Dear Resident Leaders,

Once again the MSU Center for Urban Affairs staff wishes to express our appreciation for the opportunity to serve you through the ROSS I & ROSS II Public Housing Capacity Building 2001-2002 Training sessions these past eight months. We witnessed people with great determination and perseverance, traveling great distances to attend the sessions, facing the difficulties presented by inclement weather. Despite these challenges, our resident leaders prevailed. You, the residents, have demonstrated that you have a vested interest in the success of your communities, your families and your own capacities to become productive, contributing members of society. This, the second volume of *The Peoples House*, is dedicated to all of you.

This past year we observed several residents who became MSU/CUA Fellows proceed to write proposals that were funded. As a result, their communities received opportunities they might otherwise have missed. We here at the Center for Urban Affairs marvel at your dedication to your communities and your willingness to take advantage of opportunities such as the ROSS Capacity Building Training. We have seen the tremendous courage you demonstrated as many of you refused to let obstacles discourage you from attending the sessions.

Following their induction, an opportunity evolved for the new Fellows to extend their leadership roles in several areas: 1) drafting a Fellows' mission statement, 2) publishing the second newsletter for *The People’s House*, 3) preparing a future Fellows’ conference, 4) organizing a second Fellows’ retreat, and 5) developing a resident database. These resident-driven initiatives encourage those who dream about resident empowerment.

Our admiration and respect for our residents was also demonstrated by Assistant Deputy Secretary of HUD Paula O. Blunt when she attended this year’s graduation celebration on June 21, 2002. Blunt spoke of your determination as residents to look for opportunities to positively change your communities and improve your families’ lives. It was exciting to have Blunt visit our House and see what you, the residents, are doing to empower yourselves to move forward in leadership roles!

We look forward to working with you in partnership as you continue to serve your fellow residents, your communities, and the other communities that help make up this great nation called America.

Sincerely,
The MSU/CUA Public Housing team
I am often asked what my motivation is for being a Resident Council President or a Lansing Housing Commissioner. My response is, “I have been blessed to have had so many people in my life who have helped me, I have a duty to help someone else!”

In my roles as Resident Council President and Resident Commissioner, I have the opportunity to propose and promote new ideas, to develop relationships with organizations and people in the community, to foster the development of the human resources available in Lansing Housing and the City of Lansing, and to encourage people to take control of their circumstances!

The advantage of being a resident of Lansing Housing is that I see the diversity of the community right in my neighborhood. The diversity and impact of ethnicity, education, employment, and social value can be measured, right here in Public Housing.

Public Housing is a direct reflection of the community. It can be used as an indicator of what is needed and what works, as well as what is not working for the citizens of a community. The obstacles that public housing residents from gaining sustainable employment, affordable childcare, and access to education—all crucial to long-term self-sufficiency—are also encountered by Lansing residents who live outside Public Housing.

Many state and nonprofit programs are severely restricted due to budget cuts and decreased donations of money, goods and services. Even though they are underfunded, there remains an overwhelming need for the services these programs provide. I found that there are existing programs that provide the same services, share the same goals, and fight for the same money. In many meetings, I’ve asked, “Why don’t they work together?”

I’ve learned that this competition for funding is due to an internal agenda. Each organization has its agenda, its beliefs, its idea of what the people “need.” Even though their clients should be their interest, they have not been able to release their agenda or to recognize that combining their agendas would only strengthen the initiative.

Relationship-building is an integral part of developing a successful partnership. A successful partnership is based on shared ideas, visions, and long-term goals. The long-term goal is the foundation upon which you build the relationship, and the relationship itself represents the commitment of the individuals to nurture, protect, and promote the interest of the partnership.

I have sought and developed partnerships with Lansing-area organizations, according to the needs of the Lansing Housing Commission residents. The partnership is a result of both parties realizing the human resources available in Public Housing. This is a market that, until recently, has been undervalued and overlooked by many communities.

These residents of public housing are clients of Family Independence Agency, Work First, Refugee Services, Red Cross, and other agencies that provide services for the socially and economically disadvantaged.

Public housing is not what it was five, ten, or fifteen years ago. We have residents who do not speak English, or who have minimal English skills. We also have residents who, even though they speak English, do not have the educational skills to gain sustainable employment. I view education as a crucial element in developing available human resources.

Without education and increased educational opportunities for low- to mid-income residents of Lansing Housing and the City of Lansing, we cannot expect any significant contribution to economic development, or their ability to leave public housing, public assistance, enter...
the job market, pay property taxes, or become productive, contributing members of society.

I have taken the long way to achieve my goal. I took my message, “I Need Education, I Am a Human Resource,” and my soapbox to Lansing Community College. I met with Glenn Mathes, director of the English as a Second Language (ESL) program, which offers the class through a grant by Michigan Department of Career Development (MDCD) to Lansing residents. We talked, scratched our heads, and after six months, we have a very successful onsite ESL program in Lansing Housing.

After listening to residents and discovering that a lot of Public Housing and City of Lansing residents lost the credits they had earned towards their GED if they did not complete the program by January 2002, I took my message to the Lansing School District. It was the same message: “I need a pre-GED/ GED program!”

I pitched the idea to LHC Executive Director Chris Stuchell and, coincidentally, to Superintendent E. Sharon Banks at a Boy Scouts Award Banquet. (By the way, our Executive Director, Chris Stuchell received an award for his support of the Boy Scout program in the developments of Lansing Housing.) I gave her my name and phone number, and received a call from her secretary the following day, scheduling a meeting for Dr. Banks, Mrs. Geri Shepard, the Director of Adult Education, and myself.

I asked for an onsite GED program for Lansing Housing Residents, and I got it! LSD will provide two teachers, assessments, materials, and testing for all residents who participate in the GED program!

Partnering is a new idea with unlimited rewards! It recognizes the need to utilize and develop relationships with existing resources and has been the driving force of the successful partnerships and relationships I have with City of Lansing Housing Commission, U.S. Department of Housing and Urban Development, Michigan State Housing Development Authority, Michigan Department of Public Health, Greater Lansing Urban League, Destiny International Church, Boy Scouts of America, Greater Lansing Micro-Enterprise Fund, Lansing School District, Lansing Parks & Recreation, Lansing Community College, Lansing Area AIDS Network, Lansing Barber College (donated 21 haircuts to Hildebrandt children returning to school), and the one I hold near and dear to my heart, Michigan State University Center for Urban Affairs!

What more could I ask for? A lot! I intend to use the positions of Resident Council President and Lansing Housing Commissioner to nurture these existing partnerships, while developing new partnerships to benefit the residents of Lansing Public Housing and the City of Lansing!

Until we plant the seed (education), and cultivate (promote opportunity for) this untapped human resource in Lansing’s low-income communities, we will negate the objective of assistance while we continue to foster and harvest a never-ending cycle of need.

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**MSU/CUA Fellows Listed by City:**

- **Ann Arbor**
  - Mr. Clinton Smith (Class of 2001)
- **Bay City**
  - Ms. Charlene Bentley (Class of 2001)
  - Ms. Virginia Blossey (Class of 2001)
- **Benton Harbor**
  - Mr. Jimmy Caldwell (Class of 2002)
  - Ms. Ura Green (Class of 2002)
  - Mr. Ricky Hill (Class of 2002)
- **Detroit**
  - Ms. Barbara Coutéé (Class of 2002)
  - Mr. Roger Grant (Class of 2002)
  - Ms. Ruth Williams (Class of 2002)
- **Inkster**
  - Ms. Carolyn French (Class of 2002)
  - Ms. Bobbi Wallace (Class of 2002)
- **Lansing**
  - Ms. Gwen Coney (Class of 2001)
  - Ms. Patricia Patrick (Class of 2001)
- **Muskegon**
  - Mr. Tom Dennie (Class of 2001)
- **Muskegon Heights**
  - Ms. Cleoma Adams (Class of 2002)
  - Ms. Betty Louise Day (Class of 2001) [Deceased]
  - Ms. Mary Ann Day (Class of 2002)
  - Ms. Pearline Diggs (Class of 2002)
  - Ms. Lettie McKinney (Class of 2002)
- **River Rouge**
  - Ms. Patty Campbell (Class of 2002)
  - Ms. Mary Hightower (Class of 2002)
  - Ms. Nancy Pittman (Class of 2002)
- **Ypsilanti**
  - Ms. Teresa Robinson (Class of 2002)
The experiences I have gained as a person involved in the Public Housing Resident Leadership Training Program have been invaluable. As an active advisory committee member, I appreciate the opportunity to learn from residents around the state relative to challenges they face in the areas focused on during this training cycle.

It was validation to hear that employment and training, job placement, social services access and the lack of available resources were all issues held in common by participating PH Resident communities. The methods to better access these resources seemed successful in some communities, but it was clear to us all that we need to do more in a collaborative fashion to reach the highest levels possible for the PH Resident population. With the help of training programs such as this one, we must design more aggressive actions and take a pro-active posture as we attempt to help our constituents reach higher goals.

My only regret was that I was not able to talk and interact with more residents. To mount the battle required for low-income persons to gain access to education, training and the “perks” enjoyed by many others means that we need to better communicate how to move through those circles and networks in ways that help us. Too often, members of our constituencies who are offered a small “tip” will go on to take advantage of an opportunity not offered to the rest, and never reach back to pull up the rest of the community. These friends are not bought off but they end up being cut off from the whole, and the rest of the village is unable to benefit from their good fortune.

As the State Chair of the Michigan Welfare Rights Organization, I am particularly concerned that we all must take that next step of solidarity, reaching out to others with empowering tools. The Welfare Rights Organization is founded on that principle of social justice, which calls for the least of us to be the focus of efforts to get up and out of poverty now. If we all make certain that the poorest, the least well-housed, the least well-educated, and the most disenfranchised are helped to move up from that position of vulnerability, then we are helping all people seek a better life.

As a leader, my task is to enable others to achieve what I believe can happen. I dream of a world where our children can learn to read and write regardless of economic position. I dream that our children can attend and complete college, regardless of their ability to pay. Affordable housing is a right and not a privilege for just a few. I believe that we have a right to access things that help us not just survive but to thrive. We live under the corruption of Enron, WorldCom, XeroxCom, KmartCom, ArthurAndersonCom and the list goes on. They steal from us, they get threatened with jail, and then they keep the money they lied to get. Lots of folk Bin lying while others Bin cheating, Bin hiding, Bin killing and Bin trying to let poor people believe that it is our fault for our own poverty. We are not to blame for poverty when we live in the richest country in the world.

Working with the Public Housing Leadership Training Program was a comfort to me because I could see new fighters being recruited among my colleagues who will make Michigan and America what they were meant to be. It is a pleasure and a privilege to work with true patriots!
Progress For the New Resident Council in Benton Harbor:
From an Interview with Jimmy Caldwell

We've made a lot of progress starting the Benton Harbor Resident Council. It is up and moving now — not yet at its full pace but we're on our way. We need more information, but we know some of the programs we need, like Section 3. That’s what we are aiming for.

We want to educate as many Residents as we can! Now we have at least 5-6 at every meeting. We have quite a few participants now, sometimes even 15-20. People keep joining, thanks to word-of-mouth. A lot of the residents are getting educated; now we're not afraid to speak up. They used to think it was “Us against Them,” that the PHA would put them out if they spoke up. Now we're showing that there can be a partnership. That includes scatter-site residents--we're working together as a team. We're even planning to have our meetings on public access TV, so more people can be reached.

What we're about is educating the Residents. There are a lot of things a Resident can do besides just LIVE. They can speak up, they can act on things, not be afraid to ask. And they shouldn’t be afraid to tell us--in a lot of places the PHA doesn’t WANT the residents to know. I thought that ours didn’t, but not now. When I first started, I didn't know that all this information was there for Residents, and I didn't feel comfortable asking. But the more you learn, you can go to them and ask questions, you can get information you need.

It used to be that every time we had a meeting, the PHA was there. They ran the meetings and nobody spoke up. At first, the ED or a representative was there taking notes. Folks were intimidated. Now we don’t want them there, so people will speak up to help us find our own agenda. We meet in homes, different homes, that helps with comfort level, and we want to spread ownership. So the PHA won’t have any input, we go to them afterwards.

We need to find out about the money issue. Our PHA says, “just figure out what you want to do.” They say, “The money is there,” but they use it for different things like hiring Residents. They've always done it their way, so now we need to learn how to go about dealing with the money. The director says that residents don’t directly handle the money.

We've already initiated some projects through the new Resident Council. We have a kids program, first with volunteers and now with support from the PHA. We also got a grant to build a playground. Residents must keep it clean and we're organizing to do that.

There was a lot of concern about speed-bumps and potholes. We asked the PHA to help us. It took time and people got discouraged, but now it's done, so we will showcase it. It's important for people to see some successes, to celebrate them and feel empowered. Now we're trying to get MORE.

Benton Harbor Public Housing Team
Residents launched the national organization of public housing residents--ENPHRONT (Everywhere and Now Public Housing Residents Organizing Nationally Together).

In November of last year, the Center for Community Change (CCC) worked with resident leaders from throughout the country to launch ENPHRONT-- Everywhere and Now Public Housing Residents Organizing Nationally Together.

ENPHRONT is an incorporated, national membership organization of public housing residents, staffed by the CCC. The organization has a 20-seat board of directors and has affiliate groups in 46 states.

ENPHRONT's predecessor, the Public Housing Residents National Organizing Campaign (“the Campaign”) was launched in 1997 with the primary purpose of shaping the 1997-1998 national debate over public housing reform and its aftermath. The Campaign also successfully built an active national network of local groups working on public housing issues and getting residents organized into a movement.

The birth of ENPHRONT is an aggressive move aimed at harnessing local organizing resources and training them on critical
issues impacting public housing residents nationwide. These issues include the ongoing effort by certain members of Congress to arbitrarily impose work requirements on unemployed, low-income recipients of federal housing assistance. The list also includes the damage caused by HUD’s HOPE VI program which, since 1993, has resulted in the loss of thousands of units of housing that were affordable to the very poor and has been a primary tool for gentrification.

**ENPHRONT’s overarching goals include:**

- Creating and nurturing an organizing culture within public housing communities.
- Increasing the allocation of federal and local resources for overall public housing programs and directing these resources to the most needy (those who are extremely poor or homeless).
- Preserving and improving the nation’s public housing inventory.
- Creating employment and training opportunities for residents of public housing.
- Developing and enhancing vehicles that enable residents to participate in the management of their local housing agencies and public housing properties.
- Helping residents to increase their influence in national discussions concerning public housing through the building and nurturing of ENPHRONT as a national organization of public housing residents.

In designing ENPHRONT’s structure, resident leaders thought it critical to set up a network of State Point People (SPPs) or state delegates. SPPs are resident leaders who perform the function of volunteer organizers: 1) SPPs are the eyes and ears for the organization—alerting ENPHRONT of a housing agency’s attempt to demolish a public housing site; 2) SPPs manage national organizing campaigns in their local areas and; 3) SPPs recruit member organizations to ENPHRONT.

Resident leaders have also picked 3 major issues around which to develop national organizing campaigns in the next year or two.

**ISSUE ONE:** HOPE VI—HUD’s revitalization program for distressed public housing properties. Though noble in its intent to fix up properties that are falling apart, the program has produced more pain than it has promise.

**ISSUE TWO:** Increase Economic Opportunity for Residents! A campaign to create job and training opportunities for residents under Section 3 of the 1968 Housing Act. Section 3 is a federal law that requires recipients of federal dollars for housing and community development to do all possible to create economic opportunities in exchange for receiving federal funds.

**ISSUE THREE:** Increase Residents’ Voice! ENPHRONT plans to continue its work to enhance policies that enable residents to participate in housing agency decision making. To this end, the organization succeeded in staving off a recent attempt by housing agency industry groups and Congressional leaders to weaken the mandate that every housing agency, with some exceptions, have at least one public housing resident or voucher holder on their governing board.

In addition to these national organizing campaigns, ENPHRONT intends to deepen its partnership with the National Alliance of HUD Tenants (NAHT), which represents the interests of tenants living in multi-family housing that is HUD-subsidized and privately owned. Both organizations will coordinate a national day of action on October 7, International Tenants Day. ENPHRONT is also working closely with the National Housing Law Project and the National Low Income Housing Coalition on a range of issues. This issue work, as well as ENPHRONT’s approach to organizing, has been captured in a 12-minute organizing video, to be distributed to affiliate groups in late summer to help spark local organizing activity around core issues.

**Other key components of ENPHRONT’s work include:**

**Publications**—ENPHRONT produces and distributes Housing Matters, the national newsletter for public housing residents. Housing Matters currently has a quarterly circulation of 70,000 copies. The newsletter is the primary tool for educating residents and others about effective models for
improving public housing communities and informing them of changes in federal legislation and regulation governing public housing. The organization also produces guidebooks and training material on various public housing policy issues. In conjunction with CCC, ENPHRONT produced and distributed The Residents’ Guide to Annual and 5-Year Plans, a tool for understanding how to influence housing agency decision-making in the aftermath of deregulation.

Training and Technical Assistance—ENPHRONT routinely provides on-site training and assistance to resident organizations and groups working on public housing issues. This assistance aims to build the operating capacity of organizations.

Research—ENPHRONT conducts research projects designed to document how federal and local programs are impacting public housing residents. ENPHRONT’s approach to doing research is one that uses the Participatory Action Research (PAR) model, whereby persons affected by the issue being researched are directly involved in the process of designing and implementing the research project. This approach enables community groups, many of them led by low-income persons of color, to develop the local capacity to design and manage their own research projects around the range of issues impacting low-income communities.

Clearinghouse—ENPHRONT collects and makes available model documents related to resident organizing and housing agency operations. These documents include Memorandums of Understanding (MOU) between resident groups and housing agencies, as well as sample by-laws and information toolkits used in local organizing campaigns. ENPHRONT regularly responds to requests received via regular mail/e-mail/phone for these documents and
This is what it takes to build a muscular, peoples-led activist organization.

For more information about ENPHRON'T, contact Dushaw Hockett, Director at 202-339-9306 or by email at <dhockett@communitychange.org>.

Resident Accomplishments

—Participants from southeast Michigan (SEMI) are in the process of creating a handbook to reach all residents in SEMI, using the materials from the MSU/CUA workshops. The handbook is intended as a tool for residents and resident councils to inform them about their rights and responsibilities, as well as ideas for resident involvement. It also includes some program ideas, such as programs for youth, crime prevention, and so on.

—Participants from Benton Harbor used their involvement as a way to enlist and organize Residents to create their very first Resident Council. One of the participants took the twice-monthly information back and held coffee klatches in her home every Thursday, to pass on the information to residents and organize support for the new Council.

—In Bay City, residents responded to a security problem in two ways: they organized into volunteer teams to patrol the building, and they also took the matter to the Housing Authority. After several months, they were able to move the HA to hire a security guard for the site after years of delay.

—Several participants sought and received grants for new Resident programs, and others are now following their example. Grants have been written for programs on literacy, a summer reading incentive program, and two proposed computer learning centers.

—As a result of the sessions on Section III, one site has launched a series of Resident-owned businesses in Detroit, including property maintenance, childcare and transportation. Several other sites are in the early stages of similar initiatives to put Section III into practice for the first time at their sites.

—One graduate is now helping to develop a strategy for every Michigan site to take the video-taped training sessions to their local public access cable TV stations, in order to expand the local dialogue about key themes such as partnerships for crime reduction and youth development.
Boys To Men:
Ricky Hill Talks About New Resident Program in Benton Harbor

We just started the Boys-To-Men program, but already we have nine boys between the ages of five and twelve. We teach young men about their gifts, about how to achieve better lives and a promising future. We teach them how to use their five senses correctly.

We’re trying to get 501(c)3 status for the Boys-To-Men program, so we can apply for a grant and take it to other Resident Councils. Housing provided the money for the materials. The Resident Council president has been attending, and now she and the Vice President and one other Resident just started a program for the girls. They have three to four girls 5-12 years old; they just started last week. We want everybody to rise together.

“Life depends on who you listen to” is a major theme. We teach boys how to use their five senses to educate themselves. We explore the origins and meanings of words, like “habits,” to show that it is a powerful spirit, and one has to be very careful about the habits they develop. Habits are at the heart of life. The individual has to be aware of the habits each of us takes on.

Every day, we have them look up a word in the dictionary and write the meaning down. Each boy has a notebook, like a journal, and writes everything in it. At the end of the week we review it all.

Reading is key to this program, as much reading and as much writing as possible. Those are the two skills they will use for school, college AND life. So we get them started early and encourage them as much as possible.

We set the program up for 8-12 year olds, but younger kids came and we didn’t tell them to leave! I believe children can learn REALLY early, but in this society it seems like we wait too long. The 5-year olds are really excited, they are really retaining it.

When school starts again, we’ll visit the schools to help our boys. We fill in for
the mothers at school meetings when they can’t go. We’ll also have weekend programs. We’ll take the boys to plays, to new learning environments, take them out of town to museums, to movies, overnight camping, sledding. Any experience to put our children in a new learning environment is what we’re looking for.

We bring in speakers from jobs our children don’t usually seek, like the water plant or our first black judge who is also a woman. Our first speaker on Monday was a black psychologist. She spoke about the different natures of men and women, so the boys won’t have this false ego or machismo. We want them to develop a healthy attitude about motherhood, their relationship with their mothers, and how they should treat women.

I would also like to appeal to others to help our children, mentor them, because our children need help. The single mothers here really need help with their children, everything actually, especially with the formulation of a healthy mentality. We want to install optimism about everything, and help them learn how to solve problems, to respect different views, to make good choices, to understand that there are many ways of doing things, and that there are many ways of looking at a situation. Those particular things are what our children need. It’s rough for two parents, and it’s even rougher for single parents, especially of the boys—they’re a little more aggressive and rambunctious. So if all of us could help each other, we will be able to achieve what we want, which is peace, peace of mind, as much as we possibly can get. Some people only want to associate peace with war, but we all want peace in our normal lives.

Eventually I would like to take these young men out of the country to see Africa, Europe, and perhaps Asia. I want to open them up to new possibilities.

From the ED’s Desk

The MSU/ROSS training for Public Housing Resident Leaders focuses on capacity building of the Resident Leaders and the organizations and communities they represent. The goal is to provide them with skills and experiences they can use in the new world of empowered Resident Councils—to help them organize their resident communities, access available resources and connect with able partners in order to increase resident opportunities and quality of life.

Executive Directors (EDs) and Public Housing Commission staffs in Michigan can be the most direct and effective partners for Resident Leaders. Each ED in the targeted Michigan cities were consulted early and regularly throughout the design and implementation of this training program.

In addition, some EDs went even further and were directly involved as trainers in individual training sessions, for example, and even as co-participants with their Resident Leaders. This has led to many joint innovations, as reported elsewhere in this newsletter, and to newly constructive understandings between some EDs and their resident communities.

After the 2002 graduation, two EDs wrote to MSU/ROSS Training Staff about their experiences. Here are some of their comments.

Danethel O. Whitfield, ED, Benton Harbor: Benton Harbor Housing Commission is pleased to have participated in the MSU Ross II Program. Two of our residents became distinguished MSU fellows and another ten participated in many of the classes and distance learning sessions. They will use this distinction to serve other residents.

The classes were taught by persons with housing experience and exemplary credentials. The participants told me that they understood the importance of resident involvement and responsibility. The Resident Council and the Resident Advisory Board are more knowledgeable because of this partnership.
The residents are now working on the creation of a resident business based on their Benton Harbor Housing experience and support of the MSU Leadership Initiative.

We will continue our involvement in this positive endeavor.

Scott Banninga, ED, Bay City:
All the training sessions I attended I found to be well-organized and informative. I strongly feel that the MSU staff did an excellent job of providing attendees with speakers who were well-informed about their subject matter and provided good information that could be used in the future.

One area of concern I do have--and I believe needs to be addressed--is after-training follow-up. Are the residents applying these skills and information to improve their lives and well-being as public housing residents? Have their Housing Commissions been supportive of residents’ attendance and efforts resulting from these training sessions? It appears that some are and some are not. What steps should be taken from the staff side to insure that this training is being put to good use, especially with the Resident Council?

MSU’s training will only be useful if folks bring it back to their local communities and apply it to their daily lives.

One of the challenges confronting our public housing neighborhoods is to end their real and perceived isolation from the larger community.

An unfortunate heritage of public housing in the U.S. is to be viewed and treated in isolation from the larger local community. This implicit segregation—sometimes marked physically with barriers, such as fences or wide, mown fields—has resulted in a variety of misconceptions about public housing and the persons who live there. Even now, that isolation continues to be perpetuated by the “separate” treatment that public housing neighborhoods receive from local governments, from neighborhood and community organizations and, rather ironically, from the U.S. Department of Housing and Urban Development, the federal agency assigned responsibility for insuring shelter for every citizen.

Public housing neighborhoods are often viewed as “federal housing reserves” within cities. Seldom are PH resident organizations incorporated into existing neighborhood coalitions or broader citizen coalitions of municipalities. Public housing is often seen, first and foremost, as the “federal government’s problem” rather than as a thriving local asset or an explicit state commitment.

To some degree this oversight is understandable, since primary funding and regulatory authority for public housing comes from the federal government. However, growing evidence suggests that this isolation from the broader community can and does inflict long-term harm on these neighborhoods and their vulnerable residents. The full integration of public housing neighborhoods into the civic life of
the broader community is essential to healthy development of both public housing neighborhoods and the localities in which they exist. Facilitating the creation of broad Community Networks linked with PH Resident Organizations has proven to be an effective strategy for progressing toward this goal.

The MSU Resident Leadership Training being conducted throughout Michigan is utilizing the state’s interactive teleconferencing capacity to facilitate networking between public housing leaders and other local community organizations and decision-making bodies. Residents are encouraged to invite these local partners (or potential partners) to teleconferencing events to discuss opportunities and challenges in specified topic areas relevant to the quality of life in Michigan’s public housing communities. This interactive technology has successfully linked potential partners in areas of mutual concern, and public housing residents are leading the way!

Networking is essential in order to mobilize resources for the community development process. Where shared interests can be identified together, public and non-public housing partners are more likely to apply today’s limited resources to achieve truly collaborative change.

Networking helps to reduce duplication in service-delivery through the sharing of ideas, past efforts and current strategies employed in the community. Networking also tends to reduce public housing’s isolation, by incorporating the insights and unique contextual experiences of PH residents into broader community deliberations and actions. And networking enables the building of trust—Social Capital—between individuals and organization, thus strengthening the “sense of community” so critical for binding together today’s fragmented cities. Also through networking, many competing and alternative viewpoints can be aired and incorporated early in the public process, rather than (as so often happens) at the end when tempers flare. This kind of inclusive deliberation, history shows, tends to strengthen consensus-building and to enhance the effectiveness of the resulting action. In the final analysis, networking builds social cohesion, a critical element of healthy communities. One might even call these First Principles in a Democratic Society, where exclusion must always be recognized as critical unfinished business.

Community Networking is an essential element of community problem-solving in a democratic society. The term networking in this context refers to “the creation of relationships for the purposes of establishing mutual interest and shared responsibility.” Community networking serves this goal by:

• facilitating the linkage of stakeholders in the community,
• assisting in problem/issue identification,
• facilitating consensus-building on appropriate community development strategies, and
• mobilizing resources for program implementation.

When used effectively, the process of Community Networking has proved to be an essential tool to build broad commitment and dependable strategies for long-term social and economic change.

In cities across the country, through the establishment of both formal and informal community links, local leaders have engaged their broader communities in issues that cut across the usual boundaries of place and kind. Community Advisory Committees are an example of this type of networking. Community Advisory Committees may be organized around topical issues of local concern—such as youth or senior citizen programs—or perhaps to serve a defined purpose.
The YouthGrowth Program sponsored by Inkster Public Housing provides training to young public housing residents on how to produce music using computers. Participants also learn how to market their music and how to become self-employed from selling their music. Program goals include:

(a) Promote an income source for youngsters at-risk,
(b) Provide alternative education to at-risk youth,
(c) Provide a productive activity they can focus on, and
(d) Increase a sense of personal value and self-esteem among young men living in public housing.

The expression “the group performed so well that you couldn’t tell who was the leader” suggests one kind of successful leadership. On the other hand, there are times when we find that group activity simply stops when the leader is no longer present. What is leadership? What does it mean to be a leader in a community?

Many experts argue that leaders must be charismatic and almost superhuman in order to influence people to do what the leaders want. Influencing people, they argue, requires superheroes who are immensely skilled, experienced, unique, energetic, persuasive, powerful public speakers and motivators, and much more. Some experts even suggest that leaders should display the characteristics of a saint.

If we stick to this view, few of us will ever qualify as leaders. However, much has been learned about true leadership in recent decades. The old idea of a charismatic leader has been overwhelmed by a new understanding—that there are many forms of leadership going on all around us. Most importantly, two central assumptions from the old definition have been overturned: (a) Leadership is not an inherited attribute or something in your genes, but rather is a skill you and I can learn and teach; and (b) Leadership is not about convincing others to accept your way, but is rather about helping us all to achieve a shared Group Vision, and then helping to channel...
resources to help us accomplish that vision. Once we realize these keys to democratic leadership, we open new doors for ordinary citizens to take charge of their own lives and communities.

Throughout the MSU/HUD Leadership Training Program during the past two years, we have been learning or refreshing our memories about the many attributes of successful leadership. However, we all know that just learning the skills is not sufficient. We must put those skills into practice in a community or group environment. We must engage ourselves in new and creative projects to improve our communities and, equally as important, we must encourage other Residents and community partners to join in and get involved.

Already we can see the changes that real leadership makes in the lives of Public Housing Residents. Some of these new initiatives are illustrated by resident leaders such as Patricia Patrick of LaRoy Froh-Lansing Housing, who initiated a Summer Reading Incentive Program for kids. Gwen Coney of Hildebrand-Lansing Housing organized resources to provide English as a Second Language instruction for immigrant residents of her community. Tom Dennie in Muskegon facilitated the organization of the Neighborhood Associations of Michigan’s conference in Muskegon. Ruth Williams, Detroit Housing, initiated a Resident Contract Company, using Section 3 to create employment for residents. In these and many other ways, Resident Leaders have taken on the challenge of leading their communities into a better future.

It does not matter how large or small is the challenge. It does not matter whether you already have grant-writing expertise, public speaking talent, or a long history of organizational management. What matters, truly, is your effort, your initiative and, most important, your community’s vision. Patricia Patrick did not need to be a certified teacher to start her Reading Program. Gwen Coney is not an ESL expert, but she partnered with Lansing Community College to provide this training to residents. What Pat, Gwen, Tom and Ruth have in common is their passion for community work and their sensitivity about their communities’ vision. Their passion drives them to do their best, to set a good example, to teach and learn, to polish their thoughts before approaching the community, to listen and provide positive feedback, to cheer and pray and care deeply about those around them. Their passion drives them to find what they need—proper organizational systems, good funding sources, and ways to involve all their neighbors and community partners—in order to bring positive change home to their communities.

Leadership is not just the effort to get others to follow you. Leadership is about sharing, learning, and teaching. It is about enhancing and reinvigorating your Residents’ aspirations for today and for the future.

Leadership is practiced every day, when you creatively improve existing projects, create new initiatives, or encourage others to continue what you all started. Leadership is a balance between your own actions and the sustained engagement of a growing network in your community.

1 For instance see Karlene Sugarman (http://psywww.com/sports/leader.htm 7/23/02.

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From VOICES OF MICHIGAN RESIDENTS

“We don’t have to internalize our concerns, we can now AT LEAST be heard and see another avenue we can use, something besides our own experiences which can sometimes limit our vision, even be discouraging.”

“I’ve seen the importance of the connectedness between the different cities, how we can help each other and be a bigger voice. This has shown me how really is strength in numbers, that is how you really get things done.”

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Do you have a great idea for a program for your community? Then you might want to consider writing a proposal for a grant to obtain money.

What is a Grant Proposal?
It is a written request for funding to start or carry on a program. How complicated or long the proposal is depends upon the requirements of the organization, foundation or government agency you are asking to give the money. You may need to write a short letter to them or fill out forms and write several pages explaining the community program.

Start at the Beginning
Take a few minutes and actually write down your idea, answering the following questions. All funded grants start with a great idea, just like yours!
As you write down your idea, think about:

• What is the basic purpose of the project?
• What do you want to accomplish and how will you do it? Do you want to have an afterschool book club or learn how to do some minor home improvements?
• How much will it cost? Figure out what you need in order for the program to be successful.
• How will you know that your idea was successful? This is called the “So What Test.” What difference did it make in the community? Was more food available from a community garden, or did the children receive higher grades after an after school tutoring program?

Congratulations! You have just taken a giant step to writing your proposal.

Now Look for the Money
Don’t hesitate to ask for money--many businesses, community foundations or local service organizations fund project ideas just like yours.
• Start with the local Housing Commission. Sometimes funds are available for local programs, but residents may not know until someone asks.
• Look in the Yellow Pages under Service Organizations and make that call. Ask the organization if they offer grants for community projects and how to apply.
• Many businesses also provide funding. Target, Home Depot, Meijers and many others donate money or supplies for community projects. Each one has a different application form to fill out.
• Don’t forget to look in the Yellow Pages under the word “Foundation” or “Foundations.” Many local groups distribute funding only to people living within a certain city or county. An example is the Capital Region Community Foundation in the Lansing area that has donated money for summer school programs, community food banks, and senior programs.
• You can also look for funding on the Internet. You will want to match your program idea with what that group wants to fund. Most funding sources only give dollars for certain areas.
• Here are some web sites to start your search:
  School Grants–lists many grants for elementary age children.
  http://www.schoolgrants.org
  Winning Grant Proposals Online
  http://www.tgcigrantproposals.com
  MSU Grants and Related Resources
  http://www.lib.msu.edu/harris23/ grants/grants.htm
  The Foundation Center
  http://fdncenter.org/funders/
  Sample Grants
  http://www.schoolgrants.org/ proposal_samples.htm
If you have the rules or application in your hand and don’t understand what they want, call and talk with the funder. Not only will the funding source know more about your great idea, but they have people who will answer any questions you might have. It’s your right to ask.

**You’re on Your Way to Getting Funded!**

Next, take your program idea you wrote down and use it to fill in the blanks answering the questions for the proposal or grant application.

Whether you need to write a short letter or several pages, you need to provide the following information.

- **Introduction & Goals, Objectives**—Tell them who you are, what you want to do, how long you want to do it and how it will be done.
- **Statement of Need**—Explain why you believe there should be a program that focuses on the community need. An example might be how expensive fresh produce is and that 15 people want to have a community garden to reduce vegetable costs.
- **Project or Program**—Give a general description of the activities that will be done.
- **Outcomes**—Describe what you expect to see happen as the result of the program being in the community. Will vegetables be eaten more often or will twenty more children read books?
- **Budget**—State what the total costs will be. Do you have to buy any seeds for the garden? Buy some books to be kept at the community center? Have people offered to donate items? You won’t know how much to ask for unless you figure out how much it will cost.
- **Summary**—Explain how you might keep the project going after the money from the grant ends. Has a church or another nonprofit organization offered to help? Has an organization offered to donate more books next year?

**Important Points to Remember**

You’ve done it! You have written a grant proposal. You’re almost done, but not quite. Follow all directions. Sometimes an application is not considered and thrown away if the directions are not followed

- If they ask for 2-3 extra copies, don’t forget to make them.
- If there is a deadline, don’t forget to give them the application or grant proposal by that date, not the next day.
- Get any signatures they require.
- Follow the grant instructions: did you write too many pages, provide not enough information?

**If they Say No, Try Again and Again**

If they say no, don’t get discouraged. You can always try another funder or try them again. Remember you have a great idea for the community.

- Some groups receive so many requests for dollars that they can’t always fund everything.
- Many funding sources fund one type of project one year and another type the next year.
- You may be asking for too much money, more than the funder normally will fund.
- You haven’t filled out the grant proposal completely and will need to redo it and resubmit it.
How do we get people to come to the great programs and events we organize for them? This frustration is probably shared by every leader, everywhere, throughout all time!

Resident Leaders ask, “How do we get our neighbors to come to Resident Council Meetings?” School principals ask, “How do we get more parents to our meetings and events?” Ministers ask, “How do we get the teens and the men to attend in greater numbers?” Elected officials ask, “How do we get more citizens to be active participants in their own governance?”

Michigan’s Resident Leaders told us that increasing participation was one of their top frustrations and highest priorities, so the Resident Leadership Training Program includes this focus throughout the year. Nonetheless, it will always be a never-ending challenge, as every leader knows deep in their hearts.

Why do people take the time out of their lives to attend your meetings and events? Here are some of the reasons Resident Leaders have identified:

— Because they are mad about something!
— Because food will be served.
— Because a friend urged them to go, the word-of-mouth process.
— Because they anticipate a personal benefit, such as new access to jobs.
— Because they want help with a pressing problem.
— Because they think it will help their family or a close friend.
— Because they believe it is the right thing to do.

There are many other reasons, of course, and people are all different. Good leaders often use MANY hooks to get people’s attention and draw them into the room. After that, the only challenge is how to keep them coming back for more!

A letter from Matthew E. Mills, the River Rouge Housing Resident Initiative Coordinator for a little over a year. My job has been to provide programs for the residents of public housing that lead to self-sufficiency and economic growth through the use of the ROSS Grant funding.

While implementing these programs, my staff and I have experienced a severe lack of participation from the residents of public housing. We would like to address more of the personal needs of each resident but, due to the guidelines of HUD, that’s not possible. What we are able to do is offer programs to help the larger majority of residents rather than individuals. This is not to rule out individual help, but personal help is designed for residents who have taken advantage of the group setting and need further assistance continuing toward economic independence.

As we persevere in our effort to develop and maintain programs, the excuses we receive from our residents as to why they don’t participate continue to grow. Many residents stated they never received our mailers, and many were not interested in being involved. As a solution to those problems, my staff and I have gone door to door passing out the information we normally would mail. This allowed us the opportunity to answer any questions the residents might have regarding the programs we offer.

Participation is always an important issue when attempting to deliver programs designed to promote economic growth for the residents of public housing. Many residents do not participate because they lack insight as to the importances of the programs we may offer. As advocates for self-sufficiency, we offer an open-door policy for our residents to ask questions, as we seek ways to improve upon the quality of programs we offer the residents. In return for our open-door policy, we would love to have our participation grow as well as being regarded as an outstanding PHA.

Sincerely,

Matthew E. Mills, M.A.
Resident Initiative Coordinator
SECTION 8 – Evaluating its Success 
by Catherine Stauffer

Since the U.S. Public Housing Program started in the 1930s, one main criticism has been its tendency to create pockets of poverty within otherwise prosperous areas, thus contributing to the geographic isolation and concentration of low-income people. Years of research strongly support this valid complaint: the concentration of poverty has been found to contribute to many social ills, including neighborhood deterioration and the creation of unsafe and unhealthy environments.

In the 1970s, Congress tried to rectify this error by authorizing what we now call the Section 8 Program. To this day, Section 8—administered through HUD—provides eligible people with vouchers they can use for rent in the private market, thus theoretically promoting tenant mobility and choice that presumably reduces the geographic concentration of low-income people. In addition, the theory continues, by providing opportunities for low-income people to move to healthy, safe, and prosperous neighborhoods, taxpayers help them to achieve long-term economic self-sufficiency.

Research has provided evidence that Section 8 has been successful in increasing mobility and reducing the concentration of poverty in certain areas (Section 8 Tenant-Based Housing Assistance, 2000).

However, some problems and some disturbing patterns need more attention. Concerns have grown, for example, that in some areas Section 8 housing tends to cluster in low-income neighborhoods. There seem to be many sources of this clustering, including a lack of affordable housing generally, plus a lack of proper housing counseling and support to voucher recipients so they know ALL their options. Many analysts also emphasize that the funding for Section 8 has not kept up with the need.

The clustering of Section 8 residents in low-income neighborhoods goes against the core goals of this national program. Instead of combating the existence of “pockets of poverty” in a prosperous nation, it appears to help create them. In many cases, vouchers do not even provide low-income families with the important choices and opportunities to improve their economic circumstances and achieve their goals for the future.

Many questions remain about the overall success of the Section 8 program and its ability to positively assist low-income individuals and families.

New Research at MSU Center for Urban Affairs

To address these questions, over the next few years, the staff at the MSU Center for Urban Affairs will be examining the implications of the Section 8 Program in Michigan. They will try to determine if the quality of life of Michigan voucher holders has improved as a result of the

In the fall of 2002, preliminary investigations will begin with focus groups and personal interviews held with Section 8 voucher holders. What types of issues are most important to voucher holders, and how are their lives effected? These early discussions will then guide the research by identifying the key questions and issues that should be included in the final study.

If you have questions or would like more information about this study, please contact Cathy Stauffer, MSU Center for Urban Affairs, at 517-353-9555.

Training Schedule

This year’s Resident Leader Capacity Building Training Program began in October 2002. A hands-on training session and one distance learning session will occur each month for eight months. Participants who complete at least 80% of the training sessions will receive a Certificate of Completion from Michigan State University and will have the opportunity to become an MSU Public Housing Fellow. Located below is the schedule for the first three hands-on sessions of the Public Housing Resident Leader Capacity Building Training Program. Please remember that there will also be one distance learning session offered in each of these months.

October’s Program for ROSS I and ROSS II:
• Understanding HUD’S Policies and Procedures
• October 11, 2002, 10:00 A.M. - 2:30 P.M.
• Location: Library of Michigan, Lansing, MI
• Distance Learning: October 25, 2002

November’s Program for ROSS I and ROSS II
• Increasing Resident Participation
• November 8, 2002, 10:00 A.M. - 2:30 P.M.
• Location: Library of Michigan, Lansing, MI
• Distance Learning: November 22, 2002

December’s Program for ROSS I and ROSS II
• Leadership Fundamentals
• December 6, 2002
• Location: Library of Michigan, Lansing, MI
• Distance Learning: December 13, 2002

The January-May sessions will be announced at a later date.

Future sessions may be held in the communities of participation partners. If you are interested in hosting a face-to-face session in your community, please contact MSU Center for Urban Affairs at 517-353-9555.
Resident voices have been a significant component of the Public Housing Residents Training program from the very beginning—from identifying the need for the training to developing the topics and implementing the actual program. So it is no surprise that resident voices remain important in assessing the success of the training program.

Residents and other members of the advisory committee established goals and objectives for the training sessions. From the reports of residents, the training sessions were very successful in meeting a variety of goals. Residents reported that both the face-to-face sessions and the distance learning sessions were useful to them.

How much did the training sessions contribute to overall increase in knowledge, confidence, and skill development on average?

Feedback across all the sessions indicated that the overwhelming majority of residents felt that the sessions contributed very much to their learning. This included enhancing their knowledge, awareness of resources, confidence, skill development, and motivation to take action based on their learning during both years of the training program. The training program’s successes are highlighted on the following page.
ENHANCED KNOWLEDGE: Residents reported substantial increases in their knowledge of the following areas:

- increasing resident participation in their community
- roles and responsibilities of Resident Leaders
- leadership skills
- procedures for improving the well-being and quality of life in their public housing complex
- steps and processes involved in the five-year and one-year plans
- establishing and utilizing the Resident Advisory Boards
- strategies that can help improve the economic lives of residents
- connecting with other organizations or groups that can help bring these programs to their fellow residents
- working with State Legislators to solve problems and increase opportunities for Residents
- providing assistance to voters through their State elected officials
- playing a role in the public policy process

INCREASED AWARENESS OF RESOURCES: Residents reported that the training sessions helped to inform them of where to go for additional help on each of the topics and where to locate additional resources, including these:

- resources for involving and communicating with public housing residents
- programs and resources to their fellow residents to help them get out of debt, build savings and gain more control of their economic lives
- substance abuse programs or resources for residents
- programs and strategies that help improve the lives of children and youth in their community
- recreation, mentoring, employment, or safety programs or resources to youth residents
- programs and strategies for dealing with substance abuse, drug/alcohol dependency in your community

ADDED TO SELF-CONFIDENCE AND SKILL-BUILDING: Residents reported gains in their confidence in several skill areas including the following:

- to increase and sustain resident participation
- to be a leader and to share leadership among the residents they serve and represent
- to be able to facilitate an effective meeting
- to keep informed of changes in HUD’s policies and procedures
- to promote strengths-based youth programs for their youth residents
- to deal with the issue of substance abuse in their community
- to establish and maintain partnerships with their elected officials
- to be connected to their legislators in order to stay informed of housing policy issues and to draw on their assistance when needed

BUILT ON EXISTING MOTIVATION: Residents reported that the training program increased their willingness to take action in the following areas:

- to recognize and build on their own leadership skills
- to facilitate meetings and achieve consensus in groups
- to actively involve more residents in meetings or programs
- to be a leader who tries to achieve positive change in the lives of residents
- to actively apply the skills of participative planning
- to bring Economic Development ideas to their fellow residents
- to bring programs and resources to youth residents
- to bring substance abuse program and resources to residents
Voices of Michigan Residents

As part of the evaluation of this Leadership Training Program, participants were asked, “How has this training been useful to you? What actions have you taken as a result of this training to change or improve the lives of Public Housing Residents in Michigan?” Here are some of their replies.

on BUILDING COMMUNITY

“We’re trying to help this place feel like more of a community. This training has helped me quite a bit. Lots of Residents now are coming out, not like before. There’s a real enthusiasm. We’re raising money, saving Spartan Food coupons and mailing them in. We’ve had a yard sale. I’ve been working on getting people to be more aware, and they’re keeping up the yards better, stopping all that hanging on the corner. We’re trying to get another baseball team for the youth.”

“I raised my kids in this neighborhood. Now it’s getting to be more like it was back then. It’s going to be a good place to raise kids again. Even the grass is growing now. Everything used to be bald, but now we all get out and clean up together.”

on BUILDING PARTNERSHIPS

“We started a referral service, a man who comes in the evening to counsel, do conflict resolution, drug treatment, that sort of thing. We try to catch problems early. We have a Homeownership program now, and an insurance program, health awareness (doctors and nurses come in to the people who can’t get out). We also have Residential Grocery Services. I arranged that.”

“I am now working with Wayne County Community College on a program for Residents. It involves education programs, job training, career counseling – it’s just starting now, Residents are just signing up now. Many Residents have asked about it and are signing up.”

“The Leadership Program has made me more professional, everything I do now is a result of that. These are all a direct result of my participation in the MSU training: Our new Youth Camp program, our new Community College partnership for youth on how to make music on the computer.”

“Before I got with the MSU training, I tried to talk to MI Drug Program leadership for a YEAR without any success. Now MSU has helped me, connected me with the right people and now it’s going to happen. We are working with them to design a program right now.”

on CHANGING PUBLIC PERCEPTIONS

“Out-of-towners, I’ve heard them say, ‘I thought this was the Projects! This is so much better than the Projects where we live!’ I tell them, ‘This isn’t the Projects, this is the community!’”

“We came up with this little theme, a saying, People Helping People. Other people call this ‘the Projects.’ But it’s all about people reaching out, People Helping People, so others can see that it’s not just ‘the Projects’! People inside and outside need to change their view!”

“I’m working with [one of the MSU Housing Fellows] to write a grant for literacy training for the Arabic community. This won’t just be for Residents, it’s a way we can think broader and help the whole community. I think all Resident Councils should reach out to the larger community, HUD supports that, so we can overcome the stereotypes and gain respect in the community.”

on GAINING ACCESS TO INFORMATION

“When you are on certain boards, they don’t give you a lot of information. You don’t know what’s going on. But now, I know how to approach people: I know, ‘This is our job, these are our responsibilities, this is what we need to do and what we CAN do.’ The Residents are scared to speak out sometimes. We know something is going on, but then we won’t say nothing, scared we will get in trouble, that we’ll get put out. Well, now we know it’s not like that! You HAVE to speak out!”

“A lot of information has been given to us through the training, things even our ED wasn’t aware of it. I can take it to him, take copies to him. He gets excited and we work on it. And the [PHA] staff, now they help, they come to the training as well. They actually come to the MSU trainings with us now! And the partnership with Housing, that has been a major accomplishment. We’ve been striving for so long, and now it’s happening. Now they come to us, ‘We need your help to do this, can you help?’ We’re very proud of that.”

“I know exactly what I’m talking about now, and it feels really good, exciting. Being able to go to Housing Commission meetings and share with them confidently what we are doing.”

“Now we know how to initiate things, how to get a lot of agencies to work together to get things done for Residents and improving the quality of life here.”
on GETTING THE RULES ENFORCED

“The Mayor told us that WE can help him make this city better, so I say, “I’m ready, are you ready?”

“I’ve been trying to get the “Rules & Regulations” written down so they are understandable, so people know what to do. If I just moved in, I wouldn’t know how to work the front door buzzer, and a lot of other things, but when I talked to the Manager he just said “Well, they’ll just have to ask!” I told the Assistant Fire Chief about it. He wrote up all the things required, and I’m putting it together for the Residents.”

“I’ve written the City Council about things that need to be done, things like changing the hall lights on time, drug trafficking, lack of safety; and I wrote the Mayor. Things started to get better, but then they slack off, because it’s not really enforced.”

on GETTING ORGANIZED

“We formed a Resident Council and we share information from the training with everybody. I believe that the Resident Council is my greatest accomplishment. They are a full Council now, meeting every month. They attend the training program and are bringing it back to the other Residents. We encourage all the Residents to get the training, to get empowered!”

“Now people come to the meetings not full of complaints but to get involved: ‘How can we help each other.’ With the help of the Housing Commissioners and the ED, we’re all trying to help and work together. There no longer are meetings where everyone is ranting and raving. Now we work together.”

“One young lady, as a result of coming with us to the training, she took computer training and now will train youth at our Community Center.”

“We’ve started a campaign to get Residents to join ENPHRON [the new national organization of Public Housing Resident Leaders], as many of them as possible. We took a paper to the Residents, so they know what they are missing and why it is important to get involved.”

“We look at community as a WHOLE PACKAGE, we try to get Residents to see the Big Picture. The key to making success and a more viable city is informed, knowledgeable, active Residents.”