REGENERATIONS:
LEADERSHIP PIPELINE
TOOLKIT

TRANSITIONS TRAINING

02.2015

Credits

Thank you

ReGenerations: Leadership Pipeline Initiative

The Funders' Collaborative on Youth Organizing (FCYO) launched its ReGenerations: Leadership Pipeline Initiative in 2010, following a national field scan of over 150 youth organizing groups across the country. The scan identified a clear need to support young people's holistic development and their ability to stay connected to social justice as they become adults. Youth organizers were asking critical questions including:

- *In addition to helping young people develop leadership skills, how can we support our members' many basic needs?*
- *How can we support young people who graduate from our programs to get jobs, go to college, and stay involved in social justice?*

In response to these questions, the Leadership Pipeline initiative was designed to develop a framework for a comprehensive social justice leadership pipeline and support to 20 youth organizing groups from across the country to strengthen their holistic supports for young people. The Movement Strategy Center (MSC) was brought on as the capacity building provider for the initiative, to coordinate technical assistance and convenings from 2010-12.

Our framework focuses on how youth organizing groups can be the entry point in a pipeline that builds a regenerating base of leaders for social justice movements. This pipeline starts in middle and high school and focuses on low-income young people and young people of color. It supports young people's development as leaders and as healthy, whole people. It includes developing strong youth organizing groups as well as creating deliberate agreements with a variety of partnering institutions that provide "stepping stones" and a clear road map for people to continue leadership development and expression as they age. Finally, it builds intentional pathways to employment, post-secondary education, and continued social justice involvement.

The structure of the pipeline is defined by three stages that align with the political and personal development of young people within youth organizing programs. The 'Entry Stage' is where young people are first recruited to programs or activities that introduce them to organizing work. Next is the 'Development Stage' in which young people build their political consciousness and skills through structured curriculum and hands-on campaign organizing and reflection. Last is the 'Transition Stage,' which captures their involvement in post-high school opportunities to deepen their skills and analysis and further their engagement with the broader social justice movement.

Over the course of the initiative it became clear that while many organizations had refined models for various stages of the Pipeline, realities of budget and staffing constraints, and the internal and external pressure to produce campaign victories left many organizations less able to transition their young leaders into new opportunities.

The *ReGenerations: Leadership Pipeline Toolkit* that follows was created to provide curriculum and tools for groups interested in improving their work at each stage of the pipeline, but with a specific emphasis on supporting staff in facilitating young people's transition in the final stage. We hope these tools will be an important resource in supporting the next generational of social justice leaders.

The toolkit is organized into the following sections:

1. **Staff Framework Curriculum** – ground staff in the leadership pipeline framework, assess current leadership development work and uncover opportunities to strengthen pipelines.

2. **Youth Transitions Curriculum and Participant Workbook** – engage youth in a process of self-reflection and forward visioning for their role in the movement that is grounded in their personal values and beliefs.

3. **Best Practices** – sharing four examples of powerful organizational programs focused on various stages of the leadership pipeline.

4. **Tools and Tips** – practical guides for staff and youth to support Transition Stage efforts.

REGENERATIONS: LEADERSHIP PIPELINE TOOLKIT

TRANSITIONS TRAINING

STAFF FRAMEWORK CURRICULUM
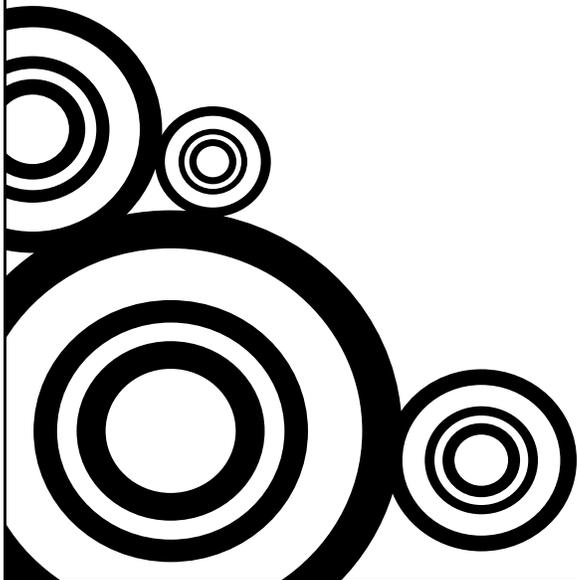
INTRODUCTION

Vision

We envision a generation of staff and young people who are working for social justice in ways that are sustainable and reflect their personal values and beliefs.

Critical Questions addressed by this training:

- What is the leadership pipeline framework and how does it connect to our work?
- How does our leadership development work advance our organization's vision for change?
- What are opportunities to strengthen our organizational pipeline to support young people's transitions?

Core Assumptions that inform this training:

We believe that people can organize:

- Where they live (communities, roles)
- Where they work (vehicles)
- With people like themselves (communities, roles), and
- On the issues they care about

Context

Staff play a critical role in creating effective Leadership Pipelines (LP) for the young people in their programs. Gaining a deeper understanding of the LP framework will allow staff to assess the current program work and identify gaps and opportunities for growth. The activities that follow provide a range of tools that can help staff to align and strengthen their existing Leadership Pipeline.

Framing

Frames are conceptual structures that help people understand reality as they perceive it. Framing this training will give participants ways to mentally organize the information they are receiving, and to understand the meaning of the activities. Choose frames that are relevant to the participants you are working with. Metaphors, questions, and group brainstorms are also ways to frame the activity or whole training.

Debriefing

A debrief is a group discussion or evaluation following an activity. During debriefs, facilitators lead participants to reflect on their accomplishments and setbacks. They serve as a critical point where participants begin to connect the learnings of the activity to their everyday lives.

Examples of debrief questions:

- What happened? So What? Now what?
- Who said what?
- What was the group supposed to do?
- What ideas were listened to?
- What was done? Why? Was it worth it?
- What were your fears? Were they overcome?
- What did you learn about yourself?
- What have you learned that you can take into your everyday life?
- What was a highlight of the training, something you are taking away?

TRAINING ACTIVITIES

Getting Started

These activities can be done in a few hours or over the course of a few staff meetings. They are modular and designed to be adjusted to fit the time you have.

Please be creative and flexible with the framing. Each of these activities needs to be energetically framed to capture the imagination of the participants. Be sure to incorporate Popular Education techniques to get participants talking to one another and not the facilitator.

MEETING GUIDELINES

We suggest using the Project South meeting guidelines as a starting point:

- Be aware of time - Choosing a timekeeper is a great way to ensure buy-in early on.
- Use the "whoa" - not "blocking," but raising caution when things are not clear. Imagine this as a YIELD sign.
- Respect the strengths and weaknesses of all
- Step Up, Step Back
- Oppression Exists: Not in OUR space
- Open minds only

Leadership Pipeline Staff Training

Opening Activity

Purpose of this activity:
To ground staff in their personal experiences
with leadership development work.

Time needed: 10-15 minutes

Materials needed: None

How to run this activity:

1. Ask staff to talk about a young person who inspired them and what their hopes are for that young person's life beyond high school.

   a. Depending on the number of participants, you can do a go around, or have them break into pairs or groups of three to share, and then do report backs to share similarities in their stories.

Reflecting on Leadership Development

Purpose of this activity:
To examine the role of leadership development within our organization's Vision for Change.

Materials needed: Handout: **"Vision for Change: Leadership Development" (p. 15)**, post-its or scratch paper.

Time needed: 30 minutes

How to run this activity:

Framing:

Explain to participants that we will be reflecting on our leadership development work within the context of the change we are striving for as an organization.

Reflection:

1. Pass out the **Vision for Change: Leadership Development** handout.

   a. As a large group, take 5-7 answers to the question in column 1, "What's wrong with the way things are now for the young people you work with?" Identify challenges on multiple levels (internalized, interpersonal, institutional).

   b. Next take 5-7 comments for column 3, "What is the world you are seeking to build with the youth in your organization? What are the values you are leading with?" Identify multiple levels of change (internal, interpersonal, institutional).

2. Explain that we are now going to reflect on how our leadership development work is enabling us to move from the current problems towards our shared vision for change.

   a. Have staff gather in groups of three and give them 10-15 minutes to fill out the center column, "What is working in your leadership development model that moves you towards your vision?" AND "What is not working?"

   b. Ask each group to share one piece of their model that is working and one piece that is not working. Record on butcher paper and go around until all ideas are captured.

3. Debrief - What themes that were echoed in the report back? Anything surprising?

   a. Summarize themes on what is currently working in their leadership development model, and not working.

4. Summarize what staff sees as the role of leadership development in moving the organization towards their Vision for Change.

   a. Come to consensus on their leadership development work. Create a 1-2 sentence statement by doing a go-around with each person adding a new phrase or word to the sentence. Begin with the prompt "The goal of our leadership development work is to…." Refine the sentence(s) as needed and record on butcher paper to refer to in the following sections of the training. Remind people that we are trying to capture the main ideas, not a polished final product.

Visioning Forward:

1. Activity: What will it take to get us to a 10?

   a. Do a quick show of hands – how would you rate your leadership development work on a scale of 1-10 in terms of how well it is moving the organization towards our Vision for Change? Note any patterns or majorities.

   b. Walk around and find two of the weirdest or most random objects you can find in the room and write them down on a post-it.

   c. Put the post-its in a paper bag and have each person pull two post-its out.

   d. Based on these two post-its, come up with a new tactic or idea that would take your leadership development work to a 10. Ex: post-it reads "old chewing gum." Leadership development tactic – "we need to chew on our youth for a bit longer, really savor the taste and go deeper – more 1:1s. Monthly with key leaders."

   e. Do a go-around of ideas and take notes on butcher paper. Save these for the final section of the workshop "Walking Our Talk" where staff will build their ideal leadership development model.

Leadership Pipeline Framework

Purpose of this activity:
To introduce the Leadership Pipeline framework and assess our organization within this model.

Time needed: 30-40 minutes

Materials needed: Handout: **"Youth Leadership Pipeline" (p. 16)**, three signs spread out at the front of the room (Stage 1: Recruitment, Stage 2: Development, Stage 3: Transition).

How to run this activity:

Framing:

Review the **Youth Leadership Pipeline** handout highlighting the sequence of leadership development work that parallels the personal development of young people within organizations. Ask staff for additional examples within the 3 stages of the Leadership Pipeline.

Lived Experiences:

1. Image theater: break into groups of three for 3 rounds of sculpting.

2. In each round a different staff member should silently sculpt their teammates and themselves into a 3 person image that captures a memory or experience they had as a young person entering social justice work. They should sculpt their bodies, their hands, their facial expressions. Remind them that this is a silent activity.

   a. Instructions for each round:

   - Stage 1: Recruitment - create a sculpture that captures how it felt to join an organization or to be a new member in a group.

   - Stage 2: Development - create a sculpture that captures how it felt to build your skills and political consciousness, and apply it to activism or organizing in the field.

   - Stage 3: Transition - create a sculpture that captures how it felt to leave your organization because you aged out, or moved, etc.

   b. Image Report Back:

   - Have each team show their full sequence, Stage 1, 2, and 3.

   - After each image, ask the audience to guess the emotion or idea the image is trying to convey, and let the sculptor add or clarify.

   - After all 3 images are completed, ask the audience to give the series a title that captures their complete pipeline.

c. Debrief

- What stood out to you from this activity?

- How did it feel to sculpt your team? To be sculpted?

- What were the emotions that these images brought up for you?

- What were the themes across the groups?

- Highlight the lived experiences staff has with these stages of leadership development. Acknowledge that people carry these emotions and memories into their current work with young people.

3. Set up signs around the room (Stage 1: Recruitment, Stage 2: Development, Stage 3: Transition) and ask staff to stand near the stage of the work that they feel is most important in their work with young people. Have 2-3 participants from each stage explain why they are standing where they are.

   a. Debrief – What did you notice? What surprised you?

   b. Where were most people standing? Why?

   c. Where were the fewest people standing? Why?*

Current Work and Priorities:

1. Have staff break into 3 teams. Each team will have 5 minutes to quickly capture one stage of the pipeline. On butcher paper write down what the organization is doing in that stage (Stage 1: Recruitment, Stage 2: Development, Stage 3: Transition).

   a. Have each team report back.

2. Given this picture, ask staff how their organization's time and resources are currently allocated between the 3 stages. Have each participant create a pie chart. Hold them up silently and look around the room. Without talking, draw a second pie chart showing how they would ideally allocate the organization's time and resources between the 3 stages of their ideal Leadership Pipeline.

3. Debrief

   a. What did you notice about people's pie charts in the first round?

   b. In the second round? Was there any general consensus?

   c. Did anything surprise you or stand out to you?

   d. How much changed for you between your current allocation of time and resources and your "ideal" model?

   e. What does this tell us about our next steps as an organization?

   f. Where do we need to focus our energy? (Record on butcher).

4. Ask staff: Given this picture what do you see as a critical next step for our organization? What do we need to focus on to strengthen our pipeline and reach our leadership development goal (record on butcher)?

Special Facilitator's Note: ** Section 2: Stage 3 Transition work is often given the least amount of time and resources within an organization because of the realities of funding and capacity. Funders can be oriented towards concrete campaign victories and policy wins, leaving little time for leadership development work that is not directly connected to advancing campaigns. The Funders' Collaborative on Youth Organizing is trying to change this orientation, to make a case for investing in all three stages of the Leadership Pipeline, and acknowledging the critical opportunity organizations have in supporting young people to make successful transitions to education, employment, and civic engagement pathways after high school.*

Walking our Talk

Purpose of this activity:
To examine how we can align our leadership development model with our Vision for Change.

Time needed: 60-90 minutes

Materials needed:
Handout: **"Walking Our Talk" (p. 17)**

How to run this activity:

Framing:

1. Review the IMAP (Individual Movement Action Plan) Goals Framework. The IMAP framework looks at 4 critical components to making shifts within your organization:

    a. **Theory of Change:** Understanding how you think change happens and what you are striving to create.

    b. **Roles:** Clarifying the roles that you have in your organization, both formal and informal that allow people to step up to leadership and move the work forward.

    c. **Vehicles and Communities:** Identifying the vehicles – or structures that must be in place to accomplish the work, and the groups and communities that you need to be connected to strengthen your work.

    d. **Support Network:** The final step to achieving goals and making change is a system of support and accountability. Acknowledge support needed, name your benchmarks, and decide on how to stay accountable to these goals.

2. Review the goal of your leadership development pipeline from *Reflecting on Leadership Development* and refine if necessary. *This should be the center of the "*__Walking Our Talk__*" handout.*

Identifying Components:

1. Set up a "World Café" exercise at three tables. Each table should have a host that will remain there throughout all three rounds of the café. Play music and instruct participants to quickly find an open seat at any of the three tables. The host at the table will guide the conversation and ensure that all participants have the opportunity to participate. Hosts should also take notes or ask someone to volunteer to note take.

    a. Guiding questions are in the **IMAP handout on p. 3 of the Staff Workbook**. Staff should also review the ideas generated in section 1 "What will it take to be a 10" – idea brainstorm butcher paper.

    b. Each round will be 10 minutes. After each round, play music again and have participants move to find an open seat at a different table.

        ◆ Round 1: Purpose and Theory of Change
        ◆ Round 2: Roles
        ◆ Round 3: Vehicles and Communities

2. At the end of the three rounds, invite each table host to come to the front of the room and report back in 2 minutes. Capture all ideas on butcher paper:

a. Their **purpose** and theory of change statement.

b. Roles the organization needs to create or maintain to reach the leadership development goal.

c. Vehicles the organization must create or maintain.

d. Communities the organization must create or maintain connections with.

Building a Model & Setting Priorities:

1. Reach consensus on the overall model you are building, and 3-5 changes to test out in the next 6 months.

a. Summarize the purpose and theory of change statements to capture the main ideas and bring everyone to a shared understanding.

b. Highlight areas of agreement within the roles, vehicles, and communities categories. Be clear on whether these are new ideas or existing components that need to be maintained or strengthened.

   ◆ Get consensus on this as the basic outline of your leadership development model – additional discussion may be needed.*

c. Straw poll or dot voting on 3-5 components total (within the roles, vehicles, and communities categories) that are critical starting points in the next 6 months to advance the goal of your Leadership Pipeline.

d. Discuss and come to consensus.

Making it Real:

1. Break into pairs/small groups to define what success will look like (specific outcomes or indicators) – assign each pair one of the priority changes identified above.

a. Question: What does success look like?
   What is the impact we are trying to make?
   How can we measure that?

b. Reportback and take notes on butcher

2. Fill out the 4th circle on the IMAP Goals Framework "Support Network." (5 mins)

a. Identify who will own each of these priorities

b. Support they need to carry it out

c. When and how to check in on progress

d. How to celebrate accomplishments

3. Identify or recap key next steps.

*** Section 5:** If there is no clear or easy agreement on the basic structure of your leadership development model, the facilitator could choose to spend the remaining time building consensus on the model (roles, vehicles, communities) and save the remaining pieces of the agenda for a later conversation).*

Sample Agenda for a 2.5 hour Staff Training

Opening	Check in, Teambuilder	10 mins
Reflecting on Leadership Development	Workbook, Brainstorm, Discussion	30 mins
Leadership Pipeline Framework	Workbook, Image Theater, Spectrum Activity, Discussion	40 mins
Walking Our Talk	Workbook, Discussion	60 mins
Closing	Next steps, Evaluation	10 mins

Reveal Your Hidden Leadership Pipelines (Staff)

Purpose of this activity:
To reveal our hidden pipelines - the people, places and events - that have shaped our own leadership experience as well as to identify possible pathways for youth leaders as they transition from our organization.

Time needed: 60-90 minutes

Materials needed: Handout: **"Organizational Change Spectrum" (p. 20)**, stickies, butcher paper of Organizational Pipeline Chart.

How to run this activity:

1. **Intro:** Our relationships (families & friends) have influenced our journeys as movement leaders. These relationships are critical as they can connect us to opportunities (leadership, education, employment) that support our development as lifelong movement leaders. In our organization, youth leaders are in a state of transition as they enter organizations, develop leadership skills, and then transition into school, employment or other community-based organizations. The goal of this exercise is to reveal our hidden pipelines - the people, places and events - that have shaped our own leadership experience as well as to identify possible pathways for youth leaders as they transition from your respective organization.

2. **Option A: Mingle activity:** play music and ask staff to mingle around the room greeting each other. Stop the music and ask 1 of the questions below. For each round, make sure staff find a new partner.

3. **Option B: Speed date:** set up chairs in two rows facing each other so that each person will talk with someone directly across from them. Discuss each question for 2 minutes, then ask one row to shift to the left so that each person has a new partner for the next round.

   a. What is an event or moment that politicized you?

   b. Which person or what experience connected you to your current work?

   c. Were you a part of High school / College / University organizations? Why or why not?

   d. What organization(s) are you currently involved in? Why did you first get involved?

   e. What other organizations and/or volunteer opportunities have been part of your journey?

   f. What were powerful leadership & training opportunities you have had?

   g. What were important campaigns you were a part of?

   h. Where do you want to go after being part of this youth organization?

   i. What relationships or connections will be important to your transition?

4. Debrief as a large group. What stood out to you? What themes did people hear? What similarities emerged? Differences?

5. Pass out large sticky notes to participants. Ask them to write their answer to each question and post on butcher paper of **Organizational Change Spectrum** handout:

   a. BEFORE JOINING ORGANIZATION: What has influenced you before this organization?

   b. WHILE AT ORGANIZATION: What has influenced you within this organization?

   c. AFTER ORGANIZATION: What connections/ relationships would be valuable after this organization?

6. Set Organizational Pipeline Goals. Ask:

    a. What is the goal of your organizational pipeline? What type of youth leader transition reflects success for us? (e.g. employment, leadership, college/academic)?

    b. What kinds of organizational relationships and connections are key to youth leaders making these good transitions?

7. Assess Organizational Pipelines. Ask:

    a. Are there certain organizations or kinds of organizations that show up a lot on this map? What conclusions can you draw from that?

    b. How do these kinds of organizations play a role in helping young people transition? If so, could a formal relationship with this organization or kind of organization benefit your organization?

8. Identify ways to strengthen Organizational Pipelines. Brainstorm: What can you do to strengthen your organizational pipeline? Record answers on butcher.

    a. What can you do to prioritize the experiences that have the most influence on young people and staff while they are in your organization (reflect on answers to "While At Organization")?

    b. What support can you give young people and staff while they are at your organization to prepare them for their lives after the organization?

    c. What are key connections or relationships that were echoed by participants in the "After Organization" column?

9. Look at the **Organizational Change Spectrum** handout. ssWhat capacity does your organization have to strengthen its pipeline? Choose ideas from your brainstorm that match your capacity and fill out the chart.

10. Identify next steps or support needed to make this change in the organizational pipeline.
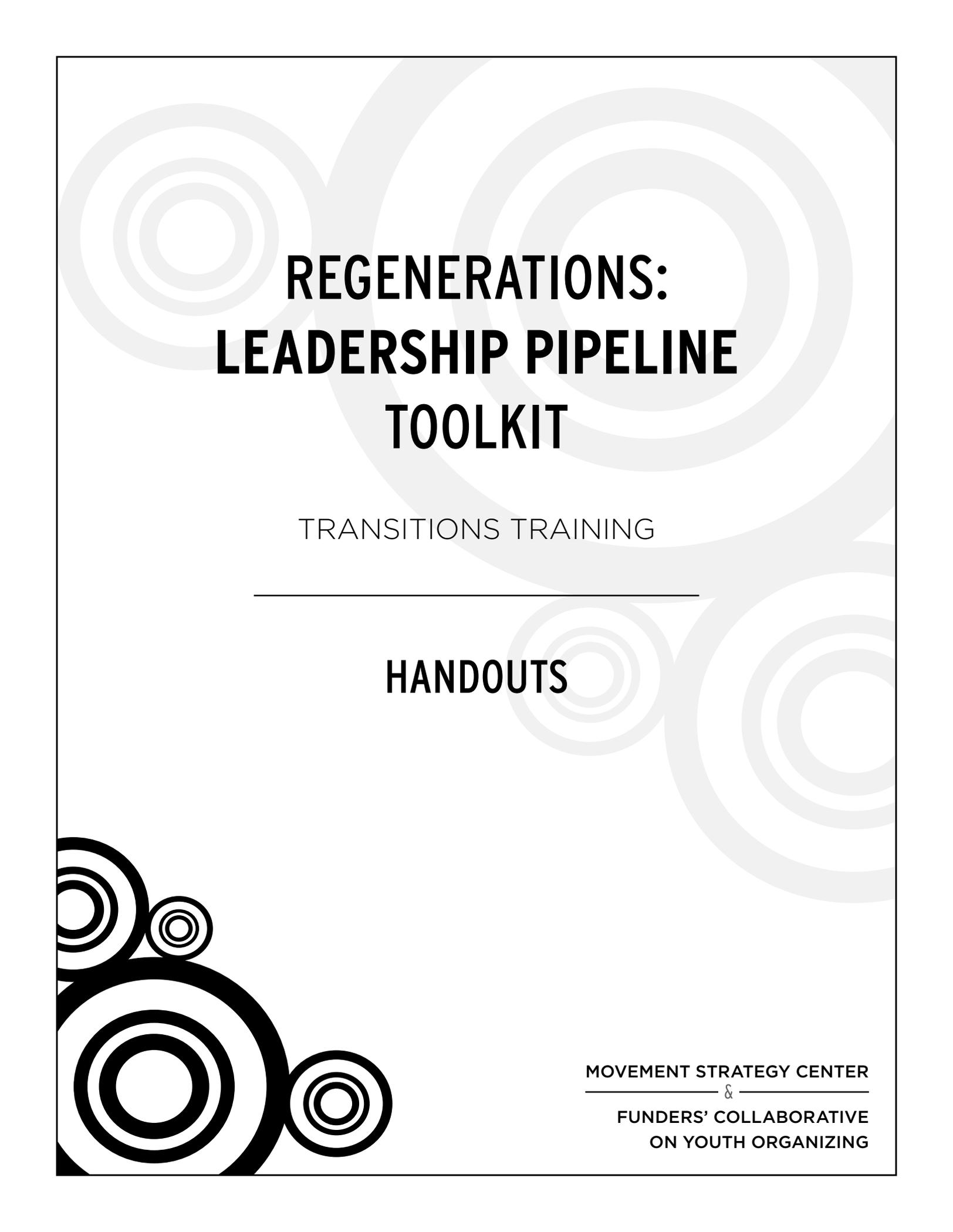
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TRANSITIONS TRAINING

HANDOUTS

Vision for Change:
Leadership Development

What's wrong with the way things are now for the young people in your organization?

Think on multiple levels of root causes - internalized, Interpersonal, Institutional.

What is working in your leadership development model that moves you

towards your vision?

"What is not working?"

What is the world you are

seeking to build

**with the young people
in your organization?**

What are the values you are leading with?

YOUTH LEADERSHIP PIPELINE

STAGE 1

ENTRY

INCREASE pool of young people entering youth organizing

- Middle school feeder programs
- Summer school
- Fellowships
- Linkages to service organizations

STAGE 2

DEVELOPMENT

INCREASE support to youth organizing groups to enrich the transformative opportunity for young people to engage in social justice work at the high school age
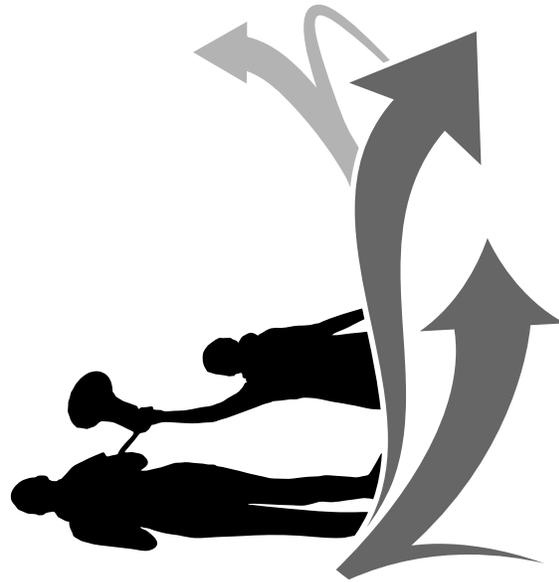
- Youth organizing leadership development models
- Supporting youth organizations with school and work (stipends, credits)
- Increasing scope and scale of youth organizing at the high school age

STAGE 3

TRANSITION

TRANSITION youth organizers post-high school

- Alumni tracking systems
- Access to post-secondary education and scholarships
- Job readiness and employment assistance within the social justice sector

Walking Our Talk

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                    ┌─────────────────┐
                    │   Purpose &     │
                    │ Theory of Change│
                    └─────────────────┘

  ┌─────────────────┐      IMAP       ┌─────────────────┐
  │ Support Network │  Short–Term Goals│      Roles      │
  └─────────────────┘                 └─────────────────┘

                    ┌─────────────────┐
                    │   Vehicles &    │
                    │   Communities   │
                    └─────────────────┘
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Answer the following questions based on the Leadership Pipeline goal your staff defined in "Reflecting on Leadership Development" training. Write this goal in the center of the diagram.

Questions for World Café

(Hosts - please take notes and be prepared to report back.):

Round 1: Purpose and Theory of Change
Knowing the WHY and HOW that drives your work.

Review the Leadership Pipeline goal your staff defined in "Reflecting on Leadership Development" training. How does this goal connect to your Theory of Change (TOC)? Your TOC should explain what's wrong, how you will change it, and the vision and values that drive your work. Draw upon notes from training #1 and create a 2-3 sentence TOC that is connected to your leadership development goal.

Round 2: Roles

Authentic engagement and ownership begins with clearly defined roles.

Identify key roles that staff, students, or alumni must hold to reach your Leadership Pipeline goal. These could be roles that already exist in the organization or that you want to create (ex: Academic Advisors – staff & alumni. Youth campaign chair – student intern, etc.). How do these roles connect to your Leadership Pipeline Goal or Theory of Change?

Role	Connection to Your Leadership Pipeline Goal or Theory of Change	Top 3 Responsibilities	Who Fills It? (Staff, Interns, Leaders, Alumni, Etc.)

Round 3: Vehicles and Communities

Developing structures to bring people together

for collective visioning, decision-making, and creation.

Identify the key vehicles that will carry your staff/students towards your Leadership Pipeline goal. Where does the learning, planning, or work happen? What are the structures that need to be in place (intern or leader meetings, specific committees, work groups, etc.)?

Vehicle (Where does the learning, planning or work happen?)	Purpose	Who's Involved

If you have time answer the following: What are key communities (organizations, agencies, neighborhoods, identity-groups, etc.) that your organization should build connections with to support your Leadership Pipeline work?

Organization	Why We Need Them	What We Can Offer Them

Organizational Pipelines

Instructions: After each individual places their pipeline experiences in a butcher paper with the table drawn below, use the following questions to guide your discussion.

Set Organizational Pipeline Goals:

- What is the goal of your organizational pipeline? What type of youth leader transition reflects success for us? (e.g. employment, leadership, college/academic)?
- What kinds of organizational relationships and connections are key to youth leaders making these good transitions?

Assessing Organizational Pipelines:

- Are there certain organizations or kinds of organizations that show up a lot on this map? What conclusions can you draw from that?
- Do these kinds of organizations play a role in helping young people transition? If so, could a formal relationship with this organization or kind of organization benefit your organization?

Identify ways to Strengthen Organizational Pipelines:

- What can you do to prioritize the experiences that have the most influence on young people and staff while they are in your organization (reflect on answers to "While At Organization")?
- What support can you give young people and staff while they are at your organization to prepare them for their lives after the organization?
- What are key connections or relationships that were echoed by participants in the "After Organization" column?

	BEFORE JOINING ORGANIZATION What has influenced you before this organization?	**WHILE AT ORGANIZATION** What has influenced you within this organization?	**AFTER ORGANIZATION** What connections/relationships would be valuable after this organization?
Education: High School, College, University			
Employment & Career			
Community Work & Leadership			

Organizational Change Spectrum

Instructions: After each individual places their pipeline experiences in a butcher paper with the table drawn below, use the following questions to guide your discussion.

TYPE OF ORGANIZATION CHANGE	Gradual	Intermediate	Transformative
CAPACITY	Lower	Medium	Higher
PRACTICES & SYSTEMS			

Note: *The Organizational Change Spectrum is a tool used to align capacity with proposed program practices. It can also aid organizations in scaffolding change to build towards a larger goal or vision.*
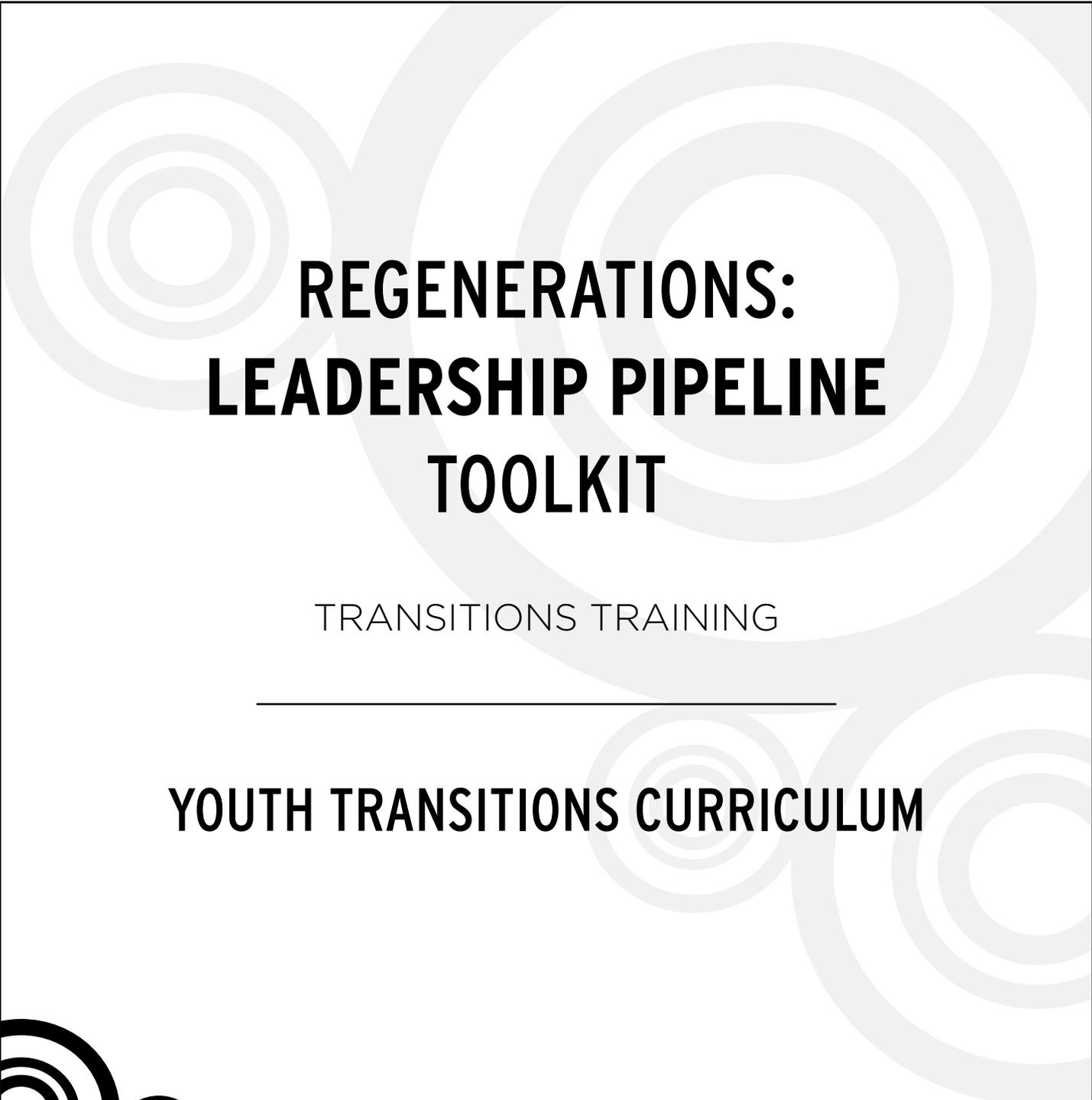
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TRANSITIONS TRAINING

YOUTH TRANSITIONS CURRICULUM
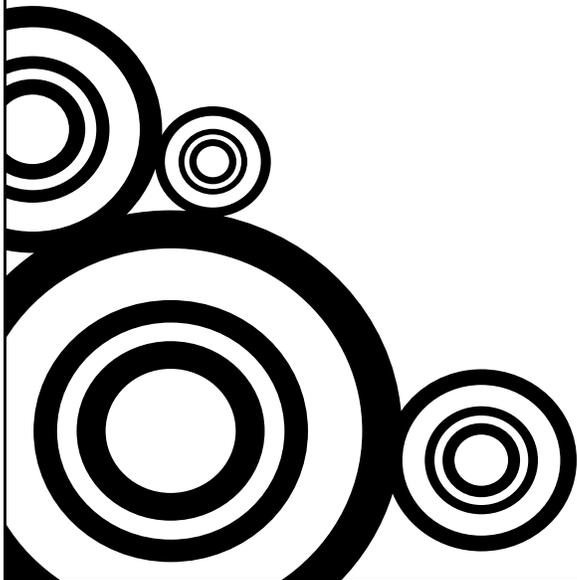
INTRODUCTION

Vision

We envision a generation of young people who are working for social justice in ways that are sustainable and reflect their personal values and beliefs.

Critical Questions addressed by this training:

- Where do young people come from before they join the organization?
- Where do young people go after they leave the organization?
- Where does staff go after they leave the organization?

Core Assumptions that inform this training:

We believe that people can organize:

- Where they live (communities, roles)
- Where they work (vehicles)
- With people like themselves (communities, roles), and
- On the issues they care about

Context

For many young people, transitioning out of their home organization to the broader social justice movement is an expansive moment for taking on new opportunities and new challenges. This curriculum focuses on Stage 3 Transitions to provide a space for young people to reflect and ground themselves in the values and beliefs that will drive their vision forward. The activities that follow provide a range of tools that can build a stronger foundation from which to take that next leap.

Framing

Frames are conceptual structures that help people understand reality as they perceive it. Framing this training will give participants ways to mentally organize the information they are receiving, and to understand the meaning of the activities. Choose frames that are relevant to the participants you are working with. Metaphors, questions, and group brainstorms are also ways to frame the activity or whole training.

Debriefing

A debrief is a group discussion or evaluation following an activity. During debriefs, facilitators lead participants to reflect on their accomplishments and setbacks. They serve as a critical point where participants begin to connect the learnings of the activity to their everyday lives.

Examples of debrief questions:

- What happened? So What? Now what?
- Who said what?
- What was the group supposed to do?
- What ideas were listened to?
- What was done? Why? Was it worth it?
- What were your fears? Were they overcome?

- What did you learn about yourself?
- What have you learned that you can take into your everyday life?
- What was a highlight of the training, something you are taking away?

Developing an IMAP (Individual Movement Action Plan)

An IMAP is a tool that enables people to map out their future in the movement, based on their values and beliefs. Participants will identify the vehicles, roles, and communities that will help them achieve their short-, medium- and long-term goals.

Selecting Buddies will help them to stay grounded and accountable to their plan over time.

Why make a plan?

- When our political identities are tied to our age (e.g., a "youth" identity) and organizations, we need ways to stay connected to the movement as we get older and transition out of organizations.
- We need to actively support young people if we want them to stay in the movement.

TRAINING ACTIVITIES

Getting Started

These activities can be done in a few hours or over the course of a few class periods. The training is adaptable, modular, and designed to be adjusted to fit the audience you are working with.

Please be creative and flexible with the framing. Each of these activities needs to be energetically framed to capture the imagination of the participants. Be sure to incorporate Popular Education techniques to get participants talking to one another and not the facilitator.

MEETING GUIDELINES

We suggest using the Project South meeting guidelines as a starting point:

- Be aware of time - Choosing a timekeeper is a great way to ensure buy-in early on.
- Use the "whoa" - not "blocking," but raising caution when things are not clear. Imagine this as a YIELD sign.
- Respect the strengths and weaknesses of all
- Step Up, Step Back
- Oppression Exists: Not in OUR space
- Open minds only

Body / Life Map

Purpose of this activity: To encourage participants to do some introspection regarding the different forces that have shaped their lives and identities.

Time needed: 20-30 minutes max (should be flexible and gauged on overall time and group)

Materials needed: **"Body / Life Map"** (p. 38-40), drawing materials, e.g.: markers, crayons, colored pencils and poster board, large paper, etc.

How to run this activity:

1. Read out the instructions on page 38, **"Body / Life Map"**. Keep in mind that participants are drawing their past/present self on the left side, and their future self on the right side. It can be helpful to have an example to show participants.

2. Break the group into dyads for 5–10 minutes. Have each person share some of the highlights of their body/life map. (It is not necessary to explain everything on the picture.)

3. After 5 minutes, bring the activity back into the larger group and ask if anyone would like to share.

Facilitator's Note: the time needed to do this activity can vary greatly, depending on the context, number of participants, and what comes up for people. In the past, participants have expressed a deep interest in having more time to create and share their body/life maps. Depending on the kind of meeting/workshop this activity is being conducted in, it is at the discretion of the facilitator to decide the length of time the activity can run.

Please note: because this activity can touch on painful memories for people, the facilitator should gauge how people are feeling and adjust the amount of time people share in their dyads.

And while they are writing, play music if you got it – folks like music!

Opening / Framing

Purpose of this activity: Orient the participants to the process we are about to embark on.

Time needed: 5-10 minutes max (should be flexible and gauged on overall time and group)

How to run this activity:

1. Do brief brainstorms to answer the following questions:

   • What are the participants' plans for their lives?
   • What are their plans for their lives in the movement?

2. Explain to the group "Lots of people have plans for your life – what is your plan? This training will help you make a plan and build a communty to help you accomplish that plan throughout your life."

3. Draw the chart below for the participants:
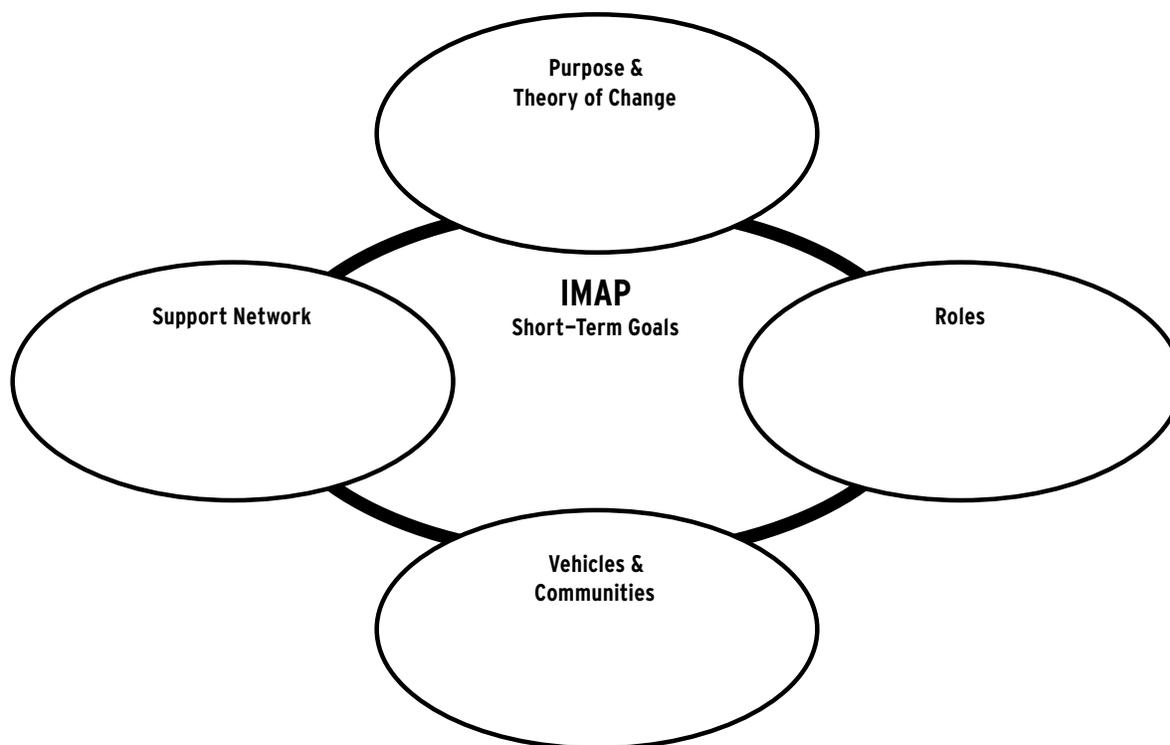
4. Explain that this chart outlines the framework of the Transitions Training:
   "Through this training, you will:"

   • Define your purpose and theory of change: How do you think change happens?
     How do we build a movement?
   • Clarify the roles you want to play in the movement over time.
   • Identify the vehicles/organizations/communities you need
     to be connected to in order to play those roles.
   • Find out how you can connect and build a community that can support you in accomplishing your plan.

Purpose Statement / Bumper Sticker

Purpose of this activity: To encourage participants to think about their own purpose and what drives them.

Time needed: 5-10 minutes

Materials needed: **"What Drives You? What is Your Purpose?" (p. 41)**, construction paper, scissors, glue, markers

How to run this activity:

1. Explain to participants: "Now I'm handing out bumper stickers for you all to write down what drives you in life. What are you passionate about? What gets you going in the morning? If you could have one bumper sticker that encompasses those things, what would it say?"

2. When everyone has finished, go around the circle and have each participant share their bumper sticker.

3. Next, each participant should write a purpose statement saying who they are, what they do, and what they hope to achieve. It is helpful to have an example for people (e.g., the mission statement of a nonprofit) [**"What Drives You? What is Your Purpose?" (p. 41)**].

Roles & Communities

Purpose of this activity: To identify and examine the different roles participants play in their lives, and the different communities they are a part of.

Time needed: 10-15 minutes (flexible)

Materials needed: **"Roles & Communities" (p. 42-43)**, blank sheets of paper, pens/pencils, crayons, markers, etc.

How to run this activity:

1. Begin with a brainstorm of all the different roles that participants play or have played in their lives.

2. Suggest any relevant roles that have not come up.

3. Ask participants to draw a flower on their blank page and fill in each petal with a role (**"Roles & Communities" (p. 42)**.

4. Repeat for identifying Communities

5. For example:
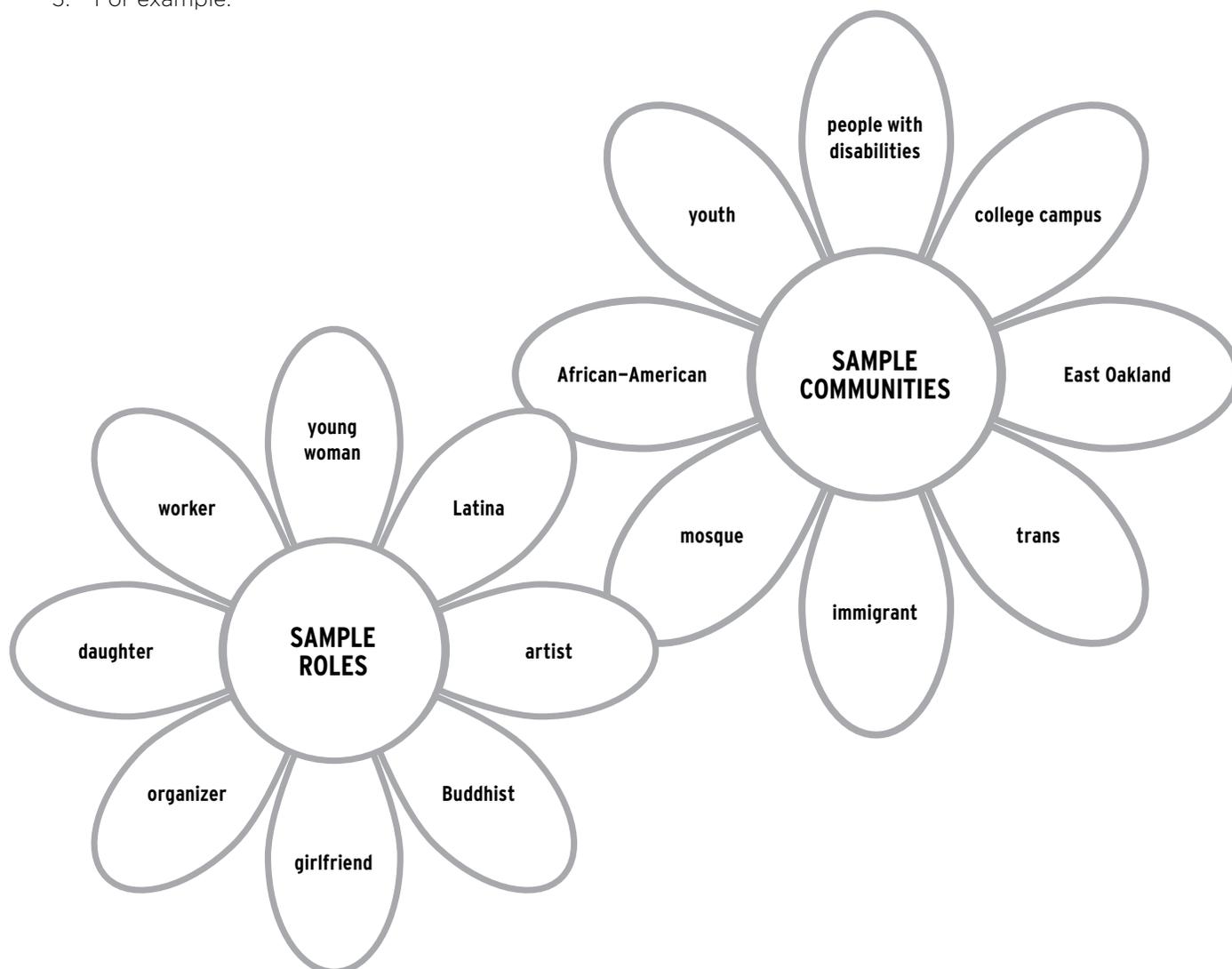
Vehicles Vocab / TV Commercials

Purpose of this activity: Identify, define, and explore the different types of vehicles that help us carry out our vision of change in the world.

Time needed: 20-25 minutes

Materials needed: **"Vehicles Vocab" (p. 44-45)**, colored markers, pens/pencils, large paper/poster board.

How to run this activity:

1. Frame section: Historically, social change has most often come about as a result of people working together in a group towards a common goal. Ask the group to name groups they can think of from the present or the past that have made major changes in our society. Explain the vehicle metaphor. *A vehicle allows you to join others who have a similar agenda, vision, interest, or values as you reach a destination.*

2. Present the "Vehicles Vocab" sheet to participants [**"Vehicles Vocab" (p. 44)**]. Give the group 3-7 minutes to look over the definitions and descriptions. Invite several participants to read some of the vehicles and descriptions out loud. Ask the group to identify any vehicles that may not be on the sheet. Write new vehicles into empty boxes on the handout.

3. In pairs or groups of three, invite participants to choose one vehicle that has helped them carry out their vision for change and create a 2-3 minute commercial about it. (Each group should choose a different vehicle.) The commercial should showcase all of the attributes of their vehicle to show how it works, and its advantages or disadvantages. Participants should be encouraged to use poster board, large paper, markers, etc. to create their commercial. (It may be useful to give a quick example.)

Facilitator's Note: Facilitators should remind participants that the commercials do not have to be perfect, but something fun to further explore vehicles and their significance.

Theory of Change / Four Corners

Purpose of this activity: To explore questions that directly relate to and challenge diverse theories of change. This activity is also designed as a "getting to know you" exercise, where participants are able to hear each other's personal and political perspectives.

Time needed: 20-25 minutes / this can be a whole three-hour session so choose your questions wisely.

Materials needed: <u>"Sample Theory of Change" (p. 46)</u>. Writing implements for participants to write note on their handouts. Four signs, one for each corner of the room. Signs read: 1) Agree, 2) Disagree, 3) Strongly Agree, 4) Strongly Disagree.

How to run this activity:

1. Frame section: Ask participants what is a theory of change and why is it important. *Ex: A theory of change explains why things are the way they are now, and what it will take to change them. This is an important starting point to figure out how to focus our efforts to win the changes we are seeking in the world.*

2. Read a theory of change statement to the group. After each possible statement, participants go to the corner of the room that comes closest to their beliefs about that statement. If they are indecisive or have a combination answer, participants can stand in between corners, or as close/far away from corners as they wish.

3. After everyone has chosen a corner, facilitator asks one or two participants from each corner to share why they chose their corner. This gives participants a chance to hear each others' beliefs and stimulate discussion/debate.

4. At the end of this activity, ask participants to write down their **Theory of Change (p. 46)**. If you will be meeting again for another session, you can also assign this as "homework" to give them time to think about it, and then present next time.

Facilitator's Note: Don't spend too long on discussion so most statements can be read. Make sure that you were able to get a good smattering of thoughts from as many participants as possible. Direct participants to speak to one another rather than to the facilitator.

Theory of Change Statements

SHORT LIST:

1. I believe change will come when there is a dynamic leader who inspires everyone

2. I believe that individuals are responsible for their life's outcomes

3. I believe the end justifies the means

4. I believe power can be good when used responsibly

5. I believe when someone hurts you, you should always fight back

6. I believe that social change will happen when people get enough resources and money

7. I believe that people in power are the only ones who need to change

8. I believe people are basically good and that they do bad things because bad things have happened to them

9. I believe that some cultures are more advanced and healthy than others

10. I believe we should start where we agree and work from there

EXPANDED LIST:

"I believe that when someone hurts you..."

- You should always fight back
- You should find someone with more power to punish them
- You should take it out on someone weaker
- You should ignore it
- You should try to understand why the person hurt you

"I believe the root of most social problems is..."

- People are bad, selfish, and greedy
- People are hurt
- Human nature – the strong will always dominate the weak
- Power is concentrated in the hands of a few people
- People with power abuse that power
- Institutions and systems that exploit certain people to benefit people in power

"People in power who make laws in the U.S..."

- Are basically good, they just have the wrong information
- Want things to be fair and equal, they just don't know how
- Want to keep things the way they are now, because they are benefiting from the current setup
- Are knowingly working to make things harder and harder for poor people and people of color

"Social change will happen when…"

- People learn to love one another
- Really powerful people agree with us
- People get enough resources and money
- People get the correct information
- We confront people in power
- We force the change through protest and direct action
- People learn how to live with better values
- People find spirit in their lives
- God wills it

"Social change…"

- Will only come about if the entire system collapses and we are ready with a new one
- Will come about when we take apart the system and put another one in place
- Will only come about by reforming the current system and working within the system
- Is not possible
- Will happen within our lifetimes
- May not be possible but we have to try

Individual Goals

Purpose of this activity: To provide a space for participants to think about their individual goals, the obstacles that may stand in their way, and the resources and support needed to reach those goals.

Time needed: 10 minutes

Materials needed: **"What Are Your Goals?" (p. 47)**. Something to write with (pen or pencil).

How to run this activity:

1. Ask participants to turn to **"What Are Your Goals?" (p. 47)**. Ask them to write out their personal goals and a goal for themselves in the larger movement for social justice. Include the resources they need to achieve them, and the obstacles to reaching those goals.

2. Have participants share their writing in dyads, or ask whether anyone would like to share what they wrote.

Vehicles, Roles, and Communities

Purpose of this activity: To understand the power of vehicles. To reflect on not only our individual goals, but also our community goals. Participants will examine the different roles they play in their own lives, the vehicles they choose, and the communities they are a part of.

Time needed: 20-30 minutes

Materials needed: **"Map It Out" (p. 48-49)**.

How to run this activity:

1. Share this quote with the group: "It's not how high you climb, but how many people you bring with you." Have someone speak to what this quote means.

2. Explain that the next activity will help us figure out how to bring people with us in achieving our goals.

3. Ask the group to look at **"Map It Out" (p. 48)**. Request that different participants read out loud the categories across the page and the examples. Be sure that everyone understands the different categories.

4. Ask the group to turn to **"Create Your Own IMAP" (p. 49)**, and explain: "here you will be able to plan out what roles and vehicles you want to be part of in the future."

5. Pass out the blank Participant workbook and ask participants to write down their goals from **"What Are Your Goals?" (p. 47)** and the roles and vehicles they will need to reach these goals.

6. After participants are finished, have them turn to the person next to them and share their plan for the next five minutes.

7. Then, ask each participant to share at least one thing on their plan with the entire group.

Tying It Together

Purpose of this activity: To create concrete next steps to achieve their short-term goal and build a team culture of success, support, and accountability.

Time needed: 15-20 minutes

Materials needed: **"What Are Your Goals?" (p. 47)** (completed) and **"Tying It Together" (p. 50)**.

How to run this activity:

1. Revisit **"Opening / Framing" (p. 25)**. Explain that we need to map out and ask for what we need in all four of those circles to lift us towards our goals in the center.

2. Ask participants to fill in four of the circles in **"Tying It Together" (p. 50)**, from their notes on their short-term goals **"What Are Your Goals?" (p. 47)** (IMAP Goal, Purpose & Theory of Change, Roles, Vehicles & Communities. *Support Network will be filled out at the end.).

3. Ask participants to write their answers to the first three reflection questions.

4. Ask participants to share their answers with a support partner and fill out the three questions under Support Network.

5. Fill in "Support Network" circle on their Framework diagram.

6. Ask participants to stand in a circle and share their drawing of their short-term goal and their first next step.

Facilitator's Note: *And while they are writing, play music if you got it -- folks like music!*

Sample Agenda for a 2.5 Hour Training

SESSION ONE

OPENING – 10-15 minutes
- Icebreaker (framing and opening the space)
- Introductions (name, where from, personal passion)
- Eye contact around the room

BRAINSTORM: The Man's Plan vs. the People's Plan – 10-15 minutes

Frame: In 1799, Thomas Jefferson proposed a two-track educational system, with different tracks for what he called "the laboring and the learned." Scholarships would allow a very few of the laboring class to advance, as Jefferson said, by "raking a few geniuses from the rubbish."

Discuss: Who is Jefferson referring to when he says "the rubbish" – the rich elite or the poor working-class? Why do you think Jefferson would create this type of educational system? Who benefits? Who suffers?

	Your Community	**You**
THE MAN'S PLAN	• Work for others, make them rich • Live in poverty	• Drop out of school • Work for minimum wage
YOUR PLAN	• Have houses, food, healthcare	• Get educated • Love myself

BODY/LIFE MAP – 20-30 minutes

ROLES AND COMMUNITIES – 10-15 minutes

THEORY OF CHANGE/INDIVIDUAL GOAL – 20 minutes

Have participants do "Four Corners" exercise, responding to possible theory of change statements. Ask participants to write their personal Theory of Change statement.

Have participants write ONE individual goal, the resources/support they need to achieve it, and the obstacles that stand in the way of this.

SESSION TWO

OPENING
- Check-in
- Icebreaker

THEORY OF CHANGE - Part 2: 10-15 minutes
In dyads, participants share Theory of Change statements. Share with larger group if they want.

VEHICLES, ROLES, AND COMMUNITIES – 20-30 minutes

TYING IT TOGETHER – 15-20 minutes
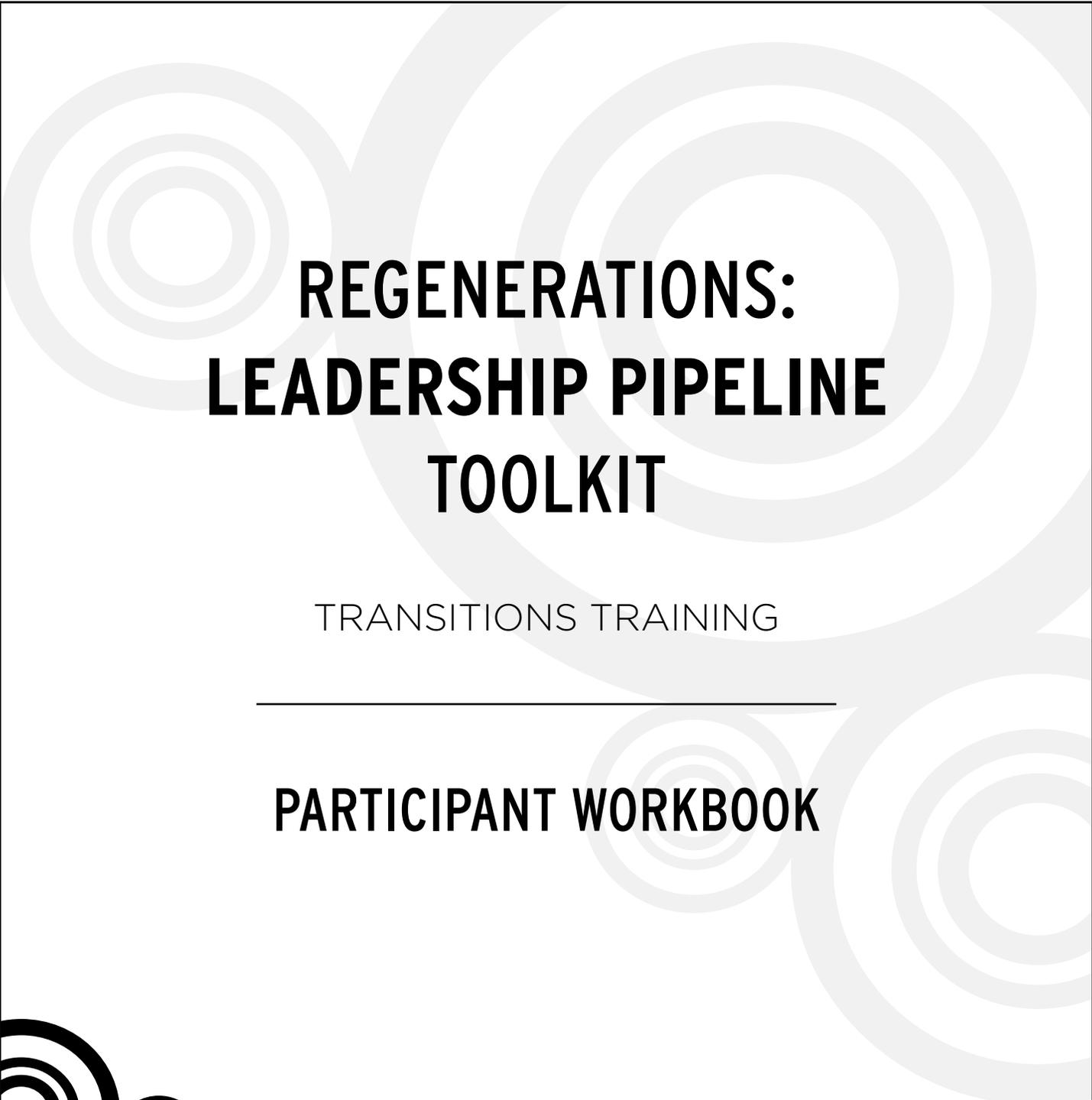
REGENERATIONS: LEADERSHIP PIPELINE TOOLKIT

TRANSITIONS TRAINING

PARTICIPANT WORKBOOK
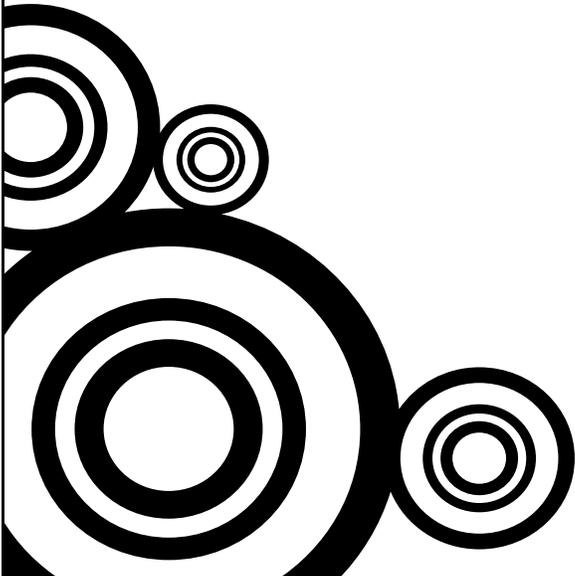
Historically, young people, particularly those who emerge
from the nation's most disenfranchised communities,
have created vibrant movements that propel
the national social justice agenda forward.

Your mission, should you choose to accept it:

Transform your community, Prepare yourself to govern,
Open your mind, Respect the strengths and weaknesses of all,
Know your role, Play your position, Build leadership,
Organize your communities, and;

Rock a compass like you rock a watch –
so you always know where you are
and what time it is.

"EACH GENERATION,
OUT OF RELATIVE OBSCURITY,
MUST DISCOVER ITS MISSION,
FULFILL IT OR BETRAY IT."

– FRANZ FANON

BODY / LIFE MAP

INSTRUCTIONS:
On the next page, draw a cartoon/stick figure/portrait version of yourself. Using words, symbols, pictures, glitter-fabulousness, draw or write down the things that made you who you are today. You can use the guides in the sample below, or just make it up!

SAMPLE MAP

The center line marks the division between our past/present and our future selves

HEAD:
People, teachers, ideas that have had a big impact on you. How would you like to make an impact on people?

EYES:
What you've seen in life that shaped who you are. What you want to see in the future, visions you have for your community?

EARS:
What you heard in life that influenced you (music, speech, quotes). What do you want the next generations to hear, that will positively influence them?

HANDS:
What have you created or built? What do you want to create or build?

HEART:
Important people, relationships, things that you love and that make you who you are.

MUSCLES:
What are your sources of inspiration, support, strength, power?

FEET:
Real and symbolic places your feet have taken you that have shaped who you are. Places you're trying to get to in life.

LIVER:
Where our bodies store the toxic stuff: What are some unhealthy things you have struggled with in life? What challenges are in the way of reaching your dreams?
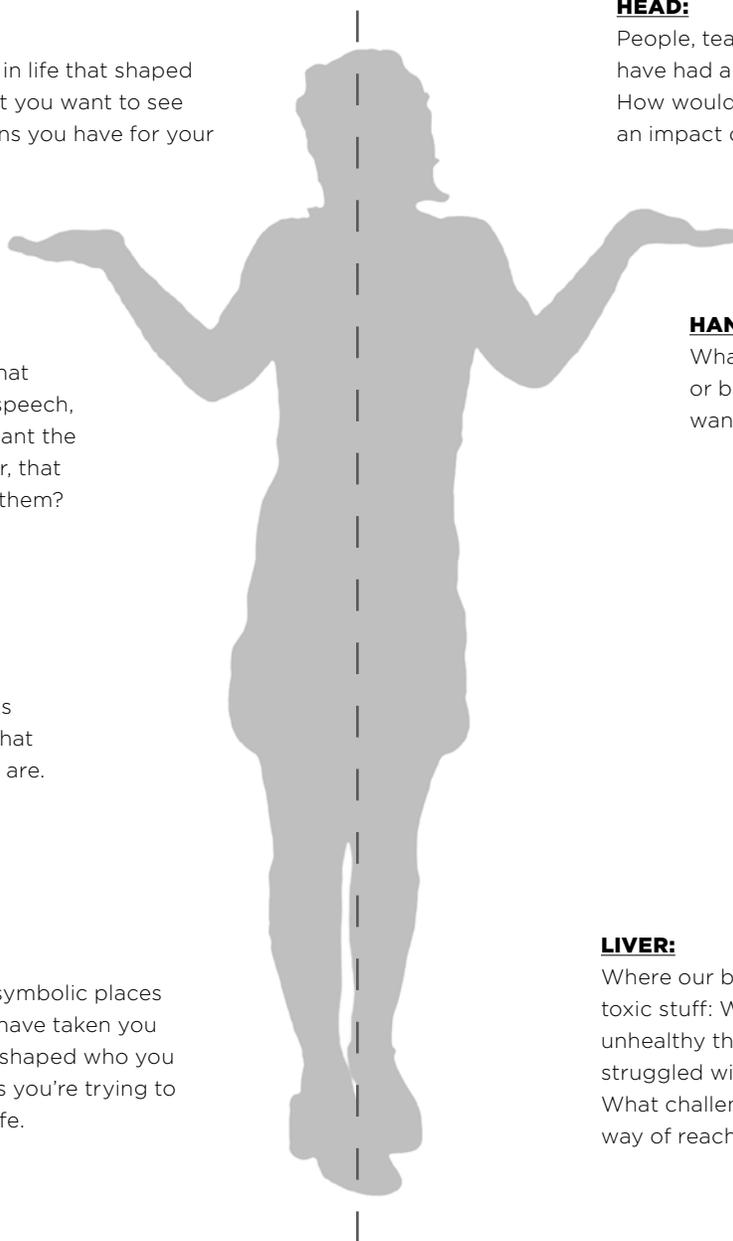
Draw your body/life map:

BODY / LIFE CHART

BODY	PAST EXPERIENCES	FUTURE VISION
EYES		
EARS		
HEART		
FEET		
HEAD		
HANDS		
MUSCLES		
LIVER		

Based on the reflection and visioning of your body/life map, use the space below to write.

What Drives You? What is Your Purpose?
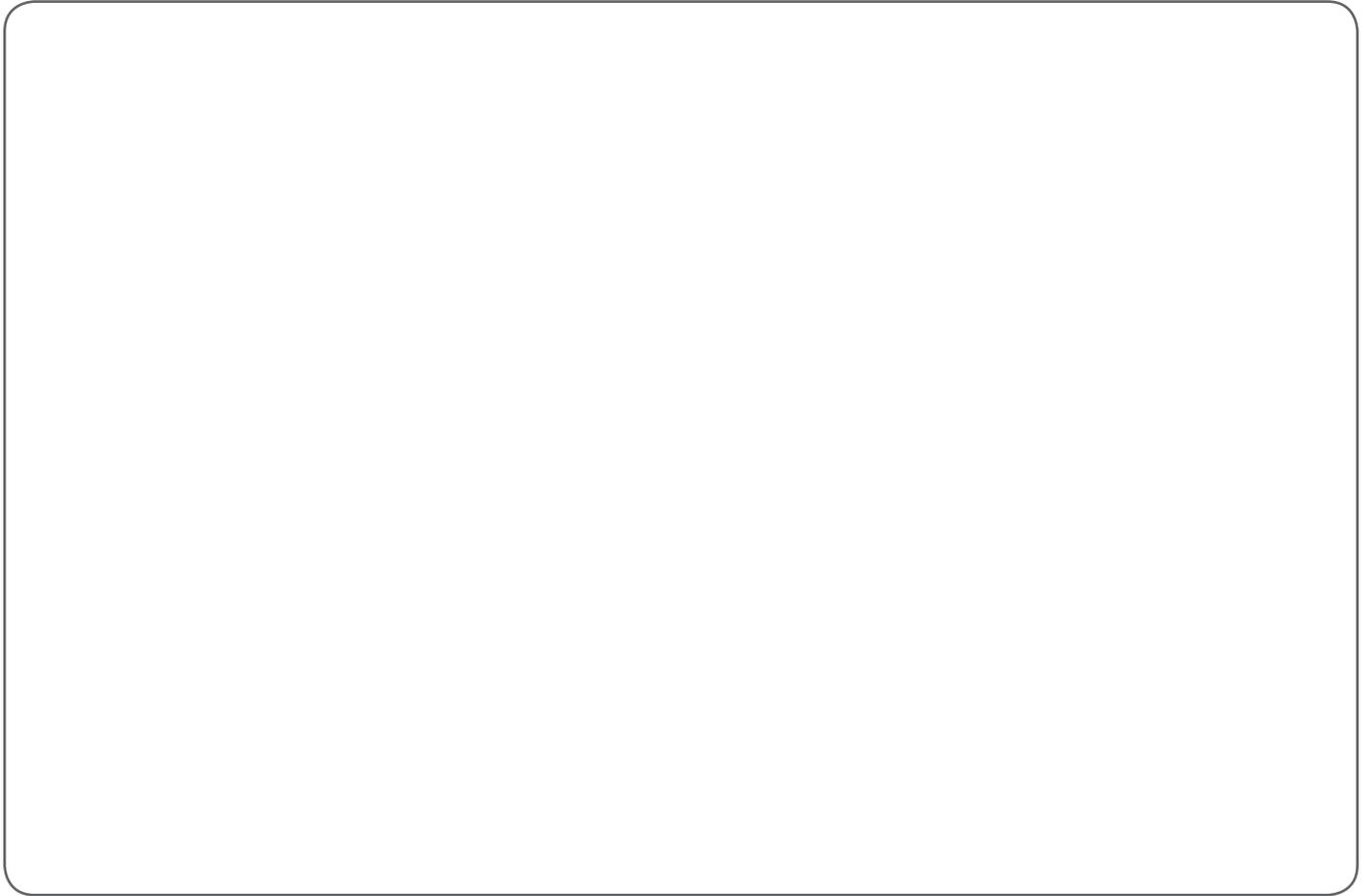
Refine the writing above into a 1-2 sentence purpose statement:
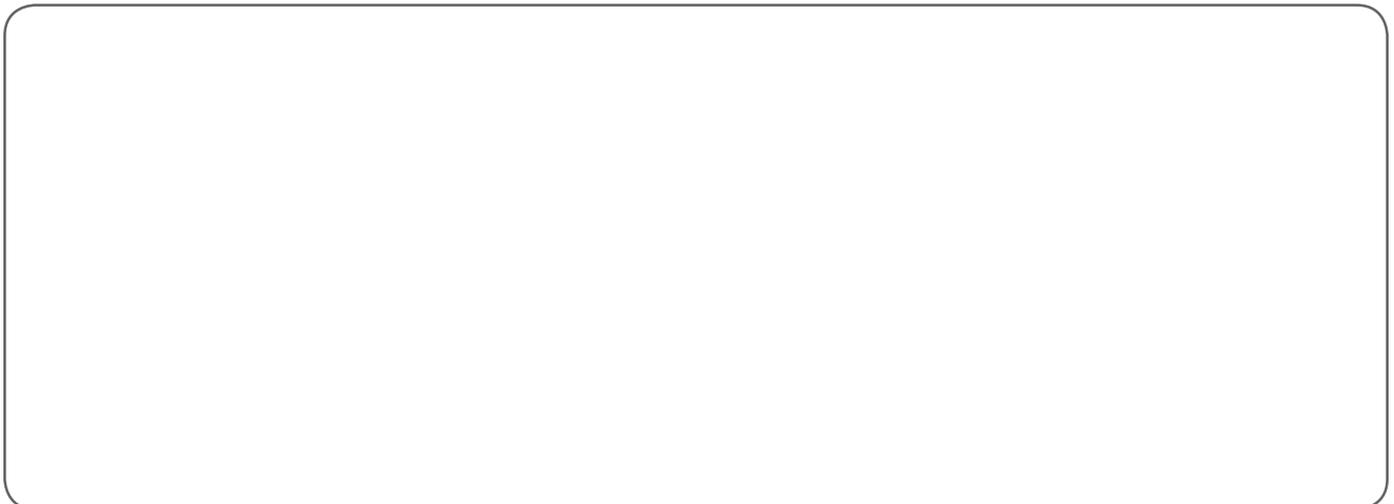
ROLES & COMMUNITIES

Draw two flowers on the next page. Based on your brainstorm, fill in each petal on one flower with your different roles in life. Then fill in the petals on the second flower with the communities you are a part of.

SAMPLE ROLES

- young woman
- worker
- Latina
- daughter
- artist
- organizer
- Buddhist
- girlfriend

SAMPLE COMMUNITIES

- people with disabilities
- youth
- college campus
- African–American
- East Oakland
- mosque
- trans
- immigrant
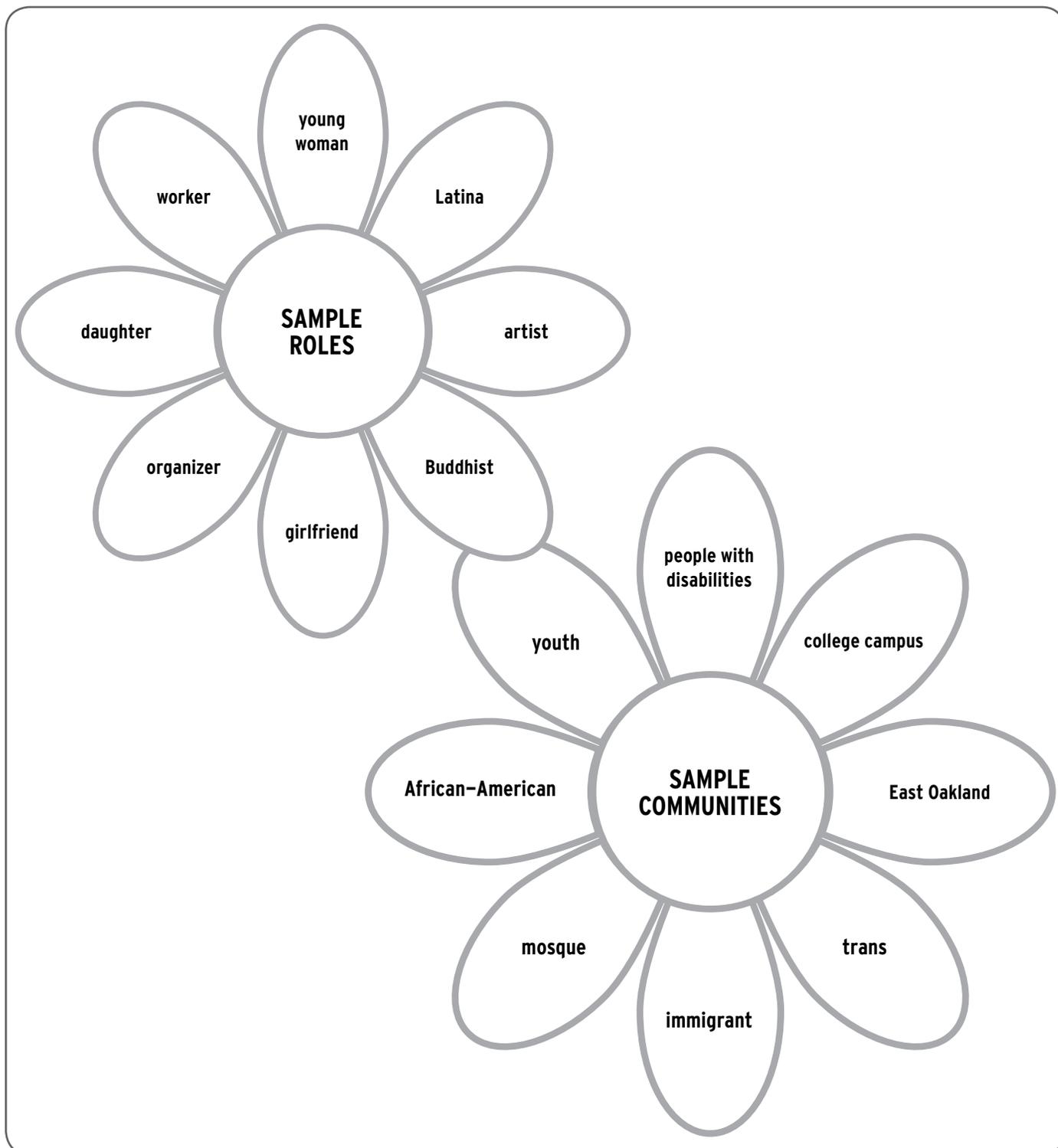
Draw two flowers: one for your roles, one for your communities:

VEHICLES VOCAB

The following is a list of different vehicles we may use to achieve our goals.

ALLIANCES

The vehicle that allows groups to connect and carry out a long-term strategy within their sector while maintaining a specific role and purpose for their organization.

COALITIONS

Usually a temporary coming together of a group of organizations to accomplish a specific purpose. The purpose could be shared goals, opponents, or the desire to share resources.

COLLECTIVES

Flat organizational structure where the members of the group are responsible for or involved in making all the decisions. There are no ranks or structures that make one person more powerful than another. Collectives are particularly popular among art, organizing, or media groups.

COMMUNITY-BASED ORGANIZATIONS

Organizations where the community directly affected by an issue organizes itself, identifies how it will address the issue, then works in the community to create the changes it wishes to see.

ELECTORAL POLITICAL PARTIES

Electoral political parties are associations formed around a shared set of principles and values that run candidates for elected office. In the U.S. there are two main parties, the Democrats and Republicans, and smaller third parties, like the Libertarian Party, Reform Party, and the Green Party.

FAITH-BASED ORGANIZATIONS

A non-profit organization, corporation, or unincorporated association that brings together people of a common faith or religious belief for the purposes of personal development, community development, political power, or profit. Ex: Churches, Mosques, Synagogues, Temples, Religious Orders, Religious Schools, Religious Media, Faith-based Political Organizations.

FOR-PROFIT BUSINESSES

A corporation set up to provide goods, services, or information in exchange for money. Corporations have rights like people and are only responsible to provide their shareholders a profit.

FOUNDATIONS

Non-profit institutions which hold, steward, and give money to non-profits in the U.S. and internationally. Money in foundations is tax exempt, and theoretically, the money that foundations hold has to benefit the public good. However, foundations are only required to give away 5% of their income and often function only as a tax shelter for the very wealthy. They allow people with wealth to keep control of money that would have otherwise gone to the government. Despite this, a number of left leaning foundations in the U.S. provide crucial support to base-building and movement work.

GANG/STREET ORGANIZATIONS

Formal or informal networks of people organized for the purpose of protecting their members from other organizations, of claiming and protecting local territory, and of running legitimate and/or illegal business to provide income to its members.

GOVERNMENT AGENCIES

These include the different branches of local, state, and national government, the judicial, legislative, executive branches, and bureaucratic branches of government. Examples include: the public school system, the president, the department of motor vehicles, the water department, the police department, and the environmental protection agency.

NETWORKS

A network is a loose association of people who have something in common and can be formal or informal. For example, Schools Not Jails Network, or Dreamers Networks in different states.

NON-PROFIT ORGANIZATIONS

A corporation that is set up to provide a public service where the directors of the corporation cannot personally profit from the work of the organization, because their organization's profits must be put back into the organization and not given to individuals. The organization does not pay taxes. Ex: churches, hospitals, universities, community organizations, service groups, advocacy groups, arts organizations, and think tanks.

SOCIALLY-RESPONSIBLE BUSINESSES

A socially responsible business aims to create profit while also having a positive long-term impact on customers, suppliers and employees as well as communities and the Earth. Cooperative businesses are one example of a socially responsible corporation. Cooperatives are collectively owned and controlled by their workers, for example, their workers control the use of the profits that the corporation produces.

UNIONS

An association of workers who join together to fight for rights in the workplace, and elect leaders to negotiate with their employers to protect their interests. (e.g., Teachers' Unions, Low-wage Worker Unions, Actors' Unions, Hotel and Restaurant Workers' Unions, etc.)

SAMPLE THEORY OF CHANGE

I believe that the root of most social problems is that power is concentrated in the hands of a tiny percentage of people. I think a tranformation of the current system of global imperialism will happen when global warming creates chaos for a critical mass of people, and they rise up and take back control of their communities and resources. I believe that all people have equal potential for brilliance and cruelty. I think it is important to try and work from a place of love and compassion, and to cultivate a discipline of hope.

What's Your Theory of Change?

WHY ARE THINGS THE WAY THEY ARE NOW:

I believe that the root of most social problems is...

WHAT WILL IT TAKE TO CHANGE THEM:

I believe a transformation of the current system will happen when...

WHAT WILL BE YOUR ROLE IN MAKING THIS HAPPEN:

I see my role as...

What Are Your Goals?

YOUR GOALS	What are your goals (personal or organizational)? 1 per category	What support or resources do you need to achieve them?	What obstacles must you overcome to achieve them?
Short-term (3-6 months)			
Intermediate (2 years)			
Long-term (5 years)			
Your future role in the movement for social justice			

MAP IT OUT

What is an IMAP?

IMAP – also known as "The Plan" or an Individual Movement Action Plan.

The IMAP is a tool to figure out the next steps in your journey. Plot goals, roles, communities, and vehicles you want to be a part of in the long-term, intermediate, and short-term.

"It is not how high you climb, but how many people you bring with you." How can your personal goals lift up others in your life and community?

SAMPLE IMAP

YOUR GOALS	WHO WILL YOU BRING WITH YOU? HOW?	YOUR ROLE	YOUR COMMUNITY	YOUR VEHICLE
SHORT-TERM (3-6 MONTHS): Win Healthy Foods Campaign	Chapter members feel like they made a difference.	Youth Organizer	Low-income students of color	BMoC
INTERMEDIATE (2 YEARS): Graduate and go to college.	Be a role model for younger cousins.	Student	1st generation immigrant family	Puente - (college support org)
LONG-TERM (5 YEARS): Return home and mentor younger students.	Help younger members graduate and make it through college.	Mentor	BMoC Alumni	Alumni Network
YOUR FUTURE ROLE (IN THE MOVEMENT): Start a social justice (SJ) screen printing collective.	Support SJ organizing with profits. Support SJ artists by promoting designs.	Founder	SJ artists and businesses	SJ arts collective

CREATE YOUR OWN IMAP

YOUR GOALS	WHO WILL YOU BRING WITH YOU? HOW?	YOUR ROLE	YOUR COMMUNITY	YOUR VEHICLE
SHORT-TERM (3-6 MONTHS):				
INTERMEDIATE (2 YEARS):				
LONG-TERM (5 YEARS):				
YOUR FUTURE ROLE (IN THE MOVEMENT):				

TYING IT TOGETHER

Purpose &
Theory of Change

Support Network

IMAP
Short–Term Goals

Roles

Vehicles &
Communities
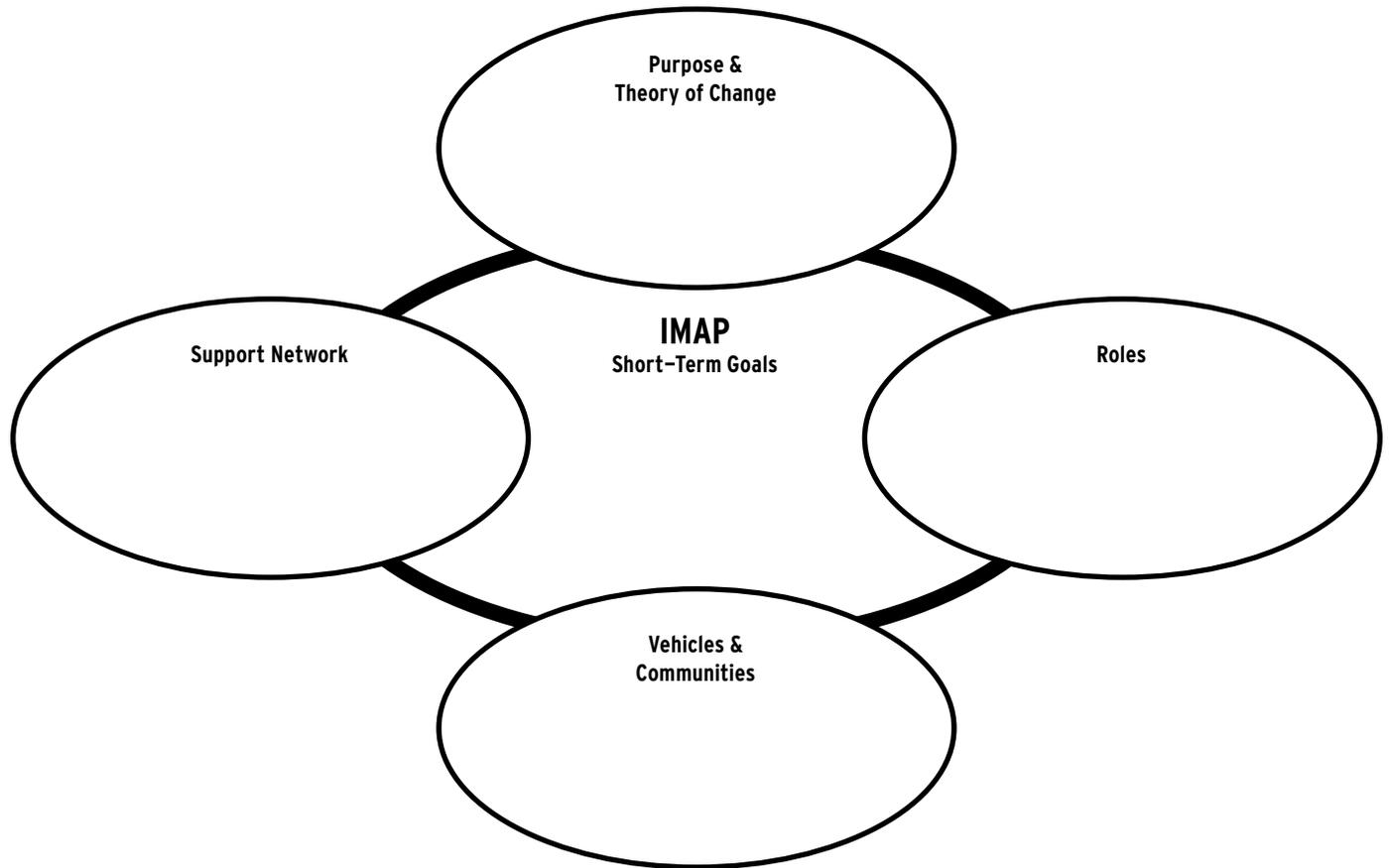
Purpose and Theory of Change:

What is your purpose?
What do you want to change
and how will that change happen?

Vehicles

What vehicles (organizations or communities)
do you need to be connected to
in order to play those roles?

Roles

What roles do you need to play
to reach your goal?

Support Network

Who can support you
in accomplishing your plan?

Tying it Together

Refer to diagram on previous page.

Written Reflection Questions:

1. Draw a picture of what it will look like to reach your short-term goal (center of your diagram).
   Where will you be? Who else will be there? What will you be doing?
   How will you know you reached your goal?

2. List the steps you must take to reach your short-term goal.

3. Who else do you need to involve to reach your goal? What help or support do you need?:

Support Network - fill this out with your support partner:

Share your answers to the questions above and answer the following questions together.

1. How can you help each other to stay accountable to your plan (to make sure you really do it!)?

2. How will you check in with each other (text, facebook, calls, in-person)? How often?

3. Set a deadline for your first step in your plan above and write it down!
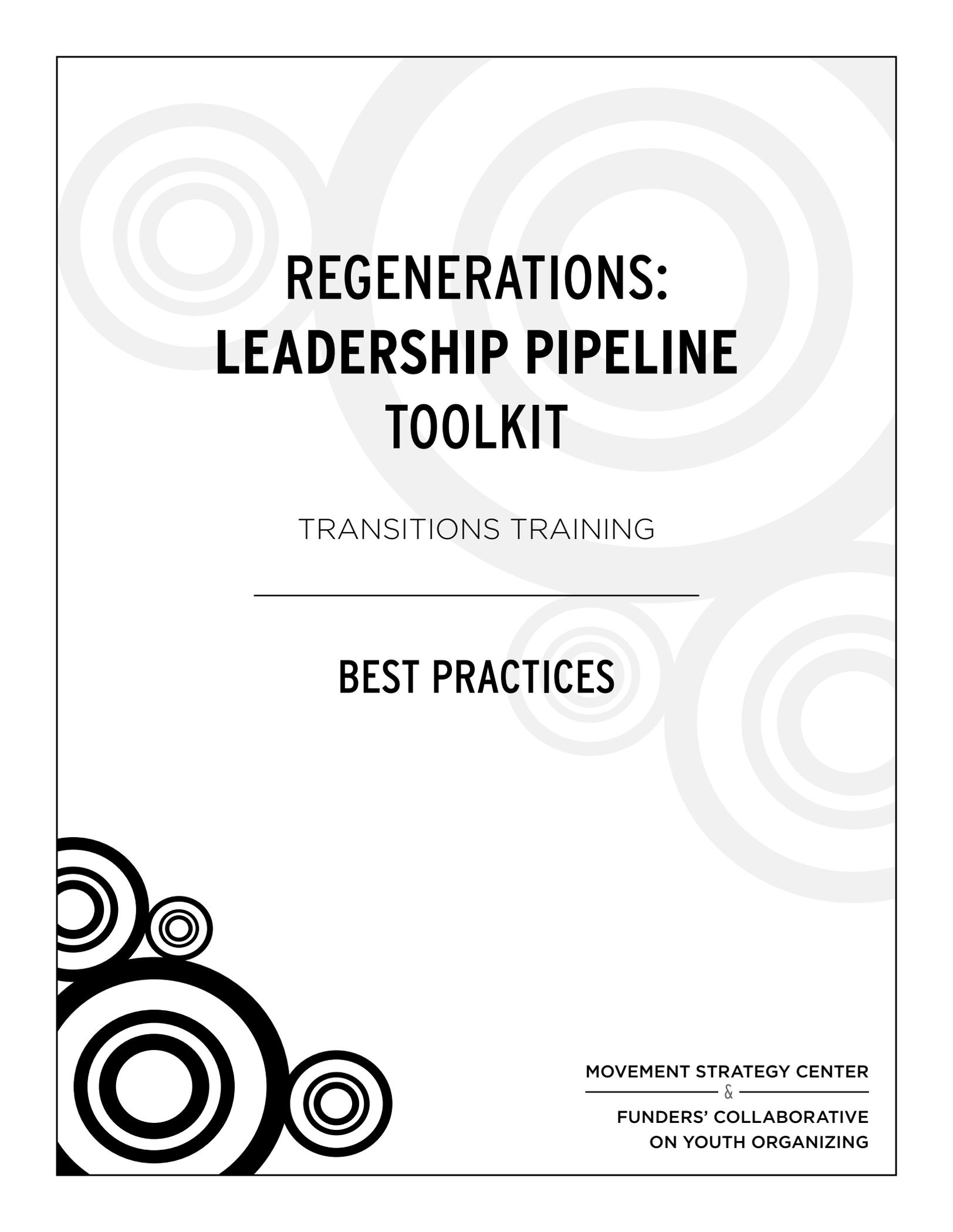
REGENERATIONS: LEADERSHIP PIPELINE TOOLKIT

TRANSITIONS TRAINING

BEST PRACTICES
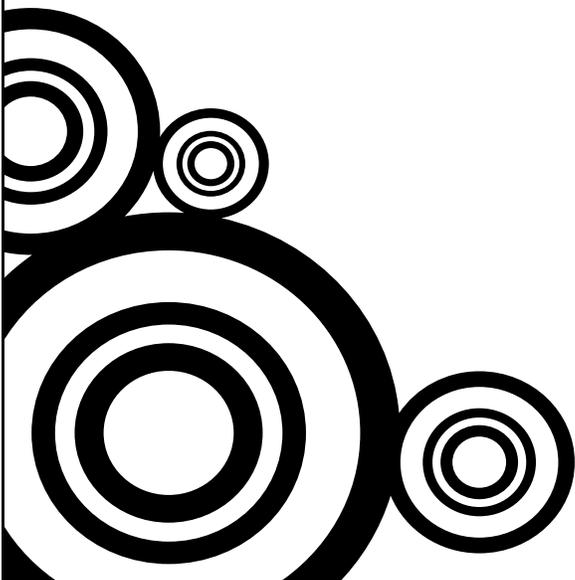
BEST PRACTICES

Within a youth organizing context, the purpose of leadership development work often fulfills three primary outcomes:

1. To develop a positive sense of self;

2. To build the skills, confidence, and analysis to design and lead campaigns; and

3. To foster connections with the broader social justice movement.

The youth organizing groups that participated in the Leadership Pipeline Initiative have developed highly effective practices and structures that support their youth in meeting these outcomes. These best practices were shared out through teacher-learner circles and convenings - two powerful opportunities that were highlights of the capacity building work. The following best practices on Academic Support (Inner City Struggle), Mental Health and Wellness (SCYEA), Recruitment (Philadelphia Student Union), and Alumni Engagement (CHIRLA) were shared through teacher-learner circles as part of the initiative. Following each best practice summary is a sample Organizational Change Spectrum chart to help organizations envision how change efforts can be aligned with capacity and build towards larger programmatic shifts.

Academic Support

Inner City Struggle (ICS), April 2014
www.innercitystruggle.org

Purpose of Academic Support

We realized that the youth involved in organizing for community change needed a vehicle of support for their academic achievement.

OUR GOAL: To support the core leadership to enter institutions of higher education as they organize for educational and social justice.

Benefits of having an academic support component:

- Retention of members
- Support students in learning how to balance academics & organizing
- Part of developing student leadership in a holistic way
- Increase in youth leaders going onto college
- Builds parent/family support for organization
- Another way to engage Teacher Allies
- Academic Data supports grassroots fundraising efforts

What we provide youth leaders:

1. Provide support services for academic achievement, High School & A-G completion though one-on one advising sessions.

2. Senior Prep program: academic preparation workshops and one on one help for students applying to California State University, University of California and/ or Private School systems.

3. Assist undocumented students to locate higher educational opportunities (scholarship search & internships).

4. Provide computer lab accessibility.

5. Tutoring in key academic subjects for college access like Math.

    - One on one's are only for core leaders (approximately 65) and are offered as an incentive for students to get heavily involved in youth organizing work.
    - Academic Advisor creates an Individual Empowerment Plan for each student they meet with. Check-ins are 1-2 a semester sometimes more for students who need extensive interventions.

Each student has an academic file that contains:

- Intake form (general information on: family, schools attending and future plans)
- Semester Class Schedule
- Parent Transcript Consent Form
- Graduation Checklist (HS & A-G)
- 3 month goal sheet
- One on one Summary Sheet

Guidance with the college application process

Students are given support with writing effective personal statements, test-taking strategies, developing plans for financing for their education, and transfer support.

Lessons learned

- ◆ Must set aside resources because it's time intensive and individualized.
- ◆ Require separate staff person to focus on that part of the work.
- ◆ Attend academic trainings and conferences to stay up to date on changing college admission requirements.
- ◆ Create space in staff meetings to coordinate support for youth leaders between organizers and academic staff.
- ◆ Strong orientation for academic staff to understand how academic arm supports organizing efforts and student leadership development.

Sample Academic Support Organizational Change Spectrum

TYPE OF ORGANIZATION CHANGE	Gradual	Intermediate	Transformative
CAPACITY	Lower	Medium	Higher
PRACTICES & SYSTEMS	1. Establish a Homework Hour 2. Bring in tutors 3. Develop a college resource library	1. Local College Tour 2. Hold an academic workshop (college requirements and preparation, options for undocumented youth)	1. One-on-One Advising and College Application Support 2. Academic Programs (ex. SAT/ACT Prep, college application and financial aid sessions).

Note: The Organizational Change Spectrum is a tool used to align capacity with proposed program practices. It can also aid organizations in scaffolding change to build towards a larger goal or vision.

Mental Health and Wellness

South Central Youth Empowered Through Action (SCYEA), Aug 2011
cocosouthla.org/node/584

SCYEA Wellness Vision

To develop the next generation of leaders in South LA who are empowered to live fulfilling and healthy lives that will contribute to the improvement of the community's social and economic conditions. The Wellness Program aims to develop, affirm, and strengthen the self-efficacy and well being of youth in the context of community challenges, such as poverty, gangs, violence, and substance abuse. SCYEA Wellness focuses on facilitating transformative and empowering processes through building relationships, community, and knowledge to accomplish the ultimate goal of individual and community thriving and success.

Key Wellness Elements

- **Intakes:** Filled out by youth within first few weeks. Collects information about family make-up, academics, activities of interest and areas of need. Assists staff and interns in directing youth to Wellness activities

Building Relationships (Clinical Services)

- **Unity Rap Group:** 6-8 week groups of 8-12 youth. Intimate discussions on variety of topics to support coping and well being. Coping skills, peer support activities, etc.
- Short-term counseling: One-on-one short-term counseling. Referrals to community agencies.

Building Community (Program Outings)

- **Boys and Girls Retreat:** Annual retreat with youth, staff and interns. Youth and staff planning. Discussions and workshops around key issues
- **Social/Cultural Outings:** Quarterly outings in and beyond South LA. Beach days, museum visits, theater performances, etc.

Building Knowledge (Trainings)

- **Staff Training and Support:** Annual trainings on youth development. Annual trainings on program policies. Interns and professionals provide on-going support in addressing youth issues.
- **Youth Workshops:** Yearly educational workshops for youth leaders. Workshops increase awareness on relevant youth issues.

SCYEA Resource Directory: Referrals to community service providers. Annual "evaluation" visits by interns, staff and youth. Maintained relationships with 10 key service providers. Youth participation and community access.

Lessons Learned

- Youth crisis are going to come up; however, we can be prepared to prevent, intervene, and support our leaders.
- Organizing groups need to expand funding streams to support Mental Health and Wellness Programs.
- In order to reduce cost and staff time organizations can partner up with service providers and university programs.

Sample Mental Health Organizational Change Spectrum

TYPE OF ORGANIZATION CHANGE	Gradual	Intermediate	Transformative
CAPACITY	Lower	Medium	Higher
PRACTICES & SYSTEMS	1. Staff Trainings 2. Youth Workshops 3. Resource Directory - Basic list of service providers	1. Resource Directory - Youth participation and access 2. Boys and Girls Retreat 3. Social / Cultural Outings 4. Partner with university programs to recruit MSW or Psychology interns	1. Establish Intern Program 2. Intakes 3. Unity Rap Group 4. Short-term counseling

Note: The Organizational Change Spectrum is a tool used to align capacity with proposed program practices. It can also aid organizations in scaffolding change to build towards a larger goal or vision.

Recruitment Strategies

Philadelphia Student Union (PSU), August 2011
phillystudentunion.org

Context:

- The Philadelphia Student Union engages 500 students through eight school based chapter and a City Wide chapter.
- PSU has a membership of 120 students distributed through all of our chapters and the City Wide chapter and a core membership of 50 students.

> "We need to get you to a meeting."

Engagement Goal:
to get a new student to come to two meetings.

Lesson 1: Scope

- **Science of numbers:** Collect 100 contacts to get 10 people in the door
- **Be specific:** Know your hard goal, soft goal and star goal
- Get as many contacts as you can.

Lesson 2: Diversity
Diversity means diversity of collection and diversity of contact.

Diversity of collection: Use any and all resources available to collect contact information.

- Classroom presentations
- Word of mouth outreach
- Social networking

Diversity of contact: Use all of them.

- Facebook events
- Calling parties
- Text
- Fliers

Lesson 3: Consistency

- Contact potential members frequently and regularly.
- One call, two texts per week.
- Always on the same day, at the same time for the same meeting.

Development Goal: to take a new student from becoming a recruit to a core member.

Lesson 1: Clear Path
Opportunities for leadership
are abundant and clearly defined.

- Facilitation
- Representation in meetings
- Public Speaking
- Participation in Media programs
- No or low barrier to leadership

Lesson 2: Relationships
Spaces for members to develop relationships
across school, grade and level of engagement.

- Meetings
- Retreats
- Social Events
- Actions

Lesson 3: Ownership
Affirm youth leadership.

- Engage new members immediately in decision making.

Lesson 4: Political Development

- Have a thorough and engaging political education plan for new members.
- Engage membership in executing the plan.
- Refer to political education when doing organizing work.

Summary of Lessons:

1. Collect as many contacts as we can.
2. Contact all of them frequently and regularly.
3. Encourage relationship building.
4. Offer many and clear opportunities to step up.
5. Let people lead as soon as possible.
6. Offer political development thoughtfully and with youth leadership.

Sample Outreach and Recruitment Organizational Change Spectrum

TYPE OF ORGANIZATION CHANGE	Gradual	Intermediate	Transformative
CAPACITY	Lower	Medium	Higher
PRACTICES & SYSTEMS	1. Complete 10 classroom presentations to generate 100 new contacts 2. Set up text blast to all new recruits	1. Create leadership ladder chart with clear entry point roles for new recruits 2. Plan annual mixer for members and alumni	1. Create citywide student strategy team to lead joint campaign work decision making. 2. Create social media mini-academy (intensive 2-4 week programs during the school year).

Note: The Organizational Change Spectrum is a tool used to align capacity with proposed program practices. It can also aid organizations in scaffolding change to build towards a larger goal or vision.

Alumni Engagement

Coalition for Humane Immigrant Rights of Los Angeles (CHIRLA), August 2011
www.chirla.org

History:

Wise Up! The high school youth group at CHIRLA started in 2001. They successfully lobbied for the passage of AB 540, the law that allows students to pay in-state tuition regardless of status.

After Wise Up! many youth went on to different colleges and universities in California, and CHIRLA saw an opportunity to continue to connect their alumni to the organization and the immigrant rights movement.

CHIRLA does Alumni Engagement because:

- Continued investment as part of CHIRLA family
- Measure long term results of youth organizing
- Long term leadership development organizing model
- Grow capacity to organize throughout the state
- Expand contact network

Structure:

Wise Up!	➤	CA Dream Network	➤	Alumni Group

High school organizers transition by attending CDNet retreats and summits, then join one of the 53 established immigrant rights college campus groups part of the CDNet or start one at their campus. After college they transition to a statewide alumni group.

Youth Leaders are Able to:

- Continue to receive trainings and workshops
- Work on political campaigns with other partners in the state
- Participate at a local, statewide, and national level
- Build networks with other immigrant students throughout the state and receive support while in college.

Best Practices & What Works:

- CA Dream network is a clear part of their Leadership Pipeline and Theory of Change with dedicated funding and staffing.

- Statewide organizer supports the CA Dream Network and is integrated into overall organizing team.

- Clear structure for youth to enter the CA Dream Network (regional summits, statewide retreats, conference calls).

- CA Dream Network is decentralized (43 college campuses) providing more opportunity for youth-run organizing and leadership.

Sample Alumni Engagement Organizational Change Spectrum

TYPE OF ORGANIZATION CHANGE	Gradual	Intermediate	Transformative
CAPACITY	Lower	Medium	Higher
PRACTICES & SYSTEMS	1. Data base of alumni 2. Facebook alumni page	1. Alumni events/socials 2. Annual alumni & youth event	1. Politically active alumni group supporting organizing 2. Alumni mentorship program.

Note: The Organizational Change Spectrum is a tool used to align capacity with proposed program practices. It can also aid organizations in scaffolding change to build towards a larger goal or vision.
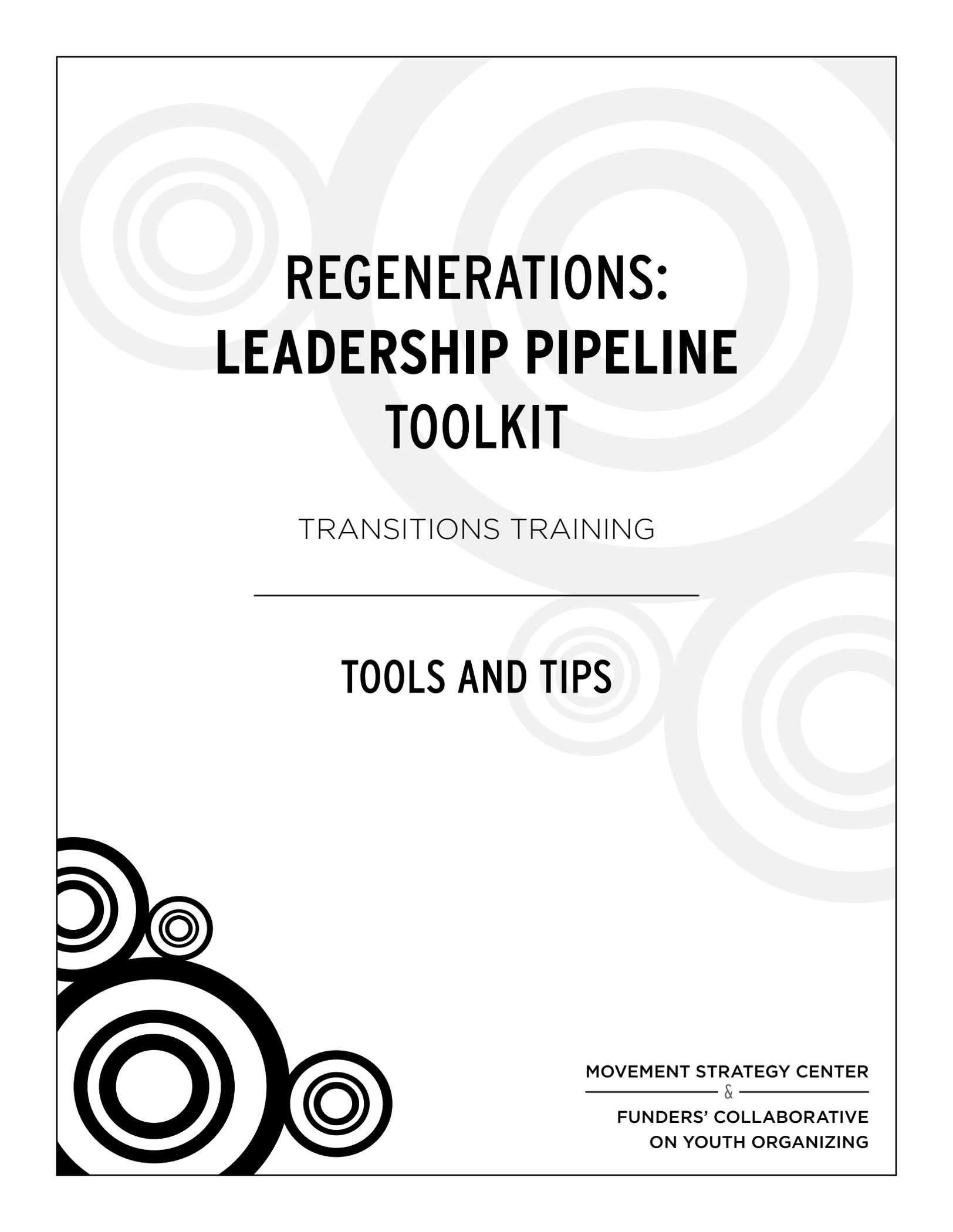
REGENERATIONS: LEADERSHIP PIPELINE TOOLKIT

TRANSITIONS TRAINING

TOOLS AND TIPS
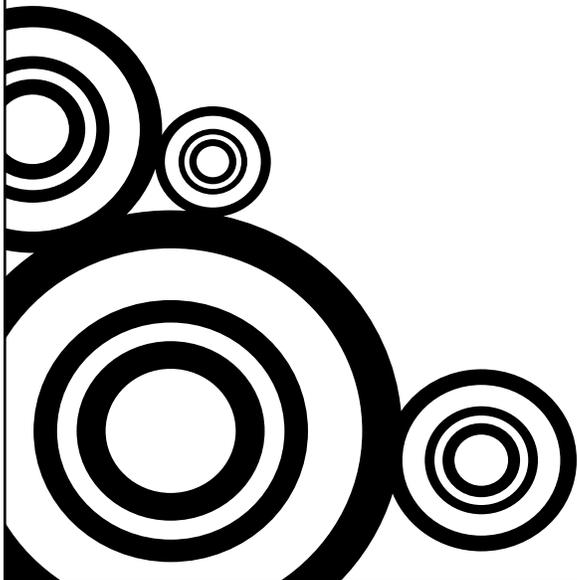
Alumni Engagement Models

PREFACE: Just like organizing, a successful alumni engagement model is about relationship building. It is built upon a strong shared experience, a sense of place, a sense of home. Tap into these common positive experiences and associations.

STEP 1 Self-Assesment:

1. Who are you trying to engage? Who is your target base? Demographics (age, race, college v. jobs, local v. moved away, which alums – core members? chapter members? etc.)

   ◆ What are the needs/ interests of this target base?

2. What benefit will an alumni engagement program have for your organization?

   ◆ What are needs that your org has that alumni could fill?

3. Look for common ground between what alum need/are interested in, and what your organization needs/interests are. (You will use this in step 5).

STEP 2 Data Collection:

1. Data and information is the key to any successful program. Getting and maintaining good contact information.

   ◆ Names, email, cell phone, address

   ◆ Facebook

   ◆ What they were involved in (certain committees, leadership programs, chapters, etc)

   ◆ Parents' info (address, home phone) – parents are often more stable than alums at this stage in their life.

2. Senior exit survey (survey monkey or paper survey) give it out at a chapter meeting in May – to collect best contact info, plans after graduation, etc.

   ◆ Database this immediately!

   ◆ Add them to your alumni email list (google group, yahoo group, etc.)

   ◆ (See sample doc)

STEP 3 Creating a Core:

1. Select a "core" from each class (top 10% most engaged/active seniors). Bring them together and ask them to keep in touch with alums in their year. These should be the types who are "connectors/glue" that want to stay in touch w/ people, committed to the org, dependable, etc.

2. If there is momentum and desire - have alumni create an autonomous alumni club or group to empower them to organize their own events, socials, projects, etc.

   ◆ Staff can support these in an advisory role – but the work and leadership/ planning should be taken on by alumni.

   ◆ The organization could set aside some $$ to help pay for food at mixers/reunions.

   ◆ The group should be intentional about recruiting active people from each graduating class so it doesn't become cliquish or stale/old.

P.S. Don't forget the swag!!! (tshirts, stickers, etc) Give this out to seniors at the end of the year party/senior appreciation along with a pitch to be active in the alumni group.

P.P.S. Check out the CFJ Sample Alumni Options for more examples of ways that alumni can support you current organizing work.

STEP 4 Consistent Communication:

1. Create an e-newsletter to send out to alums at least 6 times/year (better if you can do it monthly).

   ◆ This can be coordinated and written by a team of your "core" alums. EX: you could have the most recent graduating "core" class write the newsletter for 1 year – then pass it on to the next class. That way they are most familiar with the current work and students to be able to keep older alums updated.

   ◆ It should include all local events, and random volunteer opportunities for alums (like giving rides, databasing, outreach help, research, workshop development, etc.)

   ◆ It could also include "class notes" which are 2-3 sentence updates on individual alumni sharing where they are now, what they are doing, big/cool things in their lives. This is another way to get people to actually read the newsletter – b/c they want to know what's going on with people, and to send in their updates – so you can keep track of folks!

2. Create a facebook group/page and update it regularly using a similar system as above.

3. Hold an annual alumni reunion/mixer event in the summer.
   This can be planned and hosted by the alumni group.

STEP 5 Giving and Getting:

1. Review your self-assessment (Step 1) and identify common ground between alumni needs and organizational needs.

	ALUMNI NEED: **An opportunity to stay connected and give back to their home orgs/ communities**	ALUMNI NEED: **Skills such as job hunting, resume, interviews, navigating college / transferring, etc.**	ALUMNI NEED: **To build community – both political & social, safe and nurturing spaces.**
ORG NEEDS: **Academic & career support, tutoring, college apps.**	Program: Alumni could mentor current HS students on academic planning, college coaching, etc. Organize college nights/guest speakers.	Program: Annual networking or job hunting event for both alums and current HS students. Chance for alums who are already in careers to share. Can invite allies from key professions/sectors to network. Timing could be during spring break to allow people to network and line up summer internships, jobs, etc.	
ORG NEEDS: **more self-care, holistic activities for members**			Alumni could hold self-care or exploration events for alums and current HS students – could be outdoor hiking/ biking days, yoga, painting, art and expression.
ORG NEEDS: **more political education for chapter members**	Alumni provide workshops or serve as chapter mentors/ advisors.		

SAMPLE: Roles for Alumni

	GENERAL SUPPORT
Campaigns	• Research (campaign issues, targets, education policy/statistics) • Delegation meetings • Visibility - Tabling/Flyering/Conferences/Outreach support • Ally outreach & community relationship building (events, delegations, building relationships with unions, electeds, other orgs)
Media & Communications	• Media support (writing, building relationships) • Documenting – video/photo taking and editing • Swag design & product research (lanyards, stohls, tshirts, buttons, etc.)
Fundraising	• End of Year Reception – host committee • Soliciting donations for raffles, events, food, etc. • Justice League Campaign – recruiting new people
Logistics	• Rides! (Fridays for core leader mtgs & engaging eds, events, etc.) • Office support & maintenance – random tech needs, supply runs, repairs
	YOUTH DEVELOPMENT
Physical Health	• Workshops at CFJ (yoga, martial arts, dance, etc.) • Hiking/nature outings • Annual camping/rafting trip (Aug)
Mental Health	• Deepen youth support services relationships with other orgs for referrals and services • Working with MSW program at SJSU to provide mental health services to students
Intellectual Ability	• General academic tutoring • HEAT (college coaching for seniors) • Academic one on ones (underclassmen) • SAT prep workshops • College tours
Employability	• Workshops on resumes, job hunting, careers, interviews, internship • Cultivating internship opportunities for CFJ leaders & alumni (summer) • Career shadowing
Cultural Ability	• Taking youth to cultural events in the community • Organizing arts/cultural workshops at CFJ • Organizing arts/cultural workshops at schools (lunch/afterschool) • Creative skills workshops (video editing, silk screening, etc.)
Civic and Social	• Chapter mentorship – attending chapter meetings (lunch) and building relationships with students in school • Assisting with school year workshops/trainings (skills, political ed) at the chapter level (afterschool on site) • Building relationships with core leaders' families – house visits

Credit: Californians for Justice

SAMPLE RESUME

Notes and explanations:

1. **Highlighted sections** are youth organizing related examples

2. All highlighted sections are work this student did with CFJ, but we broke it apart to make her resume look fuller, and to acknowledge the crazy amount of work she's done with CFJ over 3 years.

    - TIP: take any official position you've had (as a committee member, or if you worked on a specific campaign or project) and make that a separate role/header.

General resume tips:

1. You always have way more experience than you think you do. Start with a brainstorm of all the work, volunteer, and organizing things you've done.

    - Include everything – even babysitting your nieces, etc.

2. Choose the top examples for work categories, and volunteer categories.

3. If you have other jobs/volunteer work that seems unrelated (like being a cashier at Chucky Cheese) write about the parts that are relevant to the skills your potential employer will be looking for.

    - TIP: is your prospective work place looking for certain qualities like teamwork, initiative, ability to plan events, follow through, responsibility, punctuality, etc.

4. Make your title sound impressive. Instead of "babysitter" you can write "child care provider."

5. Use action verbs to start each description. Ex: developed, coordinated, recruited, etc.

6. Use consistent formatting where the bullets line up, fonts, punctuation, capitalization, etc. This shows your attention to detail.

7. In general have 2-3 descriptive action phrases under each header. If you have #'s fill them in. Ex: educated 150 people through community townhall.

8. Try to keep it to 1 page.

9. Have someone else proofread it! You don't want grammar mistakes or typos.

Address and phone number here (include the area code)
Email: **firstname.lastname@blahblah.com**

Your Name Here

OBJECTIVE:

To obtain an internship in public health to learn more about the medical field and policies that affect it.

QUALIFICATIONS

- Bilingual (English and Tagalog)
- Extensive experience in outreach, phonebanking, and fundraising
- Leader in school and community activities
- Knowledge of Microsoft Word, Excel, Power Point, and Internet Explorer

EDUCATION

Aug 2008 - Present   **Independence High School, San Jose, CA**

WORK HISTORY

Jun 2005 - Aug 2005   **Summer Youth Leadership Academy, Intern**
- Participated in workshops on education policy, and skills building.
- Conducted weekly outreach to the community to educate and raise funds.
- Organized a rally and banquet for more than 170 people to raise awareness about current problems in our schools.

Jun 2006 - Aug 2006   **Advanced Summer Youth Leadership Academy, Youth Organizer**
- Conducted research on college access (interviews and online).
- Facilitated weekly workshops on education policy and skills building.
- Mentored and trained 18 SYLA high school participants.

VOLUNTEER EXPERIENCE

Sep 2004 - Current   **Californians for Justice, Intern & Youth Organizer**
- Led student participation in statewide lobby days and meetings with legislators to win support for bills to increase school funding.
- Recruited and mentored new members through outreach and one on ones.
- Supported school club activities such as recruitment, fundraising, and publicity.

Sep - Jun 2004   **Mabuhay Club, Member**
- Promoted the Filipino culture and educated the school community.
- Supported club activities such as performances and fundraisers.

Sep 2005 - Jan 2006   **College Access Campaign Committee, Member**
- Developed a youth-led strategy for improving college access for low-income students of color in the ESUHSD.
- Planned campaign rallies, media events, speakouts, and townhalls to educate and mobilize people in support of campaign.
- Met with school and elected officials to gain their support for campaign.

Oct 2005 - Nov 2007   **Elections Committee, Chair**
- Chaired team of students (2006-07) to recruit and coordinate more than 150 high school members to volunteer in election campaigns.
- Coordinated and participated in precinct walks and phonebanks.
- Organized community forum to educate more than 120 voters (2007).

AWARDS

- Honor Roll (2008-present)

Tips for Getting an Internship

Modified from: www.quintcareers.com/summer_job_tips.html

1. **Start EARLY.** Many internships have deadlines in Feb or March. Start in January!!!

2. **Figure out what you want.** What do you want to learn? Do you want career-related experience? How far can you travel? Can you afford to take an unpaid internship?

3. **Identify possible options.**

   - <u>Research</u> potential internships on the internet by using the sites below. Select criteria like location, type of internship, paid v. unpaid, etc.
   - <u>Network</u> – talk to everyone you know, everyone your parents knows, everyone your cousin knows, and ask them for contacts, ideas, and suggestions.
   - <u>Go to the source.</u> Identify local organizations or businesses that you are interested and contact them directly to see if they would consider taking you on as an intern (be prepared to talk about why you want to intern there, what skills you have, and to provide your resume).

4. **Clean out your closet.** Now is the time to make that professional email for your resume: firstname.lastname@blahblah.com. Take down any embarrassing Facebook photos or posts – or change your privacy settings.

5. **Create a resume to emphasize your skills.** Check out sample resumes online, and ask for help in translating your organizing skills and experience on paper (See the sample youth organizing resume in this packet). You've got tons of experience, you just need to claim it. Be sure to have someone edit and proofread it for you before you start sending it out.

6. **Complete applications.** Be sure to complete these forms neatly and thoroughly, typing them when possible. If you list a reference, be sure to ask that person in advance if they are OK with being listed. Ask they what phone number they want you to share if asked.

7. **Prepare for interviews.** If you granted an interview, be prepared! Practice answering common interview questions in advance with a friend, or in front of a mirror. Always dress more professional than you think your interviewee will be – and bring a notebook and pen to write down any important information (this also shows you are detail oriented and responsible).

8. **Follow-up all interviews.** This is REALLY important. Always send a thank-you letter or e-mail to the interviewer expressing your appreciation. If you were not granted an interview, follow up your application with a phone call, an e-mail, a letter, or even a visit. Your interest and enthusiasm will make an impression. (Also thank your references and tell them if you get the job!)

9. **If you get the gig.** Clarify the following before accepting an offer. Who will be supervising you? What are the working hours and how often will your schedule change? Will you be paid and/or receive academic credit? What kinds of day-to-day assignments can you expect to receive from your supervisor and others? Are there any special requirements in connection with the work, such as medical examinations, overtime work, or personal expenses? Where will you be working throughout your experience? Will travel be necessary as part of your responsibilities?

For other internships and summer and seasonal job-searching tips check out:

- idealist.org
- experience.com
- internships.com
- students.gov

- Summer and Seasonal Jobs for Teens: www.quintcareers.com/summer_job_sites.html
- Internship Resources for College Students: www.quintcareers.com/grad_internships.html