# ANCHOR INTERDEPENDENCE

# DIALOGUE

# Readings/Notes

### July 21-23, 1994

### Philadelphia, PA

WORLD INTERDEPENDENCE FUND

Dear Participant,

The two purposes of this ANCHOR INTERDEPENDENCE DIALOGUE (*AI*) are: (1) to provide the Philadelphia Community Awareness Network (*CAN*) and its allies an opportunity to study and discuss selected projects and organizing challenges and (2) to understand and apply the principles of *Interdependence, Inclusion* and the commitment to *Diversity* to advance quality and justice in community life. Underlying this task is an earnest invitation to get closer together to build new alliances, relationships, and deeper personal friendships among us as caring people.

The *AI* Agenda is sequenced in such a way that each successive topic provides a more complex challenge to expand thinking about the application and use of *Interdependence* values and progressive organizing strategies. The object of studying each of these topics/projects is to understand better ways to influence increasing numbers of people to engage one another, to enter into caring and respectful relationships, to address conscious and unconscious attitudes that divide, isolate, and keep us from being the most that we can be and to make life inspiring, productive, secure, and filled with adventure, growth, love.

Each Agenda topic focuses on a different approach or emphasis to understand and apply *Interdependence*. The first session looks at how to energize and implement the *CAN* "Project EMPOWER". This project aims to find and include 16 young people with disabilities into various *CAN* organization governing board.

The second session offers an immediate opportunity to include these and other young people into a familiar national training event, *Future Leaders Summer Retreat,* that is striving to bring more and more youth and staff with disabilities into its training circle. Here, the task is to scrutinize in detail the 9-day program to see how interdependence and inclusion is handled in order to have the best impact on the assembled youth.

The third session will focus on the *National Service Learning Conference,* a very large national youth meeting to be held in Philadelphia March, 1995. Here we are but a small contingent in the ensemble, searching for Interdependence oriented strategies that will have the broadest impact and multiply our influence by the way we **participate** formally and informally.

The fourth session ups the ante one step where we can sponsor a national invitational meeting. The sole purpose is to hammer out a youth organizing model that will bring high school age young people together from every state to forge a maximum and sustained influence on public policy. Using an arbitrary budget of $60,000 dollars, the task is to decide how to assemble the right people for a 3-4 day meeting, how to attract and engage a real cross section of youth in each state committed to building a movement that will take the responsibility of governing seriously.

The next session is to define and to **influence the curriculum and thrust** of a new nationwide program, President Clinton's **Service to America scholarship program.** Here, thousands of youth will be given state or federal grants to do community service as they further their education. The social role of youth serving people opens a new cultural door. In our culture, youth in general and youth with disabilities in specific, have traditionally been seen as requiring and consuming services and resources, rather than givers and contributors in the economy. Further, given our European/Judeo-Christian foundations, service to people has always been directed from dominant to subordinant, from powerful to powerless, all perpetuating the "have/have not" status imposing charity and pity imagery between people. This opportunity to reshape and redefine relations in society poses the most enormous challenge, given our central concern of empowering people, creating a meaningful democracy, promoting justice and human respect everywhere.

The final session focuses on one of the most exciting events, the *Olympic Games* which will be held in Atlanta in 1996. Ten days afterwards, the $90 million *ParaOlympic Games* will be held, hosting world class athletes with disabilities ("separate but equal"?). With the enormous hype and glamour that surrounds the televised games, the fantastic impact sports and athletics plays in the lives of young people, the contradiction of segregation between athletes with and without disabilities is institutionalized before our very eyes. Conditions exist to **target that world event in a way to send a message** demanding change, integration, inclusion, and the commitment to diversity for which we stand. The organizing and communication opportunities, given the establishment investment in both Olympic games, are wide open and limited only by our imagination and the will to use this showcase powerfully.

In summary, from local project to national and global events, from specific reforms to general change, from focused organizational contexts that we totally control to a diffuse situation in which we are a tiny part, the progression of topics will stretch our thinking and push us into problem solving at all levels. The range of learning and dialogue will encompass looking from the specifics of implementing a local project, shaping program design, planning by budgeting, national networking and outreach, curriculum development, to 'political theater' .

We look forward to the most productive and interesting three working days together. We invite you to bring your most serious and undivided attention to the ANCHOR INTERDEPENDENCE DIALOGUE for it is a rare opportunity to study and share our concrete realities. We have invited you to participate because you are a leader in your own community whose daily experience is a model of civic awareness and integrity, the two virtues that will make these next few days an inspiration.

Sincerely,

William Bronston, M.D.
CEO WIF

Shafik Abu-Tahir
Pres. CAN

RB
BS
kw
CN
JG.
SAT

# Philadelphia
# Anchor Interdependence
# Agenda
## July 21 - 24, 1994

*(handwritten right margin:)*
origin:
1) "Role" Board (anchor)
2) Reward:
3) model Development:

# Thursday

## 7:00 pm - Round Table Introductions *(Shafik)*
### WHY ARE WE HERE AND WHAT ARE OUR GOALS FOR THIS DIALOGUE?

- Who are we and what do we expect?

- What do we bring to the table?

- What do we expect to take home and do?

- Overview of the *Anchor Interdependence* Agenda

*(handwritten right margin:)*
• Reference Rules!

1) Be Here / contribute
2) Stay on task
3) Read assignment
4) Limit 30 min - Sun

## 8:00 pm - Interdependence Overview
## *(Bronston and WIF Team)*
### WHAT IS INTERDEPENDENCE AND HOW DOES IT TRANSFORM AND UNIFY US?

- Context for inclusive youth leadership - The Stake

- Values of full Integration, Inclusion and Interdependence

- Overarching Issues and Practices for progressive change

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**\*\*Reading Assignment:** *Anchor Interdependence Reader*

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## 9:00 pm - Dialogue - *(Participants)*

## Friday

### 9:00 am - Project "EMPOWER"
*(Oni McMullen & Co-leaders)*

HOW DO WE UNDERSTAND AND APPLY INTERDEPENDENCE BY EMPOWERING YOUTH ON OUR COMMUNITY ORGANIZATION BOARDS?

- The goals, vision, and values (what is it?)
- Current Status Report (what has been done so far?)
- Clarification - Dialogue about goals and process
- How can we apply Project EMPOWER ideas to our own organizations
- Commitments to strengthen Project EMPOWER

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**READING ASSIGNMENT - "PROJECT EMPOWER" GRANT PROPOSAL

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### 12:00 pm - Lunch

### 7:00 pm - Future Leaders Network Summer Retreat - *(Shafik)*

HOW WELL IS FLNSR GOING TO MODEL INCLUSION?

- Review of the 9 day program and objectives of each session
- Evaluating the Interdependence content and practices
- An model exercise
- Suggestions for program refinements
- Resources needed and available - Taking care of business

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**READING ASSIGNMENT: SCHEDULE FOR FLNSR

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### 4:00 pm - Free Time and Dinner

# 7:00 pm - National Service Learning Conference 3/95 - *(NSLC Rep.)*

WHAT IS THE MEANING AND VALUE OF YOUTH SERVICE AND OUR ABILITY TO SHOWCASE INCLUSION AT NSLC?

- Background and "National & Community Service Trust Act of 1993"
- Progressive critique of "national service" as a way to change society
- Current status of integration in NSLC program planning, disability outreach, and accommodation strategies
- Dialogue about organizing activist participation and purposes
- Searching the progressive national network - who should come?

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**\*\*READING ASSIGNMENT: NATIONAL SERVICE LEARNING CONFERENCE DOCUMENTS**

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## Saturday

## 9:00 pm - World Interdependence Fund "Youth Voice" Meeting - *(Bronston)*

HOW DO WE DESIGN AND BUDGET A NATIONAL YOUTH LEADERSHIP MEETING TO PLAN FOR STATEWIDE YOUTH GOVERNING ASSEMBLIES? (AN ADD/OSERS PROPOSAL)

- Purposes (beyond FLNSR and NSLC) for a youth strategy gathering
- What models exist for youth networking that lead to governance?
- Who should attend this youth leadership organizing meeting?
- What should the agenda be - what is a do-able in 3-4 days?
- How do we budget $60,000 to call and implement the meeting?

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**\*\*READING ASSIGNMENT: ADD/OSERS PROPOSAL**

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## 12:00 pm Lunch

# 1:00 pm - Corporation for Nat'l & Community Service: Training and Technical Assistance to "Strengthen Diversity" Proposal - *(Bronston)*

### WHAT VALUES, KNOWLEDGE, AND SKILLS DO WE TEACH TO IMPACT THIS NATION WIDE PROGRAM FOR YOUTH?

- Critique and discuss "Concept Paper" for "Strengthening Diversity"
- What competencies should we teach? What should leaders grasp?
- What are criteria (Check List) for local quality programing?
- What roles exist for CAN in the region?

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**\*\*READING ASSIGNMENT: CNCS CONCEPT PAPER**

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# 4:00 pm Free Time and Dinner

# 7:00 pm - The Summer '96 Olympic and ParaOlympic Games- *(Galland and WIF)*

### WHAT ARE THE GAMES ABOUT AND HOW CAN THEY BE USED TO ADVANCE OUR VALUES AND YOUTH ORGANIZING WORK LOCALLY AND BEYOND?

- Overview of the Olympics and ParaOlympics
- Dialogue about if & how the Olympic build up can be used locally
- Action decisions and calendar

8:30 p.m. SUMMARY RAP – BRONSTON

# World Interdependence Fund
## *"Anchor Interdependence"* Trainers
### Philadelphia - July 21-23, 1994

## William Bronston, M.D.

Dr. Bronston is the founder and Chief Executive Officer of the World Interdependence Fund. He received his Medical Degree from the University of Southern California, Pediatric Internship from Children's Hospital in Los Angeles and Psychiatric Residency at Menningers in Topeka, Kansas. He spent 3 years as a staff physician at the infamous Willowbrook State School in New York and helped architect the 1971 Class Action Lawsuit against New York for human abuse. Dr. Bronston completed a post doctoral fellowship at Syracuse University in Special Education and Comprehensive Community Based Service Systems and returned to California to become the Medical Director of the State Departments of Developmental Services and Rehabilitation. He founded Project Interdependence, the youth leadership and career exploration organizing program and administers a multi-state grant of national significance on behalf of the program.

## Shafik Abu-Tahir

Mr. Abu-Tahir is the organizer of the Philadelphia New African Voices Alliance and co-founder of Community Awareness Network consisting of 26 community based, multi-cultural organizations which have played significant roles in uniting people in the struggle for better city services and around issues of social justice. Mr. Abu-Tahir has been chosen by the Philadelphia Daily News as one of the city's outstanding leaders. He has spoken throughout the U.S. on a wide range of issues reflecting the aspirations of all people of color. He is co-founder of the annual National Future Leaders Summer Camp which brings teenagers together from around the U.S. His main work is as a consultant focused on issues of inclusion and diversity for various gubernatorial commissions  He is a prolific writer, contributing to numerous periodicals and journals of political thought. His articles are recognized nationally and internationally.

## Cynthia Nava

Ms. Nava is a New Mexico State Senator as well as a distinguished school administrator and special education teacher. She is the Vice Chair of the New Mexico State Senate Education Committee and voting member of the Senate Border Commission and Health and Human Services Committee. She is an untiring advocate in drafting and passing legislation for people with disabilities. Ms. Nava is the principle advisor to the New Mexico Interdependence Youth Caucus which promotes the youth voice in community and legislative policy. She serves as the chairperson of the Board of Director of the World Interdependence Fund of New Mexico. Ms. Nava is a member of the national Board of Directors for Fiesta Educativa. As the author of over $2 million grant proposals awards, national speaker and presenter, Ms. Nava is a nationally recognized trainer. She is currently pursuing a Ph.D. in Bilingual Special Education at New Mexico State University.

## Kent Winchester

Mr. Winchester is Associate Professor, Department of Human Development at the College of the National Technical Institute for the Deaf at Rochester Institute of Technology in New York where he has taught since 1977. He is Director of Outdoor Experiential Education Program, coordinator of leadership development and student activities with multicultural students and those with disabilities. He is Executive Director of Shared

Adventures, Inc., an international program fostering the inclusion of people with varying capacities and cultural backgrounds and leading to physical and emotional growth. He is founder and director of one of the largest ski programs for people with disabilities and guide for the US Disabled Cross County Ski Team. He is author of various publications and curriculum on experiential learning and multicultural issues.

## John Galland

Mr. Galland is a pioneer and a role model in the area of adaptive wilderness programing. A member of the 1986 US Disabled Cross Country Ski Team, he is currently a cross country ski instructor and trainer. As experienced experiencial educator, he leads outdoor adventure excursions for the Colorado, North Carolina and Minnesota Outward Bound Schools. He works with Wilderness Inquiry, the largest provider of integrated wilderness trips in the U.S. and has worked with the Vineland Center as a health sports instructor and ski instructor for Snow Bird Adaptive Ski Program and SPLORE (Special Populations Learning Outdoor Recreation and Education). Mr. Galland is a whitewater guide and has written articles on wilderness access and a guidebook on adaptive kayaking. He is also a high school biology teacher in Minneapolis.

## Billie Shawl

Ms. Shawl is an experienced project coordinator and has served as the administrative consultant for WIF for past five years. In addition, she coordinates two other community projects promoting collaboration and system change, primarily in the area of transitioning students from high school to adult life. She is the producer of a recent video for parents of transitioning students with disabilities. Her background is in Human Services and she was a trainer/coordinator for fifteen years with an educational foundation, Beyond War, promoting the value of diversity, interdependence and personal development. She serves on the Board of Directors of Families First.

# ANCHOR
# INTERDEPENDENCE
## READER

### A Guide For Promoting
### Full Inclusion
### of Youth with Disabilities in
### Leadership Development Programs

**William Bronston, M.D.**
**William Campagna, M.S.**

*Each second we live in a new and unique moment of the universe—a moment that never was before and will never be again. And what do we teach our children in school? We teach them that two and two make four and that Paris is the capital of France. When will we also teach them what they are? We should say to each of them . . . Do you know what you are? Your are a marvel. You are unique. In all of the world there is no other child exactly like you. In the millions of years that have passed, there has never been another child like you. You may become a Shakespeare, a Michelangelo, a Beethoven, (a Stephen Hawkings). You have the capacity for anything. Yes, you are a marvel. And when you grow up, can you, then harm another who is, like you, a marvel? You must cherish one another. You must work—we all must work to make this world worthy of its children.*

*The love of one's country is a natural thing. But why should love stop at the border? We are all leaves of a tree and the tree is humanity*

**Pablo Casals**

THE WORLD INTERDEPENDENCE FUND (WIF), A 501(C)3 NONPROFIT EDU-
CATIONAL FOUNDATION, EXISTS TO SUPPORT LEADERSHIP DEVELOP-
MENT AND CAREER EXPLORATION EFFORTS THAT PROMOTE FULL INCLU-
SION AND PARTICIPATION OF YOUTH WITH AND WITHOUT DISABILITIES IN
ALL ASPECTS OF SOCIETY. WIF IS A RECIPIENT OF A GRANT OF NATIONAL
SIGNIFICANCE FROM THE FEDERAL ADMINISTRATION ON DEVELOPMEN-
TAL DISABILITIES TO PARTIALLY SUPPORT PROJECTS IN NUMEROUS
STATES. WIF IS THE RECIPIENT OF ADDITIONAL GRANTS FROM THE NA-
TIONAL ENDOWMENT FOR THE ARTS, THE ILLINOIS PLANNING COUNCIL
ON DEVELOPMENTAL DISABILITIES, THE NEW MEXICO DEVELOPMENTAL
DISABILITIES PLANNING COUNCIL, THE NEW MEXICO COMMUNITY FOUN-
DATION, AND OTHERS.

THE WORLD INTERDEPENDENCE FUND IS HEADQUARTERED IN SACRA-
MENTO, CALIFORNIA. IN ADDITION TO PROVIDING CONSULTATION, TECH-
NICAL ASSISTANCE, AND TRAINING PROGRAMS, THE FUND SPECIALIZES IN
DEVELOPING TRAINING AND TEACHING MATERIALS, PUBLIC INFORMA-
TION MATERIALS, AND SPECIAL PROJECTS TO SUPPORT THE DEVELOP-
MENT OF AN INCLUSIVE AND INTERDEPENDENT SOCIETY.

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# INTRODUCTION
# AND PURPOSE

Something is missing from many of the best programs that aim to build a new generation of caring and committed youth. One ingredient — invisible, ignored, avoided — is the soul of breakthrough programming when added in full measure. That ingredient is *interdependence* — power sharing with youth who have significant disabilities.

Inclusion of teens with disabilities in regular youth leadership work is atomic. It melts away the need; experienced by *all* teenagers, to hide *secret* disabilities that they fear will confirm the "worst" to their peers, leading to ostracism and lack of acceptance. Inclusion elevates program design and ethical standards. Inclusion promotes genuine personal and civic well being.

Since 1981, the World Interdependence Fund (WIF), a non-profit educational foundation, has dedicated its efforts to creating a family of formal youth leadership-development programs. WIF sponsors a multi-state organizing strategy that includes technical ·assistance, consultation, and training. Through this

strategy, indelible bonds are struck between youth leadership programs, and lasting friendships are forged among youth. Participants of **Interdependence** programs experience an "aha" awareness, discovering capacities that lead to **youth empowerment, self-determination, and community organization**; and in which **youth, family, professional, business, and civic-leadership joint ventures** are developed and nurtured.

**This Anchor Interdependence Reader is designed as the first part of the training for youth program leaders and staff. It is the result of these many years of growth and collaboration.** It is written expressly for individuals and organizations interested in developing programs based on the **Interdependence** model — programs that fully include youth with disabilities in school and community leadership development. It is written for creative agents of change, seekers of true community, members of the family of life, guardians of social justice and the human spirit, men and women from all cultures, and youth with and without disabilities who wish to shape themselves by service to others.

**The Purposes of the Guide Are to:**
- Provide a framework of ideas and strategies that transform the manner in which youth see, and seek, their futures.
- Present the elements of a transformational approach to youth leadership, to assure multicultural and disability diversity and to discover the highest "common ground" in life.

- Introduce adults and youth to the values and benefits that can be realized by mastering "Normalization" theory, practicing full inclusion, and confronting "Handicappism."
- Develop an understanding of the rights of people with disabilities.
- Discuss fundamentals of experiential education, group facilitation, group dynamics, and team building.
- Impart basic concepts and skills required for advocacy, community organizing, and networking.
- Develop the foundations of a new network of political and economic power.

Through Interdependence programming, multicultural teens, with and without disabilities, are fully integrated and organized in schools and communities through innovative **service learning, career futures exploration**, and **civic activism**. WIF provides customized hands-on **training programs** for trainers, teens, and the staff/participants of other youth leadership programs throughout the country. Partnerships are established with industries to explore careers in a sustainable future. WIF promotes a national, multicultural, cooperative **youth-leadership network** among programs and individuals committed to realizing valued futures for all youth.

# VALUES AND GOALS

## Interdependence Values

What is the big picture? What determines what we hold dear in life and in society? What governs our confidence in choosing and pursuing any social activity — deciding on our personal future, judging right and wrong, positive and negative, humane and inhumane, meaningful and nonsense?

What we believe, what we have been taught, we assume to be the norm. All these things were salted away in each of us before we ever had a chance to think — by parents, impressions of early childhood, things we were powerfully taught through life's experiences.

Growing up, becoming wise and humane is usually a process of rediscovering those hidden governors of our choices and opinions. Consciously weighing and making choices about what we think is in our interest, and what we share with humankind, is at the center of defining ourselves in society and in life.

**Interdependence** is a "code" concept that embodies a multitude of deep-seated values that we believe represents the highest road in the nature of things.

Everything in nature is interdependent. But in society and human affairs, this paradigm has been sharply ignored and rejected by too many — too many nations and too many people. Choosing the high road in life is neither automatic nor easy. We choose one way or another based on the demands and influences that press us, but choose we must and do!

Unless our assumptions and beliefs are held up to scrutiny and challenged, we act as robots rather than responsible human beings. We simply are following "old orders" rather than choosing what we stand for and how we want to be known for our life's work. How does a person decide what is worth sacrificing for, worth engaging oneself in at home, school, and work? What set of beliefs and values justify taking social risks, making personal commitments that could lead to possible loss of freedom and even one's life in today's very political world?

At the very heart of the set of values upon which **Interdependence** is founded, is the irreducible belief that what we hope and do for ourselves is no less than what we hope and would do for all others.

## A New Youth Strategy

Given all these dynamics and realities, a strategic decision was made focused on building a new generation of leaders. **Project Interdependence** targets a single sensitive part of the population — high school age youth. Representing all socioeconomic and cultural interests, all youth hunger for romance in life, searching for unexplored personal and vocational futures. They are preoccupied with the transition from high school to the real world of personal survival and work, the approach of economic self-sufficiency and, more than ever, they question and challenge all limits. Deep down, teens experience self-doubts and fears, the hidden secrets and loneliness of growing up, and the two-edged knife of fitting in and being an outsider. The struggle felt by so many teens provides the common ground upon which to build an identification between youth with and without disabilities — not for the narrow purpose of shared uncertainty and self-doubt, but to reshape America!

To authentically engage teen-age youth, a genuine need exists for an alternative to existing organizations and situations often preoccupied with traditional approaches and frequently experiencing political impasse. A serious investment must be made to teach young people, as a self-conscious generation, how to take over and properly steward and elevate the values and vision of the disability rights movement, let alone the realities of life on the planet. Nowhere is there a self conscious commitment to link the destiny of the disability rights movement to the destiny of the society as a whole, where the aspirations of one social group are welded to the fate of every other.

**The 90s and Disability Trends
THE OPPORTUNITIES**

1. Technology explosion
2. Media and arts impact
3. Health and fitness consciousness
4. Moral reawakening
5. Hunger for meaning, challenge, and community

## Interdependence Goals

Project Interdependence, from its inception
defined five goals or overriding purposes to perma-
nently pursue. These five goals sum up the dream of
the Project, bearing all the reasons for which we
teach, learn, organize, sacrifice, and dedicate our
work and contribution to society. These five goals
apply to the lives and aspirations of people with
disabilities and, equally powerfully, to the lives of all
people without disabilities. They are the specific
reference points, the value-based visions, on which
we set our sites and judge our successes.

Each is derived from a concrete history of
people growing to understand and challenge underde-
velopment, prejudice, inequality, injustice, and igno-
rance. Each is experienced by people striving to-
wards the ideal from a legacy of material scarcity and
spiritual evolution. These five goals demarcate our
path to a nobler society and civilized future for all
people.

# THE FIVE GOALS OF INTERDEPENDENCE

### 1. SHOW THE CONTRIBUTION THAT EVERYONE MAKES TO OUR LIVES.

Every disability demands personal inventiveness, which adds to the wealth of human accomplishment. We recognize the millions of people in our country with the most severe disabilities as contributing members of our society and economy who stretch our creativity, challenge our complacency, and dramatize our interdependence.

### 2. PROMOTE PERSONAL EMPOWERMENT, SELF-DETERMINATION, AND INTERDEPENDENCE.

Ultimately, justice and equality, personal identity, and self-esteem are served by people having and making informed choices and possessing the right, money, and influence to exercise their preferences in every possible way.

### 3. ELIMINATE BARRIERS AND STEREOTYPING.

We live with a set of practices and attitudes that has limited our accomplishments by playing on pity and fear — "handicappism." Handicappism stereotypes people, dehumanizing, and undermining their worth. As an attitude, it is crippling the growth and prosperity of our society as a whole. We must redefine labels and images so that everyone is seen first and foremost as a worthwhile person.

### 4. CREATE NEW PATHWAYS TO SUCCESS.

We can all be challenged by imaginative projects that explore new communications systems, mobility systems, learning and teaching methods, industries, employment opportunities, laws, social values, and interpersonal relations. Such ventures propel people with and without disabilities into social achievement and respect. The productive potential of our society and our future, both technical and human, depends on creating new pathways to success.

### 5. BUILD MULTICULTURAL SOCIAL ORGANIZATIONS FOR PROGRESS, MODERNIZATION, AND JUSTICE.

Power comes from the ability to understand and influence human affairs, and can lead us to inspire, include, support, and free others from underdevelopment and constraints. Only when our awesome differences are harassed for the common good will true accomplishments be fully realized. New civic relations that embrace underrepresented and underserved multi-cultural constituencies must be forged to this end.

**Interdependence** programs facilitate the discovery of talents and the development of skills that empower participants to become agents for advocacy, self-determination, and progressive leadership in their personal lives, their families, and their communities. Six "spearheads" — Awareness, Empowerment, Community, Organization, Service, and Career Futures — open the way to immediate involvement with issues that presently confront youth, with and without disabilities.

## PROJECT INTERDEPENDENCE
### The 6 Spearheads

Awareness

Empowerment

Community

Organization

Service

Career Futures
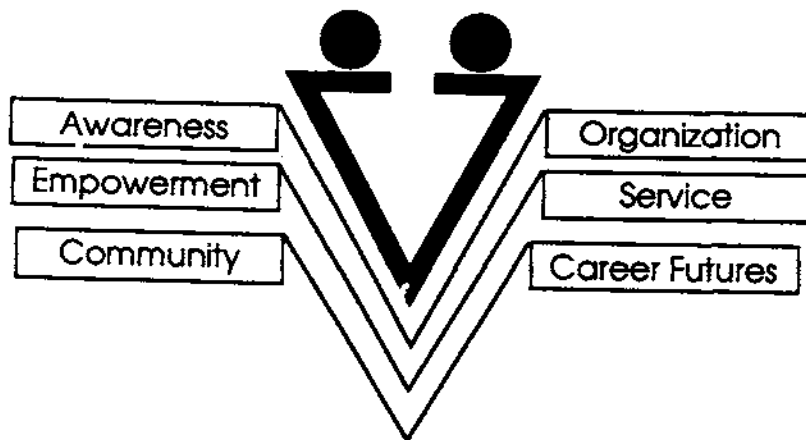
**Interdependence** programs help young people control and direct their own lives by developing skills in areas like friendship, communication, problem solving, decision making, conflict management, community organizing, and policy influencing — enlarging their capacity to promote positive change in society.

The thrust of **Interdependence** programs, in addition to developing leadership, is to effect normalization in the perceptions that young people have of peers who are different because of culture, ethnicity, disability, or any other aspect of their existence. The move from exceptional to normalized behavior represents real growth, and is the ultimate measure of learning — an important goal of **Interdependence** programs. When all young people come to see one another as people first, this goal will have been achieved.

# HUMAN RIGHTS

What will distinguish our past from our future more than any other single reality is the extent to which what we call human rights will be different. At one moment in time, across the plains and forests of America, a proud civilization that lived in dynamic regard for all life and worshipped the forces and embodiments of nature, was systematically decimated by settlers to the new world. In Hitler's Germany, from its outset to its collapse, a society cannibalized its heart and sought to do the same thing to the whole world. What was cherished and civilized became the opposite. In Pinochet's Chile, we again saw a burst of light and hope in free elections, before the coup was extinguished for nearly twenty years and a tradition of democratic enlightenment was savaged by daily terror and ruthless tyranny. During the turn of and well into the twentieth century, United States society was gripped by an hysterical fear and loathing for people who did not fit the norm and who became the object of brutal repression, warehousing, and the defamation of their fundamental humanity. Overnight, life anywhere can be dashed, disorganized, and ended by the cruelty and violent fears that lurk in human society.

In any society, the degree of respect and inclusion afforded persons with disabilities represents, without question, the most sensitive marker for assessing that society's tendencies and level of civilization at any given time. This marker is concentrated in our notion of human rights. We have discussed the turmoil that followed our gradual awakening to the institutional inhumanity and catastrophic socioeconomic consequences of the nearly genocidal repression and isolation of this population. With the struggle to acknowledge the fundamental commonality and virtue shared by people with disabilities with the general population, survival strategy began its slow climb up the human rights ladder.

Now we have reached an extremely crucial turning point in both national and world history. We have reached a point where life and death challenges face the planet's leaders and societies. One choice is to return to the wholesale extermination of unwanted and unneeded populations through direct liquidation or passive indirect euthanasia, such as in the case of Africa's starving millions or her other countless millions infected with AIDS (both ignored because of the developed world's resource decisions and priorities). On the other hand, if we have reached a place in human history where our collective aspirations will no longer tolerate such behavior or politics, than we may be able to accelerate our transformation into a fully democratic, empowering, and sustainable society.

This breakthrough will not be an all-or-nothing event. It will be an expression of millions of people

taking their lives and fates to heart, and firmly resisting those human decisions that try and turn back the clock, to subjugate humankind in body and spirit. The fight is engaged as people define what we call rights — irreducible, universally-enjoyed experiences and relations in a society that recognizes the non-negotiable preciousness of every human being.

**Interdependence** identifies through and through with this historical agenda, advancing human rights and quality of life among all peoples. The coordinates of its compass fix on this commitment, helping to instill in the youth of today an undeviating course toward the brightest light, away from the darkness of human ignorance, fear, and inhumanity. Human rights are the screen on which the map of tomorrow will be projected. Human rights must be understood in relation to all the philosophical and program activities that are conceived.

## Disability Rights

Can any group of Americans be denied the right to live? Can some of us be assumed to be less deserving of freedom than others? Many basic rights are shared by all members of our community and the freedom we all possess is threatened when any one of us is not free. We are all entitled to be free, to be treated fairly and equitably, and to be protected by due process under the law. As a result of many years of protest and community activism, the Americans with Disabilities Act (ADA) was passed in 1991. However laws, especially civil rights laws, are just words on paper unless they are understood, applied, and enforced. Education

and community activism remain the primary means to ensure the civil rights of people with disabilities.

## Personal Rights

Most of us take the rights we have for granted. We do not question our rights to have a home, neighbors, the opportunity to use the same stores, transportation, or places of entertainment as others do. For many people with disabilities, however, a number of these rights have been systematically denied. People with disabilities have been expected or required to live in "special" places, attend "special" schools or "special" classes, work at inferior jobs (if any at all), and receive help through public funds or charity only after the needs of "normal" people have been met.

## Constitutional Rights

When the Declaration of Independence was written in 1776, it asserted the belief that all people "are created equal, that they are endowed...with certain inalienable rights, that among these are life, liberty, and the pursuit of happiness." However, "all people" did not really mean *all* people. At the time of its writing, only Caucasian male landowners were included in this formula.

As a result of the civil rights movement, the American people became aware of the fact that all people were not being treated equally. Disenfranchised people are now demanding justice, fairness, and due process under the law. This is what made it possible for the Americans with Disabilities Act to become law. Consider, however, that it was not until 1991 that people with disabilities became protected against discrimination.

## The Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute designed to remove barriers which prevent people with disabilities from enjoying the same opportunities to fully participate in society that are available to people without disabilities.

Like the Civil Rights Act of 1964 that prohibits discrimination on the basis of race, color, religion, national origin, and sex, the ADA seeks to ensure equal opportunity for people with disabilities. It does not guarantee equality, establish quotas, or require any preferential treatment favoring people with disabilities.

While the Civil Rights Act of 1964 prohibits any consideration of personal characteristics such as race or gender, the ADA necessarily takes a different approach — the ADA requires reasonable accommodation to remove barriers to employment, protects people with disabilities from discrimination on the basis of disability in services, programs, and activities of all state and local governments, offers some protection against discrimination by private entities in places of public accommodation (such as stores, recreational facilities, etc.), and requires access to public transportation and telecommunications systems.

The ADA is a comprehensive anti-discrimination law for people with disabilities. It is a sweeping national policy protecting the rights of people with disabilities in all aspects of life. It is about assuring the inclusion of people with disabilities in the social, political, economic mainstream of society.

# DIVERSITY AND COMMON GROUND

The concept of common ground helps explain
how **Project Interdependence** approaches leadership
development in the context of its desired outcomes —
inclusion, self-determination, and interdependence.
For these outcomes to occur in individuals, organiza-
tions, institutions, and society, leaders will have to
deeply understand and value them. And for leaders to
value them, they will first have to value human and
cultural diversity. Only through valuing diversity are
inclusion and interdependence possible, and without
both inclusion and interdependence, self-determination
is an illusion. The concept of common ground helps
potential leaders begin both valuing and building on
diversity.

## Domination by the Fittest

Human history is the story of the birth and evo-
lution of endless different cultures that have projected
their unique identities, appearances, languages, arts,
myths, and accomplishments, affirming unique distinc-
tions from all other peoples. Domination of one soci-
ety over another has been the common theme of "civi-
lizations" and human beings have competed for con-

trol, wealth, and a sense of being "chosen" for success and affirmation. For millennia, differences have led to conflict, subjugation, and walls between peoples of the world. As the early notions of tribal/cultural self-sufficiency and geographic isolation have, over the last 500 years, given way to the realities of industrial-age markets and technology, a major social phenomenon has developed. Sorting out relations between different peoples and cultures across the planet has become a more serious challenge. A growing imperative exists to explore acceptable and functional coexistence, and to figure out how the world's populations can be accommodated.

## Be the Same, Buy the Same

A contradictory struggle exists to homogenize the world. Multinational corporations try to uniformly market their products — Coca Cola, cigarettes, clothing, music, home appliances — while age old traditions and unique cultural ways tend to be seen as the stuff of museums, no longer adaptive in the rush to "Americanize." Pitted against this commercial juggernaut is the struggle to hold onto the beauty, distinct identities, richness, and wisdom that have been stored in cultures and have truly led to the success of human life on the planet.

## The Contemporary Paradox

Without a blueprint for the future, it is not clear what will emerge from this tug of war. What *is* clear (and a relatively new awareness) is the compelling and positive relationship we are beginning to honor between the preservation of our awesome human and

cultural differences and the need to recognize what we have in common. Where, historically, differences were the foundation of human combat and struggles for single-nation or dominant-culture control, now the cherishing of our differences has become a barometer of our progress towards a better and more civilized world.

In all this boggling evolution, people with disabilities in the millions play a key role. A major challenge is faced in shaping the world to work for people who cannot see, hear, walk, or talk, who learn in widely different ways from the norm, and whose behavior stress the narrow confines of what has been defined as acceptable in "polite, white middle class society." We have seen serious and negative consequences develop from all this defining. As we focus more and more on our differences, we tend to draw apart. We gather together based on how much we are the same, how much we have in common. Although commonalties are important, if we are to take advantage of the wealth inherent in diversity, we have to come together with people who are different from ourselves in fundamental ways. If we fail to do so, building on diversity is an illusion, as are inclusion, self-determination, and interdependence.

In the professional human service world, we have become specialists at defining human differences. Where differences are subtle, all kinds of instruments have been developed to chisel greater definition between us. Tests delineate differences in intelligence, mental capacity, personality, temperament, interests,

aptitudes, skills, talents, etc. Disabilities differ from one person to the next, but we all have them. Some may not be as obvious as others, but we all have inabilities and knowledge gaps that are disabling. So, in a sense, disabilities are universal.

## "En Lak Esh"

*"You are my other me, I am your other you."*
Every culture has its members who are radically different in their coping needs and appearances. With the full participation and physical presence of the most *different* people — people with the most dramatic disabilities — the whole meaning of life, along with our views of what is possible, is constantly stretched. A wondrous and moving paradox occurs when,through some circumstance, two very different people are encouraged to come to know each other — when they are able to transcends their superficial differences and penetrate one another's sense of self. Recognizing differences is important, because it helps us to know ourselves better and to form the basis for appreciating who we are. Recognizing similarities in another — no matter what the degree — and responding to the possibility of friendship, intimate exchange, and empathy, is the ultimate fuel for human peace and problem solving.

Common ground maintains that people are more alike than different. All the things that make us different also make us alike. Only when we feel we need to be "right" by making those who are different "wrong" (inappropriate, unacceptable, inadequate) do we lose the opportunity to gain from inclusion, self-determination, and interdependence. Interdependence develops

the essential skills and attributes of leadership in a common ground context. Failure to celebrate diversity greatly limits our ability to fully tap the human resources around us. Great contributions are made by people with disabilities, as well as people of diverse races, ethnicities, and cultures. To deny ourselves these contributions now or in the future is a tragedy.

# HISTORICAL PERSPECTIVES
# OF DISABILITY

Disability is a learned perspective. It is intro-
duced at an early age though the treatment and atti-
tudes of families, peers and care givers. It is reinforced
by all the cues and messages in our media environ-
ment. Low expectations from others are the greatest
determinants in effecting an individual's self concept
and behavior.

We can look back and clearly identify four dis-
tinct paradigms over modern history that define how
we understand and relate to human disability. A para-
digm is a consistent viewpoint determined by a set of
values within which one completely explains and
understands reality.

## The Moral Model and Supernatural Origin

This construct basically interprets disability in a
person as a form of divine punishment leveled against
the individual or the family for some transgression. In
this model, the disability and its attendant suffering are
seen as a form of purification and preparation of the
person for a higher spiritual or moral role. The person
with a disability is frequently linked with sin and evil,

especially in literature where the disability is a "mark" that gives the individual away as a villain, a source of danger, or a holy innocent. The consequences of this view of disability consign a person to isolation, impose a deep stigma, and are permanent.

**HISTORICAL DISABILITY PARADIGMS**

Moral Model
Medical Model
Overcomer Role Model
Minority Group Model

*Paul Longmore, Ph.D. 1991*

## The Medical Model

The profound impact that science and secularism had on human society reached one of its pinnacles in the nineteenth and twentieth centuries. In its utter preoccupation with the physical universe, society redefined the status of disability as a biological condition *in* the person. This enlightened view saw disability as treatable and responsive to human intervention, whether by medical, psychological, or educational means. It followed that by curing the problem or correcting disability, a person could be assimilated and accepted back into society. Nonetheless, a dilemma existed that produced simultaneous paternalism on the part of professionals who possessed the technology to

"heal," and a deep anxiety and apprehension on the part of society over the outcome and proper means of reacting to the individual. The paternalism arose from the view that the individual was incompetent and needed professional supervision lest he or she become a danger due to loss of control. The combination of these two attitudes led to institutionalization as a natural consequence of people's fears and beliefs. The person with a disability was soon seen as a burden and drain on society. It was usual to blame the victim for the increase in social ills, again linking disability to evil. Contempt, fear, and punishment went hand-in-hand as a whole body of laws developed in western society to enforce putting people with disabilities away into segregated settings. In 1919, laws were passed in Chicago making ugliness a crime and prohibiting "diseased, deformed, unsightly, and mutilated persons" from being in public. Not until 1975 were children with disabilities granted the right to a public education in the United States.

Eugenics, the movement to control society's reproduction to obtain a desired outcome, produced major movements to prevent marriages and to sterilize people who were deaf, blind, or had disabilities. These efforts were based the notion that a person born "defective" was doomed to remain defective and threatened the reproductive future of the population. Fifty percent of the states had legislation to "weed out the unfit." Germany, under the influence of Nazism, exterminated all people with mental retardation in their institutions as the very first targets of the holocaust's "Final Solution" to purify the German culture.

Thus, this medical model, which began with an optimism and saw disability as a part of human physiology, sunk into excesses and abuses as enormous as those visited upon people defined as moral pariahs.

## The Overcomer Role

This view of people with disability has become quite common in the latter half of the twentieth century. It is based on an implicit bargain that society will accept the person with a disability provided that the person puts forward a constant cheerfulness, strives towards being as normal as possible, and seeks to be assimilated in society. This model demands that a person manifest an indomitable spirit, the most familiar example being President Franklin Delano Roosevelt. (Roosevelt, who had polio in 1921 shortly after assuming the leadership of the Democratic Party, spent the next 25 years controlling public image making — banning any pictures of himself in a wheelchair or on crutches.) The standards used to judge a person are the same as those used to judge a person *without* a disability. In this arrangement, there is truly limited acceptance granted to the individual, plus the burden of having to manage one's disability in order to cope and compete in the non-disabled society. The deal requires no complaints, no protest, no pushiness, no discomfort communicated to the typical community, and minimal visibility. Again, the problem is seen as existing in the body and person of the individual and not in society's perspectives. From this model, which took real hold after World War II, a massive rehabilitation industry developed to help manufacture "overcoming," giving the medical a new twist.

## The Minority Group Role

Always bubbling in the minds and hearts of more progressive people, was a deep understanding of the enormous arbitrariness or relativity of disability. In this view, the impact of wealth, position, access to assistance, and reconstruction of the environment clearly tended to neutralize a person's disabilities. Even given the "Overcomer Model," how blind is Stevie Wonder, how disabled Itzhak Perlman or Steven Hawkings, how deaf Marilee Maitlin, when barriers are cleared away with money, power, media, and fabulous career choices? No more dramatic an example exists than that of our astronauts, who in space are totally dependent on thousands of people and machines for every single thing they do, let alone staying alive. But does anyone think they are disabled?

Slowly but surely, beginning in the 1930s, when the National Blind and Deaf organizations and the League of the Physically Handicapped organized to protest job and employment discrimination, and through to the 1970s with the transforming civil rights breakthroughs and redefinition of social roles, this new disability paradigm emerged. For the first time, disability was defined as a function of attitudes, barriers, and the limiting views of other people as much as any physical or mental factor. This view saw disability as *socially* constructed, not physical or medical. It demanded that social prejudices be challenged and the universal system of discrimination be confronted.

When organized demands for equal access and human rights were expressed by disability advocates,

they were met by violent and repressive societal opposition identical to that experienced by the civil rights and women's rights protest movements that preceded them. This minority group role and consciousness led to a revolt against paternalism, a rejection of the demand for "cheerfulness" and "overcoming" behaviors as a condition for acceptance.

Here is the recognition that prejudice wounds people, teaches self-hate and contempt, and must be exposed. Declarations such as the one from a Colorado Governor who said that "old people should die and get out of the way," claims that "adapting public transportation for full accessibility is too costly," that "special education wastes money when after years of cost an individual may only be able to roll over" are manifestations of the old fears and hatreds derived from the ignorance and irrationality that continues to plague society. Such prejudice is always a hair's breath away from violence. Indeed, assaults and terrorism are commonly applied in last ditch efforts to thwart the dismantling of barriers of fear and ignorance erected to curtail home, school, and neighborhood integration.

**DEVALUATION**

*A Matter of Degree and Time*
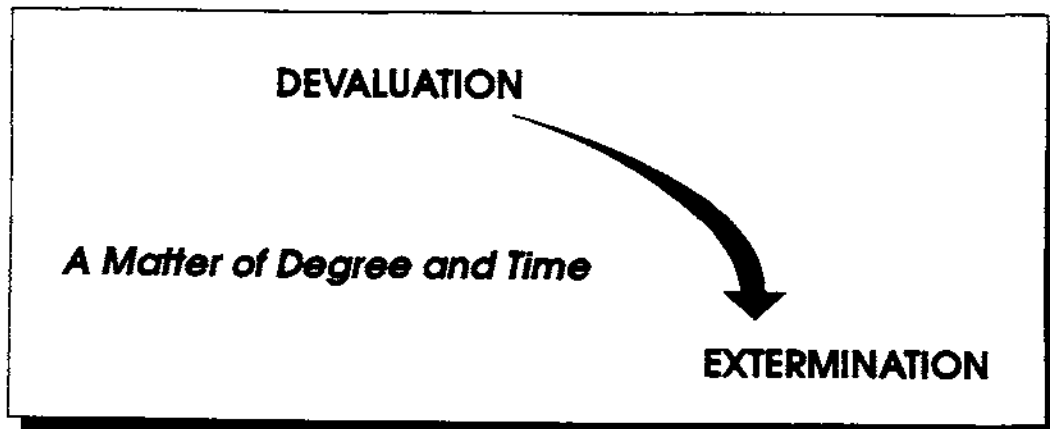
**EXTERMINATION**

Here, the solution must be found in the relentless demand for civic participation, self-determination, in the exercise of self-assertion, and in the experience of pride as a fundamental aspect of being. The solution lies in becoming aware that at many levels, disability has made us all more fully human, has deepened our capacity to affirm one another as human beings, and has brought out our best and most civilized attitudes.

In the wake of these evolving views of disability — the Moral View, the Medical View, the Overcomer View, the Minority Group View — what should we affirm and what should we teach to youth?

Youth with severe disabilities live in today's era of scientific and technological revolution, yet the tangible aspects of this reality are not available in our schools and our communities where their creative application would uplift *all* human competency, status, social commination, and participation beyond our wildest dreams. Is this a function of the failure of the "Medical Model" or the success of the minority group demand for a recognition of full human rights?

Youth with disabilities like *all* young people must be seen in a manner that instills personal empowerment, self-determination, personal futures planning, and identification with community on a fully inclusive basis. They must cultivate a passionate sense of social purpose, and must be introduced to meaningful vistas for career exploration and choice. For these things to occur, our "view" of what disability is and what disability means in our lives must be properly engaged.

# HANDICAPPISM

All people gravitate toward familiarity and
safety in their relationships. Prejudice arises at the
other end of the spectrum where fear, lack of experi-
ence, and strangeness exist. The best thinking about
the origins of prejudice is that they are embedded in
early childhood. For example, prejudice may spring
from a moment when a parent or authority figure
harshly interferes with a very young child's innocent
curiosity about something or someone, such as a per-
son of color, a person in a wheelchair, or a disfigured
individual. Watch parents in a market. What happens
when a person with a disability becomes a child's
object of attention? How frequently does the parent
jerk the child away, rather than support reaching out
and honor genuine non-judgmental curiosity? These
traumatic beginnings may go unnoticed by the offend-
ing adults, but to the children the impact is often indel-
ible and associated with rage against their own help-
lessness, and fear of injury, and . Moreover, the child
may experience a deep loss of regard for the all-impor-
tant adult for being so unfair and threatening in the
eyes of the child. Later, prejudice is progressively

reinforced through a thousand cues that become almost second nature. Sooner or later a rationale is constructed to justify the negative attitude towards the person or persons whom the individual has come to associate with possible punishment. Fear, ignorance, and unconscious suppressed experience are intertwined in a murky birth of such attitudes. Unsurfaced and unchallenged, they fester and swell in us.

Add up all these experiences, factor in the benefits that accrue to some from keeping people fearing and hating each other — divided, suspicious, distracted from the real sources of dehumanization in society — and you have an "ism," a systemized and rationalized view of a group whose unique characteristics are the trigger for fear, distance, hatred, and inhumanity.

Handicappism exists primarily as a set of expectations, practices, and policies that promote unequal and unjust treatment of people with disabilities. The systematic exclusion of people with disabilities in virtually every aspect of society is a form of oppression, the cruel and unjust use of authority and power. People with disabilities have been forcibly sterilized and denied the basic right to have a family, have been stripped from their parents and families and institutionalized in the most atrocious of conditions. They have been universally cruelly depicted in humor, media stereotypes, and negative labelling language as less than human. They have been devalued overall.

Handicappism is a pervasive and, in large part, unconscious attitude as are most prejudices, but its concrete consequences in society are ruthless. The

most common consequence of handicappism is the
practice of separating people with disabilities from the
mainstream through segregation and more segregation
— separate housing, separate schooling, separate recre-
ation, separate transportation, separate titles. "Special"
is a euphemism that has been gracefully substituted to
point out the need to segregate and readjust our expec-
tations — a poignant expression of handicappism.

Denied access to ordinary learning, community
life, work, and play, a person with a disability starting
at the earliest age is cued every day that he or she is
oddly different and somehow less worthy. As a result
of the attitude of handicappism and its resultant soci-
etal practices, people with disabilities are the least
educated and least employed, the most at risk of abuse,
violence, and exploitation of any minority group.

This prejudice — handicappism — translates
directly into oppression, intentional is some cases,
unthinking in many others. There are big benefits to
keeping a large part of the population in a second class
state. They involve power, authority, and control of
jobs. An entire industry of staggering proportions is
built, in large part, on handicappism in education,
medicine, social services, domiciliary management
(read institutionalization), philanthropy, and bureau-
cracy. At a personal level, discrimination insures that
we never have to question our personal motives, fears,
and the scapegoating tendencies that we all succumb to
from time to time.

Handicappism is a relatively new notion in our
society, though not a new practice. Like the other

"isms" — racism, sexism, ageism, classism — handicappism sees a segment of the population as less than human, and adds its bitter burden to the lives of young people, *all* young people. The reason for this is that all young people, growing up, identify some part of themselves with a disability or defect. In the familiar agony of the maturation process, children perceive harshly their different physical appearances, abilities to cope, varied aptitudes, and obligatory losses as they pass through the gauntlet of peer contempt, taunts, and assaults, adjusting to the pecking order imposed by a competitive culture. Some believe that all young people are the victims of a level of oppression because they have been systematically and continually treated as if they are of less value and importance than adults. And as if peer pressures were not enough, authority figures (parents, teachers, police) largely dictate the lives of young people and hold unilateral power over them. Being a teenager is accompanied by a devalued status. Few rights or benefits are associated with this passage! Young people who are also members of a minority group receive a double dose of oppression. Add disability and you have a triple dose.

We can learn a great deal by examining the actions of the many other minority groups have been victimized by low expectations, labeling and stereotyping. We must create a society where people with disabilities are empowered. African, Latino, Asian, Native Americans, women, lesbian and gay people all struggle to reclaim and legitimize their heritage and their pride, and have effectively organized to battle the "isms." New leaders are needed to join and elevate the fight against handicappism.

# LABELING AND STEREOTYPING

Our words tell it all!! Think about it. Can we know or communicate anything without the word? Our words are how we understand everything, how we communicate everything. Words are the package that ideas come in. Our verbal references, decriptors, labels, and language represent the ultimate and only carriers of our understanding of everything. The words we use define our understanding, intention and grasp of everything.

Words are also windows to our unconscious beliefs and biases.

Language structures our reality, it is how we define our world. Therefore, this issue is much more important than simply being "politically correct." Our language perpetuates attitudes of low expectation and a huge array of negative stereotypes about people with disabilities.

We have all experienced the continual change of our language over the last fifty years of civil rights history — Nigger, darkie, Negro, Black, Afro-American, African American. Each rung in the ladder repre-

sents a higher and higher grasp of the dignity and
political identity of people — from subhuman, slave,
chattel to proud peer. At each plateau along this con-
tinuum of stereotypes the consciousness of society is
raised, and still we continue to refer to people by cat-
egorical feature — color, race, country of origin. The
struggle to elevate our understanding and social inter-
course through the words we choose and use is a sensi-
tive and tricky process.

## Smorgasbord of Labels

In the world of disability, labels provide the first
critical, objective handle on possessing a human rights
understanding. Labels, judgment laden terms, refer-
ences, titles, and names are windows into how we
perceive people and how we define environments and
programs associated with people who are devalued in
society.

## We/They

So powerfully and subtlely does language give
away our deepest attitudes and convictions that we
must start with ultrabasics — our choice of personal
pronouns. "We," "us," "our," "I" versus "they,"
"them," "their," "these," "those" distinguishes the
familiar and identifies the strangers. Pronouns are the
first line of instinctive divisions among us. Just be-
coming conscious of when we choose one reference or
the other tells worlds.

References also carry judgments and imply our
deepest values — "Healthy, wealthy, wise" versus
"sick, poor;" "intelligent, adjusted" versus "retarded or

deviant;" "majority" versus "minority;" "able bodied" versus disabled;" "normal, whole" versus "handicapped, invalid, defective;" "professionals" versus "clients or patients;" "good ones" versus "bad ones." The comparisons go on and on, and are telling alignments in unguarded conversation, providing insights into what a person really thinks.

## Names and Titles

With regard to references to other people, the most typical and nonstigmatizing term one can use is a person's name. There is no substitute for this form of reference and address. The decision to use first or last name and the more formal use of Mr. or Ms. also speaks to the individual's value and status in the eye of the speaker.

You will notice that throughout this text the somewhat cumbersome term, "people with disabilities" or "people with special needs" has been used. This simple change in juxtaposition puts people first, avoids clumping human beings in a devalued category, de-emphasizes disability, and keeps the focus on the individual, not the particular functional limitation or medical diagnostic label.

## The Stigma of Places

*Ghetto/barrio dweller, inmate, resident, patient, client,* — all denote a one-down status and project a stereotype. The more devalued the person, the more strain goes into trying to either deny the problem or concede to the problem in our references. "Special education," "Special Olympics," and "Very Special

Arts" are all familiar examples of markers for deviancy. It is almost funny to read the names of places where people with disabilities or those whom society wants to get rid of are served. The label invariably tells you (by its opposite) what people really think. When people are friendless, the settings are called "Friendship" or "Fellowship." When there is hardly any hope, the setting usually has "Hope," "Horizon," or "Opportunity" in the title. When people are expected to die, names that include "Rest," "Convalescent," Care," "Evening," "Sun," and "Golden" are common. If the place is ugly, we get "Bellevue," "Fairmont," "Willowbrook," and "Soundview." If people are to be kept far away, names like "Acres," Field," Dale," Camp," Haven," "Village," "Town," and "Land" are found. Make a point of mulling over the names of places to see if an unconscious or purposeful message exists. Consider whether such names and titles convey value and appropriate anonymity (usually sought by the most status-conscious individuals). Ask the question: *For whom and to what benefit are names and titles affixed to places, programs, organizations, categorical funding systems and the like?*

## The Litany of Dehumanization

**Handicapped** — For many people with disabilities this term will always connote the beggar with "cap in hand." The reinforces pity imagery and false stereotypes of inability. Handicap is not a synonym for disability, but, rather, describes a condition or barrier.

**Invalid** — Just look at this word: *in-valid.* Not valid, less than human is the usual perception specifically conveyed by this term.

**Disability** — This term generally refers to a functional limitation that interferes with a person's ability. This is a word that tends to imply a negative, that is, what a person cannot do. Nevertheless, this term is preferred to the term *handicapped* by most people with disabilities.

**Crippled** — This is a truly archaic term which derives from the Old English, meaning "to creep." A second definition in many dictionaries, even today, is "inferior." This term is considered very offensive by people with disabilities.

**Patient/Client** — People with disabilities are not sick. It is, therefore, inappropriate to refer to them consistently as patients. The term *client* is perceived by many people with disabilities to connote second-class citizenship.

**HandiCapable/Differently Abled/Physically Challenged** — Many people with disabilities and their advocates, dissatisfied with the negative terms used to describe disability, have coined new terms such as these euphemisms. These labels have not been particularly well received because they are seen as denying the reality of disability. These terms are also considered by many to be gimmicky and not so subtly condescending.

**The Blind/The Deaf** — These terms tend to lump people together because they share the same, or a similar, disability. This kind of grouping denies people any sense of individuality.

**Wheelchair Bound/Confined to a Wheelchair —**
Wheelchairs are used by people with mobility impairments to increase their mobility and their access to the world. They are not bound, or confined to their wheelchair. A wheelchair is simply a mode of transportation, such as a bicycle or an automobile. The individual who uses a wheelchair is therefore, "a wheelchair user."

**TMR/EMR/Mild/Moderate/Severe/SD/LD/SED/MH**
— These are the alphabet soup of labels affixed by the school system to classify, (or sentence) children into different formulas for purposes of ADA funding, segregated classes, or categorical teaching situations.

**Quadriplegic/Paraplegic/Post Polio/Amputee/Diabetic/Schizophrenic/Epileptic/Autistic/ Developmentally Disabled, etc. —** Simply summing up the individual by his or her diagnosis is the most common, insidious, and damaging reference. Such labelling is always a learned behavior. There use is reinforced every time an individual is given a medical identity, which in our culture is something of a badge of honor, differentiating a person from something possibly worse or providing a ticket to financial or service help. The invidious aspect of this phenomenon is the bitter competition and hierarchical pecking order that accompanies the various conditions, setting one group against another, implying this one is not as "bad off" as that one.

Language is an important issue and should not be trivialized. Other terms to avoid include:

| | | |
|---|---|---|
| Abnormal | Afflicted | Defective |
| Deformed | Disfigured | Imbecile |
| Moron | Palsied | Spastic |
| Stricken | Sufferer | Victim |

## TALKING TIPS

1. Be conscious of your choice of words. Match your words to a commitment to normalize and enhance people's status and image in their own eyes and the eyes of others.
2. Actively and aggressively correct others when they label unnecessarily, inappropriately, abusively, and humorously. The use of racist or sexist language is unacceptable — so is handicappist language, despite its often unconscious and societally reinforced use.
3. Do not focus on or belabor a disability unless it is important to the situation.
5. Do not sensationalize. Avoid ridicule and contemptuous humor targeting disability.
6. Do not use generic labels, such as "The Deaf," "The Retarded."
7. Put people first (in both your perspective and references), not their disability.
8. Emphasize abilities, not limitations.

# NORMALIZATION

Throughout history, people held in low esteem have consistently been discriminated against. Devalued human differentness has generated uneasiness, fear, guilt, misunderstanding, hate, and alienation. Given this legacy, the *Principle of Normalization* is undoubtedly the single greatest contribution to revolutionizing human service policy and practice in the last half of the century. It is the creation of Wolf Wolfensberger, Professor in the Department of Education at Syracuse University, to whom all of us in human services owe an incalculable debt.

Wolfensberger took the initial concept of Normalization from colleagues Bank Mikkelson in Denmark and Begt Nirje in Sweden, who were struck by the overwhelmingly distorted and inhumane way in which people with mental retardation in their countries were treated. They contrasted their observations to the culturally typical, accepted, and common-sense ways in which members of the general population did things to preserve their personal identity, effectiveness, and status in society.
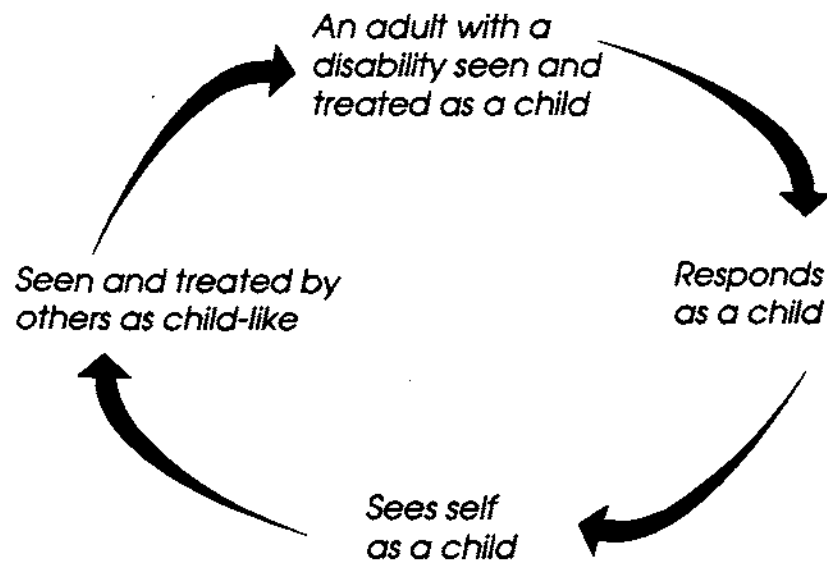
Mikkelson and Nirje made the dramatically obvious, yet breakthrough observation that when a person possessed a condition (or was assigned a diagnosis) that held considerable stigma in the eyes of mainstream society, combined with a need to depend upon professional "help," a whole raft of unconscious, dehumanizing practices were automatically deemed appropriate and routinely imposed upon the individual. These practices included segregation, institutional concentration of large numbers of people, gang haircuts, inappropriate clothing, environmental barrenness and squalor, imposed idleness, overprotection, and regimentation of "clients/residents/patients" for ease of professional handling and comfort. These conditions along with the imposition of a perception of hopelessness on such individuals were insightfully recognized as utterly "abnormal," self-serving, and inexcusable.

## Program Evaluation Criteria

Wolfensberger took this initial Scandinavian insight, and in 1970, systematically developed a way of analyzing and exhaustively evaluating any human service — health, educational, residential, vocational, recreational, case management, etc. — examining each and every feature in relation to the degree to which typical cultural and chronological age-appropriate standards were violated, thereby compromising the quality of life for individuals within the particular program. Taking apart and exposing all the underlying and often unconscious biases that directly translated into the specific construction of all human services — funding sources, descriptive labels and titles, choice of physical locations, program content, degree of social

integration, intentional fostering of stigmatizing practices, to mention a few — utterly unmasked the universally disastrous ways in which people with special needs were being served, resulting in untold oppression and violence.

## AN EXAMPLE OF AGE-INAPPROPRIATENESS

An adult with a disability seen and treated as a child

Responds as a child

Sees self as a child

Seen and treated by others as child-like

## Image

At the heart of Wolfensberger's Normalization Theory was the recognition that the most telling consideration of how people are treated in society has to do with the consequences of conscious and unconscious expectations associated with the person's *image* (positive or negative) in the eyes of society. If a person is *seen* as being "less than human" by society's professionals and the culture-at-large, then he or she is *treated* as less than human in the guise of caring and good science. Wolfensberger drew on his own penetrating and scholarly historical studies of the way people with mental and physical disabilities had been perceived and treated throughout Western Culture. His indictment of what passed as acceptable and humane treatment by virtually the entire professional community exposed the deep-seated prejudices and the legacy of what was, at best, patronization and, at worst, genocidal revulsion of devalued people. This objective indictment crashed into virtually all traditional models used by the multi-billion dollar human-service industry.

## The Definition

Normalization was so utterly simple on one hand. It was little more than the Golden Rule translated into an elegant set of standards:

*Treat others they way you would be treated.*

*Use culturally normative means to offer a person life conditions at least as good as the average citizen's and, as much as possible, enhance or support his/her behavior, appearance, experiences, status and reputation.*

The principle of normalization implies that each person should be allowed to be a positive participant in his or her community. It implies that every person should be challenged, enabled to learn, encouraged to grow and develop, and should, as often as possible, make his or her own choices. It implies that every person should be able to participate in the mainstream of community life. Normalization is the opportunity for equality — the right to share equitably in the benefits and hardships of life in the human community.

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## NORMALIZATION MEANS THREE THINGS

1. Help persons who are atypical to become more typical.

2. Present and interpret an atypical person to others in a way that emphasizes assets and similarities rather than differences.

3. Shape attitudes of citizens so they are more accepting of "differentness" in others.

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Normalization is doing and saying everything we can, whenever possible, to integrate and fully include people with disabilities into everyday community life, allowing them to enjoy all that we value for ourselves. It means making available to people with disabilities normal (typical) conditions of life, and taking the negatives out of labels, images, attitudes, and symbols related to disability.

Maybe the simplest formulation comes from these Johnny Mercer song lyrics:

*Accentuate the positive, eliminate the negative, and don't mess with Mr. In-between.*

## Traditional Charity — The Enemy

Wolfensberger's genius and courage was demonstrated in the exquisite detail and uncompromising honesty with which he applied the logic of normalization to a moral imperative. His crusade was not simply to cosmetically reform human services or to raise the consciousness of professionals so that they would do less harm, but to fundamentally change the relationship between all citizens in society. He correctly understood the destructive social consequences of charity appeals and contemporary telethons that play on pity imagery, defining some people as eternal children — diseased objects for whom to raise token assistance money. He shows us how these appeals market an image that embeds desperately negative stereotypes in the pubic mind, plaguing the struggle to universalize human rights in national public policy .

## Professional Resistance

Normalization was, predictably, attacked from all quarters. Most established professionals seemed to feel that to admit to this new paradigm would expose a lifetime of complicity in system-wide human abuse. The abettors were legion: public bureaucracies with their multi million- and billion-dollar budgets, established facility and agency managers, many old-line

parent and voluntary organizations who had made
segregation and low expectations a badge of honor and
compassion towards their constituencies. Family
members were confronted with the same wrenching
questions and dilemmas of whether in fact deviancy
and disability were a social and economic necessity, as
much manufactured as "served."

## The Acceptance of Change

Yet slowly but surely, through national trainings
of a new generation of professional, parent, and citizen
leaders, a new awakening won strong advocates. Nor-
malization became a baseline for thinking about pre-
ferred ways to advance citizenship among all people
with special needs.

Normalization Theory became a powerful
springboard to progress. Federal and state courts and
legislatures used it as a key reference point in framing
educational and housing policies in the 1970s and 80s.
Advocates and new leaders in the disability rights
movement took its vision far beyond those early super-
ficial limits that stopped at the level of "do no harm"
and "strive to just fit in." The next historical step
swept beyond the elementary demands of Normaliza-
tion, adding the major dimensions of pride, self-deter-
mination, empowerment, the call for human rights,
political entitlements, and full enfranchisements em-
bodied in the Americans with Disabilities Act (see
below).

Concretely understanding Normalization theory
and human-services standards provides "X-ray" vision

to any person who wants to influence the terrain of human society. Normalization is the vehicle of choice when embarking on a course of clarity and ethical insight, addressing change, and exposing the unconscious handicappism in us all.

# IDEAS ABOUT NEW LEADERSHIP

Democracy and the drive for self-determination dominate the aspirations of the majority of the world's people, today more than ever before. The future leaders of our world are the youth of today. What these young people think, believe in, and act upon will determine, in part, what type of world we will have in the future. In preparing them to lead, **Interdependence** seeks to help them discover and value themselves and their peers; meaning, purpose, and power in life; and the responsibilities of leadership. We strive to provide them with the attitudes, knowledge, and skills essential for a new style and substance of effective leadership.

## From the Beginning

In society, someone will always lead. Individuals will seek the authority to guide society, express the will of the community, influence the use of collective resources, and model important life styles, publicly judging and governing at many, many levels and in every arena of human affairs. We have thousands of years of leadership models — models of caring and loving, nobility and enlightenment — and as many examples of leadership characterized by hatred, fear,

greed, and madness. Throughout history, all of these
leaders have acted within their best understanding of
reality. They have manifested with great passion their
belief systems. They have to the best of their ability
negotiated power with the dynamic social forces shap-
ing their times.

While many traditional notions of leadership, such as
the idea that one is a "born leader," have come to be
recognized as mistaken and dangerous, many people
still cling to the common belief that leadership is an
*individual* activity and that it is limited to those excep-
tional individuals who rise to the occasion and take the
lead. Unilateral and individualistic forms of leader-
ship deny the power of meaningful democracy and of
the full inclusion and interdependence of all people.
Shared and collective leadership, that is to say *inclu-
sive* leadership, emphasizes recognition of the contri-
butions of all and the power that comes from a variety
of perspectives and multi-cultural experiences. New
leadership must shift from *unilateral* power which only
acts *on* people, dominating and directing, to *relational*
power, which requires give and take, possesses an
intentional openness to challenges, changes the nature
of relationships, and is based on the conscious recogni-
tion that consent is always required between leaders
and followers.

## A Paradigm Shift

What makes this shift of paradigm so critical,
what is profoundly new, is the fact that we are daily
confronted, as at no other time in human history, with
reminders of our specie's fragility, the global threat to

our common survival, the compelling economic interdependence that weaves all humanity together. Tough problems keep getting tougher as the world becomes more complex. The consequences of an action or event in one remote place impact another, and the usual application of violence to solve life's problems, though more widespread than ever, must be recognized as obsolete if life on earth is to survive, let alone reach its highest potential. Indigenous peoples in rain forests and polar caps, urban dwellers on every continent, public health workers, food growers, energy producers, transportation managers, communication planners, army commanders — all of us are tangibly connected, interdependent, for better or for worse.

Thus the roles and approaches of new leadership must be utterly changed to embody these new challenges and our irrevocable interdependence. A new paradigm must replace and assume dominance over the traditional "warrior king/queen" model that has brought us this far. New leadership must bridge differences, transform antagonisms, build consensus, ensure a safe and secure environment, heal the scars of war, cruelty, deprivation, and poverty, and promote breakthough solutions to achieving peace and harmony, while preserving the irascible creative and aggressive energy of humankind. New leadership must understand and feel a human purpose, become energized and nourished by being an active citizen in the community — socializing, interested, serving.

## THE WAKE-UP CALL!

- Willfully humanize and center yourself.

- Serve the people and identify with the people you serve.

- Study and understand society and politics.

- Free yourself from attitude and perception constraints (Demystify).

- Combat stereotypes, prejudice, labelling language, despair, fear, helplessness, low expectations, isolation, the dominant paradigm.

- Invent an ideal future in your work and life.

- Weld yourself to life, excellence and beauty.

- Promote political empowerment of people.

- Relentlessly build unity, broad alliances, network and organize, organize, organize.

- Expect innovation and "Aha" breakthroughs!

- Devote yourself to friendship, justice, and democracy.

## Understanding and Using Power

To accomplish this transformation of vision, spirit, and practice requires a multitude of new community and school based "incubators" from which to shape this new kind of leadership. Leadership skills begin in homes, in neighborhoods, and in classrooms, where a person's strength is expressed through per-

sonal activism and gradually evolves into power as two or more people develop a plan and the intentionality to change something.

In **Interdependence**, we firmly believe that all young people are capable of leadership that is both shared and collective. Shared leadership and collective leadership are complimentary. The former recognizes the significance of relationships between people, as peers working out an idea or course of action. Collective leadership is the intentional joining of diverse forces to multiply influence and power, such as through advocating, organizing, networking, lobbying, and creating media — leadership skills covered later in this section. We tend to forget that the shared visions of many have often enriched, clarified, and completed an otherwise illusive picture.

We believe that all young people can be empowered to recognize and value their unique talents and to use them on behalf of themselves and others. We believe all young people can create inspired visions, take committed action, and create positive change, both personal and systemic. Leadership development starts with full participation in school and the civic life of the community and cannot occur without this. It is the natural outcome of "being with and for others," which is the essence of community. For youth with disabilities, the requirements are identical — full participation in school and community life, enabling individuals to move themselves and others from independence to interdependence, wherein service to others and to the community is essential. Youth with disabilities, there-

fore, must not permit others to discount or overlook their potential as leaders. Possessing basic leadership skills will not be enough if prejudice, impatience, or ignorance impede them from enjoying equal opportunities to influence others. The rights of youth with disabilities to exercise choices, to problem solve, and to take control and responsibility for their own lives must be unconditional.

## TO LEAD MEANS SHARING

1. **Our history and its lessons**
   — how change and development occur.

2. **Our rights**
   — social values and laws

3. **Our sciences**
   — physical and social technology

4. **Our politics**
   — ideology, systems, organization, power

5. **Our tools for change**
   — planning, consciousness raising, organizing, training, evaluation, monitoring, media

# Mission Statement

*The World Interdependence Fund, a non-profit educational foundation, exists to support leadership development and career exploration efforts which promote full inclusion and participation of youth with and without disabilities in all aspects of society.*

*Interdependence is the recognition that all persons, regardless of disability, race, creed, and sex, require mutual association and interreliance to achieve their highest human potential and to maximize their collective ability to achieve universal peace, harmony and creative well-being.*

**In order to achieve its mission, the World Interdependence Fund seeks to:**

- Identify, marshal, and disseminate public and private resources to promote youth leadership.

- Train and educate individuals and groups.

- Consult and provide technical assistance to promote youth inclusion and interdependence practices.

- Create state-of-the-art curricula and media to embed the commitment to interdependence.

- Develop multicultural youth-organization networks and leadership support activities.

- Utilize the arts as a forum and basic community-building resource to advance youth leadership.

- Produce model programs and civic and cultural events that empower, inspire, and link people with and without disabilities.

- Establish creative projects and partnerships with corporate employers to promote economic development and demonstrate career futures to youth with and without disabilities.

- Conduct research to improve the impact and sustainability of youth leadership programming.

# A "BILL OF RIGHTS" FOR PEOPLE WITH DISABILITIES

**Preamble**

*We believe that all people should enjoy certain rights. Because people with disabilities have consistently been denied the right to fully participate in society as free and equal members, it is important to state and affirm these rights.*

1. The right to live independent, active, and full lives.
2. The right to the equipment, assistance, and support services necessary for full productivity, provided in a way that promotes dignity and independence.
3. The right to an adequate income or wage, substantial enough to provide food, shelter, and other necessities of life.
4. The right to accessible, integrated, convenient, and affordable housing.
5. The right to quality physical and mental health care.
6. The right to training and employment without prejudice or stereotype.
7. The right to accessible transportation and freedom of movement.
8. The right to bear or adopt and raise children and have a family.
9. The right to a free and appropriate public education.
10. The right to participate in and benefit from entertainment and recreation.
11. The right to equal access to and use of all business, facilities, and activities in the community.
12. The right to communicate freely with fellow citizens and those who provide services.
13. The right to a barrier free environment.
14. The right to legal representation and full protection of all legal rights.
15. The right to determine one's own future and make one's own future and make one's own life choices.
16. The right to full access to all voting processes.

# THE PROGRAM GEOMETRY
## Toward
## INTERDEPENDENCE

**Awareness**

**Empowerment**

**Access**

**Service Learning**

**Events**

**Community Organization**

Energy

**Career Futures**

Arts

Food

Human Services

Clothing/Style

Computers

Telecommunications

Sports/Recreation

Social Transformation

Rebuilding America
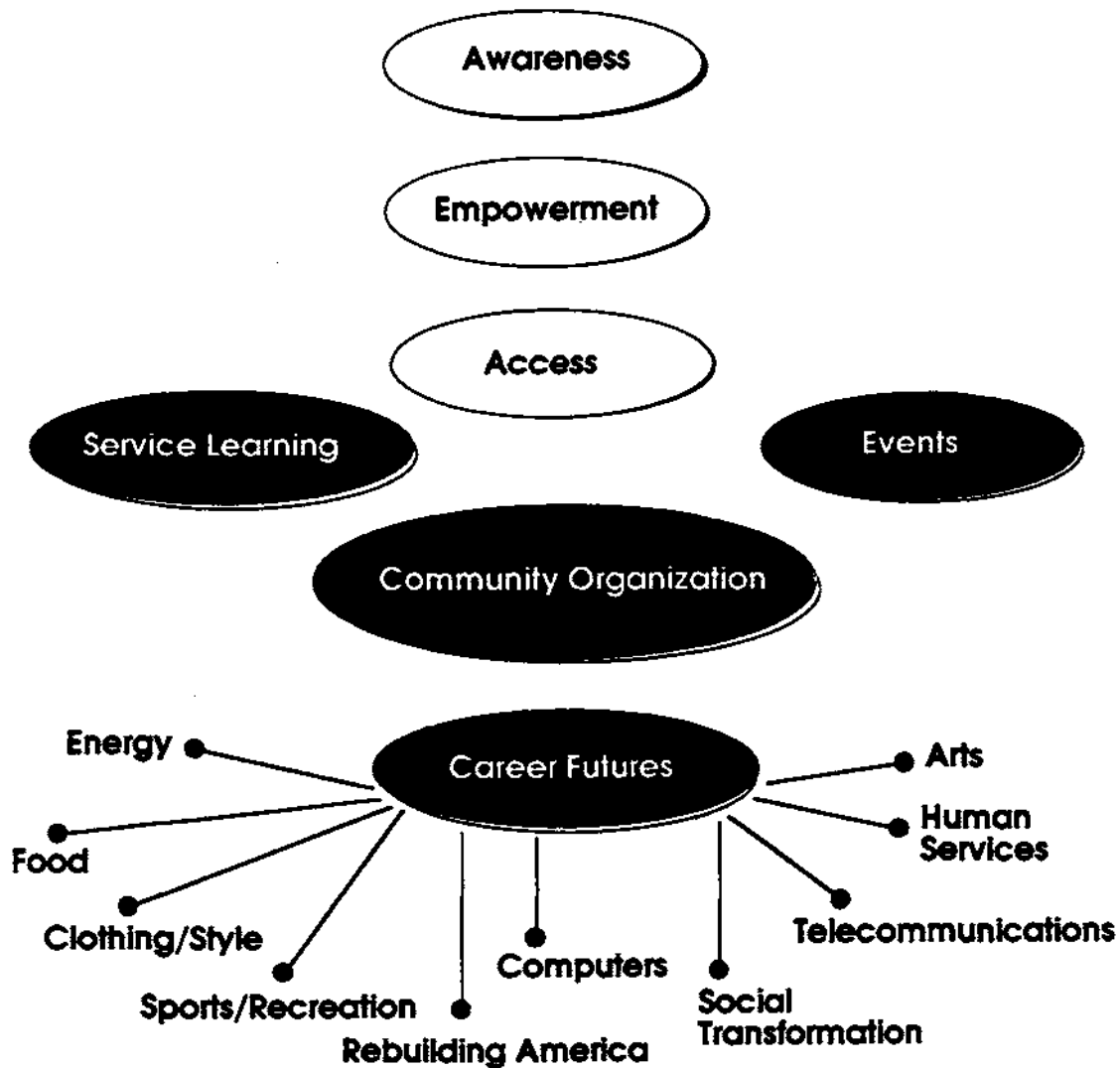
# PROJECT INTERDEPENDENCE
# COMMUNITY DEVELOPMENT MODEL

Identify School and Community Support Network CSN

Identify Adult Anchors

Develop Public/ Private Partnerships with Business/Labor

Establish Agreements with Universities (if any)

**ANCHOR INTERDEPENDENCE**
Professional and Community Leadership Training

Youth Participant Selection and Preparation for **DISCOVER INTERDEPENDENCE** Training

**DISCOVER INTERDEPENDENCE**
Youth Adventure Awareness Training

Expand Clubs and Classes in Local Community

Establish Action Plan

Identify Youth Service Agency Referrals

Community Resource Development

Organize Public Awareness Activities

**LOCAL IN-SERVICE TRAINING SESSIONS**
Networking — Planning — Presentations

Develop Youth Presentations

Physical and Attitudinal Access Projects

P.I. Sponsored Civic and Cultural Events

Integrated Adventure Activities

Adaptive Technology Exhibits and Displays

**CAREER EXPLORATION TRAINING**
Based on Interdependence Concepts

# AN EFFECTIVE ADVOCATE:

1. Is concerned about justice.

2. Knows what s/he wants.

3. Recognizes opposition.

4. Does not feel guilty or insignificant.

5. Does not beg for what s/he is entitled to.

6. Is assertive, but not aggressive.

7. Is not afraid to offend people who are perpetrating injustice; is not overly concerned about the feelings of others.

8. Is willing to act in concert with others.

9. Can look at the problem from the other's point of view, thus identifying the other's political considerations, interests, and goals.

10. Verifies facts before heavily relying on them.

11. Is prepared with documents and other evidence to uphold his/her own desires.

12. Is not disarmed by threats, flattery, or friendliness.

13. Is sensitive to nonverbal communication.

14. Opens with a high demand and makes fewer concessions than other persons.

15. Has high aspirations, but does not deadlock.

16. Does not accept and is not overwhelmed by the old excuses regarding lack of time, money, etc.

17. Is not satisfied with vague promises of cooperation.

18. Employs studied escalation.

19. Perseveres but is not overly patient.

## FORCES THAT UNITE ALLIES

1. Relationships and more relationships

2. Hard work and struggle

3. Seeing the big picture and connections

4. Understanding new things

5. Evaluating setbacks

6. Placing responsibility properly

7. Teaching and acting creatively (with beauty)

8. Building and wielding public power

## WHAT BRINGS PEOPLE TOGETHER?

- Relationships

- Shared places

- Shared meals

- Shared journeys

- Stories

- Celebrations

- Rituals

- Working together

- Mutual emotional support

- Organizing people

- Relationships

# ACCESS INTERDEPENDENCE

Following **Anchor Interdependence** training, a core of dedicated youth and adults return to their communities carrying the new knowledge, attitudes, and skills gained from the experience. This core group begins a series of regular ongoing activities to further develop their skills and to attract widespread peer and community support in a process called **Access Interdependence**.

As these youth-led activities unfold, they educate the public and mobilize community involvement, increasing the awareness and participation in **Project Interdependence's** efforts. The community work is systematic and progressive. Beginning with easily achievable goals of sharing their experiences with friends and family members, surveying the available resources in their communities, and holding effective meetings. They next move into increasingly difficult and powerful activities including conducting their own small-scale training events, educating policy-makers, creating a media campaign, mounting access surveys and barrier removal projects, and ultimately sponsoring career exploration events and their own local **Discover Interdependence** training programs.

**Project Interdependence** instills in everyone touched by it a new sense of hope and pride, and a renewed committment to serve the community and one's neighbors. It demonstrates that inclusion of all our fellow citizens in every aspect of our economic, social, and political lives is not only the law, but is of enormous benefit to everyone. The youth are the future. **Project Interdependence** instills in them an indeible committment to work towards creating a just and fair and positive future where mutual respect and interdependence are the norm.

Project E.M.P.O.W.E.R.
Enabling Minority Persons with developmental disabilities to access Opportunities Which
develop Emerging Responsibility

An "Emerging Leaders" Proposal to the Developmental Disabilities Planning Council

## TAB ONE: Project Design

**1.1. Population to be served.** The Community Awareness Network (CAN) is a multi-cultural organization of 26 member groups serving the Philadelphia area. A sample of the member organizations demonstrates the diversity which is the strength of CAN: the World Institute on Disabilities, New African Voices Alliance, Consumer Education Protective Association, Ashmead Neighbors, Carrol Park Community Association, Southwest Star Community Organization, African-American Workers' Association, Asian Americans United, Afrikan Futures, Afrikan Men in Touch, and Future Leaders Network.

CAN member organizations believe that those who wish to transform the inhumane and unjust aspects of our society must work together in a positive, collective, and inclusive manner both to be effective and to model the very values we stand for. Therefore the populations we serve are the disenfranchised--those who, by virtue of disability, race, ethnicity, gender, or socio-economic status, are not equitably treated in our society.

In Philadelphia, the SMSA statistics from the 1990 census indicate a population of 5,899,345--77% of which is Caucasian, 18.7% African-American, and 4.3% Asian, among whom 3.8% indicate Hispanic origin; the average annual income is listed as $17,261. Without entering into another census debate, we can clearly state that these figures are not representative of the persons we serve in the inner city and surrounding Philadelphia neighborhoods. We estimate that our service population is 70% African-American, 5% Asian, and 25% White/Hispanic, and that the average annual income is significantly less than for the broader population.

**1.2. Project overview.** Project EMPOWER proposes to identify, train, match, and support a minimum of 16 persons with developmental disabilities, the majority of whom are ethnic/cultural minorities, in positions on the Board of Directors of the CAN member organizations and other entities dealing with the rights of citizens. The project will also participate with the two other Emerging Leaders programs in the development and maintenance of a statewide network of emerging leaders with developmental disabilities.

The two year project term will be divided into four cycles. In each cycle, five persons with developmental disabilities will be identified, trained, and placed on governing boards, with significant support during the first four months and on going support for the remainder of the grant period. Work on the development and maintenance of the statewide network will cut across all cycles. There are five basic activity components to the project, as described below.

*Component 1: Identification of emerging leaders with developmental disabilities, the majority of whom are minority group members.*

Because we are an organization dedicated to the building of community, our methods are community-based and focused in the precepts of community organizing. Therefore, to identify emerging leaders with developmental disabilities, the Project Manager will first contact our member organizations--which have all agreed to their role in the project--asking that they search within their own membership for family members or persons in their service sphere (e.g. neighborhood, activity focus, worker group, etc.) with developmental disabilities who have also shown emerging leadership potential. The Project Manager will also contact the organizations in our community which focus on support for individuals with developmental disabilities such as the Association for the Mentally Retarded, United Cerebral Palsy, and Autism Support and Advocacy in Pennsylvania to request referrals from their membership; we have discussed Project EMPOWER with these groups, and they have agreed to assist us in locating emerging leaders.

Because persons with developmental disabilities have not had many opportunities to demonstrate leadership in our society, indicators of leadership potential could be found in any of the following types of activities: exhibiting responsibility in planning and/or implementing family activities, taking on responsible roles in the workplace, working with community groups or churches in positions of responsibility, exhibiting individual initiative in a given activity structure, etc.

The Project Manager will work with the CAN member organizations and the developmental disabilities groups to assist them in the initial identification. She will then interview the identified persons to choose the project participants. In this screening process she will use an "Emerging Leadership Potential Checklist" to assist in making the final decisions. The Checklist will be developed by the Manager in consultation with experts at the World Interdependence Fund, a national organization dedicated to full inclusion of persons with developmental disabilities. With the selection of five participants for the cycle (the extra person to allow for a percentage who may move, choose not to complete the program, etc.), this component is completed.

*Component 2: Training of project participants for their new leadership roles.*

While training is not the primary focus of Project EMPOWER, it is an absolutely essential component for success. Because many of the schools and other institutions dealing with persons of

color and persons with developmental disabilities have historically operated on assumptions of exclusion and inability, few individuals in the target population have received any appropriate training which would bolster their native leadership capacity.

We will address this issue directly by providing competency-based training in basic leadership skills, including communication, issue analysis, problem-solving techniques, options/alternatives development, implementation plan creation, and program monitoring. We will also teach interpersonal skills and governing board protocol. In each area, we will establish the competency levels and the assessment measures in consultation with the World Interdependence Fund staff.

Participants will be initially assessed against the competency standard in an informal, non-threatening manner, such as a role play situation. Those not demonstrating competence will be trained by the Project Manager in a manner appropriate to their individual needs until they meet the competency standards. Participants who are not trainees will become part of the trainer team to assist their peers in developing the needed competencies and to simulate the support governing board members must provide each other for the organization to be successful.

By the end of the training, the Project Manager will assist each participant to develop a "resume" indicating interests, abilities, skills, and potential contributions to citizens' rights organizations in the capacity of a member of the governing board. The document will also indicate what support services--if any--the participant will need for full participation, such as transportation or an interpreter.

*Component 3: Match of participants with CAN organizations or other citizen rights groups.*

Appropriate match is essential to program success. CAN is fortunate to have the agreement of the member organizations to work with the project to find the appropriate match between their organizations and the prospective participant board members with developmental disabilities. This agreement is based in the organizations' understanding that the integrity of diversity values calls for the practice of diversity in leadership roles as well as membership roles.

Perhaps no groups better understand this truth than those representing minority populations and the poor, for whom token inclusion--if any--is far too often the norm. However, the CAN leadership determined that member groups needed preparation to accept an individual with developmental disabilities as a full peer on a governing board, just as the participants needed preparation for their roles. Therefore, one task of the Project Manager will be the awareness training for the CAN member organizations to prepare them for appropriate acceptance.

The actual curriculum for the awareness training will be developed by the Project Manager in consultation with the World Interdependence Fund. In addition to adequately preparing the group to work successfully with the participant, the Project Manager will also discuss the practical methods for making inclusion work, that is, what types of assistance or aids a person with

development disabilities might (or might not) need to be a full member of the governing board.

This training will provide the base on which members of governing boards and participants will then meet in an informal setting to learn more about each other; board members will bring their organization brochures and participants will bring their "resumes" for an exchange. Then the Project Manager will work with the participants and the member organizations to make the appropriate match and to determine exactly how the requisite support services will be provided, e.g. by the organization, through Project Manager advocacy with external organizations, by the participant or participant's family, etc.

The first three months of the post-match period will be termed the "try out" period. If problems or issues arising either for the member organization or for the participant cannot be resolved by the Project Manager, the match will simply be dissolved with no "blame" attached, and the participant and organization will be matched with different partners.

*Component 4: On-going support and assistance to participants and the organizations they serve e.*

Someone once likened a similar type of program of training and match--without on-going support--to throwing a large scoop of oatmeal against the wall. For awhile it sticks where it landed, but soon the glob starts to fall apart, and, in the end, there's nothing left but a mess on the floor and an ugly stain on the wall. Project EMPOWER will not make this error! The Project Manager will provide intensive assistance during the first four months after match, working with both the member organization and the participant, trouble-shooting, facilitating, lobbying external groups for additional needed support services--in short, doing whatever needs to be done to result in both the organization and the participant to feel successful. In the process, she will provide "on-the-job-training" for the participant and the governing board in accepting responsibility for and successfully executing their own trouble-shooting efforts. Support will continue throughout the project, but the Project Manager will gradually wean herself from the match, empowering the organization and the participant to become their own problem-solvers.

*Component 5: Development and maintenance of a statewide network of emerging leaders with developmental disabilities.*

Because CAN is an organization of organizations and understands the power of networking in support and advocacy, we will work with the other projects to develop and maintain the Emerging Leaders' network. Naturally, the network design and implementation plan must be the product of consensus among the projects. However, the Project EMPOWER Planning Committee felt that the following design would be an appropriate one for group consideration.

Most non-profit organizations have a computer or access to one and either have a modem or could purchase one at relatively low cost. This equipment--and some simple software-- could

provide access to one of the State's electronic bulletin boards where messages could be exchanged, events announced--even meetings held across the State, with participants (with or without assistance) discussing issues and making decisions from the computer terminal. While this would not have to be the only method of networking, it has several clear advantages.

First, it would not require that participants travel to a central location in the State to network and hold meetings. While that "central location" would likely be Philadelphia, meetings which presented such considerable expense and logistical considerations to participants outside the area would probably be few and far between. The bulletin board approach entails no cost if an 800 number board is used, and very little cost even if not, as meetings could well be held in the evenings or on weekends when the telephone rates are lowest.

Second, it keeps the sponsoring organization active in support of the participant network. While all organizations are committed to networking, resources are limited, and it is possible that other priorities might overshadow the participant network. However, "housing" the network in the hardware of the sponsoring organization and providing the assistance the participant may need to engage in the networking meetings (e.g. typing in the actual message, if needed) keeps the organization intimately involved in the on-going maintenance of the network.

Third, networking via electronic bulletin board directly addresses the issue that Jose Martinez has termed 'the burgeoning of the techno-peasantry," that is the development of an under-class in the society based on the inability of that group to access and utilize technology. While many groups are in danger of becoming members of such an underclass, persons with developmental disabilities are particularly at risk, given that they may not have been provided access to technology in schools and other institutions to the same extent of persons without disabilities. Because bulletin boards are easy to use and almost instantly satisfying due to the conversational aspect of the exchanges, they are an excellent introduction to computer use.

Many of these benefits would also be accrued in networking via telephone conference call, though the expense is greater and the line of communication could be difficult to follow.


## 1.3. Outcome/activity timeline

The timeline below is presented in the following format: **Objective** (in bold), *Component/ activity* (in italics), and beginning and ending dates (in parentheses.) Dates are listed in weeks, there being 26 weeks in each six month cycle, and four cycles during the grant period. Activities are listed for one cycle only, with the intention being to repeat the activities (except for those which are clearly one time, such as development of the screening checklist) in each succeeding cycle through the two year term. Objective 2, Component 5, would not be repeated.

Objective/outcome 1: To identify, train, match, and support a minimum of 16 persons with developmental disabilities, a majority of whom are minorities, as members of governing boards of organizations promoting citizen rights.

*Component 1: Identification of emerging leaders with developmental disabilities, the majority of whom are minority group members.*

1.1. Project Manager contacts all CAN organizations asking that they search within their own membership for family members or other persons with developmental disabilities who have also shown emerging leadership potential. (week 1)

1.2. Project Manager contacts advocacy organizations for persons with developmental disabilities asking that they search their membership for persons with developmental disabilities who have also shown emerging leadership potential. (week 1)

1.3. Project Manager works with experts at the World Interdependence Fund to develop the "Emerging Leadership Potential Checklist" as an aid in screening applicants. (weeks 1-2)

1.4. Project Manager follows up on all leads, informing the potential participant (and family members, advocates, etc. as appropriate) about Project EMPOWER, the benefits of participation and the expectations, and completing the "Emerging Leadership Potential Checklist." (weeks 2-4)

1.5. Project Manager chooses five persons referred and screened for participation in the first cycle of Project EMPOWER, ensuring that at least half are members of ethnic or racial minority groups. (week 4)

*Component 2: Training of project participants for their new leadership roles.*

2.1. Project Manager works with World Interdependence Fund to develop the competency levels and assessment measures for each training competency. (weeks 3-4)

2.2. Project Manager and participants determine the appropriate training schedule. (week 5)

2.3. Project Manager pre-assesses each participant in each competency area, identifying needed training on an individualized basis. (week 5)

2.4. Project Manager (and peers who have mastered the competency) conduct the training in each competency area. (weeks 5-8)

2.5. Project Manager assists each participant in developing a "resume" which is then professionally word-processed using good quality paper and printer. (week 8)

*Component 3: Match of participants with CAN organizations or other citizen rights groups.*

3.1. Project Manager establishes dates for awareness training with CAN organizations and others, as appropriate. (week 3)

3.2. Project Manager works with the World Interdependence Fund to develop agenda/ curriculum for awareness trainings. (weeks 5-6)

3.3. Project Manager conducts awareness trainings for selected organizations. (weeks 6-8)

3.4. Project Manager arranges and facilitates informal meeting between participants and selected organization board members. (week 8)

3.5. Project Manager works with participants and organizations to make final matches. (week 9)

3.6. Project Manager re-matches participants within the three month "try out" period, if the match is not successful. (weeks 9-21)

*Component 4: On-going support and assistance to participants and the organizations they serve e.*

4.1. Project Manager provides intensive assistance to the organization and the participant in the match...trouble-shooting and problem-solving in whatever manner is required to assist the parties in making the match a success. (weeks 9-26)

4.2. Project Manager uses any trouble-shooting she facilitates during this period as an empowering training for the organization and the participant, enabling them to better solve problems together without her help in the future. (weeks 9-26)

4.3. Project Manager continues to provide less intensive support across the rest of the project term. (week 27-ongoing)


**Objective/outcome 2: To participate in the development and maintenance of a statewide network of emerging leaders with developmental disabilities.**

*Component 5: Development and maintenance of a statewide network of emerging leaders with developmental disabilities.*

5.1. Project Manager meets via telephone conference call with other managers of Emerging Leaders programs to compare initial network plan ideas and establish the mechanism and timeline for making a final decision on network design. (week 10)

5.2. Project managers from all projects make final design decision and begin implementation plan. (week 15)

IF the CAN-proposed design is accepted, the managers would distribute among themselves the following duties and develop an appropriate timeline:

(a) Investigate potentially available bulletin boards, both 800 and user-direct dial.

(b) Survey appropriate organizations to determine which have computers and/or modems, whether they would be interested in participating in the network, and what support they could offer emerging leaders in networking (e.g. transportation to their office, assistance with typing, etc.)

(c) Contact modem suppliers to find best prices or possible donor.

(d) Make final decision on bulletin board and participating organizations.

(e) Take necessary steps to ensure that participating organizations have necessary hardware and software.

(f) Provide training to organizations and participants, as necessary.

Project E.M.P.O.W.E.R.

<u>E</u>nabling <u>M</u>inority <u>P</u>ersons with developmental disabilities to access <u>O</u>pportunities <u>W</u>hich develop <u>E</u>merging <u>R</u>esponsibility

## TAB TWO:  Expected Project Outcomes

**2.1. List of outcomes.**  As noted above, Project EMPOWER has two expected outcomes:

Objective/outcome 1:  To identify, train, match, and support a minimum of 16 persons with developmental disabilities, a majority of whom are minorities, as members of governing boards of organizations promoting citizen rights; and

Objective/outcome 2:  To participate in the development and maintenance of a statewide network of emerging leaders with developmental disabilities.

**2.2. Outcome measurements.**

Objective/outcome 1 has a clear quantitative measurement--the placement of 16 persons with developmental disabilities on community organization governing boards, and objective/outcome 2 also has a concrete "product"--the functional statewide network.

The quality measurement for both objectives will come through Project EMPOWER's evaluation process.  To ensure quality activities, the World Interdependence Fund will conduct semi-annual assessments of the project and provide that feedback to CAN; these assessments will be included in the quarterly and annual reports to the Council.  The assessments will include the following elements:

1) interviews with a random sample of organizations regarding the quality of Project initial contacts, training, matching, and support services;

2) interviews with a random sample of participants (assisted by family members or advocates, if appropriate) to determine the quality of the training and match support; and

3) interviews with the other project managers on the quality of participation of Project EMPOWER in the establishment and maintenance of the statewide network for emerging leaders.

When the data has been gathered and analyzed, the World Interdependence Fund will submit a report evaluating the quality of services offered in the preceding six month period and making suggestions for quality improvement in the next six months.

Community Awareness Network

Project E.M.P.O.W.E.R.
Enabling Minority Persons with developmental disabilities to access Opportunities Which
develop Emerging Responsibility

## TAB THREE: Project Personnel and the Organization's Capacity

**3.1. Personnel.** Only one person will be hired in Project EMPOWER, that person being the Project Manager. Secretarial support will be provided by CAN.

Title: Project Manager

Location: The Community Awareness Network central office, 403 N. 54th Street, Philadelphia, PA 19139

Position description: The Project Manager is responsible for the daily operation of Project EMPOWER, as detailed in the Activity Timeline in Tab One, as well as being the liaison with the Developmental Disabilities Planning Council for the administrative and programmatic updates on the project, including the quarterly, annual, and final reports. She will report to the CAN Coordinator, Shafik Abu-Tahir, who will act as her direct supervisor.

Qualifications for the position include an excellent understanding of the barriers faced by persons with developmental disabilities, an excellent understanding of the barriers faced by minorities, experience in working with groups, experience with families of persons with developmental disabilities, experience working with community-based and advocacy groups.

Name: Oni A. McMullen

Length and role of tenure with the organization: Ms. McMullen has worked with CAN for over three years as a volunteer. She is also active in several CAN affiliate organizations, including Afrikan Futures and the New African Voices Alliance with which she has worked for a total of five years.

Educational qualifications: Ms. McMullen has a B.S. degree in Administrative Systems Management from Drexel University in Philadelphia, awarded in 1981.

Since the birth of her now six year old son with Pervasive Developmental Delay, a form of autism, she has attended many seminars, workshops, and trainings including those in facilitated communication, auditory training, sensory integration, autism, advocacy, mental retardation, communication disorders, behavior analysis, and inclusionary strategies. She also completed the "Confidence and Competence: Partners in Policy-making" training program, offered through Temple University's Institute on Disabilities, which provides intensive instruction in community organizing to ensure the civil rights of persons with disabilities.

**Experiential qualifications:** Ms. McMullen's experience includes nine years with the IBM Corporation as programmer, systems analyst, systems manager, systems engineer, and mid-range specialist. There her duties included working as a project leader, liaison between projects, trainer, presenter, and project monitor.

Currently she works part-time as a Special Education Parent Trainer for the Parents' Union for Public Schools in Philadelphia, where she empowers parents to be knowledgeable and effective advocates for their children in the school and community through training sessions, clinics, and individual consultation. She also periodically acts and directs with the Tenny Ward Production Company in Philadelphia.

She is an active advocate for inclusion, serving on the Rights to Education Task Force, the Pennsylvania Initiative on Assistive Technology, the Family Driven Support Services Subcommittee on Advocacy, the Autism Society of America, the Association of Retarded Citizens, the Autism Support and Advocacy in Pennsylvania, and the Special Education Governor's Council.

**3.2. Personnel Assurance:** By submitting this application, the Community Awareness Network provides assurance that the Project Manager, once assigned, will not be re-assigned by the grantee to other non-project related activities without the prior consent of the Council's Staff Contact Person.

**3.3. Organizational Background**

The Community Awareness Network (CAN) is a five year old organization serving to coordinate 26 of Philadelphia's activist citizen rights organizations. The organization has three major purposes. The first is to provide a forum for networking and collaboration between the groups to better plan and implement effective group action; schedules are coordinated, activities are shared, expertise is offered, and decisions are made on focus projects. The second is to initiate coalitions around specific concerns to galvanize individuals and groups into collective action around a single topic; these efforts include such activities as CAN's co-sponsorship of the Future Leaders' Network for teenagers who are committed to learning, teaching, and taking action to improve our local communities and our global society. The third is community education; CAN holds regular

"socials" on topics reflecting local, national, and international concerns. We feel that Project EMPOWER cuts across all three purposes and provides a visible focus for our emphasis on inclusion.

Because CAN has not had specific experience in operating projects focused on inclusion of persons with developmental disabilities in leadership positions, we have engaged the assistance of the World Interdependence Fund (WIF), an organization which provides a forum for and specialized training on inclusion and interdependence. WIF is currently operating a nationwide program funded by the federal government which trains leaders among youth--half with disabilities and half without --to be effective advocates. WIF's Director, Dr. William Bronston, has worked with CAN and several of the affiliated organizations in the past and has agreed to become a full partner in Project EMPOWER, providing the following services: assistance in developing the participant screening checklist, the leadership skill competency standards, mechanisms for teaching the competencies, and an agenda and informal curriculum for the organizational training. WIF will also conduct the quality evaluation. Most of these services will be provided as an in-kind donation of WIF, as noted on the budget.

Buckminster Fuller's geodesic dome is strong, he said, because it consists of triangles whose strength comes not from their structure but from their linkages. This recognition of our interdependence is what makes CAN a strong organization--and an appropriate one to operate Project EMPOWER.

**3.4. Organizational Assurance:** By submitting this application, the Community Awareness Network assures that it and its member agencies are willing to fully support The EMPOWER Project.

Project E.M.P.O.W.E.R.
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## TAB FOUR: Relationship of the Project to the Council's Objective

**4.1. Relevance of Project to the Objective.** Project EMPOWER relates directly to the Council's mission by "empower[ing] citizens with disabilities" and "foster[ing] relationships that build inclusive communities" and to the Council's leadership goal by providing opportunities for "individuals with developmental disabilities [to] develop their leadership potential through participation in these activities."

The Emerging Leaders objective focuses on "promoting and supporting leaders with developmental disabilities" by designing programs "to identify people who are emerging leaders and to match them to and support them in leadership roles in their communities." Project EMPOWER has five components: the first is to "identify people who are emerging leaders," the second and third to prepare them and the community organizations to successfully incorporate them on organizational governing boards--a major "leadership role," and the fourth and fifth are to provide "support for them in the leadership roles" through the direct support of the Project Manager and the statewide support network of peers.

The objective outcomes for the Emerging Leaders program are mirrored in the outcomes for Project EMPOWER--to identify, train, match, and support a minimum of 16 persons with developmental disabilities, a majority of whom are minorities, as members of governing boards of organizations promoting citizen rights; and to participate in the development and maintenance of a statewide network of emerging leaders with developmental disabilities.

**4.2. The project's promotion of the Council's values.** CAN is deeply committed to the Council's values, and these values are visibly promoted in Project EMPOWER, as detailed below.

**4.2.a. The integration of people with and without developmental disabilities.** EMPOWER's design is based on the agreement of CAN's member agencies to include persons with developmental disabilities in leadership roles on their governing boards. None of these boards currently includes a person with developmental disabilities. Therefore, EMPOWER will visibly promote this value by working to make and support successful matches.

**4.2.b.** The interdependence of people and the enhancement of community among people.

CAN is an organization of community organizations, one based on the belief of the importance of community and the interdependence of people. Project EMPOWER will provide a tangible promotion of this concept by adding people with developmental disabilities to community agency boards.

**4.2.c.** The conscious attempt to appropriately use generic community services and/or informal networks first and to use specialized or formal services based upon clear desires and/or needs of people.

EMPOWER works primarily with organizations which are the community services and informal networks largely evolved because of the lack of responsiveness of the more formal service structure. Therefore, participants and families will clearly be guided toward this approach as a first alternative.

**4.2.d.** The promotion of individuation, independence, and personal choice of people with developmental disabilities.

Serving on a governing board is, in itself, an assertion of independence. The fact that many of the agencies associated with CAN are promoting independence and personal choice in their issue area or for their ethnic/racial/geographical group underscores this focus. All participants in EMPOWER will be offered informed choice in every aspect of the program.

**4.2.e.** The promotion of enhanced images of people with developmental disabilities.

The successful service of persons with developmental disabilities on community agency governing boards will automatically promote an enhanced image for the population as a whole. The network of Emerging Leaders may wish to capitalize on the various matches made around the State by contacting television stations to determine their interest in doing a series of special focus reports.

**4.2.f.** The enrichment that intentional cultural diversity contributes to every human endeavor.

CAN believes that we've waited too long for recognition of the benefits of cultural diversity to come through some "natural" channel; in truth, intentional cultural diversity is the only way to ensure that our society develops the depth of human understanding required to break down the stereotypes and fears of those not like ourselves. EMPOWER clearly uses the intentional diversity approach for the inclusion of a person with disabilities on the governing boards of the CAN organizations.

**A Joint Proposal to ADD and OSERS to (1) Deliver National Signficance
Expertise on Youth Leadership Development to CNCS and
(2) Convene and Utilize a National Youth Leadership Assembly**

## PURPOSE

The purpose of this proposal is to request the augmentation of two federally funded grants: Project Interdependence (PI) and the Research and Training Center on Public Policy in Independent Living (RTC-PPIL). This short term focal support is necessary to enable PI and RTC-PPIL, as resources of ADD and OSERS, to accomplish two timely and transitional activities.

The first is to provide timely consultation and technical assistance to the key national and state contractors of the Corporation on National and Community Service (CNCS) in its goal of "Strengthening Diversity" which is including multicultural youth and youth with disabilities in all its programs of service to the community and service learning in the education system.nationwide. Given the critical ADD and OSERS investments of national significance to WIF/WID to promote youth leadership in their respective jurisdictions, and the concomittant development of the leadership networks, program expertise, and constituency sensitivity built over the last 3 years by WIF/WID in their respective policy and T/TA work, it is of vital importance to share our experience, materials, and accomplishments with the designated CNCS funded T/TA projects and the membership of the States Commissions as they set about on a similar and extended course .

Secondly, this augmentation will permit a cooperative venture between the World Interdependence Fund (WIF, administrator of PI) and the World Institute on Disability (WID, administrator of RTC-PPIL ) to establish a design and strategy for implementing a multistate, multicultural organization of youth leaders termed the "National Youth Leadership Assemblies", an organizational model to sustain and enhance shared policy work and relationships among outstanding state and national integrated youth

leadership organizations and teenagers with and without disabilities   The intent here is to sum up the best ideas and experiences of a selected body of youth leaders from a full range of exemplary, culturally diverse and disability youth organizations.  It is our purpose to articulate and preserve in disseminateable form, the recommendations of a selected corps of youth leaders •on how to recruite youth in every state to become active in strengthening diversity throughout the breadth of youth organizations and •devise a strategy to make their values and approaches known to local, state and national policy bodies who administer the principle disability service programs (special education and vocational rehabilitation/independent living under the oversite of OSERS and developmental services under the oversite of ADD).

Project Interdependence (PI) has operated as an ADD Discretionary Grant of National Significance since September 1, 1991.  It was funded as a three-year effort to build integrated youth leadership development models in several states.  In funding WIF to operate PI, ADD demonstrated its commitment to assuring a national resource for training and technical assistance on inclusionary youth leadership development.  To date, PI has succeeded in achieving a number of objectives which are consistent with this commitment.  These successes are as follows:

1.    PI has completed a national survey of "Best Practices" in the area of integrated youth leadership development programs.

2.    PI has created a national roster of technical experts for operating integrated youth leadership development programs and a network of partnerships with leading training and technical assistance agencies from across the U.S.  (See the "Interdependence Partnership" matrix, page 4.)

3.    PI has provided policy training and model technical assistance services to thousands of representatives of existing youth leadership development programs

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at over a dozen locations across several states.

4.  PI has created audiovisual and print materials for training the staffs of existing youth leadership development programs on policy and program improvement approaches for integrating youth with disabilities.  These materials have been purchased by a wide range of youth related programs in 28 states and 12 countries.

5.  PI has developed support networks for promoting the integration of youth leadership development programs in three states:  New Mexico, Pennsylvania, and California.  In addition, PI has provided ongoing technical assistance to a number of national youth leadership and service learning organizations (e.g., the National Youth Leadership Conference in Minnesota and the National Indian Youth Leadership Project in New Mexico).

6.  PI has worked in cooperation with the ADD and OSERS to plan a new national policy and approach for facilitating the full inclusion of multicultural youth with disabilities into mainstream youth leadership development programs.

# INTERDEPENDENCE PARTNERSHIP

## LEAD TRAINER NETWORK, CAPACITIES & EXPERTISE

| ORGANIZATION | STATE | PERSON | Ideology & Values | Policy & Systems Issues | Diversity Recruitment | Cultural Populations Focus | Disability Integration | Personal Assessment & Planning | Service Learning/Community Service | Youth Leadership | Motivation & Team Building | Technology/Assist Device/Accommodation | General Program Training & Tech Asst. | Program Resource Development | Nationwide Organization Network | Direct Leadership Marketing | Media Production/Info Dissemination | Computer Network Capacity | Inner City Network | Rural Population Network | Curriculum Development/Design | Project & Personnel Management | Organization & Community Partnerships | Data Information Management & Design | Research and Evaluation |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Community Awareness Network | PA | Shafix Abu-Tahir | ● | | | ● | | ● | ● | ● | | | | | ● | ● | | | ● | | | | ● | | |
| Calif. Institute on Human Services | CA | Tony Apolloni | | ● | ● | | ● | ● | | | | ● | ● | ● | | | ● | | | | ● | ● | ● | | ● |
| Independent Consultant | CA | Susan Beckstead | ● | ● | ● | | ● | ● | | | | ● | ● | ● | ● | | | | | | ● | ● | ● | | ● |
| United Cerebral Palsy Assoc, USA | DC | Allan Bergman | ● | ● | ● | | ● | ● | | | | ● | ● | ● | | ● | | | | | ● | ● | | |
| Maryland Student Service Alliance | MD | Cathy Brill | ● | ● | ● | | ● | ● | ● | ● | ● | ● | | | | | | | | ● | | ● | | |
| World Interdependence Fund | CA | William Bronston | ● | ● | | | ● | | | ● | ● | | ● | ● | ● | ● | ● | ● | | ● | | ● | | ● |
| Independent Consultant | NY | Ronnie Cohn | ● | ● | | | | | | | | ● | ● | ● | | ● | | | | ● | | ● | ● | |
| Curiosity Network | CA | Lanny Cotler | | | | | | | ● | ● | | | | | ● | | | | | | | | | |
| Rural Institute on Disabilities | MT | Alexandra Enders | ● | | ● | | ● | ● | | | ● | ● | | ● | | | ● | ● | | ● | | ● | ● | |
| Nat'l Council on Independent Living | VA | Denise Figueroa | ● | ● | ● | ● | | | | | ● | | ● | ● | | | | | | | | ● | | |
| Outreach & Tech. Assistance Network | CA | John Fleischman | | | | | | | | | ● | ● | | ● | | ● | ● | | | ● | | | | |
| National Indian Youth Leadership Proj. | NM | MacClellan Hall | | ● | ● | | | ● | ● | ● | | | | ● | | | | | ● | | | | | |
| Bear Byte Data Management | CA | Wess Jolley | | | | | | | | | | | | | | | | ● | | | | | ● | |
| CityKids | NY | Laurie Meadoff | | ● | ● | ● | | ● | ● | ● | ● | | ● | ● | | ● | | | ● | | ● | ● | | |
| National Fiesta Educativa | CA | Hector Mendez | | ● | ● | ● | ● | ● | | | | | ● | ● | ● | ● | | | ● | ● | | ● | ● | |
| World Interdep. Fund of New Mexico | NM | Cynthia Nava | ● | ● | ● | ● | ● | | | ● | ● | | ● | ● | | | | ● | | | ● | ● | | |
| Responsive Systems | GA | John O'Brien | ● | ● | ● | | ● | | | ● | | ● | | | ● | | | | | ● | | ● | | |
| Nat'l Center for Youth w/ Disabilities | CA | Nancy Okinow | ● | ● | ● | | ● | | | | ● | | | ● | | ● | ● | | | ● | ● | |
| World Institute on Disabilities | CA | Edward Roberts | | ● | ● | | ● | | | | ● | ● | | ● | ● | ● | | | | | | ● | |
| Project Interdependence | CA | Dennis Sproule | | ● | ● | | ● | ● | ● | ● | ● | ● | ● | | | | | | | | ● | ● | | |
| Ray Graham & Assoc | IL | Kathy Terrill | ● | ● | ● | | ● | | | | ● | ● | ● | | ● | | | ● | | ● | ● | ● | ● | ● |
| Partners in Policy Making | MN | Colleen Wieck | ● | ● | ● | | ● | ● | | | ● | ● | ● | ● | ● | ● | | | | ● | ● | ● | ● |
| Nat'l Technical Institute for the Deaf | NY | Kent Winchester | | ● | ● | | ● | ● | ● | ● | ● | ● | | | | | | | | ● | ● | ● | |

WID has administered the RTC-PPIL for the past three years. The overall purpose of this project is to identify major policy issues confronting people with disabilities, their families, rehabilitation counselors, and researchers which connect the disability community and broader audiences focused on health, long-term care, and aging concerns. The following are some of the project's major accomplishments to date:

1. RTC-PPIL has prepared a policy agenda on personal assistance services which identifies the people needing services, the impact of services on their lives, current funding mechanisms, new funding mechanisms needed, and various models of service delivery.

2. RTC-PPIL has made progress in preparing a disability policy studies curricula in conjunction with major universities in Northern California.

3. RTC-PPIL has played a leading role in NIDRR's development of an agenda for research and training on consumer empowerment and independence.

4. RTC-PPIL has developed a model internship program for students with disabilities, including an orientation manual and assessment/evaluation component now in use at six other RRTCs.

## STATEMENT OF NEED

The passage of the Americans with Disabilities Act (ADA) has created an affirmative obligation to assure full access to all programs and services on the part of the nation's 10% of youth with disabilities. However, the need for improvements in the inclusion of people with disabilities, including individuals from diverse racial/ethnic groups, is clearly evident in youth leadership development and community service programs. The results of studies done across the past decade by the World Interdependence Fund, State Planning Councils on Developmental Disabilities, VISA (Volunteers in

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Service to America) and SBIR (Small Business Institute for Research) have documented a lack of integration/inclusion on the part of youth with disabilities in such programs and have clearly demonstrated the need for increased efforts to improve and generalize their opportunities for full participation.

Focusing on building inclusionary youth leadership development is the foundation stone in building the pyramid of shared community based on tolerance, gentleness and the future fullfilment of both a general human rights and disability rights agenda. Youth leaders must become knowledgeable about the universality of disability rights to influence human relations and public policy. ADD and OSERS has anticipated this agenda in their priorites and innovative funding. Both have played an important and proactive model role in promoting this needed leadership development by supporting efforts which encourage youth with disabilities to become integral participants in the human rights movement, i.e., by empowering them to become active voices at all levels of program and policy modernization.

PI, as a principal beneficiary of ADD's support, has conducted a national survey of best practices among generic youth leadership development programs. This survey indicated a striking and widespread lack of awareness of the value and approaches for promoting integration, let alone inclusion, within even the best programs. Moreover, PI has documented several corollary findings, as follows:

1.    Very few resources are being invested by local, state, and national public and private funding agencies, either public and private, to promote the full integration of youth with disabilities, especially youth who are ethnic/racial minorities.

2.    No effective multi-state or national dissemination approach exists to the offer networking, inspiration, technical procedures, and advocacy needed to galvanize support for integrated youth leadership development programming.

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2. Virtually nothing is being done to support and empower youth with disabilities, especially those who are ethnic/racial minorities, to influence service policy and service design.

4. Very few curricular materials and limited staff training exists to facilitate successful teenage integration in leadership development and community service programs.

Several ADD and OSERS sponsored initiatives are recommended to address these problems. These initiatives are as follows:

1. ADD and OSERS should join with one another through WIF and WID to assure technical assistance on the policy and service design of inclusionary programming to target the full gamut of community service programs to be developed by CNCS. This technical assistance should be aimed at assuring that youth with disabilities, especially ethnic/racial minority youth, are fully integrated and included in generic community service programs developed with CNCS' funds. This current proposal would facilitate transmission of the knowledge WIF and WID have gained due to their federal support from ADD and OSERS to the training and technical assistance (T/TA) organizations that will be selected to shape the national policy and implementation system.

2. Collect key information from a representative sample of youth leaders from progressive, multicultural youth leadership programs across the U.S. and from WIF Interdepencence Partnership agencies (page 4) to define successful strategies for transforming youth leadership and community service organizations.

3. Convene a National Youth Leadership Assembly of selected culturally diverse

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youth organization leaders with and without disabilities from across the U.S. to provide advice and successful strategies to impact national policy from the perspective of youth leaders. (eg. Scouts, YWCA, 4H, New African Voices, City Kids, National Indian Youth Leadership, National Service Learning Project, gangs etc.)

4.  Define program criteria and competencies, i.e. an inclusion quality check list, which should be developed and disseminated for use by youth to promote the full inclusion of young people with disabilities, including ethnic/racial minority youth, in leadership development and community service programs.

## IMPLEMENTATION PLAN

### Goals

By funding PI and RTC-PPIL, ADD and OSERS already have made major commitments to ensuring centers of excellence on integrated youth leadership programming. The needed specific next steps are to:

1.  Assist CNCS, its national and state subsidiaries in the area of generic youth participation and development, by transfering and implementing a replicable, multicultural, long-term, training and technical assistance capacity which fosters the integration of high school age youth with disabilities, including racial/ethnic minority youth.

2.  Map and facilitate an exemplary youth leadership network to define the key ingredients to achieve integrated youth leadership development programs for youths and young adults, including disadvantaged and minority individuals, with and without disabilities. The model criteria and organizational design should emphasize and promote career futures, civic activism, ADA and human rights guarantees, full integration and inclusion, and educational services to policy

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*makers.*

## Process Objectives

Within the above broad goals, this extension proposal outlines an important first step. The project has the following specific objectives:

1.  By May 31, 1995 provide technical assistance on youth leadership development, based on the knowledge learned by PI and RTC-PPIC about inclusions through existing ADD and OSERS support, to the national contract and state-level commission leadership being funded by CNCS to goven community service programs.

2.  By May 31, 1995 prepare a report which (1) summarizes the input of distinguished multicultural youth leaders from across the U.S. on approaches they have found successful for transforming their organizations to increase the inclusion of youth with disabilities, including those who are ethnic/racial minorities, and (2) recommends program policies and initiatives which should be implemented at the local, state, and national levels.

3.  By May 31, 1995 hold a four-day multi-state, multi-cultural conference attended by key youth leaders from across the U.S. to develop a strategic plan for creating a model National Youth Assembly that will act in an advisory capacity to address ongoing disability policy, program, and resource allocation needs from a youth advisory organization perspective.

4.  By May 31, 1995 work with the National Youth Assembly to define program policies, criteria and competencies for promoting the full inclusion in youth leadership development and community service programs and to create an assessment and planning tool which youth leaders can use to plan improvements in local programs.

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## Project Design

The project design directly reflects the objectives as follows:

| Objective | Major Steps |
|---|---|
| 1. Provide written technical assistance to the CNCS-funded contractor on inclusionary programming for youth with disabilities. | 1.1 Establish communication with CNCS and its selected contractors.<br><br>1.2 Determine the technical assistance needs of CNCS and its national/state contractors in areas such as the following:<br>Participant Recruitment<br>Standards Development<br>Program Needs<br>Inter-organizational Partnerships<br>Defining a Program Vision-Ideology<br>Media and Public Education<br>Accessibility Standards<br>Evaluation Procedures<br><br>1.3 Prepare for the transmission of information in selected areas via meetings and written materials.<br><br>1.4 Deliver and evaluate the efficiency of technical assistance. |
| 2. Summarize successful approaches of youth leaders for fostering inclusion and recommend program policies and initiatives. | 2.1 Contact at least 100 identified youth leadership development and community service programs to identify youth leaders.<br><br>2.2 Develop a questionnaire for surveying youth leaders.<br><br>2.3 Send the survey via mail to youth leaders.<br><br>2.4 Compile responses including telephone communication with those who do not respond by mail.<br><br>2.5 Prepare a written summary report of the view points expressed by youth leaders as the agenda for the Nat'l Youth Assembly. |

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| | |
|---|---|
| 3. Create a strategic plan for developing a National Youth Assembly. | 3.1 Identify 60 youth leaders from across the U.S. to attend the assembly meeting.<br><br>3.2 Make logistical and programmatic arrangements for the assembly meeting.<br><br>3.3 Hold the assembly meeting and gather input for the strategic plan.<br><br>3.4 Send a draft of the strategic plan to all participants at the assembly requesting feedback.<br><br>3.5 Finalize the strategic plan by incorporating the feedback of participants. |
| 4. Develop an assessment and planning tool which youth leaders can use to facilitate the expansion of inclusionary program policies, criteria and competencies. | 4.1 Collect input on the program criteria and competencies via the activities listed above for objective 2 and 3 and from Interdependence Partnership Agencies (IPA) (page 4).<br><br>4.2 Use survey results and input from the youth assembly, and IPA to develop a draft assessment and planning tool and share it with selected youth leaders who attended the assembly meeting for feedback.<br><br>4.3 Modify the assessment and planning tool based on the input of youth assembly leaders and PI Partner Agencies.<br><br>4.4 Work in cooperation with the CNCS contractors and IPA to survey the input of the administrators, staffs and youth leaders involved in youth leadership development and community service programs regarding the efficiency of the assessment and planning tool. |

# CONCLUSION

The current generation of youth with disabilities will be the primary force which determines the course and pace of future efforts to advance the cause of disability rights. In the words of Judy Heumann:[*]

> "It was necessary for us to create our own groups after we realized that non disabled-controlled groups did not have the same motivation for change that we did. How hard could these groups fight for us when we had insignificant representation on their staffs and boards? We saw that we could never begin to fight for out real needs until we gained control of our won groups.
>
> Another important goal for the independent living movement is control over own lives, our own groups, and our movement. One important way in which this is beginning to occur is in our new understanding and articulation of the failure of existing policies. Examining these policies from our own point of view and addressing our concerns from the perspective of civil rights instead of charity, we have moved into a paradigm of doing for ourselves: our own research, our own agendas, and our own policy recommendations. Disability - controlled groups, such as the World Institute on Disability, Independent Living Research Utilization, the National council on Independent Living, and the Disability Rights Education and Defense fund are leading the way in this paradigm.
>
> The Independent Living Movement of disabled people is producing stronger disabled people with greater self-esteem. These new strengths are helping to combat discrimination. We have achieved a level of political sophistication that did not exist in past decades. Our task now is to continue to refine this sophistication, work toward our self-defined goals, and to bring forward policy issues that must be addressed in order for us to achieve equality."

So the challenge before us is how to empower young people with disabilities to gain the personal strength and technical skill necessary to advance their cause. Clearly, the ADD and OSERS have made significant contributions towards enabling youth with disabilities to champion integration and inclusion. This proposal defines a beginning approach for transferring the expertise ADD and OSERS have invested in creating within PI and RTC-PPIL to CNCS's newly funded programs. Moreover, this proposal supports the establishment of a multi-agency supported formalized youth development and empowerment strategy with young people at the center of the action.

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[*] Gostin, L.O. and Beyer, H.A. (1993). *Implementing the American with Disabilities Act.* Baltimore, MD: Paul H. Brookes Publishing, Co., pgs 258-259.

WORLD INTERDEPENDENCE FUND

Corporation for National and Community Service
1100 Vermont Ave., NW
Washington, DC 20525

Attn: T/TA Concept Paper Review

Dear Reviewer,

Enclosed is the World Interdependence Fund's Concept Paper, Interdependence Partnership, on *Strengthening Program Diversity* specified in the Corporation's Notice of Funds Availability.

This concept paper is focussed not just on "how to" develop strategies and practices which encourage mutual respect and cooperation but propose to imbed the overall paradigm of "interdependence", its values, the contribution that each person makes, and the significance of diversity in elevating contemporary values based, community building. The commitment to include people with disabilities in the matrix of diversity and community service is more than adding the final missing societal element. This commitment to full integration functions as a locking nut in the dynamism and ultimate completion of community where race, gender, class, and culture still perpetuate old internal stereotypes and divisions between those perceived as strong, or having to be "strong" and those seen as "weak" or "less than human".

We believe that the successful and principled integration and inclusion of individuals with cognitive and physical/sensory disabilities is truly a precursor and foundation for success in institutionalizing and strengthening diversity in the overall program. We propose rethinking community service to foster social change, democratic empowerment, civic and environmental sustainability, and social justice.

The Interdependence Partnership is an unprecedented union of leadership and networks of networks across the nation brought together for the first time inspired by the vision explicit in the National and Community /Service Goals and Objectives. Expertise is offered here to motivate, to encourage, and to provide specific answers to specific questions. The Partnership leaders and their organizational pyramids of influence represent a wellspring to energize the paradigm shift -from exclusivity, one upsmanship and competition -to mutual respect, mutual identification, extension of the human family, real inclusivity, embracing the most dramatic human differences. All possible elements of Program Diversity are represented and geographically spread to be able to work locally and regionally with community service programs as well as through telephone/electronic networks.

We understand the Corporation's keen urging for computer and media driven outreach, training and technical assistance to achieve the most economical and efficient coverage. However, instilling a progressive attitude shift, motivation and internalization to insure diversity by the state and national policy and program leadership, requires at least an initial face-to-face engagement, complemented by electronic and telecommunication follow-up.
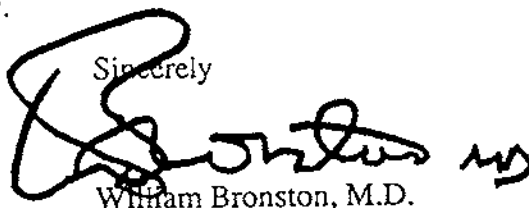
Based on our twelve year experience in the field:
•we have found remarkable lip service paid to "diversity and inclusion" yet find an extraordinary absence of people with significant cognitive or physical/ sensory disabilities among staff or those participating in service.
•experiential Interdependence Curriculum helps recognize and overcome the powerful unconscious barriers that exist to full diversity borne by so many of us.
•direct training, with a critical mass of adult and youth leaders, is essential to establish the consistent nationwide commitment from the participating State Commission policy makers through part time local program staff.

We recognize that our two year budget exceeds the average dollar guidelines set forth for the other areas of T/TA.  However, •based on our sense of the Corporation's open invitation for strategy and design models, •the absence of a dollar figure in this program category given the appreciation of the complexity of this objective, and the as yet undefined balance of T/TA components in the the national project, we set forth a compilation of program functions aimed to address the across-the-board challenges of this project area.  We offer the capacity to service the entire nation and its territories with electronic and telecommunications individual assistance from the outset. The costs and consulting rates can be discussed and configured in relation to the larger gestalt of accepted proposals and T/TA contributors.  We believe that our existing partnerships with OSERS (US Dept of Ed) and the Administration on Developmental Disabilities (US Dept of HHS) offer additional opportunities to explore innovative collaboration in funding.

We look forward with progressive spirit and compelling experience to work with the National Corporation, AmeriCorps Programs and the State Commissions to provide the best and most consistent T/TA capacity for the nation such that all the leadership move forward together as one in building upon the substance of diversity.

Sincerely

William Bronston, M.D.

# The World Interdependence Fund

in conjunction with 23 leaders and organizations nationwide proposes

# INTERDEPENDENCE PARTNERSHIP
## A Two Year Training and Technical Assistance Program for Strengthening Program Diversity

*Summary:* The Interdependence Partnership (IP) will provide three levels of training in inclusion/integration of citizens of different races, ethnicities, socioeconomic backgrounds, educational levels, ages, sexual orientations, and individuals with both physical and cognitive disabilities: (1) five one-day workshops for State Commissions and major Corporation contractors nationwide focusing on philosophy, mandates/public policy (e.g., equal opportunity, ADA, etc.), stereotyping, state-of-the-art inclusionary processes and establishing and communicating standards and expectations; (2) fifteen two-day workshops for service program operators focusing on public policy and research, recruitment of diverse youth, assessment for successful service assignments, methods for team building, creating inclusionary leadership roles, accommodation and adaptation, pay offs and win/win structure, getting help, evaluating inclusionary efforts, and "training of trainers" for teen and young adult participants; and (3) participant training videos to assist program operators in training youth on-site.

Training follow-up and technical assistance will be provided in two ways: (1) the INTERCOM network (Internet and direct access) will provide e-mail for individual assistance and communication, an aggregate data base, workshop information and other inclusion/diversity training opportunities, training materials, and a series of forums; and (2) an 800 number will provide ready responses to requests for information for those without the requisite network hardware/software (or those with information highway phobia!) All activities will be coordinated with the CNCS National Resource Service Center.

Continuous assessment focusing on improvements in both training and technical assistance services and semi-annual assessments of each component will be conducted by California State University Sonoma with Corporation staff.

# INTERDEPENDENCE PARTNERSHIP

## A Two Year Training and Technical Assistance Program for Strengthening Program Diversity

**Quality of the proposed activities:** Inclusion. Diversity. Multiculturalism. Common words in our politically correct vocabulary but ones too often used to mask mere tokenism or heralded as a panacea. The Corporation's programs are designed to generate a service ethic among Americans to improve communities by shoulder-to-shoulder power, but this dream cannot be realized without _real_ inclusion of the nation's 10% youth with disabilities and 25% non-Caucasian youth. The World Interdependence Fund, in conjunction with the 23 Interdependence Partnership experts and the National Service Resource Center, propose to provide training and technical assistance to the Corporation's grantees nationwide in the philosophy and "nitty gritty" of creating inclusionary programs and then facilitating their success and achievements (see Interdependence Partnership Matrix attached).

1. Scope: number of persons, programs, State Commissions served. The Interdependence Project will provide a series of face-to-face, one-day training workshops serving an estimated 300 policy leaders representing all State Commissions and AmeriCorps and Learn and Serve America national or regional organizations which are major CNCS recipients. A second series of two-day training workshops designed for direct program operators will serve an estimated 1,000 leaders and will be held at convenient locations nationwide. A video training program designed for site, satellite, and/or local cable access screening will reach an additional estimated 15,000 AmeriCorps and Learn and Serve participants. Finally, the workshop follow up and technical assistance, provided via electronic network, will serve an estimated 1,000 program inquiries per year.

2. Demonstration that the program meets a compelling national need. The need for inclusion of ethnic/racial groups and persons with and without disabilities is clearly demonstrable by its present absence in youth leadership and service programs. A 1992 national study by the World Interdependence Fund of "best practices" among school and community-based youth leadership programming show the dramatic lack of meaningful inclusion of youth with disabilities (less than 3%) and relatively low racial/ethnic integration (15%.) These findings corroborate 1990 reports from State Planning Councils on Developmental Disabilities and a survey by racial/ethnic "watchdog" agencies that found little progress in inclusion/integration in the last two decades. Even such exemplary service programs as State youth Conservation Corps and VISTA did

not accept volunteers with disabilities until the latter was faced with a potential court challenge from several Independent Living Centers. The need for inclusion/integration training is both clear and compelling.

3. Description of proposed T/TA techniques: use of tested or pilot techniques. Inclusion and diversity issues strike at the very heart of frequently hidden human fears about people who think, move, learn, look, believe, or behave differently from our personal norms. These issues—and the power struggles behind them—have contributed to untold humiliation, isolation, segregation, violence, and outright genocide in this century alone. These are not issues in which meaningful change can be elicited through satellite conferences or monthly newsletters. "Hot" issues cannot be effectively addressed through "cool" media. They require at least initial face-to-face training.

To ensure that real inclusion does occur in CNCS-funded projects, the Interdependence Partnership will provide the *face-to-face training* essential to such efforts in two formats. In the first year, five one- day training workshops will be developed and delivered to representatives from all State Commissions and policy leaders whose national or regional organizations are major CNCS recipients. Training will focus on philosophy, mandates and public policy (e.g., equal opportunity, ADA, etc.), negative stereotyping and low expectations, state-of-the-art inclusionary processes in programs for young adults, and establishing high standards for both physical integration and social inclusion.

The second training mode will be a series of fifteen two-day workshops held nationwide across the two year period targeting CNCS program operators. Here again, the approach to inclusion and diversity is holistic, that is, inclusion of cultural and minority ethnic groups, sexual orientations, and persons with disabilities is treated as a unified challenge of working with differences. The workshop will include the following ten components: (1) review of values, public policy, and mandates; (2) recruitment of diverse youth; (3) assessment models for successful service assignments; (4) methods for group inclusion and team building; (5) creating inclusionary leadership roles; (6) personal accommodation and adaptation strategies; (7) pay offs and win/win structure; (8) getting help; (9) evaluating inclusionary efforts; and (10) providing training for teen and young adult participants.

A complementary training tools the video training program designed for use with service program participants, primarily youth. The video will be introduced at the program operators' workshop along with a training guide in a mini "training of trainers" session, so that program operators can then take the lead in diversity/inclusion training with their participants.

*Technical assistance and training follow-up* will be provided through two venues. First, the Outreach and Technical Assistance Network's Intercom electronic network (accessible through Internet and directly) will offer the following: e-mail for individual assistance and communication, an aggregate data base, workshop information and other inclusion/diversity training opportunities, training materials for downloading, and a series of forums. The last will consist of a FAQ (frequently asked questions) response service and bulletin board thematic entries and reactions (e.g., a youth forum for peer idea exchange, Native American/African American/Hispanic forums, a service activists with disabilities forum, etc.) The Partnership will provide a plain English, step-by-step guide to "Intercom for New Users" for all CNCS-funded projects. Secondly, for those organizations and individuals without the hardware/software to access Intercom (or those with information highway phobia!), the Interdependence Partnership will provide an 800 number nationwide Monday through Friday with guaranteed 24 hour turn-around for training follow-up, technical assistance needs, and requests for information. In both technical assistance venues, the project partners will play a major role in providing accurate and timely expertise to inquiries, as well as facilitators for bulletin board discussions. .

4. **Plan for implementing assessment and improvement.** The World Interdependence Fund and the Partnership have a clear consensus on the need for on-going, timely, and scientifically accurate programmatic assessment to ensure improvement of the value and impact of Partnership activities. California State University at Sonoma will perform this function through the California Institute on Human Services, a group currently conducting eleven evaluations for federal or state projects, including youth-related programs funded through Health and Human Services and the Department of Education.

Assessment instruments will be developed for direct training, participant training, and follow up/technical assistance; and convene quarterly formative evaluation meetings by conference call and/or Intercom to review the following issues: what components have been implemented? how many individuals and organizations have been served and with what services? what is the level of satisfaction with services to date? what are the suggestions for improvement from participants and providers? which suggestions should be implemented, by whom, and how? what are the results of activities previously modified to create improvement? should modifications be retained, altered, dropped? what new components or barriers may face the project in the up-coming quarter and how should these be pro-actively planned for? The Partnership

Director will work with the Corporation staff to assess the direction and value of each training and technical assistance activity twice a year or on the schedule adopted by CNCS.

5. **Commitment to build on existing resources and collaborations.** The whole structure of the Interdependence Partnership as a program of 23 existing organizations, each with its own network of collaborative agencies, speaks to the ability of the Partnership to coordinate planning, development, and execution of programmatic activities with other providers. It also clearly avoids duplication and puts the focus where it must be in the discussion of diversity—on the fair inclusion of all underrepresented groups. The Partnership is committed to working with the other CNCS training and technical assistance providers to ensure the most coherent, cost effective delivery of services, even to the extent of modifying the mechanisms for service delivery to create the most effective mode.

6. **Cost-effectiveness.** The Interdependence Partnership provides a very cost effective approach to training and technical assistance for three reasons. First, it is cost effective because *it will work*; a flashier, higher tech design might be more eye-catching, but the partners absolutely agree that people need to be face-to-face to deal with the mind-changing issues involved in inclusion/diversity training. Second, it is cost effective because it does incorporate use of high tech approaches where it's appropriate to do so—in the training follow-up and technical assistance. And, finally, it is cost effective because the partners exist nationwide, thereby minimizing transportation and communications costs.

**Organizational capacity:** The World Interdependence Fund (WIP) is a 501c(3) non-profit educational foundation initiated in 1984 as a fundraising mechanism to support youth leadership development in fully integrated groups. WIF provided the external impetus for Project Interdependence, a public-private partnership in California which has attracted two former Governors, two former State Superintendents of Public Instruction, and the corporate heads of Twentieth Century Fox, Pacific Telesis, and Saga Corporation as board members. To date the project has served over 4,000 youth (50% with disabilities, 40% of color) in this innovative program.

WIF has been in a leadership role in a variety of inclusion/integration activities. For example, the organization co-hosted the 22nd Space Congress with NASA to highlight space industry breakthroughs for children with disabilities, and WIF's then chairperson, Ray Bradbury, produced the PBS special "Walking on Air" as a result of that conference. The agency was also the principal organizer of the "100 Leadership Summit Meeting" in Washington DC, January 1991 on the reauthorization of the Rehabilitation Act which

then attracted a Robert Wood Johnson grant of national significance, "Changing Service Systems for People with Disabilities." Currently WIF is administering a three year grant of national significance on youth leadership development from the Administration on Developmental Disabilities. WIF has directly raised, administered, or brokered over $3.3 million in the last decade.

The Interdependence Partnership represents an unprecedented collaboration among 23 of the most advanced and competent societal change agents in the U.S. Each is a national role model in promoting full diversity and civic participation. (See Interdependence Partnership Matrix attached.)

**Innovation and replicability.** WIF and the Interdependence Partnership represents the largest and most prestigious collaboration to date for delivering training and technical assistance using the paradigm of full integration and full inclusion in a transformational approach for youth in community service. Each partner represents a standard of excellence, breadth of capacity, and unparalleled progressive leadership. The Partnership offers excellent training and appropriate follow-up and technical assistance using methodology that is effective and will meet the need at the State Commission/prime contractor, program operator, and participant levels. With effective, interactive pedagogy, learning ranges from philosophy and public policy to "nuts and bolts" issues like effectively recruiting diverse youth in inner city and rural locations. The paradigm emphasizes social and civic valorizing service roles in preference to traditional "charity" activities.

On-going training has significant potential in several respects. First, additional program operator two-day workshops could provide direct training to a larger audience using the format developed and consistently improved across the initial grant period. Second, the technical assistance hotline and bulletin board could be maintained at a relatively small cost, providing on-going services to program operators previously trained as well as access to experts for those programs just starting. Third, the "training of trainers" component and a scaled-down version of the two-day program operator training could be offered as "pre-session" workshops at important service conferences and annual grantee meetings, based on needs identified by the CNCS National Service Resource Center.

Finally, the Interdependence Project uses electronic networks in providing training follow-up and technical assistance and will be connected to all program grantees through on-line networks, as required. By building unity of effort and program focus among both the Interdependence Partnership participants and the CNCS grantees, we will establish a permanence and perpetuation of program growth and quality with local, state, and national momentum.

# INTERDEPENDENCE PARTNERSHIP
# WORK PLAN and TIMELINE

| OBJECTIVE | METHODOLOGY | NOTES | POINT | TIMELINE |
|---|---|---|---|---|
| 1. Create curriculum for (1) policy level training, (2) program operator training, and (3) participant training in *Srengthening Program Diversity*. | •Confirm critical issues and competencies checklist. •Gather state of the art materials and input from Curriculum Design Team Meeting. •Edit, format & complete Curriculum packages for Policy & Program leaders training. •Complete orientation of trainers. •Design evaluation mechanisms & instruments for all trainings. | •Each of the Partners possesses state-of-the-art training and technical assistance components that will be customized for the national mission and goals of the CNCS/ and state programs •Policy level training will focus on philosophy, public policy, barriers, state of the art inclusionary processes and communicating standards and expectations. •Program Training will emphasize the "how to" from preparing staff, outreach, youth programming, problem solving, continual feedback, & evaluation | Tony Apolloni Calif.State Univesity Sonoma(CSUS) Expert trainers from partnership agencies. | Quarter 1 |
| 2. Establish INTERCOM individualized and customized telecommunication and computer information and technical assistance response system | •Establish the INTERCOM network for Interdependence e-mail, group data base, training information and materials, and forums. •Develop & disseminate "plain English" users manual for INTERCOM. •Establish 800 number for telephone access for technical assistance. •Develop evaluation mechanisms to assess value & quality of the various components. •Develop and disseminate notice to nationwide CNCS grant recipients of TA availability and access paths | •WIF & Interdependence Partnership will field all inquiries for technical assistance and will provide training follow-up via electronic network and telephone. •Data will be collected on all contacts for evaluation and response refinement. | Billie Shawl, WIF; John Fleischman, OTAN & Tony Apolloni, CSU-Sonoma | Quarter 1 through Quarter 8 |

# INTERDEPENDENCE PARTNERSHIP
## WORK PLAN and TIMELINE

| OBJECTIVE | METHODOLOGY | NOTES | POINT | TIMELINE |
|---|---|---|---|---|
| 3. Deliver 5 Regional Policy Training 1 day workshops. | •Coordinate with CNCS regarding terms of invitations to State Commissions and executive leadership of state programs. <br> •Organize outreach and pre-seminar materials distribution <br><br> •Produce Training Calendar for 5 sites in coordination with CNCS T/TA grant recipients <br> •Schedule and produce Regional Training Seminars <br> •Develop tools and methodology for assessing value and quality of each training component. | •300 State Commissioners & primary contractors will receive information allowing impact at the state & national leadership level at the onset of the service projects. <br> •Training will take place in Albuquerque (Southwest), San Francisco (West), Minneapolis (Mid West), Philadelphia (East), Atlanta (Southeast). <br> •Registration fees to cover facility costs, accommodation, and R&B for participants <br> •2 local trainers and 2 national members of the Training Team will be chosen for each site event | Bill Bronston, BillieShawl, WIF and National Training Team <br><br><br><br> Apolloni, CSUS | Quarter 2 & 3 |
| 4. Deliver 15 two day Regional Program Workshops in Diversity for program operators. | •Coordinate with National Resource Service Center to ID, prioritize & schedule the 15 workshops. <br> •Organize outreach and materials distribution to include self assessment inventories to refine and customize the training agendas. <br> •Schedule and produce 15 events in appropriate regional areas. <br> •Develop appropriate evaluation tools and methodology. <br> •Conduct assessments to improve each workshop component. | Training for 800 service program operators focusing on the"how to" of the 10 content and skill areas. | Billie Shawl, WIF National Training Team Members <br><br><br><br><br><br> Apolloni, CSUS | Quarter 3-8 |

# INTERDEPENDENCE PARTNERSHIP
## WORK PLAN and TIMELINE

| OBJECTIVE | METHODOLOGY | NOTES | POINT | TIMELINE |
|---|---|---|---|---|
| 5. Carry out ongoing assessment & evaluation for T/TA continued improvement and research. | •Establish coordinated design planning around evaluation and user input mechanisms in concert with other national T/TA providers.<br>•Develop all necessary evaluation/ assessment tools & instruments.<br>•Develop protocols for administration of tools and instruments.<br>•Establish assessment schedule and procedures.<br>•Conduct regular assessment for continuous project improvement.<br>•Maintain regular contact with CNCS on eval. input & schedule semi-annual assessments with CNCS.<br>•Produce annual evaluation report. | •The formative evaluation will be conducted with key players via INTERCOM or conference call; data on performance quantity and quality will be reviewed, along with troubleshooting for the next quarter's activity, resulting in changes for program improvement.<br>•The summative evaluation will take place annually and focus on the achievement of annual objectives and relative quality/responsiveness of service. | Apolloni, CSUSonoma | Quarters 1-8 |

# INTERDEPENDENCE PARTNERSHIP

## LEAD TRAINER NETWORK, CAPACITIES & EXPERTISE

| ORGANIZATION | STATE | PERSON | CONTENT: Ideology & Values | Policy & Systems Issues | Diversity Recruitment | Cultural Populations Focus | Disability Integration | Personal Assessment & Planning | Service Learning/Community Service | Youth Leadership | Motivation & Team Building | Technology/Assist Device/Accommodation | General Program Training & Tech Asst. | Program Resource Development | OUTREACH: Nationwide Organization Network | Direct Leadership Marketing | Media Production/Info Dissemination | Computer Network Capacity | Inner City Network | Rural Population Network | ADMIN & MGT: Curriculum Development/Design | Project & Personnel Management | Organization & Community Partnerships | Data Information Management & Design | Research and Evaluation |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Community Awareness Network | PA | Shafik Abu-Tahir | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Calif. Institute on Human Services | CA | Tony Apolloni |  | ● | ● |  | ● | ● | ● |  | ● | ● | ● | ● | ● | ● | ● |  |  |  | ● | ● | ● | ● | ● |
| Independent Consultant | CA | Susan Beckstead | ● | ● | ● |  | ● | ● |  | ● | ● | ● | ● | ● | ● | ● | ● |  | ● |  | ● | ● | ● |  |  |
| United Cerebral Palsy Assoc, USA | DC | Allan Bergman | ● | ● | ● |  | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |  |  |  | ● | ● | ● |  |  |
| Maryland Student Service Alliance | MD | Cathy Brill | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |  |  |  | ● | ● | ● |  |  |
| World Interdependence Fund | CA | William Bronston | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |  | ● | ● | ● | ● | ● |
| Independent Consultant | NY | Ronnie Cohn | ● | ● | ● | ● | ● | ● |  | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |  | ● | ● | ● | ● | ● |
| Curiosity Network | CA | Lanny Cotler |  |  |  |  | ● |  |  | ● | ● | ● | ● |  |  | ● |  |  |  |  |  |  |  |  |  |
| Rural Institute on Disabilities | MT | Alexandra Enders | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |  |  |  |
| Nat'l Council on Independent Living | VA | Denise Figueroa | ● | ● | ● | ● | ● | ● |  |  | ● | ● | ● | ● | ● | ● | ● | ● |  | ● | ● | ● | ● |  |  |
| Outreach & Tech Assistance Network, CA | CA | John Fleischman | ● | ● |  |  | ● | ● |  |  |  | ● | ● |  | ● | ● | ● | ● |  |  | ● | ● | ● |  |  |
| National Indian Youth Leadership Proj, NM | NM | MacClellan Hall |  |  | ● | ● | ● | ● | ● | ● |  | ● | ● | ● | ● | ● |  |  |  | ● |  |  |  |  |  |
| Bear-Byte Data Management | CA | Wess Jolley |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ● |  |  | ● |  |  | ● |  |
| CityKids | NY | Laurie Meadoff | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |  | ● |  |  |  | ● | ● | ● | ● | ● |  |  |
| National Fiesta Educativa | CA | Hector Mendez | ● | ● | ● | ● | ● |  |  |  |  |  |  |  | ● | ● | ● |  | ● | ● | ● | ● | ● |  |  |
| World Interdep. Fund of New Mexico | NM | Cynthia Nava | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |  | ● |  | ● | ● | ● |  |  |
| Responsive Systems | GA | John O'Brien | ● | ● | ● | ● | ● |  |  |  |  | ● |  |  |  |  |  |  |  |  | ● | ● | ● |  |  |
| Nat'l Center for Youth w/ Disabilities | CA | Nancy Okinow | ● | ● | ● | ● | ● | ● |  | ● | ● | ● | ● | ● | ● | ● | ● |  |  |  | ● | ● | ● | ● |  |
| World Institute on Disabilities | CA | Edward Roberts | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |  |  |  | ● | ● |  | ● | ● |
| Project Interdependence | CA | Dennis Sproule | ● |  |  | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |  |  |  |  |  | ● |  |  |  |  |
| Ray Graham & Assoc | IL | Kathy Terrill |  | ● | ● |  | ● | ● |  | ● | ● | ● | ● |  | ● | ● | ● | ● | ● |  | ● | ● | ● | ● |  |
| Partners in Policy Making | MN | Colleen Wieck | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |  |  | ● | ● | ● | ● | ● |
| Nat'l Technical Institute for the Deaf | NY | Kent Winchester |  | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |  | ● |  |  | ● | ● | ● | ● |  |

Public Law 103-82
103d Congress

# An Act

To amend the National and Community Service Act of 1990 to establish a Corpora-
tion for National Service, enhance opportunities for national service, and provide
national service educational awards to persons participating in such service, and
for other purposes.

*Be it enacted by the Senate and House of Representatives of
the United States of America in Congress assembled,*

SECTION 1. SHORT TITLE; TABLE OF CONTENTS.

(a) SHORT TITLE.—This Act may be cited as the "National
and Community Service Trust Act of 1993".

(b) TABLE OF CONTENTS.—The table of contents is as follows:

## SEC. 2. FINDINGS AND PURPOSE.

(a) IN GENERAL.—Section 2 of the National and Community Service Act of 1990 (42 U.S.C. 12501) is amended to read as follows:

## "SEC. 2. FINDINGS AND PURPOSE.

"(a) FINDINGS.—The Congress finds the following:

"(1) Throughout the United States, there are pressing unmet human, educational, environmental, and public safety needs.

"(2) Americans desire to affirm common responsibilities and shared values, and join together in positive experiences, that transcend race, religion, gender, age, disability, region, income, and education.

"(3) The rising costs of postsecondary education are putting higher education out of reach for an increasing number of citizens.

"(4) Americans of all ages can improve their communities and become better citizens through service to the United States.

"(5) Nonprofit organizations, local governments, States, and the Federal Government are already supporting a wide variety of national service programs that deliver needed services in a cost-effective manner.

"(6) Residents of low-income communities, especially youth and young adults, can be empowered through their service, and can help provide future community leadership.

"(b) PURPOSE.—It is the purpose of this Act to—

"(1) meet the unmet human, educational, environmental, and public safety needs of the United States, without displacing existing workers;

"(2) renew the ethic of civic responsibility and the spirit of community throughout the United States;

"(3) expand educational opportunity by rewarding individuals who participate in national service with an increased ability to pursue higher education or job training;

"(4) encourage citizens of the United States, regardless of age, income, or disability, to engage in full-time or part-time national service;

"(5) reinvent government to eliminate duplication, support locally established initiatives, require measurable goals for performance, and offer flexibility in meeting those goals;

"(6) expand and strengthen existing service programs with demonstrated experience in providing structured service opportunities with visible benefits to the participants and community;

"(7) build on the existing organizational service infrastructure of Federal, State, and local programs and agencies to expand full-time and part-time service opportunities for all citizens; and

"(8) provide tangible benefits to the communities in which national service is performed.".

(b) TABLE OF CONTENTS.—Section 1(b) of the National and Community Service Act of 1990 (Public Law 101-610; 104 Stat. 3127) is amended by striking the item relating to section 2 and inserting the following new item:

"Sec. 2. Findings and purpose.".

1 **SEC. 2. FINDINGS AND PURPOSE.**

2   *(a) IN GENERAL.—Section 2 of the National and Com-*

3 *munity Service Act of 1990 (42 U.S.C. 12501) is amended*

4 *to read as follows:*

5 *"SEC. 2. FINDINGS AND PURPOSE.*

6   *"(a) FINDINGS.—The Congress finds the following:*

7    *"(1) Throughout the United States, there are*

8 *pressing unmet human, educational, environmental,*

9 *and public safety needs.*

10    *"(2) Americans desire to affirm common respon-*

11 *sibilities and shared values, and join together in posi-*

12 *tive experiences, that transcend race, religion, gender,*

13 *age, disability, region, income, and education.*

1          *"(3) The rising costs of postsecondary education*

2    *are putting higher education out of reach for an in-*

3    *creasing number of citizens.*

4          *"(4) Americans of all ages can improve their*

5    *communities and become better citizens through serv-*

6    *ice to the United States.*

7          *"(5) Nonprofit organizations, local governments,*

8    *States, and the Federal Government are already sup-*

9    *porting a wide variety of national service programs*

10   *that deliver needed services in a cost-effective manner.*

11         *"(6) Residents of low-income communities, espe-*

12   *cially youth and young adults, can be empowered*

13   *through their service, and can help provide future*

14   *community leadership.*

15  *"(b) PURPOSES.—It is the purpose of this Act to—*

16         *"(1) meet the unmet human, educational, envi-*

17   *ronmental, and public safety needs of the United*

18   *States, without displacing existing workers;*

19         *"(2) renew the ethic of civic responsibility and*

20   *the spirit of community throughout the United States;*

21         *"(3) expand educational opportunity by reward-*

22   *ing individuals who participate in national service*

23   *with an increased ability to pursue higher education*

24   *or job training;*

1        "(4) encourage citizens of the United States, re-

2  gardless of race, religion, gender, age, disability, re-

3  gion, income, or education, to engage in full-time or

4  part-time national service;

5        "(5) reinvent government to eliminate duplica-

6  tion in national service programs, support locally es-

7  tablished service initiatives, encourage private sector

8  investment and involvement in national service pro-

9  grams, and require measurable goals for performance

10  in such programs and offer flexibility in meeting

11  those goals;

12        "(6) empower residents of low-income commu-

13  nities, especially youth and young adults, through

14  their service, and help provide future community

15  leadership;

16        "(7) build on the existing organizational service

17  infrastructure of Federal, State, and local programs

18  and agencies to expand full-time and part-time serv-

19  ice opportunities for all citizens;

20        "(8) provide tangible benefits to the communities

21  in which national service is performed;

22        "(9) build ties among Americans that transcend

23  race, religion, gender, age, disability, region, income,

24  and education;

1    *"(10) encourage educational reform by introduc-*
2    *ing service-learning into curricula in elementary*
3    *schools, secondary schools, and institutions of higher*
4    *education; and*

5    *"(11) enable service participants to gain per-*
6    *sonal, academic, and occupational skills through serv-*
7    *ice-learning experiences.".*

# What is service-learning?

Service-learning is a method through which citizenship, academic subjects , skills, and values are taught. It involves active learning — drawing lessons from the experience of performing service work. Though service-learning is most often discussed in the context of elementary and secondary or higher education, it is a useful strategy as well for programs not based in schools.

There are three basic components to effective service-learning:

The first is sufficient preparation, which includes setting objectives for skills to be learned or issues to consider, and includes planning projects so they contribute to learning at the same time work gets done.

The second component is simply performing service.

Third, the participant attempts to analyze the experience and draw lessons, through such means as discussion with others and reflection on the work.

Thinking about the service creates a greater understanding of the experience and the way service addresses the needs of the community. It promotes a concern about community issues and a commitment to being involved that mark an active citizen. At the same time the analysis and thought allow the participants to identify and absorb what they have learned.

Learning and practicing citizenship are life-long activities which extend far beyond the conclusion of formal education. Service-learning can be used to increase the citizenship skills of participants of any age or background. For this reason service-learning can be a tool to achieve the desired results of programs, even those involving older, highly educated participants. For example, service-learning can be part of the training of participants to prepare them to do high quality service that has real community impact.

Some service-learning occurs just from doing the work: after a month working alongside police a participant has surely learned some important lessons about how to increase public safety, and something about what it means to be a good citizen. However, programs that encourage active learning from service experience may have an even greater impact.

# III. CORE ELEMENTS

# 6. DIVERSITY

## Introduction

To counter the social and economic forces pushing us apart, the Corporation has established the requirement that each program must seek "to strengthen communities and encourage mutual respect and cooperation among citizens of different races, ethnicity, socioeconomic backgrounds, and educational levels, among both men and women and individuals with disabilities."

One way in which this important objective may be accomplished is to involve diverse participants in projects. The Corporation recognizes and respects, however, that some programs, as part of their mission, have valid reasons for recruiting participants who share similar characteristics. For example, a professional corps of lawyers would recruit only participants who have completed law school rather than people of all educational backgrounds.

Although such groups lack diversity in one or more of the required areas, they must strive for other forms of diversity in their programs. Programs should seek to build a diverse group of staff, participants, and partners. The interaction between the talents, experience, and wealth of resources provided by all these people will fuel the program to deliver service of exceptional depth.

## Principles to Consider

1.  Commitment to diversity is built into the program's mission.

    In any group there are different perspectives, beliefs, and experiences. Learning to respect, understand, and value such differences is necessary to strengthening communities. Consider:

    *   How does diversity serve your mission?

2.  Recruitment is designed specifically to recruit a broad range of backgrounds. Programs adopt specific strategies to retain diverse participants.

    Excellent programs draw participants, staff, and board members with various strengths and build on those strengths. It will not be easy to attract the group you seek. Careful planning, creative approaches, and tireless effort are required to go from interest in diversity to incorporating it into organizations and their service.

    Identify what barriers exist; identify how to remove them. These can be physical barriers, in the case of people with disabilities, or social barriers, in the case of older people.

    *   Think about the best ways to reach the people you seek: how do they obtain information?

    *   What about your program will interest and excite them?

    *   Have you considered the full range of diversity (race, class, disability, education, and others)?

    Ask current participants and residents of the communities you serve to help with outreach and recruitment. You may want to set specific goals for your participant mix.

3.  Programs draw strength from diversity at each important level of activity.

    Reach common goals through diversity by taking advantage of opportunities including (but not limited to):

    *   basic structures (e.g., how teams are put together);

    *   project planning (e.g., what contribution each participant can make to each aspect of the program); and

- management of the organization (e.g., how different people will be involved in making decisions).

The ability to deal constructively with diversity can directly benefit program outcomes. A few examples:

- A program in early child care that deals effectively with diversity works with two partners—one an improvisational, informal but high quality child care center, the other a heavily regulated branch of a large municipal health services agency—to accomplish shared goals. Although, due to differences ranging from structures of fiscal management to personalities of leadership, the two groups have never collaborated before, participants take the lessons learned from their own diverse team and diverse organization to help the two organizations see how both will benefit from bringing health workers into the day care center on a regular basis. After a year and a half, the rate of inoculation among the siblings of children at the center has risen dramatically. In addition, the new babies born to the young mothers of the center have higher birth weights and overall improved health thanks to improved prenatal care and nutrition.

- An after-school program combines academics, arts, and athletics for a diverse group of middle school students coming from several different middle schools. The diversity of the group works well—thanks in part to conflict resolution and other training done with the students. The popular group models a "positive" gang for other middle school students—and the group members themselves use their newly discovered skills in conflict resolution to prevent fights at their schools.

4. The program partners with diverse organizations in its community, and looks for opportunities to interact with people outside of its community or groups not reflected in its program.

Just as diversity within the program strengthens it, diversity of partners make programs more effective at identifying community needs and resources. Reach out to business, non-profit, and governmental partners.

Diversity can be achieved through the inclusion of new partners who know how to involve people you may be trying to reach: for example, organizations that have experience working with the disability community, or who already provide day care for single mothers.

5.  Bring people together. Everything the program does about diversity, everything it does to encourage different people to contribute to shared goals enhances the larger goal of building community.

    Participants help bring communities together by showing the power of collaboration by different people and providing an example of teamwork between themselves and community members. A diverse group of staff and participants gives the program advantages in providing a range of role models for positive citizen action.

● In this conference...

① What was the "Aha"!

② What was the "huh"?

HUH?

What was the "UGH"!?

UGGH! NO WAY!

What was the "opps"?

UH-OH!
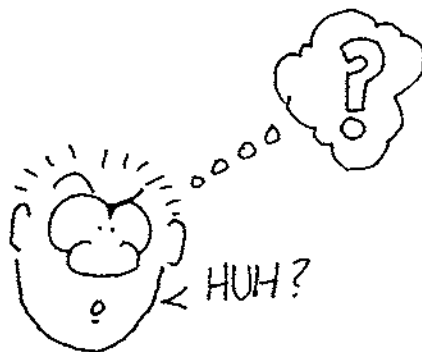
WHAT WAS THE THING THAT MADE YOU GO "UMMM"?

UUMMM THATS THE TICKET!