community colleges and universities. The Corps is conducting a health needs assessment survey of 2000 households in Oakland and members of the Corps are being exposed to a leadership skills training program.

The third thrust is a mobilization of minority health professionals to assist the group in forging solutions. It is our expectation that the health professionals will work in conjunction with parents in the organizing committee to help protect them from possible retaliation from the INS. Although we expect that both the schools and state and county health officials will be targets in this campaign, the approach of direct action may have to be somewhat modified given the potential dangers for undocumented people.

Organizing immigrants and refugees is a challenge not only for CTWO but for every community organization that's serious about building power for people in poor communities.

Related to the development of new models in refugee and immigrant communities, CTWO's second challenge is the problem of leadership development in general. For many years, we have been involved through MAAP and other programs specifically with the development of organizers. But it is our view that in addition to organizers we need to develop skilled professionals in other critical roles in order to make social change. Therefore, we are broadening the MAAP program and deepening our educational efforts.

Broadening MAAP, CTWO will create a pilot program later this year to train eight to twelve young people of color as media specialists. Drawing on the expertise of the Public Media Center and the Center for Investigative Reporting, their training will be in data analysis, investigative reporting, and media outreach. After a four month training period, they'll do field work with local community organizations.

In addition, CTWO will expand its leadership development work with local organizations, concentrating both on technical and analytical skills. In this vein, we are working in conjunction with Tufts University and the Womens' Foundation to offer the first West Coast Community Development Institute this August. Patterned on Tufts' successful East Coast version, the West Coast Institute will include training in the areas that have made the Tufts Institute successful: community economic development, housing, and fundraising. In addition, the West Coast Institute has developed special tracks for community organizers, women as managers, and religious activists, plus a full course in organizational development.

The third challenge we face is how to increase the ability of the organizers we work with to move on the most critical—but difficult—issues in communities of colors. In our view, these include education and its many sub-issues: curriculum reform, tracking, bilingual education, recruitment and retention of minority teachers, and the list goes on. What are the most effective strategies to address the high drop out rate? How can we best organize parents and educators to gain control over our children's schooling?

Even more critical is the question of drugs in our communities. While there are individualized treatment programs for victims of drug abuse on the one hand and community efforts to drive out drug dealers on the other, we believe that above all we must articulate viable economic alternatives for young people in our communities. How can we create meaningful work for our youth that simultaneously serves the needs of our communities? What leverage can we exert to secure decent jobs at decent pay?

Our last challenge is to increase our collaborative work with other organizations. Most CTWO programs we've initiated and run on our own. Through MAAP, though, we've developed relationships with some 30 community organizations around the country. And through the Community Development Institute we're working with the Women's Foundation and the academic community. What will test our success over the next 10 years will be our ability to broaden and deepen these relationships and to apply our combined strengths to advancing the interests of Asian, Black, Latino, and Native American communities.

--Gary Delgado

SCHOOLS, from page 5

school issues. At the same time, some longtime public school reformers are wondering if more attention should be paid to alternatives.

"In the struggle over bilingual education in Lowell, Massachusetts," recounts Camilo Perez-Bustillo, an activist attorney with Multicultural Education Training and Advocacy (META), "there was a Greek "English-only" advocate on the school board who really stung me. He said, 'look what we did' referring to the Greek community setting up the Hellenic American School that's now a thriving private school. I don't know realistically how much of a model that could be but it does make you think."

Afterschool and weekend schools may be more appropriate in some circumstances, Perez-Bustillo said, but "more and more as I deal with the frustrations and limits on advocacy around bilingual education, I think we need to look at alternatives through community organizations.

"Basically, you've got to keep all the fronts active at once. In any one commmunity that's big enough, you try to develop as many alternatives as possible within the system and without."

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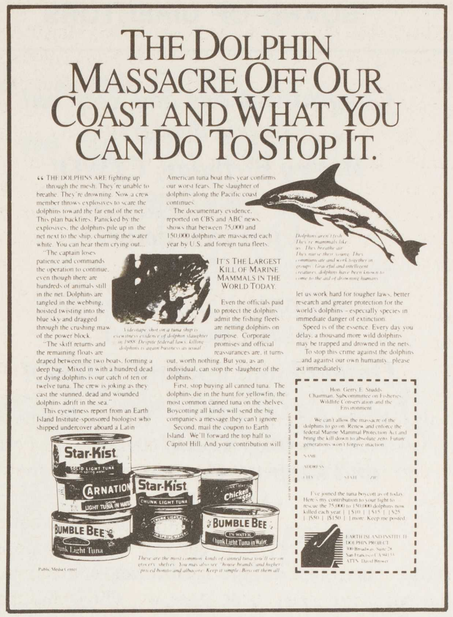

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