual self-interest. Awardees have been able to take advantage of opportunities for uniting people in difficult situations as well as leveraging relationships to strengthen their own communities.

Featured Examples:

Using Research Alliances to Sway Policy Makers:

Chicago Arts Partnership in Education Shapes Policy by Demonstrating Alternative Curricula

This organization uses university and other research partnerships to document effective practice in arts education and to share these practices with decision-makers in the Chicago Public School District.

Turning Rivalries into Partnerships:

The United Domestic Workers of America Builds Institutional Power with a Rival Union

This organization transformed an historic rivalry into a strategic partnership with the SEIU union—a partnership that will benefit California’s home care workers and strengthen their movement.

Building Diverse Alliances:

Ohio Employee Ownership Center Sustains a Network Invested in Employee Ownership

This organization builds alliances across labor, management, unions, and community groups by drawing on the shared goal of keeping living-wage jobs in Ohio’s communities.

Leveraging Coalition Membership:

Lawndale Christian Development Corp. Organizes Locally While Building Regional Allies

This organization works for economic development in Chicago’s North Lawndale community, while supporting a broad-based coalition for state and regional reforms.

Seizing on a Coalition-Building Moment:

New York Lawyers for the Public Interest Rallies Neighborhoods Around Shared Interests

When New York City faced a garbage problem too big for one neighborhood to handle, this organization seized the opportunity to build solidarity among local environmental groups.

Linking Local Activism to Policy and Politics:

Montana Human Rights Network Unites Progressives with a Broad-based Ideology

This organization works to organize constituents around a “conscious progressive ideology” that has broad-based appeal and pulls together a diverse range of issue-based groups.

Using Research Alliances to Sway Policy Makers:

Chicago Arts Partnership in Education Shapes Policy by Demonstrating Alternative Curricula

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In the budget-crunched Chicago Public Schools, art is often the last thing on the mind of school district administrators. Yet the Chicago Arts Partnership in Education (CAPE) insists that art is not an “add on” in schools, but an essential tool for enhancing student learning. Through in-school partnerships between teachers and artists across Chicago, CAPE uses the visual and performing arts to revitalize curricula and catalyze reforms in struggling schools across the city.

The challenge, as Director Arnold Aprill describes it, is to get policy makers to listen—to “buy in” to the arts as a tool for improving schools. Rather than using what he calls “confrontation politics,” CAPE works to “build capacity in schools and demonstrate what an alternative approach looks like. Rather than saying, ‘Stop it!,’ we say, ‘Look, you could do this.’”

Strategic partnerships with universities, think tanks, and national education organizations form the bridge linking CAPE to the policy world. These institutions are especially receptive to CAPE as a partner—unlike traditional arts or youth service programs—because CAPE itself has developed the internal capacity and organizational commitment to research. CAPE is recognized nationally for its action research methods that involve teachers, artists, and students in the process of developing and documenting new arts education curricula.

One such strategic partnership is being developed with the College of Education at the University of Illinois at Chicago (UIC). UIC is overseeing the development of National Teachers Academy—a Chicago public school organized as a demonstration site for exemplary teaching. Recognizing CAPE’s strength both in developing and documenting arts curricula, UIC has asked CAPE to help plan arts programming for the school. The College of Education at UIC has the ear of the Chicago Public School system, giving CAPE a point of entry to help sway decision-makers¹ thinking about the value of the arts in schools.

Partners such as the UIC lend credibility and visibility to CAPE’s work. Partners serve as “message bearers” to the District that CAPE’s curriculum models are working. The District has already created several arts education partnership programs influenced by CAPE’s model.

Such partnerships not only connect CAPE’s work to policy-makers, but they connect teachers and artists to universities and other research institutions—an approach that helps keep arts education theory grounded in the experience of front-line practitioners. Arnold explains his goal: “that the academic world has more contact with real world of innovative practice and that the teachers and artists and kids get a sense that the resources of the universities are theirs as well.”

Turning Rivalries into Partnerships:

The United Domestic Workers of America Builds Institutional Power with a Rival Union

For 15 years, the United Domestic Workers of America (UDW) faced a “David and Goliath” battle with its rival labor union in California. UDW was founded in 1979 with a mission of organizing California home care workers for economic justice and labor reforms. As UDW gained visibility for its work, the older and larger Service and Employees International Union (SEIU) worried about losing its organizing base to UDW.

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For over a decade the two groups competed to organize and win contracts for the same pool of workers. In the words of United Domestic Workers co-founder Fahari Jeffers, it was the “Vietnam of home care.”

Then in 1999, United Domestic Workers won a major victory. After intensive campaigning by the organization, Governor Davis signed the precedent-setting “Employer of Record” law. For the first time, this law gave all California home care workers the right to unionize and to have collective bargaining.

Because the Employer of Record Law was a funded mandate, it represented a major funding opportunity for both unions. United Domestic Workers decided to file a joint state funding request together with SEIU and received a joint allocation of over \$100 million.

While the outward appearance was that of collaboration between the two groups, disputes continued, particularly over who held jurisdiction over California’s 58 counties. Although each group was awarded jurisdiction over 29 counties, SEIU had an advantage because one of its counties was the densely populated Los Angeles. Fahari explains that UDW was forced to accept this inequity in order to move forward with the SEIU partnership.

In 2000, the United Domestic Workers launched the California Homecare Council as a partnership between the two unions. United Domestic Workers co-founder Ken Seaton-Msemaji says that the decision to launch the California Homecare Council partnership involved a choice to “build, rather than war.” He explains, “By expending energy on fighting for the next decade, UDW would be unable to continue its development and effectively serve its members.”

The California Homecare Council coordinates multiple functions across the two unions, including collaboration on legislative proposals, collective bargaining strategies, and even sharing local organizing strategies. “We’ve even gone to jail together,” Fahari says.

The goals of the California Homecare Council partnership are twofold. First, the collaborations on strategies strengthen the unions’ organizing and policy work in their respective counties, and prevent them from unintentionally undercutting each other’s work. Second, the Council helps to build institutional power for political lobbying and accessing resources—together their lobbying holds more weight than on their own.

Fahari notes that there are very few examples of unions who partner together despite an overlapping labor base. With a hint of surprise in her voice, she says, “It actually works.”

Building Diverse Alliances:

Ohio Employee Ownership Center Sustains a Network Invested in Employee Ownership

The Ohio Employee Ownership Center (OEOC) supports the Ohio economy by transferring the ownership and assets of local companies to the employees themselves. By shifting asset ownership to company employees—either through Employee Stock Ownership Plans or a cooperative ownership structure—companies avoid layoffs, broaden ownership of productive assets, and anchor capital and jobs. This prevents shutdowns or outsourcing to lower-wage economies.

Director John Logue explains that the goal of employee ownership—keeping living-wage jobs in local communities—is a goal that is uniquely positioned to build alliances. He writes, “Employee ownership bridges chasms between groups. Labor and management, unions and Chamber of Commerce, agnostics and deacons all can join hands around keeping capital and jobs in the community.”

Seizing on this opportunity the OEOC sustains a diverse, network of partners who support the common goal of employee ownership. These include: cooperative business network organizations, such as the National Cooperative Business Association; local trade associations, such as the Greater Cleveland Partnership (Chamber of Commerce); community development corporations, such as the Common Wealth Fund; universities, such as Kent State (which houses and provides a fiscal conduit for the organization’s work); labor organizations, such as the Ohio AFL-CIO; and Employers’ Organizations, such as the Ohio Manufacturing Association.

The organization does not have a governing board because it is a program of Kent State University, not an independent 501(c)(3). Instead, it has an advisory board that mirrors its diverse partnerships. Board members include representatives from management, labor, government, community groups and employee-owned companies. Several board members are strategic “organizational representatives.” These members are from large groups like the State Federation of Labor who send representative delegates to the Advisory Board meetings. John explains that this type of membership helps the OEOC maintain a presence within organizations that hold significant organizing power.

John explains that, as a technical assistance provider, “We’re not in the business of pushing legislation.” Still, the OEOC does leverage the legislative organizing power of its partners. For example, it is currently collaborating with the Ohio AFL-CIO to pass their “Working Capital Initiative,” a legislative proposal designed to channel public pension fund money into an equity investment fund for Ohio companies.

In an era of rapid globalization, privatization, and asset consolidation, John acknowledges that a movement for economic asset re-distribution is an uphill battle. To sustain this movement, the OEOC relies on partnerships across sectors and across communities. In John’s words, “Movement is glacial. But there is motion. And it is forward.”

Leveraging Coalition Membership:

Lawndale Christian Development Corporation Organizes Locally While Building Regional Allies

Since 1987, the Lawndale Christian Development Corporation (LCDC) has worked to support residents of Chicago's low-income North Lawndale community through economic improvements, housing and real estate development, educational enrichment, and community organizing.

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When LCDC's Director Richard Townsell began work with the organization, he was focused on organizing in North Lawndale. Then in 1995 he attended a ten-day Industrial Areas Foundation (IAF) organizing training, which convinced him of the need for broader organizing at the regional level. LCDC became a member of IAF and organized local groups in Chicago to organize a regional coalition drawing on IAF's approach. Since its founding in 1997, the United Power coalition has represented a diverse group of member institutions fighting for social and economic justice in Chicago's metropolitan area.

In the early stages of United Power's work, its goal was to build relationships with people and institutions across Chicago's racially and economically divided neighborhoods. Richard emphasized the importance of "building relationships with people before you need them." Richard also worked to build alliances across different faith traditions, by reaching out to leaders in and synagogues and churches and mosques. In this early phase of outreach, Richard says he was trying to identify "what we all had in common."

One common concern that emerged across United Power's base was health care, and this issue set its policy agenda for the first years of its work. Illinois had the fifth fastest growing uninsured population in the country—and this was placing a huge burden not only on low-income families, but also on the community health clinics trying to serve them. Additionally, middle-income families in more affluent areas saw this as a huge issue for them. When employers "downsized", many suburban families couldn't afford COBRA payments.

To tackle the issues of insurance coverage and health access, United Power drew on the strength of its membership and member allies. Important allies included Blue Cross/Blue Shield, the Illinois Hospital Association and labor unions such as SEIU and ASFCME. After a two-and-a-half year fight in the state legislature, United Power successfully lobbied for three key provisions: new health insurance coverage for 80,000 Illinois residents, a waiver allowing for a state pool of child health insurance funds to be re-allocated for the families of these low-income kids, and state subsidies to support overburdened community health clinics.

Today, Richard's membership in United Power helps the LCDC to focus on local community development work in North Lawndale, while maintaining a connection to systemic changes at the regional and state levels. Richard also uses his position as Assistant Board Treasurer to leverage the Lawndale Christian Development Corporation partnership with United Power.

Richard says that partnership with United Power has convinced him of the importance of building regional allies: "It has made me realize that the problems in North Lawndale are not going to be solved just in North Lawndale. Any coalition that's going to win anything big—it's got to be broad based."

Seizing on a Coalition-Building Moment:

New York Lawyers for the Public Interest Rallies Neighborhoods Around Shared Interests

The New York Lawyers for the Public Interest (NYLPI) is a civil rights law firm serving “under-represented” New York communities. In the early 1990s, NYLPI Organizer Eddie Bautista traveled across New York’s five boroughs, hearing the complaints of neighborhood groups concerned about environmental hazards in their communities.

What Eddie heard—stories of disproportionate siting of toxic sludge treatment plants and waste transfer stations in New York’s low-income communities of color—was a top concern. As Eddie explains, these local groups wanted to keep these plants out of their own communities—even if it meant that the city would re-locate them in another low-income community like their own.

Then, in the mid-1990s, after New York City elected Mayor Rudolph Giuliani to his first term, a deal was brokered that radically changed the scope of the local environmental justice campaigns. In exchange for Democratic legislators’ demands to block the construction of a large incinerator in Brooklyn, the Republicans’ won their demand to close the Fresh Kills landfill on Staten Island.

All of a sudden, the city was left with 12,000 tons of daily garbage and no idea of where it would go. Local neighborhoods—previously concerned just with keeping garbage out of their own backyard—saw that the problem was now too huge to tackle on their own.

As Eddie explains, this provided an “organizing hook” to convince divided neighborhoods to work together for the first time. “People from the South Bronx—they have their own fight, they’re not going to be very effective or committed in helping Williamsburg fight a specific facility. But if both neighborhoods are on the ‘hit list,’ then it’s in their interest to work together.”

Eddie recognized his own potential to facilitate coalition-building at this critical moment. He was on the Board of the New York City Environmental Justice Alliance. Also, the New York Lawyers for the Public Interest was widely known for its role in suing the city for its failure to meet waste siting regulations. Drawing on these strengths, Eddie called a meeting of local New York groups to discuss strategies for working together. The groups formed OWN (Organization of Waterfront Neighborhoods), a grassroots coalition of their groups, to fight for safe and equitable waste management policy.

Eddie describes the shift catalyzed by OWN’s formation—from local “guerrilla resistance” to a strategy of “neighborhoods taking each other’s back.” With this “united front,” local groups have leveraged political relationships with elected officials across districts. In Eddie’s words, “Up until that moment there were relationships with the different neighborhoods, but nothing that they could all fight jointly on a policy level—and we recognized that potential and acted on it.”

In 2005, the work of OWN and other coalitions formed by New York Lawyers for the Public Interest is evident across New York City policy. The City has adopted several waste management proposals put forth by OWN and other groups, such as moving towards a system of exporting waste by train and barges rather than by truck. The City is also moving closer to a policy in which each borough would have an equitable responsibility for managing its own garbage. For example, one proposal is to re-open a waste transfer station on the wealthy Upper East Side, to ensure that Manhattan exports its waste by barge, rather than

trucking it to land-based waste transfer stations in communities of color in Brooklyn, the Bronx, and Queens.

Linking Local Activism to Policy and Politics:

Montana Human Rights Network Unites Progressives with a Broad-based Ideology

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Ken Toole and Christine Kaufmann of the Montana Human Rights Network argue that the Left needs learn from the Right. They believe that the right wing is successful in promoting a “conscious ideology” that holds broad appeal across constituencies. The Montana Human Rights Network (MHRN)—a network of grassroots social justice and civil rights activists across Montana—works to counter this “conscious ideology” by promoting its own progressive ideology of human rights and democratization.

Montana maintains an active network of issue-specific activist groups in environmental justice, women’s rights, labor rights, and LGBT issues. Yet many of these groups focus on the needs of their constituencies and unable to see the “big picture” of a progressive, populist movement for democracy. As Co-Director Ken Toole explains, “progressives are often isolated and lose sight of the question, ‘Why are we here?’”

In its organizing work, MHRN encourages its network members to see the “big picture” of progressive activism by educating them on a broad scope of human rights issues and providing opportunities for alliances across interest-based groups. For example, several years ago a local group of Montana environmental activists was being harassed with arson and hate speech. The harassment followed targeting by a right-wing talk show host. When the same talk show host then targeted a LGBT rights group, MHRN encouraged the environmentalists to see both incidents as attacks on democracy. The environmental group became core supporters of the LGBT group.

Recently, MHRN has begun work to extend its progressive organizing alliances to the level of policy reform. In 2000, the organization launched the Policy Institute, an independent 501c3 with a mission of advancing progressive public policy in Montana. While the Montana Human Rights Network focuses on local and statewide social justice organizing, the Policy Institute focuses on developing policy platforms and serving as a training ground and think tank for progressive activists.

Although the Policy Institute has developed specific ballot initiatives relating to hydro-electric energy reform and tax reform, its current focus is on leadership development for progressive activists.

In 2005, the Policy Institute is piloting a series of leadership development retreats for emerging Montanan progressive activists. The eighteen activists selected to participate are legislators, attorneys, government staff persons, labor organizers, and issue area advocates. Participants will meet four times over the course of the year to discuss broad questions such as, “What makes us progressive and what doesn’t?,” “What are the nuts and bolts of power?,” and “Where to now?” In addition, participants also have opportunities to meet with high-profile guests to talk about national policy issues such as social security and tax policy. Finally, participants will form an alumni association, which will help to facilitate future coalition-building.

Ken explains that the leadership development program is aimed at building connections between activists and helping these activists to think of the “larger context” beyond narrow, issue-based interests. “We want to create relationships and facilitate deeper thinking,” he says.

Another way the organization has worked to build progressive political alliances is to win legislative offices in 2000, 2002, and 2004. Ken says that the legislative positions lend decision-making authority, credibility and visibility to the Human Rights Network. In his words, political office provides a “microphone and a pulpit,” for speaking out on progressive social issues. Christine adds that their positions as legislators have helped the Montana Human Rights Network’s own constituency to realize the value of the political process, “to see the legislature as an important arena for moving their policy goals.”

Promoting Understanding Across Cultures

How do the organizations promote understanding across cultures?

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Many of the awardee organizations address cultural understanding through their programs. For some organizations, this is core to their missions. They engage in approaches that include art making, strategic partnerships and public policy advocacy. Their goals encompass achieving understanding, equity and justice for and among marginalized cultural groups. In this section we explore how organizations engage cultural issues, sometimes with clear policy goals other times with the goals of deepening understanding and building relationships across cultures.

Featured Examples:

Developing Recognition for a Cultural Group:

Abused Deaf Women’s Advocacy Services Challenges “Cultural Violence” Against Deaf People

This organization moves the concerns of Deaf¹ people onto the national anti-violence agenda while also educating Deaf constituents about those marginalized within their own Deaf communities.

Sharing Cultural Stories, Changing Consciousness:

Great Leap Build Connections Through Stories, Art and Performance

This organization works to change consciousness by engaging a diverse group of community members in Los Angeles to use writing and performance to weave a memory of their lived experiences.

Engaging Youth in Cross-Cultural Partnerships:

Southeast Georgia Communities Project Bridges Divides of Racism and Segregation

This organization draws on youth as a point of entry to engage Southeast Georgia’s adult Black and Latino leaders to counter community divisiveness.

Using Media to Broaden Cultural Understanding:

Independent Press Association–New York Helps Immigrant Reporters Ally Across Cultures

This organization broadens media coverage of issues facing New York City’s immigrants and communities of color, building understanding of shared problems and potential solutions.

¹ ADWAS prefers to capitalize Deaf to emphasize that Deaf people are a cultural group. She explains, “When we talk about Deaf culture, we always use a capital D for the same reason Black Americans used (or still use?) a capital B...It’s a way of distinguishing between the culture and the physical disability.”

Developing Recognition for a Cultural Group:

Abused Deaf Women's Advocacy Services Challenges "Cultural Violence" Against Deaf People

In the hearing world, deafness is seen as a disability, a problem that needs to be fixed. For example, proponents of hearing implants argue that the implants can fix deafness and allow Deaf people to integrate into a hearing society. At Abused Deaf Women's Advocacy Services (ADWAS)—an anti-violence and social services agency serving the Deaf and Deaf-blind communities—Director Marilyn Smith argues that Deaf people are not the ones who need to change.

Instead, Marilyn asserts that Deaf individuals represent a vibrant cultural and linguistic minority group—with American Sign Language and many traditions as distinct as those of other minority groups. Deaf people also face “common experiences of oppression,” such as reduced educational and employment opportunities and reduced access to public services. But because their language is silent to the “mainstream” population, Deaf people are largely invisible as a cultural minority. This invisibility leads to neglect and abuse—such as the rampant domestic and sexual violence against Deaf people.

Over the organization's 18-year history, Marilyn and others have simultaneously lobbied for cultural recognition within two advocacy communities—the anti-violence movement and the Deaf advocacy community. Within the anti-violence movement, Marilyn has worked to convince leaders in the “hearing society” that “you cannot work in the field of anti violence without also working on issues of oppression of Deaf people.” For example, ADWAS has trained many hearing domestic violence and sexual assault providers about the concerns of Deaf people. At one domestic violence shelter, Deaf residents were not allowed access to sign language interpreters because of “confidentiality concerns.” Arguing that this rule, “let women sleep there, but took away their voice,” ADWAS convinced the agency to change its policy.

At other times, ADWAS has had to take a more adversarial approach to its work with anti-violence providers in the hearing world. Soon after its founding, ADWAS successfully sued the Seattle Police Department for discrimination against Deaf people, based on ten years of case documentation compiled by ADWAS. Following this lawsuit, TDD/TYY services were established on 911 calls and police were trained to use interpreting services.

Within the Deaf community, Marilyn has worked to reduce the “taboo” against talking about domestic violence and sexual assault. Although many Deaf people wanted to deny or ignore the prevalence of violence in their communities, Marilyn's persistent outreach resulted in a national replication project of 15 Deaf anti-violence service organizations modeled after ADWAS. When Marilyn ran for and won the position as Vice President of the National Association of the Deaf, domestic violence was one of her platform issues. As Marilyn writes in her LCW application essay, “Winning meant to me that Deaf people were no longer ignoring domestic violence and that many groups were coming together to deal with the problem.”

Both within and beyond the Deaf community, ADWAS seeks to build understanding that “all oppression is a form of violence.” Marilyn says that all violence, even the “cultural vio-

lence” against the under-recognized and underserved Deaf community, “is a learned behavior that cannot be tolerated.”

Sharing Cultural Stories, Changing Consciousness:

Great Leap Builds Connections Through Stories, Art and Performance

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Since 1978, Great Leap has used the performing arts to give voice to the Asian American experience and to foster “a deeper sense of understanding and a sense of connection between diverse peoples.” Based in Los Angeles, Great Leap responded to the LA riots of 1992 as a multicultural arts organization, using performance-based education projects to address race relations. Following the more recent racist backlash of the 9/11 aftermath, Great Leap has worked to create a space for L.A.’s Muslims, Mexican and African Americans to share their common stories.

In the fall of 2003, Great Leap Artistic Director Nobuko Miyamoto launched, “To All Relations: Sacred Moon Songs,” a collaborative performance project drawing on the stories of Japanese Americans, Mexican Americans, African Americans and American Muslims from Los Angeles. The goal was to build connections between these communities by allowing participants to share and perform their experiences of relocation, deportation and expatriation. In addition, the project aimed to expand the audience’s understanding of the diversity of immigrant experiences.

Nobuko and poet/musician Ruben Funkahuatl co-lead free, weekly writing and performance workshops, including movement exercises to “awaken the creative spirit” and writing exercises to “draw out untold stories.” Some involved writing poetry with children, as part of the Los Angeles “Arts for City Youth” program.

Participants included teachers, activists, poets, a visual artist, a chiropractor, a masseuse, and a monk. Stories included the internment of Japanese Americans during World War II, the deportation of more than one million Mexican Americans during the Depression, and the detention, questioning and deportations of Muslim Americans post 9/11.

For example, Nader Elmakawi, a Muslim American, shared his fear that the internment of Japanese Americans would be re-lived in the form of Muslim American detention programs. Nader says: “Whether an attack on “us,” or an attack on “them” / we grieve just the same ...”

Nobuko says that the workshops were in part art-making and in part “teach ins.” The workshops emphasized *living* the experience of each others’ cultures and spiritual traditions. For example, participants fasted and broke bread together during Ramadan.

After several “work-in-progress” performances throughout the year, the project culminated in a final series of performances in July/August 2004. The final “choral poem,” interspersed these writings with music and movement. Echoing the phases of the moon, the performers rotated to the front of stage to share their stories. Many had never performed before.

Nobuko says that Great Leap performances are not overtly aimed at catalyzing broad, systemic changes, but at giving voice and changing the consciousness of individual participants and audience members in the Sacred Moon Songs project. In Nobuko’s words, “People need to know their stories ... They make people not only understand them intellectually but feel them emotionally. So that, in that way it changes consciousness, reverberating into the greater society.”

Engaging Youth in Cross-Cultural Partnerships:

Southeast Georgia Communities Project Bridges Divides of Racism and Segregation

In rural Southeast Georgia, deep divisions persist between White, Black, and Latino communities. A history of slavery and migrant labor, policies of informal segregation, and a perceived competition for jobs have all led to harassment and violence between ethnic groups. In the past decade, a series of racially-motivated incidents catalyzed a spiral of retaliation and cemented an unspoken social policy of segregation between the groups. As Southeast Georgia Communities Project Director Andrea Cruz describes it, there was an understanding that, “You’ll stay on your turf and I’ll stay on mine.”

At the Southeast Georgia Communities Project—a community development organization serving both Black and Latino constituents in rural Georgia—Andrea first tried to reach out to Black and Latino adult leaders to talk about these community divisions. She found the adults were unwilling to listen. In contrast, the children of these adults were more open and willing to mix with other groups.

Drawing on the youth as a point of entry, Andrea launched the Racial Unity Project. At first, the project was informal—involving gathering Black and Latino youth together for recreational activities. As Andrea describes it, “getting these kids out there to start mingling with each other, play ball with each other, get to know each other.”

As the children and teens became friends, the next task was to get parents to observe these developing friendships. She invited parents to the ballgames and cookouts and encouraged the same kind of informal mingling among adults—trying to “spark up a little flame of interest” in the Racial Unity Project.

Over time, Andrea’s strategy has proven successful. Andrea has convinced adult leaders from Black and Latino communities to work together to solve common problems. For example, Black and Latino parents of the Racial Unity Project kids have helped to plan a clean-up day at a local park.

In 2004, Black and Latino parents became engaged in a desegregation struggle that gained national attention. At that time, Lyons, Georgia was one of the few communities in the US where there was a segregated High School prom—one prom for Black students, one for White students, and no prom for Hispanic students. Southeast Georgia became the lead organizer of the first annual Hispanic prom, open to students of all ethnic groups. Students of all ethnic groups attended, and it gained national press coverage.

The Board of Education responded to the prom’s success by agreeing to host the first de-segregated prom at the school next year. It also agreed to work on other anti-racism policies—such as addressing racial slurs in the schools.

The de-segregated proms give youth the opportunity to socialize with others, regardless of their race. In Andrea’s words, “We’re allowing youth to make their own decisions.”

Using Media to Broaden Cultural Understanding:

Independent Press Association–New York Helps Immigrant Reporters Ally Across Cultures

In the immediate aftermath of 9/11, New York’s Arab and Muslim communities faced harassment, backlash, and rampant stereotyping on the streets and in the media. In this context, the Independent Press Association–New York (IPA–New York) emerged as an “emergency infor-

mation source”—a vehicle to correct popular misinformation about immigrant communities by publicizing their lived experiences in the New York area.

As a sponsored project of the National Independent Press Association, IPA-New York works to build the power of New York’s ethnic and community press. In 2001, IPA-New York launched a weekly on-line publication, *Voices that Must be Heard*. The publication—now representing 94 member publications from New York’s immigrant and ethnic press—translates and distributes key immigrant stories that otherwise would not be heard beyond their insular communities.

IPA-New York Director Abby Scher explains that an outcome of *Voices that Must be Heard* is to broaden national, mainstream media coverage of issues facing immigrants and communities of color. For example, IPA-New York’s weekly coverage on the round-ups of Pakistani-Americans after 9/11 became the basis for a 2001 news series on *National Public Radio* and a front-page article in the *New York Times*. In 2004, IPA-New York published a story from a small Latino member publication on divisions within the Latino community about Bush’s Cuba policy. The *New York Times*—which has many subscribers to IPA in its newsroom—wrote an article based on that a week later.

While the IPA-New York *Voices* weekly serves to broaden coverage of immigrant issues on the national level, the IPA-New York Immigrant Press Fellowship Program helps to broaden cross-cultural coverage within immigrant communities. The fellowship is a selective training and development program for New York immigrant and ethnic press leaders. The fellows are competitively selected from IPA-New York’s membership and receive training and technical assistance on reporting topics and networking opportunities. The fellows are leaders not only in the press, but also as organizers and role models of their communities. The fellowship program brings Pakistanis, Indians, Haitians, Latinos, Russians, and many others together to learn. This provides an opportunity for cross-cultural exchange and the building blocks for alliances across communities.

The fellowship discussion sessions help to expose the shared experiences of diverse immigrant communities. For example, before discussing this with other fellowship reporters, a Chinese reporter believed that bullying was primarily a problem for the Chinese community. Through discussion with the other fellows, she was able to broaden her analysis and report on the systemic problem of bullying in New York public schools. Similarly, a fellowship recipient from a Polish daily paper printed a story about mental health problems in the Chinese community because it reflected concerns facing Polish immigrants as well.

When fellowship participants increase their understanding about each other’s communities, they carry this knowledge back to their own communities and can apply it to their other roles as grassroots organizers. Abby explains: “You see that it’s faced by other communities and the solution is probably not just going to be within your own community.”

Section

Two

Comparative Information about the Organizations

Comparative Information about the Organizations

This section provides a comparative overview of some basic organizational characteristics across LCW group 3. Here we aim to highlight basic commonalities and also key differences across organizations. We discuss two topics—general organizational characteristics and funding information.

First, we compare the organizations in terms of the following characteristics:

- Organization age
- 501(c)(3) status
- Geographic location
- Geographic focus
- International work
- Issue areas
- Activity areas
- Partnerships and affiliations
- Staff size
- Membership
- Volunteer roles
- Board size

Then we present basic information on the organizations' budgets and funding sources, including:

- Organizational budget size, 2002–03
- Largest funding source across organizations
- Types of funding classified as “other”
- Organizational funding across sectors
- Largest funding source within individual organizations
- Current funding challenges
- Current funding strategies

We hope that this information will be useful for the organizations to get a sense of how their individual organizations fit into the “big picture” of LCW Group 3.

Organization Age and 501(c)(3) Status

The organizations have a wide range in age—from 4 years to 28 years. We define organizational age as the number of years since founding, as “founding” is described by the award-ees.

7 of 17 organizations are between 16–20 years old, with the others fairly evenly distributed across the age ranges. Specifically:

- 2 organizations are 1-5 years old
- 2 organizations are 6-10 years old
- 3 organizations are 11-15 years old
- 7 organizations are 16-20 years old
- 3 organizations are more than 20 years old

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In most cases, the year indicated as the organizations’ founding year was not the same as the year of 501(c)(3) incorporation. Of the 15 organizations with independent 501(c)(3) status:

- 11 were incorporated within 4 years of their designated founding year
- 4 were incorporated in the same year as the organization’s founding

All 17 organizations are classified as 501(c)(3)s, although this status is complicated in three cases.

- The Independent Press Association–New York (IPA-New York) does not have independent 501(c)(3) status, but is a program of the 501(c)(3) IPA national.
- The Ohio Employee Ownership Center is not an individual 501(c)(3), but part of Kent State University, which has a 501(c)(3) arm: the Kent State University Foundation.
- The Domestic Workers Home Care Center (DWHCC) is a 501(c)(3), although its union, the United Domestic Workers of America (UDW), is not.²

2 It is important to make one note about the Domestic Workers Home Care Center (DWHCC) and the United Domestic Workers (UDW). The two are very different organizations. DWHCC has many characteristics typical of a small non-profit. In contrast, UDW is a union with a membership of 48,000. Because we could only include 17 organizations in our analysis, we decided to compare DWHCC because it is a 501(c)(3) like the other organizations. A discussion of the work of both UDW and DWHCC appears in Section One of this report.

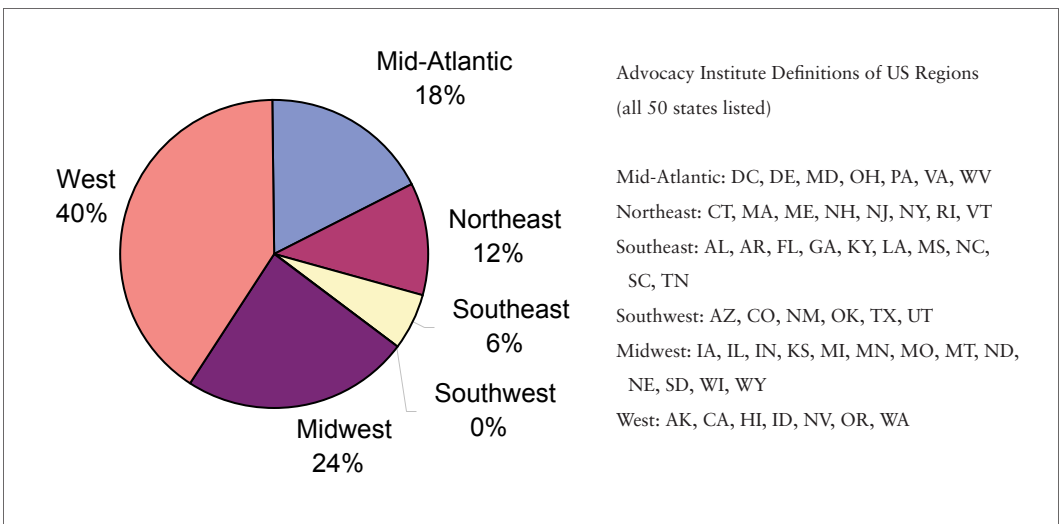
Geographic Location

The chart below shows the geographic diversity of the LCW Group 3 organizations, using the regional definitions provided by the Advocacy Institute (shown below).

As seen below, the region with the largest representation from LCW Group 3 is the West. The region with the smallest representation, zero organizations, is the Southwest.

- 40% (7 orgs) are from the West
- 24% (4 orgs) are from the Midwest
- 18% (3 orgs) are from the Mid-Atlantic
- 12% (2 orgs) are from the Northeast
- 6% (1 org) are from the Southeast
- 0% (0 orgs) are from the Southwest

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Geographic Focus

The table below shows what awardees indicated as the primary geographical focus of their work. The meaning of the word “local” depends on context. For example, many award-ees described local as neighborhood, others described it as a city or a greater metropolitan region.

The majority of the organizations focus on local work, often in combination with work at the state and national levels. Specifically:

- 5 organizations focus on local work
- 2 focus on state-level work
- 5 have a split focus between local and national work
- 4 have a split focus between local and state work
- 1 has a split focus state and national work

International Work

All 17 organizations said that they saw a link between their work and global or international struggles. This is true for even for the organizations that are not engaging in current international work. For example, Parents United for Responsible Education (PURE) Director Julie Woestehoff explains that—while PURE does not do international work—she sees the domestic trend towards privatizing education as related to the global trends towards outsourcing and “using people as commodities.”

Similarly, Tenants’ and Workers’ Support Committee Director Jon Liss says that global political pressures exacerbate economic pressures on local Virginia constituents. John sees a direct link between the build up of the local DC economy around homeland and ‘international’ security. He explains, “this fuels the demand that is driving up area housing prices and forcibly dislocating our members.”

7 of 17 organizations have done international work over the past year. These are described briefly below:

- **Chicago Arts Partnership in Education:** Trainings and exchanges at conferences worldwide—most recently in Australia, Spain, and England.
- **Great Leap:** International arts residencies and exchanges. Currently working on a collaboration with artists from Japan’s KODO, San Jose Taiko, and Great Leap. (Previously, an arts exchange to Cuba).
- **Montana Human Rights Network:** Colombia Support Network—a solidarity network and exchange program with human rights activists in Colombia and Montana.
- **Ohio Employee Ownership Center:** Trainings and technical assistance to businesses in Russia, Egypt, Latin America, Sweden, Denmark, and the UK.
- **Piñeros y Campesinos Unidos del Noroeste (PCUN):** Networking relationships with labor groups throughout Mexico, and Central and South America.
- **Southeast Georgia Communities Project:** Director Andrea Cruz sits on a panel for the Institute for Mexicans Abroad.
- **Tenants’ and Workers’ Support Committee:** TWSC is a member of Grassroots Global Justice, a network of US-based organizations working to combat “forces of corporate globalization.” Local organizing campaigns are framed by a global perspective and involve work with multinational immigrant populations.
- **Village of Arts and Humanities:** Former Director Lily Yeh has left the Village of Arts and Humanities to pursue work in community arts partnerships worldwide. Previously Village of Arts and Humanities staff have participated in community art projects in Italy, Kenya, the Ivory Coast, the Republic of Georgia, China and beyond.

Issue Areas: Discussion of Terms

Almost all organizations described their primary issue area in very broad terms, such as “social justice,” “economic justice,” or “human rights.” In order to present a richer comparison of issue areas, we focus this discussion on specific content issue areas—such as health, education, and housing.

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Notably, all 17 organizations work in more than one issue area. A hallmark of the organizations is that their work crosses issue areas, and that this fusion itself helps to shape and define the work. For example, the Chicago Arts Partnership in Education (CAPE) defines its primary issue areas as arts and education reform. CAPE insists that it is neither an *arts* organization, nor an *education* organization, but rather an organization that uses the arts as a vehicle to enhance student learning.

Many organizations are very deliberate about the terms that they use to define their issue areas. For example, Abused Deaf Women’s Advocacy Services (ADWAS) is adamant that they are not a disability rights organization. They do not see Deaf individuals as “disabled” but rather as a cultural group. Instead they say that their work includes violence prevention, social services, housing, and cultural work for this population.

Similarly, both the Montana Human Rights Network and the Rural Organizing Project work on issues of civil and human rights, but they also frame their work in terms of democratization. Both see their fundamental work as that of supporting and encouraging democratic dialogue and citizen mobilization on a variety of social justice issues.

The table on the next page lists the main issue areas in which the organizations work.³ Because all organizations are listed more than once, the sample size does not equal 17.

3 To develop this issue area table, we began with the issue classifications of 2003 LCW organizations compiled by Advocacy Institute. Based on new information gathered in the interviews, we updated these categorizations to best reflect the ongoing work of the awardees. It is possible that the organizations work in some additional issue areas that were not captured in the interviews.

Issue Areas: Participation Across Organizations

Issue Area	Number of Organizations	Name of Organization
Economic and community development	8	<ul style="list-style-type: none"> • Domestic Workers Home Care Center • Hawaiian Community Assets • Lawndale Christian Development Corporation • Ohio Employee Ownership Center • Piñeros y Campesinos Unidos del Noroeste • Southeast Georgia Communities Project • Tenants' and Workers' Support Committee • Village of Arts and Humanities
Anti-racism	5	<ul style="list-style-type: none"> • Great Leap • Independent Press Association – New York • Montana Human Rights Network • Rural Organizing Project • Southeast Georgia Communities Project
Health	5	<ul style="list-style-type: none"> • Abused Deaf Women's Advocacy Services • Lawndale Christian Development Corporation • Southeast Georgia Communities Project • Tenants' and Workers' Support Committee • Village of Arts and Humanities
Immigrant Advocacy	5	<ul style="list-style-type: none"> • Independent Press Association – New York • Piñeros y Campesinos Unidos del Noroeste • Rural Organizing Project • Southeast Georgia Communities Project • Tenants' and Workers' Support Committee
Housing	4	<ul style="list-style-type: none"> • Abused Deaf Women's Advocacy Services • Lawndale Christian Development Corporation • Tenants' and Workers' Support Committee • Village of Arts and Humanities
Youth development	4	<ul style="list-style-type: none"> • Lawndale Christian Development Corporation • Piñeros y Campesinos Unidos del Noroeste • Southeast Georgia Communities Project • Village of Arts and Humanities
Arts (and arts activism/ arts-based community building)	3	<ul style="list-style-type: none"> • Chicago Arts Partnership in Education • Great Leap • Village of Arts and Humanities

Education reform	3	<ul style="list-style-type: none"> • Chicago Arts Partnership in Education • LIFETIME • Parents United for Responsible Education
Labor advocacy	3	<ul style="list-style-type: none"> • Ohio Employee Ownership Center • Piñeros y Campesinos Unidos del Noroeste • Tenants' and Workers' Support Committee
LGBT advocacy	3	<ul style="list-style-type: none"> • Abused Deaf Women's Advocacy Services • Montana Human Rights Network • Rural Organizing Project
Democratization	2	<ul style="list-style-type: none"> • Montana Human Rights Network • Rural Organizing Project
Deaf advocacy	1	<ul style="list-style-type: none"> • Abused Deaf Women's Advocacy Services
Employee Ownership	1	<ul style="list-style-type: none"> • Ohio Employee Ownership Center
Land / homeownership	1	<ul style="list-style-type: none"> • Hawaiian Community Assets
Land transformation	1	<ul style="list-style-type: none"> • Village of Arts and Humanities
Law	1	<ul style="list-style-type: none"> • New York Lawyers for the Public Interest
Media / media reform	1	<ul style="list-style-type: none"> • Independent Press Association – New York
Welfare reform	1	<ul style="list-style-type: none"> • LIFETIME
Violence Prevention	1	<ul style="list-style-type: none"> • Abused Deaf Women's Advocacy Services

Activity Areas: Discussion of Terms

While “issue areas” are the broad issues that drive the organizations’ work, “activity areas” describe their daily practices and methods. For the sake of comparison, we clustered the organizations’ activities in four main areas. We recognize that these areas overlap and may be defined differently in different contexts, but we found that these distinctions were useful for comparing the organizations’ work:

- **Direct service:** meeting immediate and long-term needs of individuals by providing goods and/or services (including job training, arts programming, housing, health care, or counseling)

- **Organizing:** building power to address the concerns of a group and/or address a social problem. Involves recruiting, educating, and mobilizing a base of constituents.
- **Policy advocacy:** Protecting or obtaining rights, goods, or services by crafting or reacting to legislation, and/or by directly addressing elected officials and policy makers.
- **Community development:** Building infrastructure by financing and/or constructing housing, businesses, parks or other community resources.

The organizations are strategic in the ways that they blend their different activities. Some use direct service to inform public policy campaigns. For example, Abused Deaf Women’s Advocacy Services provides direct case management for Deaf survivors of abuse, and also is involved with national campaigns for Deaf rights.

Some provide direct services as an “organizing hook” or engagement tool. For example, LIFETIME provides peer education and individual case advocacy for welfare and other low-income parents and then recruits and trains these same individuals to work on welfare reform campaigns.

Others use the street level knowledge of organizing work to inform strategic planning on policy advocacy. For example, the New York Lawyers for the Public Interest does grassroots organizing around environmental justice, access to health care, and disability rights issues—but then uses legal strategies to pressure for policy-level changes demanded by the local groups.

Still others provide direct services together with community development work. For example, the Lawndale Christian Development Corporation provides education programming to the local community, but also works on community development projects such as infrastructure and real estate development.

Using the definitions of activity types described above, the table on the next page shows the number and names of the different organizations that are working in these four activity areas.

Activity Areas: Participation Across Organizations

Type of Activity	Number of Organizations	Names of Organizations
Community development	8	<ul style="list-style-type: none"> • Abused Deaf Women’s Advocacy Services • Domestic Workers Home Care Center • Hawaiian Community Assets • Lawndale Christian Development Corporation • Ohio Employee Ownership Center • Piñeros y Campesinos Unidos del Noroeste • Tenants’ and Workers’ Support Committee • Village for Arts and Humanities
Direct Service	14	<ul style="list-style-type: none"> • Abused Deaf Women’s Advocacy Services • Chicago Arts Partnership in Education

- Domestic Workers Home Care Center
 - Great Leap
 - Hawaiian Community Assets
 - Independent Press Association – New York
 - Lawndale Christian Development Corporation
 - LIFETIME
 - New York Lawyers for the Public Interest
 - Ohio Employee Ownership Center
 - Piñeros y Campesinos Unidos del Noroeste
 - Parents United for Responsible Education
 - Southeast Georgia Communities Project
 - Village for Arts and Humanities
- Organizing 15
- Domestic Workers Home Care Center
 - Great Leap
 - Hawaiian Community Assets
 - Independent Press Association – New York
 - Lawndale Christian Development Corporation
 - LIFETIME
 - Montana Human Rights Network
 - New York Lawyers for the Public Interest
 - Ohio Employee Ownership Center
 - Piñeros y Campesinos Unidos del Noroeste
 - Parents United for Responsible Education
 - Rural Organizing Project
 - Southeast Georgia Communities Project
 - Tenants’ and Workers’ Support Committee
 - Village for Arts and Humanities
- Policy Advocacy 11
- Abused Deaf Women’s Advocacy Services
 - Chicago Arts Partnership in Education
 - Domestic Workers Home Care Center and United Domestic Workers
 - Hawaiian Community Assets
 - LIFETIME
 - Montana Human Rights Network
 - Ohio Employee Ownership Center
 - New York Lawyers for the Public Interest
 - Piñeros y Campesinos Unidos del Noroeste
 - Parents United for Responsible Education
 - Rural Organizing Project

Coalition Participation Across Organizations

None of the 17 organizations describe themselves as formal coalitions. However, 12 of 17 of the organizations are members of formal coalitions. These coalitions are listed in the table below. We are aware that the organizations may participate in other coalitions as well. Those listed below are the ones that were mentioned in the course of the interviews.

Abused Deaf Women's Advocacy Services

- Deaf Victims National Coalition

Chicago Arts Partnership in Education

- Arts Education Partnership

Domestic Workers Home Care Center

- American Federation of State, County and Municipal Employees (AFSCME)
- National Union of Hospital and Homecare Employees (NUHHCE)
- California Homecare Council
- Service and Employees International Union (SEIU)
- Central labor councils
- Senior and disability rights groups

Hawaiian Community Assets

- Coalition of Hawaiian Agencies and Organizations
- Na Po'e Kokua (fair lending coalition)

Independent Press Association – New York

- New York Immigration Coalition
- International Labor Communications Association

Lawndale Christian Development Corporation

- Industrial Areas Foundation
- United Power Coalition

LIFETIME

- ENGINE (welfare rights coalition)

Montana Human Rights Network

- Safe Schools Coalition
- Reproductive Rights Coalition
- Smart Growth Coalition
- Abolition Coalition

New York Lawyers for the Public Interest

- Organization of Waterfront Neighborhoods (OWN)
- Communities United for Responsible Energy (CURE)
- New York Immigration Coalition

- Parents for Inclusive Education (PIE)
- National Campaign to Restore Civil Rights (NCRCR)

Piñeros y Campesinos Unidos del Noroeste

- CAUSA (immigrant rights coalition)

Rural Organizing Project

- CAUSA (immigrant rights coalition)
- Basic Rights Oregon (LGBT advocacy coalition)

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Southeast Georgia Communities Project

- People on the Road Coalition (migrant labor coalition)
- Georgia Statewide Community Planning Coalition
- Hispanic Coalition

Tenants' and Workers' Support Committee

- National Campaign for Job and Income Support
- Jobs with Justice
- NuWorld Network of Worker Centers
- Global Grassroots Justice

Four of the organizations said were founding members of coalitions:

- Abused Deaf Women's Advocacy Services helped to form the Deaf Victims National Coalition
- Lawndale Christian Development Corporation co-founded the United Power Coalition
- New York Lawyers for the Public Interest organizer Eddie Bautista co-founded the Organization of Waterfront Neighborhoods (OWN) and Communities United for Responsible Energy (CURE)
- Piñeros y Campesinos Unidos del Noroeste (PCUN) founded CAUSA, an immigrant rights coalition

Partnerships and Affiliations Across Organizations

All of the LCW awardee organizations have been active in collaborative partnerships, networks, and affiliations with other organizations. All of the awardees said that partnerships were vital to their work—both for maximizing their service delivery potential and leveraging community organizing and policy advocacy campaigns.

The organizations' partnerships were diverse and highly individual to the nature of their work. Some partnerships were with national affiliation networks, others with policy advocacy organizations, others with local community organizations. The table below provides examples of the organizations' partnerships and affiliations. Because each organization listed many partnerships, the table highlights a few key partnerships per organization.

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Abused Deaf Women's Advocacy Services

- National Association of the Deaf
- National Domestic Violence Hotline

Chicago Arts Partnership in Education

- Music in Education Consortium (founder)

Domestic Workers Home Care Center

- National Union of Hospital and Healthcare Employees
- Consensus Organizing Institute

Great Leap

- Nikkei for Civil Rights and Redress
- Muslim Public Affairs Council

Hawaiian Community Assets

- Council for Native Hawaiians' Advancement
- Hui Kako'o Aina Ho'opulapula

Independent Press Association – New York

- Asian American Legal Defense and Education Fund
- New York Civil Liberties Union

Lawndale Christian Development Corporation

- Christian Community Development Association
- Blue Line Transit Task Force

LIFETIME

- Center for Community Change
- Grassroots Organizing for Welfare Leadership

Montana Human Rights Network

- Fair Share Network
- Progressive Labor Caucus

New York Lawyers for the Public Interest

- Make the Road by Walking
- Clifford Chance Partnership Project for Housing Access for People with Disabilities

Ohio Employee Ownership Center

- National Cooperative Business Association
- National Center for Employee Ownership

Parents United for Responsible Education

- Chicago Teachers Union
- Fair Test

Piñeros y Campesinos Unidos del Noroeste

- Rural Organizing Project
- Voz Hispana (Hispanic Voice)

Rural Organizing Project

- Piñeros y Campesinos Unidos del Noroeste (PCUN)

Southeast Georgia Communities Project

- Medical College of Georgia
- Magnolia Coastlands Area Health Education Center

Tenants' and Workers' Support Committee

- Virginia Organizing Project
- Enlace Project

Village of Arts and Humanities

- University of Pennsylvania
- Temple University

Membership

9 of the 17 organizations have formal membership programs. Of the 9 membership organizations, some have individual memberships, while others have institutional membership.

4 organizations have members who are institutions. These are:

- Independent Press Association-New York, with 113 member publications
- New York Lawyers for the Public Interest, with 62 member law firms
- Rural Organizing Project, with 70 member “Human Dignity Groups”
- Ohio Employee Ownership Center, with 70 member companies

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5 organizations have members who are individuals. These are:

- Piñeros y Campesinos Unidos del Noroeste (PCUN), with 5000 members
- Montana Human Rights Network, with 1400 members
- Parents United for Responsible Education, with 800 members
- Tenants’ and Workers’ Support Committee, with 750 members
- LIFETIME, with 65-70 members (over 200 parents on its Parent Leadership Committee)

Of the 9 membership organizations, there is a range of approaches to membership fees. Several of the membership organizations say that dues not only boost organizational revenue, but also help to ensure member “buy-in” to the organization’s work by asking them to make a financial sacrifice.

Six of the 9 organizations ask all members to pay dues. These are:

- Independent Press Association-New York
- LIFETIME
- Montana Human Rights Network
- Ohio Employee Ownership Center
- Rural Organizing Project
- Tenants’ and Workers’ Support Committee

Two organizations have some members who are dues-paying and some who are not. These are:

- Parents United for Responsible Education
- Piñeros y Campesinos Unidos del Noroeste (PCUN)

One organization, the New York Lawyers for the Public Interest (NYLPI) does not require member dues. Instead, its member law firms provide donations and pro-bono legal services.

Staff Size

This page shows current staff size. We define staff as both full-time and part-time paid employees. Although we recognize that many volunteers play significant roles in the organizations, for consistency we designate unpaid staff to be volunteers.

The majority of the organizations have between 6–10 staff. The smallest staff size is 3; the largest is 36. The numbers below represent full-time equivalent (FTE) numbers. For example, an organization with three full-time and one part-time staff is reported as 3.5.

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2 organizations have fewer than 5 staff. These are:

- Parents United for Responsible Education (4 staff)
- Rural Organizing Project (3.5)

9 organizations have between 5–10 staff. These are:

- Great Leap (5)
- Chicago Arts Partnership in Education (5.5)
- Independent Press Association – New York (6)
- Montana Human Rights Network (7)
- Piñeros y Campesinos Unidos del Noroeste (9)
- Southeast Georgia Communities Project (9)
- Tenants' and Workers' Support Committee (9.5)
- Hawaiian Community Assets (10)
- LIFETIME (13)

4 organizations have between 11–20 staff. These are:

- Ohio Employee Ownership Project (11)
- Abused Deaf Women's Advocacy Services (14)
- Domestic Workers Home Care Center (15)
- Village of Arts and Humanities (17)

2 organizations have 21 or more staff. These are:

- Lawndale Community Development Corporation (21)
- New York Lawyers for the Public Interest (36)

Volunteer Roles

All 17 organizations use volunteers. Across the board, volunteers are critical to counter-balance the challenges of shortages in staffing, as well as to ensure broad community participation in the organizations' work.

The organizations differ somewhat on their definitions of volunteers. Some organizations count pro-bono technical assistants as volunteers; others count them not as volunteers but as in-kind support. Some count only long-term, ongoing volunteers; others include short-term or project-based volunteers in their counts. In this discussion, we refer to self-reported volunteers as described by the awardees themselves. For consistency across organizations, we do not count board members as volunteers, because most organizations did not count them as such.

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The organizations use volunteers in four key capacities:

Volunteer Role	Types of Activities
Office support	Data management, communications, administrative tasks
Organizing	Community outreach, education, campaigning
Service	Assistance with programs, special events, direct service
Technical expertise	Legal, communications, finance

Because several organizations use volunteers in more than one of these four capacities, the numbers below do not total 17:

Volunteer Role	Number of Organizations
Office support	5
Organizing	8
Service	15
Technical expertise	4

Current Board Size

This chart shows the current number of members on the organizations' boards, regardless of whether the boards have vacancies. 4 organizations currently have board vacancies. We do not include informal advisory members to the board in our count.

The number of organizations represented here is 15, not 17. As discussed on page 3, two organizations do not have independent 501(c)(3) status and therefore do not have official boards.

As shown below, most boards are small to medium sized. The smallest board has 7 people. The largest has 45.

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Organization Name	Number of Members
Hawaiian Community Assets	7
Great Leap	8
Domestic Workers Home Care Center	9
Piñeros y Campesinos Unidos del Noroeste (PCUN)	9
Southeast Georgia Communities Project	9
Abused Deaf Women's Advocacy Services	10
Lawndale Community Development Corporation	11
Parents United for Responsible Education	11
LIFETIME	9-12
Rural Organizing Project	11-13
Tenants' and Workers' Support Committee	12
Montana Human Rights Network	14
Chicago Arts Partnership in Education	14
Village of Arts and Humanities	14

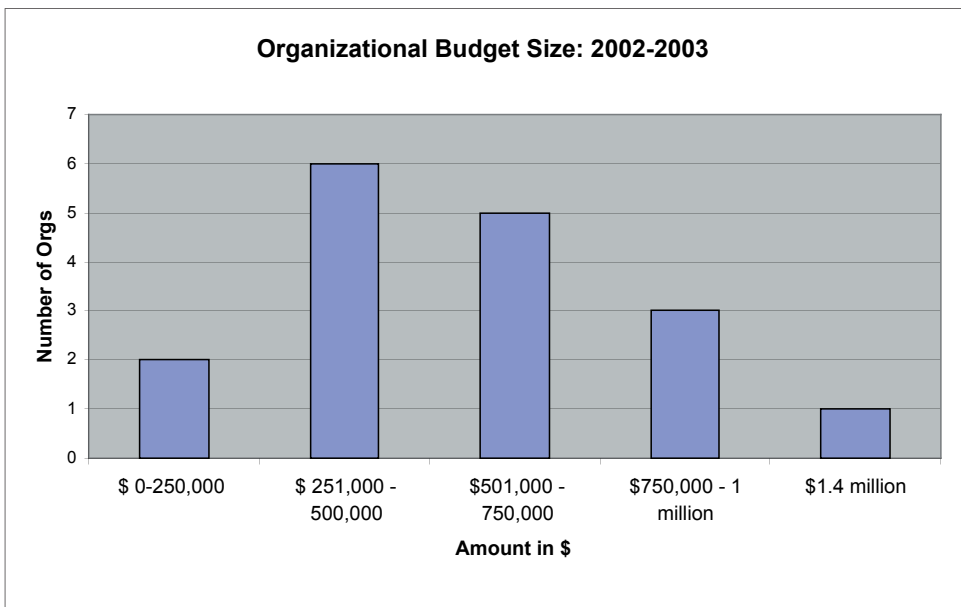
One organization, the New York Lawyers for the Public Interest (NYLPI), has 45 board members. Its board is large because it tries to include as many of its 62 private member law firms as possible.

Organizational Budget Size 2002-2003

Budget size is taken from the budget statements reported on the 2002–03 LCW applications. (Data for the 2003–04 fiscal years was incomplete). As seen in the table below, of the 17 organizations:

- 2 reported budgets under \$250,000
- 6 organizations reported budgets between \$250,00 and \$500,000
- 5 reported budgets between \$500,000 and \$750,000
- 3 had budgets between \$750,000 and \$1 million
- 1 had a budget over \$1 million

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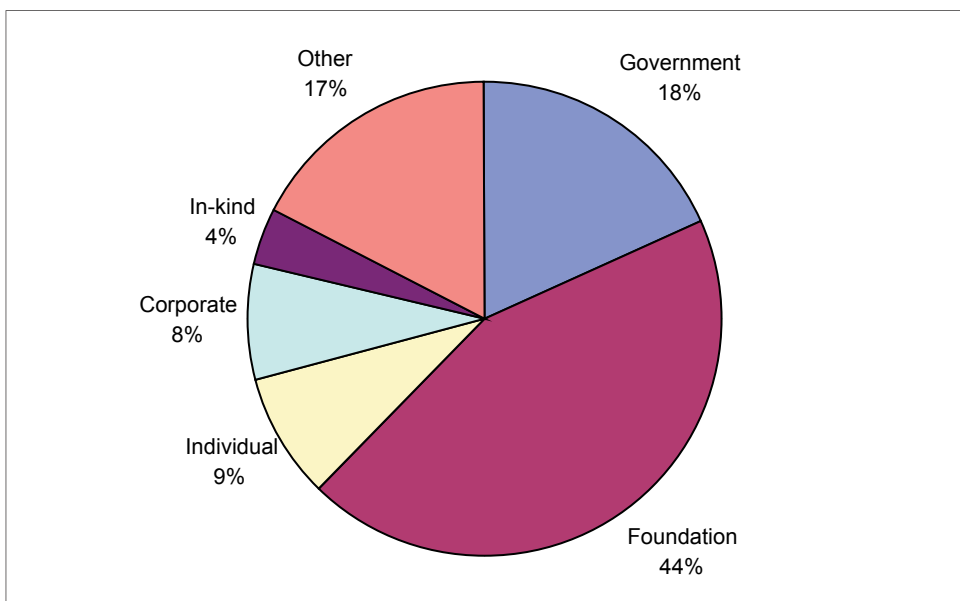
Largest Funding Source Across Organizations

The chart below shows the average percent of total funding in each sector across the 17 organizations. That is, we looked at the funding distribution as one whole group, not for the individual organizations.

As seen below, of all of the organizations combined:

- 44% of all funding comes from foundations
- 18% comes from government
- 17% comes from “other” sources of funding (an explanation of the “other” category is provided on the next page).
- 9% comes from individual donor support
- 8% comes from corporate funders
- 4% comes from in-kind support

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Types of Funding Classified as Other

The table below shows the different types of revenue that the organizations classified as “other.” Here, we use the same classifications as those reported by the organizations themselves. Because of this, there may be some overlap of categories across organizations. For example, what one organization classifies as “fee-for-service” contracts, another might report simply as “earned income,” including revenue such as sales, events, and programs.

Not all organizations reported receiving funding that they classified as “other.” Also, many organizations reported more than one source of “other” funding. Therefore, the total sample represented here does not equal seventeen.

Type of Funding Labeled “Other” (Number of Organizations)

Name of Organization

Earned income

Product sale or rental (e.g. books, videos, equipment, crafts) (6)

- Abused Deaf Women’s Advocacy Services
- Chicago Arts Partnership in Education
- Great Leap
- Montana Human Rights Network
- Piñeros y Campesinos Unidos del Noroeste
- Village of Arts and Humanities

Events and programs (e.g. performances, conferences) (6)

- Great Leap
- Montana Human Rights Network
- Ohio Employee Ownership Center
- Parents United for Responsible Education
- Piñeros y Campesinos Unidos del Noroeste
- Village of Arts and Humanities

Fee-for-service (e.g. consulting fees, training contracts) (4)

- Chicago Arts Partnership in Education
- Great Leap
- Parents United for Responsible Education
- Tenants’ and Workers’ Support Committee

Property income (e.g. mortgage and development fees) (2)

- Hawaiian Community Assets
- Lawndale Christian Development Corporation

Advertising revenue (1)

- Independent Press Association–New York

Member Contributions

Individual member or union dues (4)

- Domestic Workers Home Care Center
- Independent Press Association – New York
- Piñeros y Campesinos Unidos del Noroeste
- Tenants’ and Workers’ Support Committee

Intermediary Organizations

Neighborhood Reinvestment Corporation (1)

- Hawaiian Community Assets

United Way (2)

- Abused Deaf Women’s Advocacy Services
- Southeast Georgia Communities Project

Funding Alliance (1)

- Abused Deaf Women’s Advocacy Services

Education-related funding

Scholarships (1)

- Hawaiian Community Assets

Work study reimbursements (1)

- LIFETIME

College funding (1)

- LIFETIME

Religious institution donations

- Tenants’ and Workers’ Support Committee

Cash reserves from prior donor support

- Montana Human Rights Network

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Organizational Funding Across Sectors

The table below reflects the same funding sector distribution information from page TK, but from a different vantage point. It shows the number and percentage of organizations that receive *any* funding from each of the 6 sectors. As seen below:

- 100% receive foundation funding (17 organizations)
- 88% receive funding from sources designated as “other” (15 organizations)
- 82% receive funding from individual donors (14 organizations)
- 59% of organizations receive government funding (10 organizations)
- 59% receive funding from corporate donors (10 organizations)
- 41% receive in-kind support (7 organizations)

Largest Funding Source Within Individual Organizations

In contrast to the table on page 15, which focuses on the funding breakdown *across* organizations, the table below shows the funding sector breakdown *within* individual organizations. Specifically, it shows the number of organizations that indicate their largest funding source within each of the sectors. As seen below:

- 9 of 17 organizations receive their largest percentage of funding from foundations
- 3 receive the largest percentage from government
- 1 receives the largest percentage from corporate donors
- 1 receives the largest percentage from in-kind support
- 1 receives the largest percentage from support labeled “other”
- 1 receives an equally large percentage of funding from government and “other”
- 1 receives an equally large percentage of funding from foundation and “other”

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Current Funding Challenges

Although we did not include a question in the interviews about funding challenges, many organizations brought up some funding challenges on their own. The biggest challenge related to foundation funding. Seven of the 17 organizations mentioned foundation cuts or foundation restrictions as ongoing challenges. Specifically:

- Foundations prefer to fund specific programs, not general operating expenses
- Foundations prefer to fund start-up and expansion programs, not existing programs that need sustaining
- Foundations have made widespread cuts in the arts
- Foundations have cut funding to LCW awardee organizations because they perceive the LCW grant to be sufficient support

Other funding challenges mentioned by the awardees include the following ideas:

- Many grants are only one year; multi-year funding is difficult to obtain
- Government funding is restrictive, especially fee-for-service contracts
- Government application procedures are arduous and a drain on staff resources

Current Funding Strategies

We did not ask specific questions to the awardees about funding strategies. However, in the course of the interviews, many organizations mentioned ways that they trying to increase, sustain, and diversify funding streams.

The table below shows the number of organizations using the listed fundraising strategies. Because not all organizations discussed their fundraising strategies, and because some organizations reported more than one strategy, the sample size reported here equals 34, not 17.

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- Increase individual donor support (10)
(e.g. donor campaigns, networking)
- Expand board fundraising role (6)
(e.g. train members in fundraising skills, add funding-related committees, add board members with funding expertise)
- Expand fundraising staff (5)
(hire new staff or switch from PT to FT)
- Cut back or restructure programs (4)
- Increase earned income support (4)
(e.g. new events, programs, sales)
- Increase member revenue (3)
(e.g. increasing dues or recruiting new members)
- Introduce capital or endowment campaigns (2)

Concluding Summary

The Group 3 Leadership for a Changing World awardees represent a range of disciplines, communities, issues and constituents as well as budgets, structures and staff sizes. Yet they share significant similarities in how they view and practice leadership. In addition to the most apparent characteristics, such as being collaborative and values driven, the awardees practice leadership that is deeply strategic.

We have highlighted several of the many strategic ways in which awardees engage their communities, structure collaboration, build alliances, and promote cultural understanding. This strategic leadership does not rest with individuals—it is further institutionalized within awardee organizations and often among organizational constituents.

We look forward to the awardees' comments on this interview project and on this report. We are, as always, grateful for their time, participation, and insights.

Project Information

This report is based on research conducted by the *Research Center for Leadership in Action*, in partnership with the *Leadership for a Changing World* program of the Ford Foundation.

Leadership for a Changing World is a recognition program that supports community leaders known in their own communities but not known broadly. In addition, it seeks to shift the public conversation about who are authentic leaders to include the kinds of leaders participating in this program. Each year Leadership for a Changing World recognizes 17–20 leaders and leadership groups. Awardees receive \$115,000 and participate in bi-annual program meetings, collaborative research and a strategic communications effort.

For more information about Leadership for a Changing World, visit www.leadershipforchange.org

The Research Center for Leadership in Action (RCLA) promotes practice-grounded, social science-based, interdisciplinary research that will help strengthen both the theory and the practice of leadership in public service. RCLA is a hub where people from multiple sectors and disciplines undertaking critical public challenges come together to explore the complexities of their work, find creative ways to address them and create new knowledge. RCLA promotes the use of practitioners’ “learned wisdom” to further leadership theory and practice through different strategies and approaches.

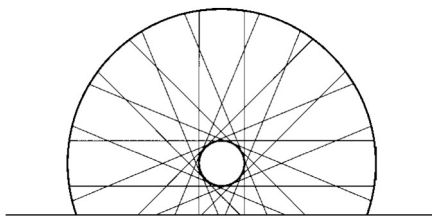
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For more information, visit www.wagner.nyu.edu/leadership

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