

OSI-Baltimore Community Fellowships Program
Final Report for grant # # 10006115

Name _____ Betty G. Robinson _____
Home Address _____ 2113 Dobler Ave, Baltimore, MD 21218 _____
Home phone _____ 410-366-2631 _____
Host Organization (if applicable) _____ n/a _____

Expenditure report, travel [see attached report]

Narrative:

My work was to connect organizers across issues and constituencies and to popularize the history of social justice organizing in Baltimore. I began by holding potlucks with organizers, creating an "Organizers List" via e-mail, holding "movie nights" to view organizing films and developing a study group about organizing for organizers as well as researching past organizing campaigns going back several centuries. As these parts evolved, I also began to develop a curriculum entitled "History and Vision of Social Justice Organizing in Baltimore". Because I felt it was important to have the people who actually organized the campaigns to speak about them and tell their story, I focused on the years after 1960. **[See attached materials from the course]**

I have built relationships with nearly every current organizer in Baltimore City including those who work for neighborhood organizations, do labor, housing, transportation and education organizing as well as those who work for peace and against war and young people who are thinking about new solutions to our current crises. The challenges have been:

- a. Having organizers find time for connecting with other organizers (as interesting to organizers as the potlucks were I still had many organizers sending regrets and saying that they could not break away to attend).
- b. Finding concrete ways to assist organizers to connect the issues within their work, for example, labor organizers are still primarily concerned with the "wage/benefit" issues of a particular employer instead of encouraging worker involvement in campaigns for affordable housing, job creation, better schools and transportation. Sometimes this is due to union organizer supervisors who restrict work to the workplace issues; other times it is due to the culture of the Central Labor Council or to the press of goal oriented work, ie win this contract, win this election. [In other cities more attention is being paid to something called "the whole worker movement" ie not separating out workplace issues from those of where workers live, where their kids go to school and how they get to work]. In other cities, as well, there are strong Community-Labor-Religion coalitions that have been able to gain concessions from private developers and government for affordable housing, and improved transportation, education and recreation opportunities, as well as new job creation. In these examples, all the organizations which have large constituencies of working people unite on campaigns which raise the standard of living and change neighborhood and education environments for low and moderate income families.

- c. As it turned out, the best relationships among organizers were actually built within the class that I taught during March and April at Sojourner Douglass (more information below).

With respect to my initial workplan, I held pretty much to it with a few variations. One thing I did not anticipate at all was requests for one-on-one meetings from organizers who needed support for various aspects of their work, or speaking to students who were interested in organizing history – both Baltimore and my own history in the Student Non-Violent Coordinating Committee.

Since my overall objectives were to connect organizers and to popularize the history of Baltimore organizing, the course really focused and achieved the results I had hoped for. For some reason organizers who signed up for the course found the time to attend at least 6 of the 8 sessions. I have no doubt this was due to a combination of things: the speakers were interesting and engaging; the students were interested in getting to know each other; the class was incredibly diverse by race, age, and experience. I also charged a nominal sum for the course which I hesitated at first to do. [Thanks to Pamela's advice and Sojourner's encouragement]

- a. I did not need a lot of additional funding; I did receive a supplemental grant of \$500 from OSI to put toward scholarships, honorariums and purchase of video tapes. If I do teach this class again, unless I do it as a volunteer, I would need some funds to compensate for my time as well as purchase supplies and materials.
- b. I am currently holding conversations with officials at Sojourner Douglass about conducting the class as a 15 session, 3 credit course in their winter

session (beginning November 2005) or as a class within continuing education. The question is how best to conduct a class which translates into more people learning organizing history, more people being recruited to becoming organizers and more people learning organizing skills and especially how to encourage more people of color to enter this field. I have terrific feedback from my students and from the process so the second time around it would be much richer regardless of format.

- c. I also plan to continue my research into organizing history in Baltimore and am working on a descriptive time line beginning with 1800. This I hope to publish in a small booklet format and have been asked by the Alternative Press Center to consider them as a potential publisher. I found such excitement about the history part that I feel sure I could raise funds for a small and limited run publication.

Constituents:

My constituents were (are) organizers of many different types as well as groups who are doing organizing for social justice. It is impossible to say how many constituents I served during the fellowship – however, I can estimate as follows:

- 132 +/- people are on my on my “Organizers List” to whom I send an average of 8-10 items/month;
- sixty organizers attended the first potluck and forty two the second;
- twenty five organizers attended the first movie night;
- fifteen organizers attended one of six study group meetings which were held

- thirty-six organizers enrolled in my course.
- I had at least thirty one on one meetings with organizers
- I worked intensively with the Algebra Project (eighty students) and Save Middle East Action Committee (eight board members).
- I spoke and/or did workshops in a number of classes at Johns Hopkins University and Loyola College to their students who are working in the areas of social concerns or doing service projects.

I think the hardest part of the fellowship was not having an office to go to or a structure for my work. As an experienced organizer/worker I think I thought this wouldn't be such a great challenge. I found time management to be an issue in that, as usual, the immediate requests and/or work took precedence over the long term, thinking and planning work. Before I knew it the fellowship was over!

Workshops.Gatherings

The workshops/gatherings were great opportunities for me to network and to learn what people were thinking and the myriad ways they were approaching social justice work. I attended them all since being connected to people is such an important part of the work I do. One critical way I develop my insights and deepen my work is first by listening and then engaging people in conversation about issues and solutions. I especially appreciated the opportunity to meet and network with the NY fellows at the two fellows conferences.

Supplemental Funding

I applied for and received a \$500 grant for stipends, scholarships and video taping for my class, "History and Vision of Social Justice Organizing in Baltimore".

This was extremely helpful coming as it did at the end of my fellowship when all my other funds had been allocated. A report of expenditures was submitted as a separate document. I also received a supplemental travel grant to attend a conference in Atlanta during the summer of 2004.

Continued Connection:

As far as staying connected to the Fellowship Program, I appreciate receiving notices of fellows meetings, events, etc and will stay connected this way and can come out to support other fellows' work. I also appreciate having access to the fellows list serv and receiving information from it. I did see the value in the fellows networking events that Paul and Marshall were organizing but the low turn out makes me think that this was not something that resonated with most fellows. Possibly there could be periodic conversations on topics related to social change – or speakers on social justice who are well known – and maybe for fellows only (although without the turn out it would be shame to waste something on them). I'm thinking of something like a "learning network". But, again, the question would be how to make them so dynamic that fellows would find time in their busy calendars to be there.

As for changes I would suggest, a major change I would suggest is not to have such a long selection process (ie January until October) and have the new fellows find out in early August so they can begin in September. People working other jobs launch into new programs in September. And, then, when we received the fellowship in November, nothing much could be initiated during November-December. It is better to launch things in September and thus there would be work to do over these fairly down months for outside connections.

Thank you again for this amazing opportunity to deepen my work, develop relationships among and between organizers, study history and think about current conditions and what is required of those of us doing social justice organizing. Please let me know how I can be of service to the ongoing program as well.

Signature _____ Date _____

Team → *Property*
301 248
9443

OSI-Baltimore Community Fellowships Program
Project Reporting Guidelines Cover Sheet
Deadline: Wednesday, May 18, 2005
Final Report

Name Betty G. Robinson
Home Address 2113 Dobler Ave, Baltimore, MD 21218
Home phone 410-366-2631
Host Organization (if applicable) n/a

Please provide OSI with a narrative report and expenditure report on your work under the Community Fellowship Program. The **narrative report** should be three–five pages in length, double-spaced in 12-point type on white paper. The narrative report should take the form that you believe will give OSI a good account of your progress. It should be analytical as well as descriptive. The following questions provide a guide to the subject matter your report should cover.

Each fellow was allocated \$1,000 dollars to cover costs to attend conferences sponsored by the Open Society Institute. Please include an **expenditure report** on how those dollars were spent. **[see attached expenditure report]**

1. Describe the nature of your work and how it evolved over the life of the fellowship period.

My work was to connect organizers across issues and constituencies and to popularize the history of social justice organizing in Baltimore. I began by holding potlucks with organizers, creating an "Organizers List" via e-mail, holding "movie nights" to view organizing films and developing a study group about organizing for organizers as well as researching past organizing campaigns going back several centuries. As these parts evolved, I also began to develop a curriculum entitled "History and Vision of Social Justice Organizing in Baltimore". Because I felt it was important to have the people who actually organized the campaigns to speak about them and tell their story, I focused on the years after 1960. **[See attached evaluation material from the course]**

2. Describe the relationships you built within the community or with other agencies and organizations in the city. Describe the challenges you have encountered in building networks and building alliances.

I have built relationships with nearly every current organizer in Baltimore City including those who work for neighborhood organizations, do labor, housing, transportation and education organizing as well as those who work for peace and against war and young people who are thinking about new solutions to our current crises. The challenges have been:

- a. Having organizers find time for connecting with other organizers (as interesting to organizers as the potlucks were I still had many organizers sending regrets and saying that they could not break away to attend).
- b. Finding concrete ways to assist organizers to connect the issues within their work, for example, labor organizers are still primarily concerned with the "wage/benefit" issues of a particular employer instead of encouraging worker involvement in campaigns for affordable housing, job creation, better schools and transportation. Sometimes this is due to union organizer supervisors who restrict work to the workplace issues; other times it is due to the culture of the Central Labor Council or to the press of goal oriented work, ie win this contract, win this election. [In other cities more attention is being paid to something called "the whole worker movement" ie not separating out workplace issues from those of where workers live, where their kids go to school and how they get to work]. In other cities, as well, there are strong Community-Labor-Religion coalitions that have been able to gain concessions from private developers and government for affordable housing, and improved transportation, education and recreation opportunities, as well as new job creation. In these examples, all the organizations which have large constituencies of working people unite on campaigns which raise the standard of living and change neighborhood and education environments for low and moderate income families.
- c. As it turned out, the best relationships among organizers were actually built within the class that I taught during March and April at Sojourner Douglass (more information below).

3. Did your project move forward according to the time line and workplan you developed for yourself?

Pretty much I held to the workplan with a few variations. One thing I did not anticipate at all was requests for one on one meetings from organizers who needed support for various aspects of their work, or speaking to students who were interested in organizing history – both Baltimore and my own history in the Student Non-Violent Coordinating Committee.

4. Describe benchmarks or milestones that are indications of progress towards the overall objectives of your project. Did you leverage additional dollars to support the initiative? How much were you able to leverage? What other funders or investors have supported your work? As you move forward, do you have outstanding funding requests?
 - a. Since my overall objectives were to connect organizers and to popularize the history of Baltimore organizing, the course really focused and achieved the results I had hoped for. For some reason organizers who signed up for the

course found the time to attend at least 6 of the 8 sessions. I have no doubt this was due to a combination of things: the speakers were interesting and engaging; the students were interested in getting to know each other; the class was incredibly diverse by race, age, and experience. I also charged a nominal sum for the course which I hesitated at first to do. [Thanks to Pamela's advice and Sojourner's encouragement]

b. I did not need a lot of additional funding; I did receive a supplemental grant of \$500 from OSI to put toward scholarships, honorariums and purchase of video tapes. If I do teach this class again, unless I do it as a volunteer, I would need some funds to compensate for my time as well as purchase supplies and materials. I am currently holding conversations with people at Sojourner about conducting the class as a 15 session, 3 credit course in their winter session (beginning November 2005) or as a class within continuing education. I have terrific feedback from my students and from the process so the second time around it would be much richer regardless of format.

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5. Who are your constituents? How many constituents have you served during the life of the Fellowship? Did you serve your constituents effectively? Give an example of how your constituents benefited from your work.

a. My constituents are organizers of many different types as well as groups who are doing organizing for social justice.

b. It is impossible to say how many constituents I served during the fellowship – the only estimating I can do is as follows: 132 people are on my "Organizers List" to whom I send an average of 8-10 items/month; 60 organizers attended the first potluck and 40 the second; 25 organizers attended the first movie night; 15 organizers attended one of six study group meetings which were held and 36 organizers enrolled in my course. I had probably 30 one on one meetings with organizers and worked intensively with the Algebra Project (80 students) and Save Middle East Action Committee (8 board members). I also spoke and/or did workshops in a number of classes at Johns Hopkins University and Loyola College.

6. Did your accomplishments towards meeting the project goals conform to your original expectations? If not, what personal and/or community dynamics or factors have contributed to the current status of your project?

I believe this part was answered in questions # 2 and 4 above.

7. As you gained experience, did the original project workplan or project goals change? Give examples of adjustments you made to accommodate the needs of your project. In retrospect, are there ways in which you could have better maximized the benefits of being a Community Fellow?

I think the hardest part was not having an office to go to or a structure for my work. As an experienced organizer/worker I think I thought this wouldn't be such a great challenge. I found time management to be an issue in that, as usual, the immediate requests and/or work took precedence over the long term, thinking and planning work. Before I knew it the fellowship was over!

8. How did you benefit from the Workshops/Gatherings, the Start-up Funding, joint conferences with the New York Fellows, and the "**Forging Open Societies**" education series that were provided to aid you with the capacity to implement your work?

These were great opportunities for me to network and to learn what people were thinking and the myriad ways they were approaching social justice work. I believe I attended them all since being connected to people is such an important part of the work I do. One critical way I develop my insights and deepen my work is first by listening and then engaging people in conversation about issues and solutions.

9. Did you take advantage of the Special Opportunity Funding? If so, how did it benefit your project? If not, why not?

Yes, I applied for and received a \$500 grant for stipends, scholarships and video tapes for my class, "History and Vision of Social Justice Organizing in Baltimore". This was extremely helpful coming as it did at the end of my fellowship when all my other funds had been allocated. A report is attached.

10. As an alumnus of the OSI-Baltimore Community Fellowship Program, how would you like to stay connected to the program?

I appreciate receiving notices of fellows meetings, events, etc and will stay connected this way and can come out to support other fellows' work. I also appreciate having access to the fellows list serv and receiving information from it. I did see the value in the fellows networking events that Paul and Marshall were organizing but the low turn out makes me think that this was not something that resonated with most fellows. Possibly there could be conversations on topics related to social change – or speakers on social justice who are well known – and maybe for fellows only (although without the turn out it would be shame to waste something on them). I'm thinking of something like a "learning network".

But, again, the question would be how to make them so dynamic that fellows would find time in their busy calendars to be there.

11. What changes would you suggest for the Program?

The most major change I would suggest is not to have such a long drawn out selection process and have the new fellows find out in early August so they can begin in September. People working other jobs launch into new programs in September. When we received the fellowship in November, nothing much happened in November-December. It is better to launch things in September and have work to do over these fairly down months for outside connections.

Signature _____ Date _____

1. Statement of Goals:

For my fellowship I will research, collect and popularize the history of social justice organizing in Baltimore through production of a short publication a bibliography and list/directory of other resources, including individuals, films and exhibits. This material can be used for training and continuing education of organizers who work with various constituencies. I also will create a space for organizers working on different issues to share resources, learn from each other and those who have gone before them, as well as discuss their organizing techniques and vision.

2. Host organization:

I am choosing not to have a host organization for this project. I want organizers coming together to know that this space encourages the exploration, upliftment and critique of many organizing styles, methodologies and strategies. However, Citizens Planning and Housing Association (CPHA), my employer from 1997 until July of 2003, enthusiastically supports my project and offers resources – copying, meeting space, and access to donors for publication of the organizing history. In addition, Michael Sarbanes, the present Executive Director of CPHA, has indicated that the Resource Center for Neighborhoods (RCN) library, currently used by many people and organizers across the city, will utilize and publicize the social justice history.

3. Description of Need:

Social change does not happen by itself, although we seldom teach individuals and communities the process by which the change actually happens, how to achieve it and provide support for those active in the struggle for change. For example, some young people will learn that there was a civil rights movement while others will only learn that President Johnson signed a civil rights bill in 1965. Fewer still will discover what it took what it took in the way of organizing to bring about this legislation. In fact, many of the things we take for granted in Baltimore today – our housing court, stable home-owning, integrated neighborhoods in the NECO area or the absence of a highway through Fells Point – were victories won by someone figuring out a strategy for winning the results they desired.

Organizers are both born and made. They arise naturally from seeing/experiencing needs in the community and become a spark due to their own passion for justice. But organizing today takes some sophistication to understand the dynamic of the how our Baltimore city/regional/state and national institutions work, what is required to change them and the development of strategy to accomplish the task. Studying the past provides one dimension of this training. While dozens of Baltimore organizations exist to bring about social justice in one arena or another and while organizers often meet each other, organizers' needs frequently go unnoticed and unmet. Organizers constantly encourage and nurture the people they organize with but seldom have a space for themselves. We need a place to share our stories, experiences and obstacles; a place to learn about the triumphs and failures of our fore-mothers and fathers. We need a place to figure out how to create organizations that reflect the values we are fighting for and how to bring about the system change necessary to see those values institutionalized.

In other cities training programs and organizing support centers have been established which offer networking and skill development. For example, in the Southern region of the US alone Grassroots Leadership, Highlander Research and Education Center, Project South and the Southern Empowerment Project all offer training, education, mentoring and nurturing opportunities for the organizers working in that region. While I do not intend to create a center similar to these for my project, I believe that once organizers have a space that one logical dialogue will be about what needs to be in place to encourage young organizers and sustain Baltimore organizers over the long haul.

4. Communities and People to be Served:

I will be serving Baltimore's community of organizers as well as those organizations who hire and need to find support and/or training for their organizers. Both the history curriculum and the creation of the organizer space will benefit a diverse constituency of social justice workers and thus the communities they serve. The communities most organizers work in are lower income neighborhoods and workplaces as well as communities of color. These are the places with underserved populations, ie those who, because of circumstances of their life, have been largely left out of the political life of our nation. Some of the organizing groups have a multi-layered strategy in that they are trying to unite lower and middle income communities around agendas which benefit all.

Baltimore is home to three national organizing groups – ACORN, IAF- BUILD and Gamaliel-BRIDGE – and at least five labor unions engaged in dynamic organizing drives among nursing homes employees, hotel employees, hospital, laundry, clothing and retail workers. Approximately thirty neighborhood organizers, a dozen coalition organizers and a host of others work on specific issues such as housing, transportation, jobs, criminal justice and health care or with particular populations. Examples of the latter include formerly incarcerated women, people in recovery, young people, parents, and home day care providers.

5. Description of the project:

For my fellowship, I will collect and summarize the history of social justice organizing in Baltimore and compile it into a mini-curriculum that can be used for training new organizers and/or for energizing the people organizers recruit. The focus in this history will be on what the organizers did, the social change that happened, what forms and new institutions emerged, and the issues/campaigns and methods. I intend to tell this story so that it is accessible to those who are passionate about justice for their communities but who may not have access to the material where they could discover this rich tradition. For example, just recently, a resident-turned-organizer with the Save Middle East Action Committee went to the library, learned by chance that people in Wagner's Point had organized to gain decent relocation benefits, and was immediately energized. This material can be enhanced by oral histories, bibliographies and by stories of organizing elsewhere.

There are several purposes for this part of the project. In my experience, people motivated to be organizers often leave organizing due to the lack of training, support, job benefits or because of burn out. Access to graduate training is beyond their reach. In addition, the talents of many naturally gifted organizers are not recognized or developed further. Learning about the older generation of organizers and the struggles they engaged in can assist in building the organizing infrastructure necessary for significant social change. Understanding our history is also part of nurturing the next generation of organizers in Baltimore. In general, as citizens in a democratic society, we are unaware of how important organizers are to efforts to transform our institutions so that they function justly and equitably. Some people think that organizing a rally or protest will make the necessary change when we know that most struggles are won with long, arduous painstaking work which represents alliances among organizers, their constituencies, policy makers and researchers.

I expect to gather this material from the archives at the Pratt Library, the Maryland Historical Society and the Universities of Baltimore and Maryland, from the dozen or so books which have been published, by interviewing scholars of this material and by doing oral histories of those organizers who are still alive. Aside from the curriculum booklet, I can also imagine that there could be several, if not a series of, forums exploring Baltimore's organizing past.

The second part of this project, and as important, is to develop a community of organizers in Baltimore which brings organizers together across issues and constituencies as well as styles and methodologies. I estimate that I know 60-70% of these organizers and am aware of many of the others. I often hear from organizers about their interest in this "space" where they can meet and share stories, learn how their issues connect to each other and to a larger whole and discuss and debate organizing strategies and methodologies. This "space" does not require a physical place. Rather it occurs through a series of meetings and other gatherings; includes opportunities to learn from organizers elsewhere or mentor each other; and provides an opportunity for organizers to share resources about training, workshops, written materials, films, and cultural resources.

This is a small beginning where individuals in the Baltimore organizing community may find support from each other and gain new insights to further their work and impact on their communities. Organizers in other cities have more of these opportunities through organizing schools and structured programs.

The challenges and obstacles of this work will be many but are not unsurmountable. Archives are often incomplete. When reading history one is often presented with an interpretation several layers removed from the actual historical event. Often, too, you may know the outcome of an organizing effort, but will not know the details of the type of organizing necessary to realize the win. Regardless, there are ample inspiring stories and there are enough organizers still around who can tell their stories directly.

Another potential obstacle will be the relationships among various groups. Some organizations do not easily work with other groups and/or they hold themselves up as having a superior method of organizing. Cultural and racial issues may also come into play. For example, organizers who work with unemployed or immigrant populations may be confronted with subtle (or not so subtle) negative attitudes coming from some who work as union organizers. Additionally, the fact that organizers work long hours may mean that they cannot easily make time for something which is for them. Therefore, the challenge will be to make it possible for prejudices and differences of opinion to be talked about in a comradely way and to

make what happens in the organizer space so dynamic that organizers do place a priority on being there.

The movement for social justice is intensifying in the U.S. While organizing for social and economic justice takes place in all historical periods, it is most possible to advance the edges and win more powerful victories in times of social movement. The combination of increasing racial injustice, worsening economic conditions, and the US war on Iraq have helped to heighten consciousness. How this burgeoning movement develops and progresses, how it unites (or disunites) various communities (eg. working people and organized labor, communities of color, youth, women, immigrants, the recovery community, gay and lesbian or faith-based and environmental activists) and what victories it wins will in large part be due to the skill, dedication and vision of the organizers who work in these environments.

6. Description of Work, Training and Life Experiences of Applicant:

My motivation to work for social justice began in 1960 the day I saw the lunch counter sit-ins on TV. I was so moved that I organized a sympathy picket in my upstate NY college town of two hundred women students to march to our local Woolworth's. In graduate school a few years later, in a study group with other students insistent on social change, we read the history of the abolitionists, the suffragists, the populists, the Garveyites, and the labor movement of the 1930's. One basic question perplexed us: "Why had these movements not brought about the fundamental system change the organizers and visionaries initially sought?" Our political system seemed to incorporate the most immediate demands of each movement just enough to quell the mass energy for permanent reform – either through legislation, some access for the affected populations or through co-optation of leaders or repression of movement participants. Our conclusion through a 1962 lens was that the only population not satisfied with this progress was the African-American community – evidenced most dramatically by limited change in racism and segregation in the century since the Civil War. When we further decided that it was the southern civil rights movement that held out the most hope of bringing fundamental change to America, I dropped out of graduate school and went South as an organizer for the Student Non-Violent Coordinating Committee (SNCC).

In the years immediately after leaving SNCC I taught school, co-wrote a curriculum on urban problems, worked in a community school and in an inner city arts project. At the same time I was an active participant and organizer in the anti-Vietnam war and early women's movements as well as provided support to a growing movement for prisoners rights in the early 1970's. During most of the 1970's I worked as a rank and file labor organizer. For the past five and one half years I have worked at Citizens Planning and Housing Association (CPHA), a sixty year old Baltimore non-profit, which can generally be characterized as a citizen action organization. There I was the supervisor of eight HotSpot neighborhood organizers and also worked in CPHA's regional campaign. I have had the opportunity to help shape CPHA's organizing principles and to look anew at organizing processes, styles and methodologies through training, reading and participation in social justice organizing. In addition, during these years, I have coordinated a network of neighborhood organizers, the Baltimore Neighborhood Organizers Network (BNON), which has been a method of communication and consciousness-raising for them.

In June 2001, I was elected to the Steering Committee of the National Organizers Alliance (NOA), an organization whose mission is to advance progressive organizing for social justice and to support, challenge and nurture the people of all ages who do that work. This has connected me with hundreds of new and experienced organizers around the country. As I look

back now on the 60's and 70's and see what is definitely another intensified period of social movement developing, I realize how much we as organizers can learn from that time. I also see how important it is for Baltimore to have a solid infrastructure in place which can develop the capacity of organizers. My project takes a step in that direction.

COMMUNITY FELLOWSHIP PROGRAM
GUIDELINES FOR PROPOSAL SUBMISSION

Deadline: Friday, July 25, 2003

Complete applications must include the following information:

1. * cover sheet
* proposal narrative
* two letters of recommendation/nomination
* letter of organization support
* resume
* letter of incorporation from host organization indicating its 501(c)(3) status (if applicable)
* affirmation of eligibility
2. The applicant's name should be printed or typed in the upper right-hand corner of each page of the submission.
3. Applicants must provide an original and three copies of all materials.

incl. resume

Proposal and supporting materials must be submitted no later than Friday, July 25, 2003. No application or supporting materials will be accepted via fax or e-mail.

Applications should be mailed to:

Pamela King
Program Officer
Open Society Institute-Baltimore
201 North Charles Street, Suite 1300
Baltimore, MD 21201
(410) 234-1091

*Original +
3 copies
on white
8 1/2 x 11
1" margins.*

*reference letters can
come w. proposal -
don't need to be sealed*

PROPOSAL NARRATIVE (five to seven pages)

The applicant must submit a five to seven page proposal, doubled-spaced in 12-point type, on white paper with one-inch margins. Proposals should include the following information *in the order listed*:

1. A statement of the fellowship goals (*no more than three sentences*); 3 sent.
2. A description of how the goals and activities supported through the fellowship will contribute to the mission of the host organization if applicable (*one paragraph*); 1 P
3. A description of the need that compelled the applicant to apply for the fellowship (*two paragraphs*); 2 P
4. A description of the communities and people to be served, including: what specific areas will be served; how many people will be served; and other relevant community demographics indicating the need for the applicant's proposed work (*one-half page*); 1/2
5. A description of the project or the technical assistance the fellowship will support, including ways in which the applicant's activities will improve the quality of life and increase opportunity for the targeted population, challenges the fellow may encounter in carrying out his/her work, and include some discussion about relationships with existing organizations or agencies that are essential to the development of the project. (*two to three pages*); 2-3
6. A description of the work, training, life experience(s) or skills that will enable the applicant to carry out the fellowship (*one paragraph*); 1 P
7. A timeline for fellowship activities, listing specific quarterly goals over the 18 month fellowship period (*one page*); and 1 page
8. An income and expense budget (other than the stipend for the fellow) that will be associated with the applicant's work and the funding source(s) that will cover those expenses (e.g., the host organization) Also, please discuss how you envision the project will be sustained after the fellowship ends (*no more than two paragraphs*). 2 P

TWO LETTERS OF RECOMMENDATION

Terri / Kim Fellner? from people who

Letters of recommendation, of one to two pages in length, **must** be sent with the proposal, **not under separate cover**. Recommendation letters should focus on the applicant's ability to implement the proposed fellowship activities.

LETTER OF SUPPORT FROM THE HOST ORGANIZATION

The letter of support should indicate the willingness and commitment of the host organization to house and work closely with the applicant and should describe the relationship between the applicant's proposed work and the organization's mission and program. In addition, the letter should specify the organization's willingness and ability to provide the fellow with office space, medical benefits and overhead costs as necessary. (In cases of *extreme hardship*, OSI-Baltimore will provide medical benefits for the fellow.) The support letter, **which must accompany the proposal**, must be written by an authorized representative of the organization and have board approval.

understand what you're doing +

how that fits ->

LETTER OF INCORPORATION (if applicable)

The letter of incorporation or an equivalent tax-exempt qualifying letter for the host organization must be submitted with the proposal.

OTHER SUPPORTING DOCUMENTS (optional)

Could be another support letter

Supporting documents that illustrate a critical component of the applicant's proposed work **may** be submitted with proposal. Attachments should comprise no more than two pages. (*back to back*)

If you have any questions regarding the proposal submission process for the Community Fellowship Program, please call Pamela King at (410) 234-1091.

Could reference another study or similar project

no 1099

Could come from partner org

N/A

N/A

Baltimore Social Justice Organizing History Course
Final Class Course Reflection Group Discussion

Thursday, April 21, 2005

INTRODUCTIONS

"Tonight, I am walking away with..."

- A new view / understanding of Baltimore
- Greater ownership of Baltimore
- Greater sense of Baltimore history
- A determination to be involved
- Idea of current events
- Inspiration
- Optimism
- Strategies
- Insight
- Heroes
- An openness to different styles of organizing
- Community spirit
- Mixed feelings
- A sense of responsibility
- Some overwhelmed-ness
- Learning experience / learning community
- Seeing each other differently
- Resources
- Amazing people to contact
- Telling others
- Hope for Baltimore
- Personal stories
- Admiration for the risk-takers
- The power of a diverse group
- Organizing techniques
- Connectedness to history, each other, and the future
- Local focus
- Filling a need
- Where I fit in
- Creativity
- Direct knowledge of others' personal stories
- Feeling small groups can change things
- Things will change as long as you fight
- Success
- Renewed possibilities and desire
- A feeling of rubber hitting the road
- G.A.C.

Baltimore Social Justice Organizing History Course
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CHALLENGES

- Group work was difficult as first, easier towards the end
- Time to interact with the presenters and experience the exercises
- Hard topic to teach/learn once a week
- How does it fit in to organizer training? Is it better for more experienced folk?
- Speaking up and participating
- Applying it to the work
- Keeping track of all the information
- At times there were too many presenters – need to wake myself up
- Scheduling time to be here
- Fatigue (mental and physical)
- Evaluations are difficult to complete at the end of each session
- Creating class community

SUGGESTIONS

- Saturday classes
- Website to house information / summarize activities to retain what happened
- Fewer presenters at a time
- Summary email sent for each class
- Binders to keep at home and track course material
- Add participants' current work into class exercises
- Longer course (more than 8 weeks)
- Split presenters and class exercises into two separate classes
- To create class community: nametags, participant bios, list of associated organizations, show and tell for participants at the first class, more time to interact with each other
- More visuals

KEEPING THE MOVEMENT GOING...

- ✓ Telling the story of / for each other people to take charge (each one reach one)
- ✓ Develop a community relationship with JHU Hospital
- ✓ Maintain the vibe
- ✓ Identify who can make the difference
- ✓ Need for organizer training in Baltimore
- ✓ Add to the community development curriculum (at Sojourner)
- ✓ Stamp out elitism in organizing culture (image)
- ✓ Organizing groups can be committed to dismantling racism/sexism/classism
- ✓ Need strategy consultants and mentoring programs available
- ✓ Satellite sites for the course
- ✓ Link to Sojourner's plan for the college and the community

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- ✓ Healing can happen
- ✓ Keep sharing (image of wheel & spokes with this class at its center)
- ✓ Retreat in 3 months to problem solve and add to the course curriculum
- ✓ The cauldron is bubbling over (image)

**OSI-Baltimore Community Fellowships Program
Project Reporting Guidelines Cover Sheet
Deadline: Wednesday, May 18, 2005
Final Report**

Name _____

Home Address _____

Home phone _____

Host Organization (if applicable) _____

Please provide OSI with a narrative report and expenditure report on your work under the Community Fellowship Program. The **narrative report** should be three–five pages in length, double-spaced in 12-point type on white paper. The narrative report should take the form that you believe will give OSI a good account of your progress. It should be analytical as well as descriptive. The following questions provide a guide to the subject matter your report should cover.

Each fellow was allocated \$1,000 dollars to cover costs to attend conferences sponsored by the Open Society Institute. Please include an **expenditure report** on how those dollars were spent.

1. Describe the nature of your work and how it evolved over the life of the fellowship period.
2. Describe the relationships you built within the community or with other agencies and organizations in the city. Describe the challenges you have encountered in building networks and building alliances.
3. Did your project move forward according to the time line and workplan you developed for yourself?
4. Describe benchmarks or milestones that are indications of progress towards the overall objectives of your project. Did you leverage additional dollars to support the initiative? How much were you able to leverage? What other funders or investors have supported your work? As you move forward, do you have outstanding funding requests?
5. Who are your constituents? How many constituents have you served during the life of the Fellowship? Did you serve your constituents effectively? Give an example of how your constituents benefited from your work.

6. Did your accomplishments towards meeting the project goals conform to your original expectations? If not, what personal and/or community dynamics or factors have contributed to the current status of your project?
7. As you gained experience, did the original project workplan or project goals change? Give examples of adjustments you made to accommodate the needs of your project. In retrospect, are there ways in which you could have better maximized the benefits of being a Community Fellow?
8. How did you benefit from the Workshops/Gatherings, the Start-up Funding, joint conferences with the New York Fellows, and the “**Forging Open Societies**” education series that were provided to aid you with the capacity to implement your work?
9. Did you take advantage of the Special Opportunity Funding? If so, how did it benefit your project? If not, why not?
10. As an alumnus of the OSI-Baltimore Community Fellowship Program, how would you like to stay connected to the program?
11. What changes would you suggest for the Program?

Signature _____ Date _____



OPEN SOCIETY INSTITUTE

Baltimore Community Fellows Newsletter
April 2005 – Vol. 3, Issue 2

- **OSI-Baltimore Community Fellows Network**
- **Fellowship Gatherings**
- **Fellows Corner**
- **Funding Opportunities, Awards and Scholarships**
- **Conferences, Events and Workshops**
- **Resources**
- **Fellows In The News**

OSI-Baltimore Community Fellows Network

The past and present recipients of the OSI-Baltimore Community Fellowship Program have formed the Community Fellows Network. The Network seeks to find common issues and activities that may be of mutual interest to all Fellows—past and present. For more information on Network activities, contact Paul Santomenna paul@megaphoneproject.org or Daniela Schukart dschukart@sorosny.org. Email notification will be the primary mode of contact to announce meetings and space updates, so please check your email regularly. All Fellows are encouraged to attend.

Fellowship Gatherings

The Fellowship gatherings are open to all Fellows, past and present. The next Gathering is **April 19, 11:30-3:30** at the **Citizens Planning and Housing Association** (218 W. Saratoga St.). Lunch will be provided. Please mark you calendars!

Hold the Date! The joint **OSI-Baltimore and OSI-New York Community Fellowships Conference** will take place on **November, 9-11, 2005**.

Fellows Corner

Marshall Clarke is a 2005 recipient of the **Maryland State Arts Council's Individual Artist Award**. His work, along with the rest of this year's recipients, is on display at the James Backas Gallery (175 W. Ostend St.) now through **July 6, 2005**. Gallery open Monday - Friday, 11-4.

Art by **Youthlight**, Baltimore Freedom Academy, **Kids on the Hill**, Park School, Roland Park Country School, Stadium School and the Writing Seminars at JHU is currently on display at Evergreen House (4545 N. Charles St.). Experience a layered and living dialogue between Evergreen House's history and collections and original words, music and art. Gallery hours are Tuesday - Friday 11-4, Saturday and Sunday 12-4; admission is \$6 for adults, \$3 for students. Exhibition ends **June 30, 2005**.

On **April 15, 2005**, **Wide Angle Community Media** will premiere **Voices From Within: A Displaced Community Speaks Out** at the St. Wenceslas Rectory, 2100 E. Madison St., 6-8pm. As East Baltimore is being redeveloped, the members of Save Middle East Action Committee continue to fight for their community's rights. The documentary tells their side of the story. With candid interviews by residents, some of whom have lived in East Baltimore all their lives, this video advocates for community

participation in redevelopment plans, and healthier demolition practices. This video was scripted, taped, and edited by community members, with technical instruction and support provided by Wide Angle Community Media.

www.wideanglemedia.org

Wide Angle's 5th Annual Video Extravaganza will take place on **April 21, 2005** at the Creative Alliance, 7-9pm (admission \$10, \$8 members, youth 18 and under \$1). The youth producers have filmed all year, making videos that challenge, inform, and inspire. Watch the newest reports on school reform, hear the scoop from Cherry Hill to Reservoir Hill, and find out how you can take action in your own neighborhood! Dessert is included in the price of admission. Proceeds support Wide Angle media education programming.

www.wideanglemedia.org

"Stretch" Your Community Muscle at the **Community Conferencing Center's 2005 Stretch for Justice!** Community Conferencing Center hosts a citywide stretch challenge to support conflict resolution and recognize peacemakers in Baltimore. Collect pledges or make your own donation to participate in any or all 8 fun-filled one-hour sessions that promote inner peace such as: Yoga, Pilates, African Dance, Salsa, Aerobics, and more! Your donation benefits the Community Conferencing Center and is tax-deductible. Meet at the Hippodrome Theatre's M&T Pavilion (at 12 N. Eutaw St.) on Saturday, **April 30** from 8a.m. to 4p.m. For more information, pledge cards, sponsorship info, etc., please call Nikki Glass at (410) 889-7400.

www.communityconferencing.org

Ameriga Strache will be teaching **English for Construction., June 11-July 23**, and **Safety Spanish for Construction, June 13-July 25, 2005**. Both classes will take place at the Associated Builders and Contractors located at 1220 E. Joppa Rd. For more information contact Ameriga at as@englishonsite.org.

Community Conferencing Center Facilitator Trainings have been scheduled for **June 22-24** and **October 26-28, 2005**. If you click on the following link, you can find all the information you will need to sign up for the training that you choose

www.communityconferencing.org/training.asp

New Locations

Lauren Abramson, Community Conferencing Center
2300 N. Charles St., 2nd fl, 21218; (410) 889-7400

Jennifer Ferrara, Wide Angle Media, **Paul Santomenna**, Megaphone Project, and **Terry Hickey**
Baltimore Youth Congress
2526 N. Charles St., 21218

David Miller, Urban Leadership Institute
2437 Maryland Avenue, 21218, (410) 467-1605

Melissa Rudder, Platform-Baltimore
P.O. Box 4730, 21211, (443) 803-1162

Joseph Williams, Star of Bethlehem
1109 N. Lanvale St., 21217, (410) 258.8928

Funding Opportunities, Awards and Scholarships

National

The Ms. Foundation for Women's Reproductive Rights Coalition and Organizing Fund supports organizations that address sexuality and reproductive rights in the context of women's health, consumer rights, patient rights, racial and economic justice, or other contexts that broaden beyond a single issue. Typical grant awards are \$15,000 to \$30,000. Deadline: **April 15, 2005**.

YouthActionNet is now giving awards to youth leaders and their emerging projects that promote social change and connect youth with local communities. These youth-led projects should have clearly defined goals and have potential for growth or further replication. Final selections are made following a peer review process in which previous award winners select the next round of awardees. Award recipients will receive \$500 and are eligible to participate in an international capacity-building workshop. Deadline: **April 18, 2005**.

www.youthactionnet.org

J.P. Morgan Chase Foundation's Community Economic Development Grants supports eligible nonprofit organizations that create self-sustaining communities through developing the physical, economic and social infrastructure of low- and moderate-income communities and/or helping individuals and families who face special challenges in achieving a better quality of life. GOS grants are administered on a competitive basis and provide general operating support to organizations focused on housing, hunger, economic development and technical assistance to organizations where JPMorgan Chase has a presence. Grants typically will range from \$7,500 to \$25,000 with a small number of larger grants awarded depending on the applications received. These larger grants are usually awarded to large, city or countywide organizations that reach a large number of people. Deadline: **April 23, 2005**.

www.jpmorganchase.com

The Ms. Foundation's Women's and AIDS Fund seeks to support community-based organizations that work to support and strengthen the voices of HIV-positive women involved in determining policy and planning services to meet their needs. The leadership of the specific project must be substantially comprised of women with HIV/AIDS and must reflect and be grounded in the community in which it works. Organizations that cannot demonstrate significant participation of women with HIV/AIDS at all levels of organizational leadership will not be considered for funding. The Fund will only support those projects whose primary emphasis is on advocacy. The Fund will support three-year grants of \$30,000. Deadline: **April 23, 2005**.

www.ms.foundation.org

Amazon.com is now accepting applications for the Amazon.com Nonprofit Innovation Award, which recognizes and rewards nonprofit organizations whose innovative approaches most effectively improve their communities or the world at large. Ten organizations selected as finalists will have a unique opportunity to raise funds and awareness for their programs on Amazon.com. All 10 finalists will be profiled on their own Amazon.com pages, where customers will be invited to vote for their favorites by making monetary donations. The organization that receives the largest amount of customer contributions by the deadline will receive the award, along with a matching grant of up to \$1 million from Amazon.com. Muhammad Ali, Henry Kissinger and Tea Leoni will join Amazon and the Stanford Business School's Center for Social Innovation to select the finalists. Deadline: **April 28, 2005**.

www.amazon.com/nonprofitinnovation

The A.J. Muste Memorial Institute has, as one of its programs, the funding of projects which promote the principles and practice of nonviolent social change. They must be concerned with one or more of the issues to which A.J. Muste dedicated his life: peace and disarmament; social and economic justice; racial and sexual equality; and the labor movement. From its regular grant program, the Institute makes about 20 to 30 grants annually to international, national and local projects in the US and around the world, giving priority to those with small budgets and little chance of funding from more traditional sources.

There are no geographical restrictions. The maximum grant amount is \$2,000. The Institute funds projects which seek to advance nonviolent grassroots education and action for social and economic justice. The Institute does not make grants for general support of ongoing operations. We do not generally accept proposals from organizations with annual budgets over \$500,000 or for projects with budgets over \$50,000. The Institute will not accept a new request from a previously funded group for two years after a grant. Deadline: **April 29, 2005.**

www.ajmuste.org

The Taproot Foundation supports nonprofits through grants of high-quality professional services to build fundraising, marketing, information technology, or talent management capacity. Each Service Grant is staffed by a team of professionals from the business community who donate their time & expertise within a tightly managed framework. Deadline: **May 1, 2005.**

taprootfoundation.org

The **Substance Abuse and Mental Health Services Administration** has announced the availability of FY 2005 funds for community treatment and services centers under the National Child Traumatic Stress Initiative. It is expected that approximately \$7.6 million will be available to fund approximately 19 grants to improve treatment and services for children and adolescents in the U.S. who have experienced traumatic events. Grant awards are up to \$400,000 per year for a total of four years. Eligible applicants are domestic public and private nonprofit entities such as community-based organizations, out-patient clinics, faith-based organizations, public or private universities, psychiatric or general hospitals, units of state or local governments, federally recognized tribes and tribal organizations and partnerships of multiple clinical centers, programs and/or community service providers. Deadline: **May 17, 2005.**

www.samhsa.gov

The National Endowment for the Arts created the Summer Schools in the Arts program to raise the quality and availability of arts education in communities nationwide. The program is designed to support rigorous, challenging summer arts education programs that enable children and youth to acquire knowledge and skills in the arts as well as gain lifelong interests in the arts and culture. The Arts Endowment anticipates awarding fewer than fifty grants, ranging from \$15,000 to \$35,000. All grants require a match of at least one-to-one. Summer school programs must take place during the summer of 2006. Nonprofit, tax-exempt, 501(c)(3) organizations; units of state or local government; or federally recognized tribal communities or tribes may apply. Please note that funding is not available for individual elementary or secondary schools, including charter and private schools, directly. Deadline: **May 23, 2005.**

www.nea.gov

The **Reebok Human Rights Award** was established in 1988, and has since then, provided 80 young activists from 36 countries support and encouragement at a critical time in their advocacy work. The award, which seeks to shine a positive, international light on the awardees and to support their work in human rights, provides recipients with a \$50,000 grant from the Reebok Human Rights Foundation for the human rights organization of their choice. Human rights and non-governmental organizations are urged to nominate young men and women to receive the award. Candidates must be 30 years of age or younger. Recipients will be selected by December 1, 2005. Deadline: **May 31, 2005.**

www.reebok.com/humanrights

The **Kodak American Greenways Awards Program**, a partnership project of the Eastman Kodak Company, the Conservation Fund, and the National Geographic Society, provides small grants to stimulate the planning and design of greenways in communities throughout America. Grants may be used for activities such as mapping, ecological assessments, surveying, conferences, and design activities; developing brochures, interpretative displays, audio-visual productions, or public opinion surveys; hiring

consultants, incorporating land trusts, building a foot bridge, planning a bike path, or other creative projects. In general, grants can be used for all appropriate expenses needed to complete a greenway project, including planning, technical assistance, legal, and other costs. Awards will primarily go to local, regional, or statewide nonprofit organizations. Although public agencies may also apply, community organizations will receive preference. The maximum grant amount is \$2,500, and most grants will range from \$500 to \$1,500. Deadline: **June 1, 2005**.

www.conservationfund.org

Local Initiative Funding Partners, a partnership program between the Robert Wood Johnson Foundation and local grantmakers, supports innovative, community-based projects designed to improve the health and healthcare for society's most vulnerable people. To be eligible for this program, projects must offer collaborative, community-based services that are new and innovative. All applicants must be nominated by a local grantmaker. Significant program expansions — such as a major expansion into new regions or to new populations — may also be considered. LIFP matching grants may not be used for the operation of existing programs. Deadline: **June 30, 2005**.

www.lifp.org

From the Heart Productions is a nonprofit 501(c)(3) organization dedicated to funding films that are "unique and make a contribution to society." The organization currently is inviting applications for the Los Angeles Video Grant. Complete program information, funding guidelines, and online application forms are available at the From the Heart Productions Web site (there is a suggested donation fee for applications). Deadline: **June 30, 2005**.

www.fromtheheartproductions.com

The Pinkerton Foundation's principal program interests are focused on economically disadvantaged children, youth and families, and severely learning disabled children and adults of borderline intelligence. Within these groups, the foundation seeks to support programs that develop individual competencies, and increase opportunities to participate in society. Of particular interest are projects that advance healthy development of youth and demonstrate promising new ideas for greater program effectiveness.

Applicants may submit a letter of inquiry throughout the year

www.thepinkertonfoundation.org

Verizon Foundation's Cash Grant Program wants to transform the way the private, public, and non-profit sectors work together in building collaborative partnerships. Verizon Foundation receives thousands of competitive applications each year. While they cannot respond favorably to every request, they are available online 24 hours a day, seven days a week via their web site, and pledge a 72-hour acknowledgement/response to your electronic inquiry.

foundation.verizon.com

The **Rockefeller Foundation** is accepting applications for the Bellagio Study and Conference Center. The Bellagio Center in northern Italy provides an environment for convenings and residencies in which scholars, scientists, artists, writers, policymakers, and practitioners may pursue their creative and scholarly work. From February to mid-December, the center offers one-month stays for fifteen residents at a time in any discipline or field and coming from any country who expect a publication, exhibition, performance, or other concrete product to result. Deadlines are various.

www.rockfound.org

Advocates of children's rights and well-being may be eligible for one of three **World of Children Awards** offered by the World of Children organization. The awards honor workers who have made a significant commitment to improving the world for children. The Cardinal Health Children's Care Award will honor an individual who has "made a significant lifetime contribution to the health and well-being of

children," and includes a \$100,000 stipend. The Kellogg's Development Award offers a similar \$100,000 stipend for persons who have made a significant lifetime achievement in improving learning and growth opportunities for children. Each of the two categories will include a \$10,000 award to the runner-up. A third prize, the Founder's Award, will gift \$15,000 for a person under the age of 21 making strides in the area of children's health and development.

www.worldofchildren.org

Conferences, Events and Workshops

Local

Special opening performance of Cheryl West's play **Before It Hits Home** directed by Amini Johari-Courts is scheduled for **April 15, 2005**, at 7:30 p.m. in the James Weldon Johnson Auditorium at Copping State University. Tickets are \$20.00. This performance is a **Fundraiser for the National Women's Prison Project**. Please contact Balinda Hairston baliha@hotmail.com for tickets and/or more information.

Mayor O'Malley is hosting an **Immigrant Town Hall** on Monday, **April 18, 2005**, from 6:30-8:00pm at Sojourner-Douglass College, 200 N. Central Ave. This is an opportunity for Baltimore's immigrant residents to learn about City, and other, services, including the Mayor's Immigrant Support Working Group, and share their thoughts with the Mayor. There will be simultaneous interpretation available in Chinese, French, Korean, and Spanish. Please spread the word widely in your communities. For more information please contact Beery Adams beery.adams@baltimorecity.gov.

OSI-Baltimore commences the second year of its series of forums on school discipline policies with a presentation on reducing suspension and expulsion. The first in the series, **Reducing Suspension and Expulsion: Two Alternative Programs Working in Baltimore Schools** forum will take place on **April 19, 2005**, at 10:00am at OSI-Baltimore's office. Karen Webber-Ndour, an English teacher at school 426, and Lauren Abramson, Executive Director of the Community Conferencing Center, will speak. Webber-Ndour has implemented a teen court program that allows students, teachers, and administrators to resolve conflicts without resorting to more punitive discipline measures. Abramson implements a program that brings together all parties involved in a conflict in order to understand the causes and to reach a consensus resolution.

www.soros.org/baltimore

The Center for Summer Learning at Johns Hopkins University **2005 National Conference Making Summer Learning a Priority**, will take place at the Radisson Plaza Lord Baltimore, located in the Inner Harbor of Baltimore, on **April 20-22, 2005**. Join colleagues for an interactive conference exploring creative ways to prevent summer learning loss among youth. The conference will feature four plenary sessions, concurrent workshops, and opportunities for networking among leaders in the field of summer programming and out-of-school learning.

www.summerlearning.org

The **Baltimore Urban Debate League Fundraiser** will take place at Center Stage on **April 21, 2005**.

www.budl.org

The Community Capital Group at Goldman Sachs will be hosting a **Community Revitalization Collaboratives: Exploring Best Practices and Attracting Investment** conference on **April 29, 2005**, 8-1, at the University of Baltimore, Merrick School of Business (11 W. Mt. Royal Ave.). This conference will examine a range of Baltimore's community revitalization collaboratives and take a

specific look at their current and potential investment partners.
programs.regweb.com/gscgcr2005/attendee/

OSI-Baltimore will host a **Forum on Social Movements** on **May 26, 2005**, at 10:00am. The speaker is Colin Greer, President of the New World Foundation. Watch your mail for more information.

National

Youth Court Briefing – the American Youth Policy Forum will be hosting a forum for policymakers, discussing findings from its recent study of the impact of youth courts on the juvenile justice system on **April 15, 2005**. The forum will be held from 9:00 to 11:00 a.m. in Washington, DC. For more information, contact Tracy Godwin Mullins tmullins@csg.org or Sarah Pearson sarah.pearson@aypf.org.

Call for Papers announcing a **National Conference on Hip Hop in the African Diaspora November 17-19, 2005**, Purdue University, West Lafayette, IN Papers and panels are invited on, but not limited to, the following broad areas: 1. Hip Hop as a cultural aesthetic, including its origin, development, and maturation as an art form; 2. Impact and influence of Hip Hop on popular culture; 3. Globalization of hip-hop, especially within the African Diaspora; 4. Gender and Hip Hop, including representation, image, and contention with feminist/womanist ethics; 5. Hip Hop as a form of community engagement, activism, and spirituality; and 6. Hip Hop as an area for academic research and discourse. Abstracts (250 words or less) for individual presentation and panels should be submitted by **April 15, 2005**. If sending by electronic mail, please use "Symposium Abstract" as the subject line. Send to Dr. Carolyn E. Johnson, Senior Research Associate 1367 Beering Hall, 100 North University Street, West Lafayette, IN 47907.
cjohnson@cla.purdue.edu

The Institute for Community Peace invites you to join them for a series of in-depth discussions on violence prevention and peace promotion. Each discussion will begin with an informal presentation by experts in the field on new ways to think about our responses to violence as well as efforts to build community and create peace. Upcoming brown bag events include: **April 27, 2005** at noon **Sustainability Lessons for Violence Prevention Programs** with Vicky Gwiasda, Institute for Community Peace; **May 25, 2005** at noon **Gun Violence and Policy** with Jens Ludwig, Georgetown University; and, **June 29, 2005** at noon **Framing Community Issues** with Susan Nall Bales, The Frameworks Institute.
www.instituteforcommunitypeace.org

The Institute of Human Rights of Emory University, in collaboration with the World Health Organization, CARE USA, the Carter Center human rights office, the U.S. Centers for Disease Control and Prevention, and Doctors for Global Health, proudly announce an international conference on health and human rights, **April 14-16, 2005**. Titled, **Lessons Learned from Rights Based Approaches to Health**, the conference will explore evidence-based relationships between health and human rights. Featured speakers include former U.S. President Jimmy Carter, former United Nations High Commissioner for Human Rights Mary Robinson and United Nations Special Rapporteur on the Right to Health Paul Hunt, along with other leaders in the fields of health and human rights.
humanrights.emory.edu

2005 Making News: New York City Media Training Series presented by the Spin Project. As you may know, SPIN is a national communications firm that provides media technical assistance to nonprofits to influence public opinion and increase visibility on pressing public interest issues. The training series is a collaborative effort by the New York Community Trust, the New York Foundation, the New York Women's Foundation, North Star Fund, Open Society Institute, and the Union Square Awards to enhance

communications strategies for local social justice organizations in New York City. The 3-day event will provide a unique opportunity for leading and cutting-edge organizations to gather and share resources to develop proactive media skills. Deadline: **May 15, 2005**.

www.spinproject.org

Individuals, nonprofit organizations, small businesses, and corporations that have demonstrated exemplary and innovative efforts in advancing the employment and workplace environment of Americans with disabilities are invited to submit their entries for the **2005 Secretary of Labor's New Freedom Initiative Award**. Administered by the Office of Disability Employment Policy, the award recognizes public-private partnerships and programs that have had a positive impact on the employment of people with disabilities through access to assistive technologies, the use of innovative training, and hiring and retention techniques. It also recognizes organizations, businesses, or individuals who develop comprehensive strategies to enhance the ability of Americans with disabilities to enter and advance within the workforce of the 21st century. Federal, state, and local government organizations are not eligible for the award. Deadline: **May 27, 2005**.

www.dol.gov/odep

The **Soros Justice Fellows Annual Meeting** will take place **June 6-8, 2005** at OSI in New York (400 W. 59th St.). Fellows working on criminal justice issues are encouraged to attend. For more information, please contact Pam King pking@sorosny.org.

The U.S. Department of Education and the Charles Stewart Mott Foundation, in conjunction with the National Partnership for Quality Afterschool Learning at SEDL is pleased to announce that the **21st Century Community Learning Center 2005 Afterschool Summer Institute** will be held in Chicago, IL, **July 14-15, 2005**. This year they are requesting presentation proposals.

www.synergycentinc.com/21stcentury

Resources

Local

Youth As Resources is seeking nominations for its Board of Directors. YAR is a community-based program that provides small grants to young people to design and carry out service projects that address social problems and contribute to significant community change. Through YAR, young people gain leadership, planning, teamwork and other life skills, a sense of self-worth, accountability to the community and pride in their accomplishments. YAR is committed to building a Board that reflects the diversity of the greater Baltimore community and its' grant making. For more information or to nominate yourself or someone else, please call (410) 576-9551. Deadline: **April 26, 2005**.

The Afterschool Hours: A New Focus for America's Cities report details how civic leaders in eight cities approached the challenges of improving the quality of afterschool programs in underserved neighborhoods, and increasing access to the programs, while building political and community support. The cities were part of a **National League of Cities** technical assistance project. The report offers practical advice and lessons for any local official to use.

www.nlc.org

National

April is Child Abuse Prevention Month – the 2005 Child Abuse Prevention Website has been updated with a new community resource packet. Features include fact sheets and a poster in both English and

Spanish that emphasize the theme of shared responsibility for preventing abuse and neglect and protecting children's safety and well-being. Electronic copies can now be downloaded, and a special E-Alert will go out when print copies are available for order.

nccanch.acf.hhs.gov/topics/prevention/index.cfm

Youth website **Youth Media Reporter** lends eye, ear, pen to hard-to-reach teens – OSI launched an online journal to spotlight the increasing influence of youth-produced media and to reach at-risk and isolated teens. Youth Media Reporter documents television, radio, film and print reports produced by young people, and provides a forum for youth media professionals to share and discuss their work, and provides insight into the lives of young people, particularly those most at-risk and isolated.

www.ymreporter.org

The **2005 Soros Justice Fellows**, 18 new faces of justice reform, include filmmakers, clergy, formerly incarcerated people, advocates, lawyers, journalists, scholars, economic planners, and researchers. The 2005 fellowships, totaling \$1,252,000 in grants, reflect OSI's commitment to systemic justice reform. OSI is thrilled to support their work and hopes you have the opportunity to connect with them at some point in the near future.

www.soros.org/initiatives/justice/news/fellows_20050131

Check out the **Immigrant Communities in the Crossfire: Challenges and Opportunities** speech given by OSI vice president Gara LaMarche at the California Endowment, on immigrant rights issues.

www.soros.org/resources/articles_publications/articles/immigrant_200515

The **Berkeley Media Studies Group** provides media advocacy training for diverse communities to develop skills to access the news media, frame public health issues, and advance healthy public policy. The Group analyzes news coverage of public health issues. Research projects and publications include children's issues, alcohol, tobacco and other drugs, violence prevention, and obesity.

www.bmsg.org

Home to socially-concerned, issue-oriented original audio, video, and written programming, **civilrights.org** is committed to serving as the online nerve center not only for the struggle against discrimination in all its forms, but also to build the public understanding that it is essential for our nation to continue its journey toward social and economic justice. Its mission: to serve as the site of record for relevant and up-to-the minute civil rights news and information.

www.civilrights.org

National Organizers Alliance to Offer Pension Plans for Social Change, Arts/Humanities, and Service Agencies. The mission of NOA is to advance progressive organizing for social, economic, and environmental justice and to sustain, support, and nurture the people of all ages who do it. Towards this end, NOA has pioneered a pension program to help experienced organizers, especially women, remain in the field and encourage younger practitioners to view social change as a long-term career.

www.noacentral.org

The U.S. House budget plan includes large cuts over the next five years in Medicaid, food stamps, and other low-income programs like the Earned Income Tax Credit, foster care and adoption assistance, Temporary Assistance to Needy Families, and child care, a study by the **Center on Budget and Policy Priorities** reveals. CBPP's analysis provides state-by-state impact of the proposed cuts to low-income programs. State data show house budget plan cuts deep into low-income programs.

www.cbpp.org/3-30-05bud.htm

There have been dramatic declines in rates of violence and risky behaviors such as teen pregnancy,

smoking, and alcohol and illegal drug use during the past 10 years. But overall, child well-being has improved only fractionally (4.5 percent) since 1975, according to the **2005 Index of Child Well-Being**, released by the **Foundation for Child Development**. The rate of educational attainment – measured by student test scores in reading and mathematics – remains stagnant, despite two decades of national focus on how to improve the education system. A higher percentage of children live in poverty today than did in 1975. And rates of obesity have more than tripled in 30 years.

www.fcd-us.org

Fellows In The News

Fall 2004/Johns Hopkins School of Professional Studies in Business and Education Web Edition/The Liberal Arts Ideal: portrait of an alumnus - **Ameriga Strache**, Class VI Fellow.

February 23, 2005/City Paper/Free Don't Come Cheap: story on The Book Thing challenge in finding a new location. **Russell Wattenberg**, Class III fellow, founded the organization.

March 10, 2005/Frederick Gazette Newspaper/Local Woman Tells Stories of the Uninsured: features **Sarah Penna**, Class VII Fellow, and her work on the Faces of Maryland's Uninsured.

March 2005/Urbanite Magazine/Baltimore's Up and Coming: **David Miller**, Class II Fellows, is featured in the magazine as one of Baltimore's Up-and Comer's.

Main Identity

From: "Betty G. Robinson" <bgrobinson@verizon.net>
To: "The Organizers List" <bgrobinson@verizon.net>
Sent: Wednesday, November 10, 2004 8:42 AM
Attach: An Emergency Townhall Meeting about Education.eml
Subject: An Emergency Townhall Meeting about Education - Nov. 16

TOL

Emergency **student town hall meeting** called by Youth Empowerment Movement.
BRING YOUNG PEOPLE WITH YOU!

Talking Back and Being Heard: An Emergency Townhall Meeting about Education
Tuesday, November 16, 2004
City College High School
3220 The Alameda
7:00pm (doors open at 6:30)
<http://www.yembaltimore.org>

Students, Community Leaders called to generate student-oriented solutions to recent rash of violence in Baltimore City Schools. Hosted by WEAA 88.9FM and the Youth Empowerment Movement.

Main Identity

From: "Betty G. Robinson" <bgrobinson@verizon.net>
To: "The Organizers List" <bgrobinson@verizon.net>
Sent: Monday, November 01, 2004 9:38 AM
Attach: Fri Nov 12 flyer.doc
Subject: Post Election Organizer PotLuck - Friday, Nov 12 - Mark Your Calendar Now!

**Join Us!
Post Election POT LUCK
Gathering of
Baltimore Organizers**

**Friday, November 12th
6:30-9:00 p.m.**

**1199 (SEIU) UNION hall
611 N. Eutaw St.**

**What challenges do we face now that the election is over?
How will we continue to build a movement for social justice?
How best can we work across issues and constituencies?**

**r.s.v.p. for prep purposes: Betty Robinson 410-366-2631
Full flyer attached.**

MAR 17

1

Welcome everyone. In a minute we'll introduce ourselves to each other again but first I wanted to give a few logistics.

Logistics:

***Bathrooms:* women's & men's rooms to the left and left again; *drinking fountain* in the same place; who can tell us where the soda machines are :**

Any other questions about logistics?

We still want to make it possible for everyone to get rides home so if you need one, please speak up at the end.

Last week we had people from Baltimore Grass Roots media video taping the session. I asked them not to come this week since I hadn't adequately prepared either the speakers or you last week to see what your feelings were about this. There were two thoughts about the videotaping – one was to document the case histories for use of further classes and the other was the possibility that the speaker part of the session could go on Cable Access. Anyone have any feedback?

It was my intent to make a bibliography each week about the subject the previous week but I haven't quite finished the anti-war/peace movement one. I

2

expect to have this one next week along with one on neighborhood organizing. There are some articles left over from last week on the anti-Vietnam war movement and the book lists on Civil Rights Movement both for children and adults left on the table over there.

I appreciate everyone's participation and am trying to adjust each week as I get feedback from the evaluations. The pink evaluation sheets are really important to me so please remember to fill them out and hand them in.

This week we have speakers on another really dynamic organizing campaign and we have a really rich small group activity. The plan for tonight is speakers, then doing the green sheet or case analysis worksheet in pairs. Then we'll take a break and come back and do the small group activity.

Introductions - say your name, your organization or the kind of organizing you do and maybe a one or two word reflection on some thing about organizing you've learned so far.

Before I introduce the speakers, it would be good to remember to look at the green case analysis worksheet and jot down some things while the speakers are talking.



Not every presenter will answer all of the questions on the sheet for you. Not every presenter will have a crystal clear model to share with you, so the sheet is not a hard fast bible of how to do organizing. It is just meant as a way to keep different things in mind.

One idea is that you can use this to get some ideas about questions to ask or to think strategically about the work you yourself are involved in.

Ptery - friend of Betty Deacon
 ptery.iris@verizon.net

Intro speakers

Green sheets

BREAK

In your packets I had put a sheet borrowed from Project South a great organization doing movement building work around the country. Rather than take time out to discuss these in class, if I'd like to have us read them out loud -- *ask someone to read* --

I know because of the size of the class we haven't been able to have much group discussion, but these also will apply to the small group discussion. Can we agree to go by them at least for tonight and through the class process we will make them real?

Explain small group exercise and report back. Sheet re doorknocking.

Doorknocking

Door knocking is a time-honored, much used method of reaching people -- universally used by salesmen, fundraisers, church groups, political campaigns, neighborhood associations. It's important to think about the ways it is used -- for example in political campaigns the effort is often to reach as many people as possible in the shortest time, so you knock, ring, hand the pamphlet, flyer over, say a few words and go. If you are doing neighborhood organizing it is the time for lots of listening and drawing people in to what you are working on. There are a few guidelines for door knocking which are on a _____ paper in your pile.

**BRAINSTORM: How Organizers Can Support Each Other,
from the Organizers Potluck, April 16, 2004**

An organizers listserv
An organizer support group
Organizer Mixers
Movie Night

[Organizing Skill Share; Sharing successes and failures; New Ideas – strategy and tactics;
Find ways to learn more about organizing; define organizing and political perspectives;
Organizer Manual; Organizer study group]

History of Baltimore Organizing

[Mentoring by a network of experienced organizers; Involve students in a mentoring project;]

Solidarity Nights at local bars/cafes to support/raise money for different groups/cause each month – provides money fun and network to learn about other organizations

Organize a group like the Radical Cheerleaders for Baltimore (The Radical Cheerleaders are a group in DC who liven up rallies/demonstrations)

[Create a calendar for posting events; Master schedule of activities; Daily e-mail events calendar;
Have a central clearing house for e-mails; Develop a rapid response notification system;]

[Hold a Reggae Party; An open mic or arts night; Softball; Charm City Kitty Club (Gay Cabaret entertainment);]

[Create an agenda for change in Baltimore;
Collective analysis to push for change in Baltimore]

[Think Tank for Jobs/Money in Baltimore; Get academics involved; Think tank should include policy education for activists; support network for economic power;]

Small group activities (4-6 people)

Block Parties for Voter registration

Base organizing in school buildings

Sales network for cooperatively produced clothes

[Find a way to connect struggles; Establishing communications; Find a way to stay aware of other organizing agendas – ways to seek unity; Create partnerships among organizations;]

**How Organizers Can Support Each Other,
from the Organizers Potluck, April 16, 2004**

How interested are you in seeing this idea happen? Please mark no more than your top 3 choices (1 is most important); then check any you are willing to help with.

- An organizers listserv
- An organizer support group
- Organizer Mixers
- Movie Nights
- Organizing Skill Share: successes and failures; strategy and tactics;
- Organizer Manual
- Organizer study group
- History of Baltimore Organizing
- Mentoring by experienced organizers;
- Solidarity Nights at local bars/cafes to support/raise money for different groups/cause each month
- Organize a group like the Radical Cheerleaders for Baltimore (The Radical Cheerleaders are a group in DC who liven up rallies/demonstrations)
- Hold a Reggae Party
- Hold an open mic or arts night
- Create an agenda/ do a collective analysis for change in Baltimore
- Work on developing a Think Tank for Jobs/Money in Baltimore; including academics, policy education for activists, a support network for economic power
- Block Parties for Voter registration
- Find ways to connect struggles and to stay aware of other organizing agendas
- Create a calendar for posting events (there are already 5 calendars operating)
- Create a rapid response notification system (many groups already have their own)

Name: _____

(So we can hook you up with others interested in the same thing)

* The Neal → ^{3/4} 4 BEN contacts
410-664-5556 ← Not tonight →
call in AM

Mark Reutter → 1 pm Wed
@ SW Hall
Cell 217-417-3448
office 217-333-0568
Email: mreutter@uiuc.edu
note MAD

410467-4631

2 wks / Sept

Lirnea - AFSC -
Program comm March 4
@ noon,

1 hour tape - \$3⁰⁰ each

Ken Johnson
stud materials +
ask about book -

Mike Shea

BGM taping?

Ann
Jordan

Wide Angle?

↓
Mike Shea
410-523-0212

Joseph B. McNeely

2353 Cambridge Walk
Baltimore, MD 21224

410-534-8033

Fax: 410-534-0179

E-mail: jomcneely@verizon.net

Ab Logan

410 628-0060

So. teacher

Carolyn Tyson - dec

George Tyson
410-366-1691
N. Charles St
806 21218

Forest PK

1969


Mildred Moon
S-L

- Possible
Intro speakers
- * Fred Mason
 - * Ralph Moore
 - * Bob Moore
 - * Paula Branch

~~House~~
233-0488

George - Calmer →
Art Cohen

1/24/05
msg left

* Omowale 

msg 1/25

410 276-0306 x269

1/24/05

Paula B

Ann Jordan 410-889-1223

410.767.4061

410 467.8793

113 Homes

Sissy Corr

Kevin Jordan - SNP Americorp Vol Program

1/19

Chris Real 1800 467 1851

msg
1/23/05

Milve DeVinney Arco Concrete 410-256-2122

~~Marshall-Weekend Calz 410 350 9805~~

* Paul Coates

~~Stefan Jan 29 6 PM SAT 410 235 4985~~

~~Shella - 8 AM - 202 368 2926
202 332 5333~~

Fri 1/23

~~415 648 4731 Bethita Feb 3-6~~

~~* Jon Kress - 202-~~

msg
1/23/05

~~DR. Chinchek 410-561-8845~~

~~Feb 3 -> Hygiene Am~~

~~Feb 8 -> 8 AM~~

~~* Fri Feb 11 -> 8:50 AM~~

msg
1/23/05

~~Adam - Madeline 202-258-6626~~

~~Critical Exposure Students in Balto~~

Cathy Howell

Betty Robinson

Broad Analytical Questions

- 1. How far back in human history should we look in order to understand the present moment?**
- 2. What analytical tools inherited from previous movements for social change are useful for analyzing current conditions?**
- 3. How do we expose the illusions perpetuated by the dominant order, which seeks to present itself as the natural order?**
- 4. What in science and technology do we celebrate and what do we reject?**

Electoral

1. How do we use the Democratic party as an arena of class struggle?
How do we strengthen its progressive wing and shift its discourse to the left?
2. How do we participate in the Dean campaign? In conversations with "Deanies", how do we articulate our long term vision and our ongoing critique of the foreign and domestic policies of both parties?
3. How do we build and broaden the Green party?
4. Are there other parties or national organizations on the horizon?

Local Organizing

1. How can local organizing campaigns be sustained?
2. How can they be linked to similar campaigns in other states and to other issues?
3. What's the next stage of a given campaign, or is it an end in itself?
4. Does a given campaign strengthen our ties to other groups?
5. Does a given campaign unite the working class rather than heighten differentiation?
6. How does a given campaign deepen our analysis of the urban fiscal crisis?
7. How does a given local organizing campaign relate to our workplace experience?

Global

1. What does achieving planetary redistribution of wealth require?
2. How do link the struggle against the neoliberal world order with the struggle against the US imperial world order?
3. How do fight against the loss of American jobs (outsourcing & sweatshops) without going along with anti-immigrant & xenophobic sentiment?
4. How do we broaden the Mikulski hearings to include other places than Iraq and to go back to the origins of the US Iraq wars (the overthrow of Mossadegh in Iran)
5. How does American democratic patriotism (Paine, Twain, Whitman) converge with building a global village whose central tenets are peace, equality and environmental safety?
6. What's our vision of the democratic world civilization needed for the survival of our species and the planet?

Questions for Ralph:

Part of my project is to produce a history of organizing that we can learn from:

What history do you think would be instructive for current organizers?

Student organizing - can do this @ an early age
neighborhood organizing

What history were you involved in?

JHU grad. 1974. Wked w. Chaplain's office. →
late 70's/early 80's Brentwood V
Johnston SQ.

Anti War
BSU - stnt @
graduation re
Students/staff
of color, also ♀
1970 = 1st class
of ♀ @ JHU
admitted
1974 = grad.
also African
class in 74, too

Part of my project is to increase the organizing capacity in Baltimore.

What is your sense of our capacity to organize for change in Baltimore?

- IAF/Gam/ACORN kicking dust -
not sure about level of success.
Not much green presence. hopeful/school
stuff Child 1st ~~Adm~~ Mgmt. - 1 yr ago

Do you think anything is missing? What?

need eco justice effort →

POW's missing
in activism
as student
wked on
anti blockbusting

How do you describe the type of change you are seeking these days? (Social change? system change? Social justice? Increasing democratic participation? Choices or opportunities for all? Winning power for working people/unions?)

①

Jesuit priest

Fr. Jack Martinez / hung out w Sampson Green & Walter Carter

↓
advisor to Jesuits -
taught @ Loyola.
had MSW @ Howard.

↓
Ralph's mentor
daughter's grad.

Frank O'Connor @ St. Ignatius - close to Walter Carter.

anti blockade

civil rights stuff needed

ST Ambrose ^{SAHAC} - modeled org on org in Ireland
called "shacks."

Frank Fisher - ^{was @ ST Ambrose} _{ex priest} Recruited Afr tm to Loyola; got scholarship fund started "Carroll Schol."
Vinny Quade to see Goldsecker targeting blk comm. got Jim Rouse to allow use of computers.

did research project (B. Mills' book - housing comm of CORE)

Ralph - up out of college what to revive ↓
housing comm of CORE.

punch cards

Went to court over Goldsecker → lost.
2 young lawyers Ron Shapiro / Larry Gibson, did the case.
Jim Griffin was on sch board @ 1 point. "Comm control of schools"

Sojourner → emerged from Antioch Program
housed in Belvedere?

Sampson Green chaired SJC Board.

Charlie Simmons → Pres of ~~ST~~ SJ

↓
Jamal's bro.

Sampson/Ralph ^{+ Barbara} organized tenants of ^{row houses} single landlord
Harvey Berman Republic Realty
met @ St Camillus - Joe Connolly was priest.
→ when reviving Activist, Inc.

R. taught @ Loyola for 2 yrs after college) '74/'75

→ org. tenants → Charlie Hopkins emerged as
leader of tenants. got frustrated. Sampson
& Ralph went to see him - artist / "nutty"
later on killed councilman. (Sampson said he was
told Ralph to watch the news.

Brentwood/Johnston SQ. ¹⁹⁷⁴⁻⁷⁶ after Loyola 2 yrs - quit -
tried to bring Berman to speak (teaching around
change, conflict, love) → worked w. Wickwire

for 2 yrs. after ^{racial/busing} that 1976-8; then St Ambrose -
Boss Frank Fisher. - St Ambrose sent Ralph to BV-JS
had desk + phone in ^{school} neglect. map/
larger goal was ^{helping people} buy houses.

Verna Jones @ Res. Hill; Ann Blumentberg came to St Amb.
Ressie Vaughn worked Barday Village

extend services of St. Ambrose -
tenant to ~~ten~~^{home} owners conversions;
survey to learn income level → median \$4000
door knocking.

"Mr Ambrose" "Housing man" - by 1985 - knew everyone.

Rent Control Campaign -

Ann wrote Rent Control law
learned folks couldn't afford to buy/called housing inspector - didn't show; people applied for public housing - so resp.

Ken Montague, Stephanie Hill, Ann = founding dis of CLC

Bobby Cheekes
Brendan Walsh
Ralph
Cennie Chambers

} did picketing @ housing dept for public housing

Met w BV / JS Planning Area Comm
wrote 1st proposal to be a PAC

1979
* found to ♀
went downtown to sit in @ HAuth.
- waited for them, 1 by 1 showed until ho. assistance
- no one placed that day - looked for places for ♀. Went back next week. 40-50 continued to go.

Good bye to bad buys
pink signs in windows
1200 families on 1980-1990 Program
Pre order food business
eggs/bread.
Moved to Valley
@ Eater DIC bldg

Committee for Better Housing - met in School Chapel.
pot lucks / demonstr. / did food / jobs organizing -
Non profit food store started - 1st fl. of rowho - housed tenant on

Baltimore Social Justice Organizing History Course
Learning Objectives: Sessions I - VI

Session I:

Thursday, March 3, 2005 – *Civil Rights Movement / Desegregation in Baltimore*

- Participants will differentiate between concepts of “service,” “advocacy,” “development,” and “organizing” given a large group discussion, example, and research materials.

Evaluation plan: Facilitator evaluation – [worksheet review]

- Participants will identify a period of social movement in relation to organizing efforts given a large group discussion and movement timeline.

Evaluation Plan: Facilitator evaluation – [could be part of worksheet above]

- Participants will identify the features of an organizing campaign in Baltimore’s history as outlined by the Case Study Analysis Worksheet given a case study presentation by a guest speaker, a pair discussion, and the worksheet.

Evaluation Plan: Facilitator review of Case Study Analysis Worksheet

Session II:

Thursday, March 10, 2005 – *Anti-War Movement / Catonsville Nine & Catholic Workers*

- Participants will identify the features of an organizing campaign in Baltimore’s history as outlined by the Case Study Analysis Worksheet given a case study presentation by guest speakers, a pair discussion, and the worksheet.

Evaluation Plan: Facilitator review of Case Study Analysis Worksheet

- Participants will identify at least 2 strategies and at least 2 actions for building a support community given a case study presentation by guest speakers and small group discussion.

Evaluation Plan: Facilitator review outcome – [worksheet or easel pad?]

- Participants will outline 1 action / demonstration for an anti-war campaign under current social / cultural conditions given a case study presentation by guest speakers and small group discussion.

Evaluation Plan: Facilitator and peer review outcome – [easel pad record]

Session III:

Thursday, March 17, 2005 – *Movement Against Destruction / Stop the Road Campaign*

- Participants will identify the features of an organizing campaign in Baltimore’s history as outlined by the Case Study Analysis Worksheet given a case study presentation by guest speakers and the worksheet.

Evaluation Plan: Facilitator review of Case Study Analysis Worksheet

- Participants will identify 1 motivation technique and 1 constituency for education on a sample issue given a case study presentation by guest speakers, small group discussion, and sample issue.

Evaluation Plan: Facilitator and peer review of outcomes – [easel pad record]

- Participants will identify at least 4 community issues requiring further research / expertise given a sample issue and small group discussion.

Evaluation Plan: Facilitator and peer review of outcomes – **[worksheet or easel pad?]**

Session IV:

Thursday, March 24, 2005 – *Creating Alternative Institutions / Sojourner Douglass College & The Stadium School*

- Participants will identify the features of an organizing campaign in Baltimore's history as outlined by the Case Study Analysis Worksheet given a case study presentation by guest speakers and the worksheet.

Evaluation Plan: Facilitator review of Case Study Analysis Worksheet

- Participants will create a group vision statement given a group visioning tool, a sample issue, and small group discussion.

Evaluation Plan: Facilitator and peer review – [easel pad record]

- Participants will identify at least 2 approaches to discover community needs for a sample issue given the group vision statements, sample issue, and large group discussion.

Evaluation Plan: Facilitator review – **[worksheet record vision statement & approaches]**

Session V:

Thursday, March 31, 2005 – *Living Wage Campaign with BUILD*

- Participants will identify the similarities and differences compared to previously discussed campaigns in Baltimore's history given a case study presentation by guest speakers and a facilitated discussion.

Evaluation Plan: Facilitator review with Case Study Analysis Worksheet and participant responses.

- Given a skill demonstration, peer review, and criteria worksheet, participants will model effective one-on-one meeting skills.

Evaluation Plan: Peer and facilitator feedback **[create one-on-one criteria and worksheet]**

Session VI:

Thursday, April 7, 2005 – *Labor Union Organizing Past and Present*

- Participants will identify the similarities and differences compared to previously discussed campaigns in Baltimore's history given a case study presentation by guest speakers and a facilitated discussion.

Evaluation Plan: Facilitator review with Case Study Analysis Worksheet and participant responses.

- Given a skill demonstration, peer review, and criteria worksheet, participants will create and perform a role play demonstrating an effective house visit technique.

Evaluation Plan: Facilitator and peer review **[create role play worksheet]**.

Session VII:

Thursday, April 14, 2005 – *Building a Legislative Change Campaign*

- Participants will identify the similarities and differences to previously discussed campaigns in Baltimore's history and identify special challenges for legislative campaigns given a case study presentation by guest speakers and a facilitated discussion.

Evaluation Plan: Facilitator review with Case Study Analysis Worksheet and participant responses.

- Given a legislative process timeline handout, small group discussion, and chosen topic area, participants will present a proposed process for passing a law to the group.

Evaluation Plan: Facilitator and peer review **[create presentation criteria worksheet & process timeline handout]**

Session VIII:

Thursday, April 21, 2004 – *Course Reflection*

- Review CVS model and group visioning process
- Individual Level II Evaluations
- Group discussion: highlights, lowlights, walk-aways
- Potluck
- Closing

Baltimore Social Justice Organizing History Course
Final Class Course Reflection Group Discussion
Thursday, April 21, 2005

"TONIGHT, I AM WALKING AWAY WITH..."

- A new view / understanding of Baltimore
- Greater ownership of Baltimore
- Greater sense of Baltimore history
- A determination to be involved
- Idea of current events
- Inspiration
- Optimism
- Strategies
- Insight
- Heroes
- An openness to different styles of organizing
- Community spirit
- Mixed feelings
- A sense of responsibility
- Some overwhelmed-ness
- Learning experience / learning community
- Seeing each other differently
- Resources
- Amazing people to contact
- Telling others
- Hope for Baltimore
- Personal stories
- Admiration for the risk-takers
- The power of a diverse group
- Organizing techniques
- Connectedness to history, each other, and the future
- Local focus
- Filling a need
- Where I fit in
- Creativity
- Direct knowledge of others' personal stories
- Feeling small groups can change things
- Things will change as long as you fight
- Success
- Renewed possibilities and desire
- A feeling of rubber hitting the road

CHALLENGES

- Group work was difficult as first, easier towards the end
- Time to interact with the presenters and experience the exercises
- Hard topic to teach/learn once a week
- How does it fit in to organizer training? Is it better for more experienced folk?
- Speaking up and participating

Baltimore Social Justice Organizing History Course
Final Class Course Reflection Group Discussion
Thursday, April 21, 2005

- Applying it to the work
- Keeping track of all the information
- At times there were too many presenters – need to wake myself up
- Scheduling time to be here
- Fatigue (mental and physical)
- Evaluations are difficult to complete at the end of each session
- Creating class community

SUGGESTIONS

- Saturday classes
- Website to house information / summarize activities to retain what happened
- Fewer presenters at a time
- Summary email sent for each class
- Binders to keep at home and track course material
- Add participants' current work into class exercises
- Longer course (more than 8 weeks)
- Split presenters and class exercises into two separate classes
- To create class community: nametags, participant bios, list of associated organizations, show and tell for participants at the first class, more time to interact with each other
- More visuals

KEEPING THE MOVEMENT GOING...

- ✓ Telling the story of / for each other people to take charge (each one reach one)
- ✓ Develop a community relationship with JH Hospital
- ✓ Maintain the vibe
- ✓ Identify who can make the difference
- ✓ Need for organizer training in Baltimore
- ✓ Add to the community development curriculum (at Sojourner)
- ✓ Stamp out elitism in organizing culture (image)
- ✓ Organizing groups can be committed to dismantling racism/sexism/classism
- ✓ Need strategy consultants and mentoring programs available
- ✓ Satellite sites for the course
- ✓ Link to Sojourner's plan for the college and the community
- ✓ Healing can happen
- ✓ Keep sharing (image of wheel & spokes with this class at its center)
- ✓ Retreat in 3 months to problem solve and add to the course curriculum
- ✓ The cauldron is bubbling over (image)

Baltimore Social Justice Organizing History Course

Facilitator Reflection

Were learning objectives for organizing **history** met? Which ones and why?

First part of each class - never ran out of time - people told their stories and were compelling.

Labor presentations worked from two perspectives - current & history - w/2 presenters.

Were learning objectives for organizing **history** not met? Which ones and why?

- Bob More prepared less history & more current work - more prep guidelines would help.
- Legislative presenters were more current issues than past. This class was successful to bring special populations together.
- Labor class was going to be Up to Date Laundry strike and that cancelled.

Were learning objectives for organizing **skills** (demonstration and practice) met? Which ones and how?

Consciousness Vision Strategy (Intro)

One-on-One (Living Wage) - demonstration w/2, but not practice for all.

Determine issues, research, & comm. engagement (Stop the Road) ← richest exercise of course!

Design an action (Anti-War) Design a campaign (Labor) Have to convince legis of issue importance (Legislative Skits)

Were learning objectives for organizing **skills** (demonstration and practice) not met?

Which ones and why?

Visioning tool (alternative institutions) -

Advocacy, Service, Organizing difference (Intro)

Door knocking (Stop the Road) - ran out time

Were learning objectives for **models** of organizing met? Which ones and how?

BUILD model was ~~not~~ discussed because time remained w/ speaker left.

Green sheets were filled out, but real discussions did not take place with differences.

Were learning objectives for **models** of organizing not met? Which ones and why?

Stopped using the sheet after session 4.

Ran out of time to truly debrief or reflect on models of organizing.

→ Robert L. Neff

Green sheets using strategy sheet session 1-4.

Baltimore Social Justice Organizing History Course

Facilitator Reflection

What were the greatest strengths and successes of the course?

- Students getting to know each other — diverse group of students (on purpose)
 - students hearing the living history.
 - beginning civil rights slide show really set the tone.
- turned every
some white
students

What were the greatest challenges or obstacles of the course?

- finding presenters that could tell history from organizing perspective.
 - picking the history — purposefully choosing the diverse history — not just white.
 - Enough time in each class — or enough time over 8 weeks.
- approx. 80% attended 6 out of 8 classes. 25% missed half sessions or more.
Would taking for credit change that? Did scholarships affect that?

What changes and improvements do you suggest for the next delivery of this course?

- ~~separation of~~ history + skills + model (too much in one?)
- asking green sheet questions rather than heavy writing.
- more active facilitation to encourage reflection + discussion/observation.
- bringing all presenters together beforehand for a review of course.
- a semester-long course for credit for community development students.
- possible audience beyond just organizers? young people to get involved.
- Time to advertise the course to employers.

What were the biggest surprises or unexpected outcomes of the course?

- overwhelmed by original response to course attendance (36).
- ~~time to advertise course to employers of organizers~~
- age range of students.
- BEN folks — 3 people with basic literacy were so thrilled to be there.
- student excitement overall

What
about
joint
training/
all presenters
beforehand?

What are the implications of these unexpected outcomes for this course and/or for identifying other needs of the organizing community?

- training is still needed and not being provided. Feel greater expectations to provide it. Limited funding / housing / schools.
 - Still a need for coordination + networking among organizers.
 - Continue list for announcing events to all organizers.
 - Semester-long course can give access organizers outside of UMAB SO SW COP.
- circle seats
- food
- green sheets
- disability access
- wanting more small groups

What about organizers' bi-racial center?

- Some pieces were left out re: Umbrella orgs started by churches & race in
among others. faculty, etc.

- Where is the workforce for organizing positions trained? How to find
AA organizers who are skilled.

Baltimore Social Justice Organizing History Course

Facilitator Reflection

What learning took place for you as the facilitator about the training needs of organizers in Baltimore?

- Learning happens in experiential situations - small group modules for discussion & thinking.
- Involving the current work of students - sharing their needs in a clinic format for personal feedback & practice - (BMOB idea).
- Reflection is necessary to make concepts stick.

What learning took place for you as the facilitator regarding your own facilitation/training skills?

- knitting of the themes -
- perhaps not valuing own experience ^{& observations} enough - but other people did value the role played.
- first time "making learning happen" & what is required.
- Booklists were received by folks. Did not get to do website list and film list.
- Responsiveness to course feedback for making changes.
- humbled by feedback - touched a real need/nerve.

1st question -

What was your initial vision for the course?

Did not begin as a course - instead a booklet ~~of~~ Balt. history 100 yrs +.
From history research & oral history importance - also living history
to have real people come a share, so needs to be GO's on.

Then own history of Civil Rights + Antirwar experience + living in Balt.
examples were chosen.

From CRHA work = people don't have good idea of what "organizing" is.
Other cities seem to have more "powerful" sense based in knowledge -
sharpen the history of organizing with current folk to connect to the legacy.

What were your initial expectations?

Course idea came from
also bringing organizing together
as part of fellowship.

- expected skill & model part to go better.
- concerned about length of course (8 wks)
- worried that no one would take the course
- Sojourner would give Cert. Ed certificate for "SD." - fee.

Chester L. Wickwire & Levering Hall

The remarkable legacy of innovative social welfare work returned to Levering Hall YMCA in 1953 when Dr. Chester Wickwire, an ordained United Church of Christ minister and Yale Divinity School graduate, was hired as Executive Secretary. Wickwire, a human rights activist, connected to the legacy of Daniel Gilman, first president of Johns Hopkins University, and John Glenn, a 19th c. Baltimore pioneer in social welfare work, by incorporating community service to create through Levering Hall an "open fellowship of men and women ... interested in developing the highest ideals of Christian life and service, and especially in applying these ideals to life." He justified links between religious, informal educational and "student union" activities through the "Old Testament conception of all life being within the province of religious concern and motivation."

Under Wickwire's leadership, Levering Hall YMCA attempted to provide an open platform for people of all opinions, causing criticism from "both the left and the right for providing an open forum for all political views, including those with which Levering Hall's leaders strongly disagreed." During the 1950s, Wickwire and Levering Hall were involved in the panic generated by McCarthyism. Wickwire "brought a set of commitments that were shocking for some and inviting for others." During those years, conservative members of the Hopkins Board of Trustees and the YMCA's Board of Managers tried to prohibit leftist speakers with threats to accuse Wickwire of being a communist. Wickwire and Levering Hall were not deterred, inviting speakers like Saul Alinsky in 1965 and Bayard Rustin the African-American organizer of the 1963 March on Washington, in 1966. Rustin's appearance caused considerable uproar on campus. JHU President Milton Eisenhower, concerned about Rustin's refusal to serve in World War II and his alleged homosexuality asked, "do I have to let that sonofabitch on campus." The night before Rustin's visit, the Klan burned a cross on campus. Segregationists disrupted the events.

Wickwire urged Hopkins students to become involved in local community concerns. In 1958, as hundreds of Hopkins students volunteered to work at agencies across the city, Levering Hall YMCA had 624, 63 faculty, and 14 other members who soon expanded their work to include tutoring for inner-city children and a committee on "social action and political education," a group that would take on issues like the low wages of city laundry workers and voter registration. By the mid-'60s tutoring had become the major community service work of Levering Hall's student and faculty members and their wives. So quickly and strong did the Levering Hall tutoring project grow that it soon became the center for tutoring efforts throughout Central Maryland, which in 1966 comprised 600 tutors from 28 other organizations, including many local colleges and universities. Levering Hall YMCA provided tutor orientation and training for all participants. It also provided many tutors, peaking at 300 Hopkins student and faculty tutors in 1969.

As master of student activities, Levering Hall YMCA organized jazz and folk concerts featuring nationally and internationally known performers like Dave Brubeck, Herbie Mann, Theolonious Monk, and Simon and Garfunkle, among others. In 1959, Wickwire arranged for a major jazz concert at the 5th Regiment Armory, the first in the city that was open to both blacks and whites. The race riots that university and YMCA officials feared never materialized. Early in the 1960s, Levering Hall organized The Room at the Top (later Chester's Place) as a coffee house/ folk music venue.

In 1967 Wickwire commissioned Robert Hieronimus to paint one wall of the top floor of Levering Hall. In time the mural, The Apocalypse, expanded to cover three walls and the stairwell. Levering Hall's informal educational program evolved into the no-tuition Freedom School that in 1968 operated four nights a week under the sponsorship of Response, an outgrowth of the Committee for Responsible Leadership, a group of 450 Baltimoreans who

"banded together to protest publicly Governor Agnew's chastisement of moderate Negro leaders following the April riots in Baltimore." Wickwire served as Response's president. Freedom School included courses like "Black Organizations and Aims" which enrolled more than 500 students. The dual masters of Hopkins and the YMCA complicated the Levering Hall Secretary's job. Early in his tenure Wickwire complained, "the person in this position is not seen by the Y or the University communities as a full member of either structure." Yet, in times of controversy, dual masters provided protection: "while serving Hopkins and the Y ... we developed programs for which the university and the Y, if either disapproved, blamed the other."

Under Wickwire, Levering Hall YMCA long enjoyed "extraordinary freedom" which was enhanced by the support of the city's black and Jewish leaders and by Hopkins faculty like John Gryder, professor of physics and long time Levering Hall chairman of the board. By the mid 1960s, the duality of Wickwire's position was causing increasing concern for both the YMCA and Hopkins. These were hard years for the YMCA of Metropolitan Baltimore (the former Baltimore YMCA) which faced fiscal difficulties and expressed interest in withdrawing from Levering Hall in which it had a financial interest. Concurrently, some in the Hopkins administration believed that if the Y's presence on campus ended, Wickwire and the political activism he represented could be removed. Mild compared to student activism on other campuses, at Hopkins "what passed for political activism was centered around Levering Hall." When students, particularly those connected to the Student Association, got wind of the university's intentions, they undertook a petition drive to keep Wickwire on campus. They were extremely successful, getting nearly ninety percent of the undergraduates to sign the petition within two days. Many in the larger community also supported efforts to retain Wickwire, of whom Douglas Memorial Church's Rev. Marion Bascom said, "If there is any person in this city who by color is white and at the same time is regarded as black, it is Chester Wickwire." So strong was community support for Wickwire that leaders from the Black Nationalist headquarters called student leaders at Hopkins volunteering to burn down the university if he was fired! In the face of intense student and community protest, Wickwire was retained even as the YMCA's withdrawal from Levering Hall was finalized.

By April 1969, the disengagement from the YMCA was complete. Levering Hall ceased its 86 year tradition as a campus YMCA. The university assumed complete financial and administrative responsibility and bought out the Y's interest for \$225,000. Wickwire had been named Chaplain of the university in 1968, a position he held until his retirement in 1984. Under his direction, many of Levering Hall's programs, including the tutorial project, draft counseling, Chester's Place, and the free university continued. Never deterred, Wickwire redoubled efforts to broaden the scope students' education and widen their world view, whatever their "bag"! The social activism modeled by Wickwire through Levering Hall YMCA had a profound impact on Hopkins students like Paul Niebanck, Dean Pappas, and Joseph Weinberg. Niebanck, part of the "panty raid generation," arrived on campus in 1953 and quickly became involved in Levering Hall activities as an antidote to the campus' predominant fraternity culture. His first years at Hopkins were "a time of low consciousness" in which Levering Hall YMCA, with "pervasive, insistent, active and creatively loving" Chet Wickwire at its core "brought the world to a set of very close-minded, though good and smart, people." Through Levering Hall YMCA, Niebanck came to know the music of Nina Simone and had the opportunity to travel to Paris for the centennial of the international YMCA. That experience, in turn, empowered Niebanck in 1956 to participate in an interracial living experience through the American Friends Service Committee. A professor of urban planning, and leader of the U.S. Department of Health, Education and Welfare in the 1970s, Niebanck credits his commitment to social just to Wickwire who he says "located me. I have carried him through a life of increasingly useful service."

Dean Pappas came to Hopkins in 1961 for graduate studies in physics. He joined Levering Hall for the Folk Dance Club. What he found was a place offering an international flavor and a chance to meet other graduate students, many of whom were peace activists. Pappas, who had arrived on campus "pretty conservative and a-political, leaning more right than left" credits his radical political awakening to his Levering Hall YMCA exposure. Through Wickwire and Levering Hall, Pappas became involved in tutorials and community organizing. He attended SDS and CORE meetings. He helped organize "lots of protests against Hopkins and its war machine." To Pappas, Wickwire was "a righteous gentle man" willing to "speak truth to power." He was also the force that launched Pappas' "career in activism."

Joe Weinberg arrived as a freshman in 1965 and found that Levering Hall was one of the "few activist places on an apathetic campus." A joiner, Weinberg quickly volunteered with the Newsletter and Levering Hall YMCA, where he tutored and became active in civil rights. By his sophomore year he served on the Board of Levering Hall and attended the YMCA National Convention in Chicago where he met Jesse Jackson. President of Levering Hall Student Association his junior and senior years, Weinberg remembers Levering Hall as "the absolute center of student life." As its leader, Wickwire brought both "a passion for student life as well as for civil rights." Those passions allowed Wickwire and the students and faculty with whom he worked to have a credibility with students that other administrators lacked. So, when a riot in the freshman dorms ensued following a police raid for drugs, it was Wickwire, Weinberg and other Student Association leaders who were trusted by students to negotiate the end of a stand off-between them and President Lincoln Gordon. A physician specializing in pediatric emergency medicine, Weinberg believes that his commitment to the care of indigent children comes from his work with Wickwire, his "personal mentor" and Levering Hall.

Levering Hall YMCA was a place of enormous importance to many Hopkins students and faculty, not only as a center of student activities and religious life, but also as a place for philanthropic activity and activism. It is the place where the legacies of Daniel Gilman and Chester Wickwire meet. It is the place, too, where generations of Hopkins students and faculty gathered to plan how to make the world a better place.

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