

# RESOURCES TO SHARE

*"Never doubt that a small, group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."*

*- Margaret Mead*

University of Massachusetts Lowell  
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## **What is Community Psychology?**

By: Kelly McDermott

Community Psychology is a field with a unique new perspective for understanding the individuals within their environment which includes the larger social systems that affect their lives. Focus on person-environment fit, while working collaboratively with groups and fostering empowerment, are emphasized. Prevention and early intervention through collaborative research and action are seen as valuable tools for improving people's lives. Community psychology does not focus on "problems" but rather on the strengths and competencies of community members.

The field draws on a variety of interdisciplinary perspectives and approaches to examine social problems and promote well-being of people in their communities. Some fields that contribute to Community Psychology include, but are not limited to, Sociology, Community Development, Ecology, Public Health, Anthropology, Cultural/Performance Studies, Public Policy, and Social Work. Community Psychologists value human differences and can inform social policies, social service work, helping practices, and community change.

## **How can Community Psychology Help You?**

A Community Psychologist's role is to:

- Recognize people's strengths and resources
- Work to break down existing social barriers
- Emphasize empowerment and collaboration, rather than dictate solutions
- Promote the sharing of skills and knowledge
- Recognize that all research is value-based
- Use qualitative and quantitative research methods to understand social problems

Community Psychologists have knowledge and skills to:

- Conduct community-based research
- Assess group and community needs
- Conduct policy analyses and development
- Evaluate and coordinate community-based projects
- Train staff
- Provide advocacy
- Facilitate groups
- Develop and conduct health promotion and education programs
- Manage or promote change in systems, organizations, or communities\*

\*Above information taken from

[www.psychology.org.au/community/specialist/community/](http://www.psychology.org.au/community/specialist/community/)

## **History of Community Psychology**

The recognition that the psychological well-being of individuals cannot be understood in isolation from broader social contexts is what influenced the beginning of community psychology as a field. During the 1950's and 1960's some factors that contributed to the beginning of community psychology in the U.S. included:

- “A shift away from socially conservative, individual-focused practices in health care and psychology into a progressive period concerned with issues of public health, prevention, and social change after WWII.”
- “The perceived need of larger-scale mental illness treatment for veterans.”
- The development of community mental health centers and deinstitutionalization of people with mental illness into their communities.” (Wikipedia, 2008)

The Swampscott conference of 1965 is considered the birthplace of Community Psychology. The field has since expanded nationally and globally.

## **Key Concepts of Community Psychology**

### Ecological/Multiple Levels of Analysis

Community psychology emphasizes understanding social problems in terms of factors at multiple levels, including:

- Individuals in terms of person-environment fit.
- Microsystems would be the direct environment the individual has the most contact with such as classrooms, sports teams, and self-help groups.
- Organizations would be larger Microsystems that an individual belongs to such as choirs or school/business organizations.
- Localities would include communities like geographic localities such as city blocks, towns, etc.
- Macro systems would include society such as government and culture.

Community Psychology focuses on second order change which involves changing systems and structures involved to adjust the person- environment fit. First order change would deal with changing the individuals in a setting in order to fix the problem.

## **Empowerment**

Community Psychology mostly focuses on empowering individuals in the community who have been marginalized (excluded from decision-making processes) in some way. One definition of empowerment is “an intentional, ongoing process centered in the local community, involving mutual respect, critical reflection, caring, and group participation, through which people lacking an equal share of resources gain greater access to and control over those resources” (Wikipedia, 2008)

Empowerment can include the following:

- Having decision making power
- Having access to information and resources for making proper decisions
- Having a range of options to make choices from
- Ability to learn skills for improving one's personal or group power
- Overcoming stigma and an ability to change others perceptions by democratic means.

### **(Psychological) Sense of Community**

The experience of community such as “a feeling that members have of belonging, a feeling that members matter to one another and to the group, a shared faith that members’ needs will be met through their commitment to be together” (McMillan & Chavis, (1986). In numerous studies relationships have been found between psychological sense of community as well as things like perceived safety/control, greater participation, ability to function properly, social bonding, greater civic contributions, and a greater sense of purpose (Wikipedia, 2008). The community to which a person feels connected can be defined relationally, based on some shared commitments or interests, or territorially, based on location.

### **Four Elements of Sense of Community**

- 1) Membership- This can include attributes such as boundaries, emotional safety, a sense of belonging and identification, personal investment, and a common symbol system.
- 2) Influence- members feel they have some influence in the group. Some influence by the group on its members is also important for cohesion.
- 3) Integration and Fulfillment of Needs- members feel rewarded in some way for their participation.
- 4) Shared Emotional Connection- members have some shared history and shared participation.

One can see how all four of these dynamics can work together in McMillan and Chavis’ (1986) example below:

“Someone puts an announcement on the dormitory bulletin board about the intramural dormitory basketball team. People attend the organizational meeting as strangers out of their individual needs (integration and fulfillment of needs). The team is bound by place of residence (membership boundaries are set) and spends time together in practice (contact). They play a game and win (shared successful event).

While playing, members exert energy on behalf of the team (personal investment in the group). As the team continues to win, team members become recognized and congratulated (gaining honor and status for being members). Someone suggests that they all buy matching shirts and shoes (common symbols) and they do so (influence).”

### **Social Justice**

A definition of social justice may be fair treatment and an equal share of the benefits of society. Community psychology emphasizes social justice through research and action. They advocate for equality in policies that allow the well-being of everyone.

### **Diversity and Individual Wellness**

Community Psychology values a multicultural perspective. Some research may be done for the benefit of diverse populations gaining equality and justice. Value is seen in all communities, regardless of ethnicity, culture, sexual orientation, disability, socioeconomic status, gender, or age. Community psychologists are concerned with the physical and psychological well-being of all people and look at prevention as a way to promote individual wellness.

### **Collaboration and Citizen Participation**

Community Psychology encourages collaboration with community members in order to obtain various resources. When citizens participate in an equal way they may feel empowered. Citizen participation allows people to have a voice in decision-making but requires an ongoing relationship between the researcher and the community.

### **Empirical Grounding**

Community Psychology may sound like some kind of social movement or grassroots organization but it is very different due to the value for empirical grounding. Evidence from research is mostly empirically based which means “dependent on evidence or consequences that are observable by the senses” (Wikipedia, 2008). Therefore the data collected from community psychology is produced by experiment or observation.

Research done in community psychology is carefully carried out and therefore has the respect, and is as valued as, other areas of psychology.

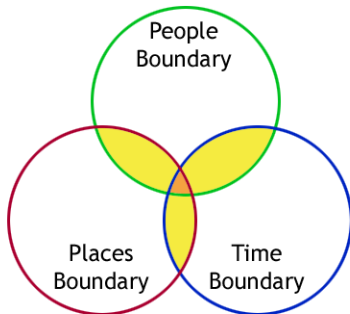
# Creating Boundaries

By: Karishma Shetty and Ramona Bryan

## Why do we need to set boundaries within our professional environments?

### *Boundaries and Balance*

When starting off at a new workplace, we often tend to ask ourselves this question. However, it is important to review and assess our workplaces for various reasons. Boundaries are the lines around us that establish what expectations and responsibilities are most central to our work and to our lives. They help us to stay focused on what is most important to us rather than blindly taking on responsibility for everything that other people expect/demand from us. By setting boundaries we can free up both time and psychological space to do the things that matter. We set a boundary to affirm and define our physical, emotional, mental, sexual, spiritual, financial, etc-space. We also set boundaries in order to protect and take care of ourselves.



At the individual level, we face different types of boundaries in our everyday interactions, including personal boundaries, role boundaries, verbal and/or physical boundaries. Our personal boundaries are unique to each of us, reflecting our life experiences, fears and defenses. Social, cultural and gender influences also play a part in our interpretation of boundaries.

At the organizational level, there are different types of boundaries that reflect the culture and history of the organization. Even when people feel burnt-out at work, it may be due to the individual's inability to set personal boundaries, but it may also reflect an organizational culture that pressures people to work beyond their limits. It thus becomes vital to recognize that we need to assess ourselves and our role within the organization, making the most of the person-environment fit.

Resources: Sandi Epstein, <http://www.bluesuitmon.com/career/balance/boundaries.html>

<http://www.cavr.org/certification/images/paperclareokelly.pdf>

Setting Effective Boundaries for Volunteers Submitted by Clare O'Kelly, CAVR

It is important to look at the underlying assumptions behind roles that persons take on. It is particularly difficult in a society based on power to understand the importance of giving everyone the right to set their own boundaries and to avoid victimization.

## How do we achieve balance?

*Follow some of these steps towards analyzing where current boundaries are set and how to readjust them:*



### **Step One: Identify where your boundaries need strengthening**

For example - a co-worker or boss who asks you to do work that you consider outside of your job description: Don't exaggerate your ability by overselling yourself. Give accurate estimates. Delivering a good product on time will improve your credibility, while missing deadlines or delivering a substandard product will only hurt your reputation.

### **Step Two: Inform & Communicate**

Let others know when you see a potential problem - "Do you know that you are relying on me to do work that is inappropriate to my job?"

When discussing your limitations, focus on what you want and what you are willing to do. Ensure that others are receiving the message you intended by asking for feedback when it's not forthcoming.

### **Step Three: Request**

Tell others what you want very specifically - "I ask that we review any new work assignments before they land on my desk for their relevance to my job and alternative ways to delegate them if they are not relevant."

### **Step Four: Follow Up**

Tell your co-workers/boss/ supervisor how they are doing on meeting your request - "Thanks so much for working out the assignment delegations with me these past weeks" or "I asked for assignment reviews and I am still getting new work that isn't in my job description, can we find a way to resolve this today?"

Reflect back your understanding of the other person's needs, interests, and concerns. Attempt to negotiate win-win solutions.



### **Step Five: Address**

If people are consistently not meeting your requests even after alternative solutions have been explored, it's time to inform them of the consequences of their continued requests, e.g., what other tasks or initiatives might suffer if your time is continually redirected.

### **Step Six: Re-establish**

In our context, it makes more sense to be persistent in setting boundaries and not giving up on the process of establishing a good working rapport with those at the workplace.

### **Communication and setting boundaries:**

Communication is the key to boundary setting. We often enter a workplace 'presuming' that we understand what we and others want, as well as what is expected of us. It is extremely important to go beyond presumptions and to clearly set goals.

### **Boundary settings at the Practicum site:**

- Being able to commit to responsibilities of tasks and manage them within the 10 hours/week.
- Being able to judge what needs more focus on, in regards to the skills we want to develop and the commitment we have made to our sites.
- Not being over-taxed, over-committed and over-burdened.
- Being assertive but not disrespectful in communicating our responsibilities, tasks and purposes at our sites.
- Using our supervision-dialogue per week to communicate our needs and reflect on whether we are being productive and making progress towards our learning goals.
- Being aware of our time-line and sharing that with your supervisor.
- Take extra efforts to assert your value as an asset to the organization.

**Resource provided in class that may provide further guidance on this topic:** Resource: <http://dreamjobcoaching.com/boundaries.shtml>. Contact: joel@dreamjob coaching.com ~ (510)655-2010



### ***"Top 10 Ways to Set Boundaries"***

1. List people who drain your energy. Even if you like them, they take your time without permission.
2. Identify which boundaries you need to set. Try to understand if you have trouble setting boundaries with specific people or specific situations. For example, you may be able to set a boundary with coworkers, but not clients.
3. You have a right to set boundaries. Many people mistakenly believe that setting boundaries upsets other people. While others may not get what they want in the run, you will garner more respect from them and for yourself by standing up for your needs.

4. Make a short affirmation to describe your new boundary. An example would be, "I get to decide how to spend my time." Or "My time is valuable and irreplaceable." Use whatever words are most powerful for you. This step is a crutch you can use to remind you that setting boundaries is the right thing to do.
5. Rehearse away from work. Talk to yourself in the mirror, write in your journal, tape record yourself or find a trusted friend to role-play with. This is new behavior. The more you practice it, the better you will become.
6. Offer options to the other person. Look for a win-win situation by taking control. For example, "I know that you would like to speak with me. Right now, I need to finish this task. Can I call you later or would tomorrow be better?"
7. Communicate without anger. Be clear and respectful. Use language that you feel comfortable with. Keep in mind that you are saying 'no' to an unreasonable request, not to a person as an individual.
8. Relax. Before you respond, breathe deeply. Remember, you are saying 'yes' to you and your time.
9. Think ahead and prepare. List common situations that could use a boundary. If it comes up, you will have pattern of action you can use at your fingertips. You won't even need to think about the best way to handle it; you'll know.
10. Check all your life's boundaries. See if you need to set boundaries with family and love ones. They can be a wonderful part of a full life, but they too can cause a drain on our energy, time and vitality. Look at how you can set boundaries in all areas of your life so that you are able to truly create the life you desire.

# Dealing with Competing Agendas

Joyce Abelson



When people work in the community with others who have different priorities and approaches, many individuals will label the differences “competing agendas” and approach one another will emotional clubs. As community psychologists, we are resource collaborators not combaters. We strive to promote competencies and wellness through self-help, community development and social action with the active participation of our clients exercising choice and self-direction.

Varying agendas give us different perspectives, and different positions from which to problem solve. Instead of viewing these differences as obstacles embrace this diversity of perspectives as an opportunity to hone our skills. We as community psychologists want to utilize our collective strengths to break through barriers to problem solve.

In „Getting Past No“, William Ury (1991) suggests we all sit side by side, face the problem and reach a mutually satisfactory agreement. *Put another way, we want to have our needs met. It is okay if other needs are met too, but, we want our needs met.*

We may all be negotiators but many of us don’t like to negotiate. We see ourselves as having to choose between being too “soft” with respect to the other agendas and losing our place, OR we see ourselves as being too „hard” and winning our point but losing others as partners/allies. Instead of sitting opposing, face to face, sit side by side and look at the problem as if you and the others are part of the solution and not the problem.

Before we can work towards an accepted solution we must know the interests of the competing agendas (William Ury, 1991). What are the options? Identify any common interests right away and agree on them. Listen and entertain others comments put forth as solutions. Ask how they can work for you?

If the „others” attack, DO NOT React: Reactions fall into 1 of 3 categories- striking back, giving in or breaking off, all of these end negotiations. Instead, take a breath, buy some time, mentally (emotionally) regroup. Put yourself in a place where you do not react to what is being said. As my mother would say, “Try walking in their shoes” and try seeing things from their perspective and then remember to put them in yours. Agree immediately with what you can and sympathize with their position when you can’t.

Negotiating effectively requires a thorough examination of the needs of all parties with the goal of finding a mutually optimal compromise allowing all participants to make the best overall deal for everyone.

Negotiating effectively requires a thorough examination of the needs of all parties with the goal of finding a mutually acceptable compromise allowing all to maximize benefits. Positions are rarely as fundamentally opposite as they may at first seem. In the end, both sides should feel good about the final solution if the agreement is to be considered win-win. In a win-win negotiation all parties feel positive when the negotiation is over. A win-win negotiation is a fair compromise. This benefits an ongoing working relationship between parties afterwards.

### Negotiating a Win-Win Solution

- **Goals:** What are your needs? What do you think the other person needs?
- **Trades:** What can you offer the other person to compromise and what does the other person have that you might want. What can you trade? What can each of you give away?
- **Alternatives:** if you don't reach compromise with the other person, what are your options? What are the pros and cons to these options? Does it matter if you do not reach agreement? Does failure to reach an agreement preclude you from future opportunities? And what are the options available to the others in the negotiations?
- **Relationships:** what is the history of the relationship? Could or should this history impact the negotiation? Will there be any hidden issues that may influence the negotiation? How will you handle these?
- **Expected outcomes:** what outcomes are expected from this negotiation? What have previous negotiations been? What kind of precedent will this set for future negotiations?
- **The consequences:** what happens if you win? What happens if you lose? What are the consequences for the other person?
- **Power:** who has what power in the relationship? Who controls resources? Who stands to lose the most if agreement isn't reached? What power does the other person have to deliver what you hope for?
- **Possible solutions:** based on all of the considerations, what possible compromises might there be?

For a negotiation to be 'win-win', both parties should feel positive about the negotiation once it's over. This helps people keep good working relationships afterwards.

# Coalition Building

Sandra C. Osborne

## What is a Coalition?

A coalition is a combination of organizations and individuals which are brought together to build a power base that works to influence social change related to a mutual concern.

## Who are the players?

Stakeholders. Staff of various organizations and community agencies, politicians, board members, police, school personnel, and local employers will bring many skills and resources to the team.

Community opinion leaders. Clergy, business or civic leaders, or people who are simply highly credible in the community may fall into this group.

Policy makers. The participation of local political leaders, state representatives, and others in policy-making positions will both add credibility to your enterprise and increase the chances for success.

## Strengths of a Coalition

The formation of a coalition can shift the balance of power in a conflict situation and alter the future course of the conflict. A coalition can bring more expertise and resources to bear on complex issues, where the technical or personnel resources of any one organization would not be sufficient. Not only will physical and financial resources be increased, but each group will gain access to the contacts, connections, and relationships established by other groups.

Power in numbers- division of labor and reduced duplicating efforts, networking and partnership opportunities, economies of scale and cost-efficiency.

Credibility-the perception of a tangible broad community support and increased access to policy makers.

Public profile-Coalitions create a united front and a consistent message; they can acquire media attention that individual organizations may not otherwise achieve.

## Building a Successful Coalition

Defining the issues

Needs assessment Develop a list of priorities or conduct a force field analysis. What problems or needs are not addressed? Identify target populations, perform a needs assessment via focus group, survey or interview, hold meetings to get a consensus and then create interventions likely to be successful.

Identify & recruit potential coalition members. It is important to recruit positive thinkers who will look for opportunities, strengths, and multiple solutions, people who enjoy a challenge and can contribute to achieving group goals.

Create your vision and mission. They should describe situations or conditions that the coalition believes can be achieved. Avoid the "pie- in-the-sky" goals that members do not believe nor find possible to do. It should be possible to achieve the goals in the designated time frame. A target completion date should be included in the goal statement. The goals must allow all members of the coalition to be successful.

Design the coalition structure. Each coalition must select the framework for organization; boards, planning, advisory, executive and sub-committees, PR, fund-raising, research etc. Determine the needs for professional staff or volunteers. Clarify the coalition mission and each of the members' roles. Develop a job description for non-volunteer and volunteer coalition members: roles and responsibilities; including expected participation level, time commitment, attendance at meetings, personal qualities and etiquette.

Develop action plan. Write measurable objectives. How do we implement our programs? How do we evaluate?  
Where does the group want to be in one year? Six months?

### **Key Concepts ~ Put together a CORE GROUP**

Identify the most important potential coalition members. Choose members who can offer specific skills.

A core group could be an advisory panel, where members will have more contacts and more knowledge of the community than a single individual. It will give the idea of a coalition more standing among potential members.

It will make finding and reaching potential members a much faster process. A core group will make the task easier on all the individuals involved, and therefore more likely to get done. It shows that the effort has wide support.

Coalition participants must be chosen carefully. Volunteers who are intelligent, present themselves well, can offer important knowledgeable about the issue, are dedicated enough to work long, irregular hours and bring a needed skill or point of view to the group.

Create a system for communication. Members must have a sense of accomplishment or purpose to continue with a motivated effort. There should be a designated key contact from each organization to maintain consistency and build expertise. Since conflict is inevitable, develop a dispute resolution system. Conflict can be defined as a *disagreement* through which the parties involved perceive a threat to their needs, interests or concerns. This can, at the least, be counterproductive in coalition.

Develop a structure for funding and donation purposes. Money is one place where clear policies and procedures can help immensely. Be sure that your group knows how to process funding and grant requests. Investigate becoming a non-profit or adopting an organization to be the fiscal agent of your organization. Develop a way of decision making for spending money. Do we need a treasurer, director of development, fundraising committee? Roles and responsibilities should be defined.

### **The Core Group & Coalition Participants.**

Coordinator- The most important element in any coalition is the coordinator. The coordinator must be respected by others, generate confidence and know how to cooperate. They must be fluent in the following skills; group dynamics, team-building, people skills, negotiation skills,

administrative skills. He/she must also have a solid understanding of advocacy. Be able to inspire others and motivate them to take action. The core planning group assists the coordinator in the planning and administration of the project helps identify resources necessary to accomplish the objectives and assists in recruiting coalition members.

Leaders/Strategists - Involve prominent members of the community. These key members provide the vision and set the path for the coalition. The strategist(s) must be willing to work in a team setting and give credit to others for their roles in the coalition. If a leader dominates, others may begin to resent him/her.

Workers/Volunteer – Individual members of the coalition accept and carry out assignments within the area of their special expertise or competencies. Involve people whose jobs relate to the work of the coalition. Members and staff are clear about their duties and responsibilities. Assignments (who will do what) are clearly defined/reviewed at the end of each meeting. It is important to note that the workers must include the coordinator and the strategists for optimum success.

Members- Members keep the coalition moving forward, provide knowledge and expertise, skills, financial backing, etc. At least 15 to 25 members, depending upon the individual community the team must be manageable in order for anything to be accomplished.

### **Coalition Objectives**

Prepare for the opposition. Never underestimate the impact of opponents. Always frame the debate in your terms - bring the issue back to a context you can control or win - - speak about what you know best. Be prepared to shift positions or negotiate in ways that still advance your cause; you should have worked out your negotiating positions as a group before the meeting.

Take the issue public. Debate the issue in the media or any other means that draw your opponents from behind closed doors. Build your case and then meet with editorial boards or news editors, use a variety of means, including news conferences, news releases, letters to the editor and letters to politicians, as well as the release of poll results, new information, public endorsements, etc. Develop media contacts before and after major news stories - send them background information. Don't inundate the media with "soft" news releases (in which there really isn't much news), or they may start automatically throwing out your news releases. Make sure the coordinator is kept informed and in turn keeps the group informed of media relations and appropriate public positions - singing from the same songbook is crucial to success.

Work both sides of the government. Meet with public officials and political staff. Develop and distribute letters, polls and advocacy ads in a coordinated fashion - this is all part of the overall strategy. Go to meetings with politicians or bureaucrats in a small group which still maintains broad representation - be brief and address the issues at the level which your audience will understand - one of your responsibilities is to educate, but you can't be seen to be patronizing either. Investigate the official's previous position on the issue - if opposed, try to persuade; if in favor, enlist his/her support and ask for ways in which your coalition could help. Listen and learn - this will help you develop your strategy in the future. Leave BRIEF, clear materials on your position with them at the end of the meeting (do not inundate busy people with reams of paper - they just don't read it - instead, offer additional details if they require them). Follow up with a letter of thanks and a summary of agreements or positions as you understand them.

Survival and success. Coalitions survival and success depends the individual commitment and organizational support. Maintain coalition vitality. Never criticize a volunteer. Note and address coalition difficulties. Share power and leadership. Recruit and involve new members. Promote renewal through training and challenging new issues. Evaluate for improvement. Celebrate and share successes!

## Challenges of Coalitions

Consensus: A great deal of time is spent in consensus-building (note that consensus should be defined as “Can you live with it?” Not “Do you agree with it with all your heart?”)

Information Building: Considerable time may be spent teaching members of the coalition the intricate issues involved in change: current laws, regulations, policies the political climate etc.

Coalition management: The most successful coalitions have senior organization members, players who can define organizational services or responsibilities. Failure to provide and create leadership within the coalition: Coalitions demand a very special kind of collaborative leadership which can harness the strength of everyone involved. Cultivation of this leadership is important to success.

Conflict: Tension within the coalition is often a result of individual personalities, strengths, weaknesses and egos. Organizations that provide a lot of resources and leadership may get frustrated with other members' shortcomings. Consensus is often very difficult to achieve considering these group dynamics.

Domination by one group or organization: It is common to see domination by "professionals" or some other elite where a professional approach is taken without consideration for the population who are involved in the particular issue. Individual organizations may not get credit for their contributions to a coalition. Members that contribute a lot may think they did not receive enough credit.

Funding: The difficulty of finding funding is an obvious obstacle. Many available funders will impose strict guidelines and time tables which may work against the goals of the coalition. Coalitions must be cautious about the kind of funding they apply for and accept.

<http://www.aapd-dc.org/NOW/presentCoalition.html>

<http://www.ohrd.wisc.edu/onlinetraining/resolution/aboutwhatisit.htm#theroleofperceptions>

[http://www.health.state.mn.us/divs/hpcd/chp/hpkit/text/team\\_what.htm](http://www.health.state.mn.us/divs/hpcd/chp/hpkit/text/team_what.htm).

[http://ctb.ku.edu/en/tablecontents/sub\\_section\\_main\\_1057.htm](http://ctb.ku.edu/en/tablecontents/sub_section_main_1057.htm)

<http://www.cypresscon.com/coalition.html>

[http://www.beyondintractability.org/essay/coalition\\_building/](http://www.beyondintractability.org/essay/coalition_building/)

[www.beyondintractability.org](http://www.beyondintractability.org)



## Challenges in Translating the Practicum Work to Other Settings

Jay Claus Santos

Towards the end of the practicum year, one of the immediate concerns for most of us is finding a job. If you get an offer from your site, you are fortunate. But what if you end up in a different setting? How will you make use of experience gained through your practicum placement in your new work environment?

Many of the skills we have learned in our practicum site can be useful in another setting. Job responsibilities may vary, but many of the skills learned will transfer anyway. Translating the practicum work, however, has a lot of challenges like deep understanding of the dynamics of the new site. It also means that the specific mission, culture and resource base of the setting will entail that all the skills and approaches developed in the practicum site has to be adapted to fit the new place. Below are some other challenges in translating the work to other settings:

1. Roles and expectations. To fully undertake a new role, you must be able to grasp the responsibilities and time commitments expected. Community work is not confined to the four corners of an office. Depending on the job description, the responsibilities often include spending some or most of your time in the community. To be able to meet the expectations of community jobs, you often need to be flexible enough to work in a non-structured way, whether by doing some of your work outside the usual 9-5 shift or during the weekends. Talk to your supervisor and people in your new setting about the demands of your roles. Getting clear information will help you prepare on the expectations of your new job. For the most part, readiness to go the extra miles will be a huge advantage.
2. Resources. Funding is a major concern for any organization, and can ultimately limit where your job will take you. However, resources are not all about money. They can also come in other forms like people and networks. So learning how to make good use of people's talents and abilities will make a difference. People in your new setting have reasons why they are there—they have skills which are beneficial to the organization. Discovering and pulling out their skills together as a pool of resources will be some sort of a 'journey.' But by constant communication and touch-basing with other staff and by making yourself visible and creating an impression that you can also collaborate with them through your skills will make your journey easier.
3. System. What makes an organizational system complex is people. By the end of your practicum experience, you should know how a system works, and be able to navigate in various subsystems. If you think a new system you are entering does not work well or is not very efficient, challenging it right away might not be a good idea. Try to get the insider perspective before you start proposing changes. You need to become informed and also to earn some respect first. Otherwise, people in the system dismiss you as an uninformed outsider.
4. Cultural dynamics. When you enter a new work setting and meet new people, and creating new relationship in the process produces a whole new cultural dynamic. Knowing where you stand and knowing where others are coming from will be valuable. Awareness of the prevailing ways and norms will lead to better way of dealing with people in the workplace as well as in the community. Even if you end up, for example, in a setting same type as your practicum placement, you will find out that there are various ways on how people deal with a

5. lot of things in the organization. Your knowledge in cultural diversity will help you value people and relationships in the organization. Understanding of the cultural dynamics is not a process of finding where you fit, but of knowing how to fit by recognizing the differences and similarities among people in the workplace. In the end, the more you pay attention to details on your co-workers' background and how they deal with other people, the more you comprehend the cultural dynamics existing in the organization.
6. Partnerships. Wherever setting you eventually settle in, working with other groups is inevitable. Not a single organization will be able to sustain a program initiative without working collaborating with other individuals or groups. It is important then to take advantage of existing and potential collaborating groups. One of the advantages of partnership is that often leads to the creation of a shared vision and action plan among stakeholders.

## ***Working with GLBT Clients Important Health Issues to Consider Aliina Crandell***

**L**esbian clients often face different health risks than heterosexual clients. Many may not visit a doctor as often for routine exams if they have been discriminated against in the past and are unable to find a doctor who is comfortable with their lifestyle. Lesbian identifying clients may also have higher levels of chronic stress due to homophobic discrimination. Stressors these clients may face can include hiding their lifestyle from friends, family and co-workers and loss of support systems due to their sexual orientation. Finding a doctor who is supportive and informed is an important step. It is also useful for service providers to become aware of specific risk factors.

### ***Research has found that lesbians are at greater risks for:***

- Breast Cancer
- Depression and Anxiety
- Heart Disease, due to high body mass
- Gynecological Cancer
- Tobacco Use
- Substance Abuse
- Domestic Violence
- Osteoporosis



Other risks to take into account which are especially prevalent among lesbian youth are: Exposure to STIs, HPV and HIV transmission, and self-injury. It can also be a problem if doctors assume lesbians don't need birth control, when, in fact, lesbian teens are at a greater risk than heterosexual teens to experience an unwanted pregnancy.

### ***Necessary Steps to Take:***

- Encourage clients to talk to their healthcare provider about GLBT issues so the provider can be aware and advocate on their behalf when an emergency occurs. If they are not receptive encourage clients to find a different provider.
- If they have children talk to them about considering making their partner legally a standby guardian.
- Tell them about the importance of learning about GLBT rights in their community and how it is important to advocate on behalf of the GLBT community.

## **Massachusetts GLBT Health Resources:**

### **Fenway Community Health**

617-267-0900 888-242-0900

[www.fenwayhealth.org](http://www.fenwayhealth.org)

### **GLBT Health Access Project**

617-988-2605

[www.glbthealth.org](http://www.glbthealth.org)

### **GLBT Health Resource Guide**

617-988-2605

[www.glbthealth.org/resourceguide.html](http://www.glbthealth.org/resourceguide.html)

### **Massachusetts Health Promotion Clearinghouse**

800-952-6637

[www.maclclearinghouse.com](http://www.maclclearinghouse.com)

## **Tip Sheet Resources:**

### **Gay and Lesbian Medical Association**

<http://www.glma.org/index.cfm?fuseaction=Page.viewPage&pageID=691>

### **Human Rights Watch**

[http://www.hrc.org/documents/HEI\\_Report\\_Oct\\_1\\_2007.pdf](http://www.hrc.org/documents/HEI_Report_Oct_1_2007.pdf)

### **Youth Resource**

<http://www.youthresource.com/health/index.htm>

# **Building community support for your project**

Sharon Therrien



The key to successfully building support for a project is to convince the majority of the people involved that the project is worthwhile. There will be a small vocal minority that either supports or opposes the project. Most people, however, will be undecided when they first learn about a project. These are the people who must be brought on board if a project is to succeed. The following are eight ways to build this support:

**1. Communication, communication, communication...** If the community does not know what the project is about, or has unsubstantiated information, support can dwindle. It is best to start the conversation with the community as early as possible; their input can make or break the project.

**2. Know the community that you will work with.** Identify the key people and organizations in the community that will be most impacted. These people/groups are the ones that need to be best informed about the project.

**3. Gather feedback.** As the project progresses, don't forget to continue to keep the community involved. Providing a means for the members to give their thoughts and suggestions will not only give them a sense of empowerment but can also benefit the project.

**4. One-on-one communication still has its place.** Hearing from the community as a whole is important, but getting some individual feedback is also critical. This is most important with the key players in the community, who could strongly influence the outcome of the project.

**5. The media are your friends.** Make use of newspapers, radio, and television when you want to get the message out to the widest possible audience.

**6. Open doors, open hearts.** Holding an open house to introduce the project to people is also very beneficial. The distinction from a meeting is that the people can come at their convenience. The conversations held also tend to be more personal because there is no way to speak to everyone at once.

**7. Brochures and pamphlets** left at locations with easy access can help. These places might be libraries, grocery stores, town offices, or even online. In this way, information about the project will be readily available for members of the community.

**8. Public forums** are often critical as a project advances. From the beginning to the end, this is one of the best means to gather input as well as provide details about the project and its status. In such a setting, it is best to select a neutral facilitator to keep the forum from being too one-sided. It is also important that everyone have the chance to be heard.

Reference: [http://www.geocities.com/metisnation/btf\\_11002.html?200722](http://www.geocities.com/metisnation/btf_11002.html?200722)

## Steps in Deciding Methods of Program Evaluation Marion de Laubenfels

Although evaluating a program is an important step in developing and maintaining the program, many shy away from performing a program evaluation. This is often because one of the challenges in program evaluation is choosing among all the possible methods. It is important to choose wisely, and this resource is intended to provide a guide to do exactly that!

- 1) **The first step in deciding which method of Program Evaluation to utilize is to look at the goal(s) of the evaluation—that is, the uses to which the information gathered will be put:**
  - Provide feedback to improve performance
  - Gather evidence about whether the program fills a real need and should be funded
  - Fulfill accreditation requirements
  
- 2) **Next, those who plan to perform the evaluation need to determine if any information has been already collected and, if so, what kind. Some forms of information programs often have already collected are:**
  - Questionnaires or surveys
  - Budget information
  - Attendance records
  
- 3) **Likewise, deciding the best method or methods involves determining what personnel, program expenditure and staff or participant time is available to gather further data and/or synthesize existing data.**
  
- 4) **At this point, the evaluator should consider that the goals of an evaluation can be met by a number of methods:**
  - **Improve Performance**      Participant surveys to assess satisfaction  
Interviews to elicit testimonials  
Tests and assessments  
Observations
  
  - **Gain Grant Funding**      Participant surveys to assess satisfaction  
Interviews to elicit testimonials  
Document review (budgetary, attendance information)  
Tests and assessments  
Observations
  
  - **Fulfill Requirements**      Participant surveys to assess satisfaction  
Tests and assessments  
Secondary Sources and Data Review

5) Finally, while multiple methods increase the kinds of information that is gathered, there are questions that should be asked before choosing a method, so that the evaluation conforms to certain standards:

- Utility (Is the evaluation useful?)
- Feasibility (Is the evaluation viable and practical?)
- Propriety (Is the evaluation ethical?)
- Accuracy (Does the evaluation measure what you want it to measure?)
- 

**Methods of evaluating in relation to program evaluation standards** (Qualitative=Ql, Quantitative=Qt)

	<b>Surveys/ Questionnaires</b> Ql, Qt	<b>Interviews/ Focus Groups</b> Ql	<b>Tests/ Assessments</b> Qt	<b>Document Review</b>  Qt	<b>Observation</b>  Ql	<b>Secondary Sources</b>  Qt
<b>Utility</b>	Effective for assessing program satisfaction	Provides rich data that paints a broad picture of the program	Strong method for assessing change in program outcomes	Useful for documenting implementation	Provides highly detailed data from “outsiders”	Yields data which support internal findings
<b>Feasibility</b>	Data entry & analysis time consuming	Time consuming for both participants & analysts	Can be costly and time intensive	Convenient when available and complete	Time consuming, labor intensive, expensive	Can save administrative time and costs, but may require permission
<b>Propriety</b>	Answers often should remain anonymous	Vulnerable individuals can feel intimidated in focus groups	Often requires scoring from an external source	Sensitive information must be kept confidential	Only appropriate/ethical in some situations	Public records are not confidential
<b>Accuracy</b>	If survey return poor, results are skewed	Require careful qualitative analysis	Often more accurate than perceptions or opinions	May be highly accurate	Observations may not be representative	May be less biased than perceptions or opinions



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# **Fundraising for a Non-profit organization**

## **Susan Mutua**

### **Brief Overview**

The purpose of nonprofit organization is to render services to the community. They must clearly identify their primary mission and fulfill it well. The basic values of such organizations tend to be diverse and changing based on fundraising sources and needs of clients and members of the community. Nonprofits must learn to make marketing their way of life and realize that they cannot be all things to all people.

### **Challenges of fundraising**

- Fundraising is a challenge for all nonprofits regardless of their size and mission.
- Staff often lacks the time to develop the fundraising contacts
- Limited staffs are often needed to be deployed to fulfill program goals rather than fundraising goals.
- Volunteer board members may lack the focus or expertise to write winning grant proposals.
- Fundraising is incredibly time consuming and intimidating because it involves something most people are uncomfortable with - **asking for money**.

### **For successful fundraising, a nonprofit must:**

- Make sure the organization has clearly stated mission, goals, objectives, and business plan before thinking about fundraising.
- Match the organization funding needs with available resources.
- Have an effective fundraising planning process to help staff to articulate internally what their programs need in order to succeed.
- Develop relationships in the community regardless of whether they result in an operating grant immediately in order to build a partnership base.
- Develop long-term relationships with the best donors i.e. those committed to the organization over a long term.
- Realize that raising money is very much like gardening; it is all about growing-growing relationships.
- Prove that fundraising transactions will be handled ethically.

- Convey the importance of the nonprofit work and finding ways that many people can contribute to the success of the organization program.
- Remember that they have something to offer to the community and funders.
- Always remember "*Do not beg for support but invite involvement*"

### **Fundraising Strategies**

- **Do not try to do it all by yourself:** Ask for help or form a fundraising committee. An effective committee is the key to success.
- **Develop a budget:** You must figure out how much money you need to run your organization
- **Make a list of possible funding sources:** Try to get as much information as possible about ins and outs of each organization, its procedure for application and so on. If possible find out which person to approach within the organization, so that you can address them personally.
- **Write a letter that can be posted or sent by mail:** Give a brief explanation of your organization, its objectives, and your intentions with respect to funds. Ask if their organization could help
- **Co-operate with funding organizations:** Building a good, trusted relationship with your funder is very important. Donors often ask for long and complex reports because they are dependent on their own supporters who in turn will expect reassurance that their money is being well spent.

### **Sources of funds**

- 1) **Money from individuals:** Individuals are the largest source of funding for nonprofits organizations. These can be done through the following:
  - Appeal letters
  - Events e.g. walk- a -thons
  - Membership drives
  - Membership dues and renewals
  - In-kind donations: e.g. Equipments, supplies and volunteer time
  - Workplace payroll deduction
- 2) **Grants:** e.g. from private foundations, corporate foundations, government and religious institutions.
- 3) **Revenue maximization:** Aim to generate the highest possible funds by ensuring that the available funds are greater than the total costs.

- 4) Full cost recovery:** Manage programs and services in order to break even financially, providing as many services as finances allow.
- 5) Partial cost recovery:** Operate with a chronic deficit every year, providing services that are critical and cannot be provided at a breakeven level cost. Then, appeal to public and private foundations, individuals and governments to cover the annual shortfalls.
- 6) Fees for services:** Provide services to clients for a fee that is below market rates and although does not cover the full cost of providing the services, helps to provide critical funds.
- 7) Retrenchment:** Reduce internal cost to lessen the impact of decreasing funding, increase staff workload, make use of volunteers and reduce administrative support staff.
- 8) Legitimizing:** To protect current funding, demonstrate to important audiences including funders that the organization is conforming to existing norms and regulations.
- 10) Selling Products:** This is one of the easiest ways for nonprofit to earn income. This can be done by making products to sell committed to the work the organization does.

**Once your organization has received money, don't forget to:**

- Write a letter of acknowledgement to the funders
- Send regular reports as requested by the funders
- Prepare accurate budgets and keep costs as low as possible
- Always give feedback to the funders on how the money was/is spent
- Always stick clearly to the objectives of your organization.
- If there are any major changes of plan, inform your funders
- Welcome visitors from your funders agencies
- Try to reply promptly to letters from your funders
- Always remember final words " *THANK YOU* "

**Helpful Links**

- <http://www.ncaonline.org.uk/material>
- <http://nonprofit.about.com/od/fundraising/>
- Flanagan, J. (2002). *Successful fundraising*. NY: McGraw Hill

## Tip Sheet on Volunteer Recruitment

*There has been a drop in many forms of volunteerism and other civic participation in the last three decades of the 20<sup>th</sup> century all over USA. However, there are certain sectors of civic engagement and volunteerism that are going through a complete revival. Many organizations are turning to social sciences for help in this field.* There are mainly two questions:

- How to keep volunteers you already have?
- How to recruit more volunteers?

The first concept deals with your already existing pool of volunteers and their retention. According to literature on retention of volunteers, these are some things to keep in mind:

1. **Preparation** phase should include resources to support the volunteer to work. No tools and no space mean no work, even if volunteers are around.
2. Volunteers should feel **welcome** and **a part of the team** alongside professionals working on the same goals. This can be facilitated through introductions and an initial tour.
3. **Goal setting** is a team exercise. Volunteers (and professionals alike) should plan their schedule and tasks as a team. Realistic expectations have to be set and, if necessary, training should be made available to the volunteers. This skill building might be partially what motivated the people to volunteer in the first place.
4. **Sincerity** with volunteers about the expectations of their job and their placement might be difficult, but it is a necessity. If some do not fit the initial program, try to shift them into another program or offer different possibilities, before giving up.
5. Worker **regulations** are usually volunteers' regulations, and this has to be made clear to everybody.
6. **Flexible scheduling** is the only possible schedule for volunteers. It does take more time and energy for planning, but nowadays people just will not be available for a long period of time on the same weekdays or dates.
7. **Gratitude** for **volunteers** can be shown in many different ways and forms, by using media or special gatherings like *volunteer appreciation day* or *volunteer appreciation lunch*, etc. A thank you with a tap on the back is sometimes enough. A certificate for participation might be needed for the students doing internship.
8. The next issue is the recruitment of new volunteers or the "fresh blood recruitment." This is done, because without this sort of activity there will be a natural tendency for the pool of volunteers to decrease as people move, retire, pass away, etc.

### ***Strategies for recruiting more volunteers***

The above mentioned factors have to be observed when recruitment of new volunteers is done. For better outreach, there are a few issues to be reviewed about the targeted recruitment of potential volunteers:

- Who are the persons with the competencies and the interests that will meet the criteria for the position? There is not one-size-fits-all solution
- How to find and motivate them
- How to approach them

**“Warm body” recruitment or Broad-Based Recruitment** is a style of recruitment that is done by blasting the information through different media and recruiting all those that respond. All mass media can be used for the purpose of advertisement on this kind of recruitment.

**Targeted Recruitment** is a more focused style. The target audience is the population you believe to have the skills, interests and availability for the needed position. It requires you to examine and define the position. Then also define the type of people you are looking for and what will encourage them to volunteer. For this style of recruitment, the internet is a particularly valuable resource. There are a variety of sites that offer matching possibilities between potential volunteers and volunteer seekers. One such site is <http://www.volunteermatch.org/>

**Best recruitment tool: word of mouth.**

**Best recruitment pool: diverse people of diverse abilities.**

**Best time to do recruiting: all the time.**

More on recruitment of volunteer strategies and recruitment tools at:

<http://www.volunteermatch.org/>

<http://www.volunteersolutions.org/>

<http://www.energizeinc.com/art/subj/recruit.html>

<http://www.casenet.org/program-management/volunteer-manage/vlrccamp.htm>

<http://nonprofit.about.com/od/volunteers/a/recruitvols.htm>

# Lobbying for a Cause



The Right Information to the Right People at the Right time.

## Things to consider before beginning this process:

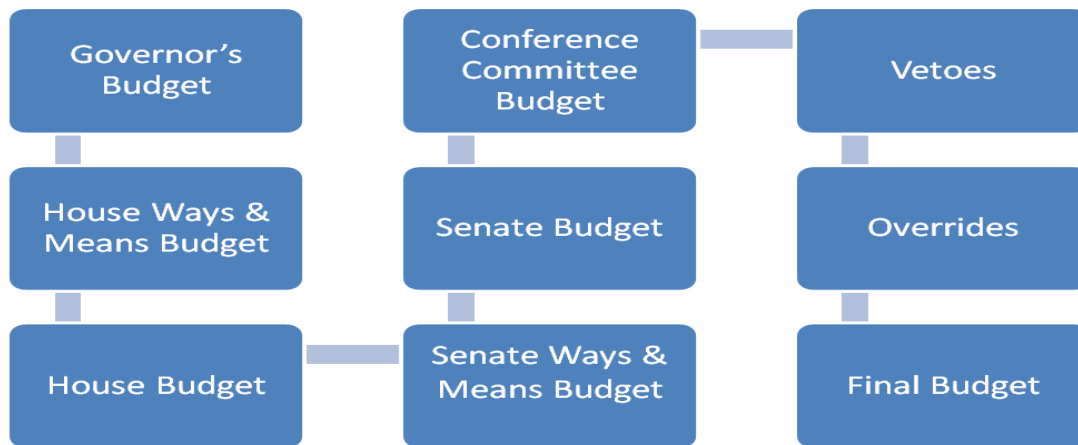
**Lobbying** is the process of attempting to influence legislation; that is to promote or secure passage of legislation through public officials by providing education about a topic or arguing one side. On the other hand, **Advocacy** covers a much broader range of activities that might or might not include lobbying; it is done to defend or maintain a cause; to petition for change using the art of persuasion. **Public Policy** concerns the policies that the government adopts such as laws, plans, actions, and behaviors that govern citizen's behavior.

**Why is lobbying necessary?** It's YOUR right protected by the US constitution and democratic tradition. It is in the first amendment under the right to petition- **"To petition the government for a redress of grievances"** means that citizens can ask for changes in the government. Also, you can make a difference! Some historical changes started small scale and influenced the change of laws such as women's right to vote or fighting racist laws.

## Who is involved in lobbying?

- **President and the cabinet**
- **Members of Congress**
- **Mayors and Governors**
- **Individual Companies**
- **Trade associations**
- **Polling Firms**
- **Labor Unions/ Consumer Groups**
- **Law Firms/ Lobbyist**
- **Public Relations**
- **Grassroots Organization**
- **Interest Groups**
- **YOU!**

**How does lobbying begin?** The first question that will help you decide how to proceed with your lobbying effort would be: Is it in response to specific legislation, to influence the budget process, or to raise awareness? The second question would be: Do you want to do it through calls, mail, emails, and/or visitations to the public officials? These are the key questions that will guide the plan of action. It would be helpful to identify public officials who are likely to support and be involved in your cause by visiting [www.mass.gov](http://www.mass.gov) to find how they have voted in the past and/or what interests are listed in their biographies. In the case of requesting funds, this website can be helpful also by showing when the budget process begins and how the money is being distributed. This is very important to know because one time to request funding for a program is when budget decisions are being made.



This information is available at the website in more detailed fashion but here is a summary: the first step, the **Governor** proposes a **budget** for the fiscal year and sends it to **House Ways and Means Budget Committee** who will analyze and make recommendations to the House Budget Committee. The **House Budget Committee** will agree or disagree and vote, as a group, on how they believe the money should be distributed. Later, this proposal by the House is sent to the **Senate Ways and Means Budget Committee** that will analyze it and make recommendations for amendments to this proposal and send those to the Senate. The **Senate** will vote, as a group, and then will meet with representatives of the House as **Conference Committee**, where each side will debate and argue about how and where the money should go. After the House and Senate agree on a proposal, it is **sent to the Governor again**, who will decide whether to **veto** the proposal, some parts of it, or approve it. It's important to point out that the Governor cannot make any more amendments to it at this point. The Senate and the House will have the opportunity to **override** any decision made by the Governor if 2/3 of the members approve the move. And finally, the **Final Budget** is approved and funds distributed.



**Background Research-** Facts should be as accurate and reliable as possible. Keep in mind possible opposing views and find strong arguments to persuade others about your position. Also, find out about other similar groups or programs where it is possible to form an alliance to have a more coherent and stronger voice.

**Involving the public-** It is important to involve the public who will benefit from the lobbying and advocacy process. We can do it by:

- Scheduling meetings with legislators for the public to tell their stories.
- Arranging interviews with the press to get their stories out to the public.
- Organizing media campaigns to raise awareness.

# Bridging Communities Through the Art

By Ekaterina Konovalova



Art always attracts attention. Art refers to a diverse range of human activities and artifacts, and may be used to cover all or any of the arts, including music, literature and other forms. It is most often used to refer specifically to the visual arts, including media such as painting, sculpture, and printmaking. However it can also be applied to forms of art that stimulate the other senses, such as music, an auditory art.

Art institutions and art events often serve as a bridge between different communities and connect people from very diverse backgrounds and affiliations. There are a few ways to connect communities through the art:

- Art programs
- Art events and festivals
- Public art projects

**Art programs** provided by an art museum, institute, university or any other organization that has artistic resources can help diverse community members get exposure to art and culture. They can also build mutually beneficial partnerships. For example, youth oriented art programs at a museum can successfully connect public schools, community colleges, and university communities. Another example is a partnership between professional artists' associations such as Arts Leagues or Artists Unions and community service organizations such as center for elders, mental health centers, and rehabilitation centers. Some partners can organize and host planning meetings, others provide space for art projects and exhibitions, and the rest provide workshops. Thus, a senior center can invite professional artists to give workshops to elderly residents, work on collaborative projects, and display the final art pieces on the walls of the center.

Art programs are usually spread over time and require ongoing participation. Art events and art festivals can be a part of the art program but not necessary.

**Art events** are the various workshops, performances, shows, plays, and presentations. They, as well as **art festivals**, usually have a short-term effect on the communities due to their short duration. However, they can entail productive and durable partnerships between participating community members.

For example, a community event on Green chemistry aimed to attract public attention to the issues of pollution and ecological situation can bring together the engineers, scientists, manufacturers and factories, visual artists, and performing dance troupes. Those groups of people can come up with the idea of a creative performance. Based on scientists' and industrial workers' expertise, partners can educate people through an enthralling art show.

**Public art** is a great communication tool that in many cases brings a message to the general public on a daily base. The term “public art” refers to works of art in any media that have been planned and executed with the specific intention of being sited or staged in the public domain, usually outside and accessible to all. Murals, graffiti, sculptures, lighting are all facets of public art. Public art is not confined to physical objects; dance, procession, street theatre and even poetry have proponents that specialize in public art.

Successful examples of bridging communities through public art include various collaborative projects between artistic institutions and different groups such as immigrant community, at-risk youth, or prisoners. For example, imprisoned people have a chance to create piece of art, exhibit their art work and acquire a new profession, raise self-esteem and enhance their social skills through public art initiatives.

Another example of a fruitful collaboration is a graffiti project by university students and faculty members, city administration, and high school students. The city can provide abandoned houses or walls; University people serve as teachers and mentors for younger students; and high schoolers realize their artistic ambitions and build essential social connections with older people.

There are many ways to connect diverse communities. One of them is using the vivifying power of art. There is a little artist that lives in everyone no matter how educated, skilled and professional the person has become. When we were children, everybody was an artist. As we grow up, many of us lose this artistic vision. As community social psychologists, we can appeal to this hidden artist in people’s souls and connect diverse community members by one magic instrument – ART.

## Navigating Mill City

If you're new to the City of Lowell, how do you navigating the complex systems? Below is a list of stakeholders in Lowell who sits on many committees and nonprofit boards, who are well connected or might have vested interested in solving community's problems. A stakeholder is defined as a person who lives, works, owns property or a business, attends an educational institution, or provides educational, cultural, business, governmental or social services to or from Lowell.

STAKEHOLDER GROUP	ORGANIZATION	REPRESENTATIVE	ALTERNATE
Artists	<u>Arts League of Lowell</u>	Steve Syverson	Pamela Goncalves
Business Organizations	<u>Greater Lowell Chamber of Commerce</u>	Jeanne Osborn	
Business Organizations/Urban Development	The Lowell Plan	James J. Cook, III	
Business Organizations/Resources	<u>Lowell Small Business Assistance Center</u>	Russ Smith	Terry Williams
Business Organizations/Restaurants	<u>Downtown Lowell Business Association</u>	Franky Descoteaux	
Business Organizations/Retailers	<u>Downtown Lowell Business Association</u>	George Vallaras	
City of Lowell/Planning & Development	<u>DPD/Economic Development</u>	Chris Samaras	Theresa Park
City of Lowell/Public Safety	<u>Lowell Police Department</u>	Ken Lavallee	Sara Khun-Leng
Cultural Organizations	<u>Cultural Organization of Lowell</u>	LZ Nunn	Federica Donna
Educational Institutions/High School	<u>Lowell High School</u>	Roxanne Howe	Bill Samaras
Educational Institutions/Colleges	<u>Middlesex Community College</u>	Molly Sheehy	Colleen Cox
Educational Institutions/Universities	<u>University of Massachusetts/Lowell</u>	Dr. Joseph Lipchitz	Dr. Robert Forrant
General Population/Social Services	<u>Community Teamwork, Inc.</u>	William Lipchitz	
General Population/Transportation	<u>Lowell Regional Transportation</u>	James H. Scanlan	Robert Kennedy

	<u>Authority</u>		
Visitors/Historic Park	<u>Lowell National Historical Park</u>	Duey Kol	John Marciano
Visitors/Tourism	<u>Greater Merrimack Valley Convention &amp; Visitors Bureau</u>	Debbie Belanger	Fred Hunter
Youth Groups	<u>United Teen Equality Center</u>	Juan Carlos Rivera	Greg Croteau