



Dialogue One:
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March 20 - 29, 1981

The Institute of Cultural Affairs

DIALOGUE ONE

March 20 - 29, 1981

"The secret of success? It's no secret--you just take the time to explore all the ways in which you can be of service to people."

Businesswoman



THE INSTITUTE OF CULTURAL AFFAIRS



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INTRODUCTION

Dialogue One was a conference on human development in the 80's for the New York Tri-State metropolitan region. It took place between March 20 and 29, 1981. One hundred eleven people gathered on two weekend sessions. They used as resource data the compilation of over 300 interviews and 43 site visits. In all, over 600 people were involved in the process of Dialogue One.

The intent of the conference was to build consensus on future directions of the region by sharing practical insights and investigating successful programs. The conference began with an analysis of broad issues and mandates (or directions) for the region, and concluded with specific program recommendations and implementing directions. The conference provided an opportunity to build networks and alliances to accomplish common objectives and was an opportunity for those concerned with human development to gain new perspective on their efforts.

The conference consisted of three parts:

- The three-day Research Symposium analyzed the current situation, examined the future issues and stated the mandates for human development in the region.
- The five-day Community Labs Week tested the issues and mandates through site visits to successful projects and group dialogues about specific issues across the region.
- The two-day Planning Assembly outlined strategic directions for responding to the mandates, and began the process of organizing practical means for implementing these strategies.

The material in this document is the direct result of the work of the conference. Much of it remains exactly as written during the workshop sessions; some of it was edited for corrections and refinements; it is the creation of the participants. Each person's wisdom was input and critical to the final product.

Dialogue One as a conference is completed. And yet, as the name suggests, the process of dialogue has just begun. The people who attended the conference, the individuals and the members of organizations who were interviewed, and the sites visited during the laboratory week, all will be part of a continuing dialogue on appropriate responses to human need in the metropolitan area in the 80's.

"We have to attack things at different levels simultaneously."

Clergy

DIALOGUE ONE

RESEARCH SYMPOSIUM

COMMUNITY LABS

PLANNING ASSEMBLY

FRIDAY MARCH 20	SATURDAY MARCH 21	SUNDAY MARCH 22	MONDAY MARCH 23	TUESDAY MARCH 24	WEDNESDAY MARCH 25	THURSDAY MARCH 26	FRIDAY MARCH 27	SATURDAY MARCH 28	SUNDAY MARCH 30
	COMMUNITY PANEL	THOSE WHO CARE	SITE VISITS FORUMS & DIALOGUE THROUGHOUT THE REGION					ASSEMBLY OPENING	CATALYTIC ROLE
	REGIONAL TRENDS WORKSHOP	REGIONAL MANDATES WORKSHOP						PRACTICAL INTENTS	COORDINAT- ING DESIGNS
	SECTOR PANEL	REGIONAL TEAM						GLOBAL RESPONSE	EFFECTIVE STYLE
	REGIONAL ISSUES WORKSHOP	LAB WEEK CHECK						STRATEGIC COMPONENTS	FUTURE IMPLEMENTA- TION
WELCOME	PLENARY								
STATE OF THE REGION	ISSUE EXPLORA- TION							CELEBRATION OF THE REGION	
	CELEBRATION								

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DIALOGUE ONE FORMAT

On March 20-22, 1981, ninety-eight people gathered in Tenafly, New Jersey to participate in the first part of the Dialogue One Conference. During this weekend of analysis, participants engaged in dialogues with a guest speaker, ten panelists from across the region, and each other. They also had at their disposal the data from over 300 interviews with people from the public, private, voluntary and local sectors and from all areas of the region which had been conducted in January, February and March. The participants met in plenary sessions, small group sessions and workshops. They identified 18 trends facing human development in the Tri-State metropolitan region, 9 underlying issues that need to be addressed, and 18 future directions or mandates for human development in the 80's.

The Symposium used a variety of methods to enable participants to make realistic judgments about the future of the region. The keynote address by Gus Heningburg on Friday night outlined the arenas of concern he felt needed to be addressed. It was followed by a conversation on the speech. Panelists at breakfast on Saturday morning spoke of concerns facing suburban, urban, and inner city residents. At lunch panelists cited examples of public, private and voluntary agencies responding to local concerns.

In the Saturday morning workshop, regional trends were developed by constructing a timeline of the 20th century. Participants named major events of the last 80 years and events they anticipated in the next 20 years. The data on the timeline was used to identify regional trends. The trends are listed on pages 4 and 5.

In the second workshop, trends from the morning workshops were consolidated and read aloud. Then participants were asked to brainstorm the issues these trends revealed. In addition, issues identified in the pre-Symposium interviews were added to the brainstorm. The issues were organized by each workshop and consolidated into nine issue clusters. Participants selected which of the nine issues they wanted to discuss in greater depth in the third workshop. These issue workshop teams explored the data and wrote a brief descriptive paragraph on the issue and a second paragraph giving examples of the issue. These paragraphs begin on page 6. On pages 10-12 is the original data organized by issues.

On Sunday, the participants met in a large group to determine the mandates, or future directions of the region. The workshop used the issues identified the day before and developed a list of mandates. The list of mandates was made into a chart by the editorial team. The chart was used by participants during the Community Labs Week. The chart was again modified by the Planning Assembly in order to hold the wisdom of people interviewed during the Labs Week. The chart and the paragraphs are the final revised version, and may be found on pages 13-17.

The chart can be read by saying: "The New York Region Dialogue One Conference identified 3 major mandates for human development. One of these is 'toward cohesive community structures.' This includes a basic social commitment and responsive cooperating communities. Basic social commitment includes economic self-sufficiency, environmental care coordination and an equitable justice system." The paragraphs give greater detail.

"It's almost impossible to kill
a dream, to kill an idea."

Community Organizer

1. There has been an increase in consumerism. There is also a growing awareness that we are consumers of ecological resources and that these resources are endangered by technological advances in the field of waste disposal.
2. There is an increase in the use of computers which has two discernible effects on society: individuals or groups are becoming more isolated and passive, and people have more opportunity to acquire data needed to solve problems.
3. There is more non-governmental local community control.
4. People feel that society is not handling personal protection well. More people are carrying hand guns. There is less respect for the law.
5. There is a trend toward short-term, "band-aid" decisions with regard to economic policy.
6. In the past twenty years, social needs were often translated into programs without sufficient demonstration that these programs would work. There is a trend toward demonstration that solutions to problems are pragmatic and practical.
7. There is a trend toward militaristic solutions to conflict situations. We have increased our capabilities to make war.
8. Local communities are dealing with issues relevant to themselves through experiments in alternative education.
9. There is a trend toward greater emphasis on basic skills in education.
10. Large institutional systems and bureaucracies are offering less support for services: budgets are in tension with human needs.
11. Religious institutions are making less of a social impact even as society moves toward a need to rethink ethical values.
12. There is a trend toward reassertion of the value, rights and abilities of individuals and the development of diverse means for participation in society.
13. Increasingly complex social and economic issues are requiring reliance on experts with specialized knowledge and skills. This is accompanied by a growing distrust of the ability of those experts to deal with local needs.
14. The scope of planned actions is increasing to encompass the whole society and the interdependence of its problems.
15. There is an increased expectation for the governmental to solve problems.

16. There is a trend toward a major redefinition of the role of government.
17. There is a trend toward repolarization of the races.
18. It is increasingly clear that post-industrial society requires greater efforts to conserve physical resources and to make more effective use of human resources.

"The Bronx is on the up...we were low,
but it's leveled out."

Community Development Agency
Officer

"Newark--down the road--will be a vibrant
place to live."

Businessperson

I. UNRECONCILED DIVERSE VALUES

The realities of individual self-interest, the need to prove oneself, and the vulnerability people feel in the face of the new and the strange, lead to exclusionary politics, quotas, and distortions in relationship to certain groups in our society.

Discrimination occurs frequently when there is an underlying fear of being hurt, or when personal values are threatened. Economic factors may also play a role in forcing new immigrants to take the least attractive jobs for lower pay. Acceptance of discrimination may occur out of fear, out of sensing a need to conform, and out of identification with the dominant culture. Our roles and characterizations are dictated and learned through our living environment.

II. DISINTEGRATING SOCIAL ROLES

This issue concerns society's value systems. The lack of jobs for youth reduces motivation toward productivity and the rewards of work. The future work force loses hope. Increased numbers of employable people heighten the demands on limited resources, and promote "me-ism." There is less caring for the aged and those who can't help themselves. The issue reflects society's current value system toward youth, the aged, the family, and the individual.

Many aspects have influenced our chaotic, changing social roles. The scientific method and "worship" of science have, for many, replaced religion and philosophy as keepers of the truth, leading to depersonalized systems of care. Money as a concrete symbol of production and worth has overshadowed altruism as a measure of human significance. The mobility of our population has resulted in huge and diverse populations without community, concentrated in the cities. The birth of the pill has freed women from rigid and no longer appropriate economic roles. Increased educational levels have demystified traditional authority roles.

III. NON-ACCESSIBLE DECISION MAKING PROCESS

The issue is the existence of an ineffective decision making process in our political life. The issue has three dimensions: ineffective and unqualified leadership, unresponsive and fragmented means of participation, and alienated and uninvolved constituency.

The major causes of this issue are as follows: short-range planning that responds only to crisis, that benefits only a few people, and that addresses only parts of the life of the community; the lack of clear accountability procedures whereby people can evaluate the results of present decisions and make positive recommendations for the future; the absence of current standards whereby communities can measure effective leadership, thus leaving a sense of not having any power in the decision making process.

IV. LIMITED ENVIRONMENTAL PROTECTION

We must recognize that the earth is our home. Its evolved, rich diversity is the hope for future generations of all species. We are responsible for the wise management of earth's finite resources, a recognition of what is truly a cost-effective pattern of development and environmental design, and the protection of our arable land. Today we face ineffective policies caused by the absence of long-term projections, the dearth of creative and flexible conceptualizations, and the neglect of precise, clear coherent communication.

There are limited natural resources on the planet, and yet increasing numbers of people are demanding more goods to satisfy their insatiable materially-oriented standard of living, despite the adverse impacts on their environment. Alternative life styles, conservation, and the conception of the earth as our home are not being conveyed adequately by our educational system. Communities are self-destructive because of the lack of involvement of individuals and the lack of accountability of small and big businesses. Policies toward control of industrial pollution are archaic and inadequately enforced. Radical innovations of new technological and management systems are not initiated because of their long-term implications.

V. MISDIRECTED ECONOMIC PRIORITIES

Public policy and public expenditures favor increased military spending and support of private businesses over programs to increase employment and serve basic human needs. This results primarily from the fact that government and economic decisions are in large part based on assumptions, such as 1) exaggerated statement of our military weakness; 2) that it is only the poor who collect and abuse welfare; and 3) that government subsidies are in themselves wrong and counter-productive. Full employment is the number one economic necessity in this country, and public and private efforts to provide it must be intensified.

VI. NON-ACCOUNTABLE EDUCATION STRUCTURES

The values instilled in our children in the schools are often antiquated and not subject to periodic evaluation. As a result, children are unarmed in a diverse society of ever-changing values. Lack of communication among members of the teaching profession prevalent in school districts and the larger community frequently limits the impact of communities on the education system (i.e. limited forms of accountability). The common understanding that education is an obligatory process limited to a specific period in life, inhibits education as a life-long experience. A chaotic situation prevails within the educational system. The curriculum is not oriented to practical needs and skills acquisition for our present society. Teaching methods are often rigid and not responsive to the needs of youth.

Many students are alienated from society and from the whole process of education. There is a lack of community support to provide recreational facilities and activities for youth. We are not instilling a sense of responsibility and

REGIONAL ISSUES

overall purpose in students. Society does not place a very high value on education because many of us do not see the relevance of education to our lives.

It is not just that parents and students do not value education, Society as a whole does not. Teachers are not paid like other professionals. Hence, many people who might be excellent teachers do something else. One of the reasons for this is that there usually is not immediate feedback when students fail to learn. It is not as obvious a failure as when someone is seriously ill, for example, and is not treated by a doctor. Another reason is that, in many ways, much of education is irrelevant to most occupations and to life in general. It frequently does not do a good job of teaching students how to ask questions, to think creatively, to write clearly, and to operate effectively in our society.

VII. INADEQUATE AVAILABLE HOUSING

The housing situation in the New York metropolitan area is extremely complex. Current housing and commercial stock are not serviced adequately. They are in deteriorating condition, and do not foster neighborhood stabilization. Systematic gentrification schemes by speculators favor high income people. The development of an integrated neighborhood is slow and has created conflicts between newcomers and long-term residents. The current economic situation hinders housing development and maintenance. For example, mortgages are hard to get by young couples and single people; home improvement loans are generally unavailable, and fuel costs are going up. The tax breaks have not been given to local people or local development corporations. Finally, there are not enough affordable rental units.

The underlying cause of the problem in housing is the high profit potential for land and/or buildings sold to high income families. This has been fueled by escalating inflation and high interest rates. Solutions to this problem are hindered because of: 1) competing political power brokering; 2) conflicting and overlapping bureaucratic structures; 3) the complicated and lengthy formal and informal legal code procedures for purchasing, rehabilitating, and/or renting housing facilities; and 4) the enclave mindset of the suburbs and gentrified sections of the city.

VIII. INCOMPLETE HEALTH SERVICES

The basic components of this issue are indicated by the lack of adequate preventive medicine and health education of the general public. In many cases there is a limited availability and accessibility of good health care, particularly for the poor, migrant workers, and senior citizens. This problem is intensified in certain geographic locations. There is a great need for counseling and training especially in the area of family nursing care of patients and in the area of death and dying. There are many health related issues such as substance abuse, mental health, and environmental health which deserve attention. One of the main problems seems to be the need for coordination of the diverse health services in a single geography. High cost for the good health of our citizenry has become a thorn in the side of many of us. We have to confront this and find solutions.

The underlying causes of this issue are: traditional images of health care providers that are unchanging and that create a naive sense of trust; unavaila-

bility of health services because of high costs; restrictive federal funding for other than acute care, and uneven geographical distribution of services and professionals. Health education, mental health, drug abuse, and environmental health have become separate fields, and are not seen as part of comprehensive health care. In addition, the absence of communication between the public and medical personnel leaves consumers unaware, uneducated, and not responsible for health needs.

IX. INEFFECTIVE JUSTICE SYSTEM

Concerned citizens, today are awe-struck by the frequency with which violent crimes and all their negative overtones are splashed across the newspaper headlines and blasted from the media. People feel burdened by constantly having to hear and read about events that herald imminent personal danger. Every life is touched directly by crime and its consequences. People live in fear of crime, but the justice system neither punishes criminals nor deters them. Neither the victim nor the criminal is served. The problem is illustrated by looking at such areas as the Times Square section of Manhattan where tremendous amounts of criminal activity, street crime, and violence are done almost normally by individuals who often act as if they have a right to their activities. In this environment, violence is routine, and prostitution and drug transactions happen as a matter of course. Those arrested soon re-appear on the street, presenting an appearance that "crime does pay" and allowing some persons to take almost professional pride in their skill and prowess in their abusive, criminal activities.

The underlying cause for the ineffective justice system is a confused idea of its purpose. The original purpose of prisons was to remove criminals from society in order to protect society, and to rehabilitate the criminals. The intent has changed over the years to punishing criminals. This creates resentment and recidivism. Another underlying cause is biased judgements-by-association. For example, minority youth are picked up more frequently than others. Some individuals within the system have become insensitive and no longer extend their concern beyond their own personal interests. Court cases are prolonged unnecessarily. Pay-offs and graft appear to be frequent. The environment supports the belief that crime is really all right. For example, "It's really all right to cheat on income tax if you don't get caught." Finally, there is a reactionary response to fear. As an example, "Martial Arts" are being taught. Many people have chosen to arm themselves. The Guardian Angels on New York City subways have been organized and supported by the public as a reaction to fear.

"If there's not a significant shift in the haves and the have-nots, we are moving toward two societies, both unequal."

Community Organizer

DIALOGUE ONE

ISSUES BRAINSTORM

I--UNRECONCILED DIVERSE VALUES

1. Multiple cultures not working together
2. Disrespect for elders' contributions
3. Exploitation of undocumented immigrants
4. Inertia in relation to change
5. ERA controversy
6. Social polarization
7. Personal greed
8. Disregard for different ideas
9. Displaced, destitute refugees
10. Limiting self-interests
11. Lack of services for undocumented persons
12. "Me first" attitude
13. Persistent institutionalized racism
14. Increased racial violence
15. Non-English speakers in English-only nation
16. Unequal discriminatory power
17. Unhelpful advertising images
18. Inflation adversely affects morals
19. Racist immigration policy
20. "Rights-over-responsibilities" attitude
21. Seeming ruthlessness of decisions
22. Untrustworthy media
23. Disbelief in human equality
24. Racial re-polarization
25. National spiritual vacuum
26. Stubborn, irrational sexism
27. Threatened power structures
28. Missing mutual trust
29. Absence of change-mechanisms
30. Outdated world view
31. Overwhelming impersonal technology
32. Obsolete military solutions
33. Unaccountable non-governmental control
34. Presumed combat relationships
35. Individuals unaware of global problems
36. Dependence on universality of solutions
37. Critical blindness to real threats
38. Unacceptance and distrust of refugees
39. Minorities divided in neighborhoods
40. Conflict between competitive organizations

II--DISINTEGRATING SOCIAL ROLES

1. Collapsed work ethic
2. Children having babies
3. Traditional life styles challenged
4. Irresponsible parenting
5. Stress-related illness
6. No consensus on human rights
7. Hopeless abandonment of youth
8. Massive run-away population
9. Low-income single-parent families
10. Underemployment
11. Heavy transient population
12. Alienated individuals
13. Inadequate child care
14. More unemployable youth
15. Unequal employment opportunities
16. Vocational paralysis
17. Confusing social mores
18. Disrespect for other's property
19. Ineffective social services delivery
20. Declining influence of religious institutions
21. Services interfacing gap
22. Elitism in professional groups
23. Sense-of-community lacking
24. Lack of accountability structures
25. Heightened racism
26. Grinding, hopeless poverty
27. Unresolved "labor- vs capital-intensive" quest'n
28. Grabbing the American 'pie'
29. Drugs-controlled life styles
30. "Just hanging on" mentality
31. Minimal on-the-job infant care
32. Increased technological control
33. Irrelevant ethical guidelines
34. World hunger and illiteracy
35. Dissipated people-power
36. Disregard for human need
37. Suburban loneliness
38. Unarticulated new ethics

III--NON-ACCESSIBLE DECISION-MAKING PROCESS

1. Lack of grassroots interchange
2. Non-inclusive political structures
3. Few advocates for 16 to 21-year-olds
4. Employees with 'no futures'
5. Uncoordinated community services
6. Competitive communities
7. Ineffective priority determination
8. General public ignorance
9. Underdeveloped localized media
10. Underrepresented Hispanics
11. Oppression of poor women
12. Fear of complex systems
13. Inflexible bureaucratic structures
14. Lack of local-national govt'l cooperation
15. Inadequate, decaying infra-structure
16. Special needs enablement lacking
17. Constantly shifting regulations
18. Lack effective multi-racial coalitions
19. Poor information dissemination
20. No clarification of community needs
21. Federal programs don't fit local needs
22. Lack comprehensive human development training
23. Brain-flight from cities
24. Little creative, responsible leadership
25. Ineffective public hearings
26. Minorities lack clout
27. Disorganized minority leadership
28. Inadequate conflict resolution skills
29. Individual isolation and passivity
30. Untrained grassroots leadership
31. Paralyzing single-issue groups
32. 'politicized' community boards
33. Missing long-range planning methods
34. Lack mechanisms for broad particip. decisions
35. Rigid orientation of institutions
36. Illusionary issue resolution

IV-LIMITED ENVIRONMENTAL PROTECTION

1. Inefficient technology management
2. Ineffective waste disposal
3. Lack adequate garbage conversion systems
4. Unacknowledged health hazards
5. Exploitation of world's resources
6. No substitutes for non-renewable resources
7. Technological knowledge lacking human factor
8. Large unchecked population shifts
9. Adversary-postured local government
10. Regional and local activities imbalances
11. Minimal regional planning
12. Inadequate conservation planning
13. Shallow technological assessment
14. Polluted air and water
15. Public officials market hopelessness
16. Inaccessible, jargonized information
17. Regionally uncoordinated approaches
18. Undefined environmental goals
19. Unclearity on environmental issues
20. Non-holistic, multi-perspective solutions
21. Local conservation initiative blocked by corp's
22. Nuclear holocaust fear
23. Cancer and genetic alteration potentials
24. Limited energy sources
25. Luxury commodity orientation
26. Inadequate resource allocation
27. Adulterated processed foods
28. Reduction of green space
29. High energy costs
30. Irresponsible chemical waste disposal
31. Limited water supply
32. Ordinarity of vision

V-MISDIRECTED ECONOMIC PRIORITIES

1. Unable to retain volunteers
2. Short-sighted computer technology
3. Diminishing urban tax base
4. Budget cuts hurt poor
5. 1972 standard for welfare payments
6. Ignoring problems costs money
7. No cheap capital
8. Bankrupt cities
9. Discouraged new business ventures
10. Seniors blocked by inadequate fixed incomes
11. Middle class leaving cities
12. Unrealistic usury ceilings
13. Capital flowing out of state
14. Programs lack alternative funding
15. No centralized industry
16. Governmental economic dependence
17. Industrial base difficult to maintain
18. High taxes
19. Lack corporate social responsibility
20. Inadequate mass transportation
21. To the city, "cheap" wins
22. Red tape blocks communities
23. Increased economic instability
24. Expensive products and services
25. Destructive foreign policies
26. Lack alternatives to consumerism
27. Increased military spending
28. Widespread unemployment
29. Rampant, ravaging consumerism
30. Wornout definition of government and military

VI-NON-ACCOUNTABLE EDUCATION STRUCTURES

1. Non-relevant education
2. Unchallenged human potential
3. Sexist, unicultural curriculum
4. Insecure human models
5. Tired, old methods
6. Lack sufficient alternative schools
7. Sacred mythology of institutions
8. No one is accountable
9. Competitive educational institutions
10. Mis-educated labor force
11. Poor public education
12. Overemphasis on "success"
13. Towns' schools don't attract young families
14. Not enough adult education
15. Do-it-ourselves attitude
16. Businesses attracting talented teachers
17. Lack training for non-traditional jobs
18. Youth baffled by scholarship opportunities
19. Illiterate graduates
20. Little education regarding private sector
21. Lack of pre-retirement counselling
22. No education incentives
23. Limited educational planning
24. Non-training for women prisoners
25. Non-child-centered education
26. Children excluded from planning curriculum
27. Non-engaged youth
28. Lack of local cultural expression
29. Inadequate vocational training
30. Non-responsive educational bureaucracies

VII-INADEQUATE AVAILABLE HOUSING

1. Landlord/tenant incompatibility
2. Poor landlord/tenant communication
3. Uncaring, absent landlords
4. Unorganized tenants
5. Clashing development philosophies
6. Absence of local in-put into development models
7. Uncoordinated housing strategies
8. High construction costs
9. Unavailable adequate housing
10. Slow paced renovation
11. Deteriorating housing
12. Scarcity of rental units
13. Closure of welfare hotels
14. Limited space for units needed
15. Discriminatory requirements for residency
16. Impersonal architecture
17. Lack of inter-generational living environments
18. Overtaxed real estate
19. Over-protective communities
20. High utilities absorb potential rehab dollar
21. Closing community centers
22. Exorbitant housing payments
23. Lack of housing for large families
24. Widespread incineration
25. No development mechanism
26. Lack of emergency housing

VIII-INCOMPLETE HEALTH SERVICES

1. Little home psychiatric care
2. Non-existent interface: com'ity and health services
3. Poor image of midwifery
4. Increased chemicals abuse
5. Lack comprehensive preventive care
6. Impersonal doctor-patient relationships
7. Little contact: medical society and underprivileged
8. Inaccessibility of services
9. Inequities in Medicaid and Medicare benefits
10. Too few hospice programs
11. Growing hospital deficits
12. Unnecessary surgeries
13. Problem-oriented health care
14. High technology and high-cost health care
15. Abortion issue quagmire
16. Not enough acute-care beds
17. Geographic isolation
18. Alienation by bureaucratic procedures
19. Poor nutrition
20. Inadequate senior citizen services
21. Confused professional roles
22. Dehumanizing labor and delivery care

IX-INEFFECTIVE JUSTICE SYSTEM

1. Increased violent crime
2. Vigilantism or self-determination?
3. Uncontrolled drug traffic
4. Little accountability in court system
5. Out-dated judicial system
6. Breakdown in law and order
7. Strength of organized crime
8. Rampant arson

I. TOWARD COHESIVE COMMUNITY STRUCTURES		II. TOWARD CREATIVE BASIC LIVING PATTERNS			III. TOWARD DEVELOPED HUMAN RESOURCES	
A. BASIC SOCIAL COMMITMENT	B. RESPONSIVE COOPERATING COMMUNITIES	C. INTEGRATED HOUSING PATTERNS	D. MEANINGFUL LIFE STYLES	E. COMPREHENSIVE HEALTH SYSTEMS	F. QUALITY EDUCATIONAL PROCESS	G. RELEASED HUMAN INITIATIVE
1 Economic Self- Sufficiency	4 New Leadership Concepts	7 Community Controlled Housing	9 Full Engagement Programs	11 Affordable Health Care	13 Effective Performance Modes	16 Empowering Self Images
2 Environmental Care Coordination	5 Community Interchange Mechanism	8 Culturally Rich Neighborhoods	10 Living Responsible Alternatives	12 Effective Substance Abuse Programs	14 Life- Related Curriculum	17 Redefined Social Roles
3 Equitable Justice System	6 Responsible Community Participation				15 Expanded Educational Images	18 Inter- Generational Populations

I. TOWARD COHESIVE COMMUNITY STRUCTURES

A. BASIC SOCIAL COMMITMENT

1. Economic Self-Sufficiency

Human Development in the 80's requires that communities have a sound economic base. Many communities collapse and become 'ghost towns' because their economy is tied to one industry which, when it relocates, may leave hundreds jobless. Meanwhile the town's officials are powerless to influence the industry's decision. What is required is a broad-based local economy in which both residents and town officials have a creative way to direct the economic welfare of their community.

2. Environmental Care Coordination

Human Development in the 80's requires a coordinated approach to the care and use of the total environment. The lack of consensus of how limited resources are to be used, for example, blocks broader efforts at solving the energy crisis. What is required are mechanisms for the conservation, allocation and development of resources across the region.

3. Equitable Justice System

Human Development in the 80's requires changes in our legal and criminal justice systems. The inequality in existing approaches to crime, and the confusing regulations and language in the legal system undermine respect and concern for the law. What is required is a new commitment to work toward equitable justice for all.

B. RESPONSIVE COOPERATING COMMUNITIES

4. New Leadership Concepts

Human Development in the 80's requires a bold redefinition of effective leadership. The complexity of the issues and the multiplicity of possible responses presents a broad challenge to responsible decision making. What is needed is a viable structure through which leadership can be authentically shared (eg. through teams), and an understanding that many people, not an elite few, have great leadership potential.

5. Community Interchange Mechanism

Human Development in the 80's requires opportunities for people to know and understand what is going on within their own community and the world at large. People need a way to dialogue with each other and with the larger community, in order to break through their isolation and the resultant patterns of non-participation. What is required are mechanisms which facilitate interchange among people, and engender active participation in community.

6. Responsible Community Participation

Human Development in the 80's requires a cohesive citizen base which is composed of individuals who have assumed responsibility for the basic needs of the living and work place. What is required is a coordinating mechanism which encourages citizens to invest time and talents in the fabric of the community.

HUMAN DEVELOPMENT MANDATES

II. TOWARD CREATIVE BASIC LIVING PATTERNS

C. INTEGRATED HOUSING PATTERNS

7. Community Controlled Housing

Human Development in the 80's requires a comprehensive approach to community housing. The quality and present availability of residences at reasonable prices restricts the options open to potential residents. What is required is a community controlled housing plan.

8. Culturally Rich Neighborhoods

Human Development in the 80's requires specific efforts to establish and maintain diverse neighborhoods. Communities are enlivened by the heterogeneous makeup of their residents--in cultural gifts, economic strata, and age phases. What is required is a concerted effort to encourage culturally rich neighborhoods.

D. MEANINGFUL LIFE STYLES

9. Full Engagement Programs

Human Development in the 80's requires everyone's full engagement in the social process. Misplaced governmental spending priorities and lack of consensus on effective economic solutions create a climate of conflict and dissatisfaction in the economic realm. People seek ways to understand their lives as making a significant contribution to society, apart from their economic involvement. What is needed is a commitment to see that everyone's participation is maximized.

10. Living Responsible Alternatives

Human Development in the 80's requires a decision to alter individual life styles for the sake of everyone's well-being. A changing world demands reconsideration of many traditional living patterns. Clear articulations are needed of the consequences of certain continued living patterns, and demonstrations of alternatives that take into account the new awareness of global interdependency.

E. COMPREHENSIVE HEALTH SYSTEMS

11. Affordable Health Care

Human Development in the 80's requires the creation of health delivery systems suitable for community needs. Expensive procedures and lack of simple information systems limit the extent to which people can benefit from modern health care. What is required is an affordable system which delivers care when and where needed.

12. Effective Substance-Abuse Programs

Human Development in the 80's requires limiting the abuses of food, drugs, and other chemicals. The availability and acceptance of moderately harmful sub-

stances leads to further debilitating usage. What is required is a community program to deal effectively with substance abuse.

III. TOWARD DEVELOPED HUMAN RESOURCES

F. QUALITY EDUCATIONAL PROCESS

13. Effective Performance Modes

Human Development in the 80's requires standards and structures that enable teaching professionals to be accountable to parents, students, and school administration. Lack of communication among members of the staff and lack of communication between community and school limit the impact of the community on the education system. What is required is a system which establishes criteria for learning, a mechanism for measuring it, and a structural way for everyone (students, community, teachers, administrators) to share responsibility for the effectiveness of the whole educational system.

14. Life-Related Curriculum

Human Development in the 80's requires both informal (extra-formal) and formal educational situations which emphasizes the development of the total person. The present process of education is limited in giving people the skills and methods they need to function effectively in society. What is required are concepts and curricula which take seriously the inclusive human factor in the education process, and which are related to, and give meaning to, people's everyday lives.

15. Expanded Educational Images

Human Development in the 80's requires informal and formal educational structures which include all age levels. The common understanding that education is an obligatory process limited to a specific early period in life inhibits education as a life-long experience. What is required are motivating images and community structures that make it possible for everyone to have the opportunity to be educated at any age.

G. RELEASED HUMAN INITIATIVE

16. Empowering Self Images

Human Development in the 80's requires the changing of negative self-images which restrict people's creative involvement in society. People who do not possess a sense of self-worth, or who measure their worth only in economic terms, are hampered in their ability to participate fully in the life of the community. What is required is an approach which helps people to develop a positive and, therefore, empowering self-image.

17. Redefined Social Roles

Human Development in the 80's requires a shifting of traditional roles so that people are better able to deal with the changing times. Men need a new picture of their role in response to the great changes taking place in

HUMAN DEVELOPMENT MANDATES

women's roles. Women need an understanding of their own history and their direction in the future, as do minority groups. Social roles need to be redefined for the sake of cooperative action.

18. Inter-Generational Populations

Human Development in the 80's requires a bringing together of the various age groups. The separation of elders and youth from the mainstream of society blocks their contribution to the total social process. What is required is an integration of all ages into the population of the community.

"It doesn't matter if the project folds--
if it gives a community vitality and spirit,
even for a little while, you've won."

Housing Council Officer

The intent of the Community Labs Week, held from March 23-27, was to test the results of the Research Symposium (particularly the issue and mandate statements) and to identify strategies and new directions for implementing the mandates. To these ends, 43 events were held during the five days with the participation of some 450 people. The events fell into four types: (1) Site Visits, (2) Issue Dialogues, (3) Program Observation, and (4) Participatory Workshops.

(1) Site Visits accounted for 50% of the events during the Labs Week. The sites visited were either local community development projects or local service delivery centers where staff and volunteers were experiencing success. Often these visits included a chance to sit down with local people to reflect on the issues and mandates.

(2) Forty-two percent of the events, the Issue Dialogues, ranged from several education dialogues to forums on criminal justice, housing, environmental issues, and the future of such local communities as Jamaica, Queens and Newark, New Jersey. A springboard for these discussions was often specific issues or mandates statements from the Symposium.

(3) Six percent of the 43 events were Program Observation events, where Symposium participants and other interested people went to a program or meeting of an ongoing organization to obtain data on local issues and concerns.

(4) The remainder of the events were Participatory Workshops, where techniques of the ICA and other organizations were demonstrated and discussed.

These 43 events are listed on pages 19-23. Geographic teams identified illustrations of the mandates and issues. They made recommendations for revisions of the mandates chart. The revised chart is included in the document (on page 13) and illustrations of the issues and mandates may be found on pages 24 to 26. In addition, those who attended many of the Community Labs gathered near the end of the week and reflected on what advantages were present in the region which would aid in implementing the mandates. In light of these advantages, an initial statement of intents was made. These intents are an attempt to state where the organizations interviewed and seen, and the individuals encountered throughout the Labs Week, intended to be going in relation to human development in the 80's. On page 27 there is a listing of the advantages and future intents.

"If you want to change things,
begin with a demonstration."

Educator for Retarded
Children

ALTERNATIVES TO VIOLENCE PROJECT

New York, N.Y.

contact: Gerald Lee
(212) 677-2593

An experiential mini-workshop in conflict resolution focusing on 4 themes: 1) affirmation, 2) communication skills and cooperation, 3) community building, and 4) conflict resolution.

BEDFORD STUYVESANT RESTORATION CORPORATION

Brooklyn, N.Y.

contact: Arlene Parker
(212) 636-3365

Site visit to thriving community development corporation and its neighborhood.

BROOKLYN ENERGY PROJECT

Brooklyn, N.Y.

contact: Dick Harmon
(212) 858-8803

A briefing on the activities of this consortium of congregations, and dialogue with leaders on energy-related insights from the Symposium.

CHILD CARE CENTER AT THE UNITED METHODIST CHURCH OF MORRISTOWN

Morristown, N.J.

contact: Mrs. Lord
(201) 267-2681

Site visit to day care center using physical facilities of church, but run independently. Initially planned and administered by the church.

CITY-AS-SCHOOL

New York, N.Y.

contact: Bret Schlesinger
(212) 691-7801

Alternative New York City High School. Discussion with student leadership and communication workshop.

COLLEGE 'A' EDUCATION DIALOGUE

Nyack, N.Y.

contact: Lincoln Hansen
(914) 358-8345

Luncheon meeting with the student and faculty community of an experimental college.

CONCERNED CITIZENS OF THE SECOND WARD

Morristown, N.J.

contact: Julia Kersey
(201) 539-7570

Dialogue with members of an organization about concerns and responsibilities of the second ward area in Morristown, and those members' role as liaison between police/city government/youth/school.

COOPERATIVE MANAGEMENT SCHOOL

Pomona, N.Y.

contact: Ray Arvio
(914) 354-2917

Dialogue on the role of cooperatives in the greater New York Region and how cooperatives are a response to the issues and mandates from the Symposium.

COVENANT HOUSE

New York, N.Y.

contact: Catherine Mercer
(212) 354-4323

A visit to the world's largest facility for the care of runaways and exploited youth.

CRIMINAL JUSTICE DINNER

Queens, N.Y.

contact: Judge Leroy B. Kellam, host
(212) 520-3595

An informal gathering of judges, lawyers, and interested citizens to examine challenges and proposals for justice.

DOWNTOWN URBAN HOUSING CORPORATION

Jersey City, N.J.
contact: Miguel Torres
(201) 420-0271

Site visit to a sweat equity housing group to dialogue about how to create your own living environment in an urban setting.

EDUCAGE ALTERNATIVE HIGH SCHOOL DIALOGUE
White Plains, N.Y.

contact: Les Fernandez
(914) 428-1600

Interview with youth engaged in alternative high school program. Also a pot luck luncheon and discussion with the staff of Educage and the Cage Teen Center. A tour of both facilities was included.

EDUCATION DINNER/DIALOGUE

Newark, N.J.
contact: Mary Coggeshall
(201) 543-6341

Dinner and dialogue on educational issues and future directions, particularly as they pertain to the inner city.

FERRY STREET PROJECT

Newark, N.J.
contact: Maurice Sampson
(201) 828-6880

Site visit to urban environmental experiment; demonstration of up-to-date energy-saving equipment, and dialogue on urban environment.

FLATBUSH DEVELOPMENT CORPORATION

Brooklyn, N.Y.
contact: Susan Leisher
(212) 469-8990

Site visit to a thriving community development corporation and its neighborhood.

GEORGE STREET COOP

New Brunswick, N.J.
contact: Debbie Dalkowitz
(201) 247-8280

Site visit to a food cooperative.

GREATER JAMAICA DEVELOPMENT CORPORATION

Queens, N.Y.
contact: Carlisle Towery/George Walters
(212) 291-0282

Dialogue on the future of Jamaica with the participation of several local organizations and interested individuals.

HOUSING CONFERENCE--YORKTOWN

Yorktown, N.Y.
contact: Pat Treanor
(914) 738-3173

Conference to inform local citizens of their rights regarding housing, and to explore other housing issues.

HOUSING DIALOGUE

New York, N.Y.
contact: Commissioner Dan Joy
(212) 566-1038

A discussion on the changing housing market in New York City.

I.L.G.W.U. (INTERNATIONAL LADIES GARMENT WORKERS' UNION) DISCUSSION, LUNCH

New York, N.Y.
contact: Jay Mazur
(212) 929-2600

Overview of Local 23/25. Luncheon with staff, discussing issues of the 80's such as the economy and the rise of sweatshops. Tour of the Union's social services (particularly the Health Center) and a garment factory.

INTERFAITH COUNCIL FOR ACTION HOUSING
SITES

Ossining, N.Y.
contact: Robin Imhoff
(914) 941-5252

Site visit to Ossining housing restoration
and historical preservation program.

LOISAIDA DEVELOPMENT CORPORATION

Lower East Side, N.Y.
contact: Sr. Elizabeth Kelliher
(212) 533-6480

Visit with a community-based group working
on economic development on the Lower East
Side of New York City.

LONG ISLAND PARTICIPANTS' DINNER

Riverhead, N.Y.
contact: Joan Seacord
(212) 666-8330

A celebration and reflection on the impli-
cations of the mandates for Long Island.

MANHATTAN MANDATES TALK BACK

New York, N.Y.
contact: Libby Lyon
(212) 989-4971

A reflection over dinner on the products
of the Research Symposium with special
emphasis on the mandates.

MEADOWS FOUNDATION

New Brunswick, N.J.
contact: Bruce Hamilton
(201) 932-9325

Slide show and dialogue on a community
restoration project.

MORRIS COUNTY HUMAN RESOURCES AGENCY

Dover, N.J.
contact: James Varner
(201) 328-7700

Briefing on work of agency with an His-
panic segment of the community, followed
by site visit to areas with special needs.

NEWARK CROSS-SECTOR LUNCHEON

Newark, N.J.
contact: Ed Andrade
(201) 374-5252

Dialogue on future directions of the city,
involving community organizations and
private corporations. Broad input from
various groups and people concerned about
issues in Newark.

NEWARK MUSEUM SOFT ENERGY EXHIBIT

Newark, N.J.
contact: Jack Greenspan
(201) 354-1811

Exhibit intended to introduce steps and
mechanisms to conserve energy within the
home and the surrounding environment. It
included cost estimate for installation
of energy-saving equipment in the home.

NEW BRUNSWICK COUNCIL OF CHURCHES

New Brunswick, N.J.
contact: Dr. John Hayward
(201) 545-4679

Observation of monthly, local Council
of Churches meeting.

NORTH JERSEY COMMUNITY UNION HEALTH CENTER

Newark, N.J.
contact: Ken Peterson
(201) 642-0280

Site visit to health care facility set
up in former Krueger brewery.

NYERERE EDUCATION INSTITUTE

New Brunswick, N.J.
contact: Charles Gray
(201) 828-7600

Site visit to a black alternative school,
and dialogue on education.

OCEANHILL-BROWNSVILLE TENANTS ASSOCIATION

Brooklyn, N.Y.
contact: Robert Anderson
(212) 346-1588

Site visit to thriving community develop-
ment corporation and its neighborhood.

PARSIPPANY/TROY HILLS DEPARTMENT OF AGING

Parsippany, N.J.
contact: Rosemary Agostini
(201) 263-7351

Site visit to Senior Citizens Center.
Dialogue on services and shops staffed
by seniors. Discussion of procedures
by which senior citizen input has be-
come regular part of local decision
making.

POCAHONTAS DAY-CARE CENTER

Morristown, N.J.
contact: Vickie Franklin
(201) 267-3134

Site visit to day-care center in
housing project, founded and admin-
istered by local people.

PROJECT RECYCLE, INC.

Newark, N.J.
contact: Don Bernard
(201) 643-0400

Site visit; dialogue on problems of
rehabilitation of ex-offenders.

PUERTO RICAN ASSOCIATION OF COMMUNITY
ORGANIZATIONS

Jersey City, N.J.
contact: Tony Berrios
(201) 547-4381

Site visit to comprehensive urban devel-
opment project.

SAINT COLUMBA'S SCHOOL

Newark, N.J.
contact: Sister Mary Walter
(201) 623-8859

Observation of "Children's Creative
Response to Conflict" workshops conducted
with students and with teachers.

SOUTH BRONX DEVELOPMENT ORGANIZATION

Bronx, N.Y.
contact: Tess Donahue
(212) 665-1320

A briefing on the work of the SBDO, and
a tour of the community.

TRI-CITIES CITIZENS' UNION FOR PROGRESS

Newark, N.J.
contact: Ed Andrade
(201) 374-5252

Site visit to a comprehensive community
development program.

WAVE HILL CENTER FOR ENVIRONMENTAL
STUDIES

Bronx, N.Y.
contact: Susan Antenen
(212) 549-2055

A forum reviewing the issues of the
urban environment, and how to deal with
them in the future.

WOMEN'S GUIDANCE CENTER PANEL DISCUSSION

Nyack, N.Y.

contact: Margaret Anderson
(914) 358-9391

Panel discussion by women with part-time business careers, with special reference to practical possibilities for women in transition.

YONKERS URBAN MINISTRY

Yonkers, N.Y.

contact: Bill Daniel
(914) 965-1201

Reflection on the role and future task of Yonkers Urban Ministry, including reflection on issues and mandates from the Symposium.

YOUTH COUNCIL OF GREENPORT

Greenport, N.Y.

contact: Bessie Swann
(516) 477-1510

A trends workshop on the history and future of the black experience in America.

"It's easy to be second. We spend all our time being first."

Director of Local Development
Corporation

REGIONAL ISSUES ILLUSTRATIONS

I. UNRECONCILED DIVERSE VALUES

1. Prejudiced expectations between cultural groups, and increasing number of racial incidents throughout the region.
2. Increase in crime has led in some places to a community response by local residents, such as Block Associations Security Patrol.

II. DISINTEGRATING SOCIAL ROLES

1. Thirty-eight thousand people sleeping in the streets of New York City.
2. Epidemic of broken families throughout the region (large percentage of housing units now rented by singles).

III. NON-ACCESSIBLE DECISION-MAKING PROCESS

1. Difficulty of changing a decision relative to the transport of chemicals through New York City.
2. Potholes in the streets: to be compensated for damage done to one's vehicle by potholes, it is reportedly a law that one must have advised the city of the hazard two week's previous to the accident.

IV. LIMITED ENVIRONMENTAL PROTECTION

1. The World Trade Center is apparently dumping raw sewage into the Hudson River and the Sewage Treatment Plant at 125th Street is not scheduled for completion until approximately 1988.
2. Pollution of the ground water with toxic wastes on Long Island.

V. MISDIRECTED ECONOMIC PRIORITIES

1. It is cheaper to stay at the Waldorf Astoria than to incarcerate someone at Rikers Prison.
2. Increase in military spending at the expense of social programs.

VI. NON-ACCOUNTABLE EDUCATION STRUCTURES

1. Appointments to the school board are often done out of political patronage rather than in response to the will of the people.
2. Chronic truancy, high drop-out rate and the fact that the average New York City high school graduate reads at a 6th grade level.

VII. INADEQUATE AVAILABLE HOUSING

1. Even sweat equity programs of housing rehabilitation in New York City cost \$40,000 or more per unit.
2. The issue for the poor next winter is said to be that of "heat or eat."

VIII. INCOMPLETE HEALTH SERVICES

1. Doctor's strike for better health care which was called off without

adequate resolution.

2. Hospital rooms now cost \$475 per day.

IX. INEFFECTIVE JUSTICE SYSTEM

1. Plea-bargaining is encouraged which seems to result in offenders often receiving little or no sentence.

2. The mandatory sentence for gun carriers in New York City is not working apparently because of the exceedingly slow court system.

"There's no problem that can't be solved, but there's no prospect for a solution until we face the reality of the problem we have on our hands."

Community Volunteer

HUMAN DEVELOPMENT MANDATES ILLUSTRATIONS

- I. BASIC SOCIAL COMMITMENT
 1. Coalitions of minority groups are forming to back political candidates.
 2. Peer counselling groups are springing up in many high schools.

- II. RESPONSIVE COOPERATING COMMUNITIES
 1. An open rally was held in Newark to discuss the implications of budget cuts.
 2. Green guerillas are organizing urban gardens on vacant lots.

- III. QUALITY EDUCATIONAL PROCESS
 1. 78% school drop out rate in Loisaída.
 2. A wide variety of alternative schools have begun, such as City-As-School, Nyerere Education Institute and Educage.

- IV. RELEASING HUMAN CREATIVITY
 1. CETA workers do an excellent job of rehabing buildings in Brownsville, Brooklyn.
 2. The post office called for 2,000 jobs and 35,000 responded.

- V. MEANINGFUL LIFE STYLES
 1. It was reported that one half of the city's community development money goes to managing property gained through abandonment.
 2. Economic survival is seen as the overwhelming concern of many people.

- VI. COMPREHENSIVE HEALTH SYSTEMS
 1. "Thanos" program started by Project Return Foundation to work with families of terminally ill.
 2. Long waiting lines for health care.

- VII. INTEGRATED HOUSING PATTERNS
 1. Two large prestigious hotels in New York City get government grants for remodeling.
 2. A coalition of neighborhood organizations in the Bronx convinced a national insurance company to insure homeowners in high risk neighborhoods.

"Today, there is a need for a spiritual renewal, not from a fundamentalist viewpoint but from a standpoint of hope."

Clergy

The Community Labs Week field teams reported numerous advantages for human development that will provide a climate for the region to deal with its mandates. Those advantages fell into 6 arenas:

1. Opportunities for further dialogue and service,
2. Assured field support,
3. Readiness to cooperate and network,
4. Exposed resource base,
5. Presence of a new mood of courage and excitement, and
6. A burgeoning set of engagement strategies.

These advantages suggested possible future directions which led to the following 7 intent statements:

1. The intent of the New York Region is to create a situation in which sectors and communities can come together to create a common vision.
2. The intent of the New York Region is to raise mass awareness that local people can and do solve problems.
3. The intent of the New York Region is to equip people with the skills and methods to make realistic decisions for their community's future.
4. The intent of the New York Region is to develop new strategies for local economic self-sufficiency.
5. The intent of the New York Region is to strengthen and initiate community-based alternative programs in areas of human concern such as health, education, rehabilitation, housing, and environmental planning.
6. The intent of the New York Region is to expand community participation in planning, decision making and action.
7. The intent of the New York Region is to affect national policy to the benefit of its impact on the metropolitan area.

"You can't live alone."

Agency Director

On March 28 and 29, 1981, 55 people gathered for the third part of the Conference, the Planning Assembly. People who had participated in the Symposium and Community Labs Week joined others to interpret the findings of the Labs Week in light of the mandates and issues, to establish strategic directions for human development, and to begin the process of planning the implementation of these strategies.

The work of the Assembly began with hearing reports from each of six teams which had coordinated the Labs Week. A workshop was then held to create and organize lists of actions required to implement recommended intents. The organization of these actions is called the Strategic Design, which is on page 29. The participants identified 12 strategic directions. Each strategic direction is a sense of where we need to focus our work to act out of the mandates in the Tri-State metropolitan area. The data behind this chart follow on pages 30 and 31 in outline form. At this point the Assembly was divided into six groups representing metropolitan areas within the Tri-State Region:

1. Manhattan and the Bronx,
2. Brooklyn, Queens and Staten Island,
3. Long Island,
4. Westchester, Rockland, and Fairfield Counties,
5. the Paterson and Morristown areas, and
6. the areas surrounding Newark, Jersey City, and New Brunswick.

See the gridded map on page 32. For the remainder of the Planning Assembly, the six groups reflected on implementing steps which would be needed to enable the strategic directions in each for their particular geography. These implementing steps are the locus of the continuing dialogue which follows the Dialogue One conference.

"Let's not jump up and down and scream about the problems--let's just figure out how to solve them."

Village Trustee

THE MANIFESTATION OF HUMAN DEVELOPMENT

THE FORMATION OF A CARING PEOPLE

THE DECLARATION
OF
RENEWED HOPE

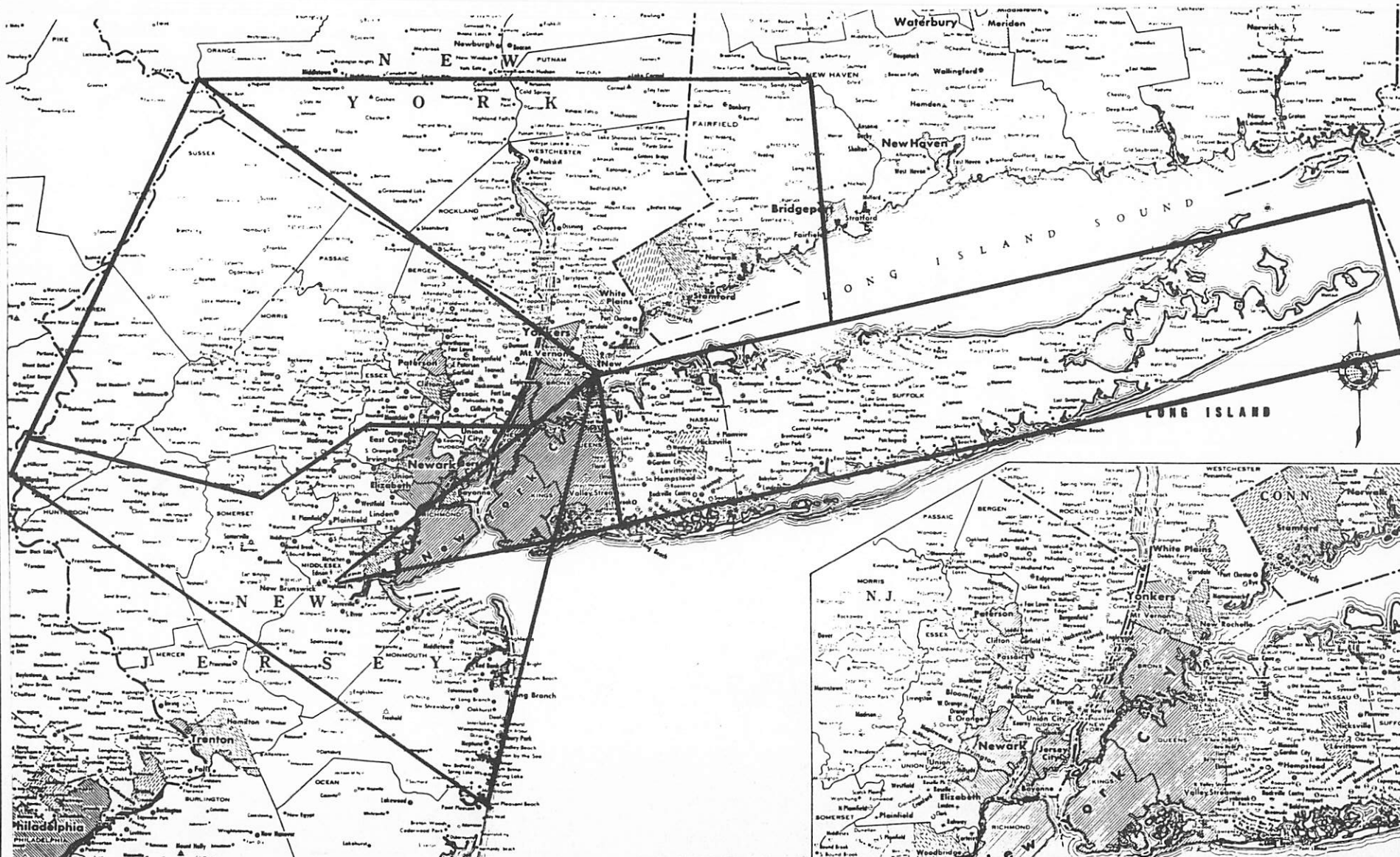
JOINING SECTOR EFFORTS	MANAGING HUMAN DEVELOPMENT	CONTINUING MOTIVATIONAL MEANS	MOBILIZING CONCERNED PEOPLE	SERVING SOCIAL NEEDS
<p>9</p> <p>REVITALIZING COMMUNITY ECONOMICS</p> <p>Toward local self-sufficiency</p>	<p>3</p> <p>PLANNING REGIONAL DEVELOPMENT</p> <p>Toward strategic allocations</p>	<p>1</p> <p>CONTINUING THE DIALOGUE</p> <p>Toward functional networks</p>	<p>6</p> <p>CREATING ALTERNATIVE CARE</p> <p>Toward livable neighborhoods</p>	<p>11</p> <p>TRAINING COMMUNITY LEADERSHIP</p> <p>Toward local empowerment</p>
<p>10</p> <p>DEVELOPING PUBLIC/PRIVATE VENTURES</p> <p>Toward effective collaborations</p>	<p>4</p> <p>STRUCTURING REGIONAL ACCOUNTABILITY</p> <p>Toward responsible polity</p>	<p>2</p> <p>RAISING PUBLIC AWARENESS</p> <p>Toward affirming community</p>	<p>7</p> <p>ORGANIZING COMMON CONCERNS</p> <p>Toward concerted actions</p>	<p>12</p> <p>CATALYZING NEW MINISTRIES</p> <p>Toward expanded involvement</p>
	<p>5</p> <p>HOLDING PUBLIC FORUMS</p> <p>Toward community consensus</p>		<p>8</p> <p>DISTRIBUTING COMMUNITY INFORMATION</p> <p>Toward resourceful residents</p>	

A Brainstorm List of Possible Actions and Programs

1. CONTINUING THE DIALOGUE
 - A. New Working Relationships
 - B. Outreach and Information
 - C. Celebration and Remotivation
 - D. Regional Evaluation and Planning
2. RAISING PUBLIC AWARENESS
 - A. Publicising Citizen Participation
 - 1 Community Development Newsletter
 - 2 Televised Community Forums
 - 3 Newspaper Column
 - 4 News Service for Organization
 - B. Utilizing Media Effectively
 - 1 TV Methods Training
 - 2 Positive News Award
 - 3 Media Coordinating Committee
 - 4 Community Speakers Bureau
 - C. Facilitating Community Interchange
 - 1 Forums for Multiple Communities
 - 2 Reciprocal Site Visits
 - 3 Common Training Courses
 - 4 Communications Material Interchange
3. PLANNING REGIONAL DEVELOPMENT
 - A. Considering Regional Issues
 - 1 Urban Transportation Reformulation
 - 2 Time-lined Community Development
 - B. Establishing Regional Resource Coop.
 - 1 Use of Fewer Resources
 - 2 Community Energy Coops
 - 3 Watershed Planning Entities
 - 4 Toxic Waste Disposal/Recycling Projects
 - C. Developing Regional Plans
 - 1 Local Priorities Surveys
 - 2 Establish Goals Long/Short Range
 - 3 Develop Strategies; Plan Actions
 - 4 Publish 10-year Plans
4. STRUCTURING REGIONAL ACCOUNTABILITY
 - A. Regional Accountability Structures
 - 1 Regional Policy Review Board
 - 2 Tri-State Regional Census
 - 3 Local Representation for Regional Assessment of Regional Advocacy
 - 4 Assessment of Regional Advocacy
5. HOLDING PUBLIC FORUMS
 - A. Grassroots Issue Forums
 - 1 Issues for the 80's Forums
 - 2 Geographic Issues Forums
 - 3 Apartment Building Forums
 - 4 Ethnic Forums
 - B. Local Meeting Participation
 - 1 Active Interchange and Reporting
 - 2 Assignment Network Strategy
 - 3 Broad-Based Representation
 - 4 Individual Organization Assignments
 - C. Grassroots Regional Planning
 - 1 Grid the Region
 - 2 Regional Issues Rallies
 - 4 Regional Block Association Assembly
6. CREATING ALTERNATIVE CARE
 - A. Surveying Community Needs
 - 1 Design Format
 - 2 Evaluate Services
 - 3 Assess Needs
 - 4 Design Programs
 - B. Assuring Neighborhood Security
 - 1 Police Partnerships
 - 2 "Know Your Neighbor" Day
 - 3 Increased Lighting
 - 4 Neighborhood Patrols
 - C. Caring for Community Environment
 - 1 Community Designing Participation
 - 2 Beautification Program
 - 3 Community Art
 - 4 Maintenance Program
 - D. Creating Community Nodes
 - 1 Sub-Culture Nodes
 - 2 Information Exchange
 - 3 Space for Community-Wide Events
 - 4 Identify Interchange Points
- B. Community Land Trust
 - 1 Local Land Use Planning
 - 2 Evaluating Community Needs
 - 3 Gathering Necessary Resources
 - 4 Obtaining Community Consensus
- C. Community Political Action
 - 1 Effective Constituent Input
 - 2 Community Board Involvement
 - 3 Voter Registration
 - 4 Community-Run Candidates

A Brainstorm List of Possible Actions and Programs

7. ORGANIZING COMMON CONCERNS
 - A. Organized Common Concern
 - 1 Single Issue Conferences
 - 2 Network Services
 - 3 Special Focus Guilds
 - 4 Advocacy Groups
 - B. Employer-Supported Social Services
 - 1 Social Service Internships
 - 2 Industry Day-Care Services
 - 3 Local Businesses Sponsored Community Services (eg. Wheel Chair Ramps)
 - 4 Corporation Partnership for Community Development
8. DISTRIBUTING COMMUNITY INFORMATION
 - A. Community Data Bank
 - 1 Disseminating Census Data (Meetings, Newspapers)
 - 2 Assess Gaps in Services
 - 3 Identify Local Expertise
 - 4 Identify Human Community Resources
 - B. Broadcasting Local News
 - 1 Create Local News Corporation
 - 2 Local Newspaper Liaison
 - 3 Develop Local Organization Programming
 - 4 Encourage Informal Interchange Happenings
 - C. Local Expertise and Specific Services
 - 1 Local Shoppers' Best Buys (Local Directory)
 - 2 Bilingual Publishing
 - 3 Local Expertise List
 - 4 Emergency Transportation
9. REVITALIZING COMMUNITY ECONOMICS
 - A. Low Cost Alternatives
 - 1 Resource Survey
 - 2 Program Management
 - 3 Demonstration Pilots
 - 4 Implementation
 - B. Community Management Association
 - 1 Needs and Resources Available
 - 2 Recruitment
 - 3 Objectives Planning
 - 4 Community Mobilization
 - C. Financing Local Development
 - 1 Education: How and Why
 - 2 Promotion: Who and What
 - 3 Management Objective Controls Trng
 - 4 Allocation /Research/Evaluation/ Decision
10. DEVELOPING PUBLIC/PRIVATE VENTURES
 - A. Joint Public/Private Ventures
 - 1 Training for Meaningful Employment
 - 2 Community Funding Agency
 - 3 Energy Safe Fund
 - 4 Environmental Protection Fund
11. TRAINING COMMUNITY LEADERSHIP
 - A. Leadership Methods Training
 - 1 Community Forum Training School
 - 2 Networking Community Leaders
 - 3 Training School Teachers to Teach Leadership
 - 4 Use of Community College and Schools
 - B. Using Expertise in Leadership Training
 - 1 Mobile Training Teams
 - 2 Implementation of Apprenticeship Program
 - 3 Inviting Consultation from Experienced Leaders
 - 4 Dialogue Leaders and Trainees
 - C. Target Groups for Leadership Training
 - 1 Grassroots Leaders
 - 2 Elected Officials
 - 3 Workers, Children, Teenagers
12. CATALYZING NEW MINISTRIES
 - A. Local Religious Institution-Based Community Care
 - 1 Coordinated Ecumenical Community Action
 - 2 Religious Institutions Provide Trained Volunteers for Community Programs
 - 3 Local Religious Institutions-Based Community Action and Advocacy
 - 4 Religious Institution Facilities as Community Nodes



PROGRAM RESOURCE PEOPLE

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