



# A Scan of Leadership Development Efforts in the Greater Washington Region

## **PREPARED BY**

Leadership Learning Community  
Deborah Meehan  
Raquel Gutierrez  
Claire Reinelt

## **COMMISSIONED BY**

The Nonprofit Roundtable of Greater Washington

## **WITH FUNDING FROM**

The Community Foundation for the National Capital Region  
Consumer Health Foundation  
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# History, Overview and Scan Objectives

The production of this scan is an outgrowth of meetings of Greater Washington region grantmakers to explore opportunities for working together to accelerate positive changes in the region. The funders group identified the need to build the leadership capacity in the region and collectively decided to commission a scan to better understand the leadership needs and the strengths and limitations of local leadership and capacity building efforts. They partnered with the Nonprofit Roundtable of Greater Washington, an organization committed to building the strength, visibility, and influence of the nonprofit sector. The Roundtable invited the Leadership Learning Community (LLC) to conduct the scan. LLC engages in a series of national and local efforts to explore leadership development strategies and increase collective knowledge through shared inquiry about what leadership approaches support social change.

The leadership scan is intended to achieve the following four key results for the Roundtable and its grantmaking partners:

- **Generate Recommendations:**  
To identify opportunities for building on the strengths of current leadership efforts and to recommend strategies for addressing gaps in leadership capacity.
- **Build Capacity:**  
To build the capacity of the Roundtable and local funders to assess and address leadership needs of the Greater Washington region;
- **Stakeholder Engagement:**  
To engage multiple stakeholders in the process of assessing leadership needs, capacity building efforts, current strengths, and opportunities.
- **Relationship Building and New Possibilities for Learning and Action:**  
To utilize methodologies which have the added value of introducing leadership development and capacity building practitioners to one another in order to accelerate opportunities for collective learning and increased collaboration.

# Approach and Methodology

The approach used in the scan was participatory. LLC consultants engaged key stakeholders in a learning process to surface and begin to build a shared understanding about leadership successes, challenges, needs, and opportunities. We listened carefully, and sought to create spaces for people to share openly with each other and with us. The scan reflects an analysis of what we heard and draws on national and international knowledge gathered through work carried out by the LLC and others to better learn how to cultivate leadership with the knowledge, skills and commitment to address a diverse set of complex issues for the Greater Washington region.

Four methods of inquiry were used. They include focus groups, interviews, secondary research about organizations using the Internet, and case studies.

## **FOCUS GROUPS**

Focus groups were held in July 2004, October 2004, and March 2005. Leaders from the nonprofit sector and foundations were invited to share their views on leadership needs in the region to help inform the Roundtable on how to strengthen nonprofit and community leaders; and to inform this scan about leadership development opportunities and gaps in the region. A list of participants from the focus groups is attached (Attachment A).

## **INTERVIEWS**

Interviews were held with Executive Directors and convenors of a diversity of leadership efforts in the Greater Washington region. Interviewees were selected to include formal and informal leadership efforts, with a focus on the nonprofit sector and communities. We especially sought the voice of youth serving organizations. We also interviewed key informants to learn more about issues related to nonprofit leadership and management. A list of those interviewed is included in Attachment B.

## **SECONDARY RESEARCH**

Web based research was conducted to identify programs for the scan and to gather information for an annotated profile of 17 leadership efforts in the Greater Washington region.<sup>1</sup> Additional profiles of national leadership programs may be found in the Leadership Learning Community Directory (<http://www.leadershiplearning.org/directory/program/index.adp#list>). The profiles include information about the organization's mission and leadership focus, a description of the organization's leadership work, including target audience, and key program elements. When available through the website, a review was conducted of curricula, application, program brochures, and relevant publications produced by the organization. A list of organizations included in the scan and their profiles is in Attachment C.

## **CASE STUDIES**

Seven vignettes were written to give a more in-depth profile of different leadership efforts, their goals and objectives, their target constituency, their outreach and recruitment strategies, their core activities or program elements, and their lessons learned. Vignettes were done for Impact Silver Spring, YARG, Black Female Executive Directors, Center for Nonprofit Advancement, LISTEN, the Virginia Organizing Project, and Leadership Washington. (see Attachment D).

<sup>1</sup> The selection of organizations to include in the scan profiles was made jointly by the Leadership Learning Community and the Nonprofit Roundtable.

# Key Themes from Focus Groups and Interviews

During our three focus group discussions and in-depth interviews with eleven nonprofit leaders, we surfaced a number of themes and issues that we have clustered in response to five questions:

## *What do existing leaders in communities and the nonprofit sector need in order to sustain their leadership?*

- **Time for reflection** in order to gain perspective on critical issues, envision creative and realistic ways to move an organization forward in their mission and understand how their own leadership creates or diminishes possibilities for action
- **Peer networks/safe spaces** where leaders can build authentic relationships with one another, and share experiences and resources
- **Methods for practicing wellness** that include setting priorities and boundaries and better managing time
- **Strengthening nonprofit board leadership** to become more effective leadership partners with the Executive Director
- Understanding how becoming an **effective leader differs from being a good manager**
- **Transition planning** for EDs leaving current leadership positions to ensure a smooth transition

## *How can leadership be expanded in communities and the nonprofit sector?*

- **Diversify the leadership of the nonprofit sector** by recruiting, hiring, and supporting more leaders of color for staff and board positions
- **Provide more apprenticeship opportunities** for youth to become community and civic leaders
- Create more pathways to **leadership within the nonprofit sector** for those who are already working in the field
- **Transfer leadership knowledge, skills, and insights to the next generation** of leaders through mentoring and coaching and through more intentional planning for leadership transitions
- **Tap the leadership knowledge and expertise of people in the community** by more effectively engaging them as board members for area nonprofits

## *How can collaboration be strengthened among nonprofit organizations and across sectors?*

- Create **forums for nonprofit organizations to work cross-regionally**
- Strengthen **peer networks among organizations**
- Seed more opportunities for **cross-sector collaboration**
- Support the capacity of nonprofit sector **infrastructure organizations to convene and support leaders in the sector**

## *What changes are needed in order to sustain the nonprofit sector?*

- **The work of the nonprofit sector needs to be valued more highly** by society and by those who work in the sector
- **Leaders need a broader understanding of the potential impact of the nonprofit sector** so that they can more effectively leverage their work and collective power to strengthen systemic change.
- **Better information about the sector** to share with policymakers, funders, and other leaders who influence the sustainability of the sector
- **Increased capitalization** of the sector so that organizations are not continually chasing dollars.

- **A commitment to meeting the leadership development needs of the sector** not just piecemeal one program or neighborhood at a time, but through a comprehensive strategy
- **A clearer leadership vision for the sector** that supports risk-taking and that fully utilizes the sector's capacity and resources.
- **Increased legitimacy for youth** development, youth voice and the contributions of youth run organizations to leadership
- **Support for informal leadership development strategies** within service/advocacy organizations

*What are paradigm shifts that need to occur?*

- Shift from a model that delivers services to clients, and trains professionals to advocate on behalf of those who are disenfranchised and marginalized to **a model that engages constituents/citizens to develop, strengthen, and practice their skills, knowledge and analysis for leading change.**
- Shift from a focus on pipeline efforts to train more organizers or organizational leaders in the field, to a **focus on supporting citizen/community leaders to recognize and claim their collective capacity to lead change.**
- Transcend sectoral boundaries by encouraging and developing **more spaces and opportunities for cross-sectoral and boundary-spanning work**

# The Leadership Development Landscape in Greater Washington Region and Beyond

In this section we describe leadership development approaches that are being used by organizations in the scan, and by other local and national leadership efforts. We broadly highlight what each approach is intended to achieve, as well as some strengths and limitations of the approach. Based on our analysis of the approach and its application in the Greater Washington region, we pose questions to stimulate additional reflection and inquiry. The diversity of approaches has tremendous value for the community. Strengthening existing approaches and determining how additional approaches might be explored is one of the outcomes we hope will occur as a result of this scan.

## LEADERSHIP DEVELOPMENT APPROACHES

We have identified eleven leadership development approaches and strategies. Although some programs, especially fellowship programs, combine a number of these strategies within their program design we have chosen to treat them separately. This will allow for a more deliberative assessment of components so that decisions can more effectively be made about which components to combine, and the possible synergies that may occur as a result of particular combinations. The chart that follows lists each approach, identifies selected organizations in the Greater Washington region that use these approaches and highlights some of the more prominent national programs that are using these approaches (see organizations listed in *italics*).

Leadership Development Approaches	Organizations	Constituencies
Educational approaches (degree and certificates)	Georgetown University Nonprofit Management Certificate Program	Undergraduate and graduate students
	University of the District of Columbia - Certificate in Nonprofit Leadership	Nonprofit professionals and those who aspire to work in the nonprofit sector
	George Mason University - Graduate Studies in Nonprofit Management	
	George Washington University - concentrations in nonprofit management in Public Administration, Public Policy and Business Administration	
Nonprofit capacity-building approaches (training, coaching, technical assistance and transition planning)	The Center for Nonprofit Advancement Management Assistance Program - The Eugene and Agnes E. Meyer Foundation	Nonprofit professionals Nonprofit organizations Issue-based organizations
	Maryland Nonprofits	
	Social Action and Leadership School (SALSA) - Institute for Policy Studies	
	Center for Community Change	
	Asian Pacific American Legal Resource Center	
	Learning Circles Project - Innovation Network	
	Center for Association Leadership	
	<i>CompassPoint</i>	

Leadership Development Approaches	Organizations	Constituencies
Community leadership approaches	<p>Leadership Washington</p> <p>Leadership Arlington (including their youth program)</p> <p>Leadership Fairfax</p> <p>Leadership Montgomery</p> <p>Impact Silver Spring</p> <p>Arlington Neighborhood College</p> <p>South County Neighborhood College</p> <p>Soul of the City</p>	<p>Established leaders in all sectors</p> <p>Youth</p> <p>Community leaders</p> <p>Citizens</p>
Peer support/learning networks	<p>Black Female Executive Directors Group</p> <p>Young Nonprofit Professionals Network</p> <p>Leadership Washington</p> <p>Nonprofit Roundtable of Greater Washington</p> <p>Community Research and Learning Network (CoRAL)</p>	<p>Identity-based groups</p> <p>Cross-sector</p> <p>Cross-faith</p> <p>Cross-cultural</p>
Reflection and renewal approaches	<p><i>Durfee Foundation</i></p> <p><i>The California Wellness Foundation</i></p> <p><i>Vanguard Foundation</i></p> <p><i>stone circles</i></p>	<p>Nonprofit executive directors</p> <p>Nonprofit organizations</p>
Experiential learning approaches (organizing, apprenticeships, internships, on-the-job, action research)	<p>YARG</p> <p>LISTEN, Inc.</p> <p>Manna CDC</p> <p>Casa de Maryland</p> <p>Virginia Organizing Project</p> <p>The Community Foundation: Greater Washington Youth Philanthropy Initiative</p> <p>Public Allies</p> <p>Washington Interfaith Network</p> <p>Tenant and Workers Support Committee</p>	<p>Community activists</p> <p>Residents</p> <p>Youth and adults</p> <p>Cross-sector participants</p>
Mentoring approaches	Facilitating Leadership in Youth	Youth

Leadership Development Approaches	Organizations	Constituencies
Policy and field leadership approaches	Asian Pacific American Legal Resource Center Center for Community Change <i>Annie E. Casey Foundation Children and Family Fellowship</i> <i>The Advocacy Institute</i>	Nonprofit organizations Recognized leaders in the field
Innovation and incubation approaches	Tides Center <i>OSI Community Leadership program</i> <i>Echoing Green</i>	Social Entrepreneurs
Recognition approaches	The Community Foundation: Linowes Leadership Awards	Invisible leaders
Fellowship programs using multiple approaches	Public Allies, D.C. Impact Silver Spring Leadership Washington <i>Eureka Communities</i> <i>Annie E. Casey Foundation Children and Family Fellowship</i> <i>New Voices</i>	Youth Executive Directors Community Activists Cross-sector Cross-cultural

## EDUCATIONAL APPROACHES

Educational approaches provide a learning curriculum in a school or university setting that culminates in a degree or certificate of accomplishment that indicates a person has acquired a body of knowledge and skills that has prepared them for management or leadership in the nonprofit sector. Graduates of these programs receive a strong foundation in management and administration. Three programs that use an educational approach include: George Mason University; Georgetown University, and District of Columbia University. The first two offer certificates in nonprofit management with George Mason also offering a Masters of Public Administration with a concentration in nonprofit management. The District of Columbia University offers a certificate in nonprofit leadership through their Urban Studies Program. Certificate programs target students who are currently working in the nonprofit field and seek career advancement, or who are working in other fields and want to change careers.

In addition to a degree and certificate program, George Mason University is starting a Nonprofit Fellows Program to provide emerging leaders with the opportunity to pursue graduate studies. This program is designed to open up graduate study to a more diverse population. Universities are also connecting academic resources to communities by making their faculty available as advisors, coaches, or technical assistance providers. George Mason University has a Nonprofit Studies Advisory Council to assist communities to identify knowledge and research needs.

Other university-based approaches that did not surface during this scan, but which are being tried elsewhere include NYU's Wagner School's Research Center for Leadership in Action which is pursuing cooperative

inquiry by faculty and Center staff with community leaders to deepen knowledge about how to support practitioners to have an equal voice in developing leadership theory. The Center for Reflective Community Practice at MIT has developed a number of community partnerships to build technology and data gathering capacity at the community level, and the capacity of organizers to reflect on and learn from their practice. There are also university programs to promote community service and active citizenship such as Tufts University College of Citizenship and Public Service that offers undergraduates an opportunity to develop their commitment to community service and democratic citizenship. Educational approaches are also being used with middle and high school students such as those being developed by EnVision Leadership which runs leadership camps.

### *A discussion of issues related to educational approaches*

Several concerns have been raised about educational approaches, especially those that offer degrees and certificates. Programs confer credentials to people who may or may not have enough practical knowledge of the sector, or awareness about the specific issue or community being served. In addition to strong management skills supported by these programs it is important to understand how knowledge of a community or broader field is being developed through educational programs since this is a key factor in providing effective leadership. If these programs are to effectively support advancement opportunities for mid level or second tier leadership in the sector access is also an important issue. While some programs indicate they provide scholarships, the capacity of these scholarship funds to create meaningful access for students with fewer financial resources needs to be further explored. If there are not adequate scholarship funds available, only those with financial means will attend more expensive certificate and degreed programs, and the participation of those who could bring more practical and community experience to the sector will be limited. Another key informant observed that leadership is a product of passion for an issue and expressed the concern that these programs can produce good managers but may not produce good leaders with deep commitments to specific issues and communities.

These observations generate a number of questions.

- Are these programs financially accessible to those with a passion for issues who are more likely visionary leaders?
- Do they meet a training need not met by non-profit management support organizations?
- How can the sector best absorb the proliferation of those with masters in non-profit management looking for executive positions in the sector?
- Are these programs inflating the credentials for non-profit leadership in ways that could make these positions inaccessible to mid-level nonprofit sector leaders or community leaders who have passion but lack management training?
- Are people of color, and/or working class people entering the sector limited in their access to increased leadership opportunities by current trends/practices that encourage or favor educational programs?
- Can concerns about the practical skills and knowledge of university certified non-profit leaders be addressed by immersing participants in community life and the non-profit experience through hands on internships or community partnerships?
- In what ways are universities and other educational institutions exploring non-credentialing strategies for supporting community leadership, e.g., partnerships in research and evaluation, community service learning, fellowships, etc.

## **NONPROFIT SECTOR CAPACITY BUILDING APPROACHES**

Over 200,000 people are employed in the Washington D.C. nonprofit sector (11% of the workforce).<sup>2</sup> There are over 7,500 nonprofits in the Washington area with over 4,000 that focus their work in the region. There are several strategies that are being used to build the capacity of individuals and organizations in the sector, including training, peer networking, coaching, technical assistance, and transition planning.

Trainings and workshops are offered in leadership, planning, human resources, evaluation, technology, policy and advocacy, board development, fundraising, financial management, and communications among others. Some are even beginning to address the issues of burnout, overwork and work/life balance. These courses are fee-based and open to anyone who wants to enroll. The purpose of training is to share knowledge and skills, and strengthen the capacity of people and organizations in the nonprofit sector to maximize the contribution that they and their organizations can make. Three organizations that offer trainings and workshops include: the Center for Nonprofit Advancement, SALSA and the Center for Community Change.

One of the benefits of trainings and workshops is that they are accessible to multiple participants from an organization. Evidence shows that when multiple participants from an organization or community engage in shared learning experiences they reinforce each other's learning and are more successful at applying what they learn in their organizations and communities. One strategy for reinforcing continued learning is creating sustainable learning communities that course participants can tap into as a source of support for their leadership journeys. Within the field of leadership development it has been generally observed that peer networks that provide moral support and creative strategies are more successful than single session offerings when it comes to issues of personal sustainability, like feeling burned out. It is often difficult to build this depth of relationship in one training session or a course of short duration. National experiments with ED roundtables report the difficulty of getting EDs to take the time from their work to engage with consistent frequency in monthly sessions. To support success it is important for participants to move from shared commiseration to an exchange of lessons that have immediate value and to creative problem solving that moves the group to solutions that could not be generated or implemented by any one group. In some cases the designation of awardee or some level of recognition, prestige or resources can increase levels of buy in and continuity of participation in communities of learning.

Coaching and technical assistance/consulting are other capacity building strategies for leaders and organizations. One benefit of these strategies is that they are specifically targeted to the needs and issues of an individual or organization. They are more resource-intensive, but can be highly effective when there are shared expectations between the recipient and the provider about what will be provided, and some compatibility of learning styles.

One area that has become the focus of consultation and technical assistance is supporting a smooth transition in leadership from one executive director to another. This often involves intensive strategic planning work with boards and staff. The Center for Nonprofit Advancement and Maryland Nonprofits offer transition programs in the Greater Washington region. Other organizations are building the advocacy capacity of the nonprofit sector which better positions these organizations to lead change. Examples in the scan include the Asian Pacific American Legal Resource Center, the Center for Community Change, and The Nonprofit Roundtable of Greater Washington.

#### *A discussion of issues related to nonprofit capacity-building approaches*

Many of the trainings offered by non-profit management programs are focused on how to run or manage the systems of an organization; they are not focused on leadership. Discussion about the difference between leadership and management is taking place in pockets with no emerging consensus within the non-profit management field about what are distinct leadership needs and the most effective strategies for cultivating them. Some of the descriptions offered were: "management is hands on administrative skills, ie., knowing how to do something where as leadership is knowing what to do and when" or "leadership is using a sense of self to inspire and recruit others to your vision." Often times, the leadership vs. management discussion takes place within the context of effective organizational leadership. Despite systemic problems in the nonprofit sector, a large portion of organizational leadership and management training focuses on working better within a flawed system and dealing symptomatically with the accompanying problems of overwork, constricted funding resources, and isolation within silos. There seem to be few opportunities for leaders to individually or collectively step outside of their organization and look more broadly at the issues of the sector and root causes of the problems their organizations are attempting to address.

A prevailing view in the non-profit sector is that you cannot be a good leader without being a good manager. The costs of this assumption are rarely explored. One young leader from his community explained that since becoming an ED he was not able to lead in his community anymore because he was bogged down by administration. Another ED suggested the financial cost of maintaining management systems within each nonprofit organization is unsustainable. This raises the question about whether there needs to be further explorations about creative new structuring, incubation, shared administration, organization/fiscal sponsorship that would allow leaders to focus more on the business of leading.

Another critical issue for the sector is how to generate opportunities for new leaders and transition existing leaders from their organizations. Some conflicting data exists about how long current EDs are likely to remain in their positions. One point of view suggests that current EDs are unwilling to step aside to make room for the next generation of non-profit leadership. In the Greater Washington region there is an estimated 15% annual turnover suggesting that leadership opportunities are created. The alternative point of view expresses concern that given the age demographics of the current population there could be a huge vacancy for which there will be a shortage of qualified leaders. Precisely what the scope of the challenge will become depends a lot on how new leaders are developed in the sector.

There seems to be no concerted strategy in the non-profit sector for building a bench and providing career advancement opportunities that would encourage and develop leadership within organizations, who have the institutional history and the depth of knowledge about issues they are passionate about. These issues become more important when there is insufficient access and diversity in the sector. While the sector statistically appears well represented by people of color, interviews with key informants suggest that people of color, while present in the sector, are not proportionately present in leadership positions, especially of large non-profit organizations.

Some questions to consider include:

- What is the difference between leadership and management?
- Do you have to be a good manager to be a good leader and a good leader to be a good manager? Are there more appropriate structural approaches to tapping leadership and management skills of those who are not good in both areas?
- Is there a pipeline issue?
- Do leaders of color have equal access to leadership opportunities in the sector?
- Is there a need for leadership that will grapple with the broader issues of the non-profit sector?

## **COMMUNITY LEADERSHIP APPROACHES**

Community leadership approaches support leaders in their role as community citizens by enhancing their awareness of the community and local governance, strengthening their commitment to the quality of life in the community, and providing training, skills, and peer networking in order to increase their effectiveness as community leaders.

Leadership Washington brings together recognized leaders from every sector to engage in hands-on study and in-depth discussion of regional issues. The program encourages participants to leave their titles and organizations at the door so they can connect as peers who have a shared commitment to bettering the region.

Impact Silver Spring is a community leadership program for community members who want to create positive change by championing an issue they have a commitment to. The program is organized around 15 sessions that increase personal awareness, race and cultural awareness, cross-sector relationship-building and skills in collective action.

### *Some issues related to community leadership approaches*

Since community leaders come together primarily as individual citizens not representatives of organizations or constituencies, there is an opportunity for collective action in service of the community that is not mediated by existing organizations. The benefits of this approach are that individuals, when they act on behalf of themselves, can imagine possibilities for change that are not constrained by organizational self-interest. The challenge is that the sustainability of the program's impact depends on the strength of relationships between people. Programs that actively nurture connections among their alumni have a more sustainable and long-lasting impact. Meaningful connections are most likely to be maintained when people have personal relationships with one another, not just professional ones, and when they are actively engaged in a collective project, not just coming together for conversation.

Some questions to consider include:

- Are existing community leadership programs effectively supporting their alumni to be long-term leadership assets for the community?
- Are there models of community leadership development in one community that can be replicated in another community?
- To what extent are community leadership programs addressing regional issues? Is there a need for regional community leadership programs?

## **PEER SUPPORT GROUPS AND NETWORKS**

Peer networks provide an opportunity for colleagues, cohorts, and collaborating partners to come together in a safe environment to share experiences, challenges, and resources, and offer support. These groups may also learn together and generate new insights, and identify opportunities for collaboration and collective action to improve sector and community outcomes. Some examples in this scan include the Black Female Executive Directors Group, the Young Nonprofit Professionals, and the Washington Interfaith Network.

One of the advantages of networks is that they are often self-sustaining and do not require a lot of resources. The success of networks depends on the commitment that members make to each other and how much they gain from the shared conversation, otherwise it is very difficult for people to make time for these activities. In some cases, people seek out one another and form a support group; in other instances, people are invited to come together around more focused learning and action priorities and through that opportunity discover that they share similar desires for conversation, connection, and collective action. This occurred when we held the focus groups for this scan. Participants expressed a desire for more opportunities to explore and discuss leadership in the Greater Washington region, to better understand each other's work and share resources, and to be in community with others who are committed to supporting and strengthening leadership. LLC has hosted regional circles, including one in the D.C. area, that brings together leadership practitioners and employs collective learning methodologies designed to help participants as co-learners share what they have discovered works in their own practice while collectively tackling some of the more challenging aspects of leadership development, e.g., evaluation, sustainability of alumni, and supporting difficult dialogues across boundaries.

The issue of networks also emerged in research that the LLC conducted on how to increase leadership opportunities for people of color. A number of those engaged in the research pointed to the need to create new networks among people of color with a long-term outcome of connecting these networks with established networks to increase access to inside information and leads to resources and opportunities.

Leadership Washington creates a network across a wide diversity of sectors and backgrounds. It provides an opportunity for people to become conversant and knowledgeable about diverse perspectives. Some programs use peer discussion approaches to delve into issues that may have been previously "undiscussable," such as the legacy of racism in communities. Impact Silver Spring creates these opportunities. These conversations can lead to breakthroughs in thinking and behavior that alter the leadership landscape and make other opportunities possible.

### *Some issues related to peer support groups and networks*

One of the biggest issues regarding peer support groups and networks is how to sustain commitment to participation over time. Groups that meet emotional and spiritual needs as well as knowledge and resource needs are more likely to be sustained. The Black Female Executive Directors Group has been meeting monthly for lunch for the past seven years. The sustainability of this network occurs in part because a space has been created for open and honest sharing about issues and feelings that are not discussable anywhere else. Cross-sector networks are sometimes more difficult to sustain and often require some focused action agenda that the group has decided to pursue in order to keep people coming together. The LLC has found that the investment of minimal resources to support administration, facilitation and/or documentation of support groups strengthens their cohesiveness and productivity of learning.

Some questions to address include:

- How can peer networks be supported to become safe spaces where people trust one another and feel free to share their deepest concerns and vulnerabilities?
- Are there opportunities for networks to connect to each other?
- How do networks seed collaboration across sectors?
- What are the appropriate levels of structure and support that facilitate the self-organizing initiative of informal networks?

## **REFLECTION AND RENEWAL APPROACHES**

**Non-Profit Focused Renewal Opportunities.** Nonprofit executive directors repeatedly discussed the challenges of their jobs, especially the lack of time for reflection and renewal. One approach to addressing these issues is sabbatical programs, which are not currently offered for nonprofit EDs in the Greater Washington region. This approach is growing around the country in cities and states. Examples are the Durfee Foundation's sabbatical program for nonprofit EDs in the Los Angeles area, the California Wellness Foundation's program for nonprofit EDs in the health sector, and the Vanguard Foundation's Sabbatical for EDs. Sabbatical programs provide nonprofit EDs with resources that enable them to step back and take time for reflection. The purposes of sabbatical programs are multi-faceted. Commonly they are used to give nonprofit leaders a break from day-to-day management to engage in reflection, big picture thinking, and to renew and recharge. One of the outcomes of sabbatical programs has been the development of the next tier of leadership to assume more responsibilities when the ED is on sabbatical. Often this next tier of leaders continues with leadership responsibilities after the ED returns, sometimes easing the problem of overwork for EDs. Another outcome of sabbatical programs is to support EDs to think about their legacy and how they will transition their leadership.

In addition to sabbatical programs, there are also programs, such as Eureka Communities Fellowship and the Rhode Island Foundation Fellowship Program, that support reflection and renewal while EDs retain some or most of their job responsibilities. These programs use convenings, personal learning funds, site visits, and mentors. Another approach is the work of *stone circles* which designs programs to sustain activists in social justice work through communities of learning and practice.

**Opportunities for Social Activists.** There are also several short term national programs available to Greater Washington region activists that provide individual or group retreats of two to four weeks for the renewal and rejuvenation of social activists. They include: Vallaceto Mountain Refuge, New Mexico; Windcall, Montana; and Whidbey Institute, Washington . These retreats seek to provide front line activists with needed opportunities for rest, reflection and rejuvenation.

### *Some issues related to reflection and renewal approaches*

Reflection and renewal approaches are highly valued by those who participate in them; however, they are often difficult to support because there is a tendency to underestimate their value and to dismiss them with characterizations like "self-indulgent," "frivolous," or "navel gazing." There have been significant advances in

reflection strategies that are deeply transformative for people who participate. They support people to clarify and align their values with their actions; they enable people to deepen their self-understanding in relationship with others often giving them insights and awarenesses that were invisible before especially with regard to issues that are divisive. There is growing evidence that profound community/social transformation cannot occur without a simultaneous personal transformation.

Concern has also been raised that without some significant restructuring of the non-profit sector, retreats that provide a brief respite from the problems serve as a band-aid bolstering EDs up in the short term without addressing or fixing the long term problem.

Some questions about reflection and renewal approaches include:

- Does the nonprofit community support leaders to take time for renewal and reflection?
- Are there ways to integrate reflection and rest into the life of non-profit operations?
- Will encouraging existing leaders to take time for reflection and renewal support greater distribution of leadership and opportunity for the next tier of leadership in organizations?
- Is sufficient attention being paid to how to support cultivate personal reflection among social activists? Are activists expected to be sustained purely by commitment?
- How is personal transformation linked to community/social transformation?

## **EXPERIENTIAL LEARNING APPROACHES**

Experiential learning approaches include community organizing, apprenticeships, internships, on-the-job learning, and action research. Experiential approaches to leadership development are embedded in “doing.” The community service learning movement (Peace Corps, Americorps) has its roots in the philosophy of experiential learning and principles of adult education. Community organizing approaches develop people’s skills, level of engagement and confidence to lead change in their communities. Organizations using this approach are engaging youth, residents, tenants, immigrants, Latinos, women, workers, community-based organizations, and the faith community. These approaches are highly successful when working with disenfranchised or marginalized constituencies or communities who have been disempowered through policies, actions, and power relations that have excluded and harmed them. These approaches support participants to work together collaboratively across race, class, ethnicity and culture to achieve a community solution to a problem. Focus is often on relationship building, gathering diverse perspectives, team development, issue identification and solution development, understanding the community change process, priority setting, action planning and research, communication and public speaking skills, advocacy, media training or action research. Organizations in this scan using this approach include YARG, LISTEN, Virginia Organizing Project, and the Manna CDC.

Other approaches include apprenticeships and jobs. In some cases there are formal apprenticeship or internship programs such as those developed by the Virginia Organizing Project for high school and college-age youth who want to learn organizing. Another example is the Community Foundation’s youth grantmaking program. This program is modeled on youth-to-youth grantmaking programs that exist in over 300 U.S. communities. Youth are selected to serve on Youth Advisory Councils where they develop a governance structure, conduct needs assessments, review proposals, and make grant decisions. In the process they also become leaders in their communities. A third example is Public Allies which matches youth leaders and organizations to provide youth with the job opportunities to develop their leadership capacity. A number of other youth leadership programs have been mentioned by participants in this scan. They include: Lazarus Leadership Fellows at Bethesda Chevy Chase High School, Covenant House Youth Council, Next Generation Youth Program at Dance Place, DC Youth Advisory Council with the Mayor’s Office, Port Towns Youth Council, Ethiopian Community Development Center’s Youth Leadership Program, Martha’s Table Teen Program, and the Youth Education Alliance.

Experiential learning is strengthened when people have an opportunity to process and reflect about their experiences in community with others. Examples are the work of MIT's Center for Reflective Practice in Massachusetts, the Rockwood Institute in California, and Transformation through Education and Mutual Support (TEAMS) in California.

#### *Some issues regarding experiential learning*

Experiential learning requires a long-term commitment to working with communities and constituencies to transform the meanings they attach to their experiences, and empower their leadership. There is sometimes reticence about investing in these approaches because they may empower constituencies to lead change in directions that they decide, challenging the priorities of well-organized advocacy efforts that work on behalf of these constituencies.

Some questions include:

- How can there be greater synergy between advocacy and organizing approaches?
- What can leadership development programs do to move a reform agenda or to support activities to generate solutions and a change agenda?
- How can activists be sustained in their work over time?
- What best supports activists to move from one issue to another, to become an enduring community leadership resource?

## **MENTORING APPROACHES**

Mentoring pairs more established leaders with emerging leaders in order to strengthen the confidence, connections, and commitment of emerging leaders and support them to achieve their goals. Mentoring is used as a strategy in many leadership programs with adults, but it is particularly common in programs that focus on youth. Facilitating Leadership in Youth runs a mentoring program for youth in Barry Farm. They develop one-on-one relationships with university mentors and tutors who assist them to achieve their educational goals, develop their talents and expand their leadership roles.

#### *Some issues regarding mentoring approaches*

Mentoring often relies on more established leaders to volunteer their time to mentor an emerging leader. Volunteering can make it challenging for mentors to make their mentoring relationship a priority. Those programs that ask mentors and protégés to agree on how often they will meet, and for what purpose in advance are more likely to achieve the protégé's goals. Sometimes this takes the form of a signed contract.

More consideration needs to be given to how mentors can benefit from mentoring relationships. Are they learning new skills? Do they have an opportunity to meet with other mentors? Some skills training for mentors is advisable since not all leaders know inherently how to mentor.

Some questions include:

- How can the mentoring relationship best be supported so that it meets the needs of both the mentors and the protégés?
- What is the optimal time period for a mentoring relationship last in order for it to have lasting leadership impact?

## **POLICY AND FIELD BUILDING APPROACHES**

Policy and field building approaches seek to support leaders to become thought and policy leaders. Thought leaders may work in colleges and universities, foundations, nonprofit organizations, or government agencies. These are leaders who frame what issues need to be addressed and potential solutions for addressing them. In the past, and to a very large extent today, the forums for discussion, deliberation, and decision-making have excluded many diverse perspectives and voices. As a result policies, publications, media coverage etc, have been narrow in perspective and have shrunk possibilities for change. Field and policy building approaches fre-

quently occur in the context of fellowship programs (see the discussion of the Annie E. Casey Children and Family Fellowship below). Often policy and field building approaches are part of a larger social change initiative that is intended to impact collective well-being through violence prevention, improvements in education and health care, stronger families and neighborhoods, among others. Examples include The California Wellness Foundation's Violence Prevention Initiative, the Wallace Foundation's education initiatives, the Casey Foundation's Neighborhood Initiatives.

One promising leadership strategy for catalyzing policy change is to focus on results, e.g., health, education or violence indicators that if they improve will correlate with significant improvements in well-being. This is the approach of a new leadership program being implemented in the Greater Washington region by the Casey Foundation, Leadership in Action. This program will convene and focus 30 well positioned participants around policy initiatives that will improve the lives of family and children.

#### *Some issues with field and policy building approaches*

Some programs that use these approaches believe that fundamental change will occur if different voices participate in forums where discussions, deliberation, and decision-making occur. While access is important, it is also necessary to transform the way issues get framed. Sometimes this requires a paradigm shift.

Some questions include:

- Is the thought and policy leadership in the Greater Washington region representative of diverse perspectives and voices?
- How can diverse voices be brought together to construct alternative framings and mobilize support for that perspective or paradigm shift?

## **INNOVATION/INCUBATION APPROACHES**

Innovation and incubation approaches provide seed money, technical assistance, and other resources for implementing projects, exploring innovative ideas and starting new organizations. An example of this type of approach is Open Society Institute's Community Fellows Program. Another well-known entrepreneurship program, Echoing Green, has supported the initiation of more than 30 projects/programs in the Greater Washington region. Ashoka is located in Virginia and is recognized for its thoughtful recruitment strategies designed to identify social entrepreneurs. The lessons from these experiences could be helpful to local grant-makers interested in learning how to assess the potential success of high-risk new projects. In an evaluation of their experience, Echoing

Green fellows pointed to the value of being in a fellowship that brought advocacy and direct service entrepreneurs together to accelerate their learning from each other and appreciation of different perspectives and approaches.

#### *Some issues with innovation/incubation approaches*

Innovation and incubation approaches are risky because not all of the projects, ideas, organizations are able to create a sustainable financial base to support the work over the long haul. Investors need a tolerance for risk which is why these approaches are typically funded by venture philanthropists. These programs need to learn how to address issues of scaling up and/or how to interest other funders in supporting worthy projects, ideas, and organizations so they may influence policy, fields of practice, and the way social problems are framed and addressed.

Questions have been raised about whether the non-profit sector really needs more organizations instead of fewer given restrictions in the funding climate. Entrepreneurs argue that existing organizations often have untenable cultures, hierarchies and funding patterns that stifle innovation. Creating a new model for addressing issues in an innovative way is often seen as more viable than working within existing organizations. Entrepreneurial approaches may address concerns about how to get resources deeper into communities. Concern has been raised that some well established community organizations begin to function as gatekeep-

ers of community resources. Participants in a focus group on how to increase opportunities for people of color also raise the concern that strong community driven ideas may not have the stature or organizational history to qualify for traditional grant making programs.

There are, however, approaches that are using short-term projects or internships to seed innovation. One example is New Voices, a program that funds young people to work on a project they design within existing organizations. There is some evidence that these projects stimulate the organization to rethink its priorities and ways of working. It may be that some of these issues can be addressed by short term projects and initiatives that do not require the formation of a 501c3. Large incubators like the Tides Center in San Francisco and DC or Community Partners in Los Angeles provide fiscal sponsorship for these programs reducing overhead and enabling founders to live in the world and learn more about potential partners and appropriate forms before starting a new 501c3.

Some questions include:

- How is venture philanthropy being encouraged and supported?
- What should be the role of incubators and how are they supported?
- Are there too many 501c3s? Is it easier to imagine and implement new models from scratch than to reinvent existing organizations?
- Can funds for entrepreneurship open up opportunities to get resources deeper into community of color to support community driven solutions?
- What pathways exist for scaling up worthy innovations?
- How can existing organizations be supported to encourage innovation?

## **RECOGNITION AWARDS**

There are many extraordinary leaders in communities and in nonprofit organizations that are not publicly recognized, and yet their contributions to improving the quality of life for people living in communities is extraordinary. Recognition programs bring attention to individuals and organizations that are leading change. Often there is money associated with the award, which adds to its prestige and value. The Community Foundation offers the Linowes Leadership Awards Program to recognize people who build community and inspire others through their service. There is significant evidence from the leadership field that recognition contributes to people's perceptions of themselves as leaders, reinforces their commitment, and strengthens their confidence. In addition, recognition may help an organization to attract new volunteers and financial resources to important work. Recognition awards have been used by the Robert Wood Johnson Foundation to build awareness of the field of substance abuse and to inspire and recruit new leaders to the field. A more in-depth study of recognition awards was recently conducted by the Skoll Foundation.<sup>3</sup>

### *Some issues about recognition awards*

Recognition awards typically are bestowed on individuals who, while they may be extraordinary, did not achieve their success alone. Singling out an individual can be problematic in communities that celebrate collective achievement rather than individual achievement. Giving awards to organizations, neighborhoods, or communities may be one way to recognize the multiple contributions that lead to change.

Recognition awards like the California Wellness Foundation's Peace Prize Award can also recognize the achievements of community leaders who may not exercise their influence through established non-profit organizations. Recognition awards can promote and honor models of community leadership in a variety of forms, e.g. faith leaders, volunteers, community activists, students.

Some questions include:

- How can recognition awards be used to honor collective achievement?
- What additional supports can awardees be given to help them leverage their honor to attract resources and attention to their work?
- What might be gained by convening awardees to encourage a community of learning and practice among recipients?

## **FELLOWSHIP PROGRAMS: AN INTEGRATION OF MULTIPLE APPROACHES**

Fellowship programs combine many of the approaches already discussed in a synergistic effort to accelerate the capacity of leaders to become change agents. These programs combine reflection and renewal, experiential learning, peer support and networking, mentoring and coaching, and sometimes field and policy building approaches.

The Annie E. Casey Children and Family Fellowship offers leaders an 11-month residency at Casey in order to personally and professionally accelerate the leadership of selected people in the field of children and human services. Diverse stakeholders are brought together for a shared learning experience and network-building. They also engage in applied learning projects. After 11 months, they become part of an alumni network that provides peer support for continuing to be a change agent in their field, profession, and the policy arena.

The W.K. Kellogg Foundation has shifted from operating an individual fellowship program that recruited a cohort from a national pool based on demonstrated leadership to a community leadership strategy that supports twenty-five fellows in each of six communities to develop their individual and collective leadership. They convene locally over a two-year period around an issue that focuses the community's collective action. Each year there is a national gathering of all fellows from each of the six communities to engage in peer learning around the thematic topic. The program draws on leadership situated within a variety of community venues: non-profit leadership, school based leadership, student leadership, parent leadership. There could be opportunities for leveraged investment if one of the themes is of interest to local organizations and funders in the Greater Washington region.

### ***Some issues with fellowship programs***

Fellowship programs are comparatively more costly to run because they use and integrate multiple approaches in order to accelerate change. Several components of these programs are critical to success including reflection and clarifying one's leadership vision, experiential learning through projects or collaborative activities, and peer support and network-building. Small amounts of seed resources for innovative ideas and projects also contribute to change efforts. Another issue has been the challenge to evaluate these programs because they are complex and their impact increases over time. Current evaluation efforts tend to support short-term learning associated with the grant cycle which limits the questions about impact that can be addressed. Furthermore, evaluation methodologies, such as self-report, storytelling, and case studies have not gained sufficient validity in the field thus limiting the complexity of what can be learned about impact. The lack of financial support for longitudinal evaluations makes it difficult to make a strong case for return on investment. There are efforts by the Center for Creative Leadership and the Leadership Learning Community currently underway to validate multiple methodologies and engage in cross-program learning over time to better understand the outcomes and impacts of fellowship programs.

Some questions include:

- How would a group of funders support a fellowship program?
- Who would co-fund such an effort?
- What need, target population or area of work would best be advanced by this type of comprehensive leadership development approach?

- Who would be stakeholders in this program?
- What is the minimal bundle of strategies needed to create leadership synergies?
- How can evaluations be redesigned to permit documentation of long-term impact? How do we more effectively advocate for the validity of multiple methodologies for learning?

<sup>2</sup> "Profiting from nonprofit know-how," Washington Business Journal, March 11, 2005, <http://washington.bizjournals.com/washington/stories/2005/03/14/editorial2.html>

<sup>3</sup> Ruth Norris, *Awards and Prizes Honoring Social Entrepreneurs, Innovators and Leaders*, The Skoll Foundation, May 2004.

# Learning from Other Scans

There are several sections of a recently completed scan for the Annie E. Casey Foundation that we thought would be of particular interest to DC funders. These include a discussion of developing leadership capacity at different stages of one's career, supporting leadership and systems change to achieve breakthrough results in education and other arenas, and a unique methodology for supporting transformation.

*Excerpts from a National Scan of Leadership Programs:  
Innovations, Gaps, and Opportunities  
Prepared for the Annie E. Casey Foundation*

## **1. Developing leadership capacity at different stages of one's career.**

Creating a more unified approach to developing leadership in a field can better leverage leadership resources. One way to do this is to focus on leadership needs at different stages of an individual's career. The National College for School Leadership in the UK has extensive leadership programs to improve school leadership. They have identified five stages of school leadership and have developed programs for each stage.

- **emergent leadership**, when a teacher is beginning to take on management and leadership responsibilities and perhaps forms an aspiration to become a headteacher;
- **established leadership**, comprising assistant and deputy heads who are experienced leaders but who do not intend to pursue headship;
- **entry to headship**, including a teacher's preparation for and induction into the senior post in a school;
- **advanced leadership**, the stage at which school leaders mature in their role, look to widen their experience, to refresh themselves and to update their skills;
- **consultant leadership**, when an able and experienced leader is ready to put something back into the profession by taking on training, mentoring, inspection or other responsibilities.

Another example is the Zero-to-Three Leadership Program which has a program for emerging leaders and one for mid-career leaders in the field of children and families. Zero-to-Three has noted that emerging fellows are looking for ways to balance the demands of family and work; while mid-career fellows are looking for ways to move beyond their disciplinary focus to reach a wider and more diverse audience. Multiple leadership strategies enable organizations to leverage opportunities across programs, e.g., having more established leaders mentor emerging leaders.

## **2. Shifting systems to achieve breakthrough results.**

Leadership development is being used in some instances to radically shift how professionals are trained to work in a field or sector. Some of the most thorough work in this area is occurring in the field of educational leadership. The leadership environment of school principals and superintendents has dramatically changed in recent years, and there are few leaders capable of meeting the new challenges. The Wallace Foundation has developed a comprehensive leadership initiative, State Action for Education Leadership Project (SAELP). They are working in 15 states to significantly transform how school leaders are trained and to change the conditions within which leaders work, e.g., policy, governance, etc.

There are several innovations in this project that are worth noting. First is the focus on both changing how leaders are trained and developed; and changing the conditions in which leaders work. The insight here is that to sustain newly trained principals and superintendents in leadership positions requires attention to the conditions of their work, not just better leadership capacities. Another innovation is the focus

on aligning change at every level of the system from state policies to district, school, and classroom practices. A third innovation is the focus on “breakthrough ideas.” Often leadership initiatives do not promote a shared intentional focus on what really matters and will make a difference, so the impact is more difficult to measure.

The second phase of SAELP brings all these innovations together. It will support states that identify, and propose strategies for, two to three “breakthrough ideas” that integrate both leader development and conditions that improve education leaders’ development and change the conditions that would enable them to improve student achievement. Each breakthrough idea must then be placed in the context of a “strategic through-line.” The through-line identifies strategies that connect leader development with condition changes at each level: from state policies to changes in district, school and classroom practices to improving student achievement. The “breakthrough” ideas would challenge the existing *modus operandi*. These ideas would tackle the toughest issues in educational leadership, focus on major substantive changes designed to improve the development of leaders and the conditions of leadership such as authority, governance, and resources.

An important component of shifting systems is changing people’s “mental models” or frames for analyzing and understanding what the problem or challenge is. In some cases, such as the Johns Hopkins School of Public Health Training in Strategic Leadership and Management in Population and Reproductive Health, the training is designed to work with leaders in high-level government positions who believe that government and health institutions produce health. A central focus of the training is to shift from this frame to one in which households produce health. This fundamental shift calls for a rethinking about the role of communities, government, and health care institutions in addressing reproductive health issues.

Another strategy is to place leadership development within a broad set of strategies for influencing a system. The California Wellness Foundation created a public health model for addressing violence through policy change, education and services. Leadership development was part of an initiative along with media campaigns, national conferences, grants to community projects, and technical assistance programs. By integrating these investment strategies, the foundation was able to leverage the work on multiple fronts to create visibility, and a growing violence prevention movement around a new model.

### **3. Sector wide systemic change leadership.**

There are many programs that work with non-profit leaders to support their sustainability and competency in their organizational context. There are no programs that bring leaders together across silos to ask the really difficult questions about how to radically transform the non-profit sector to address many intrinsic problems.

Our current methodologies for supporting this deeper level transformation are also inadequate. One promising methodology is what Peter Senge, Joe Jaworski, Otto Scharmer, and Betty Sue Flowers, in their new book *Presence*, call the U-Process. The U-Process is a social technology that is designed to enable exceptional performance by teams of individuals working together on complex challenges. The concept of U embodies the observation that “every profound innovation is based on an inward-bound journey, on going to a deeper place where knowing comes to the surface.” Unlike traditional approaches to learning, which are grounded in reflections on past experiences, the U-Process involves paying attention to, and actually learning from, emerging realities or opportunities. Having achieved greater clarity and connection, teams can create a new operating consensus, allowing for the co-creation of solutions to previously stuck problems.

# A Landscape Synopsis

The Greater Washington region is home to a strong cross representation of leadership and capacity building strategies that focus on a variety of outcomes such as building the capacity of nonprofit organizations to provide better services and to enhance leadership capacity in collaboration with others in communities and the region. The desired outcomes influence both the program design and the target audience. The programs we have reviewed draw on the strengths of a number of established leadership development approaches. The issue for many organizations that invest in leadership development is one of scale. How can they meet the vast need for development and capacity building strategies in communities and the nonprofit sector?

When discussion turns to the question of whether there are “too many” leadership programs, the issue is actually one of “too little” resources rather than a saturated demand. When existing programs hear about new programs they are often concerned that new investments will draw resources away from current efforts. While it would be safe to conclude that increased leadership opportunities would increase benefit to participants and their work, there are not unlimited resources for this work. It is important to consider how to be strategic in considering where to invest in building leadership capacity for the greatest impact.

This question about where to invest cannot be answered divorced from a discussion of values and priorities. We recognize that The Nonprofit Roundtable of Greater Washington participants and funders may come to this with different priorities and perhaps different values. In this spirit, we are offering a number of recommendations understanding that some of the opportunities might hold different appeal or potential alignment for specific funders, while not for others. Some recommendations leverage and expand on current opportunities and some attempt to address potential gaps. Not all recommendations require collective action, however collective consideration of questions raised in this scan may lead to breakthrough approaches that accelerate improvements in the well-being of individuals and communities in the Greater Washington region.

# Recommendations for Increasing Leadership Capacity in the Greater Washington Region

In what follows we discuss key themes from the scan and make recommendations for taking some action steps. Action steps are italicized and will be rearticulated in the snapshot of recommendations that follow.

## **PIPELINES/CAREER PATHS**

A number of non-profit management programs run by universities, and training programs offered by the Center for Nonprofit Advancement, develop knowledge and skills for running nonprofits. There is also interesting and important innovative work being done around transition planning. Despite the variety of programs, no integrated view of how to build and promote leadership within the sector exists. There is a tension about whether to cultivate and promote leadership from communities to come up through the ranks of non-profit organizations or to professionally train leadership through certificate and degree programs in institutions of higher education. Having this conversation about career paths and strategies for leadership promotion is an important step in thinking about leadership needs of the sector and how to address them. An alternative approach to building leadership capacity within larger nonprofit organizations among middle level leaders is to develop and implement Leadership Institutes within the organization such as the RFK Children's Action Corps has done.<sup>4</sup>

## **THE IMPACT OF CAREER PATHS ON DIVERSITY**

Limited opportunities for promotion or career paths exist in many nonprofit organizations because they are so small. Where those opportunities for advancement may exist, many potential leaders may not be attracted to ED positions because they are associated with high levels of stress and overload. Many ED positions do not pay sufficiently to help retire student loans for those who would borrow to finance nonprofit management degrees. *If this is the case it may be important to provide scholarships that would help those currently in non-profit organizations to access degree and certification programs. One national program located in DC, New Voices, has had good success recruiting young people of color to work in non-profit organizations engaged in social justice work through an internship program. The New Voices program could be adapted to provide opportunities for young people in the Greater Washington region who would like to work in organizations in their community. It would also be helpful to gather more data about the demographic representation of people of color at a variety of leadership levels in order to assess whether they are being disadvantaged in promotional opportunities because leadership positions are being filled from outside the organization or the sector.*

## **RESTRUCTURING OPPORTUNITIES**

It is important to pay attention to larger questions of how to support and strengthen leadership and managerial skills within organizations. There has been very little exploration of how to handle these issues in small organizations that do not have the budget to support both a CEO and COO. *Incubators may have a function beyond launching 501c3s to provide managerial support that could free up visionary leaders who feel that their leadership is undermined and drained by administration.* Impact Silver Spring is exploring an integrated leadership model that would include an incubator and could serve as an interesting field-test of this strategy. The Tides Center, which offers fiscal sponsorship to new projects, could play a stronger role in providing more extensive administrative support through which similar projects might be clustered to share a higher level of administrative, marketing, and development expertise.

## **EXPANDING LEADERSHIP OFFERINGS FROM NON-PROFIT MANAGEMENT PROGRAMS**

Many non-profit management organizations nationally are beginning to expand the scope of courses and strategies they offer to address leadership challenges. Programs that build and encourage sustainable relation-

ships among those working in the sector as part of their development strategy are more likely to have success, such as Compass Point which provides training in peer coaching and is supporting a network. Programs that span over 4-5 sessions and deal with team building and conflict resolution are promising because they build deeper more sustainable commitment and relationships. *Programs like the Center for Nonprofit Advancement and SALSA could learn from the broader leadership development field and perhaps borrow curriculum from existing fellowship programs to develop a more integrated leadership curriculum that could provide more training in systems thinking, collaborative leadership, multi-cultural competency, reflective leadership, and team building.* The Asian Pacific American Legal Center in LA has been funded by the W.K. Kellogg Foundation to develop a curriculum on Boundary Crossing that will soon be available for national distribution along with training for trainers.

Still there will be the problem of time and getting consistent buy in and participation from busy staff (not just EDs). Sometimes, a competitive process with some recognition and very small amounts of support could increase the likelihood of committed participation. *Local funders could help lend prestige and a small amount of resources to promote more comprehensive leadership programs.*

## **TAPPING INTO NATIONAL OPPORTUNITIES**

There are a number of national programs that recruit from the Greater Washington region that could benefit both non-profit and community leaders. Likewise there are a number of national programs that bring leaders to D.C. from around the country. Opportunities may exist to connect these leaders with local nonprofit and community leaders in the Greater Washington region. *It would not be costly or labor intensive to create a centralized listing of national opportunities for distribution to DC non-profit and community organizations.*

## **LEADERSHIP DEVELOPMENT FUNDS**

The S.H. Cowell Foundation developed a strategy for providing customized leadership development opportunities for their grantees. They identified a number of their core grantees and hired a coach to work with the EDs to identify their leadership challenges and connect them to potential resources and training programs to help them address those challenges. Each grantee had access to \$5,000 for their leadership development. The EDs were at first slow to tap into this fund because they felt guilty doing something for themselves and were worried about selecting the right opportunity. The foundation also found that when the EDs were convened they were able to identify some common needs, e.g. collaborative leadership. To address these needs they were invited to retreats where a number of leadership perspectives were shared. The grantees did begin to use the fund to hire coaches, visit other organizations, attend programs at the Center for Creative Leadership, Stanford University's Executive Management Training, and Peter Senge's Foundations of Leadership course. *An important lesson from this experience is that building leadership development resources into programmatic grants can encourage non-profit leaders to be proactive in developing themselves as non-profit leaders. These funds might be used for staff retreats, attending conferences that expose participants to new perspectives and allies, or coaching.*

## **POLICY TRAINING/ADVOCACY**

A recently published report by PolicyLink shares research findings on the status of people of color in policy work. Their report documents the extent to which people of color are absent from the policy table and the costs that result because of that exclusion. Their publication *Leadership for Policy Change* draws on interviews with more than 100 leaders from the public sector, private industry, academia, and nonprofit organizations; a scan of 72 leadership development programs; and an extensive review of current leadership development literature. The report describes the barriers to participation of leaders of color in local and national public policy development and to what prevents them from contributing their expertise and experience to benefit low-income communities of color and the nation.

These findings point to the need to be proactive in providing more training opportunities in policy development and advocacy. The new Casey program, Leadership in Action, will roll out a policy leadership initiative with a focus specifically on families and children. *It may be helpful to assess critical issues in which policy training should be expanded to those in both nonprofit and community organizations with attention to people of color and explore*

*ways that access and connections to policymaking bodies can be accelerated.* The Schott Foundation for Early Care and Education has a program that awards fellowships to emerging leaders committed to policy advocacy, particularly those from communities of color. They remain in their jobs, meet monthly, expand their policy networks, and work collaboratively on a policy project. The Advocacy Institute has a long track record of advocacy training and more recently with fellowship programs that integrate the internal work of leadership in a cohort experience. They could be an excellent local resource in developing advocacy programs or curriculum components.

## **COMMUNITY ORGANIZING DEVELOPMENT PATHS**

There are a number of very strong community organizing models working with both young people and adults engaging them in leadership development experiences that are embedded within the work. While it may not be called leadership development, the way programs like LISTEN, YARG, and the Virginia Organizing Project work develops leadership among diverse constituents who are not reached by other programs. Including these organizations in a broader leadership strategy for the Greater Washington region will be critical. The more deeply these programs can work to support personal and collective healing and transformation, the more likely all communities will be able to contribute their assets to improve the quality of life in the Greater Washington region. *A leadership program for community organizers that supports them to learn methods and processes to foster personal and collective healing could increase the sustainable impact of community organizing efforts.* Another concern about community organizer strategies is that while they teach participants to analyze power dynamics and strongly oppose inequities, it is important to also have access to new tables where important decisions get made and resources are allocated. A program like Impact Silver Spring provides opportunities for organizers to work across sectors while continuing to build skills. This program, as well as other programs like YARG, has the capacity for replication and/or expansion. *Providing resources for these leaders to develop materials on their approach and to mentor others to launch these programs in their communities is one way to encourage replication of programs that demonstrate positive results in their communities.*

## **CONVENING**

One of the most significant outcomes of a diverse range of leadership development programs is the increase in social capital, i.e. the cultivation of sustained relationships that support ongoing opportunities for peer learning, moral support, creative problem solving, shared resources, leveraged work and collaboration. Often when convened a group can identify its leadership needs and address them by tapping the multifaceted talents and assets of participants. There are already several effective informal support groups in the district. One foundation, Sierra Health supported convening by funding learning communities and providing \$10,000 for food, facilitation and documentation of learning. *Convening a diverse group of community stakeholders in a process over time can be a very low cost way of building leadership capacity in an area.*

## **REIMAGINING THE SECTOR**

There is a need to bring together the expertise and wisdom of those who hold the big picture view of the sector and some of its intrinsic problems to engage in a creative process of imagining how to structure organizations and the sector itself in ways that will address sustainability, increase collaboration, facilitate democratization and break down silos. *The U model may provide an interesting process for engaging a leadership team of non-profit leaders, funders and researchers in this important leadership work.* While many of the leadership programs for non-profit EDs, e.g. roundtables, sabbaticals, and fellowships provide rejuvenation for isolated or burned out EDs (and should certainly be supported), they do not address the systemic issues that contribute to attrition in the sector and are unlikely to have sustained benefit over the long haul. The scope of the non-profit sector in the Greater Washington region offers multiple perspectives and approaches, that if given a deeper opportunity for expression may generate learning that could serve the sector nationally.

<sup>4</sup> This initiative is described in the Spring 2005 issue of the *Stanford Social Innovation Review*.

# A Snapshot Look at Recommendations

Some of the recommendations are easier to implement than others because they enhance or leverage what already exists. A second set of recommendations builds on current work by mining collective wisdom, fostering cross-program learning, and/or replicating existing programs. A third set of recommendations addresses gaps in leadership knowledge or program strategies in the Greater Washington region. A fourth set of recommendations focuses on developing integrated strategies or creating opportunities to rethink some fundamental practices in the nonprofit sector and to assisting communities and regions to better address complex problems.

## **LEVERAGING WHAT EXISTS (THE LOW HANGING FRUIT)**

- Scholarships for certificate/degree programs to increase internal advancement opportunities and access for people of color
- Disseminate information about national leadership/fellowship programs to non-profit and community leaders
- Offer support to informal support groups, such as meeting space and meals
- Build leadership development line items into current program grants
- Increase award and recognition opportunities to lift up the work of community and nonprofit leadership
- Tap DC based alumni of national leadership development programs to provide mentorship and technical assistance to community and nonprofit leaders

## **BUILDING ON CURRENT WORK**

- Help nonprofit management organizations tap and access lessons about leadership development curriculum and strategies (e.g., boundary crossing) from other nonprofit management organizations and the broader field of leadership development to expand their leadership offerings
- Provide minimal support to convene current non-profit and community leadership in learning communities
- Create a leadership development fund that current nonprofit and community leaders can apply to individually for a leadership development activity or collectively to pool resources for joint training
- Consider replicating local programs, such as Impact Silver Spring and YARG in different geographic locations
- Identify national programs that could meet some local capacity needs such as New Voices and the Advocacy Institute and pursue conversations with program sponsor about partnering to include the Greater Washington region

## **GAPS**

- Conduct research on the demographic representation of different ethnic minority groups within different tiers of nonprofit organizations to better understand whose in the leadership pipeline and what barriers may prevent the advancement of leaders of color
- Expand opportunities in policy training to people of color working in non-profits and communities
- Consider sabbaticals as a good way to provide reflective opportunities for non-profit and community leaders and helping to lay groundwork for succession planning.

- Hold a diverse stakeholder conversation to openly explore career paths and strategies for promoting leadership in the nonprofit sector. Learn more about opportunities for promoting community leadership with nonprofit organization staff and board positions
- Consider a leadership program for community organizers to learn personal and collective methods and processes for supporting community healing

## **CREATIVE NEW OPPORTUNITIES**

- Create a leadership program for rethinking the nonprofit sector
- Develop a leadership process, such as the U-process, that brings together diverse stakeholders to explore creative ways to address difficult community and regional issues
- Explore new models of restructuring the sector to better support and incubate community leaders who do not want to be managers
- Develop an integrated strategy for how to promote leadership within the sector that provides more opportunities for mid and entry-level leaders

# Recommendations for Using the Scan

We have conducted and written this scan to help stimulate local conversations about investments in developing and supporting leadership in the Greater Washington region.

As funders of leadership development you may consider using the scan to host a series of conversations among yourselves to identify where there are synergies in your values and priorities, and where co-investment of resources and collaborative action may increase the impact of your efforts. You may also consider using the scan internally to reimagine the direction you want to take in your leadership efforts.

As nonprofit leaders and community activists you may consider using the scan to expand awareness about the different leadership development approaches that are being used to support leaders, organizations, and communities to realize their fullest potential and reach their goals. You may want to experiment with combining these strategies to see what synergies are possible. You may want to use the scan as a catalyst for convening leaders around issues that you and they care passionately about and create opportunities for collectively increasing your impact.

We envision the scan as a range of possibilities for improving the leadership capacity of the Greater Washington region. The realization of these possibilities will depend on each of you stepping forward to champion an idea or an approach, find partners and/or mobilize others around that effort, and develop strategies for implementation. We hope the scan will stimulate new programs and partnerships. We encourage you to lead the change you most want to see. We look forward to learning about how your leadership journeys unfold.

# Attachments

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## *Attachment A*

# Focus Group Participants (7/04, 10/04, 3/05)

Aleta Margolis, *Center for Inspired Teaching*

Angela Jones, *DC Action for Children*

Beatriz Otero, *Centro Nia*

Betty Jo Gaines, *Bright Beginnings*

Carol Loftur-Thun, *Crisislink*

Carole Prest, *Commonweal Foundation*

Carole Thompson Cole, *Venture Philanthropy Partners*

Catherine Meloy, *DC Goodwill*

Cheri Zeman, *United Community Ministries*

Christel Nichols, *House of Ruth*

Chuck Bean, *Nonprofit Roundtable*

Dale Otto, *Columbia Lighthouse for the Blind*

Dennis Hunt, *Center for Multicultural Human Services*

Glen O’Gilvie, *Earth Conservation Corps*

Holly O’Donnell, *DC Scores*

Hope Gleicher, *Trellis Fund*

Jacquelyn Walls, *The Fishing School*

Jan Verhage, *Girl Scout Council of the Nation’s Capital*

Jatrice Martel-Gaiter, *Planned Parenthood of Metropolitan Washington*

Joan de Pontet, *Jewish Social Services Agency*

Kim Perry, *DC Hunger Solutions*

Linda Howard, *Summit Fund*

Linda Wright Fuller, *For Love of Children*

Lydia Watts, *WEAVE*

Margaret O’Byron, *Consumer Health Foundation*

Maria Gomez, *Mary’s Center*

Mary Agee, *Northern Virginia Family Service*

Mary Brown, *Lifepieces to Masterpieces*

Oramenta F. Newsome, *Local Initiatives Support Corporation*

Patty Fugere, *Washington Legal Clinic for the Homeless*

Pete Smith, *Private Sector Council*

Retta Gilliam, *East of the River CDC*

Rick Moyers, *Meyer Foundation*

Tim Kime, *Leadership Washington*

Vanessa Bright, *Mission of Love*

Danielle Kurtzweill, *Youth Action Research Group (YARG)*

GeMar Neloms, *Former Executive Director for DC Public Allies*

Kathy Postel Kretman, *Center for Public and Nonprofit Leadership, Georgetown University*

Mary Mc Curdy, *IMPACT Silver Spring*

Netfa Freeman, *Social Action and Leadership School for Activists (SALSA)*

Susan Sanow, *Center for Nonprofit Advancement: Strengthening Nonprofits in Greater Washington (formerly the Washington Council of Agencies)*

## *Attachment B*

# Interviews

Ellen Ryan, *Executive Director, Virginia Organizing Project*

Danielle Kurzweil, *Executive Director, Youth Action Research Group*

Ditra Edwards, *Executive Director, LISTEN*

Frankie Blackburn, *Executive Director, Impact Silver Spring*

Susan Sanow, *Center for the Nonprofit Advancement*

Rick Moyers, *The Eugene and Agnes E. Meyer Foundation*

Tim Wolford, *Compass Point*

Chuck Bean, *The Nonprofit Roundtable of Greater Washington*

Laura Chambers, *Advocacy Institute*

Angela Jones, *co-founder of Black Female Executive Directors' Group and Executive Director, DC Action for Children*

Tim Kime, *Executive Director, Leadership Washington*

# Attachment C

## Seven Program Vignettes

### IMPACT SILVER SPRING

#### *Goals of the Leadership Effort*

1. Provide leadership training that empowers individuals working at all levels of community life to become more effective in pursuing visions of change.
2. Support individuals from all backgrounds in developing a deeper understanding of their own racial and cultural identities and the impacts of continued systemic racism and oppression within our community.
3. Create a diverse community of individuals within which to learn, practice and experience the power of cross-cultural connections.
4. Provide a framework and support network for moving forward on a specific community change issue or initiative.
5. Assist participants in developing the relationships and skills needed to access community resources.

#### *Description of the Leadership Model/Approach*

IMPACT's overall approach integrates raising awareness, developing leadership, building relationships, fostering dialogue, and facilitating collaborative action. IMPACT's Community Empowerment Program is cohort based.

#### *Target Constituency*

- IMPACT looks for a diverse set of people who want to create positive change for all in their community. This may include individuals who represent a particular group/constituency (e.g. parents, renters, children, etc.); or it may be a "solo agent" who is committed to "championing" an issue. Occasionally folks who are unable to articulate a specific type of change they want to work for are included. These folks have proven to be some of the most committed to the change process once they have "discovered" or learned to talk about what is important to them in the community. The age group varies and people are selected cross-sector, so a cohort may have an employee with the County to an immigrant refugee.
- Specifically IMPACT welcomes applications from community members of diverse backgrounds who (1) have ideas for positive change in the community and are willing to take action; (2) are committed to working across lines of racial and cultural difference; and (3) want to improve their skills and become a more effective community leader.

#### *Outreach Strategies & Recruitment/Selection*

- Word of mouth from people who have been through the "Community Empowerment" Leadership program.
- Trusted individuals/allies who work and live in the community are also asked to keep their "eyes open" for people they think may be potential recruits.
- A one-to-one meeting is expected and attendance at an information session is important, if they can attend, before completing an application.
- Selection criteria includes:

- Works or lives in the greater Silver Spring community, including Takoma Park, Long Branch, White Oak, Hillandale, Burtonsville, Wheaton, Aspen Hill, etc.
- Committed to working in a multicultural environment to improve the quality of life for all.
- Interested in developing new awareness and skills as a community leader.
- Currently engaged in a community interest, activity or endeavor.
- Connected to some community organization (schools, congregation, neighborhood, cultural, sport team).
- Some previous experience with community participation and engagement, locally or in another setting.
- Able to attend all retreats and group sessions.
- Basic ability in conversational English.

In addition to these criteria, a set of very specific goals for racial and cultural diversity are used to select participants in Community Empowerment to ensure a highly diverse group. Twenty persons is the maximum number of participants; some qualified applicants may possibly be asked to participate in a subsequent program.

### *Core Program Elements*

Personal awareness, race and cultural awareness, relationship building/cross sector, and skills in collective action. The program elements cover the following topics.

#### *Foundations*

- Orientation Session
- Session One: Relationship Building, Racial and Cultural Awareness
- Session Two: Personal Leadership Styles and Assessment
- Session Three: Communication: A Key Tool to Community Building
- Session Four: Understanding Team Development through a Community Lab Experience
- Session Five: Conflict Resolution Across Lines of Difference
- Session Six: Understanding the Community Change Process

#### *Preparation for Action with Members of Lasting IMPACT*

- Session Seven - Action Steps Based on Community Lab Findings
- Session Eight - Outreach and Issue Development for Call to Action Event

#### *Call to Action: Joint Event with Lasting IMPACT & Partners Action*

- Session Nine - Community Change in a Racial and Cultural Context
- Session Ten - Fundamentals of Community Organizing
- Session Eleven - Strategic Thinking within Local Community Context
- Session Twelve - Action Planning for Specific Outcomes
- Session Thirteen - Overcoming Challenges and Obstacles
- Session Fourteen - Advocacy: A Range of Strategies and Tools
- Session Fifteen - Presentation of Community Tool Kit and Action Plan and Closing Session

Program Fee. Participants are asked to pay the maximum amount possible of the costs of providing the Community Empowerment 2005 program. After grant and volunteer support, the actual costs are \$2,000 per person (\$1,250 for Foundations and \$ 750. for Action.) IMPACT is committed to ensuring that financial limitations do not prevent an interested and qualified person from participating. Participants are strongly encouraged to seek financial support from community organizations and other potential sponsors. IMPACT is available to discuss sponsorship ideas and alternative tuition or payment schedules and encourage interested participants to contact us individually.

### *Lessons Learned*

- **Diversity Counts.** Important to have hyper diversity with an approach supporting learning about race, class, power and its influence on community issues.
- **Leadership Development & Community Organizing Connection.** There is fine tension between leadership development and unity for community impact. Each piece of the IMPACT Community Empowerment curriculum is integral to making overall changes in the community.
- **Experience Begets Experience.** It is critical for people/groups to experience success in changing structures so they can take those skills used in that process and then apply them to other structures they would like to change.
- **Reality Counts.** People learn best through participation on real issues.
- **Collective Learning.** Opportunities for mutual learning bring value added to processes and support relationship building.

## **YOUTH ACTION RESEARCH GROUP (YARG)**

### *Goals of the Leadership Work*

Long-term goals include:

- A way of being in the community that reflects “organizing” as an instinct to address community issues.
- Inform/educate power structures how to listen and ask for the voices of young people. For YARG this often happens by entering the conversation through trying to impact policy. In the process they teach others how to listen to youth, and this leads to reformation of processes to include youth in a meaningful and consistent fashion.
- Strengthen processes in the city (e.g. schools, city council) that are truly democratic involving youth.
- Youth have effective skills to facilitate change, whether they do it professionally (as a job) or socially (civic participation).

Short-term goals include:

- **Youth Employment.** Change the way the DC Youth Employment Program is run; YARG has a campaign promoting young people to have a significant role in the reshaping of the youth employment project
- **Gentrification/Inclusionary Zoning.** Promoting zoning regulations by the city to have developers “set-aside” 10% of new developments for affordable housing. The regulations would allow developers to build denser properties for no loss of income to them. The set-asides would operate in perpetuity, similar to rent controlled residencies.
- **DC Education Compact.** A cross sector initiative with parents, businesses, schools to improve the DC school system. The compact will inform the superintendent. The compact consists of sector groups and

working groups. YARG, and other organizations, are campaigning to have a Youth Sector group, with the same ability as the other sector groups, to hold the Superintendent accountable to the changes they are recommending.

- Supporting the Justice for DC Coalition through its transition and future work.

### *Description of the Leadership Model/Approach*

YARG's grounds its approach in the following techniques and theories:

- Participatory Action Research and Ethnographic Techniques - a method that involves community residents in defining, researching and critically analyzing the challenges facing their neighborhoods.
- Emerging Youth Organizing Theory - See LISTEN's interview for definition/framing principles.
- Popular Education Theory - An approach that reflects that youth and adults learn best when they are actively engaged - both intellectually and emotionally - around issues that directly affect their lives.

### *Target Constituency*

Young people, high school age, in Wards 4-6; Youth from around the DC area are welcome to participate.

### *Outreach Strategies & Recruitment/Selection*

- Youth staff. Youth staff must have a personal buy-in. Youth who just want a job are not eligible. Being a past member of YARG is important but not necessary. Staff looks for youth who display a high level of commitment - as if they would still be involved even if they were not paid to do it. Staff must also have a willingness to learn skills and different types of critical analysis.
- Youth members are the driving force behind what YARG gets involved in.
- Presentations in classrooms, videos, radio show, copies of radio show on cd's to dispense, word of mouth, e-invites, flyers

### *Core Program Elements*

- Members are responsible for the outreach. They must spread the word on YARG activities if they feel it is important.
- Youth facilitate the process from idea, to identifying the process to realize idea, to content/depth of how they will address issue, to the action. Adults serve as supporters/coaches/guidance/resource people.
- Young people carry out the day-to-day work of YARG. This is important because it embodies the change YARG wants to see of community organizations being youth driven and run. This approach is antithetical to a "service" or "client" approach to working with youth.

### *Lessons Learned*

- **Paradigm Shapes Approach.** YARG looks at its engagement of young people not as a program component but as a critical part of how it runs the organization and this fundamentally changes their approach and interaction with young people.
- **Allow for Natural Progression.** YARG's work grew out of a political climate and the education system that was not addressing the needs of young people. The first few years capitalized on this interest using an action research approach. Youth researched how young people felt, wrote papers, and disseminated them to city council and community organizations. YARG was instrumental in turning the monologue of these issues into an active conversation with young people. In the last year they have integrated organizing into their approach because youth wanted to be more active in finding the solutions. Last fall the focus was on

organizing and this spring it has revolved more around social consciousness building and leadership skills development. YARG recognizes the need to balance these two important elements.

- **Art is Critical.** The role of art is essential to YARG's work. Art, such as radio show, street theatre, and poetry readings generate a different form of getting youth voices out and those formats are fun. Raising social consciousness, skill building, working for systems change, and fun are integral to one another and to long-term social leadership.
- **Recognition through Payment.** In building community leadership there is a tension between who is paid and who is not paid. This is an awkward struggle that YARG is learning about; it is difficult because their approach is based on developing "responsible civic participation" and not of "professionalizing" the field of organizing.
- **Historical Context is Important.** There is a real lack of understanding about how community change efforts have occurred in the past, particularly the collective approach in the civil rights movement and the labor movement. People are miseducated about how the changes that occurred through those movements were not individually led efforts - they were collective in nature - they had to be to instill the type of systemic change they were working towards. YARG is learning how essential this knowing is to its own efforts and those of its colleagues and adversaries. This lack of understanding/knowning manifests itself in unrealistic expectations for how community change occurs and is thus supported.

## **VIRGINIA ORGANIZING PROJECT**

### *Goals of the Leadership Work*

- Bridge the social and economic isolation that people feel
- Give people the experience of finding common ground, not being divided, polarized around an issue.
- Give people the capacity to talk about what is important to them in a public way that promotes solidarity and action, not a feeling of being wounded and circling the wagons.
- Develop more people who have the skills to engage in public policy work without demonizing others.
- Help people deal with the "isms" while they are taking some action.

### *Description of the Leadership Model/Approach*

The Virginia Organizing Project uses a community organizing approach. This approach focuses on building relationships among people so that they can more effectively mobilize for collective action. It involves bringing people together to solve community problems and address collective goals. While community organizing may sometimes focus on a single issue, it is a process that works best in a multi-issue context.

### *Target Constituency*

At the local level it is interested individuals in the community.

### *Outreach Strategies and Recruitment/Selection*

A community organizer will do a brief community analysis and select a number of people to introduce herself to. She will interview each person and find out if they are interested in being part of a community effort to achieve some improvement in the quality of life of the community. After a planning phase, there are selected individuals who are ready to move into a public phase. They both self-select, and are sometimes approached by the community organizer who may encourage them to take this next step.

### *Organizational Leadership Strategies*

- Leadership development through local organizing (described below)
- Formal training and *workshops on issues* such as tax reform (this gets people familiar with language and information they need to know. There are also *dismantling racism* workshops. People who are in leadership roles are encouraged to take these workshops. They are also open to anyone who wants to sign on. Also do workshops on *understanding heterosexism*
- Leadership Roundtable - brings well-known speakers to hold dialogues with stakeholders in the organization
- Internship and apprenticeship programs - Work with lots of high school student interns during the summer to try to give them a flavor of what organizing work is like. They also have paid one-year apprenticeships to train and test out whether people want to become organizers. They've had two of these and hired them both.

### *Core elements of organizing process*

- Identify interested community members;
- Ask them to identify people they know (encouraging them to step outside of their comfort zone)
- Provide a workshop on doing one-to-one interviews and an opportunity for people to practice doing interviews with each other
- Go into the community to do the interviews, share experience with others, and do some more interviews
- Analyze who has not been talked to, identify and interview them
- Analyze interviews for themes about what people want to see changed for their community
- Identify the top 2-3 issues
- Decide what to work on first - often may be decided based on whether there is a tangible outcome that could be achieved. Issues are articulated not in terms of problems (e.g., child malnutrition) but solutions (e.g., getting a school breakfast program). Groups are encouraged to work on issues that have a solution to experience some success, then they may take on more difficult solutions.
- The public phase requires a different level of skills, (e.g., knowledge about the policy process, how to speak to the media, press conferences, handling questions, etc. At this stage there is a self-selection process. Some people are ready to move towards risk-taking; sometimes, organizers will help identify these people. They always recommend that people do things in threes: one person who has done it already, someone who is ready to do it, and someone who hasn't tried it before. For instance, at a press conference someone who hasn't done it before may sit at the table and be the master of ceremonies and introduce the two people who are ready and able to answer questions.

### *Lessons Learned*

- **Moving to include state organizing efforts.** We are taking on more state level organizing. The content is different and it is a little more difficult to get your hands around. There is also a different timeline. People also come into statewide work from different entry points. For instance, people are more likely to come in with an advocacy commitment to a certain issue. No matter the entry point it is still possible to use the same process and get to the same outcomes.
- **Using technology more effectively.** Much more extensive use of technology - this is still an evolving process to learn to use this capacity well
- **Training others to use their approach.** Moving towards preparing guides and manuals for groups at the local level so that they have a step-by-step approach and benchmarks to support leadership development - supporting more self-directed learning.

## LOCAL INITIATIVE SUPPORT TRAININGS AND EDUCATION NETWORK (LISTEN)

### *Goals of the Leadership Effort*

- Support the development of power base for youth leadership and young organizing networks in key cities through targeted capacity building
- Promote the formalization of leadership development of young people, young adults and activists; and
- Help catalyze regional and national networking/coalitions of organizers to move youth agendas.

### *Description of the Leadership Model/Approach*

- A commitment to democratic decision-making and control of the organization, project or campaign by a defined constituency of young people;
- A focus on the broad development of youth participants, often in the arenas of culture, politics, academics, mental and physical health and other forms of individual development;
- An intentional and reflexive approach towards “confronting.”

### *Target Constituency*

- Urban youth ages 14-29. Program specific:
- YEA’s constituency includes high school age youth.
- BLOC-DC’s constituency includes young organizers and activists of color.
- TA constituency includes grassroots based organization lead by young adults.

### *Outreach Strategies & Recruitment/Selection*

LISTEN staff, YEA, and BLOC-DC members are experienced in or get training in understanding various outreach strategies. Here are a few:

- **Sphere of influence.** The sphere of influence approach assists individuals to identify the natural places from which they might “build out/reach out” to others. This approach is built on LISTEN’s strong commitment to and understanding of the importance for human-to-human contact as a starting place for authentic relationship building. The approach also honors where a “person is at” - valuing who they know and who they think are the most natural people to bring into the conversation and action.
- **Traditional Outreach.** The sphere of influence approach is bolstered by traditional outreach such as invitations, flyers, phone trees, announcements by club dj’s, press releases, media, interviews, emails lists, newsletters, etc... Young people are trained in all these approaches.
- **Workshops.** Workshops conducted in high schools serve as another outreach strategy. The workshops create a space for LISTEN to build relationships with young people in a familiar environment, to hear their concerns and ideas through the workshop topics. It is also a place for young people to ask LISTEN about past actions and other initiatives in the community. For LISTEN it is a way to extend an invitation to participate allowing the workshop participants to get a feel for LISTEN’s values and approaches to working with youth firsthand.
- **Snowballing Success.** Successful campaigns and “actions” led by the young people have had an escalating effect in getting people, of all ages, to pay attention to the work of YEA and BLOC-DC which then serves as a conduit for outreach and for learning from past experiences.
- **Youth Staff.** LISTEN regularly employs young people, high school age, on staff. It is a core belief that

young people need to be part of the organizational structure.

- **Criteria for Involvement.** BLOC-DC members are currently in the process of identifying criteria for how people can get and stay involved with their efforts.

### *Core Program Elements*

#### YEA

- Developing skills in race and power analysis, socio-economic, political, and historical analysis, facilitation, public speaking, media work, and outreach for life-time involvement in community change efforts;
- Explore and support the scope of YEA members' role in civil society;
- Intentionally use the history of DC and of movements led by young people from around the country and world to ground strategy and inspire its members;
- Commitment to intentional relationship building with other youth organizations, peers, community folks from different races, class, and age, and individuals within formal leadership structures, such as school board members, city staff, school personnel.
- Community mapping is connected to intentional relationship building by identifying individuals from different sectors who can influence change, hold power, and have resources that can affect issues the YEA members are addressing.

#### BLOC

- Members gather monthly to understand different constructs of change, exploring the value and role of everything from service to organizing to advocacy.
- Members focus on learning and practicing skills like critical analysis, writing, effective approaches to direct action.

#### TA

- Wide array of options depending upon needs of organization and organizational leadership, from program strategy development to traditional organizational development.

### *Lessons Learned*

- **Start where people are at.** Youth and young people engaged with LISTEN learn to determine “where a person is at” - this informs strategy. They have also learned that following this axiom requires patience, compassion, and a wide array of skills that are grounded in human development, political and socio-economic analysis, movement building, organizing, and group dynamics, to name a few. Starting where people are at is another way of acknowledging that relationship building and development of individuals is a process - it occurs over time and strategies and approaches should reflect that idea.
- **Educate & Practice.** All people have a voice and the potential to develop the capacity to create change in their communities. Opportunities for continual learning must go hand in hand with the practice/implementation of those skills learned and the practice must take place in the community around real issues that are relevant and important.
- **Meaningful Relationships.** Know how and when to build relationships with people at all places and levels of the leadership spectrum, including formal/informal and recognized/not recognized structures, locally, nationally, and internationally. Opportunities for building relationships with others have multiple benefits. Some include reducing a sense of isolation, collaboration, sharing of resources, and valuing what others bring to the “table”.
- **Emerging Field.** The intersection between youth organizing and youth development is in the process of being defined with young people informing how it should be defined, supported, and evaluated. LISTEN's role in creating a space for this conversation is critical.

- **Pipeline Leadership.** Cultivating a diverse population of young people to see themselves successfully engaged in the change process long-term is critical for long-term support for community/collective transformations versus a fixated focus on the transformation of just one group, neighborhood, or agency.

## **BLACK FEMALE EXECUTIVE DIRECTORS (BFED) GROUP**

### *Goals of Leadership Work*

The goal of BFED is to provide black female leaders in the nonprofit sector with a safe space to share experiences, be open and candid about what they do not know, learn from each other, and use their collective strength to support each other so that they will be more supported in their leadership roles and as a consequence stay longer in the field.

### *Description of the Leadership Model and Approach*

This is an informal peer networking model. The group began in 1999 with five co-founders who were all EDs and in their early thirties. The group has expanded to about 15. It is largely self-managed, although recently they have received a grant that has allowed them to hire a consultant to help coordinate their meetings and keep things on track.

### *Target Constituency*

The target audience is primarily black female executive directors, although the group has expanded recently (1 1/2 years ago) to include deputy directors who aspire to be executive directors.

### *Outreach Strategies and Recruitment and Selection*

Recruitment occurs largely by word of mouth and by referrals from funders. They recently moved to an application process in order to avoid conflicts of interest with current members, e.g., they avoid admitting someone if one of their board members is already in the group.

### *Core Elements*

- Monthly lunch meetings (a member will make a presentation and raise an issue)
- Mentoring
- Peer support
- Retreats

### *Lessons Learned*

- **Leadership Pipeline for Black Female Executive Directors.** Many black female executive directors were retiring and not being replaced by African Americans, so the group decided to do what they could to cultivate a new cadre of leaders by expanding the group to include deputy directors who aspire to be EDs.
- **Shared identity matters.** The shared identity of group members enables them to share some things with each other that they would not share with anyone else.
- **Offer to mentor others who want to start a support group of their own.** They have made an intentional decision not to admit other women of color because it would change the dynamics of the group too much; instead, they counsel others in the area how to establish groups like theirs.

## CENTER FOR NONPROFIT ADVANCEMENT

### *Goals of the Leadership Effort*

1. Strengthen, promote and represent nonprofit organizations in metropolitan Washington in order to help them better meet the diverse needs of their communities.
2. Provide the region's nonprofit community with the information, tools and resources, education and training, networking, and advocacy they need to succeed.
3. Provide nonprofits with the essential organizational and human resource skills necessary to build strong, efficient and effective nonprofits.
4. Support nonprofit CEOs with the training and time to get ahead of the curve, network with others and find new ways to help their organizations move forward.

### *Description of the Leadership Model/Approach*

The Center for Nonprofit Advancement's Learning and Leadership Institute offers a series of courses that focus on nonprofit leaders and leadership issues. The courses range from basic to intermediate. The "Accidental Manager" is a one day session that focuses on teaching new EDs to manage and motivate their staff. "Leadership as a Life Skill", a 3 hour training is also for newer leaders and addresses leading through change and challenging oneself to grow in their leadership capacity. An interesting development in the Center's offering is the addition of a four part, half day series that convenes a group over several sessions to explore a number of dimensions of leadership looking at ones self, relationships with board and staff, and advocacy skills. There are more advanced classes offered for more seasoned EDs that focus on managing change and changing organizational culture. There are two classes that begin to address succession from both ends of the spectrum, one for aspiring EDs and one to help seasoned EDs assess their need for a vacation, sabbatical, or new job.

### *Target Constituency*

The leadership courses offered by the Center target a range of levels in non-profit leadership that include: CEOs, supervisors, human resources staff, senior staff, board members, and individuals aspiring to be CEOs. These courses are all offered for a fee with reduction to members of the Center.

### *Outreach and Recruitment Strategies*

The leadership courses offered by the Center for Nonprofit Advancement's Learning and Leadership Institute are promoted to the membership through mailings, the Centers catalogue of classes and the website.

### *Core Program Elements*

The leadership courses offered by the Center predominantly use a one session training format. The four part Self-Knowledge journey uses more of a cohort model by convening participants over time, integrating the didactic and experiential by drawing on every day real problems being encountered by EDs in a reflective environment of peers. This format may increase the potential of EDs forming a sustained relationship for learning and support. In the past several support groups were supported by the Center and discontinued as the Center moved to a strictly fee based set of offerings that range from \$85 class to \$399 for the series.

### *Lessons Learned*

**Distinguishing Leadership and Management:** Making the distinction between leadership and management is still a largely grey area in the nonprofit sector. There is clarity about the importance of building manage-

ment skills and growing recognition that there is also a leadership component that needs to be addressed. It is important to weave leadership into almost everything else.

**Career Paths:** There is a new wave of masters and doctorates in the nonprofit sector. The sector has been historically filled with people with practical content knowledge of an issue, community or field. There may be ageism towards this new wave of young leaders as older EDs ask, “Do I want to see a 30 year old become an ED with no experience?” There is some concern that academic institutions are not connected although some universities are looking for internships and opportunities to provide their students with practical experience. Developing and promoting from within is not a trend. Internal promotions can often fall apart at the board level.

**Transition:** There may not be enough good career options for EDs who may be ready to leave their organizations but cannot afford to or do not want to retire. The transition programs could help EDs figure out their options and move on, creating opportunities for new leadership.

**Gender/Race Issues:** Men are in larger and bigger organizations, often making more money. There is a group of EDs of color who have continued to meet to deal with issues specific to being a leader of color in the sector.

**Mentoring/Peer Support:** There is a strong need for ED support groups. These groups are important for providing peer support, learning and exchange. EDs often don’t want their boards to know that they do not know how to do something so they go to their peers for help. Mentoring programs can also help the ED by connecting him/her with an ED who has experience on a specific issue.

## LEADERSHIP WASHINGTON

### *Goals of the Leadership Effort*

- Leadership Washington builds connections among diverse regional leaders on a personal and a professional level so that they can improve themselves, their organizations and the region.
- Members seek to impact public policy, to improve educational and professional opportunities, to develop solutions to community challenges, and to promote diversity.

### *Description of the Leadership Model/Approach*

Leadership Washington brings together around 55 leaders each year for a ten-month program that provides intensive hands-on study and in-depth discussion of regional issues. The program model is primarily intended to create sustainable peer-to-peer support networks. An alumni network has been established to support relationship building among alumni and to engage in projects around a shared community interest such as regional youth gang violence.

### *Target Constituency*

- Leadership Washington recruits people in senior leadership positions or those who are on track to become senior leaders.
- Leaders come from every sector: business, government and nonprofit.
- Each cohort is diverse by age, profession, race, political beliefs, and religion.
- Leaders need to be personally engaged with the community.
- Leaders are sought who have the capacity to influence people.

### *Core Program Elements*

- There are a number of core program values. These include ethics, social and civic responsibility, regionalism, leadership, collaboration and synergy, diversity, and integrity.
- There are two two-day retreats held at the beginning and end of the program. There are ten programs on topics such as health, arts and humanities, multiculturalism and diversity, public safety, community building, leadership, regional economic development, and education. Leaders visit places they may never have been before, like inside a correctional facility, a charter school for mentally challenged youth, and the premature baby ward of a community hospital where some infants must overcome drug addiction.
- Leaders take on community renewal and improvement projects, like working to make college a reality for every student at Caesar Chavez Public Charter High School, establish furnished homes for six women and their families who have come from battered homes, develop a music program for a local elementary school, and bring artists to women and children seeking shelter at My Sister's Place.
- There are member dinners and annual events like a fall luncheon and spring awards dinner. In addition, there is a Communities of Interests series that continues to promote discussion and cooperation beyond nontraditional boundaries.

### *Lessons Learned*

- **Building Connections.** Participants are encouraged to leave their titles and organizations at the door so that they can connect with each other as people first and foremost.
- **Recognition.** It is considered an honor to be a part of the program. People use the network a lot and find that they have instant entrée and connection because of this shared experience.
- **Catalyst for Collaboration.** There are many examples of collaborations among Leadership Washington Alumni, such as one former police officer who started a program to provide tutoring to youth from a "rough" neighborhood. He had the support of others in his class who helped develop a strategic plan and, in one case, serve as chair of his board.
- **Support Network.** Directors from the six place-based leadership programs in the Greater Washington Area meet to discuss the demands of their jobs and provide support to one another.
- **Program Evolution.** The program has evolved in several ways: (1) regionalism has become more of a focus; (2) outreaching to Muslim religious leaders has increased in the wake of 9/11; (3) the focus on inclusiveness and equity has been expanded to two days because there are many deeply personal issues that people are dealing with which requires more time; (4) there has been a shift to alumni organizing since there are now 972 alumni over the 20-year life span of the program; and (5) the program is supporting collaborative initiative with small pots of money such as the youth gang initiative.
- **Funding.** Several foundations have provided Leadership Washington with multi-year grants that reduces substantially the cost of applying for small amounts of money every year.

## *Attachment D*

# Organizational Profiles

*The following organizational profiles are provided from web-based research.*

- Casa de Maryland
- Impact Silver Spring
- Manna CDC
- The Virginia Organizing Project
- Asian Pacific American Legal Resource Center
- Center for Community Change
- Washington Interfaith Network
- Youth Action Research Group
- The Community Foundation of the National Capital: Youth Philanthropy Initiative
- The Community Foundation of the National Capital: Linowes Leadership Awards
- District of Columbia University Certificate in Nonprofit Leadership
- Nonprofit Management Executive Certificate Program at Georgetown Public Policy Institute
- George Mason University Graduate Studies in Nonprofit Management
- Youth Nonprofit Professionals Network
- The Center for Nonprofit Learning and Leadership at the Center for Nonprofit Advancement
- SALSA, a project of the Institute for Policy Studies
- Public Allies

*The following organizations were included in the scan but do not have profiles.*

- LISTEN, Inc.
- Black Female Executive Directors Group
- Leadership Washington
- Eureka Communities

## CASA DE MARYLAND

Address: 310 Tulip Avenue / Takoma Park MD 20912  
Phone number: (301) 270-7471  
Fax number: (301) 270-8659  
Website: <http://www.casademaryland.org/>  
Executive Director: Gustavo Torres  
Contact Name: Alejandra Escudero, COO  
Kim Propeack, Co-Director of Community Organizing and Action Department  
Email Address: [info@casamd.org](mailto:info@casamd.org)  
Role in Organization: See Title

### *Mission Statement and Leadership Focus*

**Organizational Mission:** The mission of CASA of Maryland, Inc., is to improve the quality of life, social and economic well being of the Latino community. CASA facilitates the self-development, organization, and mobilization of the Latino community to gain full participation in the larger society. CASA achieves its goals through programs in areas such as leadership, organizing, women's empowerment, tenant support, employment, legal services, health, education, social services, and immigration assistance.

**Program Mission:** At CASA, Community Organizing and Action provides the community with the knowledge and skills to organize as tenants, women and workers.

### *Overview of Program/ Foundation/ Academic Institution/ Business*

Inquilinos con Poder (Tenants with Power) - an initiative to develop a strong neighborhood organization through tenants' associations that advocate to improve tenants' living conditions and increase their bargaining power.

Mujeres con Poder (Women with Power) - an initiative to organize women into a great movement that breaks the barriers created by sexism. This campaign fights together with

Domestic Workers to improve their working conditions.

Trabajadores con Poder (Day Laborers with Power) - an initiative that forms associations of day laborers to fight for a dignified salary.

### *Unique Features of Your Leadership Development Approach or Work*

In the upcoming year, the Department plans to:

- a. Create dignified jobs for low-income Latino day laborers in Baltimore through the organization of a workers directiva, the creation of and commitment to a fair wage scale.
- b. Achieve drivers licenses for all residents in Maryland without regard to immigration status and use the campaign to build the base of participants in political change, the quality of that participation, and develop more political power for the Latino community in Maryland as a whole.
- c. Obtain improved working conditions and salaries for domestic workers working in Montgomery County.
- d. Support federal advocacy work for legalization by training workers to organize a legalization campaign, organizing, training, and mobilizing Maryland immigrant teens and adults to participate on the Hill, and directly lobbying the Maryland delegation to support legalization legislation.

- e. Through the Maryland Equality Works Campaign, continue forming associations with workers, and creating partnerships with other organizations to advocate on a broad based level, and educate policy makers on the importance of statewide legal reforms for low-wage workers.
- f. Register and mobilize 2000 new voters in a campaign that relies on personal relationships of new immigrants.

**Partnerships:** The Community Organizing and Action Department participates in several strategic coalitions to advance low-income Latino and immigrants rights, including the Maryland Latino Coalition for Justice, and several regional and national organizations. CASA is a proud affiliate of the National Council of La Raza.

**Volunteers:** CASA's Community Organizing and Action Program is looking for volunteers with strong administrative and English language communication skills. Volunteers are needed to work eight hours a week. Schedule is flexible. Good computer, organizing and writing skills are essential. Come join our team and make a difference for the community!

*Financial Support for Leadership Development Participants/Grantees  
(fellowship awards, student scholarships, leadership grants, etc.)*

Not apparent through website or even if applicable. Other resources, such as child care, may be available.

*Target Population/Eligibility Guidelines*

While CASA was established to meet the special needs of the Central American population, we serve immigrants from virtually every country in Latin America, as well as Africans, Asians and U.S. citizens, as needed

*Application & Selection Process*

Not apparent from website or even if applicable.

*Alumni (Sustainable Networks). Post fellowship/ funding: Fellow/ Grantee Connection/ Support/ Activities*

Not apparent from website.

## **IMPACT SILVER SPRING**

Address: 1313 East West Highway, Silver Spring, MD 20910  
Phone number: 301-495-3336  
Fax number: 301-495-6660  
Website: <http://www.impactsilverspring.org/>  
Executive Director: Frankie Blackburn  
Contact Name: Mark Robinson  
Email Address: [mark@impactsilverspring.org](mailto:mark@impactsilverspring.org)  
Role in Organization: Director of Leadership Development & Community Building

### ***Mission Statement and Leadership Focus***

Our mission is to create the capacity needed to build and sustain Silver Spring as a thriving, multicultural community.

### ***Overview of Your Program/ Foundation/ Academic Institution/ Business***

IMPACT Silver Spring is a non-profit organization which works towards supporting and empowering all members of our community to work collaboratively across lines of race, class, and culture on challenging community issues. Growing out of the Montgomery County Executive's Silver Spring Redevelopment Advisory Committee, a group of concerned citizens from the general and business community met for over a year to develop a common plan towards ensuring that the diversity of the community's population would be reflected in the life and leadership of a newly revitalized Silver Spring. IMPACT Silver Spring's work centers around four primary program areas: Community Empowerment, Lasting IMPACT, Neighborhood IMPACT, IMPACT in the Schools.

### ***Description of Your Organization's Leadership Development Work***

Community Empowerment is IMPACT's centerpiece leadership development training program offered to existing and emerging community leaders. The curriculum interweaves three key components--leadership development, community action, and relationship-building. Key to the training is the awareness and skill-building that is the foundation for successfully communicating and working with people across lines of race, class, and culture. To date, nearly 90 Silver Spring community members have participated in the training program.

Lasting IMPACT is the continuing support network initiated by and for graduates of the training program to support their continuing work on personal and community action plans. Through meetings, gatherings, educational workshops, and information resources, Lasting IMPACT provides the infrastructure for Community Empowerment grads to work together in pursuing community reforms.

IMPACT in the Schools is an initiative committed to examining the impact of race, class, and culture on the growing achievement gap in the public schools. Growing out of the study circle initiative in 2001, which included partnership with MCPS and other community organizations, IMPACT has now implemented a pilot program at a local elementary school to bring minority and immigrant parents more fully into the public education reform process.

Neighborhood IMPACT provides leadership development and diversity awareness training and support in the context of existing community endeavors on a case-by-case basis. Serving as a catalyst and technical assistance provider, IMPACT has most recently worked with a group of citizens on the Long Branch Redevelopment Task Force in their quest to broaden input and participation among the many diverse voices within this community.

### *Unique Features of Your Leadership Development Approach or Work*

Silver Spring will be a community that embraces EQUALITY.

- All will have the opportunity to reach their potential.
- All will contribute to and share in a decent quality of life.

Silver Spring will be a place in which all communities have a VOICE.

- No one culture or segment will dominate.
- Cultural identity will be respected.
- Newcomers will feel welcomed and included

Silver Spring will be a community in which all cultural groups are represented by STRONG LEADERS and EFFECTIVE ORGANIZATIONS.

- These leaders will participate fully in community-wide initiatives.
- Community leaders will understand that deliberate efforts are needed to share leadership and maintain trusting relationships across cultural lines.

Silver Spring will be a community where people of diverse backgrounds work together in a COLLABORATIVE SPIRIT.

- They will work to build bridges between different cultures and communities.
- They will collaborate to build strong institutions and address issues of mutual concern.

Silver Spring will be a community that thoughtfully practices and promotes an ACTIVE DEMOCRACY.

- It will be a community which initiates action and determines its own future.
- Conflict will be viewed as a positive, stimulating force for problem solving and community change.

### *Guiding Principles*

The vitality of life in Silver Spring depends on continued exposure to and awareness of varied perspectives and beliefs. Our core foundation is that we, individually and collectively, must assume responsibility for the future of Silver Spring. These are the sustaining principles of IMPACT Silver Spring which take form through our commitment to:

Respect for Differences - provides and opportunity for individual and community change.

Empowerment - allows individuals to become change agents and work collectively to determine the future of our community.

Equal Justice - ensures fair treatment through eradication of racism and oppression and access to opportunities, quality services and participation in decision making.

Community Building - creates spaces where people feel comfortable raising issues openly and honestly and can form trusting relationships.

Learning and Inquiry - encourages self reflection, discovery, critical thinking and sharing.

Financial Support for Leadership Development Participants/Grantees (fellowship awards, student scholarships, leadership grants, etc.)

Participants pay to participate. Participants are asked to pay the maximum amount possible of the costs of providing the Community Empowerment 2005 program. After grant and volunteer support, the actual costs are \$2,000 per person (\$1,250 for Foundations and \$ 750. for Action.) We are committed to ensuring that financial limitations do not prevent an interested and qualified person from participating. Participants are strongly encouraged to seek financial support from community organizations and other potential sponsors.

We are available to discuss sponsorship ideas and alternative tuition or payment schedules and encourage interested participants to contact us individually. Payments are due prior to the first session of each program stage.

### ***Target Population/Eligibility Guidelines***

IMPACT Silver Spring seeks community members of diverse backgrounds who:

- have ideas for positive change in the community and are willing to take action.
- are committed to working across lines of racial and cultural difference.
- want to improve their skills and become a more effective community leader.

### ***Application & Selection Process***

Interested participants are asked to (1) have a personal conversation with an IMPACT representative to fully understand the goals of Community Empowerment and participant expectations. (2) Prepare and submit written application form and attachments to IMPACT Silver Spring. (3) If notified, participate in an interview with a program facilitator and several former participants to review program expectations and the participation commitment.

Selection Criteria:

1. Works or lives in the greater Silver Spring community, including Takoma Park, Long Branch, White Oak, Hillandale, Burtonsville, Wheaton, Aspen Hill, etc.
2. Committed to working in a multicultural environment to improve the quality of life for all.
3. Interested in developing new awareness and skills as a community leader.
4. Currently engaged in a community interest, activity or endeavor.
5. Connected to some community organization (schools, congregation, neighborhood, cultural, sport team).
6. Some previous experience with community participation and engagement, locally or in another setting.
7. Able to attend all retreats and group sessions.
8. Basic ability in conversational English.

In addition to these criteria, a set of very specific goals for racial and cultural diversity are used to select participants in Community Empowerment to ensure a highly diverse group. Twenty persons is the maximum number of participants; some qualified applicants may possibly be asked to participate in a subsequent program.

### ***Alumni (Sustainable Networks). Post fellowship/ funding: Fellow/ Grantee Connection/ Support/ Activities***

Lasting IMPACT is the continuing support network initiated by and for graduates of the training program to support their continuing work on personal and community action plans. Through meetings, gatherings, educational workshops, and information resources, Lasting IMPACT provides the infrastructure for Community Empowerment grads to work together in pursuing community reforms.

## MANNA CDC

Address: 828 Evarts Street, NE / Washington, DC 20018  
Phone number: (202) 232-2915  
Fax number: (202) 832-1884  
Website: <http://www.mannadc.org/>  
Executive Director: George Rothman, Presidnet  
Contact Name: David Haiman  
Email Address: [dhaiman@mannadc.org](mailto:dhaiman@mannadc.org)  
Role in Organization: Community Organizing

### *Mission Statement and Leadership Focus*

The mission of Manna is to empower individuals, strengthen families, collaborate with stakeholders to rebuild neighborhoods, and foster sustainable communities in Washington, DC by creating quality affordable housing for lower income families, by offering support and training to families both before and after they purchase their homes, and by engaging in community and economic development activities.

### *Overview of Your Program/ Foundation/ Academic Institution/ Business*

The Community Organizing Area moves forward all of the Manna CDC's goals, programs and projects through continued recruitment, capacity building and leadership development of Shaw residents and stakeholders. Community organizers and CDC staff accompany residents and other stakeholders through varying consciousness-raising, political education, strategic & action planning, skills building and networking activities so that they can effectively and democratically put forth the needs and voice of the CDC's constituency.

Manna CDC's progressive organizing values stem from the principles put forth by SNCC as well as other groups and people-led movements for justice and human rights that have occurred throughout the world.

### *Description of Organization's Leadership Development Work*

#### Community Organizing Area Goals

- With direct resident input, create organizing opportunities and initiatives rooted in Manna CDC's values & approach.
- Position key Manna CDC partners and resident leaders in strategic positions that increase resident voice and power in community initiatives and key decision-making Boards.
- Using a participatory process that centers on community input and leadership development, create and advance housing and economic development policies that produce measurable and specific (qualitative and quantitative) results.
- Identify and accompany potential leaders and develop a sustainable resource pool that drives the CDC's work forward.

### *Two Organizing Initiatives*

1. Shaw Education for Action (SEA) is a committed group of Shaw women, men and youth who organize for social change and economic justice among lower income resident of the Shaw community. We advocate through political empowerment and popular education methods, with an emphasis on leadership development. We are committed to investing in our members and other community residents so that Shaw will be a strong community for us and for future generations.

2. The Shaw Equitable Development Initiative (SEDI), a project of the Manna Community Development Corporation (Manna CDC), is designed to reorient the development process of Shaw's public land to be responsive to the community, including its long-time, low-income residents. The SEDI brings together Manna CDC's diverse connections in the community to create a working group of leaders who critically examine the effects of development on Shaw and set community expectations for future development of our publicly controlled land.

The SEDI has identified community goals for development, and is working towards implementing them into development plans supported by owners of this public land (e.g. NCRC). We strive to ensure that such requirements are on the front end of the development process in Shaw. The SEDI leadership group is a coalition of diverse residents, organizations, churches, and businesses that seek to forge community relationships to ensure that everyday residents are given a seat at the decision-making table and real needs are met by development in Shaw.

### *Unique Features of Leadership Development Approach or Work*

Educational Approach and Framework:

1. Help/move people to make political and ideological connections
2. Develop a capacity/skills building process that honors people's experiences and values
3. Promote and support healthy movement building work and the development of a shared vision
4. Create an action space/safe space that promotes genuine alliance building

### *Financial Support for Leadership Development Participants/Grantees (fellowship awards, student scholarships, leadership grants, etc.)*

Not apparent on the website. They may provide child care, meals during trainings, etc...

### *Target Population/Eligibility Guidelines*

Serve low and moderate income families, assisting them to fulfill the dream of homeownership.

### *Application & Selection Process*

Not apparent other than participants need to be willing to participate.

### *Alumni (Sustainable Networks). Post fellowship/ funding: Fellow/ Grantee Connection/ Support/ Activities*

Not apparent on website.

## THE VIRGINIA ORGANIZING PROJECT

Address: 703 Concord Avenue / Charlottesville, VA 22903-5208  
Phone number: 434-984-4655  
Fax number: 434-984-2803  
Website: [http://www.virginia-organizing.org/magazine/tenants\\_and\\_workers.php](http://www.virginia-organizing.org/magazine/tenants_and_workers.php)  
Executive Director: Ellen Ryan, Executive Director  
Contact Name:  
Email Address:  
Role in  
Organization:

### *Mission Statement and Leadership Focus*

The Virginia Organizing Project (VOP) is a statewide grassroots organization dedicated to challenging injustice by empowering people in local communities to address issues that affect the quality of their lives. VOP especially encourages the participation of those who have traditionally had little or no voice in our society. By building relationships with individuals and groups throughout the state, VOP strives to get them to work together, democratically and non-violently, for change.

### *Overview of Your Program/ Foundation/ Academic Institution/ Business*

- ECONOMIC SECURITY
- VOTER REGISTRATION & MOBILIZATION
- RACISM
- IMMIGRANT AND WORKER RIGHTS
- YOUTH
- SEXUAL ORIENTATION DISCRIMINATION
- ENVIRONMENT
- EDUCATION
- LEADERSHIP DEVELOPMENT
- BUILDING A GRASSROOTS POWER BASE

### *Description of Your Organization's Leadership Development Work*

#### Leadership Development

- held trainings for more than 8,000 individuals; workshops on racism, sexual orientation discrimination, and the economy, and ongoing training programs to help people learn leadership skills, such as: speaking in public, chairing a meeting, fundraising, meeting with legislators, working with the media, etc.
- developed teams of "home-grown" facilitators for some workshops, providing training and experience at the local level
- added a community organizer apprenticeship position
- held a workshop with authors Barbara Ehrenreich and Helena Cobban on how to increase the flow of op-ed pieces appearing in newspapers statewide
- provided campaign strategy and organizational development assistance to more than 70 groups throughout the state working on a wide range of issues and skills
- held a Leadership School that included training on media and on how to get people active in a campaign
- co-taught a Principles of Community Organizing class at the University of Virginia in conjunction with the Carter Woodson Institute for African and African-American Studies

- held a training event on computer-based strategic research for VOP staff and labor union organizers from Virginia led by Will Collette of the AFL-CIO Research Department
- held a roundtable discussion with journalist Bill Greider
- led a workshop on Engaging New Constituencies and New Voices at the National River Rally in Wintergreen, Virginia, sponsored by the River Network
- led a workshop on Organizing for the Long Haul at the Institute of Management and Community Development in Montreal, Quebec

### ***Unique Features of Your Leadership Development Approach or Work***

#### **Principles**

- We believe that all people should be treated fairly and with dignity in all aspects of life, regardless of race, class, gender, religion, sexual orientation, age, ability or country of origin.
- We believe that every person in the Commonwealth is entitled to a living wage and benefit package that is sufficient to provide the basic necessities of life, including adequate housing, a nutritious diet, proper child care, sound mental and physical health care, and a secure retirement.
- We believe that every person is entitled to an equal educational opportunity.
- We believe that community, economic, social and environmental policy should be developed with the greatest input from the people it is meant to serve, and that the policies should promote, celebrate and sustain the human and natural resources of Virginia.
- We believe in the elimination of the extremes of wealth and poverty, in a progressive tax system based on the ability to pay, and in making the nation's financial systems, including the Federal Reserve Bank, more responsive to the average citizen's needs.
- We believe that we should enhance and celebrate diversity in our communities and in our state.
- We believe that those who have positions of authority in our governmental bodies, law enforcement agencies and institutions of learning should reflect the diversity of our communities.
- We believe that our public officials should be held accountable for their actions and decisions.
- We believe in the rights of workers, consumers, shareholders and taxpayers to democratic self-organization.
- We believe in the elimination of the death penalty in all cases because it is fundamentally inhumane, ineffective as a deterrent to crime, and disproportionately and unjustly applied against people of color and those who are economically or educationally disadvantaged.

### ***Financial Support for Leadership Development Participants/Grantees (fellowship awards, student scholarships, leadership grants, etc.)***

Non apparent on website.

### ***Target Population/Eligibility Guidelines***

Individuals and groups dedicated to challenging injustice by empowering people in local communities to address issues that affect the quality of their lives. VOP especially encourages the participation of those who have traditionally had little or no voice in our society.

*Application & Selection Process*

Non apparent on website.

*Alumni (Sustainable Networks). Post fellowship/ funding: Fellow/ Grantee Connection/ Support/ Activities*

Non apparent on website.

## **ASIAN PACIFIC AMERICAN LEGAL RESOURCE CENTER**

Address: 733 15th Street, NW, Suite 315, Washington DC 20005  
Phone number: (202) 393-3572 ext. 22  
Fax number: (202) 393-0995  
Website: <http://www.charityadvantage.com/apalrc/Home.asp>  
Executive Director: Jayne Park  
Contact Name: Same as above  
Email Address: [jayne.park@apalrc.org](mailto:jayne.park@apalrc.org)  
Role in Organization: NA

### ***Mission Statement and Leadership Focus***

The Asian Pacific American Legal Resource Center (APALRC) is a nonprofit organization dedicated to ensuring equal access to justice for Asian Americans in the Washington, D.C. metropolitan area. Through its innovative programs and strategic partnerships, the APALRC's main goals are two-fold: (1) to address the individual legal needs of low-income and limited-English proficient Asian Americans, and (2) to advocate for broad-based systemic change on civil rights issues impacting Asian Americans.

### ***Overview of Your Program/ Foundation/ Academic Institution/ Business***

Within the six years since it was founded, the APALRC has launched and established several direct service projects, including a multi-lingual legal referral hotline, a legal interpreter project, a worker representation project, and a legal assistance project for victims of domestic violence. In 2002, the APALRC expanded into civil rights advocacy with its involvement on the issue of language access

### ***Description of Your Organization's Leadership Development Work***

FOCUS: Asian American Legal Access Project

In addition to meeting individual legal needs, the APALRC has led advocacy efforts to address the linguistic and cultural barriers faced by Asian American residents when trying to access D.C. government benefits and services, particularly in the areas of health, welfare, education, housing and employment benefits. The Asian American Language Access Project represents an on-going collaboration of Asian American community-based organizations that seek to utilize the tools of community education, collective organizing, advocacy, and litigation to create full and equal access to government programs for limited-English proficient Asian Americans in the District of Columbia.

The APALRC's active involvement on this issue in 2002 helped ensure the April 2004 passage of the D.C. Language Access Act, which requires D.C. agencies to provide written translations of vital documents and oral interpretation services to limited-English proficient individual. Over the next year, the project's goals and objectives will include:

1. Ensure agency compliance with the requirements of the D.C. Language Access Act;
2. Raise awareness within the Asian community about rights to language assistance; and
3. Develop sustainable models for coalition-building and community organizing within D.C.'s Asian American community.

### ***Unique Features of Your Leadership Development Approach or Work***

Since 1998, the flagship project of the APALRC has been our multilingual legal referral hotline. Today, the hotline remains an integral part of our efforts to create and improve equal access to justice for the Asian

American community. Staffed by 45 law student volunteers who speak up to ten Asian languages, the hotline serves as an entry point into the mainstream legal services system for many Asian Americans who are non-English speakers or limited-English proficient, and helps these individuals navigate a service network that would otherwise be inaccessible because of language and cultural barriers. When a client calls the hotline, an APALRC staff member or volunteer conducts a thorough intake of the caller's legal problem in his or her native language. The APALRC then identifies an appropriate legal referral, and facilitates the placement of the client with one of its Legal Partners, another existing legal services organization, or a pro bono program.

The APALRC has made enormous strides towards developing its hotline into a model service delivery system. Through a partnership with the National Asian Pacific American Legal Consortium and support from the Open Society Institute's Program on Law & Society, the APALRC has documented the development and implementation of its hotline model into a handbook entitled, *Developing and Maintaining a Successful Legal Referral Hotline for Immigrant Communities: A How To Handbook*. This publication provides guidance and support to immigrant groups across the country interested in starting similar project efforts.

Because few legal organizations in the Washington, D.C. metropolitan area have attorneys or staff who speak Asian languages, the APALRC launched LIP in the fall of 2001 to supplement its hotline project. Through LIP, the APALRC recruits and trains community members in conducting legal interpretation. Once a client is referred from the hotline to a legal services organization, the APALRC then matches the client with a trained legal interpreter, thereby ensuring that language does not continue to present a barrier to services. Since the fall of 2001, the APALRC has held six two-day interpreter training sessions, and currently has a pool of 34 trained interpreters whose skills span 10 different Asian languages. The APALRC's legal interpreters have assisted at on-site interpretations for attorney/client meetings, phone interpretations, and translations of affidavits and other documents.

#### ***Financial Support for Leadership Development Participants/Grantees (fellowship awards, student scholarships, leadership grants, etc.)***

Individuals selected as APALRC interpreters are compensated at an hourly rate for their services. Participants or community folks who engage in the services do not get support as defined here but may get pro bono services.

#### ***Target Population/Eligibility Guidelines***

low-income and limited-English proficient Asian Americans needing legal support or resources.

Qualified interpreters must have fluency in any Asian language and English, the ability to work with diverse group of people, and the ability to work independently, as well as part of a team.

#### ***Application & Selection Process***

For Interpreters...Must contact someone within the organization first, and agree to:

- Attend a 2-day weekend training.
- Provide interpretive service at pre-scheduled appointments.
- Protect the confidentiality of the client.
- Supply the APALRC with updated case information.
- Represent APALRC with professional demeanor.
- Develop and maintain interpretive skills with help from the APALRC staff.

***Alumni (Sustainable Networks). Post fellowship/ funding: Fellow/ Grantee Connection/ Support/ Activities***  
Not apparent on website

## CENTER FOR COMMUNITY CHANGE

Address: 1000 Wisconsin Ave. NW, Washington, DC 20007  
(*Note they are about to move, but the new information isn't on their website*)  
Phone number: 202/342-0519  
Fax number:  
Website: www.communitychange.org  
Executive Director: Deepak Bhargava  
Contact Name: Seth Borgos  
Email Address: infor@communitychange.org  
Role in  
Organization: Deputy Executive Director

### *Mission Statement and Leadership Focus*

The Center for Community Change is a progressive social justice organization whose central project is to support the emergence of one or more movements for social and economic justice in the U.S. The Center strives to transform the national debate and national politics as well as the institutions, economic systems and policies that affect low-income people and working class people, especially people of color.

The heart of our work is helping grassroots leaders build strong organizations that bring people together to become a force for change. To do this, we help people develop the skills and resources they need to improve their communities and change the policies and institutions that adversely affect their lives. We believe that poor people themselves, through organizations they control, need to lead efforts to create social justice.

### *Overview of Your Program/ Foundation/ Academic Institution/Business*

**Supports and builds grassroots organizations that cross the dividing lines of race, gender and geography;** investing in the development of organizing talent; supporting non-traditional, experimental, or hybrid approaches to organizing that show great promise; and perhaps most importantly, by aligning grassroots organizations, allies and resource providers around a common political vision, message and strategy.

**Coordinates and supports national issue campaigns** that integrate grassroots mobilization, policy development, communications, research and alliance building. These campaigns are not only vehicles for winning specific policy changes; they are also means of building relationships and increasing the potential for greater changes to come.

**Engages low-income communities and communities of color in political participation,** including voter registration and education efforts, and connecting that participation to issues communities care about.

**Advocates for strategies and policies** that address racial and economic injustice in our society, and that lift up all Americans, especially low-income people, people of color and immigrants.

### *Unique Features of Your Leadership Development Approach or Work Description of Your Organization's Leadership Development Work*

Center for Community Change helps advance organizing in three ways:

- TA and training to groups -- sharing the experience and knowledge of our staff through on-site meetings, trainings and on-going consultations
- Support for intermediary organizations (groups or networks that support the grassroots groups on the ground, i.e., National Organizers Alliance, Gamiliel Foundation, etc.)

- Issue /Public Policy work - local groups can be strengthened, energized and developed by getting involved in state-wide or national policy issues and campaigns. CCC connects groups to larger policy efforts when there is a desire to be part of a larger movement such as the National Campaign for Jobs and Income Support

*Financial Support for Leadership Development Participants/Grantees (fellowship awards, student scholarships, leadership grants, etc.)*

*Target Population/Eligibility Guidelines*

grassroots organizations representing low-income people of color working on issues or in regions CCC targets

*Application & Selection Process*

unknown

*Alumni (Sustainable Networks). Post fellowship/ funding: Fellow/ Grantee Connection/ Support/ Activities*

n/a

## WASHINGTON INTERFAITH NETWORK

Address: 1226 Vermont Ave., NW, Washington, DC 20005  
Phone number: (202) 518-0815  
Fax number: NA  
Website: <http://windc-iaf.org/index.html>  
<http://www.windc-iaf.org/sitebuildercontent/sitebuilderfiles/WINReview2004.pdf>  
Executive Director: NA  
Contact Name: (?) Reverent Lionel Edmonds, Mount Lebanon Baptist Church  
Email Address: [info@windc-iaf.org](mailto:info@windc-iaf.org)  
Role in Organization: NA

### *Mission Statement and Leadership Focus*

Our mission is to improve the quality of life for all of the District's residents through grassroots political action in the areas of affordable housing, neighborhood safety, public schools, jobs (and a living wage), immigration, and a vote for DC residents in Congress.

### *Overview of Your Program/ Foundation/ Academic Institution/ Business*

WASHINGTON INTERFAITH NETWORK is a multi-ethnic, interfaith, non-partisan politically active grassroots organization, consisting 45 dues-paying member congregations, schools, union locals and other entities working to improve life in the District of Columbia for all residents. WIN is one of over 60 affiliates of the Industrial Areas Foundation.

### *Description of Your Organization's Leadership Development Work*

Washington Interfaith Network (WIN) brings communities of faith from across the city together to train and develop neighborhood leaders, address community issues, and hold elected officials accountable. WIN's purpose is to find potential leaders in all parts of the District, train them to become effective leaders, and involve them in grassroots efforts to challenge power for the betterment of their fellow citizens, especially those who are low-income and living in neglected areas of the city.

### *Unique Features of Your Leadership Development Approach or Work*

Interfaith

WIN is an organization based on individual relationships. All of its participants from its member organizations and from areas of the District where WIN organizes are WIN leaders. WIN leaders have conducted thousands of individual meetings and hundreds of group meetings in the course of its formation and political actions. From relationship meetings comes trust and the spirit of community that has enabled WIN to persevere in the face of the inevitable "no's" that have often greeted its initiatives in the areas of housing, schools, public safety, decent jobs and immigration

### *Financial Support for Leadership Development Participants/Grantees (fellowship awards, student scholarships, leadership grants, etc.)*

Not apparent in website.

### *Target Population/Eligibility Guidelines*

See overview of program

*Application & Selection Process*

Not apparent in website

*Alumni (Sustainable Networks). Post fellowship/ funding: Fellow/ Grantee Connection/ Support/ Activities*

Not apparent in website

## THE YOUTH ACTION RESEARCH GROUP (YARG)

Address: 1419 V Street, NW Washington, DC 20009  
Phone number: 202/4625767  
Fax number: 202/462-5768  
Website: n/a  
Executive Director: Danielle Kurtzweill  
Contact Name: Same as above  
Email Address: daniellevk@riseup.net  
Role in Organization: ED/Lead Organizer

### *Mission Statement and Leadership Focus*

The mission of the Youth Action Research Group (YARG) is to build the capacity of young people to critically analyze the problems facing their communities and to engage in organizing, advocacy, and civic education around issues that directly impact their lives.

YARG engages young people as leaders and community problem solvers. We help young people deepen their understanding of the systems and structures that shape their lives and communities and identify ways to address and challenge the contradictions within them. Not only does this approach prepare young people to engage in civic processes, it helps them build their research, writing and analytical skills. It helps participants recognize and build upon their own leadership. It helps them develop core skills and competencies that will serve them as they grow into adulthood. It also changes the way community members, institutions and organizations see and engage youth. Instead of defining youth as problems, as often happens, a youth organizing approach creates a context for adults to work with young people as partners and collaborators. We believe that a youth organizing approach has the potential to foster positive institutional change at many levels within our communities. If more youth had more opportunities to participate in problem solving, to ask questions, to challenge stereotypes, to define issues within organizations and civic processes meant to support their development, these organizations and institutions would be more effective.

### *Overview of Your Program/ Foundation/ Academic Institution/ Business*

YARG involves over 300 young people per year in trainings, workshops, action research projects and cultural events through in-school and after school programming. Out of these hundreds of young people, thirty are active members of the organization, regularly participating in meetings, trainings and special events. Of these thirty, six to ten are core leaders of the organization.

### *Description of Your Organization's Leadership Development Work*

Young people lead applied research, organizing, and advocacy efforts on selected campaigns. Current ones include: inclusionary zoning (and broader issue of gentrification), juvenile justice, education, and youth employment. Through mentoring, skills-building sessions and working in teams, youth develop the skills and capacity to be organizers.

### **YARG's Approach**

YARG has developed its civics engagement curriculum using materials from a range of sources. We integrate, popular education approaches, youth leadership development concepts and participatory action research into our curriculum. We have developed a range of materials from a variety of sources. Along with youth participants, we have also created our own materials and shared them with other groups throughout the city. Below we explain in more detail the different threads that feed into our approach.

## **Popular Education Theory**

YARG grounds its approach to education in the idea that both youth and adults learn best when they are actively engaged - both intellectually and emotionally - around issues that directly impact their lives. One set of materials that has been important to our development is called Training for Transformation by Anne Hope and Sally Timmell. The authors developed a literacy curriculum in their work with communities primarily in African and Asian countries. The workshops they developed use interactive techniques including drawing and theater to engage participants in critical analysis of the contradictions they face in their daily lives. Hope and Timmell's methods not only led participants in their process to more actively engage in community wide problem solving efforts, the approach helped them to develop basic language and literacy skills. YARG has adapted key aspects of Hope and Timmell's approach to education in non literate rural communities in its work with young people in DC's urban neighborhoods. YARG's curriculum and leadership process uses the neighborhood as a crucible through which members explore their own experiences and relate them to the history and political economy of their local community. We ask young people to identify and examine contradictions they face in their every day experiences. We use drawing, theater and creative writing to help our participants engage in a deep critical analysis and problem solving process. As in the communities with which Hope and Timmell worked, we have found that this approach not only invigorates civic participation among our youth members but it improves their writing, research and language skills. Further, many students and teachers have told us that our approach inspires young people to approach formal education in a new way. As one of our long term members (who is now a junior in college) told us in an evaluation, "YARG made me have a reason to focus on school because I want to get educated in a way that I can help my community." Many others have echoed this feedback, including teachers and counselors who have witnessed marked improvements in school performance in the youth who get intensively involved in YARG.

## **Participatory Action Research**

Also integral to our approach is our use of participatory action research. Every year we engage a group of young people in at least one intensive participatory action research project around a topic they choose. Participants first explore and discuss issues that most impact them - often using the popular education process described above. Once they hone in an issue, YARG staff helps them develop a core research question. Then we introduce them to an array of research methods, discussing the benefits and drawbacks of each. Members are taught how to conduct community-based research that engages residents in analysis and inquiry about their city and neighborhoods. Using participatory tools, including drawing, theater and structured dialogues, YARG members learn how to listen to the voices and analysis of residents who are typically left out of discussions about community needs and assets. The young people use some of the tools they learned through YARG's popular education trainings to gather feedback from community members around issues important to them. They strive to connect their findings with concrete action in the civic arena.

For example, for several years, YARG members conducted intensive research around affordable housing issues and the displacement of low income residents from their communities. They used this research to conduct civic education around the crisis and to involve more residents in efforts to preserve affordable housing and community building efforts in their neighborhoods. Last year, YARG conducted research around the lack of decision making opportunities for young people in their schools and youth programs. We used this research project in civic education efforts on juvenile justice issues to demonstrate the need to involve young people more in problem solving around these serious concerns. Thus, not only do the young people we engage learn the fundamentals of conducting research, they connect it to action and public policy. Through this process young people document their research and create materials that other young people and adults can use.

## **Youth Leadership Development**

A key part of our curriculum involves developing core leadership skills of young people. This involves teaching them concrete skills around what it takes to run an organization - including meeting facilitation, planning, conflict resolution, developing accountability structures etc. It also involves engaging young people in a reflective process so that they develop a model of leadership that's about working with others in a way that contributes to the well being of people, that helps others to better understand and act on their beliefs and

that influences others in an ethical and socially responsible way. This work is critical to our education process. It helps participants develop reflective processes and self awareness necessary to enhance their academic performance. It also helps them develop key skills and capacities necessary for success in their future family, work and civic life. We use and adapt materials from a variety of sources in our leadership development curriculum. The most important sources have come from Listen Inc, the Forum for Youth Investment and the Academy for Educational Development.

*Unique Features of Your Leadership Development Approach or Work*

Youth run, focus on critical analysis & power analysis, priority placed on human needs versus profit, values an “authentic leadership development process,” where everyone learns from one another and where people step up and step back, step in and step out.

*Financial Support for Leadership Development Participants/Grantees (fellowship awards, student scholarships, leadership grants, etc.)*

Youth members are not paid, but youth organizers receive a stipend for their time. Youth members may be fed at events.

*Target Population/Eligibility Guidelines*

YARG members and participants are all low-income immigrant and African American youth between the ages of 15-22 who primarily live in DC’s Ward 1, Ward 2 and Ward 4 neighborhoods.

*Application & Selection Process*

For YARG members: Outreach committee run by YARG youth organizers utilize various techniques from “handbills”, to “zines”, to e-invites, to flyers, and word of mouth

For YARG Youth Organizers/Youth Staff: Contact YARG; screening is done by adult and peer youth organizers

*Alumni (Sustainable Networks). Post fellowship/ funding: Fellow/ Grantee Connection/ Support/ Activities*

Informal sustainability from relationship built in the YARG experience. Events are open to current and past YARG members.

## THE COMMUNITY FOUNDATION FOR THE NATIONAL CAPITAL REGION: YOUTH PHILANTHROPY INITIATIVE

Address: 1201 15th Street N.W. / Suite 420 / Washington, DC 20005  
Phone number: (202) 263-4775  
Fax number: NA  
Website: <http://www.cfncr.org/page15409.cfm>  
Executive Director: Terri Lee Freeman, President  
Contact Name: Silvana Straw, Senior Program Officer, Building Community through the Arts and Youth Development  
Email Address: [ssraw@cfncr.org](mailto:ssraw@cfncr.org)  
Role in Organization: See above

### *Mission Statement and Leadership Focus*

The mission of The Community Foundation is to facilitate individual, family and organizational giving at all levels to create a permanent source of philanthropic capital to improve the quality of life in the metropolitan Washington region.

We accomplish this by:

- providing expertise and services to donors on how to realize their goals in philanthropy;
- connecting its donors to organizations providing impactful programs;
- serving as a convener and catalyst on emerging issues; and
- providing sound financial management of assets.

### *Overview of Your Program/ Foundation/ Academic Institution/ Business*

The Community Foundation includes three initiatives to improve the lives of residents in the Greater Washington region:

**Bridging Differences**, the only regional effort designed to recognize and promote the value of inclusiveness and to develop an awareness of the increasing diversity in our region; **Building Community** through the Arts, designed to support the role of the arts in community-building and to promote investments in neighborhood-based arts programs, and **Youth Development**, designed to promote civic engagement, leadership and philanthropy among youth in the region.

### *Description of Your Organization's Leadership Development Work*

The Greater Washington Youth Philanthropy Initiative (GWYPI) is the greater Washington area's first *regional* youth grantmaking program. To date, over 300 communities in the U.S. have created youth philanthropy programs to encourage youth leadership and involvement in civic and community life. The GWYPI challenges young people to seek solutions to community needs through a comprehensive leadership development and grantmaking program. To date, youth grantmaking councils have been established in Northern Virginia, Washington, DC, Montgomery County, and Prince George's County, Maryland. We are excited to be working with this model of youth-to-youth grantmaking and believe this program will stimulate youth leadership within nonprofits regionally and encourage more nonprofits to embrace youth as leaders and decision-makers.

Since 2001, The Community Foundation has engaged youth as grantmakers through its Greater Washington

Youth Philanthropy Initiative whose four youth advisory councils have awarded more than \$185,000 to over 60 youth-led programs in the region.

Youth are involved in every level of the GWYPI including developing a governance structure for the youth councils, conducting a youth needs assessment, reviewing proposals, making grant decisions, and evaluation. They also conduct the Elementary Giving Program(Link to Description with Pictures), designed to introduce young children to philanthropy. The GWYPI is open to young people 13-18 years old who are residents of Northern Virginia, Washington, DC, Montgomery or Prince George's County. Over the next year, we will add a fourth youth council in Northern Virginia. The majority of youth council members are high school sophomores and juniors. All of the young people come to the program on a voluntary basis, finding the idea of philanthropy and civic engagement intriguing and different from other programs in which they have participated.

### **Elementary Giving Program**

The Elementary Giving Program allows YAC members to use lessons learned to introduce elementary school students to philanthropy and the grantmaking process. The added value of this program is the fostering of giving in young children, showing them how they can impact their immediate environment and community. Our goal is to increase service-learning in schools throughout the region - elementary, middle and high schools. Our teenage YAC members are training elementary school children in giving as a way of preparing the next generation for civic responsibility. Teenage representatives from each YAC facilitate the program to a classroom of fourth grade students at an elementary school in their community. The Elementary Giving Program begins with an introduction to philanthropy. YAC members facilitate an assessment of classroom, school or school community needs (i.e. art supplies, community gardens), assist students in developing school or community betterment projects, and then grant funds for the completion of projects identified and designed by students to impact their classroom, school or community.

In 2002-2003, the Washington, DC and Montgomery County, Maryland Youth Advisory Councils facilitated the program to 4th grade students at Whittier Elementary School and William Tyler Page Elementary School. The program was a great success and ended with a 4th grade student wide educational assembly. Funds were used to complete projects including: a "togetherness mural", the creation and sale of art by children to benefit the homeless, music stands and a canned food drive to benefit the homeless.

### *Unique Features of Your Leadership Development Approach or Work*

#### *Financial Support for Leadership Development Participants/Grantees (fellowship awards, student scholarships, leadership grants, etc.)*

Not apparent on website.

#### *Target Population/Eligibility Guidelines*

Young people in the DC region.

#### *Application & Selection Process*

Not apparent on website.

#### *Alumni (Sustainable Networks). Post fellowship/ funding: Fellow/ Grantee Connection/ Support/ Activities*

Not apparent on website.

## THE COMMUNITY FOUNDATION FOR THE NATIONAL CAPITAL REGION: LINOWES LEADERSHIP AWARDS

Address: 1201 15th Street N.W. / Suite 420 / Washington, DC 20005  
Phone number: (202) 955-5890  
Fax number: NA  
Website: <http://www.cfncr.org/newsarticle.cfm?articleid=45990&ptsidebaroptid=0&returnto=page13825.cfm&returntoname=Community%20Leadership&siteid=1642&pageid=13826&sidepageid=13825>  
Executive Director: Terri Lee Freeman, President  
Contact Name: NA on website  
Email Address: NA  
Role in Organization: NA

### *Mission Statement and Leadership Focus*

The mission of The Community Foundation is to facilitate individual, family and organizational giving at all levels to create a permanent source of philanthropic capital to improve the quality of life in the metropolitan Washington region.

We accomplish this by:

- providing expertise and services to donors on how to realize their goals in philanthropy;
- connecting its donors to organizations providing impactful programs;
- serving as a convener and catalyst on emerging issues; and
- providing sound financial management of assets.

### *Overview of Your Program/ Foundation/ Academic Institution/ Business*

The Community Foundation includes three initiatives to improve the lives of residents in the Greater Washington region:

**Bridging Differences**, the only regional effort designed to recognize and promote the value of inclusiveness and to develop an awareness of the increasing diversity in our region; **Building Community through the Arts**, designed to support the role of the arts in community-building and to promote investments in neighborhood-based arts programs, and **Youth Development**, designed to promote civic engagement, leadership and philanthropy among youth in the region.

### *Description of Your Organization's Leadership Development Work*

The Linowes Leadership Awards: Celebrating unsung heroes with an exceptional commitment to improving the quality of life in our region

Extraordinary people with compelling stories of courage and commitment with no expectations of reward or recognition describe the Linowes Leadership Awards. Recipients sponsored by The Community Foundation, since 1997, these awards recognize the efforts of unsung heroes working to improve communities throughout the region and encourage others to follow their example of community leadership and service. Named for R. Robert Linowes, emeritus board member and former chairman of The Community Foundation, the awards program pays tribute to his years of dedicated service to and leadership in the metropolitan Washington, DC region.

Thirty-six Linowes Leadership awards have been given over the last seven years.

*Unique Features of Your Leadership Development Approach or Work*

“Everyday leaders” are given the recognition

*Financial Support for Leadership Development Participants/Grantees*

*(fellowship awards, student scholarships, leadership grants, etc.)*

Each award recipient receives \$2,000 personally and a \$3,000 contribution to the nonprofit organization of his or her choice.

*Target Population/Eligibility Guidelines*

Extraordinary people with compelling stories of courage and commitment with no expectations of reward or recognition

*Application & Selection Process*

A volunteer awards committee comprised of the Community Foundation’s donors, board members, and other community representatives selects the awards recipients through a competitive process.

*Alumni (Sustainable Networks). Post fellowship/ funding: Fellow/ Grantee Connection/ Support/ Activities*

Not apparent on website.

## **UNIVERSITY OF THE DISTRICT OF COLUMBIA: CERTIFICATE IN NONPROFIT LEADERSHIP**

Address: 4200 Connecticut Avenue, NW / Washington, DC 20008  
Phone number: (202) 274-5794  
Fax number: (202) 686-6082  
Website: <http://www.universityofdc.org/docs/udccatalog.pdf>  
Executive Director: Dr. Dorothy Remy  
Contact Name: Same as above  
Email Address: [dcremy@aol.com](mailto:dcremy@aol.com)  
Role in Organization: Executive Director & Faculty

### ***Mission Statement and Leadership Focus***

The University of the District of Columbia is the only public institution of higher education in the District of Columbia. Chartered in 1974 from three other institutions of higher learning, this Historically Black College/University maintains an open admissions policy, and is the only urban land-grant institution in the nation.

### ***Overview of Your Program/ Foundation/ Academic Institution/ Business***

The Urban Studies program offers courses leading to a Bachelor of Arts in Urban Studies. This interdisciplinary Social Science program draws on the talents of faculty trained in the fields of economics, history, sociology, anthropology, social work, criminal justice, political science, public administration, and urban affairs. The program's curriculum focuses on the socioeconomic relations of urban areas and the linkages between urban development issues and the aspects of racism, gender issues, poverty, income, wealth, and ethnicity. The program is organized around four areas:

1. The history and nature of the urbanization process;
2. The analysis of urban social issues and problems;
3. The acquisition of basic and applied research skills; and
4. Policy analysis.

The undergraduate and graduate courses provide knowledge of the history of urban growth, the organization and structure of the urban economy, social structures of urban governments, the decision-making process of urban policy making, development, implementation and evaluation. The program prepares undergraduate students for graduate and professional studies.

### ***Description of Your Organization's Leadership Development Work***

The Urban Studies Program offers a Certificate in Nonprofit Leadership through its affiliation with American Humanics, a national alliance of colleges, universities, and nonprofit agencies preparing undergraduates for careers in youth and human service agencies. Certification enables students with any major to become prepared for a professional career in the expanding nonprofit sector of the urban economy. It also enables those with baccalaureate degrees seeking career advancement or change to acquire the necessary knowledge and skills. Leadership practitioners from Washington's vibrant nonprofit sector give guest presentations, serve as mentors, and provide internship opportunities.

*Unique Features of Your Leadership Development Approach or Work*

Part of the Urban Studies Program - utilize local resources to expose students to nonprofit knowledge and learning.

*Financial Support for Leadership Development Participants/Grantees  
(fellowship awards, student scholarships, leadership grants, etc.)*

None apparent from website.

*Target Population/Eligibility Guidelines*

It also enables those with baccalaureate degrees seeking career advancement or change to acquire the necessary knowledge and skills.

*Application & Selection Process*

NA

*Alumni (Sustainable Networks). Post fellowship/ funding: Fellow/ Grantee Connection/ Support/ Activities*

Not apparent from website or other information gathered.

## **NONPROFIT MANAGEMENT EXECUTIVE CERTIFICATE PROGRAM AT THE GEORGETOWN PUBLIC POLICY INSTITUTE**

Address: Center for Public & Nonprofit Leadership / ATTN: NMEC Program  
Georgetown University / 3240 Prospect Street, NW / Lower Level  
Washington, D.C. 20007-3214

Phone number: (202) 687-0500  
Fax number: (202) 687-0580  
Website: [http://cpnl.georgetown.edu/pages/spring\\_2005\\_nonprofit\\_mg.cfm](http://cpnl.georgetown.edu/pages/spring_2005_nonprofit_mg.cfm)  
Executive Director: Kathy Postel Kretman, Ph.D., Director  
Contact Name: Above  
Email Address: [kpk2@georgetown.edu](mailto:kpk2@georgetown.edu)  
Role in Organization: Director & Faculty

### ***Mission Statement and Leadership Focus***

Our mission is built on the belief that nonprofit organizations are crucially important to the health of civil societies and democracies, and that those societies which work best have found a healthy balance of collaboration and cooperation among the government, private and nonprofit sectors. Through graduate level courses, executive education programs, and customized leadership institutes, we offer a range of professional educational opportunities provided by distinguished scholars and practitioners in the field.

### ***Overview of Program/ Foundation/ Academic Institution/ Business***

The Nonprofit Management Executive Certificate Program is designed to strengthen the leadership and management capacities of nonprofit practitioners. The program gives participants the skills necessary to respond to the complex challenges and opportunities of nonprofit organizations. Designed as an experiential leadership lab, this program provides a stimulating and supportive climate for exploring the pressing issues facing current and future nonprofit leaders.

### ***Description of Your Organization's Leadership Development Work***

Each participant takes part in a sequence of class sessions that explore the various aspects of nonprofit management, and undertakes a management project that addresses a major organizational issue or need. Such a project might involve strategic planning and evaluation, board development and staff relations, financial management and accountability, fund development, issues management and advocacy, or strategic partnerships and mergers. Skilled faculty, respected experts, and experienced practitioners share tools and insights that strengthen participants' capacity to lead their organizations in the 21st Century. Faculty also serve as advisors and coaches in their area of expertise to increase the participants' breakthrough thinking and assist in the real-world application of their management projects.

The program also gives participants the opportunity to create a network of local, regional and national nonprofit leaders committed to working across organizations, communities, and sectors to address public needs. Many of our former students have found these networking opportunities to be invaluable.

Specific Program Objectives Include: Learn about the current trends, challenges, and promising practices in nonprofit management; Develop leadership tools necessary to influence policy decisions, encourage collaboration, and build coalitions; Explore strategies for building and sustaining partnerships; Learn strategic practices for leading and managing change; Strengthen the capacity to lead in a diverse society; Become part of a local and national network of nonprofit leaders

*Unique Features of Leadership Development Approach or Work*

NA

*Financial Support for Leadership Development Participants/Grantees  
(fellowship awards, student scholarships, leadership grants, etc.)*

Partial scholarships are available, but are reserved for those students who can exhibit the greatest need.

*Target Population/Eligibility Guidelines*

Professionals, directors and managers, board members, and other leaders of nonprofit and voluntary organizations; Experienced professionals seeking to enter the nonprofit sector

*Application & Selection Process*

Applications are available online at <http://cpnl.georgetown.edu> or by calling (202) 687-0595

Application Fee: The application form must be submitted with a nonrefundable fee of \$35.

Essay: Applicants should submit a one-to-two page typed essay describing their experience and/or interest in the nonprofit sector and why they wish to pursue a Nonprofit Management Executive Certificate.

Recommendation: Applicants should submit one letter of recommendation from an individual who can comment on their work experience and their ability to successfully complete the certificate program.

Resume: Applicants should submit a current resume, indicating three to five years of organizational experience, with the application.

English Language Proficiency: All applicants who are not native English speakers are required to demonstrate a level of proficiency in the English language sufficient to meet the admission requirement of the Center for Public and Nonprofit Leadership. This program is not eligible for the F-1 Student Visa.

*Alumni (Sustainable Networks). Post fellowship/ funding: Fellow/Grantee Connection/Support/Activities*

Does not appear to have a formal network.

## **GEORGE MASON UNIVERSITY PROGRAM: GRADUATE STUDIES IN NONPROFIT MANAGEMENT, DEPARTMENT OF PUBLIC AND INTERNATIONAL AFFAIRS**

Address: George Mason University  
Department of Public and International Affairs  
4400 University Drive - 3F4  
Fairfax, VA 22030-4444

Phone number: (703) 993-1411  
Fax number: (703) 993-1399  
Website: <http://www.gmu.edu/depts/npmp/index.html>  
Executive Director: Dr. Larry Walters  
Contact Name: NA  
Email Address: [lwalter1@gmu.edu](mailto:lwalter1@gmu.edu)  
Role in Organization: Director/Professor

### ***Mission Statement and Leadership Focus***

The Nonprofit Management Graduate Studies program is a comprehensive curriculum designed for individuals seeking to advance their careers in the nonprofit sector.

### ***Overview of Program/ Foundation/ Academic Institution/ Business***

The nonprofit management program offers three ways to learn about nonprofit management: (1) Master of Public Administration (MPA) with a concentration in nonprofit management. (36 credit hours) (2) Graduate Certificate in Nonprofit Management. Offered on campus and online. (15 credit hours) (3) Graduate Certificate in Association Management. Offered online. (15 credit hours)

### ***Description of Organization's Leadership Development Work***

NA

### ***Unique Features of Your Leadership Development Approach or Work***

The Community Outreach Program: To complement the academic and research components of the graduate studies in nonprofit management program, a Community Outreach initiative is in development for implementation in the fall of 2004 and 2005. The Professional Development Certificate Program will offer accessible, affordable professional development training for nonprofit staff members, board members, volunteers and community leaders to strengthen the capacity of our nonprofit sector. Multiple session seminars and half day workshops will cover topics on strategic planning, fundraising strategies, ethics, marketing, financial management and board development.

Annual Conferences and Symposiums on critical issues in the sector, sharing valuable research results and best practices are planned to convene the leadership of the sector.

Technical Assistance from the university's vast reservoir of research leaders is available to conduct and analyze surveys and research projects for the sector, the corporate community and local government jurisdictions.

Consultations by nonprofit management faculty and other nonprofit experts in the region are available for planning and board retreats, fundraising planning, marketing plans and board development.

Nonprofit Fellows Program is envisioned to offer emerging leaders the opportunity to pursue graduate studies under the auspices of a regional fellows cohort program similar to the MPA fellows program currently offered by the six Northern Virginia regional jurisdictions.

George Mason University Nonprofit Studies Advisory Council: The purpose of the Advisory Council is to help strengthen the nonprofit community of Northern Virginia and assist GMU to pursue its mission to serve as a resource to the private and public sectors; To identify knowledge and research needs; academic, professional, and practice; that will build the organizational capacity of the region's nonprofit sector; To support the university's interactive approach to change in both the university and the world; To continue the philosophy and practices of the Building Bridges Initiative of the WK Kellogg Foundation.

A participant in the W.K. Kellogg Foundation's prestigious Building Bridges Program to strengthen nonprofit management education and a member institution of the Nonprofit Academic Center Council, Nonprofit Studies at George Mason is a nationally prominent program that is deeply grounded in its local communities.

*Financial Support for Leadership Development Participants/Grantees (fellowship awards, student scholarships, leadership grants, etc.)*

None that was apparent.

*Target Population/Eligibility Guidelines*

Attracting a diverse student body and approximately one-third of all MPA students, the Nonprofit Studies Program provides a well-rounded nonprofit management education as well as extensive peer-learning and networking opportunities. The Program offers nonprofit management students a wide range of options to tailor their educational experience to their individual professional needs and career development goals.

Students who are not yet prepared to pursue the master's degree have the opportunity to enroll in a Certificate in Nonprofit Management and a Certificate in Association Management. The Certificate in Association Management was developed in collaboration with the American Society of Association Executives (ASAE) and is particularly targeted towards trade and professional associations. Both certificates can be applied towards the MPA. Finally, George Mason's Extended Studies program allows students to begin taking nonprofit management classes while they assess their readiness and ability for graduate study.

*Application & Selection Process*

Non apparent on their website.

*Alumni (Sustainable Networks). Post fellowship/ funding: Fellow/ Grantee Connection/ Support/ Activities*

Non apparent on their website.

## YOUNG NONPROFIT PROFESSIONALS NETWORK / YNPNDc

Address: None given on website  
Phone number:  
Fax number:  
Website:  
Executive Director:  
Contact Name:  
Email Address: ynpndc@yahoo.com  
Role in Organization:

### *Mission Statement and Leadership Focus*

The mission of YNPNDc is to promote the interests of and build opportunities for tomorrow's nonprofit leaders.

### *Overview of Program/ Foundation/ Academic Institution/ Business*

YNPNdc is a new community in a nation-wide network of young nonprofit professionals. Our mission is to promote the interests of and build opportunities for tomorrow's nonprofit leaders.

### *Description of Organization's Leadership Development Work*

YNPNdc promotes the recruitment, development, and retention of young professionals in the nonprofit sector to enhance and support a strong, dynamic nonprofit community. YNPN offers young and emerging nonprofit leaders the assistance they need as individuals and as a group to realize their full potential. Our aim is to develop and nurture entry- to mid- level nonprofit professionals by providing:

- (1) forums for networking;
- (2) professional growth education activities; and
- (3) a one-stop resource for information on professional advancement and the Washington DC non-profit community.

### *Unique Features of Leadership Development Approach or Work*

A virtual network.

Survey of members <http://www.ynpn.org/dc/survey.shtml>

Linked to other YNPN "chapters" across the country

Partner/Collaborate with local organizations (professional development and social) for discount for members

### *Financial Support for Leadership Development Participants/Grantees (fellowship awards, student scholarships, leadership grants, etc.)*

Not apparent on website.

### *Target Population/Eligibility Guidelines*

YNPNdc promotes the recruitment, development, and retention of young professionals in the nonprofit sector to enhance and support a strong, dynamic nonprofit community.

*Application & Selection Process*

Membership is free and open to everyone. The best way to be connected to YNPndc is to join our email list. To join, simply enter your address in the top right corner of this page. If you have any ideas or suggestions for us, please email us at [ynpndc@yahoo.com](mailto:ynpndc@yahoo.com).

*Alumni (Sustainable Networks). Post fellowship/ funding: Fellow/ Grantee Connection/ Support/ Activities*

**THE CENTER FOR NONPROFIT LEARNING & LEADERSHIP  
A PROGRAM OF THE CENTER FOR NONPROFIT ADVANCEMENT:  
STRENGTHENING NONPROFITS IN GREATER WASHINGTON  
[FORMERLY THE WASHINGTON COUNCIL OF AGENCIES]**

Address: 1666 K Street NW, #440 Washington, DC 20006  
Phone number: 202/457-0540  
Fax number: 202/457-0549  
Website: [www.nonprofitadvancement.org](http://www.nonprofitadvancement.org)  
Executive Director: Betsy Johnson  
Contact Name: Susan Sanow  
Email Address: [SusanS@nonprofitadvancement.org](mailto:SusanS@nonprofitadvancement.org)  
Role in Organization: Program Director

***Mission Statement and Leadership Focus***

The mission of the Washington Council of Agencies is to strengthen, promote and represent nonprofit organizations in metropolitan Washington in order to help them better meet the diverse needs of their communities.

To do this, WCA provides the region's nonprofit community with the information, tools and resources they need to succeed, including education and training, networking, advocacy, and group buying programs.

***Overview of Your Program/ Foundation/ Academic Institution/ Business***

The Washington Council of Agencies provides advocacy/community building activities, educational and networking opportunities and group-buying purchasing power. Membership is open to any 501(c) organizations in the Washington, D.C. metropolitan area.

***Description of Your Organization's Leadership Development Work***

Offers 60 courses in key areas of nonprofit management:

- #1 CEO Leadership Series: A Self-Knowledge Journey
- #2 Leadership
- #3 CEO Networking Group (Open to all nonprofit CEOs)
- #4 Creating a Powerful Board of Directors
- #5 Organizational Development: Creating a Dynamic Nonprofit
- #6 Financial Management: Managing Your Resources Wisely
- #7 Fundraising Like a Professional
- #8 Essential Skills for the Nonprofit Professional
- #9 Human Resources: Harnessing Your People Power
- #10 Using Technology Like a 21st Century Nonprofit!
- #11 Communications: Telling Your Story Effectively!

***Unique Features of Your Leadership Development Approach or Work***

Region wide

*Financial Support for Leadership Development Participants/Grantees  
(fellowship awards, student scholarships, leadership grants, etc.)*

Participants pay to take classes, not sure if scholarships, “trades”, or reduced rates are offered.

*Target Population/Eligibility Guidelines*

anyone can take courses; but with a simple sliding scale: organizations with annual expenses under \$1 million: \$55 / WCA Members \$40, for organizations with annual expenses of \$1 million or above: \$80 / WCA Members \$55

*Application & Selection Process*

none, just as long as the course isn't filled, anyone can take a class

*Alumni (Sustainable Networks). Post fellowship/ funding: Fellow/ Grantee Connection/ Support/ Activities*  
n/a

## **SOCIAL ACTION AND LEADERSHIP SCHOOL FOR SOCIAL ACTIVIST (SALSA) - A PROJECT OF THE INSTITUTE FOR POLICY STUDIES**

Address: c/o IPS 733 15th St NW, Suite 1020  
Washington DC, 20005  
Phone number: (202) 234-9382  
Fax number: (202) 387-7915  
Website: www.hotsalsa.org  
Director of IPS: John Cavanaugh  
Contact Name: Netfa Freeman  
Email Address: netfa@ips-dc.org  
Role in Organization: Director, SALSA

### *Mission Statement and Leadership Focus*

The Institute for Policy Studies is the nation's oldest multi-issue progressive think tank. Based in Washington, DC, but with links to activists and scholars across the nation and around the world, the Institute serves as a bridge between progressive forces in government and grass-roots activists, and between movements in the U.S. and those in the developing world. The Social Action and Leadership School for Activists (SALSA) teaches the basics of organizing, management, communications, and other movement-building skills to hundreds of activists each year.

### *Overview of Your Program/ Foundation/ Academic Institution/ Business*

SALSA is:

- a skills training program that strengthens community activism and fosters engaged citizenship.
- a forum for discussion and development of progressive issues and agendas.
- a unique networking opportunity for social change activists.

### *Description of Your Organization's Leadership Development Work*

see above

### *Unique Features of Your Leadership Development Approach or Work*

### *Financial Support for Leadership Development Participants/Grantees (fellowship awards, student scholarships, leadership grants, etc.)*

none -- they pay for classes

### *Target Population/Eligibility Guidelines*

activists in dc (working within or outside of traditional organizational structures)

### *Application & Selection Process*

none

### *Alumni (Sustainable Networks). Post fellowship/ funding: Fellow/ Grantee Connection/ Support/ Activities*

n/a

## PUBLIC ALLIES DC

Address: 1120 Connecticut Avenue, NW, Suite 435, Washington, DC 20036.  
Phone number: 202.293.3969  
Fax number: 202.822.1199  
Website: <http://www.publicallies.org/washingtondc/>  
President & CEO (national): Paul Schmitz, President & CEO  
Contact Name: local staff not yet on website  
Email Address:  
Role in Organization:

### *Mission Statement and Leadership Focus*

Public Allies advances diverse young leaders to strengthen communities, nonprofits and civic participation.

### *Overview of Your Program/ Foundation/ Academic Institution/ Business*

Program is led from five core values:

1. **Collaboration:** The ability to facilitate, negotiate, build consensus, build strong teams and empower others is essential to collaborative leadership.
2. **Diversity/Inclusion:** The ability to work effectively with people of different backgrounds, beliefs and experiences, value the strength and innovation that results from different perspectives and understand how to adapt to different cultures and environments is essential to 21st Century leadership.
3. **Focus on Assets:** Great leaders are catalysts for the leadership of others. Public Allies embraces an Asset-Based Community Development perspective on leadership, believing that (a) everyone has gifts and talents to contribute to their communities, (b) those who are often considered as “clients” of service programs should be partners and leaders in addressing public issues and (c) service and change efforts should be accountable to those who have to live with the results.
4. **Continuous Learning:** Leaders must be willing to challenge their assumptions and beliefs, learn their strengths and shortcomings, take responsible risks, listen well to feedback, reflect on experience, commit to continued growth and allow for others’ learning journeys.
5. **Integrity:** The ability to meet commitments, act responsibly with public and personal trust, and be accountable for words and actions.

### *Description of Your Organization’s Leadership Development Work*

At the core of the Public Allies program is a 10-month apprenticeship which engages ‘Allies’ in full-time community service. Allies are provided the opportunity to gain “real-world” experience in a supportive learning environment while improving their community through service focused on areas such as youth development, education, health and human services, and neighborhood revitalization.

Allies participate in the Training and Learning Program, which is a curriculum designed to develop the Ally’s skills and leadership potential. The curriculum is primarily conducted on Fridays through a series of workshops. These workshops focus on many topics, enabling Allies to learn more about specific social concerns and issues commonly experienced in not-for-profit work, while also developing skills and providing them with resources for outplacement opportunities. The third core component is a Team Service Project, which Allies select and work on together.

*Unique Features of Your Leadership Development Approach or Work*

NA

*Financial Support for Leadership Development Participants/Grantees  
(fellowship awards, student scholarships, leadership grants, etc.)*

Monthly stipend between \$1,200 and \$1,800 per month depending on the cost of living, plus health insurance, child care, interest-free student loan deferment, and a post-service education award of \$4,725 that can be used to pay off past student loans or future education.

*Target Population/Eligibility Guidelines*

US Citizen, 18-30, able to make 10-month commitment

*Application & Selection Process*

The selection process has three steps: (1) you must submit a completed application, (2) you may be invited to participate in two interviews, and (3) if selected as a finalist, you will interview with several nonprofit organizations following which we make final placements based on the feedback of the finalists and organizations.

*Alumni (Sustainable Networks). Post fellowship/ funding: Fellow/ Grantee Connection/ Support/ Activities*

The Ally Lifetime Leadership Initiative is a series of national and local programs that will continue advancing the skills, networks, and experience of our growing leadership network to strengthen communities, nonprofits, and civic participation.



1201 15th St., NW, Suite 420  
Washington, DC, 20005

202 955 6187 • 202 955 8084 fax  
[www.nonprofitroundtable.org](http://www.nonprofitroundtable.org)