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IDCE
Community Development and Planning Program
950 Main Street
Worcester, MA 01610-1477

June 27, 2008

ATTN: Dr. Mark Tigan

Please accept the following paper, Community and Economic Development Workforce Initiative, for the National Urban Initiatives Competition in the economic development category. We are submitting this from the Graduate School of Public and International Affairs and the School of Social Work at the University of Pittsburgh. Our partnership is an institution of higher education and two non-profit organizations.

This application contains one original and four stapled copies of the proposal, plus one electronic copy on a memory stick.

We look forward to hearing from you. Thank you for consideration. If you have further questions, please contact us.

Sincerely,

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Community and Economic Development Workforce Initiative

**University of Pittsburgh – Pittsburgh Partnership for Neighborhood Development –
Oakland Planning and Development Corp.**

June 27, 2008

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Community and Economic Development Workforce Initiative

**University of Pittsburgh – Pittsburgh Partnership for Neighborhood Development –
Oakland Planning and Development Corp.**

The applicant team has not changed from the proposal submitted in January 2008.

Community and Economic Development Workforce Initiative

University of Pittsburgh – Pittsburgh Partnership for Neighborhood Development – Oakland Planning and Development Corp.

Project Abstract:

This paper explores and analyzes the concept of community and economic development as a field of training for tomorrow's practitioners. It addresses the need to establish a dedicated, multi-disciplined professional education and training program for the next generation of community economic development practitioners in neighborhood-based or neighborhood-focused organizations. It develops a pilot curriculum for professional education in community and economic development for the University of Pittsburgh to serve as a model for other interested institutions. It also develops a prospective legislative policy and funding framework, combining Federal, state, and other sources that draw from three models of higher education:

1. The *Training and Fellowship Program* from Title VIII of the Housing and Urban Development Act of 1964; and its successor program:
2. The *Community Development Work Study Program* (CDWSP) model, funded for many years by the U.S. Department of Housing and Urban Development (HUD), for support for graduate study in planning and public administration and policy; and
3. The *Title IV-E Child Welfare Training* program of the Social Security Act that supports undergraduate and graduate child welfare education and leadership training from national to state and local initiatives.

The project formulates a community and economic development curriculum that builds on current graduate programs in urban affairs, nonprofit management, and social work and infuses this professional study with course work in planning, real estate, marketing, and economic development law at the University of Pittsburgh. It partners in workforce development and capacity building for Pittsburgh-based community development corporations through the CDC and intermediary partner in this paper. We provide the curriculum model, implementation plan and time table, and budget for the Pittsburgh pilot, along with the proposed legislative framework and logic model.

Community and Economic Development Workforce Initiative

**University of Pittsburgh – Pittsburgh Partnership for Neighborhood Development –
Oakland Planning and Development Corp.**

This affirms that the letter of commitment submitted in the proposal in January remains valid.
The letter is reproduced here.

Clark University
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ATTN: Dr. Mark Tigan

This letter supports our commitment to the proposed project, Community and Economic Development Workforce Initiative, to conduct the work as outlined, if selected to move to Step II, a full and final paper. This letter also affirms that one or more members of our team, including Sabina Deitrick and Tracy Soska, will attend the awards ceremony, if the project is selected.

We acknowledge the rights of Clark University and/or the University of Massachusetts Amherst to publish all or portions of the submission with proper attribution.

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Community and Economic Development Workforce Initiative

University of Pittsburgh – Pittsburgh Partnership for Neighborhood Development – Oakland Planning and Development Corp.

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Community and Economic Development Workforce Initiative

**University of Pittsburgh – Pittsburgh Partnership for Neighborhood Development –
Oakland Planning and Development Corp.**

Area: Neighborhood-based economic development

Key words

Community development; economic development; neighborhood revitalization; multi-disciplinary curriculum; workforce development; community development corporations; capacity building.

Community and Economic Development Workforce Initiative

University of Pittsburgh – Pittsburgh Partnership for Neighborhood Development – Oakland Planning and Development Corp.

Objectives of the study

This paper explores and analyzes the concept of community and economic development as a field of training for tomorrow's practitioners. It addresses the need to establish a dedicated, multi-disciplined professional education and training program for the next generation of community economic development practitioners in neighborhood-based or neighborhood-focused organizations. It develops a pilot multi-disciplinary curriculum for professional education in community and economic development for the University of Pittsburgh to serve as a model for other interested institutions. It also develops a prospective legislative policy and funding scenario, combining Federal, state, and other sources.

This concept advances ideas in community and economic development offered by training programs, such as Community Development Training Institute, NeighborhoodWorks America, and internationally, the Federation for Community Development Learning in the U.K., by focusing on multi-disciplinary, multi-degreed graduate-level curriculum development in a university setting. It integrates analysis of the literature on nonprofit leadership and the "changing of the guard" as we move to the next generation of community-based leaders.

"Where will the next generation of leaders come from? is a common question among thoughtful practitioners" reflected Vidal and Keating (2004, p. 133) in an assessment of the current state of practice. This change is not just hypothetical -- as in many fields, coming retirements of significant numbers of baby boom generation workers will leave gaps in particular areas, including leadership positions in community and economic development, especially at the grassroots level (Mott, 2005).

The paper also develops a policy framework to enact the program, in pilot form, that is replicable across institutions, drawing from three models of higher education:

4. The *Training and Fellowship Program* from Title VIII of the Housing and Urban Development Act of 1964; and its successor program:

5. The *Community Development Work Study Program* (CDWSP) model, funded for many years by the U.S. Department of Housing and Urban Development (HUD), for support for graduate study in planning and public administration and policy; and

6. The *Title IV-E Child Welfare Training* program of the Social Security Act that supports undergraduate and graduate child welfare education and leadership training from national to state and local initiatives.

The project proposes a federal program, with matching state and local funds. In writing about the role of federal dollars in community development -- though not specifically about education -- Krumholz and Star (1996, p. 237) concluded: "The impact of federal funding cannot overemphasized. The success of community efforts is often cited as evidence that local communities know their own needs and can act themselves without excessive intervention by the federal government. The success that has been achieved, however, in most cases results from significant federal support that is used locally to address identified neighborhood needs." Our proposed program is locally driven, but requires critical federal and state investment.

The main thrust of this project is that community and economic development is a field that draws a wide range of backgrounds and education into the practitioner ranks. Many of these practitioners benefit from the types of training mentioned above once in the field. However, another component of community and economic development training exists in graduate-level professional degree programs, most often multi-disciplinary, and often joint or dual degree programs, at our nation's colleges and universities.

This project requires a partnership of state, local, education, intermediary and neighborhood-based organizations. The project conceived here is a collaboration among:

- University of Pittsburgh and its Graduate School of Public and International Affairs (GSPIA) and the School of Social Work, along with the Schools of Law and Business;
- Pittsburgh Partnership for Neighborhood Development (PPND), a community development intermediary and now an affiliate of the Local Initiatives Support Corp. (LISC); and
- Oakland Planning and Development Corp. (OPDC), a community development corporation (CDC).

The project formulates a community and economic development curriculum at the graduate level that builds on graduate level curriculum in urban affairs and social work and infuses this professional study with course work in planning, real estate, marketing, and economic development law from other professional schools at the University of Pittsburgh. From this pilot, a certificate program will also be developed. It would partner in workforce development and capacity building for Pittsburgh-based community development corporations through local and intermediary partners as noted. In addition, the model proposes a state and national funding policy to establish and sustain this workforce initiative for the next generation of community economic development professionals.

Theoretical framework and context

Community economic development covers a wide terrain. From its roots in the War on Poverty and the anti poverty programs, through devolution and block grants, community economic development has changed over the decades. The landscape today is vast and sometimes has a different orientation than earlier years. However, community and economic development remains at heart a movement to improve the lives and quality of life of residents of low and low-to-moderate income neighborhoods. It seeks to build community capacity and expand community assets (Chaskin et al., 2001; Ferguson and Dickens, 1999).

A community and economic development workforce thus needs a broad understanding of both local economic development and community development because working in the field covers so many areas. Interestingly, over the past century, the two areas that we recognize today as related strategies to improve cities and urban conditions followed somewhat different policy paths early in their histories, intersecting only on occasion.

Shaffer, et al., (2006, p. 62) argued that "...community economic development, which is the blending of economic development and community development, is a holistic approach to community problem solving. The problem with holistic approaches is that they are very difficult to get one's hands around and an area almost too big to operationalize from a theoretical and practice sense." The literature on community development and economic development recognizes the importance of "getting one's hands around them" for community change. In assessing forty years of urban economic development, the International Economic Development

Council (Garmise et al., 2008, p. 6), the major trade association for urban economic development, concluded that urban economic development in the future must address areas where it has been deficient, including engagement in urban neighborhoods.

We argue that working to improve neighborhood conditions and the quality of life of America's cities and neighborhoods requires understanding community and economic development environments, however difficult to operationalize. Our conception of a community and economic development workforce initiative emerged out our neighborhood-based work and research, internship programs, education and curriculum offerings, and the professional and practical experiences of our partners. Our educational program – what we call the Community and Economic Development Professional Fellowship Initiative -- recognizes that understanding both community and economy together is a powerful and necessary educational program for training tomorrow's neighborhood-based practitioners.

In the next section, we bring community and economic development together in a theoretical way and practice model through a review of the literature and then how to operationalize these in an academic setting.

Community and economic development and America's changing cities

Community development is rooted in changes in the urban conditions of American cities over the past century or so (O'Connor, 1999). Its growth periods responded to urban crises stemming from inequalities, congestion, and poor living conditions, and, over the 20th century, different approaches were adopted to battle urban poverty. Although many types of policies, such as housing and transportation had significant effects on American cities, specifically, three eras of place-based approaches to improving the lives of the urban poor were attempted in the 20th century (Keating and Vidal, 2004). The settlement house and tenement house reform movement emerged out of the Progressive Era in the beginning of the 20th century. Professional fields, especially planning and social work, were rooted firmly in this era of rapid urbanization to improve housing and social conditions. The urban renewal era of mid century grew from a series of housing acts, the major urban measures of the New Deal era. Suburbanization and central city decline brought federal funds designed to improve conditions in cities, but large scale urban renewal programs were geared toward mainly toward slum clearance and physical improvements, at great costs to many communities (Jacobs, 1961; Gans, 1962; Jones, 2004;

Fullilove, 2005). Urban renewal's failure to reduce urban poverty coupled with urban uprisings and social activism brought President Johnson's War on Poverty programs and the creation of the U.S. Department of Housing and Urban Development (HUD) in 1965. Much of what we consider in the community development realm today emerged from this era.

Economic development may have covered a larger geographic landscape, but, arguably, a narrower set of concerns and policies, well into the 20th century. Economic development's roots were in underdeveloped or distressed regions of the country. In response to the Great Depression, the federal role in economic development grew through the New Deal with projects like the Tennessee Valley Authority. Another set of strategies concerned attracting resources from industrial regions -- what became known as smokestack chasing. Again, these were largely conducted by less-developed areas.

The urban focus of economic development grew after World War II, in response to "the crisis of metropolitanization," with its suburban expansion and central city decline (O'Connor, 1999, p. 100). What before had been decade after decade of increased urbanization and city population growth changed after World War II. Many U.S. cities began to decline, by what Beauregard (2006, pp. 3-4) contends was a shift from "distributive" urbanization to "parasitic" urbanization. Newer cities' growth was tied to older cities' decline. Cities needed to find ways to forge their economic futures through their own initiatives, with federal government support. The main policies, unfortunately, again of the urban renewal era, found the notion of community de-emphasized. As Teitz (1997, p. 788) noted: "Over the decades since World War II, inner-city policy has had a curious on again, off again relationship with the idea of community."

For economic development, like community development, the War on Poverty marked a turning point. The Economic Development Administration was formed in 1965. The Economic Opportunity Act of 1966 promoted community and economic development. Programs stemming from the War on Poverty embraced community at their foundation (Teitz, 1997). And much of what we consider today in the broad, large field of community and economic development emerged from those years.

Drawing together community and economic development in this workforce initiative is rooted in the long history of urban policy and place-based urban initiatives. Out of the War on Poverty came initiatives to forge community consensus around an antipoverty agenda and physical

improvements in urban neighborhoods. The urban renewal era was over. Out of the EOA came the Special Impact Program (SIP), which funded early CDCs (Vidal, 1996; O'Connor, 1999). Thus, the first set of place-based, neighborhood-based, professional organizations emerged to improve conditions in urban communities in the 1960s.

From this start, CDCs grew in number through the 1970s (Keating and Vidal, 2004, p. 127). The New Federalism devolved programs to state governments through revenue sharing and block grants. A number of former War on Poverty programs were eliminated through the Community Development Block Grant (CDBG) program of 1974, which became a source of growth and funding for CDCs thereafter. Through CDBG, the federal government cuts its housing construction, thus reducing the number of new public housing unit additions. With a need for more affordable housing units, CDCs became an even bigger supplier of housing, and the number of CDCs grew again during the 1980s.

In 1970, the trade association for CDCs, the National Center for Community and Economic Development (NCCED), was also formed out of the Office of Economic Opportunity's Title VII. NCCED operated for 35 years until its closing in 2006. By the early 2000s, there were over 3,600 CDCs in the U.S. (Odell, 2002). The changes in federal housing policy continued to have profound effects on the growth of the CDC movement and their efforts. CDCs produced over 600,000 affordable housing units between 1998 and 2005 (NCCED, 2005). Over the same period, CDCs developed 61 million square feet of industrial and commercial space, while adding over a half million jobs (NCCED, 2005).

As the number increased, CDCs revisited some of their earliest work from the War on Poverty and expanded into workforce development, commercial and business development, community organizing, and partnerships with social service agencies through comprehensive community initiatives. As in economic development, partnerships became more important, as block grants, foundation support, and other funding mechanisms required innovative ways for neighborhood-based organizations to leverage funds.

Comprehensive community building initiatives helped to propel CDC expansion in the 1990s (Stone, 1998). Federal, state and foundation funding brought together community development largely oriented toward affordable housing and commercial development with social service professionals, who were concerned that fragmented delivery systems and lack of preventative

strategies for high-risk populations weakened program success (Kubisch, et. al, 1995). Community and economic development professionals determined that top down strategies were not working and forged new comprehensive partnerships to address community needs (Kubisch, et. al, 1995). The Clinton administration's Empowerment Zones/Enterprise Communities program became the major federal urban initiative of the decade and embraced the principles of comprehensive community building (Krumholz and Star, 1996, p. 245; Vidal and Keating, 2004).

In sum, community and economic development (CED) and the work of CDCs and community-based organizations (CBOs) became "very broad community improvement missions" (Vidal and Keating, 2004, p. 133). With expanding support for workforce development, commercial and business development, community organizing, and greater emphasis on comprehensive community initiatives, today's CED organizations and staff will face an even broader community revitalization agenda and strategy in the coming years. Community and economic development today is a set of multi-faceted activities and thus, multi-disciplined. Translating the life and work of professionals into an educational program reveals a rich and diverse set of skills and backgrounds, thus the basis for developing a curriculum.

Lessons from practice

The CDC literature has employed important case study and survey research to analyze what makes CDCs successful in their mission and dynamic parts of community improvement (Vidal, 1996; Gittel and Wilder, 1996). A decade ago, Stoutland (1999) observed that academic work on CED focused on noted successful organizations to the exclusion of instable and failed organizations. In response, several studies analyzed what happened to CDCs that were not successful. CDCs do go out of business – through organizational failure, mergers, acquisitions, and success in neighborhood improvement. What are the organizational features of these changes? And, what lessons can be drawn into the practice context for the effort here?

A study for LISC of six failed CDCs concluded that programmatic and financial overextension led the way to failures, with multiple problems accumulating to organizational crises (Proscio, cited by Rohe et al, 2003). Steinbach (1999) and Reingold and Johnson (2003) focused on Eastside Community Investments in Indianapolis, a widely regarded CDC begun in 1970, which

was failing by the late 1990s. Reingold and Johnson (2003) concluded that CED today is more dependent on the interworking of local community development networks than ever before.

Those themes were echoed in the more comprehensive Rohe, Bratt and Biswas (2003) study of six failed, merged and downsized CDCs. They concluded that these CDCs represent not unusual organizations, but trends across the country's CDC landscape (p. 57). Both contextual factors, such as market forces, governance issues, and community development infrastructure, and organizational factors, such as funding, mission, management, community position, and capacity, contributed to failures in these organizations.

Recommendations include a strengthening staff and board capacity through greater training (Bratt and Rohe, 2004, p. 212): "Although there are a number of national initiatives focused on increasing CDC capacity ... there is still a clear need for additional assistance in this area. CDC supporters must better understand the types of help needed and commit to providing high-quality training programs and consulting assistance."

Understanding why organizations fail is also important for developing a community and economic development curriculum and learning from these failures. We reflect on these findings in the section below, which reviews success factors for community and economic development organizations successful. The studies are nearly reflective images of each other. The lessons contribute to proposing a graduate study curriculum for CED professionals.

Rationale for policy and program

Community and economic development lies where public and private sectors meet, rising in response to deteriorating neighborhood conditions and addressing neighborhood poverty issues. As a field, it can be conceived from several disciplines, but not exclusively from any one. It is different from planning, because there's an inherent social and cultural component beyond the built environment. It is different from social work, because it directly seeks to improve physical conditions in the built environment. It moves beyond architecture, since the economic aspects of the community are critical to its place in its broader urban and regional, and even global, economy. Community and economic development needs to address these issues, including community building through residents and organizations in areas such as leadership and skills

related to social networking and social capacity building (Saegert, 2006). Professionals in the field need management and political skills, but public administration or public policy education alone doesn't address the same set of issues that other fields do. Innes and Gruber (2005) observed that political models of planning are not often taught in planning schools, but negotiating the political process is often one of the critical skills for community development officials. Indeed, as Teitz (1989) assessed two decades ago, one of the most valuable assets for urban neighborhoods engaged in community building is their socio-political position.

A community and economic development professional needs an interdisciplinary education across a related set of cross-disciplinary skills, combining classroom and experiential learning, to address the increasingly complex and interrelated issues of today's urban and neighborhood environments. Community and economic development can claim expertise in neighborhood revitalization, along social, economic, planning, political, and environmental lines.

Community and economic development workforce issues

The literature on community and economic development shows a growing field entwined in the changes in America's cities. It faces programmatic and organizational challenges in setting policies and programs to improve conditions and the lives of residents. The growth in the number of CDCs, along with other CBOs and urban economic development organizations, through CDBG and other federal programs, points to a large workforce today. This also raises important issues, "(T)here is rarely time to reflect upon the importance of the profession and its relevance to the well-being of our cities and communities," (Garmise et al, 2008, p. 42).

A major issue today concerns aging of the CED workforce and the training and recruitment of new workers. Like many other areas, the impending retirements of the baby boom generation presents challenges in leadership in these fields. This is particularly important in community and economic development, which came of age with young adults forty years ago.

The International Economic Development Council (Garmise et al., 2008, p. 42) concluded, "(A)s we have learned, the most effective city governments have well-trained economic development professionals.... There is a need to develop and encourage effective ways to build up a talented pool of the next generation of urban economic developers. Without them, the future survival of the profession remains threatened."

Likewise, Vidal and Keating (2004, p. 133) reach similar conclusions in their review of structural changes in community development:

“Longer term, the growing sophistication of community development work, coupled with broad agreement that CDCs needed to be firmly rooted in their communities, raises issues about whether the field can continue to attract the talented people it needs to be successful. Many CDCs are or will be facing leadership succession challenges when key staffers either leave or retire after lengthy service. Few have engaged in succession planning for management, usually being consumed with daily survival issues. Individuals with the skills senior CDC staff need can typically earn more competitive salaries elsewhere, and committed young people who enter the field face hard choices when they start families.”

Nonprofit leadership and management implications

Community and economic development struggle with the same issues as the nonprofit sector as a whole. In addition to aging leadership, both contain too many organizations with too broad a reach. These issues have been identified by LISC and other intermediaries, which supported a Human Capital Development Initiative to increase human capital as a central component for organizational capacity building in CDCs (Glickman, et al. 2004, p. 166). Community development can follow the recommendations of the nonprofit sector – and the for profit sector, also – to focus on recruitment and retention, education and training, and human resource management and compensation (Dolan, 2002; Glickman et al, 2004, p. 171).

Aging leadership in the community and economic development sphere has been recognized by many (Anglin and Herts, 2004, p. 15; Rodriguez and Herzog, 2004; Vidal and Keating, 2004; Garmise et al, 2008). In 2005, 65% of CDC executive directors were age 50 and older, and 90% were age 40 and over (NCCED 2005). This issue is common across the nonprofit sector (Light, 2002; Halpern, 2006; Tierney, 2006), as well as the Pittsburgh region (Ban and Tower, 2003; Light, 2005).

The challenge locally and nationally is building the next generation of leadership (Eisenberg, 2000; Tierney, 2006). The means to do that is not always a clear path. Unlike, for instance, management-focused business or public administration education, one report concluded that the

nonprofit sector needs skilled management, but lacks robust management education (Tierney, 2006). This work stresses the need to invest in building management capacity and quality in nonprofit organizations, themes echoed throughout the CDC literature (Anglin, 2004).

The number of community-based organizations is also a concern. Anglin and Herts (2004) contend that the community development field is struggling with a proliferation of CDCs (Rohe, Bratt and Biswas 2003), a theme also echoed in the larger nonprofit arena (Rodriguez and Herzog 2004). Light (2005, p. 4), in writing on the future of nonprofit organizations in Pittsburgh, underscored four pillars for organizational robustness: 1) alertness to changing environments, 2) agility in responding to threats and opportunities, 3) adaptability in meeting changing needs, and 4) aligning mission with the organization. Across the sector, these challenges to maintain robustness also resonate with CDCs, which have been pressed to expand their reach and comprehensiveness (Anglin and Herts, 2004, p. 14).

Rodriguez and Herzog (2004, pp. 108-110) proscribe a model for developing the next generation of community economic development leaders that mirrors the emphasis in the larger nonprofit sector. The need for diversity and training, mentoring and networking with other leaders, opportunities for practices such as internships and fellowships, and support for education and training, including direct funding and scholarships. This last issue is important considering the extensive education debt incurred by this next generation (Halpern, 2006; Cornelius, et al. 2008). Not only are such education and training initiatives vital for next generational leadership, but in seeking to recruit and retain minority staff and leadership, a priority for CDCs (Rohe, Bratt and Biswas, 2003; Anglin and Herts, 2004; Rodriguez and Herzog, 2004), funding and scholarship support are essential. A primary focus of HUD's CDWSP, a focal program in this paper, was to ensure educational opportunities for minority and economically disadvantaged students to enter the community development workforce, a role the program fulfilled well (Carriere, 2008).

Thus, as community and economic development requires more sophisticated systems and staff to manage them, attracting and retaining skilled managers and the next generation of leaders, means that CDCs need to advocate for increased training budgets, build scholarship funds, and promote community and economic development programs in higher education to address this talent pool (LISC 2000; Rodriguez and Herzog, 2004).

Education policy – building on past programs

Professional and technical training has been a priority in national urban policies to enhance workforce knowledge and skills, critical to improving service delivery and outcomes. The training and education program proposed here builds on existing policies in U.S. HUD, notably the CDWSP and its earlier Training and Fellowship Program from the War on Poverty era. It also draws from the Child Welfare Training Program addressed under Title IV-E of the Social Security Act and implemented in nearly all states. Ensuring that critical fields, whether in housing and community development or child welfare, have an effective workforce and leadership underscores these national policy frameworks. Unfortunately, in the community development arena, policies and programs have faltered in practice. We argue that reinvesting in this policy framework is certainly feasible and should draw from the Social Security Act Title IV-E national-state child welfare training model.

1. Housing and community development context: Title VIII of the Housing and Urban Development Act of 1964 authorized Training and Fellowship Programs under Section 801 and established funding and state matching structures in subsequent sections (802-810) to advance urban studies that would “(1) provide special training in skills needed for economic and efficient community development and (2) support research in new or improved methods of dealing with community development problems.” This initiative, called the Federal-State Training Program, demonstrated Congress’s recognition “that rapid expansion of the Nation’s urban areas and urban population has caused severe problems in urban and suburban development,” and required national training efforts. These were matching grants to States to “organize, initiate, develop or expand programs ... in skills needed for economic and efficient community development” and support State and local research in community development areas. Grants initially were under the Housing and Home Finance Administrator and budgeted at \$10 million (in 1964 dollars), capped at 10 percent for any one State. This policy also established an “Urban Studies Fellowship Advisory Board” that identified potential fellowship awardees in for training in city and regional planning, housing, urban renewal, and community development in higher education institutions under section 810 of the 1964 Act.

Congress reaffirmed its community and economic development concerns in establishing the current CDWSP, authorized under Section 107 of the Housing and Community Development

Act of 1974, as amended, (42 U.S.C. 5301 et seq.). The program was later moved to HUD's Office of University Partnership by a 1996 amendment to this 1974 Act. OUP oversees a range of university initiatives, including the Community Outreach Partnership Center (COPC) program and a number of similar minority-focused university-community partnership programs. CDWSP is a direct competitive grant from OUP to public and private universities with "community building" curricular programs for minority and economically disadvantaged students. The program did not require state matching grants, as the 1964 program. Unfortunately, although the CDWSP is authorized and has been funded in the range of \$2-3 million annually since its inception, its allocation has been stricken from the HUD budget since 2006, as has the COPC grant program funding.

Thus, since 1964, national policy has recognized and supported the training and education of the community and economic development workforce, unfortunately, at declining levels. Education and training was perceived as providing the best avenue to ensure productive and efficient community development activities and research to address urban development challenges. These challenges are no fewer today, and the need for a knowledgeable and skilled workforce grows increasingly important in what has emerged as a substantial field and industry sector in our country. That this policy priority remains an unfunded mandate is of real concern.

2 The child welfare context: The other part of our proposed program borrows from the national child welfare training and education program. Just as policy makers in the area of housing and urban development envisioned and supported the need for an improved and ready workforce, the child welfare arena has experienced similar training program development that has grown significantly larger and more robust than its meager HUD counterpart.

Title IV-E of the U.S. Social Security Act mandated financial and other services for children in need. Subsequent legislation has built upon it through the Child Welfare and Adoption Assistance Act of 1980 (P.L. 96-272). Policy makers recognized that Title IV-E had limitations, most notably lack of training of professionals to support both foster care and adoption services and created the Child Welfare Training Program. The program provides federal funding for educating and training the child welfare workforce, with forty-nine (49) states receiving \$235.9 million in Title IV-E training reimbursements in 2005 (U.S. House, 2004).

The child welfare program sought to improve the quality of services and service delivery systems for children. Child welfare employee job satisfaction, competency and retention had long been concerns, and child welfare systems became known for their deficiencies, which were targets of media scrutiny and court cases. Personnel issues were among the most challenging (U.S. Government Accounting Office 1995, 2003). Organizations such as the Child Welfare League of America and many State and local collaborations focused on education and training as a common and easily agreed upon strategy for improving quality in the child welfare system. Funding State systems for professional workforce development significantly involved networks of public schools of social work.

As Title IV-E child welfare training programs have now had a long tenure, the impact that education and training have had on critical personnel issues has been the subject of much research. Studies confirm the success of these. Studies of quality and outcomes of children's services have identified the most important factors as those related to the climate and supportiveness of the child welfare agency (Gilsson & Hemmeigarn 1998). Adequate education is the most critical factor enhancing that climate and supportiveness and retaining workers in this demanding field (Helfgott; 1991). Given the challenge of retaining an effective workforce in child welfare systems, studies have clearly shown that Title IV-E training programs have not only enhanced retention (Reagh, 1994, Cahalane and Sites, 2008), but have been actively involved in shaping practice, policy and administration in child welfare services (Robin and Hollister, 2002). Thus, for the child welfare field the similar challenge for enhancing effectiveness of programs and services has found demonstrative outcomes through an intensive professional education network that draws on Federal and State funding.

The Title IV-E child welfare training program model demonstrates a substantial (now nearly \$300 million) funding commitment to improving the quality of this field's workforce to ensure competent and effective outcomes for the future. It further delineates a useful formula for matching federal and state funds with federal funding providing 75% toward training costs and 50% for administrative costs for state-level training program.

This example also provides a model for establishing both professional degree and competency-based or certificate training for those in the field through a network of public higher education institutions, primarily building around schools of social work. In Pennsylvania, where this paper

is concerned, the University of Pittsburgh School of Social Work administers a statewide network of eight schools of social work that provide professional training for existing workers at the county level, as well as certificate training for those not yet employed in child welfare. The research has now clearly shown a vastly improved child welfare system of services to children and their families, as well as more competency, satisfied, and tenured workforce. Moreover, it is a workforce that has clearly begun to demonstrate its leadership in the field by shaping practice, policy and administration.

Considerations for future policy: As noted in the enabling legislation for urban and community development training in the 1964 and 1974 Housing Acts, there was a clear intent to develop a comprehensive program for professional community and economic development education and training. However, what was begun as a \$10 million commitment in 1964 to establish State-based training initiatives, similar to those that have evolved in state child welfare systems under Title IV-E, has, unfortunately, devolved into a limited discretionary graduate training partnership between HUD and selected higher education institutions. Moreover, this initiative has seen its funding not only significantly dropped - down to \$2-3 million annually - but actually disappeared in the last few years. While the caliber of professional worker and the quality of the system of care in child welfare has been enhanced by the sustained and well-funded federal and state matching program under Title IV-E, the future workforce in community development remains unfocused and unfunded. At a time when many states, including Pennsylvania, are looking to “renew their communities” (Brookings Institution, 2003), the workforce and leadership that will staff those organizations charged with that renewal have no similar clear and sustained pathway. Building the next generation of the community development workforce and leadership requires a renewed commitment to professional education that draws on core professional disciplines with strong community building curriculum – public affairs and social work - and technical knowledge and skills in related disciplines – business and law – that are supported with adequate federal and state funding to foster a meaningful training model. Restoring the original intent and funding – in today’s dollars \$67 million - of the Housing Acts in regards to training and fellowships would do well to build on the excellent framework of the Title IV-E professional development system in child welfare.

University-based community and economic development curriculum

The preceding sections laid out the background to developing a comprehensive community and economic development curriculum, including urban initiatives from the federal government and the emergence of urban development through a vast nonprofit sector through community and economic development organizations. We found a growing academic literature on the professional practice of community and economic development, focusing on a set of pieces that underscore the bases for success and the roots of failures in CDCs. Conclusions and recommendations from these focused on the needs for training and capacity building in community and economic development in what has become collaborative and partnership models of development in increasingly complex funding environments. We build on these ideas in proposing this community and economic development curriculum.

We also focused on current and past federal programs as a source of direction for funding this curriculum – the 1964 Housing and Urban Development Act’s training and fellowship program and its successor CDWSP. We suggested the Child Welfare Education and Training program as a model of educating professionals in a field and using state and federal matching funds for funding that education.

Anglin (2004, p. 19) notes that “CDC practitioners express a significant desire to define the scope and standards of their practice, a crucial step in defining a profession.” Further on, he argues (2004, p. 21) that “(d)espite the field’s near 40-year existence and the presence of intermediary organizations, leadership and staff development are random propositions.” He further argues for “a level of standardization and rationalization of training efforts (p. 21).”

Developing and offering a comprehensive community economic development curriculum also fits the social and community investment strategy of many higher education institutions. In particular, today, urban universities, as major regional economic institutions, play important and catalytic roles in community economic development (Initiative for a Competitive Inner City and CEOs for Cities, 2002). Saviors of the City, a list of the 25 “best neighbor” urban colleges and universities, ranks colleges and universities on the basis of a set of criteria measuring the positive impacts institutions have on community revitalization (Dobelle, 2006). The HUD programs recognized that role through their university-community initiatives.

Interestingly, most pieces that carefully reflect on the role of educational institutions on community revitalization and community building in the recent years do not address the education and training of professionals for the community economic development field. For instance, the “Saviors of Our Cities” piece measures important investments and involvements of institutions in their communities to recognize 25 top institutions (the University of Pittsburgh is recognized at number 18 in this group). It does not, however, include training community-based professionals in the ten criteria that form their rankings (Dobelle, 2006). Likewise, Lamore, Link and Blackmond’s (2006) recent article arguing for a stronger role for institutions of higher education in sustainable, place-based community economic development posits six major areas where universities can leverage their assets for community economic development, but again the role of these institutions as educating and training the future staff and leaders of the community economic development field is not included.

Two key studies on Pennsylvania likewise miss a direct educational component. Brookings (2003) and a follow up report by Vey (2006) underscore the important role of Pennsylvania’s universities and colleges in regional economic development and planning and the need for greater community initiatives. Neither, however, proposes a community and economic development curriculum to address those needs.

This is hardly surprising. Community economic development is less than fifty years old. It is place-based, with residents’ and community input providing the necessary energy and strategies for revitalization. It is interdisciplinary, with practitioners coming from urban planning, architecture, public administration, public policy, social work, law and business. It’s difficult to walk across most university campuses and locate the CED building – parts of an agenda and curriculum can be found across the campus and community.

And finally, as we discussed, community and economic development have industry associations, professional meetings, and extensive training programs, but few of these have dealt with direct curriculum development around community economic development (with exceptions). We propose a pilot project for Pittsburgh and the University of Pittsburgh to be developed as a replicable model on a larger, state and national scale. Educating and training professional community economic development staff and tomorrow’s leaders can be a major curricular focus for some universities. A comprehensive community economic development curriculum can

complement other investments that institutions of higher education make in their communities. Training the workforce for community and economic development can be as valuable and the returns as great as other forms of community investment.

The Pittsburgh market – why here?

The concept for the Community and Economic Development Professional Fellowship Initiative also has roots in our local market here in Pittsburgh. In addition to national and state need, we provide a discussion of our local context and where a pilot project would fit. We used information from a variety of sources, including our own experiences with projects such as CDWSP and COPC and our partners' views and experiences. We also conducted a focus group of the Pittsburgh Community Development Collaborative (CD Collaborative), a coalition of technical assistance organizations, advocacy groups, CDCs, and local government.

First, Pittsburgh has a long history of neighborhood-based community and economic development work and organizations. ACTION Housing, now fifty years old, pioneered public-private partnerships in low-to-moderate housing construction and rehabilitation and neighborhood improvements. The Pittsburgh Partnership for Neighborhood Development began in 1983 as one of the earliest citywide intermediaries.

Second, over nearly two decades, the City has steadily devolved planning functions to neighborhood organizations and CDCs. In the early 1990s, the department laid off its community planners, arguing that since the City contributed to the operating support of many CDCs and CBOs, it expected those organizations to pick up, at least in part, some of the work of the community planners. Furthermore, as the City reached a near financial crisis in the early 2000s and was placed in Act 47 by the Commonwealth, the program for fiscal distress for municipalities, it was mandated to reduce spending. Additional city planning department staff were let go. So significant were the cuts that the Act 47 Oversight board stated that the "planning Department was decimated and took a disproportionate amount of layoffs." Employment is now down to fewer than 25 in the planning department, once well over 60.

Third, the Pittsburgh case fits with much of the discussion in the literature. Few CDCs operate at large scale, implying that smaller organizations are less effective and less efficient than larger ones (Cowan, Rohe, and Baku, 1999). Their small size coupled with the city's outsourcing of community economic development work puts additional pressures on organizational

“accountability and performance,” as Reingold and Johnson (2003, p. 545). These organizations work in the more complicated network of relations among CEDs themselves, funders, local government and other institutions, sometimes moving away from their neighborhood resident base (Reingold and Johnson, 2003; Stoecker, 1996). An example of this expansion of breadth is our CDC partner in this project, Oakland Planning and Development Corporation (OPDC), which has taken on progressively more significant planning activities in this decade, including commissioning a study of the Western Portal, a major part on the edge of its neighborhood, and co-commissioning a study of a proposed highway development, the Mon Corridor Study. OPDC, like many CDCs in Pittsburgh, does not have staff capacity to carry out these sorts of planning functions needed in the neighborhood.

Our focus group commented that community and economic development training was piecemealed and siloed. There is specific training in the field for continuing professionals through organizations such as Development Training Institute, U.S. HUD, Local Initiatives Support Corp. (LISC), and NeighborhoodWorks Training Institute. There is specific training in particular areas, such as Community Reinvestment Act and Community Development Block Grants. Enterprise and LISC offer multiple sources of training, from annual meetings to best practices, as do various forums of the Federal Reserve and Federal Home Loan Bank. Community and economic development training is available through annual professional meetings and programs from organizations, such as at American Planning Association, Urban Land Institute, Congress for New Urbanism, International Economic Development Council, U.S. Green Building Council, and the International Downtown Association. Pittsburgh hosts numerous conferences, including in the past year the National Vacant Properties Working Group, Green Building Alliance, and, in June 2008, the National Community Development Association’s national conference. Training is also available through several local technical assistance organizations, such as the Community Technical Assistance Corp., Community Design Center, CORO, Leadership Pittsburgh, Sustainable Pittsburgh, and the CD Collaborative. According to our focus group, the issues are costs and what’s offered may or may not suit the organization or the organization at that time. Our project partner, OPDC, invests \$2,000 per year per person for training, “but we are only so deep,” according to the executive director.

Our focus group stressed, however, what they saw as the inherent value of community and economic development for a highly satisfying career. People in the industry can affect change

and have an impact. It's a field for those with both passion and patience and certainly not for 9 to 5ers, as several noted, requiring personnel to have the flexibility to handle jobs where "no day is ever the same." And, for most organizations, no matter how high a person rises, "you still have to schlep," commented a senior staffer. Despite what might be seen as shortcomings, these remarks were made in light and honesty, in no way undermining how passionately these individuals viewed the field, their work and their organizations.

The group also highlighted the benefits and fluidity of what they termed "the network," created by formal and informal ties among community and economic development personnel in the Pittsburgh area. The relatively small size of a city such as Pittsburgh afforded both opportunities and constraints. Student interns easily move to permanent staff positions after graduation. Young people and the less experienced advance quickly to positions of responsibility and gain broad experience. There is also fluidity between nonprofit and public sectors, with most in the focus group spending parts of their careers in both.

The constraints are further down the road. Most organizations, outside a few public agencies, are small and flat, so while opportunities are plentiful for "places to move around, there aren't places to move up." Many issues are common to CED nationally. Attracting and retaining minority professionals was important. Retention takes on a special challenge, as people move to the private sector. The breadth and depth of experience achieved relatively early in one's career means that CED folks are very marketable to other organizations – or to organizations in higher paying markets. Many of the challenges resonate in the literature cited above.

We find that Pittsburgh would be a good place to model the Community and Economic Development Professional Fellowship Initiative. The Pittsburgh CED network has flow and fluidity, ample opportunities for entry and advancement, but limitations at various stages of one's career. Moving around, moving up, moving in, moving out, and moving on summarize the experiences. Pittsburgh's extensive CED network has created a rich set of opportunities for people in the field to *move around* with ease within the network. Recent graduates gain valuable knowledge and experience from achieving positions of increasing responsibility early in their careers. *Moving up* quickly is common in the network. The attractiveness of these opportunities also means many *move in* to the Pittsburgh market from other regions, often smaller cities, to advance their careers. The limits of size and financing of both place and organizations, coupled

with individual choice, means that many eventually *move out*, to CED positions in bigger markets (Boston, Chicago, D.C., and Atlanta were cited) and to related state government positions in Harrisburg. Oftentimes, these people remain a resource for the network through local recruitment efforts and other connections in the CED field nationally. Finally, not unlike other areas, many *move on* from the nonprofit and public sectors of CED to private sector ventures or out of CED altogether.

This program would aim also at increasing retention in the city (and region and state) and complement programs already underway. Our partner PPND completed two studies aimed at addressing retention issues, among others. The first was a salary survey of CDCs (PPND, 2005), which confirms some of the issues above, particularly pay scales at the top level. The second piece was a scan of Pittsburgh community development arena (Brean and Brophy, 2008), again, addressing in part the improvements and changes needed to further develop professionals for the field, recruit minorities, and grow the next generation of leadership.

The Community and Economic Development Professional Fellowship Initiative offers the opportunity to formalize further and expand community and economic development curricular efforts already underway. Over the past decade, the University of Pittsburgh's Graduate School of Public and International Affairs (GSPIA) and School of Social Work have dedicated a significant focus toward the education of community and economic development professionals through their respective Public Administration and Community Organization and Social Administration programs and collectively through the joint degree program between these two. These graduate specializations entail both credit and non-credit internships that have partnered with community development corporations, community development intermediaries, economic development organizations, government, and other nonprofit organizations that support community and/or economic development, including our partners here. With the CDWSP and COPC grants, GSPIA and Social Work have been responding to the workforce needs for community development professionals. Through CDWSP and COPC, well over 60 graduate students have completed MPA, MSW, or MPA/MSW (and previously MURP) degree programs that involved extensive internships in community development settings. Most graduates have continued professional positions and careers in community and economic development organizations and the field.

Nearly every major community development corporation and agency in the Pittsburgh region has had interns from one program or the other, and many have utilized and hired the highly marketable joint degree professionals. This work has infused a strong curriculum in community organizing, planning, development and management with practical field experience, as well as meaningful applied research and service-learning coursework that further enhanced the education partnership between university and community. In many respects, the development of the community development field in the Pittsburgh region can trace its capacity to the students and graduates of this ad hoc professional workforce development process.

There remains, however, plenty of room to formalize further this program as a community and economic development curriculum, with an identity as the Community and Economic Development Professional Fellowship Initiative. Through the collaboration of the principals in this proposal and community partners OPDC and PPND, this process has continued to become more intentional and coordinated. As a public higher education institution, the University of Pittsburgh has long recognized one of its most important community impacts as the development of the regional workforce. GSPIA and Social Work are ensuring the appropriate institutional response to the needs of the community and economic development workforce.

Several other initiatives have emerged from the Pittsburgh model, which have implications for this discussion, including multi-disciplinary study and research and potential for state and national partnerships. These efforts are being explored incrementally to demonstrate curriculum, develop funding streams, and establish capacity building in the CD field.

On the multi-disciplinary side, GSPIA and Social Work, along with the University of Pittsburgh Law and Business schools conducted a demonstration “Neighborhood Transformation” course in 2007. Students from the four schools participated in a term-long study and applied research project to assist community development in a number of neighborhoods and communities in the Pittsburgh Region. The project was organized through GSPIA’s Nonprofit Clinic, another resource for this proposal, and funded by the Federal Home Loan Bank of Pittsburgh. This multi-disciplinary course established student technical assistance teams to enhance the planning and development capacity of community-based organizations or municipalities.

As discussed above, the Brookings’ work around “Renew PA” begs the question as to where young professionals to staff and lead community development organizations in the renewal

process will be found. Beginning discussions have been held with the Pennsylvania Department of Community and Economic Development (DCED) on the potential for developing a state-funded program similar to the CDWSP. One further dimension in education and training is the added agenda, at both the state and Pittsburgh region, to attract and retain young professionals. A recent national policy forum on the US Conference of Mayors' 10 Point Plan included discussion on "reinvigorating the federal-city partnership to encourage young people to enter government, especially at the local level" (McClinton, 2008). One benefit realized under the HUD COPC and CDWSP programs in Pittsburgh has been the students' increased sense of engagement in the community, understanding of the community, and ability to make a difference that continued as they moved to their jobs in the field. This view was documented by evaluation research on the COPC by a GSPIA Capstone course in Spring 2007 (Capstone Seminar, 2007).

Additionally, Pittsburgh has been part of an ongoing discussion with the International Downtown Association in Washington, DC, headed by David Feehan (a graduate of the MSW/MPA joint degree program), who is advancing a similar education and training initiative to address workforce development and capacity building needs of the many downtown development and business improvement districts nationally and internationally.

Thus, the Pittsburgh experience underscores the practical application and the potential for further multi-disciplinary education and training to establish a defined field of community development and a curriculum to address professional education of the a community development workforce for the future.

Developing a professional curriculum

Next, we describe the educational curriculum within the proposed pilot site. Curricula at other institutions would be developed within their own institutional and programmatic context.

The proposed Community and Economic Development curriculum in the Community and Economic Development Professional Fellowship Initiative at the University of Pittsburgh will be built upon the existing joint degree MSW/MPA degree program, focused on Community Organization in Social Work and Urban and Regional Affairs and Nonprofit Management specializations in GSPIA, with added emphasis in existing coursework on community building and economic development. (Both degree programs are accredited.) The program brings additional courses in technical knowledge for the community and economic development field.

We will also build on the knowledge gained from this pilot degree program to build a certificate program in Community and Economic Development. A key component of the program will be the Neighborhood Transformation course – described above – that brings together multi-disciplinary teams of students from social work, public affairs, law and business in a project-based consultation setting for a term under mentorship of an interdisciplinary faculty team. (Table 1 below proposes a CED curriculum for the joint degree program with an urban and regional affairs specialization.)

Community and Economic Development (C&ED) Curriculum (96 credits)

School of Social Work – MSW <i>Community Organization and Social Administration Program</i> (COSA) 33 cr. Class/18 cr. Field	Graduate School of Public and International Affairs – MPA <i>Urban and Regional Affairs</i> 36 credits	Business, Law, Other <i>Related Professional Courses*</i> 9 credits
<u>Foundations Courses (15)</u> <i>Foundations of Social Work Practice</i> <i>Social Work - Diverse Populations</i> <i>Human Behavior/Social Environment</i> <i>Social Welfare</i> <i>Social Work Research</i>	<u>School-Wide Required Courses (12)</u> <i>Quantitative Methods</i> <i>Economics for Public Affairs</i> <i>Policy Analysis (C&ED)</i> <i>Capstone Seminar (C&ED)</i>	<u>Law (3)</u> <i>Economic Development Law</i>
<u>COSA 2nd Level Courses (6)</u> <i>Human Behavior/Urban Environment</i> <i>Community-Based Participatory Research</i>	<u>MPA Required Courses (9)</u> <i>Administration of Public Affairs</i> <i>Information Technology</i> <i>Financial Management</i>	<u>Business (3-6)</u> <i>Marketing</i> <i>Real Estate Finance</i> <i>Entrepreneurship</i>
<u>COSA Skills Courses (12)</u> <i>Community Organizing</i> <i>Organizing for Social & Community Change</i> <i>Facilitation/Negotiation/Mediation</i> <i>Grants/Proposals & Funding</i> <i>Development or Neighborhood Transformation</i>	<u>Urban & Regional Affairs Courses(15)</u> <i>Microeconomics</i> <i>City & Region Theory & Practice</i> <i>GIS for Public Policy</i> <i>Electives: Housing Policy</i> <i>Neighborhood Development</i> <i>Managing Nonprofit Organizations</i> <i>Strategic Management</i> <i>Economic Development Strategies</i> <i>Comparative Urban Governance</i> <i>Program Evaluation</i> <i>Introduction to Urban Planning</i>	<u>Interdisciplinary Seminar (3)</u> <i>Neighborhood Transformation</i>
<u>Field Practicum/Internship (18)</u> <i>Foundation Field (6)</i> <i>COSA Field I (6)</i> <i>COSA Field II (6)</i>	<u>Internship</u> <i>Social Work field fulfills Internship</i>	*Options for coursework at other Pitt schools and CMU.

Federal legislative proposal and framework

The Community and Economic Development Professional Fellowship Initiative would build on the framework from the 1964 Housing and Urban Development Act and its “training and fellowship program” that provided \$10 million in federal support for state-matched higher education programs to develop new urban professionals. Funding would be based on the 1964 allocation adjusted for inflation. This workforce development policy would serve the intent of both the 1964 Act and amended 1974 Housing and Community Development Acts to prepare new professionals to work in urban revitalization and community and economic development in public and private sectors. Committed federal funding is essential for any development to have an impact. Even for existing CED programs, Mott (2005) found that they were typically reliant on “soft money” and highly vulnerable to being cut.

We use the Title IV-E Child Welfare training program as the model for public universities to work with their state governments and local interests to leverage the federal funding. The Community and Economic Development Professional Fellowship Initiative would follow the Title IV-E guidelines, which provide 75% federal funding for training and 50% federal funding for administration, with the difference made up by the state and local match. It could be possible for states to use their allocations or increases in their allocations to public higher education institutions to leverage these federal funds, especially for the administrative match, as is often done in Title IV-E training programs. However, it is recommended that state and local government, as well as regional grantmakers, invest in leveraging these federal funds based on local needs and coordination of professional training and fellowships with their regional university partners. Each state/university partnership would develop its own plan. Like the existing CDWSP, the Community and Economic Development Professional Fellowship Initiative could be administered under HUD’s Office of University Partnerships.

The legislation would need to specify that the community and economic development education program would be at the master’s level and follow a curriculum similar to that outlined in this paper. Joint degree and/or multi-disciplinary professional education would need to be demonstrated. Under a fully implemented program, Universities could apply for funding to cover the cost of education and fellowships for up to 15 students annually for up to six terms of full-time graduate study within a three year period, as might be needed for joint or dual degree

programs. The recent funding from CDWSP at approximately \$15,000 per student per year has been in place since 1994 and is inadequate. For instance, at the University of Pittsburgh, a student's tuition and living expenses costs approximately \$25,000 per year. The state and local contribution following the funding formula above, would require at least \$6,250 for training fellowships. Administration costs at 15% of grants would be matched at 50% through direct and in-kind state support. We present a budget in the next section.

State and local funding opportunities

State and local matching of federal funds will vary from state to state and community to community, but will draw from state departments in community and economic development, education, labor, health and welfare, or other discretionary funds that are related to comprehensive community and economic development. In Pennsylvania, given the statewide agenda for community and economic development (Brookings Institution, 2003), the following matching resources will be explored at the following departments:

- *Department of Community and Economic Development* – primary agency overseeing state development agenda and coordinating a range of federal block grant funds is seen as the lead state partner in this legislative proposal for Pennsylvania
- *Department of Education* – especially in relationship to state funding to public universities that might provide for an augmented allocation to the University in support of this initiative as is the case with Title IV-E Child Welfare Training Program match funds.
- *Department of Labor and Industry* – support for workforce development and training, as discretionary funding has been used for targeted career ladder development in promising and priority fields

Additional matching fund development will engage County administration and the private foundation community either directly or through an intermediary, such as our partner PPND. Local funding would be directed to support the extensive internships as part of this community and economic development fellowship.

Local funding for the project is proposed from several sources:

- *University of Pittsburgh*, Graduate School of Public and International Affairs and School of Social Work
- *Pittsburgh Partnership for Neighborhood Development*, in assisting in internships.
- *Foundation support* in Pittsburgh – some foundation staff come from the ranks of community-based practitioners in planning and environmental issues.
- *CD Collaborative*

Students funded under the program would be required to work in the community and economic development field for a specified period of within the region/state. This would be developed from programs with required services from other programs, including the Child Welfare model, which typically requires two years of work in the field.

Pilot project implementation plan and timetable

The Pittsburgh Demonstration

The National Urban Initiatives Competition grant would be used for the following demonstration project. The University of Pittsburgh would refine and pilot the Community and Economic Development (CED) curriculum for a small cohort (three pilot fellows) of current joint degree (MSW/MPA) students who would test this curriculum in anticipation of a national policy as previously discussed. Community partners PPND and OPDC will be involved in these refinements and recruited as adjunct faculty for courses in 2009. The pilot students will be awarded a modest fellowship from the National Competition award, which we will seek to augment via paid internships that are locally supported through our project partners. In addition to this pilot cohort of Community and Economic Development Fellows, our demonstration project under this grant award would also produce the following:

- Refine courses and complete a pilot curriculum design and study plans for students entering as regular or advanced standing, full-time students.
- Establish an Advisory Group to work with project team on implementing the pilot and moving forward with legislative agenda.
- Engage with state and local leadership on development of potential state matching strategy toward supporting this professional education program regardless of federal

legislation in order to foster a workforce to advance the state’s community and economic development agenda.

- Work with federal policy-makers and political leadership on development of formal legislation as discussed.
- Develop certificate program in community and economic development, based on the pilot experience.
- Assess pilot experience to modify/revise Community and Economic Development Professional Fellowship Initiative.

Implementation plan and time table

The following chart outlines the major outputs and timelines for implementation of the demonstration project, as well as development and approval of formal CED curriculum, formalizing of national and state policy agenda and legislation.

<i>Outputs Timelines</i>	<i>Pilot Cohort in New CED Curriculum</i>	<i>Complete the Curriculum design</i>	<i>Develop state and local linkages for match funds</i>	<i>Develop formal legislation/policy</i>
August 2008	Identify/recruit 3 CED fellows	University partners engaged	Dialog with regional PA officials	Contact HUD-OUP for discussion
September 2008	Cohort starts new curriculum	Advisory Group established	State-level meetings with DCED, et al	Develop policy briefing paper & disseminate
October 2008	Identify/recruit first internship	Advisory meeting review curriculum	State and local partners meet	Hold discussions with PA federal delegation
December 2008	Secure intern- ship stipends	Evaluate first term courses/experience	Develop a LORL forum	Propose HUD committee forum
January 2009	Cohort starts first internships	Revise/fine-tune from evaluations Advisory reviews	Develop state briefing paper Urban Affairs	Plan federal forum on policy
March 2009	Secure 2 nd internships and stipends	Curriculum to Schools & university review & action	Conduct LORL forum and debrief	Follow-up meetings with Administration
April 2009	Conduct evaluation	Curriculum approved	Meeting with Urban Affairs	Draft formal legislation
May 2009	2 nd internship starts	Marketing/recruitment of 1 st cohort	Develop state level policy	Introduce in committee
August 2009	Final evaluation and debrief with students	Curriculum in place and open to students Certificate designed	Finalize state policy link for CED funding	Hearings and vote on policy

LORL is the Legislative Office of Research Liaison of the Pennsylvania House of Representatives.

Budget

The \$20,000 grant will provide support for students, travel and administration during the demonstration year. Additional funding support for internship stipends will be developed through community partners and with local funders. The budget will include the following:

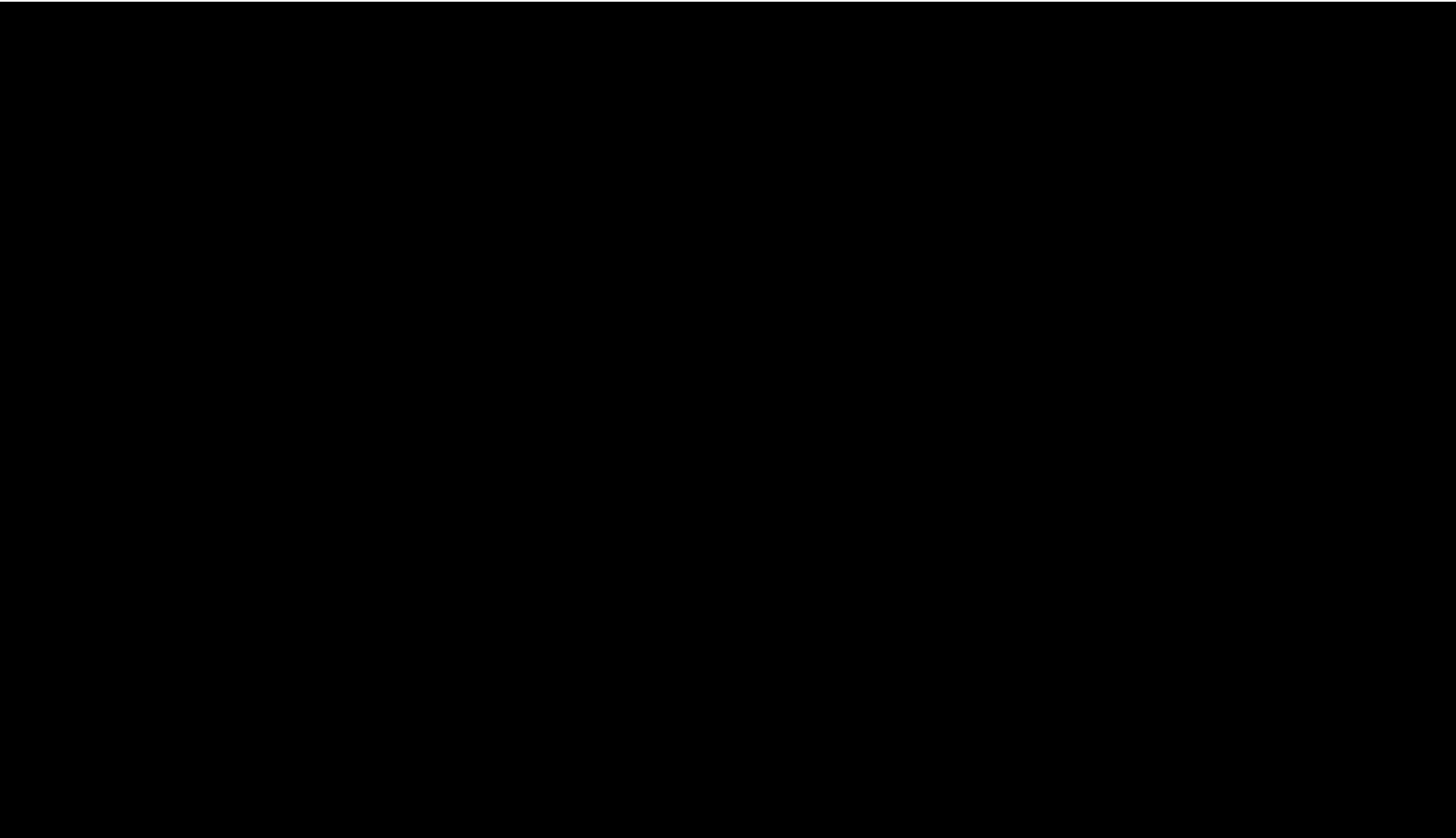
I	CED Fellowships (\$5,000 per year x 3)	\$15,000
II	Travel (NUICP conference for authors and partners)	\$ 2,000
III	Administrative Support	\$ 3,000

Evaluation of benefits of legislation

We propose a logic model that would address four key goals or impact areas:

1. Develop and implement a model interdisciplinary Community and Economic Development Curriculum.
2. Recruit minority and economically disadvantaged students for community and economic development professional study and employment and retention in the field.
3. Create training and employment opportunities that support a career ladder in the CED field and improve retention in the field.
4. Enhance the capacity of CED organizations to revitalize urban communities.

The logic model is as follows:



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Resumes and CVs

1. Sabina Deitrick, Graduate School of Public and International Affairs, University of Pittsburgh
2. Tracy Soska, School of Social Work, University of Pittsburgh
3. David Blenk, Oakland Planning and Development Corporation, Pittsburgh
4. Ellen Kight, President, and Maureen Hogan, Deputy Director, Pittsburgh Partnership for Neighborhood Development

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Graduate School of Public and International Affairs

University of Pittsburgh

Pittsburgh, PA 15260

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EDUCATION

Ph.D. City and Regional Planning, University of California, Berkeley, 1990.

M.A. Regional Science, University of Pennsylvania, 1979.

B.A. Economics, University of Pennsylvania, 1979, cum laude.

ACADEMIC APPOINTMENTS

Co-Director, Pittsburgh Urban and Regional Research program, University Center for Social and Urban Research, University of Pittsburgh, 2000 - present.

Associate Professor, University of Pittsburgh, Graduate School of Public and International Affairs, September 1999 - present; Assistant Professor, 1991-1999; Visiting Assistant Professor, 1990-1991.

RECENT PUBLICATIONS

“The Impact of Nonprofit, Large Landowners on Public Finance in a Fiscally Distressed Municipality: A Case Study of Pittsburgh, Pennsylvania,” Working Paper WP07SD1. Cambridge, Mass.: Lincoln Institute of Land Policy, December 2007.

“Gender Wage Disparity in the Pittsburgh Region: Analyzing Causes and Differences in the Gender Wage Gap” with Chris Briem and Susan Hanson, University Center for Social and Urban Research, University of Pittsburgh, December 2007.

“The Impact of the University of Pittsburgh Cancer Institute and UPMC Cancer Centers on the Pittsburgh Regional Economy,” co-author with Christopher Briem. Prepared for the University of Pittsburgh Cancer Institute. University Center for Social and Urban Research, University of Pittsburgh, October 2007.

“The University and the Oakland Neighborhood: From Conflict to Cooperation, or How the 800 Pound Gorilla Learned to Sit With -- and not on -- its Neighbors,” co-author with Tracy

- Soska, Chapter 2 in D. Perry and W. Wiewel (eds). *The University as Urban Developer: Case Studies and Analysis*. Armonk, N.Y.: M.E. Sharpe, 2005.
- “Managing Brownfields as Community Assets,” co-author with Stephen Farber. Chapter 8 in F. Wagner, T. Joder, A. Mumphrey, Jr., K. Akundi, A. Artibise (eds) *Revitalizing the City: Strategies to Contain Sprawl and Revive the Core*. Armonk, NY: M.E. Sharpe, 2005.
- “New Urbanism in the Inner City: A Case Study of Pittsburgh, Pennsylvania,” co-author with Cliff Ellis, *Journal of the American Planning Association* 70/4 (Autumn 2004): 426-442.
- “Brownfields and Community Development,” co-author with Margaret Dewar, in R. Greenstein and Y. Sungu-Eryilmaz (eds) *Recycling the City: The Use and Reuse of Urban Land*. Cambridge, Mass.: Lincoln Institute of Land Policy, 2004.
- "Multi-layered Economic Restructuring in an Old Industrial Region: The Pittsburgh Transition," *Great Lakes Geographer* 6, nos. 1-2 (1999): 12-28.
- "The Post Industrial Revitalization of Pittsburgh: Myths and Evidence," *Community Development Journal*, 34, no. 1 (January 1999): 4-12.
- "Cross National Comparison of Post Cold War Defense Conversion and Labor Policies: Sweden and the United States," *Environment and Planning C: Government and Policy* 17, no.2 (April 1999): 145-160.

RECENT GRANTS AND AWARDS

- Estimating the Impact of the Nonprofit Sector in Allegheny County, The Forbes Funds, 2008-2009.
- Chancellor’s Distinguished Public Service award, University of Pittsburgh, 2004.
- New Directions Grant, Community Outreach Partnership Center, U.S. Department of Housing and Urban Development, co-PI with Tracy M. Soska, 2004-2006.
- Neighborhood and Municipal Database for City of Pittsburgh and Allegheny County, PNC Bank, City of Pittsburgh, local foundations, other sources, 2003-2008.
- Community Outreach Partnership Center, U.S. Department of Housing and Urban Development, co-PI, with Tracy M. Soska, 2000-2003.

Tracy M. Soska – Bio-sketch

Academic

University of Pittsburgh; School of Social Work; Pittsburgh, PA 1988 -

Chair, Community Organization and Social Administration Program 2006 -

Program is the first and longest-standing graduate program of community practice in the country.

Co-Director, University Community Outreach Partnership Center 2000 -

Collaboration of University and Community Partners address community needs in neighborhoods surrounding the University campus

Director: Continuing Education Program 1993 -

Program annually serves social work professional development needs for more than 2,000 participants primarily in the Western Pennsylvania region

Assistant Professor/Instructor/Lecturer 1993 -

MSW and Community Organization and Social Administration Program; MSW Foundation courses and BASW Community and Organizational Practice methods and Service-Learning Seminar

Professional Employment

Human Services Center Corporation; Turtle Creek, PA 1983-1993

Founding Executive Director. Developed of the Westinghouse Valley Human Services Center as a model human services mall and the Mon Valley Providers Council as a network to address human service needs in the economically devastated industrial center in the Pittsburgh region.

Urban League of Pittsburgh; Pittsburgh, PA 1980-1983 and 1974-1976

Director Allegheny County Youth Employment System; Ex-Offender Project

Pittsburgh Neighborhood Alliance; Pittsburgh, PA 1978-1980

Executive Director city-wide neighborhood coalition; Director community crime prevention initiative.

Publications

Soska, T., Trudeau, J., and Rosenthal, S. (ed). 2006. "Bridging University and Community" (Special issue) *Professional Development: The International Journal of Continuing Social Work Education*. Temple University Center for Social Policy and Community Development.

Soska, T. & Johnson, A. (ed.) 2005. *University-Community Partnerships: Universities in Civic Engagement*. Haworth Press. Binghampton, NY. Published simultaneously as a special issue of the *Journal of Community Practice*. 12 (3/4). 2004. Haworth Press.

King, W., Belle, S., Brach, J., Simkin-Silverman, L, Soska, T., and Kriska, A. 2005. "Objective Measures of Neighborhood Environment and Physical Activity in Older Women." *American Journal of Preventive Medicine*. 2005: 28 (5). Elsevier, Inc.

Deitrick, S. & Soska, T. 2005. "The 800 Hundred Pound Gorilla That Learned To Sit With Not On Its Neighborhoods: The University of Pittsburgh Story." *The University as Developer*. Perry, D. and Wiewel, W. (eds.). Armonk, NY: Sharpe.

Professional Affiliation and Leadership

Editor. *Journal of Community Practice*; Association for Community Organization and Social Administration; Taylor-Francis; (2007-2012). Editorial Board (2002-2007)

Chair, Association for Community Organization and Social Administration (2007-2009).

www.acosa.org

Editorial Board Member. *Professional Development: The International Journal of Continuing Social Work Education*.

Member. Professional Development Commission, Council on Social Work Education; Alexandria, VA. (2005-2009)

Chair and Member. University Senate Community Relations Committee; (2000 – 2009)

Member (elected). University Senate and Faculty Assembly (2000 – 2009)

Chancellor's Distinguished Public Service Faculty Award. 2000

Leadership Pittsburgh. Member Class I (1984)

David H. Blenk

36 North Howard Avenue; Pittsburgh, PA 15202

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Experience: Executive Director

Oakland Planning and Development Corporation

3/01-Present

- Manage operations of a \$3M non-profit 501(c)3 corporation (\$800,000 annual operating budget) that is engaged in workforce and real estate development and community planning.
- Maintain relationships with foundation, government, corporate, and banking representatives and undertake fund raising/ grant writing activities to reach mission-oriented program goals in line with annual budget projections.
- Supervise twelve staff undertaking activities in human capital/ workforce development, real estate development, and community organizing.
- Coordinate activities of a 13-member board of directors including goal setting, quarterly meetings, structure, membership, and ongoing development.
- Undertake organizational planning/ strategic visioning, establish program direction, and promote organizational effectiveness in an educational/medical institution climate.
- Prepare outcomes program reports for internal management, funding requirements, and reporting to the greater Oakland community.
- Participate and represent the community development voice in partnerships/ roundtables that shape revitalization strategies of critical development sites.
- Initiate programming to achieve “Neighborhood Stabilization” as an element of the four-part *Future of Oakland* plan for shaping development.

Executive Director

Aliquippa Alliance for Unity and Development

5/98-3/01

- Directed operations of community development non-profit corporation including fund raising, foundation, government, and corporate funding relationships, grant writing, budgeting, staff supervision, and coordination of meetings, structure, planning and development for a 15 person board of directors.
- Implemented programs consistent with organizational mission and vision to achieve program goals in areas of economic and capital development, education, workforce/ human services, and the arts. Outcomes included establishment of a CDFI loan fund, operation of a 17-agency workforce/ human service facility, and an annual arts festival.
- Developed and managed organizational public relations activities including speaking, written documentation, and newspaper, television and radio appearances.
- Partnered with City, County, and State Representatives, business owners, the media, service providers, consultants, and concerned individuals to bring about development.

Business District/ Development Specialist

7/94 to 5/98

Aliquippa Alliance for Unity and Development

- Managed organizational Business Development, including operation of two business incubators, an SBDC consulting contract, a quarterly seminar. program, one-on-one entrepreneur

consulting, business recruitment and retention, and representation at regional business and economic development events.

- Coordinated local level Façade Incentive Program with the local board and the county, including program structure, board coordination, bank and institutional involvement, design development, bid solicitation, construction management, and new funding.
- Researched and developed grant and project proposals to benefit all aspects of the revitalization effort within the Aliquippa community, including drafting proposals to State and Federal agencies, banks, and private foundations.
- Participated on development team in the planning and construction management of a \$1.6 million commercial/ residential rehabilitation project on two downtown buildings.
- Developed and implemented a business plan for a 700 member credit union to provide community development lending in cooperation with oversight agencies and the Aliquippa Community.

Education: **State University of New York at Buffalo**, Buffalo, NY May 1994

Masters of Architecture

Final GPA: 3.78/4.0

- Specialization in Planning and Urban Issues

The Pennsylvania State University, University Park, PA May 1990

Bachelor of Science in Architecture

Professional Development

- Program on Negotiation, Harvard School of Business/ MIT Sloan School – May 2001
- Center for Creative Leadership, Leadership Development Program, Niagara Institute Affiliate Site – February 2000
- Real Estate Fundamentals, Polley Associates, Pittsburgh, PA – Winter 1999

Ellen Kight, President, Pittsburgh Partnership for Neighborhood

Development, recently joined PPND in January 2007. Ms. Kight oversees the operation of PPND whose mission is to support the development of diverse, tolerant, mixed-income communities in the Pittsburgh region. PPND uses its resources to transform urban neighborhoods into vibrant, cutting-edge, mixed-income communities with economic opportunities for all residents.

Prior to coming to PPND, Ms. Kight spent 27 years in State Government, serving under four governors, most recently, from 1996-2006, as the Regional Director of the Southwest Region of the Pennsylvania Department of Community and Economic Development (DCED), which includes nine counties in Southwestern Pennsylvania. From 1979 until 2006, Ms. Kight served as the Regional Director of the Pennsylvania Department of Community Affairs (DCA.)

Ms. Kight has been responsible for providing innovative approaches to building strong and healthy communities in Southwestern Pa. The Regional Office offers technical and financial assistance to municipalities; non-profit community based organizations and businesses. It encourages community empowerment, building partnerships and entrepreneurial development. Services provided support affordable housing, revitalization of distressed communities, Main Street and commercial development, community based organizations, Enterprise Zones, community development corporations, and community planning.

Ms. Kight has served on numerous boards and community organizations including the boards of the Southwestern Pennsylvania Commission, Port Authority, Leadership Pittsburgh, and the Greater Pittsburgh Commission for Women. She was elected in 1977 to the second Home Rule Study Commission for Allegheny County.

She presently serves on the boards of the, Local Government Academy, Planned Parenthood of Southwestern Pennsylvania, Steel Industry Heritage Corporation, and the Regional Development Funding Corporation, among others.

Ms. Kight recently received the Joseph A. James Memorial award for Excellence in Local Government awarded by the Southwestern Pennsylvania Commission in 2007; received the Good Government Award in 2004 from the League of Women Voters of Greater Pittsburgh, was honored by the Mon Valley Initiative in 1995 receiving the H. John Heinz III award for

Community Service, and received the Public Service Award from the American Society For Public Administration, Pittsburgh Chapter in 1992.

Ms. Kight is a graduate of Chatham College and is also a graduate of Leadership Pittsburgh, year II.

Maureen Hogan, Deputy Director, Pittsburgh Partnership for Neighborhood Development (PPND) has over 25 years of planning and community development experience in the private and public sector including non-profit employment, private consulting and employment in municipal and state government.

At PPND, the local funding intermediary, Maureen is responsible for internal and external strategic planning and program development. She has coordinated the strategic planning related to the development of PPND's new investment strategy; actively participated in the drafting of the revised business plan; and currently manages related consulting assistance and programs. In addition, she is managing the environmental scan of the Pittsburgh community development system, along with the partners of the CD Collaborative. This Collaborative includes the Community Technical Assistance Center, the Community Design Center of Pittsburgh, Pittsburgh Community Reinvestment Group, the Department of City Planning and the Urban Redevelopment Authority.

Prior to joining PPND, Maureen worked as a consultant specializing in planning and community development including program development, detailed project management, strategic planning, organizational development, facilitation, public participation and consensus building. Projects included the three local growth funds of the Local Initiatives Support Corporation, project management for the development of a permanent health center site for the Birmingham Foundation, development of five Elm Street Plans for the Urban Redevelopment Authority and the Pittsburgh Partnership for Neighborhood Development and management of the public process related to the re-visioning of the Frick Environmental Center for Pittsburgh Citiparks.

Additionally, Maureen held positions of increasing responsibility in administration and management with the City of Pittsburgh's Department of City Planning and the State of West

Virginia's Governor Office of Community and Economic Development. As an Assistant Director with the Pittsburgh Department of City Planning, she managed community planning, historic preservation, permit parking, GIS, and special projects, including Pittsburgh's Regional Parks Master Plan and the Pittsburgh Downtown Plan. While in West Virginia, she coordinated the West Virginia State Development Plan and worked extensively with Regional Planning and Development Councils and the Federal Flood Insurance Program.

Maureen is on the board of directors and is the current Vice President of the Brashear Association. She was recently appointed to the board of directors of the Union Project and has been a mentor for the Pittsburgh CORO's Women in Leadership Program. Maureen is a past president of the Community Design Center of Pittsburgh, and also served on the board of directors of Hostelling-International Pittsburgh, Oakland Business Improvement District, the Pittsburgh Shade Tree Commission and the Community Technical Assistance Center.

Maureen has a Masters in Public Administration from the Graduate School of Public and International Affairs at the University of Pittsburgh and a BA in Political Science from Wheeling Jesuit University. As an adjunct professor at the University of Pittsburgh, she currently teaches the class "Planning in the Public Sector."