

AN URBAN PLANNING PROGRAM AT
ROXBURY COMMUNITY COLLEGE:
A FEASIBILITY STUDY

HAZEL V. BRIGHT

SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS OF THE
DEGREE OF
MASTER OF CITY PLANNING

at the
MASSACHUSETTS INSTITUTE OF TECHNOLOGY
June 1980

Signature of Author _____
Department of Urban Studies and Planning
May 20, 1980

Certified by _____
Tunney F. Lee
Thesis Supervisor

Accepted by _____
Langley C. Keyes
Chairman, Departmental Graduate Committee

ARCHIVES
MASSACHUSETTS INSTITUTE
OF TECHNOLOGY

AUG 20 1980

LIBRARIES

AN URBAN PLANNING PROGRAM AT
ROXBURY COMMUNITY COLLEGE:
A FEASIBILITY STUDY

by

HAZEL V. BRIGHT

Submitted to the Department of Urban Studies and Planning on
May 20, 1980 in partial fulfillment of the requirements
for the degree of Master of City Planning

ABSTRACT

An inquiry was made into the feasibility for Roxbury Community College to proceed with the necessary steps to establish an Urban Planning Program.

The need for the College to begin to prepare associate planners to design, implement and evaluate policy affecting poor people and Third World people is described in Chapter I. The inability of existing planning programs to fulfill this need is explained.

In Chapter II, a definition of planning is provided. The Urban Planning Program is specified in a curriculum which emphasizes Employment and Economic Development within three areas of concentration: (1) Programs and Policies, (2) Financial Planning and (3) Planning for Third World Communities. The special nature of the Urban Planning Program format is described. Comparison is made to a similar program, successfully established in Baltimore County fifteen years ago.

Chapter III examines the relationships to be established among the Urban Planning Program, Roxbury Community College, and certain individuals and organizations; and the resources they will offer or require. Attention is devoted to the nature of the demand for planners, and the potential market for associate planners at transfer colleges, within the community, and within agencies whose policy and programming affect the community.

The final chapter concludes that feasibility has been established, and recommends that Roxbury Community College proceed with development and implementation of the Urban Planning Program. A series of recommendations to ensure satisfactory outcome of the Program are offered.

ACKNOWLEDGMENTS

My thesis is dedicated, with affection, respect and gratitude, to Professor Frank S. Jones, friend and mentor.

Many individuals have assisted me in one way or another in the preparation of this document. I am grateful for the cooperation extended to me by: Herman Ahmad, Lynnette Carradine, Louise Corbin, Deborah Curry and Maysie Spencer of Roxbury Community College; Earl Howard of Madison Park High School; Michael Najarian of the Massachusetts Board of Regional Community Colleges; Gregory Ricks at Northeastern University; and Carol Upsher at the University of Massachusetts.

The report has benefited from the helpful comments of MIT Professors Bennett Harrison, Bernard Frieden, and especially Larry Susskind. Professor Susskind shared important unpublished materials with me; in addition, he shared his personal philosophy on planning education theory. Sections on planning definition, the demand for urban planners, and the changing role of planners, have been considerably influenced by conversations with him.

No more careful, critical attention has been afforded the program design than by members of the Association of Minority Planners. I value their endorsement.

Dr. Booker DeVaughn was far more than a thoughtful thesis committee member. And he was more than my guide and advisor at Roxbury Community College. Dean DeVaughn has been my friend.

Professor Tunney Lee has been a wise and patient thesis advisor. I continue to cherish his friendship.

I am indebted to Professor Hassan Minor for the organization and structure of Chapters I and III, particularly the Rationale. But I owe him much more for putting aside past differences in the interest of helping me to complete my thesis. Hassan provided the necessary perspective on what he had the sensitivity to recognize was too near and dear for me to have retained much objectivity; and did so with delightful intellectual energy and humanistic concern.

The supportiveness and encouragement of my dear friends and fellow students, Deborah Alexander, and Deborah Jordan, have been a source of inspiration to me. My mother, my sisters Beverly and Beryl, and my beloved daughters, Alison and Marisa, have ALWAYS believed in me, and their love and faith (not to mention their financial assistance) has often been all that kept me from giving up.

My thanks to all.

TABLE OF CONTENTS

	<u>Page</u>
CHAPTER I THE NEED FOR AN URBAN PLANNING PROGRAM AT	
ROXBURY COMMUNITY COLLEGE-----	1
Rationale-----	2
The Need for Advocate Planners-----	10
Why an Urban Planning Program at Roxbury	
Community College-----	13
Why Roxbury Community College-----	15
Urban Planning Program Goals-----	19
Urban Planning Program Objectives-----	21
Long-Range Goals of Roxbury Community	
College-----	21
CHAPTER II THE URBAN PLANNING PROGRAM DESIGN-----	23
Curriculum-----	27
Students-----	33
Staffing-----	39
Teaching-----	40
Research-----	41
The Urban Development Assistance Project--	43
CHAPTER III ORGANIZATION AND RESOURCES-----	51
The President of Roxbury Community College	52
Madison Park High School Students-----	54
Roxbury Community College Faculty and	
Staff-----	58
Massachusetts Board of Regional Community	
Colleges-----	60

	Potential Employers-----	61
	The Roxbury Community-----	70
	The Planning Profession-----	71
	Transfer Colleges-----	77
CHAPTER IV	CONCLUSIONS AND RECOMMENDATIONS-----	79
	Conclusions-----	80
	Recommendations-----	82
APPENDIX A	STUDENT QUESTIONNAIRE-----	88
APPENDIX B	MADISON PARK HIGH SCHOOL STUDENTS: SALIENCE RATING OF URBAN PROBLEMS-----	91
APPENDIX C	MADISON PARK HIGH SCHOOL STUDENTS INTERESTED IN PLANNING-----	93
APPENDIX D	MASSACHUSETTS BOARD OF REGIONAL COMMUNITY COLLEGES: "INTENT TO PLAN"-----	96
APPENDIX E	ORGANIZATION QUESTIONNAIRE-----	103
APPENDIX F	PROPOSED PARTICIPATION OF ORGANIZATIONS IN THE URBAN PLANNING PROGRAM-----	106
APPENDIX G	PROPOSED PARTICIPATION OF ROXBURY ORGANIZATIONS IN THE URBAN PLANNING PROGRAM-----	108
APPENDIX H	PRIVATE SOURCES OF FUNDING-----	110
APPENDIX I	PUBLIC SOURCES OF FUNDING-----	125
	BIBLIOGRAPHY-----	132

CHAPTER I

THE NEED FOR AN URBAN PLANNING PROGRAM
AT ROXBURY COMMUNITY COLLEGE

Rationale

The principal problems of our cities are housing, employment and education. Not surprisingly, these are also the major problems of the economically exploited within our cities.

Good housing includes an environment conducive to managing a household according to the values of the household members; adequate energy at affordable prices; sufficient space for the comfort and privacy of household members; a safe, attractive shelter in a safe, attractive neighborhood; reliable municipal and commercial services; and convenient transportation. Housing which lacks these amenities is not good housing.

Satisfactory employment involves an income which will purchase good housing, food, health care and clothing. That employment must also, then, afford security, stability, and some control over arbitrary layoff. Otherwise employment is unsatisfactory.

Quality education is responsive to the diverse needs and potential of a pluralistic society; is provided by an informed, sensitive faculty in a learning-conducive environment; and prepares the educated for successful human interaction, job competition, and life management.

Requisite to good housing, employment and education are equality of opportunity, availability and access.

An individual will not have access to good housing if earnings are inadequate; but a decent income guarantees neither

the opportunity to reside in good housing nor its availability if racist practices are followed by government agencies, banks and other lending institutions, real estate brokers, and neighborhood residents. And because schools are part of the package acquired with housing, educational quality is closely related to the quality of housing.

Housing

The lengthening housing shortage renders low income people increasingly vulnerable to the "trickle-down" process--

An ingenious arrangement through which the major social costs of creating wonderful environments for the wealthy and good ones for the middle class are loaded onto the poorest households least capable of bearing such burdens.

(Downs)

Presumably, in a free market society, housing filters down to those in low income categories, so that even those at the lowest levels, while housing available to them may be of low standard, get the best housing they can afford. Since the "effective demand" for low quality housing by the low income population is great, the existence of large quantities of sub-standard housing is viewed by economists as the logical--and desirable--outcome of the market system.

But it is adequate, affordable housing, not low-quality housing, which poor people desire. Because affordable housing is scarce at most levels, very little decent housing trickles down to the poor.

The "logical outcome" of the trickle-down housing process is deteriorated housing for the poor; a historical policy of containment of low-income groups leads to a neighborhood-wide deterioration. Concentration of poor people within deteriorated neighborhoods assumes a critical mass effect (Downs), a multiplication of the negative impacts of poverty as poverty begins to dominate the environment. Not only is housing of the very worst quality in these neighborhoods, but schools and services suffer as well. Truancy, crime, and health problems are the inevitable result.

At no time in the history of housing in the United States has there been a policy in effect of providing or seeking to provide "decent housing" for the poor, notwithstanding the catch phrase of the Housing Act of 1949. "A decent home... for every American family" conveniently translates into "every middle-class American family."

From the ineffectual tenement house laws of the late 1860's to the Housing and Community Development Act of 1974, housing policy has overwhelmingly been directed toward containment of the poor, preservation of the middle class, and perpetuation of the free enterprise system. Low income groups either inherit through the trickle-down process the housing designed for but later abandoned by the better off--as in the case of public housing--or witness the usurpation by middle-income groups of the few housing programs designed specifically for the poor.

Inner city disinvestment depressed the housing stock and reduced services in Black and poor communities to bare minimal levels. Thirteen years ago, Kain and Persky argued that increased low quality housing and decreased urban services are caused by economic growth within the inner city. They urged an end to inner city investment: "Making the ghetto a more livable place" would hinder the realization of benefits. Harrison (1) reports Senator Vance Hartke's conviction that Kain and Persky's advice to abandon vital communities and their residents was implemented in the urban policy of neglect adopted by the Nixon administration.* Additional retrenchment generated by the urban fiscal crisis which swelled in the mid-Seventies intensified an already desperate housing situation.

While some of the finest old homes in the city are located in Roxbury, the housing stock of poor families in this Boston community, inherited from a Jewish population who inherited it from the Irish, is over sixty years old. Absentee owners provide virtually no maintenance of these properties. And the inferior housing is expensive: food, health care and housing consume the lion's share of the budget of a low-income household, with housing and associated costs--especially energy, which in recent years has exceeded rental or mortgage payments

*The motivation behind their policy directive was to encourage suburbanization of low-skilled Black and Brown workers, to fill the begging "jobs traditionally held" by nonwhites.

for low-income families--usually the major expenditures. It is not unusual for energy costs of old, poorly insulated Roxbury housing to exceed 75 per cent of total family income over the heavy heating season.

The only new housing built in Roxbury since World War II has been woefully deteriorated public housing, housing for the elderly, and mixed housing built by the Black church. Yet racist practices have prevented Black families from penetrating beyond Roxbury except along a single artery; more and more Black people are crowded into less and less space.

Employment

Over the past two decades, this nation has had five recessions, and before Black people had a chance to recover from one of them they were subjected to another. Thus, Black families are experiencing the cumulative effects of many past recessions. (Hill)

In fact, Black Americans in metropolitan areas (75 per cent of all Black families) are experiencing a major depression. The unemployment rate among Black people, when discouraged workers are included and workers with inadequate incomes are taken into account, is one-fourth the labor force; the highest level of unemployment reached during the entire Great Depression.

The legitimacy of a tradeoff between unemployment and inflation has been the subject of much recent controversy; we do not choose to enter that debate at this time. But during a

period when our nation is experiencing record levels of each, it is important to consider the effect on poor people.

An individual with non-earnings sources of income, such as stocks, dividends, interest, etc., will be concerned with the impact of inflation rather than the effects of unemployment and will opt, if there is a tradeoff, in favor of lowering inflation and increasing unemployment. Public Assistance is a non-earnings source of income, but few Black people (7 per cent), are totally dependent upon public assistance. Black individuals and families depend on earnings, not welfare, as their primary income source. Thus, if there is a tradeoff, they will opt in favor of lowering unemployment and increasing inflation.

Furthermore, unemployment is seen by many as a lesser evil than inflation simply because everyone feels the effects of inflation, and only those out of work seem to suffer from unemployment. Because it hits Black and Brown people soonest and hardest, other members of the population feel unaffected. However, not only does the whole economy suffer even more from unemployment than from inflation--each percentage point of unemployment reduces GNP by 3 per cent, or about \$51 billion--but unemployment actually compounds inflation as the effects of the decrease in production reverberate throughout the economy.

The present policy of encouraging a tradeoff in favor of lowering inflation, i.e., intentionally leading the economy

into recession, has thus far further exacerbated unemployment, but has failed to alleviate inflation.

According to the 1970 Census, the median family income for whites in Boston was \$9,312, "the lowest income to have a comfortable standard of living" (Rainwater). In Roxbury, Black median family income was \$5,312--poverty level for a family with three or more children. Median family income for Hispanics was \$4,038--poverty level for a family with no children.

Sixty-two per cent of Hispanic families in Roxbury had incomes below \$5,000, 44 per cent of Black families, but only 24 per cent of white.

Unemployment and especially underemployment account for the high level of poverty among people of color within Roxbury.

Education

The 1954 Brown versus Board of Education decision has been belittled as a revisionist, grandeloquent statement with significance to be found only in words rather than in changes of race relations (Clark). Revisionist it certainly was: it repaired the devastating psychological effects of the 1957 Scott versus Sandford decision: Negroes are not citizens within the contemplation of the Constitution and as such have no rights; and of Plessey versus Ferguson: a fundamental distinction between the two races (allows for) the maintenance of separate facilities so long as they are equal.

For one hundred years Black children attended school in a country whose highest court had ruled them inferior. Brown versus Board of Education was a rejection of the role of the federal courts as an institutional instrument for sustaining segregation as a policy of the United States Government.

Brown has not brought equality of education in our northern cities. But Black children are freed from the Supreme Court judgment of inferiority. Just as the pathological effects of slavery continue two hundred years later, however, the repercussions of constitutionally sanctioned racism did not disappear with reversal of the law twenty-five years ago.

Thus Black students, laboring under a legacy of legal racism, must continue to confront racism in its thousand quasi- and extra-legal guises. Segregation in northern cities is higher today than at the time of the Brown decision. The quality of education Black children receive is lower.

Students in schools populated by Black and Brown children receive inferior textbooks and supplies, less qualified and experienced teachers, frequent faculty changes, and exposure to teachers and administrators produced by the same system which causes these inequities. Negative teaching, reinforced by mass media and other institutions, is effected through channels: students are motivated and guided toward low achievement levels, poor colleges or no-college, and the secondary labor market; and through indifferent-to-hostile responsiveness of educators.

In Boston, eighteen years of concerted effort by parents, concerned school personnel, the NAACP, and others, were required to gain mere acknowledgment that:

The entire school system of Boston was unconstitutionally segregated as a result of pervasive practices of school authorities which were intentionally segregative.

Morgan versus Henigan, not unlike Brown versus Board of Education, as an acknowledgment of rampant racism in Boston schools and as a confirmation of outrages perpetrated against Black students, had more positive impact on Black students in Boston than the process towards which the decision was intended to lead.*

Many Black students in Boston are pushed through or pushed out of school. Those who make it through find

*Today one may hear references to the integrity of federal district judge A. W. Garrity in ruling as he did in Morgan v. Henigan. But Judge Garrity was not merely doing his job (he was bound by a precedent established during the Boston litigation, in Colorado); he did not do a very creative or thorough job. Had he been creative he might have challenged the 1965 Massachusetts Racial Imbalance Act's definition of racial imbalance: if more than 50 per cent of students in a school are nonwhite, the school is imbalanced. This definition allows a school system with few Black students to concentrate those few into a single school (even a single classroom!) and not be in racial imbalance. Furthermore, it does not consider a school 50, 70, even 100 per cent white, to be in racial imbalance. And had Judge Garrity been more thorough in the performance of his job, he might have challenged the precedent, established in Detroit, which does not allow a desegregation remedy to extend beyond the specific districts in which intentional segregation has been proved. Thus the discriminatory zoning, housing and school practices of the Boston suburbs are allowed to persist unquestioned.

themselves unwelcome at Bunker Hill Community College in Charlestown, populated by the next most neglected group in the city--working-class Irish-Americans for whom, perhaps, a new, permanent campus compensates for the inadequacy of other city services.

The Need for Advocate Planners

While our society is essentially pluralistic it is effectively dualistic; with one kind of policy and market structure operating to serve a group consisting largely of the white middle class; and a totally different policy and market structure for the predominantly Black and Brown poor.

Countless indictments have been leveled against dual housing markets and policy (Bach, Hartman, Funnye and Shiffman, Kain and Quigley, numerous government investigations, and others); dual labor markets and policy (Bluestone, Piore, Doeringer and Piore, Edwards, Harrison, Reich and Gordon, and others); and a dual system of education (Stanton, Clark, Bowles and Gintis, Coleman et al, government investigators, and others).

Societal stratification is essential to a capitalist system dependent on a disciplined labor force. Racism is not critical to the functioning of capitalism; a divided, dependent, competitive, insecure labor market is; racism facilitates control: exploitation of a natural distinctiveness--color--obviates the need to create artificial distinctions

When stratification is initiated in pre-labor market institutions, its generative effects are ensured. Thus, while the years of education of Black students are increasing, staggering numbers of high school graduates are functionally illiterate; even for those who do well, payoffs to education in terms of employment and earnings are dramatic for white Americans, insignificant for Black workers.

As the educational gap between white and Black Americans narrows (Stent), the earnings gap is widening (Hill). Black and Brown Americans, although spending more years in school, are continuing to receive education of poor quality; that education does not lead to satisfactory employment; and neither their education nor their employment are adequate pathways to decent housing.

Recognition that racism is at the root of these inequities is a necessary first step in resolving them; but Third World and non-Third World planners alike can fall into the trap of articulating the truism as an end in itself, or as justification for a fatalistic immobility.

Planners are needed who will note the societal and economic functions of poverty, unemployment, and racism, and whose efforts are devoted to (1) their overall reduction to the lowest levels possible within the constraints of capitalism; and (2) combatting their effects and relieving their impact at every step along the way.

We need planners with a commitment to providing good housing for the poor. Planning directed toward middle- or even moderate-income groups does not achieve this goal.

We need planners who will emphasize efforts to reduce the number of Black and Brown workers relegated to the secondary labor market, characterized by low wages, instability, indecent working conditions, and few benefits; and increase their numbers in the primary labor market.

We need planners who will work toward equalizing opportunities for education, the quality of our schools, and the outcome of educational aspiration and achievement.

We cannot depend on graduates from the corporate-structured universities to fill this need.

Why an Urban Planning Program at Roxbury Community College

Seven years ago, when I learned that Roxbury was to have a college of its own, I rejoiced at the prospect of Black residents exerting some measure of control over our own higher education; and in turn, over career opportunities.

Roxbury Community College has come to mind more recently, as I have observed nine levels of consideration afforded Black people by urban planners:

1. Black people are insignificant, to be ignored
2. They are a nuisance, to be appeased

3. They are dependent, to be taken care of
4. They are gullible, to be "consulted"
5. They are people, to be planned for
6. They are incompetent, to be improved
7. They are unwelcome, to be excluded
8. They are unwholesome, to be contained
9. They are dangerous, to be eliminated.

Not even the most benign of these approaches, number 6, and only a small minority of urban planners, view a Black population as being, themselves,

.Urban planners, who will provide their own solutions.

Yet, on the one hand, Black Americans, with varying degrees of expertise and effectiveness, are involved in planning for their cities; and on the other hand, are far below the level of representation and decision-making in the urban planning process recommended by (1) their numerical presence and (2) the impact of city planning on their lives.

How, I wondered, could the effectiveness of Roxbury "planners-without-a-title" be maximized? How could the influence on Roxbury of urban planners educated to misconceptions and false perceptions be reduced? And how could the representation of people from Roxbury in planning for Roxbury be increased?

Roxbury Community College, it seemed to me, could provide students with the sophisticated technical knowledge required

for successful urban planning within the framework of a special orientation toward Black and Brown people, and poor people.

Why Roxbury Community College

But Harvard, MIT, Tufts, and the University of Massachusetts already offer well established urban planning curricula. Why not merely institute a new set of curricula at one or more of these universities, and combine with the "hardware" they successfully market, a new set of "software"; a value system which is compatible with that of the primary client population?

Because Harvard, MIT, Tufts, and the University of Massachusetts, are unable to provide the necessary software.

The Roxburys of America have survived several phases as the laboratories of urban planners. In the past, Harlem was planned (or underplanned), from Morningside Heights, East Palo Alto from Stanford, Roxbury from across the river in Cambridge. Later, during the Sixties, field work began to be perceived as "a legitimate means of pursuing public service while (students) still proceed...with their academic studies" (Susskind et al). Field settings became an adjunct to the classroom, and not a few community residents have become long since enured to being peered at, questioned, or joined at community meetings by jeans-clad, clipboarded strangers.

More recently, the community-based field project, in which students seeking to immerse themselves in the community

in order to better address its problems, interact full-time with client groups.

The Legal Services Institute is a new community-based project in a low income neighborhood of Jamaica Plain, adjacent to Roxbury. When Harvard Law School students, attracted to the provision of consumer-oriented legal services, found their advocacy limited by sharp differentials between their own shared values and those of the client-consumer population, Law School faculty and administration acknowledged their inability to provide students with a value base appropriate to the perceived need. LSI was the solution. Urban Planning and Political Science students from MIT, and faculty from all three departments, are involved in the Institute which replaces, rather than supplements, the classroom.

There do exist urban planners who genuinely seek to serve poor people. And they are sufficiently sensitive to realize that their own value system, as shaped by the very institutions from which they gain academic credentials, is inappropriate for providing worthwhile services. But by their own admission, traditional urban studies departments at traditional colleges and universities are incapable of preparing students to provide such service.

The anti-humanistic value system of Western institutions has been perfected over the centuries. European anti-humanism is more than merely different from an African world-view; it is

the basis of racism, exploitation and oppression. Positive values for a Third World community cannot possibly emanate from these sources. Nor, unfortunately, can a year of immersion within a community which shares a totally different value system compensate for a lifetime of immersion in the dominant culture. And Black and Brown people trained at these universities all too frequently begin to absorb and internalize the value system of the fostering institution.

The relationship between an institution and its provision of service to a population must be a genuine one. Commitment to the needs and aspirations of an underrepresented population, if not an essential ingredient, is subject to diffusion and compromise; an artificial, or assumed, commitment will necessarily condescend, in the event of a conflict of values, to the dominant set of values.

Ideally, after 1954, American people would have viewed desegregation as an opportunity to share in the cultural heritage of one another. Ideally, socio-economic, racial and linguistic differences would have been recognized as sources of enrichment, and of a brand new, wonderful kind of education.

There exists only one institution of higher education in New England which celebrates a heterogeneity which includes color. That institution is the only one capable of producing advocate planners for Black, Brown, and poor people.

Our student population, in some ways, is the most diverse among the public colleges of Boston; in other ways it is the most homogeneous. The homogeneity is evidenced in such areas as poverty, unemployment and poor high school preparation. The heterogeneity is cultural, racial, and linguistic. Roxbury Community College is truly a multi-cultural, multilingual institution. This is not only because of those in attendance, but because this concept is deeply incorporated into our mission.

A reflection of this is in the place of language, particularly Spanish, in the life and program of the College. When one walks through the College one hears Spanish, Creole (French and Portuguese derivatives) and Farsi (Persian) among other languages. Our faculty and staff include Haitians, Ethiopians, Jamaicans, persons from Spanish-speaking countries and several bilingual persons from mainland America. (Haskins)

Roxbury Community College is uniquely suited to establish an Urban Planning Program.

The College is a two-year Massachusetts Regional Community College accredited for the granting of the Associate in Arts and the Associate in Science degrees. Faculty, staff and student body reflect the diverse racial/cultural/lingual composition of area residents.

About half the graduates transfer to a four-year college; the remainder effectively compete for jobs in public service, health care and technology, child care, business and industry at the practitioner/technician level or, in some instances, at the supervisory or other professional level.

The typical student is a highly motivated, employed adult attending college at considerable financial sacrifice and/or the

sacrifice of valued time with family. S/he is concerned with and frequently involved in seeking to improve the quality and level of services within the community. Planning done in and for that community has a very direct impact on the day-to-day lives of students/residents. Planning undertaken in and for the countries of those from the Caribbean and other Third World areas is similarly affective.

Urban planners of vision, knowledge, and a commitment to a solution-oriented confrontation of the major issues affecting poor people, and Black and Brown people, are desperately needed. They are needed at the neighborhood level, to plan for community development and to design neighborhoods which will improve the lives of residents. They are needed at the municipal level to plan cities and schools which provide for equitable services. They are needed at all policy- and decision-making levels, including international, to empower the powerless, and to design, implement, and evaluate policy affecting their constituencies.

The need for an urban planning program at Roxbury Community College which will train individuals to address these needs may be expressed in terms of a set of goals.

Urban Planning Program Goals

1. To train associate urban planners to be self advocates and advocates for an underrepresented population at and beyond the neighborhood level;

2. To benefit the community by strengthening and improving the ability of RCC students to serve their neighborhoods;

3. To meet the growing need and demand for qualified planners;

4. To assist the planning profession in meeting its goals of:

(1) increasing minority representation in the planning profession;

(2) promoting planning education among minority groups;

5. To add to the RCC curriculum a course of study which will:

(1) benefit students by widening their career options and employment opportunities;

(2) provide academic credentials to those members of the client-consumer population who are currently serving in a planning capacity;

(3) aid the College in its recruitment of new students;

6. To enhance the status of the community college as a viable academic institution;

7. To underscore the contributions of a multi-racial, multi-lingual, multi-cultural, urban academic institution.

The objectives of the Program are straightforward:

Urban Planning Program Objectives

1. To prepare associate planners for work in Third World and non-Third World communities;
2. To prepare associate planners for transfer to four-year colleges, especially urban studies departments.

These goals and objectives, and the Program design, are consistent with the goals of the College.

Long-Range Goals of Roxbury Community College

1. To refine our mission based on a clear understanding and belief in the needs, culture, characteristics, and aspirations of the people of the Roxbury community;
2. To establish a reliable process for program planning and development in which all administrative, academic, and support units work together to build and maintain a strong college for the Roxbury community;
3. To assure that appropriate values and images are constantly exemplified in our teaching, curricula, and daily interactions;
4. To develop and implement an educational program for the people of our community which serves a functional role emanating from the realities of our struggle in a hostile environment.

5. To continue to stress programs that are bilingual and to offer a variety of services to give academic and financial support to our students.

6. To understand that the victory of our struggle lies in the transformation of our words and beliefs into consistent and deliberate action.

Associate planners have a valuable service to perform; and may indeed find solutions to some of the pressing problems of our cities. But the limitations of the associate planner, particularly at the policy-making level, are acknowledged. There is a reasonable probability that students who go on to transfer colleges and graduate schools, having had a background at an institution whose thrust has been the improved status of poor and Third World people, will maintain their integrity of purpose.

CHAPTER II

THE URBAN PLANNING PROGRAM DESIGN

A degree-with-specification--Associate of Science in Urban Planning--is proposed within a new Urban Planning Program at Roxbury Community College. The UPP will be a combined transfer and career program, that is, equal emphasis will be placed upon preparing graduates for transfer to a four-year college and for direct entry into the labor market.

Prior to proposing a planning curriculum, a definition of planning is needed:

PLANNING IS THE PROCESS OF TRANSLATING A VISION OF WHAT A SOCIAL OR ECONOMIC UNIT CAN OR SHOULD ACHIEVE INTO ACTUALITY.

A planner must possess:

1. A vision of what a social or economic unit can or should achieve;
2. An awareness of factors seeking or operating to deflect that vision;
3. The willingness to confront such deflection; and to otherwise promote actualization;
4. The competence to present and consume information in various forms (written, spoken, graphic);
5. The ability and willingness to present and substantiate his/her viewpoint;
6. The ability to conceptualize issues from information; to identify opportunities and limitations which those issues present;
7. Technical awareness and knowledge in one or more areas of specialization;
8. An orientation toward problem-solving.

Who has the vision? How is the vision articulated? Who communicates that articulation, using what methods? Who begins to transform the vision into a concrete plan, using what sources of additional data? Who gathers the data? Who interprets it? Who conceptualizes from the data? Who presents it? Who is involved in defining the scope, limitations, and goals of the plan? Who says who the beneficiaries are? Who deals with constraints to the plan? Who says what the social or economic unit is or will be? Who manages those units? Who guides or assists those managers? Who decides what the unit can achieve? Who decides what it should achieve--over the short term?--over the long term? Who refines those decisions? Who shapes the plan into operational form? Who determines the product of the plan? Who determines the appropriateness, need, desirability, equitability? Who determines the cost--in human, natural and financial resources. How are these costs arrived at? Who determines the method of implementation of the plan? Who directs implementation? With what guidance or assistance? Who intercedes for those whose interests are not included or represented? Who ensures their input into plan formulation, implementation and evaluation? Who evaluates the success of the plan, using measures circumscribed by whom? Who sets standards for efficiency, equitability? Who enforces those standards?

The planner, in her various roles:

.as advocate, designer, evaluator, manager, mediator, regulator;

.using her various competencies: research, writing, graphic design and presentation, data gathering and analysis, policy formulation, systems design and analysis, modeling, forecasting;

.in a number of program areas: environmental design/policy/programming, housing, community development, health and social services and policy, public policy administration and analysis, land use and development, transportation, criminal justice planning and policy, economic development policy, regional development.

The associate planner, too, must have an overall vision, and will require the same set of characteristics and many of the competencies as the senior planner. S/he is distinguished from the senior planner in that:

1. S/he works under the general (but not constant or direct) supervision of a department head, program director, or senior planner;

2. S/he may be viewed as a practitioner/technician, or as a semi-professional;

3. The level of responsibility will be lower than for a professional planner;

4. The exercise of independent judgment will be less than for the professional planner;

5. Rather than overall knowledge of the field of planning, the associate planner will have amore focused knowledge of an area within planning;

6. S/he may be subordinate to a professional planner, relieving that person of certain important, time-consuming aspects of the planner's work: research, writing, data gathering, analysis and presentation, etc. Or she may represent the entire planning component of an agency with limited funds and personnel, relieving a director or department head of the many planning functions associated with such work; and additionally helping, or serving, to institutionalize a planning perspective into the operation of the agency.

While a number of secretaries and other clerical workers indeed function in planning capacities, an associate planner is not a secretary, typist, or file clerk; and is an administrative assistant only when s/he in fact provides planning assistance to an administrator.

The UPP associate planner will take as her prime directive a mandate to address and serve the needs of the primary client population: Third World people, and poor people.

Curriculum

Sixty credits are required by the Massachusetts Board of Regional Community Colleges for the Associate degree. Using the social science curriculum as a guide, these are distributed as follows:

First Semester

English Composition I	3
World History I	3
Math/Science	3
Social Science Elective	3
Humanities Elective	3

Second Semester

English Composition II	3
World History II	3
Math/Science	3
Social Science Elective	3
Elective	3

Third Semester

Social Science electives	9
Humanities Elective	3
Math/Science	3

Fourth Semester

Social Science electives	9
Humanities Elective	3
Elective	3

Thus six credits are available for planning courses during each of the first two semesters. Furthermore, it is possible to relate the English Composition and math courses to a planning curriculum. Virtually all thirty credits are available the second year.

Because a two-year program cannot cover the spectrum of the field of planning, the UPP, while providing a broad general background in planning, will emphasize employment and economic development within three areas of concentration: (1) Programs and Policies; (2) Financial Planning; and (3) Planning for Third World Communities.

Specific programs are not addressed to issues of poverty, racism, elitism and sexism. These will be emphasized throughout all courses. For example, in teaching Statistics, attention will be paid to manipulative use, distortion and misrepresentation of statistics, and how this abuse translates into policy which further exploits the poor and people of color.

A highly tentative curriculum design is presented below.

URBAN PLANNING PROGRAM

TENTATIVE CURRICULUM

<u>First Semester</u> (15 units)		<u>Second Semester</u> (16 units)	
----------------------------------	--	-----------------------------------	--

English Composition I	3	English Composition II	3
World History I	3	World History II	3
Statistics for Planners	3	Computers for Planners	3
Introduction to Urban Planning	3	Research Methods/Design	3
Microeconomics	3	Language Workshop	1
		Macroeconomics	3

Summer Between Second and Third Semesters

Field Internships

<u>Third Semester</u> (16 units)		<u>Fourth Semester</u> (16 units)	
----------------------------------	--	-----------------------------------	--

Communications Studio	2	Communications Studio	2
Planning Studio	2	Planning Studio	2

AND

Programs and Policies Concentration (9 units required)

Politics and Policy	3	Program Design/Evaluation	3
Project Management	3	Environmental Planning and Programming	3
Employment and Economic Development	3		

OR

Financial Planning Concentration (9 units required)

Sources/Uses/Analysis of Data	3	Public Finance	3
Statistics II	3	Financial Management	3
		Cost/Benefit Analysis	3

OR

Planning for Third World Communities Concentration (9 units required)

International Issues in Planning	3	Planning for U.S.	3
Planning for the Caribbean	3	Planning for (Selected Countries)	3
Regional Economic Analysis	3		

Electives

Urban Growth Strategies	3	Legal Aspects of Planning	3
French, Spanish, Creole	3	History and Structure of Boston Society	3

During the second year, three units from a second area of concentration OR from an elective are required.

Course descriptions will be furnished during the Development phase of the Program, and will be developed cooperatively with faculty and staff, and agency and community representatives (the UPP Curriculum Committee).

Behavioral objectives for each course will be constructed, together with a delineation of the competencies students are expected to gain. These will be based on the consensus of the curriculum committee as to the expectancies employers will have concerning an associate planner, requirements for college transfer, and the special focus of the UPP.

As an example, the course description for Program Design/Evaluation might read as follows:

Course Description. Following readings and discussions of planning and implementation literature, the first half of the course will be spent in examination and analysis of the design of recent or current programs, for example, Title II of CETA, Title III of EDA. Emphasis will be on (1) goals of the program being designed, and of the unit responsible for the design; (2) explicit and implicit assumptions underlying the goals and their legitimacy, relevance or application for poor people and Third World people (the primary client population); (3) legitimacy, relevance or application of the program itself for the primary client population; (4) quality of planning within the program design in terms of anticipating implementation problems, miscarriage of goals, etc.; (5) adaptability of the program to the needs of the primary client population; (6) overall evaluation of the program itself relative to its own goals and the goals of the primary client population (these will have been identified in the first semester course, Introduction to Urban Planning.

The second half of the course will consist of design of a program specified by a cooperating institution with special

attention given to realizing agency goals within the framework of primary client goals, and to implementation strategy.

Students will work in small groups under faculty supervision, with each group working on design of a separate program, utilizing field mentors if advisable.

Course Objectives. To teach the competency of program design by providing an appropriate theoretical framework; by developing skills in program analysis and evaluation; through examination of one or more recent programs; by examining the relationship between the design of programs and the needs of constituent communities; through actual design of a program.

Behavioral Objectives. Students completing the course will be able to evaluate an existing or proposed program with regard to the relationship between program goals and implementation considerations, and the relationship between program goals and community goals; and to design a program which meets agency requirements while satisfying the goals of the primary client population.

In the first year, students will be exposed to major theories and issues in planning. In the second year, certain basic competencies are developed within the area of concentration.

The year-long Communications studio will cover oral, written, graphic, electronic and filmic communications, and techniques of sketching, mapping and drafting. Emphasis will be on multi-format presentation of a single idea. A student may be involved, say, in a project to determine need and desirability of converting vacant lots into urban vegetable gardens. Findings might be presented in photographic slides showing the lot and its current use, neighbors who have expressed interest in a communal garden, the lack of space afforded by their own residences, vegetable prices in supermarkets, a Black health

care worker showing the results of nutritional deficiencies, etc. The accompanying narrative would be written and spoken by the student.

The two-semester Planning studio will focus on actual problems identified by public and private agency representatives, with emphasis on employment and economic development. Client-identified problems are a distinctive feature of the Program. Organizations will be invited to submit to the UPP a statement of a problem which they have identified as meriting particular attention. These problems might be submitted to UPP students for one or more reasons:

1. An agency, particularly a community agency, may lack the time, personnel, or budget to investigate a problem;

2. A more established bureaucracy may choose to have a problem which will impact on the Black community examined by that community;

3. A neighborhood or government or other agency may encounter a problem not central to their program operations but which has aroused their concern or interest;

4. An agency may foresee long-term implications in a present or proposed plan which merits examination;

5. An agency may identify certain complex problems to which they are seeking not a definitive solution but the viewpoint of a population not previously consulted;

6. A community group, or group of individuals may identify a problem affecting them;

7. An agency may have problems of a routine nature yet nevertheless in need of resolution, which they could assign to staff, but which they choose to submit for assignment to UPP.

8. A group within the College may ask UPP to investigate a planning problem.

Cooperating agencies whose cases have been selected for class study will receive a written professional report of findings.

Conversational Language Workshop

The ability to communicate in a second language is becoming increasingly important. With a richness of language to be found among RCC students, it is natural and desirable to learn directly from those who are fluent in a language which others wish to be able to speak.

The most efficient use of a single credit hour for languages, is to use that hour for the form of communication students will find themselves making the most use of: speaking.

UPP students will learn from each other in the Conversational Language Workshop. Students will be divided into groups, based on their choice of language to be learned and language to be taught. Thus one group may consist of seven students, five of whom speak English as a first language, two for whom Spanish is the first language.

"Textbooks" will be two lists of vocabulary, one in Spanish, one in English, to be covered for the session.

During the first third of the meeting, only Spanish will be spoken. Spanish "teachers" will guide their "students," correcting pronunciation. During the middle third, only English will be spoken, with English "teachers" guiding Spanish "students." During the final portion of the meeting, Spanish students will speak only English, and English students will speak only Spanish.

The Conversational Language Workshop will be offered in addition to three elective foreign language units.

Students

Nearly one-fourth of RCC students are over thirty years of age, over one-third have had one to ten years of employment, and 15 per cent have served in the military. Many students--40 per cent--have families of their own. Two-thirds of all students are women. Almost three-fourths of the student population are Black, and nearly one-fourth are Hispanic.

The maturity, and the diversity of experience of this student population, must be taken into account in designing a new program.

The College desires to attract a larger number of recent high school graduates, with no loss of enrollment of older students. Then, there are employees working in a planning capacity who would like to update their skills, gain academic credentials, or fill gaps in their knowledge.

These considerations raised questions as to operation of UPP in the Day Division or the Continuing Education Division.

Of the thousand or so students enrolled, one-half are in the Continuing Education Division. A Continuing Education course must be self-sustaining, that is, a minimum of fourteen students must be enrolled in order for a course to pay for itself. This constraint provides the opportunity for the Division to be directly responsive to student demand: if students (fourteen) do not recognize a need for a course, they will refrain from enrolling, and the course will be dropped.

Monies brought in to the Day Division do not benefit Continuing Education; and courses offered in Continuing Education do not enrich the Day Division. Yet Continuing Education serves an enormous community need. It has great flexibility for innovation since it is free from restrictions imposed by the Massachusetts Board of Regional Community Colleges.

The appropriate resolution of these considerations appears as follows:

Semesters I and II. At RCC, all required courses are offered both day and evening. The UPP will offer its six planning units in both divisions, in two languages. This arrangement will also permit exposure to planning of students taking isolated courses.

Semesters II and III. These courses will be offered in the Day Division and, based on student enrollment, simultaneously in the evening. Students who failed to be served by

either plan, that is, who cannot attend daytimes and cannot obtain a complete planning education evenings, will have their needs met by either (1) employer contact by UPP to seek release-time to attend school; (2) placement in alternative employment where release-time is approved; (3) assistance in obtaining suitable child care.

A possible alternative arrangement is special funding to subsidize the number of students required to total fourteen, given a minimum number of interested students.

A minimum of 25 per cent of all courses, with a goal of 50 per cent, will be offered in two languages.

Because students will be specially recruited for UPP, and since information regarding their availability will be at hand, final scheduling can be detailed to meet the needs of those completing advance registration. Every student accepted for admission to the UPP* will be guaranteed satisfactory solution of scheduling problems within the scope of arrangements outlined above.

Planning Certificate. The one-year certificate program is beyond the Associate Degree level, although the degree is not an eligibility requirement. Students will be accepted on

*RCC maintains an open door policy with selective placement within the various curricula and programs, to applicants having a high school diploma or the equivalent; or whose experience and motivation make successful completion of a given program likely; and admission is without regard to race, color, religion, national origin, age or sex. The UPP will support and uphold this policy.

an individual basis, with previous experience more heavily weighted than academic background. Students may select, with faculty guidance, 28 units from among all courses offered within the planning curriculum. In addition, students will take a self-designed (by each class of students in the Certificate Program) Advanced Seminar where special issues will be pursued in depth. An alternative to the Advanced Seminar will be a self-designed project or study to be carried out under faculty or mentor supervision. Selected advanced seminar reports and individual projects will be presented to the RCC family as part of a Special Lecture Series.

Certificate students will be expected to seek one another as resources (A.S. candidates will be similarly encouraged). In all courses utilizing client-identified problems, Certificate candidates will have the option of identifying their own problems.

Family Units. Twenty-five A.S. students, plus say five Certificate students, will be dispersed among Day and Evening division, area of concentration, and year of study.

To reduce isolation, to maximize exposure to one another of students of varying interests, experiences, and Program progress; and especially to exemplify the kind of unity from which strength is gained and which enhances service to the community; cross-sections of students will identify within Family Units.

Members of a Continuing Education Family Unit may consist of, for instance:

.a first-year student concentrating in Financial Management;

.a first-year student concentrating in Third World Communities;

.a second-year student concentrating in Programs and Policies;

.a third-year student concentrating in Third World Communities;

.a Certificate student concentrating in Programs and Policies.

Family units will be arbitrarily assigned, with diversity the main criterion, since the goal is to gain from the diversity and to discover the commonality. Families will meet regularly--perhaps at meal time--in unstructured, and after the first meeting, unsupervised sessions, where they will establish their own agenda. They will be urged to invite non-UPP students to join thier Family (or perhaps UPP can arrange this more formally with another Program).

Special Lecture Series. Guest lecturers will be invited to the College to address issues of broad interest. Contacts will be established with community agencies and local media so that RCC will be informed when distinguished out-of-town visitors are in Boston. Local individuals, too, including those from within RCC, will be invited to participate.

Internships. The internship, required of all students, is a valuable link between theory and practice, and places the introductory aspects of the students' first year and the intensive work of the students' second year within a context which allows critical, productive evaluation of the relationship between the classroom and the real world.

Summer field internships are not an adjunct but a basic element of UPP. Students will be placed with agencies (over 80 per cent of which have indicated an interest) as paid workers earning negotiated salaries, except in the case of government and other agencies having standardized wage rates. Placements will be planned to match student interests and competencies with agency requirements. The staff person in charge of internships will closely monitor each student's progress; employers will be required to submit standardized evaluations of each student's performance and progress; and students must submit an evaluation of the job experience.

The only students excepted from internships will be those employed in a planning capacity, who will not automatically be excluded but must individually petition for, justify, and receive approval for such exemption. Their work, too, must be closely monitored and evaluated; and they, too, must conduct self-evaluation.

Students employed in other than planning capacity will be encouraged and assisted in seeking release time for that

summer; where this is impossible, internships during semesters III and IV will be sought. Additional arrangements will no doubt be suggested; but no student may graduate from the UPP without having completed a minimum number of hours, say 250, as an intern.

Staffing

Existing staff and faculty at RCC have expressed interest in working with the UPP. In addition, certain new staff will be required; at minimum:

1. Program Director. Planning degree, or appropriate, relevant experience required. Responsible for overall program operation and supervision.

2. Inter-institutional Coordinator. Planning degree or appropriate experience required. Responsible for arranging, supervising and coordinating internships, transfer arrangements, placement of graduates, and client-identified problems.

3. Associate Professor of Planning. Planning degree or appropriate relevant experience required. Responsible for maintaining academic and professional standards within the Program.

All of the above will have teaching responsibilities; one must be bilingual in Spanish.

4. Program Assistant. Associate's degree or experience required. Preference given to RCC student or graduate. Preference given to bilingual applicant. The Program Assistant will be encouraged, following a minimum specified period of employment,

to earn a Planning Certificate and promotion to Associate Planner, with corresponding salary increase. Responsible for providing support services to faculty, staff and students.

5. Program Secretary. Associate's degree or experience required. Preference given to RCC student or graduate. Preference given to bilingual applicant. The Program Secretary will be encouraged, following a minimum specified period of employment, to earn a Planning Certificate and promotion to Associate Planner, with corresponding salary increase. Responsible for providing secretarial and other support services to faculty and staff.

All personnel associated with UPP must have a demonstrated commitment to the primary client population. This criterion supersedes all others.

Teaching

The UPP is a new concept for a community college in the City of Boston, the Commonwealth of Massachusetts, and the area of New England. Urban Planning as an area of study, and the special approach of UPP, are sufficiently distinctive from other social science or planning curricula, that workshops will be designed to familiarize new and existing faculty and staff members with urban planning at RCC.

Faculty Workshops will be conducted in:

1. Development of a planning curriculum
2. Increasing knowledge of urban planning
3. Skills updating
4. Maximizing effectiveness within the UPP
5. Team teaching.

Team teaching will be utilized in the Planning Studio, and in other courses as agreed upon with the UPP Curriculum Committee.

Apart from the Special Lecture Series, special funding will be sought for guest lecturers, particularly to teach modules of the Communications Studio, and the electives. (Electives will be offered to the College-wide community, as indeed all courses except the Studios will be.)

Example:

Margaret Burnham	Legal Aspects of Planning
Tanya Hart	Communications
Frank Jones	Urban Growth Strategies
Byron Rushing	History and Structure of Boston Society.

Research

A researcher in residence will be established at the College. This scholar will be responsible for:

1. Guiding student research
2. Coordinating research activities between the College and the Community

3. Identifying important areas of research for the profession and for the local, national and international community
4. Generating new research
5. Designing a research institute within the College
6. Enhancing the integrity of the profession, with particular regard to the needs of the primary client population.

The scholar may be (in increasing order of stipend consideration) a doctoral fellow; a post-doctoral resident; or an individual whose distinguished experience and contributions are not related to degree status.

This research component is vital during a period of struggle over scarce resources and volatile economic conditions, which generate intense debate concerning policies having tremendous impact on Third World Communities. Innovative theories of and approaches to public and private institutions are needed to cope with the increased fragmentation of government and society, the decentralization of government activities, and their potential effect on the primary client population.

Concomitant with the growth of the planning profession has been an expansion of planning roles and concerns. As educators re-evaluate theories of planning education, they have acknowledged a need for "sophisticated theories of action that take account of the problems of implementing solutions in complex, fragmented settings" (Suskind 2).

Roxbury Community College has demonstrated its commitment and capability to serve the higher educational needs of a uniquely diverse population; and, moreover, to embrace and utilize this heterogeneity towards the enrichment of the institution. Faculty, staff and students are from Black and Brown countries throughout the world. As a result, the College operates within a stimulating cultural and academic environment.

A research institute at Roxbury Community College will heighten the promise "for a committed member of a minority group to bring about important changes in the social, economic and physical environment" (Hirsch).

Roxbury Community College is ready to assume its logical role as academic investigator into Third World desiderata; to fulfill its potential to develop a powerful research capability; to become, in part, an urban research institute respected and consulted by scholars, practitioners, and those involved in decisions of public policy.

The Urban Development Assistance Project

In 1964, Baltimore Community College and Essex Community College (in Baltimore County) cooperatively embarked upon the Urban Development Assistance Project (UDAP) to train students as support personnel in urban planning and development. The Urban Renewal Administration, the Greater Baltimore Committee and the Regional Planning Council provided major financial support and

technical advice; twenty city and county agencies contributed to the effort. Most of these were public, a few were private not-for-profit, and one was a private commercial developer. Among the supporters were the Baltimore Chapter of the American Institute of Planners, the Board of Education, the League of Women Voters, and the James W. Rouse Company.

Need for the UDAP had been documented in the doctoral dissertation of Moses S. Koch, Jr., then dean and now president of Essex Community College.

Koch's dissertation tested two theses: that there is a need for specially trained persons to assist planners; that a two-year junior college terminal curriculum is appropriate to train planners to meet that need.

The following pages highlight certain aspects of the UDAP as described in Koch's dissertation and in UDAP's Final Report, and compare that program to the proposed Urban Planning Program.

Occupational Classification. A planning assistant (a job classification which already existed in Baltimore County) was deemed to be at the semi-professional level of job classification, i.e., (1) the requisite knowledge and skills are beyond high school level but below the four-year college level; (2) a general rather than detailed understanding of the total pattern of responsibilities of the profession are required; (3) most duties are performed under general supervision. Work is directly related and contributory to the functions of the professional.

We have chosen the job title planning associate rather than planning assistant. Koch used several sources to define the semi-professional job level; the Classification Act of 1923 is the only one which emphasized the inferior, preparatory nature of "sub"-professional service.

On the other hand, the DICTIONARY OF OCCUPATIONAL TITLES defines semi-professional jobs as

Those concerned with the theoretical and practical aspects of fields of endeavor that require rather extensive educational or practical experience, or a combination of such education and experience for the proper performance of the work, ...but are less demanding with respect to background or the need for initiative or judgment ...than those fields...considered professional.

The Los Angeles Harbor Junior College GENERAL CATALOG, another source cited by Koch, refers to

...applied technologies...representing the application of skills that distinguish the craftsman but call for the knowledge of planning know-how that characterizes the professional...but within a limited sphere.

That publication further states:

There arises a point in the development of any industry, business or occupational field when it becomes necessary for the professional worker to delegate to a co-worker or subordinate a portion of his responsibilities and duties. When this situation occurs, a technological or semi-professional field develops, and workers are needed who will specialize in one aspect of the total profession without necessarily having knowledge of the entire profession.

These descriptions approximate the role we foresee for graduates of UPP, and do not preclude--in fact, recommend--the title of associate rather than assistant.

Koch's plan was to train planners in an existing job function--assistant planner--where the previous major source of occupational training had been on the job rather than through formal education. Our proposed Program seeks to establish a new job category.

At the outset of his investigation, Koch defined planning as "a function mostly of local government with primary emphasis on the physical development of the community as affected by and affecting human needs and public welfare." The "broader group of occupations" it only later encompassed included urban development and urban renewal, public housing, real estate, property administration, private commercial and industrial development, public development, public works, health and protective services, community activities and human relations activities; areas which, in 1980, are more likely to be considered rather than peripheral to urban planning activity.

Student Body. The UDAP enrolled fourteen full-time and twenty-one part-time students in academic 1964-65. In June 1966, an INTERIM REPORT detailing the initial phases of project operation was published; this document is unfortunately out of print. The FINAL REPORT describes the first five years of the Project, which became operational three years after the findings in Koch's dissertation became available.

Some important similarities between the UDAP student and CC student. Both groups consist largely of students who have been failed by American public education:

One-quarter of the UDAP students ranked as slightly below average in academic performance, when compared to the achievements of the high school graduates. Were it not for the named "open door policy" of today's colleges, one-half of the Urban Development students might not have been given the opportunity to attempt college-level studies. Their academic standings would have been eliminated, thus eliminating their chances of acceptance into crowded four-year colleges.

Also, most students found it necessary to hold full-time or part-time jobs during the course of their enrollment.

After two years of operation, it was observed that high achievement in high school social science and language subjects predominated among program enrollees. Thereafter, students were recruited directly from social science classes, in arrangement with high school faculty.

This encouraged us to distribute our student questionnaires to social science students at a local high school, to elicit questions and statements relating to their instability in this subject area.

One of the students for UDAP involved educating not only students but teachers and guidance counselors as well in this relatively young field of planning. This is a necessity today. For RCC, recruitment must be a three-pronged effort:

1. Education about planning as a career
2. Promotion of the specific Program
3. Promotion of the College.

Field Work. Academic success increased significantly following field work experience: second year students, on average, raised their grades by at least one grade point over their first year's achievement. An academically low achiever can be "rescued," such experience led program evaluators to conclude, by a practical experience in the application of learning.

Internships remain integral to our proposed Program. Our commitment to this valuable form of education is reinforced by the UDAP experience.

Graduates. After five years of operation, UDAP had enrolled 145 students, 75 full time and 70 part time. Of these, 62 were already permanent employees of urban development agencies. Attrition rate was 22.75 per cent, lower--although perhaps not significantly--than the 25 per cent community college average. Thirteen men and two women graduated, three in 1967, eight in 1968, and four in 1969. Prior to graduation, fourteen of the fifteen had been employed in other than field work.

A comparison of the scholastic achievement of the fifteen UDAP graduates with a random sampling of graduates who had earned their Associate in Arts degrees during the same years indicates that while final grade distribution was approximately the same:

Grade Average at Graduation

UDAP GRADUATES (15)		RANDOM SAMPLING GRADUATES (15)
2	A	2
0	B	1
13	C	12

the positive change in grade average for UDAP students over the semesters was dramatically higher than for students in the sample:

Change in Grade Average

Cumulative	Semester		Semester	Cumulative
13	11	Raised	6	8
0	1	Same	2	0
2	3	Lowered	7	7

Eighty per cent of sampled students entering the community college chose a transfer program, while every one of the UDAP students chose a career program, that is, they planned not to pursue further education beyond the A.A. Information is not provided for the sampled group; but thirteen of the UDAP group transferred to a four-year college, with the following results as of 1969, two years following the first UDAP commencement:

Granted degree	1
Entered graduate school	1
Academically dismissed	1

All fifteen UDAP graduates were employed in a planning or housing agency, five full-time and ten part-time (most were still students!), eight in the same organization where field work had been accomplished. One of these positions was below

planning assistant entry level; eleven were at that level; and three were above.

It should be noted that salaries for planning assistants were increased by as much as one thousand dollars in the Baltimore Metropolitan area over the period October 1967 - June 1969 (immediately following the first UDAP commencement).

There are four significant factors here. First, the rewards to graduates are not dissimilar to the rewards accruing to RCC graduates in most fields: successful completion of what is, after all, a more rigorous two years than the first two years of a typical four-year state college program, has a high payoff ratio in terms of career and education. Second, field placements were both a valuable educational vehicle and a source of more than half the permanent jobs. Third, the transfer rate is unusually high, particularly in view of the fact that not one student originally intended to transfer. And fourth, the UDAP has positively influenced wage rates within the occupational classification in the area.

CHAPTER III

ORGANIZATION AND RESOURCES

The feasibility of establishing an Urban Planning Program at Roxbury Community College inheres within an interdependent reciprocal relationship between the Program and certain individuals and organizations. What resources will UPP provide to these organizations? What resources will be required from the organization or individual?

A combined transfer/career program requires a student body, faculty to teach them, some assurance of acceptability of transfer credits, and of a job market for acquired competencies. Within the Community College System, conformity to standard criteria is requisite. Endorsement of planners, particularly Third World planners, is desirable.

The President of Roxbury Community College

Kenneth W. Haskins is the fourth president of the College in seven years. While the first three possessed varying degrees of ability, none possessed the vision or the planning ability of the present chief executive, who took office in August 1979.

Rice has identified support from top administration as the single most important factor of success in establishing a new college or university curriculum. RCC's president perceives a planning education as a logical component of:

...the educational park(:) the basis for possible innovation in education to a degree not realized before. (The concept is) to locate in one area, educational institutions serving varying age ranges and levels. There could then be an exchange among students and programs fostering

contact among and between various student and faculty groups as well as fostering a creative use of facilities.

A two-year community college in a complex (which includes) a comprehensive high school, a technical school concerned with high technology, a major urban university, and in close proximity the Museum of Fine Arts, another high school, and two other colleges, could be the hub which reaches out in all directions. (Haskins)

I would like to see our college involved in planning within such a complex. If our students and faculty can interrelate with planning at high school,* four year colleges, and a graduate university, three compelling functions will be served.

Roxbury Community College will be involved in an exciting educational venture.

Students involved in planning will have a better understanding of the environment they will be living in, and can have positive influence on a daily basis on the lives of the people of the community.

Regarding the community and urban planning, we are involved minimally in planning and maximally in the results. We are becoming people of the city; yet it is other people who make grand city plans. Although the field offers employment--planning is not done free except by us--even simple technician jobs in planning are held by people outside our community. I want to see the people of our community involved at ALL levels of planning.
(Haskins 2)

The commitment of RCC's president to an urban planning program, involving as it does a commitment to the Roxbury

*Haskins' s intimation that planning education begin at the high school level is a provocative idea, and should be explored during the Development phase of the Program.

Community, appears to be no less than his dual commitment to Roxbury Community College.

Madison Park High School Students

Students from three history classes and one social studies class at Madison Park High School, a magnet school in Boston with a city-wide population, were asked to complete questionnaires (Appendix A) indicating their potential interest in a planning program at RCC. A total of sixty-one students received questionnaires; three students turned in blank forms; and eight forms were disqualified due to their racist content.

Although no questions were asked pertaining to race, we counted students in the small classes: twenty-eight were Black, seven were Hispanic and the remaining twenty-six were white.

The fifty students in the sample were given a simple planning problem: make a report to the Boston Redevelopment Authority on recommended use of seven vacant lots in a twenty block area. Suggestions included housing, day care centers, health centers, playgrounds, gardens, supermarkets, drug stores and specialty shops. Their knowledge of major needs in certain areas of the city is reflected in their responses to an item on the questionnaire (see Appendix B): students were asked to rank ten city problems in order of importance to them. The responses of all fifty students who turned in acceptable questionnaires are included in Appendix C.

As can be seen, nearly one-third (32 per cent) of all students rated crime as the number one urban problem. Close behind crime is housing: 30 per cent rated it first. Just under one-fourth of the students rated education as the major problem; and 20 per cent felt employment should be first.

Looked at a little differently: what issues commanded more votes as first and second most important problems? Educa-tion, according to 42 per cent of respondents; followed by crime, 38 per cent; then employment and housing, each 36 per cent.

When examination is made of those issues receiving more combined votes as first, second and third most important problems, employment tops the list at a whopping 60 per cent; close behind is education, 58 per cent; then housing, 48 per cent.

At the other end of the spectrum, attractive neighborhoods and pollution were tied for being selected most often--20 per cent of the respondents--as least important urban problem; and 18 per cent chose transportation. Attractive neighborhoods were given a combination of ninth and tenth place by 22 per cent of the students; pollution by 20 per cent; and transportation, 16 per cent. Roughly the same percentages hold for the bottom three.

Madison Park Students Interested in Planning. Of the fifty students included in the sample, twenty-eight indicated interests other than planning. To the question, "If Roxbury Community College had an urban planning program, I would apply/

would consider applying/would not apply, twenty-two students said they would apply.

The twenty-two have been divided into two groups. Respondents in Group I, a total of twelve students, circled Yes to the statement, "I would like to be on the mailing list to receive an application and brochure from Roxbury Community College for an Urban Planning Program." The ten students in Group II circled No to this question.

Other discrepancies were revealed by dual approaches to eliciting information; this particular discrepancy most likely relates to the students' confusing their interest in the subject matter under discussion with an interest in planning as a career. Group I, therefore--24 per cent of the sample of fifty students--is considered to represent those having a fairly genuine interest in planning.

Both groups are evenly divided as to sex. Approximately one-half of the twenty-two students are juniors (graduating in June of 1981, the year the UPP is projected to begin); one-fourth are seniors and one-fourth are sophomores.

Certain assumptions were made in preparing the questionnaire:

1. Students who have an interest in the social sciences, and who do well in that subject area, would be likely to be attracted to planning.

Of the twenty-two students, 91 per cent included social science subjects among their "three best subjects, those in

which I receive the highest grades." Eighty-two per cent of all students, and 92 per cent of students in Group I, included social science subjects among their "three favorite subjects, those I enjoy most."

2. Students whose extra-curricular activities, both at and away from school, are related to planning, would be attracted to the profession.

No student in Group II reported committees, clubs, or after-school activities related to planning; 25 per cent of students in Group I reported planner-like activities.

3. Students were asked to list their career plans. Later, they were asked if their career interests seem related to planning. It was assumed that a correlation between our judgment, and their own, of a relationship between their career interests and planning would indicate a genuineness of interest.

We rated 67 per cent of students in Group I, and 10 per cent in Group II, as having career interests related to planning. In Group I, 33 per cent felt their interests were "Closely related" and 58 per cent checked "Somewhat related." In Group II, no students indicated "Closely related"; only 30 per cent checked "Somewhat"; and 70 per cent felt their interests were "not related" to planning.

4. A positive correlation among three questions was considered to indicate genuineness of interest. Students were asked if they would like to be part of "the first program for associate planners in Massachusetts." Later, they were asked if

they would apply to an urban studies program at RCC. Then, they were asked if they would like to be on the UPP mailing list.

The correlation held up for the first two questions; only one student in the entire group checked "Not at all" interested in being part of the program; 91 per cent of all students indicated they would consider applying. But the reason for dividing the groups arose at question three: 100 per cent of students in Group I, no students in Group II, desired to be placed on the mailing list.

The assumptions appear to be reasonable. Tentative findings from this small sample suggest that there is an interest among public high school students in an urban planning program at Roxbury Community College.

Roxbury Community College Faculty and Staff

As mentioned under Item 1 of this Chapter, RCC has had four presidents in seven years. Brief terms of executive office preclude consistent perceptions or development of institutional goals.

The demands placed on a two-year degree-granting institution are such that a community college education tends to be rigorous. The effort required by faculty and staff to sustain academic and vocational standards has permitted little opportunity for the kind of growth which may proceed from a kind of institutional learning. Yet faculty and staff have managed, despite intermittent leadership at best, and weak, ineffectual

leadership at worst; and certainly despite an unfavored position within the System, to maintain high standards: graduates successfully transfer to four-year colleges; or find satisfying careers.

We have interviewed a number of individual faculty and staff members. We have also attended classes, faculty meetings, and special events.

With but one or two exceptions, each individual observed or interviewed displayed a high level of knowledgability, loyalty and dedication to the College and its constituency. Most carry weighty combinations of course load and administrative responsibility. Policy toward students is open dor. Plans for change and growth are constantly being made and incorporated: How can I be more effective?--How can my work be more responsive to both short-range and long-range student needs?--How can the College improve?

These are educators; and in ways sometimes highly individualized, sometimes more traditional, but in nearly all cases creative and innovative, they share a single-minded goal of providing a constantly improving education.

All who were directly questioned concerning their willingness to cooperate with a Planning program commented on the redundancy of the question; it is taken for granted that any program which will benefit students will receive their support. Many commented on the appropriateness of making a planning education available to RCC's student population.

Accordingly, the willingness of faculty and staff to support the Urban Planning Program may be assumed. Documentation of their availability to provide teaching and other direct support services to the Program must await a later report.

Massachusetts Board of Regional Community Colleges

According to the Statement of Goals and Objectives adopted by the MBRCC in 1973, the year Roxbury Community College opened its doors,

It is a goal of the Massachusetts Regional Community Colleges to provide residents of the Commonwealth with an optimum opportunity for access to a college education consistent with their interests and aptitudes and to reduce to a minimum the economic, social, psychological and academic barriers to educational opportunity.

These words are mocked by the condemned ex-nursing home which houses Roxbury Community College, and by the below-subsistence level budget it is afforded. The plight of the College invokes fears that serious questions raised concerning the role of the community college by Bushnell, Cosin et al, the Second Newman Report, and especially Stent, may become deadly prophesy:

For many Black and Brown faces on our campuses, community colleges have meant hope and expanding access to higher education....The issue is whether they are evolving into coming slums of higher education or into a vehicle for equal educational opportunity for Blacks.
(Stent)

Roxbury Community College has friends within the MBRCC, the Board of Higher Education, and the Massachusetts Legislature. But there are those within these institutions whose negative actions are indicative of a continuing policy of neglect toward the College.

When a new curriculum is being planned for any of the community colleges, an Intent to Plan must be filed with the MBRCC, approved by them, and approved by the Massachusetts Board of Higher Education. Once planning approval is received (two to six months after submission), Program Approval must be sought and approved by the same two Boards. Approval is conditional upon funding by the Massachusetts Legislature.

The proposed Urban Planning Program has been designed to conform with the requirements of the Intent to Plan. Information requested on the form is reproduced, and responded to, in Appendix D.

Potential Employers

The Demand for Planners

It is not easy to estimate a demand for planners, since the occupation is not well understood. In 1969 the American Institute of Planners estimated that there were some 8,000 planners in the country. Soon afterwards, one source forecast 14,000 planners by 1980; a second source forecast 15,000 by 2,015. But by 1974 there were already 16,500 planners.

(Susskind)

In 1976 the Bureau of Labor Statistics was already behind in its figures; they counted 16,000 planners. The actual figure in 1980 is 25,000 planners, according to a derivation performed by Susskind: the combined membership in the two principal professional planning organizations, adjusting for overlap, plus recent graduates who have chosen not to enroll in either organization.

Even this figure is probably an undercount; because there is probably one individual using planner-like skills for every professionally recognized planner, difficulties of estimating are compounded.

The Bureau of Labor Statistics notes that planning is expected to grow faster than the average for all industries through the mid-Eighties. While stipulating the dependency of occupational growth on the availability of money for urban planning projects, they predict growth in federal support for state and local community development, urban restoration, and land use planning programs. And they point out that "many opportunities for planners should arise in fields in which they have not traditionally been employed, such as environmental and social service planning." In fact, planners have been involved in these fields for years.

The American Planning Association and the American Society of Planning Officials report a lack of planners. Organizations and agencies responding to our questionnaires indicate a need for more planners, and for associate planners.

"As executive director of a CDC," one administrator wrote, "I find myself doing things often that could well be done by someone else with supervision."

Since the late Sixties, the professional planning associations have reiterated the need to increase the number of well trained planners from among Third World people.

It seems clear that planning as an occupation is growing, and that there is ample room in the field for graduates of Roxbury Community College. In fact,

the question is not how many more planners are needed, . . . but rather what are the specific changes in the scope, style and locus of planning practice that will have implications for those seeking entry into the field. (Susskind)

Susskind, who sees a growing tendency among neighborhood groups to hire planners of their own, outlines the need for the planner as "broker," with special skills in the design, synthesis and implementation of policy options and strategies to mobilize political support. This need arises out of the fragmented, competitive nature of the arena in which planners are now operating. Fragmentation (no clear goals or recognized leadership) and competition (conflicting goals and multiple leadership) are not recent phenomena within Third World institutions, and the need identified by Susskind to bargain, negotiate, and mobilize resources and sustain sufficient energy to support change are not unfamiliar within community organizations.

In this regard, the skills which Third World Planners will need to develop revolve around relationships among rather than within organizations. I am sympathetic to the identification, for instance, of a neighborhood institution as "belonging" to the community. But exactly what does this mean? Roxbury Community College "belongs" to the community as a family member belongs to the family. It is not a possession, nor a toy, nor a prize, but must be recognized and respected as an entity having its own separate existence, making independent decisions. Attention must be paid to examination of the nature and meaning of coexistence and mutual support.

Susskind forecasts an increased demand for social service, health, and criminal justice planners, and heightened use of the planner in an advisory capacity. New planning positions will be created, he foresees, many of which will involve considerable paperwork, telephones, and certain technical expertise--market analysis, site planning, environmental management. These positions have implications for the planning associate. Specialists in land use planning, information, systems, resource management, ecological analysis, law, regional modeling, and those trained in circumnavigating complex bureaucratic structures, will be in demand. These areas may attract associate planners who pursue their formal education, or who seek careers or are already employed in a specific field.

Employment for Planners in the Boston Area

A total of ninety-four questionnaires were mailed to organizations, divided approximately equally among city, state, and private not-for-profit agencies; selected federal agencies and private businesses were also sent questionnaires (please see Appendix E). On the not totally reliable assumption that firms advertising in the Black Press are actively recruiting Black staff and other employees,* our primary sources were the BAY STATE BANNER, including their special Careers Supplement, and the NEW ENGLAND BLACK WEEKLY. Other major sources were MIT's Work-Study notices, the Boston People's Organization NEWS-LETTER, and the "Social Service Organizations" heading in the Yellow Pages directory.

Only twenty-one questionnaires were returned. These are presented in Appendix F, and examined below. We stress the tentative nature of these findings. A professional manpower analysis is a priority for the Development phase of this Program.

Most urban planners hold advanced degrees. But at the same time, individuals without academic credentials are performing valuable planning functions; and similarly a number of planners with strong experience and training are forced, due to lack of appropriate support staff, to dissipate effort and

*Certain companies adhere to the letter, and ignore the intent, of affirmative action requirements.

energy into planning duties not requiring their high level of expertise. Additionally, many agencies find themselves in need of planning assistance, but are unable to afford the salary demanded by a Master of Urban Planning. Still others may not have identified the need for a planning component; but the organization is not meeting its goals. And certain forward looking employers may be eager to participate in a unique new program, and to have the opportunity to employ the first associate planners in Massachusetts.

The career portion of UPP is being designed to suit the mutual needs of the associate planner and the five categories of employers described above.

There are three ways in which UPP and employing units can serve one another:

1. In the classroom

Benefit to employer: A problem identified by an organization may be the focus of a workshop seminar, with relevant fieldwork included as necessary, and a professional report presented.

Benefit to UPP: Client-identified problems are a dynamic rather than static teaching tool, and will incomparably enhance the quality of planning education.

2. Internship

Benefit to employer: During the summer intervening between the first and second year of her program, a student may be placed with an organization for full-time assignment.

Benefit to UPP: The internship is an aid to class-room performance. The practical experience improves the student/graduate's value to the employer.

3. Employment

Benefit to Employer: As the demand for professional planners increases, the organization will be able to rely upon RCC as a small but certain source of qualified associate planners.

Benefit to UPP: Associate planners will be seeking permanent, full-time careers with companies offering stability, responsibility, promotional opportunity, and appropriate salary.

Employers were asked to make a firm or a tentative commitment to participate in UPP, if feasibility is established. They were given the option of reserving commitment until the program becomes operational. Another option was to discuss the matter in person at a future date.

Of the twenty-one, ten were able to make a firm commitment to participate, six made a tentative commitment, and five wished to be informed when the program is operationalized.

We wrote to the Rhode Island Intern/Volunteer Consortium of the Higher Education Assistance Authority,* who have over

*Approximately ten out-of-state organizations were contacted; two Rhode Island agencies were the only nonlocal respondents. Contemplated was the establishment of a small number of internships in Providence, New York, and Washington, D.C., with arrangements to be made through state colleges and/or churches for dormitory housing.

300 participants in cooperative education, work study and internships. Their thoughtful response, and considerable experience in this area, recommend special contact during the Development phase of the Program. The Consortium notes:

While the Consortium would not be able to utilize a workshop of planners per se, it might be possible to distribute a "workshop" through a number of local planning agencies and bring them to various central locations for seminars.

They sent copies of our correspondence to the Statewide Planning Program, whose Chief noted:

I believe that there is a significant place for a program of the type that you are considering in the planning field. Although most public planning agencies and consultants are currently encountering budgetary problems which are reflected in their ability to employ staff, graduates of an associate program should be able to find job opportunities in the foreseeable future.

Comments from other respondents included:

(Note to the question, "Are there employees whom you would like to assist in obtaining an associate degree in urban planning?")

No. However, we have clients that may be interested upon completion of treatment.

(From the Division of Employment Security)

Individuals with associate degrees are employed as statisticians and senior statistical clerks. The existing career ladder is as follows (from senior statistical clerk to director, job market research)

(from the State Department of Food and Agriculture, Division of Agricultural Land Use):

I am happy to learn that RCC is investigating this field. Personally I would be interested in teaching opportunities that might be developed at RCC in connection with a planning program.

(from a small public-interest law firm)

We never make commitments to programs, only to individual applicants upon interview. Your program sounds promising but we would evaluate each candidate personally.

(from a Boston Public School District Coordinator)

At least in my District, assistance from all sources, especially planners, would be helpful.

We are cautiously encouraged by these responses. Taken together with responses from the Roxbury Community (discussed below), and making no extrapolations whatever, they indicate that sixteen organizations "would benefit from adding an associate planner to (their) staff." Sixteen make at least a tentative commitment to internships and/or employment. We note that, typically, community college students in work-study programs find permanent employment at the work site.

With the program designed to accommodate twenty-five students in the first year, and assuming an attrition rate of 20 per cent, twenty students is the maximum number expected in the first year's graduation. Part-time students will reduce that figure. One-half of the graduating students will transfer to four-year colleges. Thus fewer than ten graduates will be seeking permanent employment; and these should be able to obtain such employment.

The Roxbury Community

Fifty-nine questionnaires (Appendix E) were sent to agencies in Roxbury, or outside of Roxbury but known to be Black, Hispanic, Haitian, Chinese or (in one case) Iranian.

Sources of organization names were the BAY STATE BANNER, the NEW ENGLAND BLACK WEEKLY, recommendations from acquaintances, and our own personal list of addresses.

Only eight replies were received. Seven of the eight responses were from Black organizations, one from a Hispanic agency. All eight are active, well known institutions within and beyond the Third World Community. The positive nature of their response is depicted in Appendix G. Some of their comments are excerpted below:

(From a local agency of a national organization)

This looks good. Let us know the next step.

(From the most well known Hispanic agency in Boston)

We have encountered the problems that you mention in paragraph two of your letter, and I fully support this program. It's about time a program like this is carried out. Wish you the best.

(From a highly political CDC)

Our ability to participate in aspects of the program would depend on whether or not there was a cost. We don't have much money at all, so have to use volunteer whenever possible. I think the idea is excellent, however. Even as a Director of a CDC, I find myself doing things often that could well be done by someone else with supervision. I would be particularly interested in assisting in curriculum development for your program if you need help in that area.

(From a large multi-service center)

Our tentative commitment is based on the following: (1) adequate orientation to the program; (2) clearly defined roles and responsibilities; (3) adequate notice (at least six months) prior to the beginning of program operations; (4) competent and responsible students.

(From a highly political multi-service center)

What else can I do to help?

The Planning Profession

The Association of Minority Planners

The Association of Minority Planners is an organization of Third World graduate students in the Department of Urban Studies at MIT. Members of their Community Relations Committee have provided detailed comments on their individual views of the feasibility of UPP. The six AMP Committee members were asked to note whether they firmly endorse the program, endorse with reservations, or fail to endorse. Five of the six gave firm endorsement. The sixth member endorsed with "a very minor reservation": that the language electives include some of the African tongues.

A second respondent felt that fluency in a second language should be required, rather than elective. Another comment on curriculum related to the interdisciplinary nature of planning, and urged that social work, political science, anthropology and other social sciences be incorporated.

The curriculum has been adjusted to include a foreign language requirement of one unit. One of the African languages will be among those offered as a three-unit elective.

On the matter of the social sciences: economics is a year-long required subject. We had the option of offering a social science elective instead of economics as a requirement, but believe that principles of economics and their relation to society are basic to a curriculum in planning. Political science is already included in the curriculum. As a profession (although not necessarily as an activity), social work is distinctively different from planning, and we feel that that distinction should be maintained. Social service policy will be included in the courses on Program Design and Evaluation, and Planning for the United States. It is unlikely that anthropology will fit into a two-year planning curriculum. But sociological concepts will be part of Research Methods and Design, Planning for the United States, and History and Structure of Boston Society. We are grateful to the correspondent for pointing out this issue, since conscious attention to maintaining an interdisciplinary approach is important.

Responding Community Relations Committee members evaluated the Program in terms of potential service to the community. Several saw a multiplier effect:

Students will be able to disseminate information through friends, relatives, and through school projects.

This project can contribute to community awareness of urban potential and individual alertness to political promotion of urban plans.

By training students in professional planning theory and practice, the program provides mutual benefits for the student and the community.

If it were possible to develop competent para-professionals in planning (especially but not limited to) to fill the ranks of local community agencies, we would be well on our way to eliminating much of the vacillation that occurs in many of these agencies.

One correspondent raised questions concerning failure to include individuals as well as organizations within the Roxbury community:

They could become a strong and protective force for RCC.

Individuals and families indeed should be consulted during the Development phase. A needs assessment should be undertaken, similar in style to but more comprehensive than the "Problem Rating" students were asked to complete.

The same correspondent suggested that UPP take some responsibility to "politicize" the community other than through course work and training. This issue was presented in connection with an observation regarding the sometimes questionable economic and political nature of certain small, not-for-profit agencies operating within or otherwise directly impacting our communities.

These two critical issues merit special attention. Both will be addressed during the Development phase; the latter appears to be our first "client-identified problem to be addressed by a workshop of associate planners."

Students should be trained to formulate mechanisms that lead to RCC (1) becoming a status center for Black and Third World education, (2) receiving equitable resources, i.e., a permanent site and financial support, and (3) becoming an accredited four year college.

The well made points in items 1 and 2 have been addressed elsewhere in this document (but not made available to AMP members) and, more importantly, are being addressed by the entire RCC community, with students playing a strong role. Planning students would automatically participate.

Regarding point 3: the five-year plan of RCC is directed towards strengthening its effectiveness as a two-year college.

We, too, would like to someday see the College begin to offer the Bachelor's degree, provided this is additional to, rather than instead of, the Associate's. As there are students, abused by the Public School System, who would not apply to college at all if it were not located in Roxbury, there are students who would be unwilling to make an initial four-year commitment to higher education.

An Associate's degree has merit in and of itself, just as the Bachelor's degree, or the Master's, or the Doctor's degree has.

A correspondent urged an exploration of how capitalism and racism shape cities. And a question was raised concerning the compatibility between our definition of planning, and treating the symptomatic problems of poor people and Black people within our communities.

These matters are addressed in some detail in Chapter I (not made available to AMP members, who received only a five-page program description).

Planners are needed who will note the economic and societal functions of poverty, unemployment, and racism, and whose efforts are devoted to (1) their overall reduction to the lowest levels possible within the constraints of capitalism, and (2) combatting their effects and relieving their impact at every step along the way.

We believe that these goals can ONLY be accomplished through "the process of translating into actuality a vision of what a social or economic unit can or should achieve."

There is a process which applies to any series of actions which constitute planning. Our objective definition of planning refers to that process. It is the goals of planning that determine the direction planning will take. Unfortunately, the goals of one group are often the constraints of another.

The Association of Minority Planners, because of their commitment and focus, will be invited to elect a representative to the UPP Board of Advisors.

National Education Development Committee

The American Planning Association's National Education Development Committee does not recognize two-year undergraduate programs; the Urban Planning Program is ineligible for membership. Yet, it is helpful to follow their guidelines insofar as possible, to "ensure high standards for professional education (and thereby) improve the level of planning service provided."

Recognition criteria are lengthy and detailed. UPP will adhere to those which it can be reasonably expected to follow. For course content, for instance, the NEDC requires that:

The curriculum shall contain courses which enable the student to acquire a basic understanding of: physical, social, economic and political elements of human settlements; how these elements interrelate with other ecological processes within the natural environment; planning and political processes; and techniques of plan development ranging from the formulation of policies to the design and implementation of programs.

This criterion is being met.

It must be noted that NEDC president, Irving Hand, was less than optimistic concerning the success of UPP:

(Y)our program statement....appears to be very ambitious. Hopefully, what you propose reflects an examination of demands in the area and a determination of how the Roxbury Community College can meet those demands.

Several years ago I was involved in a similar effort at the Harrisburg Community College. Their effort was more modest and more directly keyed to the job market situation in the area. It had a tough time.

During the Development phase, information concerning the problems encountered by the Harrisburg Community College should be sought.

Transfer Colleges

University of Massachusetts

The College of Public and Community Service at the University of Massachusetts offers a Bachelor of Arts degree through competency-based education in several career programs, including Community Advocacy, Housing, Human Services, and Legal Services. Additionally, they offer a Planning Certificate. Skills and knowledge acquired through life, work experience, and formal education are identified and documented in a way that demonstrates achievement of the necessary competency, and applied toward the degree.

Courses at CPCS are designed by defining a specific competency; providing a rationale for the competency; establishing criteria for fulfilling the competency; setting and describing standards to satisfy the criteria; and describing appropriate methods of evaluation.

The Model High School, a former experimental, innovative high school in Roxbury, offered competency-based learning. Certain aspects of the UPP program design are based on models provided by these two schools.

The typical CPCS student is not dissimilar in background from the typical RCC student. CPCS students are

urban adults, many of whom have not previously had access to higher education. There are strong representations of low-income and minority peoples. Most students come from urban communities in and around Boston. The average age is 33-35; approximately 65% are women; most work and have families. Many students already work in fields of public and community service. Others wish to enter such careers. (CPCS Catalog)

This program is an ideal one for transfer students from UPP. CPCS staff, who have not previously had applicants from RCC, are eager to recruit students from the College.

Northeastern University

The Dean of Northeastern's Office of Community Development "wholeheartedly endorses" an UPP at Roxbury Community College. The possibility for transfer is excellent, particularly if students have strong practitioner skills.

The proximity of Northeastern to RCC's proposed new location is an exciting aspect of the educational park envisioned by RCC's president. An inter-institutional arrangement already exists between RCC and Northeastern, in another program area.

A new Urban Studies Curriculum is in the planning stage at Northeastern, at the baccalaureate level.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Establishment of an Urban Planning Program at Roxbury Community College is, in our judgment and according to the findings in this report, entirely feasible.

In terms of the need for urban planners with a unique perspective: service to and empowerment of the primary client population--Third World people, and poor people--that need is underscored by the relative economic position of Roxbury residents as compared to city-wide residents. The vulnerability of Roxbury to urban planners whose values are antagonistic to community values, and who are products of institutions which, by their own admission are incapable of instilling the appropriate values, heightens that need. Roxbury Community College is the only institution of higher education in the Commonwealth which is capable of producing such planners.

The Urban Planning Program is designed to focus upon the special needs of the primary client population, while preparing associate planners for acceptable transfer to four-year colleges and universities, and for participation in the labor force at the semi-professional level. The strengthening and reinforcing nature of two years of intensive study at an Institution with a humanistic world view will enable associate planners to retain their principles, and to successfully withstand and reject the values of the dominant culture.

The requisite human, organizational, and financial resources to support the Program exist or can be made available.

However, we temper our finding of feasibility with a caveat concerning the limited nature and scope of the study.

This report has been an examination of whether or not it is feasible for Roxbury Community College to proceed with the necessary steps to establish an Urban Planning Program. As such, it is only the first of five necessary phases:

1. Feasibility Study
2. Development
3. Implementation
4. Operationalization
5. Evaluation.

These are discussed under Recommendations, below.

The most uncertain relationship examined is that with potential employers. Although Susskind believes that planners create their own jobs, and indeed the planners-without-the-title in the Black community tend to do just that, associate planners will not have the luxury of indulging a high level of tolerance for an ambiguous employment future. Furthermore, the Massachusetts Board of Regional Community Colleges is quite specific regarding documentation of job availability for Program Approval. Moreover, we, too, want to prepare associate planners for real and not hypothetical careers. A scientific job market survey will, we are convinced--and the tentative evidence supports this

confidence--substantiate our preliminary findings: UPP graduates will not only find good jobs, but will find themselves in demand, not only by community agencies but by those outside the community whose policy and activities affect the lives of the people of Roxbury.

Another area of uncertainty concerns the availability of RCC faculty and staff for teaching and other support services within UPP. With five new Program faculty and staff members, it should not be necessary for the Program to place excessive burdens on existing personnel; and certain subject matter required for Planning is already being taught at RCC, e.g., economics and statistics.

RCC support services to students--counseling, work-study, placement, an innovative "Learning to Learn" Program, the Center for Individual Progress--are necessarily strong and well developed. Since its inception RCC has been involved in repairing the damages inflicted upon students who have been victimized by one of the most flagrantly inequitable public school systems in the country. These services are available to all.

Recommendations

It is recommended that Roxbury Community College proceed with the establishment of an Urban Planning Program, to begin in September 1981.

Phase 1. Feasibility Study. Completed.

Phase 2. Development. What arrangements will facilitate implementation?

A scientific job market survey is critical. A Board of Advisors must be chosen from the planning profession, community representatives, potential employers, cooperating universities, and other supporters of the Program. The Advisory Board must be selected with great care from among individuals with a demonstrated commitment to the College and its goals. In addition, Board members should be aware of, or willing to become familiar with, planning issues and concerns. Choice of Advisory Board members must not be guided by popularity or by establishment perceptions of achievement. They should indeed be achievers, with a record of perseverance, reliability, and success in achieving goals for social change within their own lives, or within social or economic units with which they have been involved. Diversity of background and experience, with racial, ethnic and linguistic background similar to those of RCC students, are important.

The Advisory Board will be a working board, whose purpose is to ensure operation of the Urban Planning Program consistent with its goals and the goals of Roxbury Community College. Their functions will include monitoring of all aspects of Program operation, assessment of progress reports submitted by faculty, staff and intern supervisors, quality control, and the submission of recommendations for change which are to be treated as policy directives.

A curriculum committee must be selected, and competencies described for each course offering. Workshops for faculty and staff must be planned. Client-identified problems must be solicited. Arrangements must be made within the College for courses to be offered in combination with other departments-- economics, statistics, computer courses, etc. A careful promotional/recruitment effort must be undertaken. Resumes must be obtained from prospective new faculty and staff, and tentative commitments extended and secured.

Internship and employment arrangements must be made. Certain curricula should be tested prior to launching of the entire Program. Issues raised by the Association of Minority Planners and competent, concerned others, should be pursued. Funding sources must be approached and budget defined.

Seven months (July 1980 to February 1981) should be allowed for the Development phase. One full-time person who will work in close association with the Advisory Board will be necessary. Ideally, this individual will become the Program Director, or a permanent Advisory Board member. Part-time secretarial assistance will also be needed. Budget during this phase must permit a consultant fee for a manpower survey specialist, promotion and other communications expenses, and salary for the Developer.

Phase 3. Implementation. Faculty and staff should be on hand during the Implementation phase, to finalize Program plans.

These will include conducting workshops and seminars, regular meetings of the Advisory Board and of the curriculum committee, further testing plus analysis of specified curricula, finalizing of curricula, active recruitment of students, acquisition of library materials, etc.

Implementation will require another six months (February to August 1981).

Phase 4. Operational. Beginning September 1981. With a student body of twenty-five, and with five new faculty and staff members, UPP should commence operation. Also in place will be a smoothly functioning Board of Advisors and curriculum committee. Internships and employment opportunities will be lined up; client-identified problems will have been incorporated into the curricula. Mechanisms for ongoing evaluation will have been established.

Phase 5. Evaluation. This important phase should be ongoing throughout Program operation, and continue until at least three years after the first graduation. This will enable follow-up of students who may have entered graduate school. Evaluation should include at least the following elements, according to both qualitative and quantitative measurements.

(1) What has been the impact of UPP on Roxbury Community College? How many new students has UPP attracted to the College? Is the College better off with UPP than before the Program was introduced? In what ways?

(2) How has the MBRCC responded to UPP? Were any problems associated with acceptance of Intent to Plan, or granting of Plan Approval? Have other community colleges within the System expressed interest in adapting an urban planning program to their own needs?

(3) Have client-identified problems as a teaching tool been successful? How have internships worked out, from the viewpoint of interns, their supervisors, and their UPP coordinator? How have internships affected course work?

(4) Of the three areas of concentration, which is most frequently selected by students? Should any area be sharply revised, or even phased out, due to lack of interest?

(5) In what ways has the Roxbury Community benefitted from UPP? How have they supported the Program? How many associate planners work directly within the community? Of those who do not, how many serve in areas having notable impact on the Roxbury community?

(6) How many students transferred, and to what colleges and universities? How have they fared?--within the College?--after graduation?

(7) Have students initiated change in course or Program content? How do they evaluate their planning education?

(8) What jobs and salaries did Program students and graduates obtain? How many jobs were generated by internships? How do employers feel about associate planners? Have employers

enrolled their regular staff members in the Program? If so, how did their careers and their effectiveness improve as a result?

(9) How well have faculty, staff, and advisory board fulfilled their functions?

(10) Is the Program cost-effective?

(11) What have been the strengths and weaknesses of the Program? How has it changed and grown?

(12) What recommendations can be made for the future of the associate planner, and for the Urban Planning Program?

APPENDIX A

STUDENT QUESTIONNAIRE

12. Urban planning seems to be related to my career interests as follows
 Closely related Somewhat related Not related
13. I would be interested in a career as an urban planner as follows:
 Very interested Somewhat interested Not interested
14. I would like to be part of the first program for associate planners in Massachusetts as follows:
 Very much Somewhat Not at all
15. If Roxbury Community College had an urban studies program, I would act as follows:
 I would apply I would consider applying I would not apply
16. If I graduated from Roxbury Community College with an associate of science degree in urban planning, I would
 start my career immediately--go directly to work
 transfer to a 4-year college
17. I am interested in urban planning, but my grades in (subject) _____ are not very high
18. I am interested in urban planning, but my interest in (subject) _____ is not very strong
19. I would like to be on the mailing list to receive an application and brochure from Roxbury Community College for the urban planning program. Yes No (circle one)
20. I am not interested in urban planning, but would like to receive an application and brochure from Roxbury Community College.
 Yes No (circle one).
21. Please use the space below to make any additional comments.

APPENDIX B

MADISON PARK HIGH SCHOOL STUDENTS
SALIENCE RATING OF URBAN PROBLEMS

MADISON PARK HIGH SCHOOL STUDENTS

SALIENCE RATING OF URBAN PROBLEMS

RATING (1 = Most Important)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
Crime	16	3	2	7	4	4	1	6	6	1
Housing	15	3	6	7	3	5	3	4	2	2
Education	12	9	8	5	6	3	5	0	2	0
Employment	10	8	12	6	4	3	3	3	0	0
Health	8	8	7	5	7	1	7	2	3	2
Safety	6	8	7	6	6	4	5	1	5	1
Energy	4	2	0	2	4	6	6	13	3	8
Transportation	1	3	1	1	6	8	6	6	7	9
Pollution	3	1	3	3	4	7	4	5	10	10
Neighborhoods	3	1	0	2	3	6	6	12	10	10

*Number of students who assigned this rating to problem.

APPENDIX C

PARK HIGH SCHOOL STUDENTS
INTERESTED IN PLANNING

MADISON PARK HIGH SCHOOL STUDENTS

INTERESTED IN PLANNING

	<u>Total</u>	<u>%</u>	<u>Group I</u>	<u>%</u>	<u>Group II</u>	<u>%</u>
3 best subjects related to planning	20	91%	11	92%	7	90%
3 favorite subjects related to planning	18	82	11	92	7	70
Committees, clubs, related to planning	3	14	3	25	0	0
After-school activities related to planning	3	14	3	25	0	0
After graduation, college	16	73	8	67	8	80
After graduation, work	4	18	3	25	1	10
Career interests related to planning	9	41	8	67	1	10
Career interests related to planning (student's viewpoint)						
Closely related	4	18	4	33	0	0
Somewhat related	10	45	7	58	3	30
Not related	8	36	1	8	7	70
Interest in planning						
Very interested	5	23	5	42	0	0
Somewhat interested	16	73	7	58	9	90
Not Interested	1	4.5	0	0	1	10
Wish to enrol						
Very much	6	27	6	50	0	0
Somewhat	15	68	6	50	9	90
Not at all	1	4.5	0	0	1	10
If RCC had planning program						
Would apply	2	9	1	8	1	10
Would consider appl'g	20	91	11	92	9	90
Would not apply	0	0	0	0	0	0
With A.S. in planning,						
Would go to work	10	45	6	50	4	40
Would transfer to 4-year college	11	50	6	50	5	50

MADISON PARK HIGH SCHOOL STUDENTS

INTERESTED IN PLANNING

(continued)

	<u>Total</u>	<u>%</u>	<u>Group I</u>	<u>%</u>	<u>Group II</u>	<u>%</u>
Grades not high, related to planning	7	32	4	33	3	30
Interest not strong, related to planning	3	14	2	17	1	10
Put on mailing list RCC planning	12	55	12	100	0	0
Put on mailing list RCC non-planning	7	32	4	33	3	30

APPENDIX D

MASSACHUSETTS BOARD OF REGIONAL COMMUNITY COLLEGES

"INTENT TO PLAN"

Chapter 605 of the Acts of 1958 established the Board of Regional Community Colleges and authorized this Board to determine the need for education at the community and junior college level as well as to develop and execute an overall plan to meet this need by establishing and maintaining regional colleges at appropriate locations throughout the Commonwealth.

MASSACHUSETTS REGIONAL COMMUNITY COLLEGES
FACT BOOK, 1979

INTENT TO PLAN--STAGE I

1. Institution	ROXBURY COMMUNITY COLLEGE
2. Program	Urban Planning Program
Type of Program	Career; Transfer
Degree	Associate of Science in Urban Planning
Length of Program	Two Years

Chapter 605 of the Acts of 1958 (had) established the Board of Regional Community Colleges and authorized this Board to determine the need for education at the community and junior college level as well as to develop and execute an overall plan to meet this need by establishing and maintaining regional colleges at appropriate locations throughout the Commonwealth.

MASSACHUSETTS REGIONAL COMMUNITY
COLLEGES FACT BOOK, 1979

When a new curriculum is being planned for any of the community colleges, an "Intent to Plan--Stage I" must be filed with the MBRCC, approved by them, and approved by the Massachusetts Board of Higher Education. Once planning approval is received (two to six months after submission), "Program Approval --Stage II" must be sought and approved by the same two Boards. Approval is conditional upon funding by the Massachusetts Legislature.

The proposed Urban Planning Program has been designed to conform with "Intent to Plan--Stage I" requirements. Information requested on the form is reproduced below.

INTENT TO PLAN--STAGE I

1. Institution	ROXBURY COMMUNITY COLLEGE
2. Program	Urban Planning Program
Type of Program	Career; Transfer
Degree	Associate of Science in Urban Planning
Length of Program	Two Years

3. Credit hours in General Education 20

Credit hours in specialized courses 40

4. Co-operative or inter-institutional program?

Not at this date. An inter-institutional arrangement may be sought with the College of Public and Community Service at the University of Massachusetts.

5. Other institutions within commuting distance offering similar programs

No institutions offer similar programs. Schools offering curricula in urban studies include:

Boston State College
Harvard
MIT
Northeastern
University of Massachusetts

6. Types of jobs which graduates will be prepared to perform

Planning assistant
Planning associate
Technical writer
Research assistant
Statistics associate

in environmental design, policy and programming; housing; community development; health and social services and policy; public policy administration and analysis; land use and development; transportation; employment and economic development policy; regional development; and other fields related to urban planning.

7. Best estimate of number of job opportunities available in service area and in the state

Our best estimate would indicate that there will be a sufficient number of jobs to provide employment for 50 per cent of the first program graduates (12 students, 1982), the maximum number expected to enter the job market; and that the number of jobs will increase over the next decade.

It is difficult to estimate the demand for professional planners, and thus doubly difficult to project demand for a new semi-professional category. The Division of Employment Security estimated the total demand for new urban and regional planners in the Boston SMSA to be 6, from 1974-1985. With local colleges and universities graduating hundreds of urban planners for each of the twelve years in this period, and with the expectation that even a small percentage of these will remain in the Boston area, this figure is patently absurd.

The Tri-Lateral Council for Quality Education has conducted a survey of eight occupational areas with data from eighty businesses. The survey gives an occupational outlook for 300 jobs in Greater Boston within eight occupational areas: banking, health care, hotel/restaurant, insurance, durable goods manufacturing, retail trades, transportation, and Boston utilities, only two of which--health care and transportation--are typical planner-like fields.

Yet the publication lists several jobs which any planner would identify as within her profession. All jobs are broken down according to the minimum amount of education required: high school diploma, one or two years of college or vocational training, four-year college degree.

We select one example from each of three occupational areas, bearing in mind that "those employers who respond(ed) to the survey are typical in their fields, and...other companies and organizations in the same occupational area have the same or similar openings."

OCCUPATIONAL AREA: Health.

OCCUPATIONAL OUTLOOK: 50 per cent of the approximate 230,000 new service jobs forecast for New England will be in the medical field. Environmental considerations have placed new emphasis on working condition standards, creating many new employment opportunities. On-the-job training is important at almost every level of employment.

JOB: Environmental Aide. \$8,000 - \$16,000. Minimum education required: Associate's Degree or 1-2 year training program. Assists professionals and technicians in carrying out prevention, control and service programs in such areas as waste water collection, community sanitation, industrial safety and pollution control.

OCCUPATIONAL AREA: Durable Goods Manufacturing

OCCUPATIONAL OUTLOOK: The importance of the electronics industry will continue to be felt in the creation of new jobs in many other occupational areas. Good communication skills such as writing and speaking are required. For management and technical jobs, the ability to discuss abstract ideas and to think logically are important. On the job training, apprenticeship programs and continuous instruction are important throughout the field.

JOB: Program Team Librarian. \$10,500 - \$14,000. Supports program team by monitoring revisions, enforcing documentation standards and often producing user manuals.

OCCUPATIONAL AREA: Transportation

OCCUPATIONAL OUTLOOK: A complete range of employment opportunities exists. Nearly every kind of work is required. Public-oriented positions are common as well, including legal, community and public affairs, marketing and planning work.

JOB: Noise-monitoring Technician. \$10,500 - \$15,000. Physically monitors runways and other air-traffic areas for violations of federal noise regulations. Assists in surveys and community studies. Knowledge in math and computers helpful.

These job descriptions are illustrative of the job market that exists for graduates of the proposed Program within the industries surveyed. The examples chosen, and many others, require an Associate's degree or the equivalent. Similar jobs in the semi-professional category are assumed to exist in the program areas mentioned under item 6, above.

We note additionally that the American Planning Association reports a LACK of planners; special recruitment efforts are conducted each year to attract more students into the field.

8. Any evidence of student interest in this program?

Please see attached reports.

Also, the administrator of the ABCD Community College Program (New Careers Program), operated in conjunction with Bunker Hill and Roxbury Community Colleges, expressed a high level of expectation that students in her program will be eager to avail themselves of the opportunity to enrol in an Urban Planning Program.

9. With what institutions, agencies, etc. do you plan to consult?

Institutions to be consulted include but are not limited to:

Boston Redevelopment Authority
 Division of Employment Security
 Economic Development and Industrial Corporation
 La Alianza Hispana, Inc.
 Massachusetts Department of Food and Agriculture
 Roxbury Multi-Service Center, Inc.
 Urban League of Eastern Massachusetts, Inc.
 Women, Incorporated

MIT, Department of Urban Studies and Planning
 Northeastern, Office of Community Development
 University of Massachusetts, College of Public
 and Community Service

Individuals at each of the above institutions have indicated their desire and willingness to be of assistance in one or more of the following ways:

- .specifying the competencies an associate planner will need
- .defining the role of the associate planner
- .outlining job descriptions
- .establishing minimum qualifications and salary levels.

10. Are non-state funds being applied for to support this program?

Yes

11. Target date September 1981

12. Best estimate concerning

- A. Enrollment
 1st year: 25 students
 2nd year: 30 students
- B. Additional faculty needed
 1st year: 3
 2nd year: 0

13. Anticipate substantial equipment or facilities costs?

We anticipate sizable library acquisitions.

APPENDIX E

ORGANIZATION QUESTIONNAIRE

ORGANIZATIONS

1. Name of organization _____
2. Type of organization _____
3. Your name (optional) _____
4. Title or position _____
5. Department _____
6. Is your organization involved in any of the following programs?
 Co-op Education Internships Work-Study (circle)
 If yes, please indicate the number of participants _____
7. Are there employees within your organization whom you would like to assist in obtaining an associate degree in urban planning?
 Yes No
8. Does your organization have a planning component? Yes No
 If yes, number of planners employed _____
9. Does your organization employ one or more planners? Yes No
 If yes, number of planners employed _____
10. Would your organization benefit from having a workshop of student planners, under faculty supervision, address a problem identified by you? Yes No
11. Would your organization benefit from having a student planner assigned to your staff over the summer? Yes No
12. Would your organization benefit from adding an associate planner to your staff? Yes No
13. Would you or another staff member be interested in attending a conference to develop a client-oriented urban studies career program at RCC by:
 1. Specifying the competencies an associate planner will need
 2. Defining the role of the associate planner
 3. Outlining job descriptions
 4. Establishing minimum qualifications and salary levels
 5. Other (please specify) _____
14. My organization can make a FIRM COMMITMENT to participate in an urban studies program at Roxbury Community College, if feasibility is established, as follows (please circle one, two or three)
 Classroom Internships Employment
15. We can make a TENTATIVE COMMITMENT, as follows
 Classroom Internships Employment

Organizations - 2

16. We are unable to make any commitment at this time, but wish to be informed when the Program becomes operational. _____
17. We prefer to arrange an appointment, to discuss the matter in more detail. _____
18. We prefer that our name be removed from your mailing list.
19. Please use the space below to make any additional comments:

Mail to: Hazel V. Bright
One Murray Avenue
Roxbury, Massachusetts 02119

APPENDIX F

PROPOSED PARTICIPATION OF ORGANIZATIONS
IN THE URBAN PLANNING PROGRAM

PROPOSED PARTICIPATION OF ORGANIZATIONS

IN THE URBAN PLANNING PROGRAM

Number of Respondents: 21

Would like present employees to obtain A.S. in Planning: 3

Would benefit from student workshops: 12

Would benefit from student internships: 14

Would benefit from hiring associate planners: 10

Would attend conference to develop UPP career design: 8

FIRM COMMITMENT to participate: 10

 Internships 5

 Workshops 4

 Internships plus Workshops 1

TENTATIVE COMMITMENT to participate: 6

 Internships, Workshops, Employment 1

 Internships plus Workshops 1

 Internships 5

No present commitment, but inform when UPP is operations: 5

Would like to arrange an appointment: 5

APPENDIX G

PROPOSED PARTICIPATION OF ROXBURY ORGANIZATIONS
IN THE URBAN PLANNING PROGRAM

PROPOSED PARTICIPATION OF ROXBURY ORGANIZATIONS

IN THE URBAN PLANNING PROGRAM

Number of Respondents: 8

Would like present employees to obtain A.S. in Planning: 3

Would benefit from student workshops: 8

Would benefit from student internships: 8

Would benefit from hiring associate planners: 5

Would attend conference to develop UPP career design: 4

FIRM COMMITMENT to participate: 4

Internships 2

Workshops 2

TENTATIVE COMMITMENT to participate: 4

Employment, Internships, Workshops 2

Internships 2

Internships plus Workshops 2

No present commitment, but inform when program is operational: 1

Would like to arrange an appointment: 1

APPENDIX H

PRIVATE SOURCES OF FUNDING

ALCOA FOUNDATION
1501 Alcoa Building
Pittsburgh, Pennsylvania 15219

Purposes: Predominantly educational, following the Foundation's continuing conviction that quality education and research by public and private institutions should be supported.

Proposal Format: Not given.

Time Horizon: Not given.

Average Size of Similar Grants: \$10,000.

CARNEGIE CORPORATION OF NEW YORK
437 Madison Avenue
New York, New York 10022

Purposes: A commitment to improve educational opportunities for minorities, women, and other groups that have been outside the mainstream of higher education.

Proposal Format: There is no formal procedure for submitting a proposal. Send a statement describing the aims and methods of the project, the personnel involved, and the amount of financial support required.

Time Horizon: Not given.

Average Size of Similar Grants: Varies widely.

THE EDNA MCCONNELL CLARK FOUNDATION
250 Park Avenue
New York, New York 10017

Purposes: Our major focus (in Jobs for the Disadvantaged program) will be on the unemployment problems of minority urban youth. This situation calls out for much more experimentation--with schools and the community collaborating on solutions.

Proposal Format: Send brief proposal.

Time Horizon: Not given.

Average Size of Similar Grants: \$20,000.

Special Note: This Foundation is included because of the nature of their commitment. They should not be approached for initial funding, but to support a specific program once UPP is under way.

THE EDUCATIONAL FOUNDATION OF AMERICA
Mr. Richard W. Hansen
Executive Director
16250 Ventura Boulevard, Suite 445
Encino, California 91436

Purposes: To invest in able, dedicated people who have vision, energy, determination and integrity. To spread seed money on fertile ground, where it can multiply and reproduce its results. Innovative pilot projects were the favorite of the Founder. To focus grants sharply, so that goals are definable, progress discernible, and achievement measurable.

Proposal Format: Send an informal letter of inquiry or a brief preliminary proposal to determine Foundation interest. In submitting a proposal, include the aims of the project, the methods and procedures to be used, the personnel and financial resources available and/or needed, and evidence of tax-exempt status.

Time Horizon: Although there are specific deadlines for accumulation of materials before any particular board meeting, proposals and inquiries are welcomed by the Foundation at any time during the year.

Average Size of Similar Grants: \$25,000.

EXXON EDUCATIONAL FOUNDATION
111 West 49th Street
New York, New York 10020

Purposes: The Foundation is especially interested in proposals that relate the resources of education to the problems of society....in general education and the re-examination of educational purposes and values. We will be responsive to efforts to lower barriers between educational institutions and organizations as well as within them. We strongly prefer grants that will benefit others besides the recipient

Proposal Format: Send five copies of a proposal outline which does not exceed five pages.

Time Horizon: There are no specific closing dates for proposal outlines; each will be reviewed as it is received.

Average Size of Similar Grants: Varies widely. Total direct support to colleges and universities was \$8,615,000 in 1978.

FORD FOUNDATION
Secretary
320 East 43rd Street
New York, New York 10017

Purposes: Education and Research division activities aimed at improving the functioning and fairness of the nation's educational systems. In the coming two years (1980, 1981), programs will focus on policy analysis, demonstration projects, improving the flow of information, and developing new talent in the following areas: equal educational opportunity for minorities and women; equity in financing public schools. The division will continue to respond to issues involving minorities in all segments of the higher education system, although no further assistance is planned for...large-scale institutional support. The Foundation will support examination of the many public issues that affect higher education. These include problems peculiar to urban universities...and the allocation of government resources among junior and senior colleges. Attention will be given to... trends that can be expected to affect the academic labor market.

Proposal Format: Before any detailed formal application is made, a brief letter of inquiry is advisable in order to determine whether the Foundation's present interests and funds permit consideration of a proposal. Proposals should set forth:

- .objectives
- .detailed program for pursuing objectives
- .qualifications of persons engaged in the work
- .a detailed budget
- .present means of support and status of applications to other funding sources
- .IRS classification.

Time Horizon: Not given.

Average Size of Similar Grants: Grants for education and research were \$63 million in 1976 and 1977; and decreased to \$25 million in 1978 and 1979, apparently reflecting discontinuance of large-scale support.

WILLIAM RANDOLPH HEARST FOUNDATION
THE HEARST FOUNDATION, INC.
888 Seventh Avenue
New York, New York 10019

Purposes: Programs to aid poverty level and minority groups; education programs at all levels.

Proposal format: Elaborate presentations not required. The nature of the appeal and the funding sought from the Hearst Foundations should be stated at the outset. Suggested procedures:

- .Briefly describe basic needs and objectives:
- .Include a budget, showing project costs and how funds will be used
- .Include a brief history of the organization. List names and primary affiliations of officers and board members
- .Include the organizations most recent audited financial report
- .Include IRS letter
- .List other sources of funding for the proposal
- .The first three items should be covered in a two-page letter.

Time horizon: Board meetings on grant decisions are held in March, June, September and December. Deadlines for fully documented appeals are January 15, April 15, July 15 and October 15.

Average Size of Similar Grants: \$5,000-\$10,000; a few major grants are approved each year.

W. K. KELLOGG FOUNDATION
Secretary
400 North Avenue
Battle Creek, Michigan 49016

Purposes: Improving learning process. Developing new instructional approaches. Encouraging a self-reliant attitude toward learning in students. Making institutions more responsive to student learning needs. Individualizing educational and career development for learners of all ages. Strengthening the continuing education of professionals.

Proposal Format: No grant application forms. Write a proposal letter or memorandum briefly describing the basic problem and the plan for its solution, including project objectives, operational procedures, time schedule, and personnel and financial resources available and needed.

Time Horizon: Not given.

Average Size of Similar Grants: Not given. Current assets, \$792 million. Expenditures 1978-79, \$46 million.

Special Note: Although not mentioned in its guidelines, the Kellogg Foundation has a long history of major support to community colleges.

MOBIL FOUNDATION, INC.
Richard G. Mund
Secretary
150 East 42nd Street
New York, New York 10017

Purposes: Supports arts and cultur, education, and
community and civic organizations.

Proposal Format: No formal printed guidelines.

Time Horizon: Not given.

Average Size of Similar Grants: \$5,000.

CHARLES STEWART MOTT FOUNDATION
Mott Foundation Building
Flint, Michigan 48502

Purposes: Risk funds to advance concepts to the demonstration stage. Wherever possible, grants calling for seed money as opposed to general support are preferred. Supporting such demonstration projects until they can reasonably be expected to produce a long-term supporter. Developing and supporting on short term basis projects that provide alternate methods as possible improvements over existing methods; these sometimes will conflict with present methods, hence cannot expect to draw public backing until their superiority is proven. The question of whether the Foundation supports projects which taxpayers or others normally support relates to the very heart of what a foundation is supposed to be. We do not see it as our role to fund what taxpayers already support, as much as what they might support in the future.

Proposal Format: Letter stating:

- .what you intend to accomplish
- .how you intend to reach the objective
- .what it would mean in effect on community
- .why the proposal is innovative
- .why your organization is the one best equipped to achieve the desired result
- .other qualifications of the organization: IRS classification, record of accomplishment, track record of the leadership
- .line-item budget, proposed starting and ending dates, plans for post-grant funding
- .plans to evaluate result.

Time Horizon: 4 months to process proposals.

Average size of Similar Grants: Not given. Foundation assets, \$400 million.

THE NEW WORLD FOUNDATION
Executive Director
100 East 85th Street
New York, New York 10028

Purposes: The right education for children; the relationship to life, and the ethics, of industry and commerce; instruction and education toward a common ideal of public health; the possibilities of communication between the seen and unseen worlds; the relationships between peoples and nations and the avoidance of war; the growth of the spiritual, as distinguished from the material, elements of human life.

Proposal Format: No particular form of application is required. Include a concise statement of the purpose for which the grant is sought and of the program, staff and specific budget necessary for its achievement. Submit an audited report for the previous fiscal year, as well as a listing by source and amount of income in the previous year and sources of anticipated income for the period for which funds are requested, and a copy of the ruling granting federal tax exemption.

Time Horizon: Not given.

Average Size of Similar Grants: The Foundation rarely makes grants of more than \$25,000 per year and usually makes grants of less than that amount.

PEPSICO FOUNDATION, Inc.
Mrs. Jacqueline R. Millan
Vice President - Contributions
Purchase, New York 10577

Purposes: The Foundation is particularly interested in the support of graduate business schools, minority higher education, and economic education programs. The Foundation supports many educational endeavors primarily in the form of financial aid to college funds, universities, scholarships, fellowships, research programs and the Matching Grants to Education Program, because the Foundation views the support of higher education as an investment in our society's future.

Proposal Format: A request for funds should include a statement of objectives, a history of achievements, the roster of officers and directors, written evidence of tax-exempt status, a financial statement, and any other pertinent information.

Time Horizons: Not given.

Average Size of Similar Grants: Not given.

POLAROID FOUNDATION
Executive Director
750 Main Street
Cambridge, Massachusetts 02139

Purposes: Major areas of interest include programs for... minorities, and inner city communities. Current concerns include programs for minorities, women, special education.

Proposal Format: Submit requests in writing, in duplicate, on organization letterhead. Include a description of the program, its annual budget and an explanation regarding the specific request for support. Include a copy of tax-exemption letter.

Average Size of Similar Grants: \$100 to \$10,000.

Special Note: Polaroid Foundation accepts applications for grants of photographic materials. The request, on organization letterhead, must provide a statement justifying the organization's ability to qualify : schools must be federally approved under Title I ; and an overview of how photography will be integrated into the program. Send only one copy of request; no budget or treasury department statement required, to:

Product Donation Program
Polaroid Foundation
750 Main Street
Cambridge, Massachusetts 02139.

Time Horizon: Not given.

THE PRUDENTIAL FOUNDATION
Prudential Plaza
Newark, New Jersey 07101

Purposes: Assist institutions that supply substantial numbers of Prudential employees and/or which provide opportunities for employees' continuing educational needs. Help advancement of minorities, women and the handicapped through improvement of educational opportunities. Support specialized education. Preference for grant making shall be accorded requests in the following order:

1. Prudential's Corporate and Regional Home Office metropolitan areas
2. National
3. New Jersey
4. Other cities and states.

Proposal Format: Proposals should be brief and simple. Include IRS letter and latest audited financial statements. Clearly state objectives, activities, accomplishments and geographic scope. List names and business or professional affiliations of officers and Board of Directors or Trustees. Specify the number of board meetings held in previous year, and whether board members are compensated. Indicate number and total compensation of paid employees and number of volunteer workers. Supply current itemized budget as well as a budget based on total anticipated funds. Show sources of current income. Indicate whether request is for general operating support or for a specific program. Describe in detail any specific program for which support is requested, including an explanation of what the grant is expected to accomplish, how the program will be carried out, and the methods and procedures which will be used to evaluate the program. Also supply a program budget; describe the geographic scope; show any special fund-raising costs and sources of income. Furnish names and qualifications of the persons responsible for carrying out the activity for which funds are being sought.

Time Horizon: Not given.

Average Size of Similar Grants: \$5,000 - \$15,000.

Special Note: There is no evidence that the Prudential Foundation has supported public institutions of higher education; their emphasis appears to be on the independent college.

APPENDIX I

PUBLIC SOURCES OF FUNDING

NATIONAL INSTITUTE OF EDUCATION
DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Mr. Warren Kaufman
Unsolicited Proposal Coordinator
Washington, D. C. 20208

Purposes: (1) helping to solve or to alleviate the problems of, and promote the reform and renewal of American education; (2) advancing the practice of education, as an art, science, and profession; (3) strengthening the scientific and technological foundations of education; and (4) building an effective educational research and development system.

Proposal Format: No particular application form. Proposals should include a one-page summary of the purpose, design, and significance of the proposed research; a narrative section presenting a clear rationale for the proposed research, placing it in the context of existing knowledge, current educational practice, and related research. The methodology should be explained in detail.

Time Horizon: Proposals must be received by December 31 or June 30 to be considered in the decision cycles of May or Novembers, respectively.

Average Size of Similar Grants: \$10,000 to \$100,000.

Special Note: Should be approached by June 30, 1980, for Manpower Survey. Should be approached by December 31, 1980, for Evaluation.

NATIONAL ENDOWMENT FOR THE HUMANITIES
Development Grant Program
Division of Education Programs, Mail Stop 202
806 15th Street, N. W.
Washington, D. C. 20506

Pilot Grants:

Purposes: Pilot Grants provide funds for the final planning, initial implementation, and evaluation of new courses in the humanities. Concern is less with the novelty of a new program than with the appropriateness and potential value of that program in meeting student needs. A proposal should therefore provide evidence of a thorough analysis of the specific needs, problems, resources, and strengths related to humanities instruction at the institution, along with a cogent rationale of the proposed program for the institution. Support is then offered for the activities necessary for the implementation of the last stage of testing new humanities courses in the classroom. Workshops for faculty to engage in the final planning of the course content, released time for faculty to teach the new courses, and the hiring of consultants to evaluate the new program are the kinds of activities supported under Pilot Grants.

Proposal Format: Forms provided.

Time Horizon: Application deadlines are October 1, 1980, and April 15, 1981. A preliminary draft must reach the Endowment six weeks prior to deadline for the full proposal.

Average Size of Similar Grants: Not over \$50,000, available over a twelve-to-eighteen month period. The Endowment will assume no more than 80 per cent of total costs.

Implementation Grants:

Purposes: Implementation grants support two- and four-year colleges wishing to introduce new programs in the humanities or extensive revisions of existing programs. Funds may be used to develop a specific area of the humanities curriculum, such as a group of related courses or an ordered program of studies. The difference between Pilot and Implementation grants lies not in their goals or in the scope of the programs proposed, but in the stages which an institution has reached in its planning: an institution which has already tested a key part of its proposed program should apply for an Implementation Grant in order to implement the program fully and to integrate it into the ongoing curriculum over a period of several years.

NATIONAL ENDOWMENT FOR THE HUMANITIES (continued)

Applicants must base their proposals on a solid investigation of institutional needs, priorities, and long-range planning goals. The following preliminary activities must be completed before discussing a plan with the Endowment: (1) a thorough analysis of the strengths and weaknesses of the humanities curriculum; (2) the formulation of a comprehensive, long-range plan for faculty and curriculum development which will build on the institution's strength; (3) a feasibility study or a pilot program to test its plans; (4) any necessary modifications of the plan as indicated by the study or pilot program.

Proposal Format: Forms provided.

Time Horizon: Application deadlines are December 1, 1980, March 15, 1981, and June 15, 1981. Applicants should initially contact the staff at least several months before the deadline and submit drafts of their full proposals and budgets for review by staff at least six weeks before the formal application deadline.

Average Size of Similar Grants: Not over \$300,000 in outright funds over a three-to-five year period.

NATIONAL SCIENCE FOUNDATION
Washington, D. C. 20550

Local Course Improvement (LOCI)

Purposes: LOCI provides support for the revision and improvement of local instructional programs. The program emphasizes improvements in both science content and instruction carried out by individual faculty members. Projects concentrate on the design, preparation, and evaluation of specific new course materials or teaching strategies. These may be directed at science majors, nonscience majors, those studying to be pre-college science teachers, or students preparing for technological careers.

Proposal Format: Forms provided.

Time Horizon: Proposals are due at the Foundation on or before October 3, 1980. Evaluation and processing require approximately 7 months.

Average Size of Similar Grants: Awards up to \$25,000 are made for the support of specific, short-term projects. Recipients of support are expected to contribute at least one-third of the overall project cost.

Minority Institutions Science Improvement (MISIP)

Purposes: MISIP assists 2- and 4-year institutions whose enrollments are predominantly (more than 50 per cent) Alaskan Native, American Indian, Black, Mexican-American, Puerto Rican or other disadvantaged ethnic minority group underrepresented in science to improve the quality of their science education programs and to increase the flow of ethnic minorities into science careers. The program also supports activities designed to improve the capability of minority institutions in the areas of institutional planning and development so that they may effectively compete in assistance programs not specifically intended for minority institutions.

Grants are awarded to individual institutions in support of comprehensive science improvement plans (see Special Note below). Special projects are supported for highly focused, short-term activities such as advanced science seminars, research workshops, and visiting scientists programs. Faculty development and development of new science instructional strategies are some elements that may be supported.

NATIONAL SCIENCE FOUNDATION (continued)

MISIP (continued)

Proposal Format: Forms provided.

Time Horizon: Closing date for receipt of institutional proposals is December 4, 1980. Announcement of awards is expected to be in May. Special project proposals may be submitted at any time. A minimum of 6 months should be allowed for processing.

Average Size of Similar Grants: Support for institutional projects should not be requested for periods exceeding 3 years or for amounts in excess of \$300,000. Financial support for Special Projects should not be requested for periods exceeding 24 months or for sums exceeding \$50,000.

Special Note: The Institutional Grant is appropriate for Roxbury Community College, not for UPP. MISIP is similar in this respect to NSF's Comprehensive Assistance to Undergraduate Science Education program, the principal difference being that MISIP is geared to minority institutions.

Public Service Science Residencies (PSSR)

Purposes: PSSR's allow working scientists to undertake up to a year's activities in association with organizations of citizens in need of their expertise. Residency activities might include but are not limited to: (1) data collection, compilation and dissemination; expert advice addressed to the scientific needs of citizens and their organizations and representatives. Activities should make specific use of the resident's scientific and technical expertise, and should help the public reach informed decisions and participate in the policymaking process on issues involving science and technology.

Proposal format: Forms provided.

Time Horizon: The deadline for 1980 will be announced later. (1979: February 15).

Average Size of Similar Grants: Stipends will be prorated according to the length of tenure and range from \$18,000 to \$25,000 per year. Travel and an activities cost allowance to the host organization may also be requested.

Special Note: Appropriate for Researcher in Residence.

NATIONAL SCIENCE FOUNDATION (Continued)

A new brochure will be published soon, describing Science for Citizens Forums, Conferences, and Workshops and Planning Studies (SE 80-63). These appear to be appropriate for the Researcher in Residency. SFC Planning Studies, for instance, are intended to provide support for community based efforts to plan a public service science center which could accomplish SFC objectives on a continuing basis. SFC objectives are to make scientific and technical assistance available to citizens at the times and in the ways most useful to them, so as to increase the knowledgeable participation of scientists and citizens in resolving major issues of public policy that involve science and technology. Public service science centers should be firmly based on real people in communities that share common problems, common interests in resolving these problems, and real needs for scientific and technical information and expertise. They should be firmly rooted in the scientific and nonscientific communities.

BIBLIOGRAPHY

American Planning Education. National Education Development Committee. PLANNING EDUCATION DEGREE RECOGNITION CRITERIA.

Bach, Victor E. CHANCE TO OWN: A CONSUMER-BASED ASSESSMENT OF THE SECTION 235 PROGRAM OF LOWER-INCOME HOME OWNERSHIP. Unpublished doctoral dissertation. MIT 1977.

Birch, David L. THE JOB GENERATION PROCESS. Cambridge: MIT Program on Neighborhood and Regional Change. 1979.

Bluestone, Barry. "The Characteristics of Marginal Industries," in Gordon, David M. (Ed.), PROBLEMS IN POLITICAL ECONOMY. 1977.

Bowles, Samuel. "Unequal Education and the Social Division of Labor" in Gordon et al.

_____ and Herbert Gintis. "Schooling for a Socialist America," in Gordon et al.

Bushnell, David S. ORGANIZING FOR CHANGE: NEW PRIORITIES FOR COMMUNITY COLLEGES. New York: McGraw-Hill. 1973.

Clark, Kenneth. Guest Lecture to "Introduction to Community Development," MIT, May 9, 1979.

Commonwealth of Massachusetts. Division of Employment Security. EMPLOYMENT AND WAGES, MASSACHUSETTS SMSA'S LABOR AREAS 1975-1978. Occupation/Industry Research Publication. 1979.

_____. EMPLOYMENT REQUIREMENTS FOR THE BOSTON SMSA BY OCCUPATION, BY INDUSTRY, 1970-1985. 1976.

_____. WOMEN AND YOUTH IN THE MASSACHUSETTS LABOR FORCE 1979. Occupation/Industry Research Publication. 1980.

DICTIONARY OF OCCUPATIONAL TITLES, Occupational Classification and Industry Index, Vol. II. Washington, D.C.: United States Government Printing Office. 1949. As cited by Koch.

Doeringer, Peter and Michael Piore. INTERNAL LABOR MARKETS AND MANPOWER ANALYSIS. Lexington: D.C. Heath. 1971.

Downs, Anthony. OPENING UP THE SUBURBS. New Haven: Yale University Press. 1973.

Funnye, Clarence and Ronald Shiffman. "The Imperative of De-ghettoization: An Answer to Piven and Cloward." SOCIAL WORK. April 1967.

- Goldschmidt, Carl. "ACSP: Retrospect and Prospect." BULLETIN OF THE ASSOCIATION OF COLLEGIATE SCHOOLS OF PLANNING, CVII, No. 4.
- Gordon, David M. (Ed.). PROBLEMS IN POLITICAL ECONOMY: AN URBAN PERSPECTIVE. 2nd Ed. Lexington: D. C. Heath. 1977.
- . THE WORKING POOR: TOWARDS A STATE AGENDA. Council of State Planning Agencies. 1979.
- Harrison, Bennett. "Discrimination in Space: Suburbanization and Black Unemployment in Cities," in von Furstenberg, George M., Bennett Harrison and Ann R. Horowitz (Eds.), PATTERNS OF RACIAL DISCRIMINATION. Lexington: D. C. Heath. 1974.
- . EDUCATION, TRAINING AND THE URBAN GHETTO. Baltimore: Johns Hopkins Press. 1972.
- . "The Intrametropolitan Distribution of Minority Economic Welfare." JOURNAL OF REGIONAL SCIENCE, 12 (1972).
- Hartman, Chester. HOUSING AND SOCIAL POLICY. New York: Prentice Hall. 1975.
- Haskins, Kenneth W. REPORT TO THE SPECIAL COMMISSION ON THE REORGANIZATION OF HIGHER EDUCATION. 1980.
- Hill, Robert B. "The Economic Status of Black Families," in James D. Williams (Ed.) THE STATE OF BLACK AMERICA.
- Hirsch, Ralph. THE CHALLENGE OF URBAN PLANNING. American Institute of Planning. 1970.
- Kain, John F. and Joseph J. Persky. "Alternatives to the Gilded Ghetto." THE PUBLIC INTEREST. Winter 1969. (Originally published in 1967).
- . "Housing Segregation, Negro Employment and Metropolitan Decentralization." QUARTERLY JOURNAL OF ECONOMICS, May 1968.
- Kiffer, Theodore E. and Martha A. Burns. HUMAN SERVICES OCCUPATIONS IN THE TWO-YEAR COLLEGE: A HANDBOOK. University Park: Pennsylvania State University. 1972.
- Koch, Moses S., Jr. PROCEDURES FOR DEVELOPING AN ASSOCIATE IN ARTS DEGREE CURRICULUM TO TRAIN PLANNING ASSISTANTS. Unpublished doctoral dissertation, University of Maryland 1961.

- Los Angeles Harbor Junior College. GENERAL CATALOG, 1952-53.
Los Angeles Public Schools, 1952. As cited by Koch.
- Massachusetts Regional Community College. FACT BOOK. 1979.
- Piore, Michael J. "The Dual Labor Market: Theory and Implications," in Gordon et al.
- Rainwater, Lee. "Perceptions of Poverty and Economic Inequality," in Gordon et al. Data based on Boston Social Standards Survey conducted by Richard Coleman and Lee Rainwater, 1971.
- Reich, Michael. "The Economics of Racism" in Gordon et al.
- _____, David M. Gordon and Richard C. Edwards. "A Theory of Labor Market Segmentation," in Gordon et al.
- Rice, William V., Jr. "Financing an Economic Education Program: One University's Experience." COLLEGIATE NEWS AND VIEWS, Fall 1978.
- _____. Personal telephone conversation.
- Roxbury Community College. STRENGTHENING ROXBURY COMMUNITY COLLEGE: A DEVELOPING INSTITUTION. 1979. Proposal (funded March 1980) under Title III of the Higher Education Act of 1965, as Amended.
- Second Newman Report: NATIONAL POLICY AND HIGHER EDUCATION. Report of a Special Task Force to the Secretary of Health, Education and Welfare. Cambridge: MIT Press 1973.
- SOCIAL RESPONSIBILITY OF THE PLANNER. Washington, D. C.: American Institute of Planning. 1973.
- Stegman, Michael A. HOUSING INVESTMENT IN THE INNER CITY: THE DYNAMICS OF DECLINE. Cambridge: MIT Press 1972.
- Stent, Madelon Delany. "Education for Black Americans on the 25th Anniversary of the Brown Decision" in Williams et al.
- Susskind, Lawrence. THE FUTURE OF THE PLANNING PROFESSION. Paper presented at Planning Education Symposium. 1974.
- _____. THE LOGIC OF PLANNING PRACTICE: A NEW FOCUS FOR THE TEACHING OF PLANNING THEORY. Paper Presented at Symposium on Planning Theory. 1974. Revised 1975.
- _____, Kirk Emerson and Kathryn Hildebrand. USING COMMUNITY SETTINGS FOR PROFESSIONAL PLANNING EDUCATION. Cambridge: Department of Urban Studies and Planning and Division for Study and Research in Education, MIT 1977.

Tri-Lateral Council for Quality Education. JOB OPPORTUNITIES:
A BOSTON SURVEY. Boston: Massachusetts Port Authority
1979.

U. S. Congress. THE CLASSIFICATION ACT OF 1923, Public Law 516,
67th Congress, 4th Session, 1923. As cited by Koch.

U. S. Department of Labor, Bureau of Labor Statistics. A CENTURY
OF CHANGE IN BOSTON FAMILY CONSUMPTION PATTERNS.
Regional Report 79-5. 1979.

_____. NEW ENGLAND LABOR AND THE ECONOMY AT THE YEAR-END, 1979.
Regional Report 80-1. 1980.

_____. OCCUPATIONAL OUTLOOK HANDBOOK. 1978-79.

_____. WORK EXPERIENCE OF THE POPULATION IN 1977. Special Labor
Force Report 224. Reprinted from 1979 MONTHLY LABOR
REVIEW with Supplementary Tables. 1980.

Urban Development Assistance Project. AN EDUCATIONAL RESPONSE
TO THE URBAN CHALLENGE: FINAL REPORT. Community College
of Baltimore, Essex Community College, 1969.

Williams, James D. (Ed.). THE STATE OF BLACK AMERICA 1979.
Washington, D. C.: National Urban League, Inc. 1980.