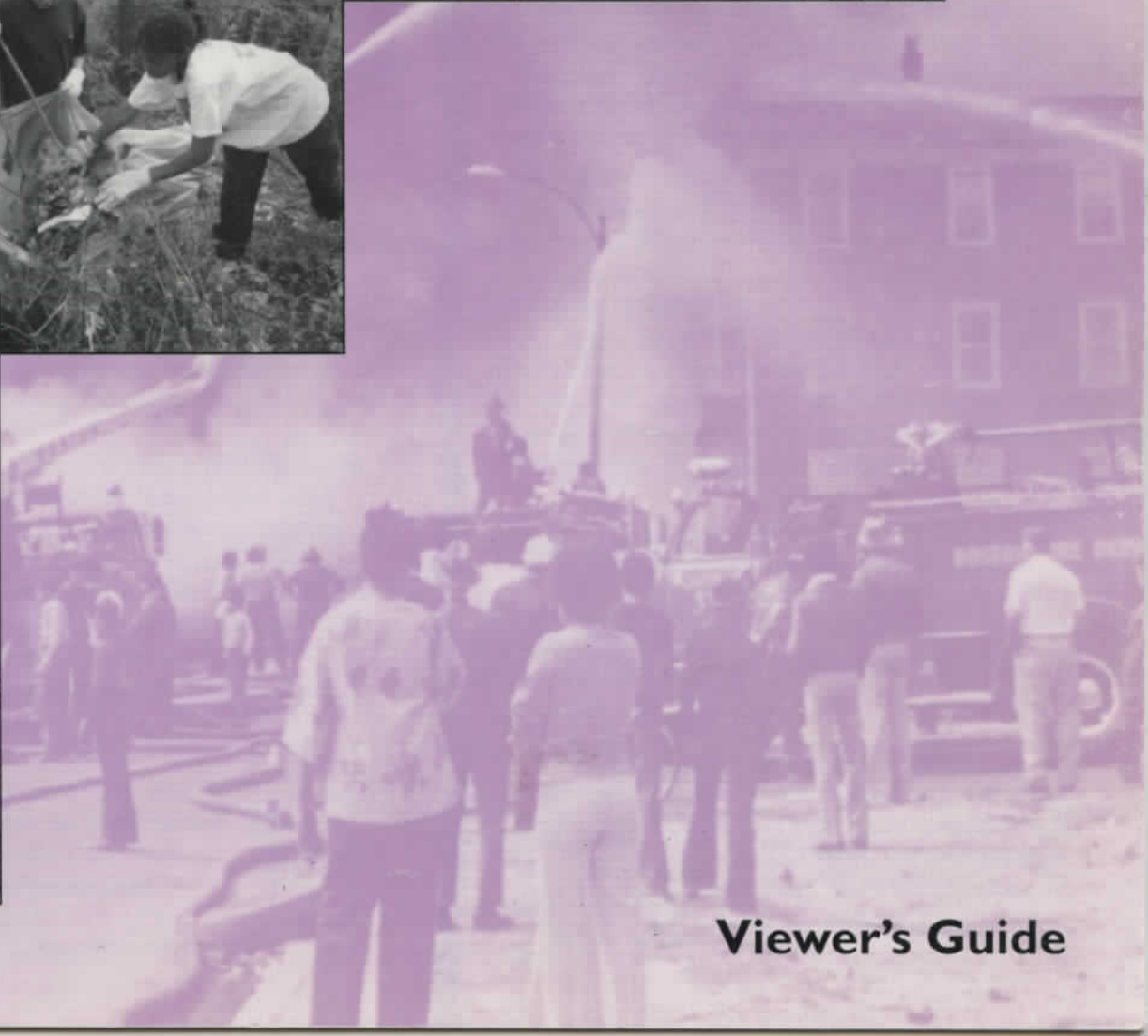


Holding Ground

the rebirth of dudley street



Viewer's Guide



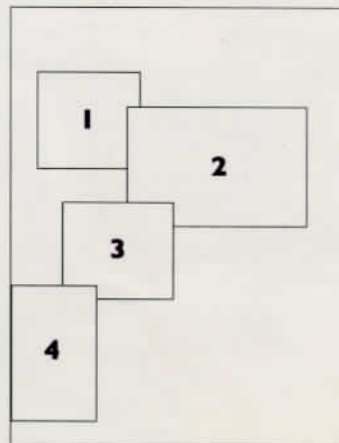
Dudley Street Neighborhood Initiative

When Dudley residents made a public declaration of community power back in 1985, little did we realize we would accomplish so much that others would want to learn about our approach to community revitalization. The video documentary *Holding Ground* captures highlights of our struggle to build and rebuild our community. In many ways, however, we still are very much a work in progress.

This Viewer's Guide points to some of the themes and approaches underlying our work. We hope that it is useful to others engaged in neighborhood revitalization. If there is one message we hope people will walk away with, it is the importance of community-controlled, resident-led planning and organizing. No single model for community revitalization exists. Each community must craft creative solutions for its specific circumstances, ones that build on the richness of the community and residents' vision for a better future. Still, there is much that we can do to learn from and support each other.

Greg Watson
Executive Director
Dudley Street Neighborhood Initiative
513 Dudley Street
Roxbury, MA 02119

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Patrick J. Gallagher
Project Manager
Elliot Grant
Copy Editor
Leah Mahan, Mark Lipman
Consultants
Karlic Design Associates
Graphic Design



Cover photo credits

Background photo:
Boston Globe

1. Leah Mahan
2. Eric Antoniou
3. Mark Lipman
4. Leah Mahan

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Holding Ground was distributed to public television in May 1997 by the American Program Service and presented by WGBH/Boston and Maryland Public Television.

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introduction

Holding Ground: The Rebirth of Dudley Street tells a story of hope and activism in the face of great obstacles. After decades of disinvestment by government, banks, and business, the residents of an ethnically diverse Boston neighborhood joined together to rebuild their community. This one-hour video documentary shows how the Dudley Street Neighborhood Initiative (DSNI) turned a community around through grassroots organizing and planning.

Using the Guide

This story of community vision, struggle, and change provides an excellent resource for local action. While the Dudley Street neighborhood and Boston may differ from your neighborhood or city, the message remains true: Community building must be resident-led to work.

The Video Discussion Guide is based on the content of *Holding Ground* and assumes that discussion participants have seen the documentary. It aims to focus group discussion on the issues raised by the video and to help groups reflect on their own experiences.

Related Resource

Streets of Hope: The Fall and Rise of an Urban Neighborhood, a book by Peter Medoff and Holly Sklar, chronicles the story of the Dudley Street neighborhood. It is available from South End Press, 116 Saint Botolph Street, Boston, MA 02115 (800-533-8478). The Video Discussion Guide includes suggested readings from the book.

holding ground:

the rebirth

Program Synopsis

Holding Ground is the story of a neighborhood reclaiming its own power. In this spirit, the community's transformation over several decades unfolds entirely in the voices of those who lived the struggle. This history is told chronologically, in eight video chapters indicated by titles during the program.

INTRODUCTION (7 minutes)

This section traces the decline of the Dudley Street neighborhood in the 1960s and 1970s due to disinvestment and arson. Some 1,300 vacant lots in the area become Boston's dumping ground.

FROM THE ASHES (4½ minutes)

In 1985, angered by a neighborhood revitalization effort initiated without their participation, residents speak out at a community meeting. They re-create the effort — called the Dudley Street Neighborhood Initiative (DSNI) — under community leadership.

DON'T DUMP ON US (8 minutes)

To begin creating a sense of community power, unity, and ownership, DSNI knocks on residents' doors to find a high-priority issue that they can tackle together. Their first campaign forces the city to clean up vacant lots and to close two illegal dumps.

TURNING THE TABLES (5½ minutes)

More than 200 residents create a comprehensive plan to revitalize their neighborhood. Dudley residents' new power is evident when the city adopts DSNI's plan as the official one for the area.

TAKE A STAND, OWN THE LAND (6 minutes)

For development purposes, DSNI asks the city for eminent domain authority over privately held vacant land in its area. In 1988, it becomes the first grassroots group in the country to have this authority.

NOT JUST BRICKS AND MORTAR (7 minutes)

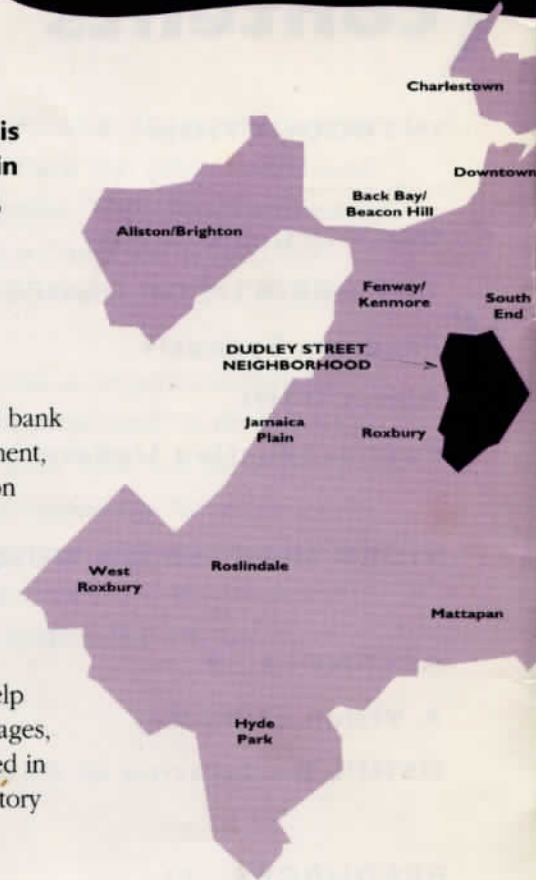
DSNI's comprehensive approach works to improve the quality of life in the neighborhood. The Young Architects and Planners project provides youth with basic architectural skills that they use in building models for two planned community centers. DSNI also creates much-needed programs for youth and pushes drug dealing out of the local park by starting a summer day camp.

BREAKING GROUND (6 minutes)

Despite a lack of local bank and developer investment, DSNI breaks ground on new housing in 1993. Later, a ribbon-cutting ceremony celebrates the completion of the first six of 300 homes. Homebuyer classes help residents to get mortgages, which had been denied in the past by discriminatory banking practices.

NEW VOICES (13 minutes)

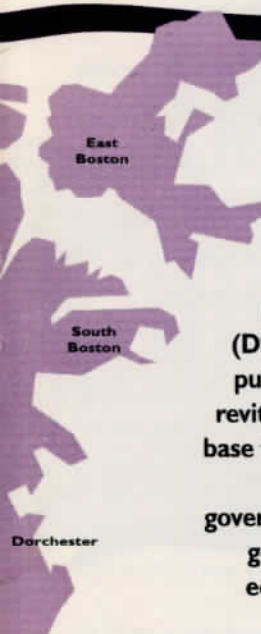
At a winter vigil in the park, a teenager encourages all youth to become involved with DSNI. Young people take leadership and form a youth committee whose first project is a mural about the community. The program ends as the community elects new DSNI board members, including neighborhood youth.



Our mission is to empower Dudley residents to organize, plan for, create, and control a vibrant, diverse, and high-quality neighborhood in collaboration with community partners.

— DSNI Mission Statement

of dudley street



About DSNI

Once a devastated neighborhood in the center of Boston, Dudley is rebounding as a vibrant, united community. After facing years of disinvestment, discrimination, neglect, and arson, Dudley residents organized the Dudley Street Neighborhood Initiative (DSNI) with the goal of uniting the community and putting residents in control of their neighborhood's revitalization. DSNI began by creating its own power base through community organizing and then formed partnerships with local institutions, funders, and government agencies. Their comprehensive approach goes well beyond housing to rebuild the social and economic fabric of the neighborhood and create a thriving "urban village."

Governance

The original plan for DSNI's governance structure was drawn up by local organizations. It called for a 23-member board with only four seats for residents. Residents called for a much more inclusive process.

Today, DSNI's board consists of 29 members, of which a majority are residents; 27 members are elected every two years at an open election, and two are appointed by the board. The board is composed as follows:

16 community residents

- ☐ 3 from each of the four major ethnic groups in the area
 - ☐ 2 youths
 - ☐ 2 appointed by the board
- 13 representatives of local organizations and businesses
- ☐ 7 nonprofit agencies
 - ☐ 2 community development corporations
 - ☐ 2 religious institutions
 - ☐ 2 small businesses

In 1988, DSNI formed an independent, nonprofit community land trust called Dudley Neighbors Inc., which

assembles land for development and ensures long-term housing affordability and community benefit.

DSNI is committed to building the vehicles and tools for residents to determine the future of the neighborhood. From the development of a shared community vision and plan to community-wide elections of its board of directors, DSNI constantly seeks broader and deeper resident participation. It organizes open community meetings for all major issues,

works to strengthen various community organizations, and develops community-building events and forums, including an annual multicultural festival. DSNI does much of its day-to-day work through committees made up of residents and neighborhood partners. The current committees include Sustainable Development, Nubian Roots Youth Committee, and Leadership Development. In 1997, DSNI had 16 full-time staff members and a neighborhood membership of 2,300 people.

DEMOGRAPHIC PROFILE: 1990

This table highlights Dudley's rich diversity, significant number of homeowners, and relatively youthful population, while showing it has twice the unemployment rate and half the per capita income of Boston as a whole.

	DSNI Core*	Boston
Population	12,018	574,282
Background:		
African American	37%	24%
Hispanic	29%	11%
Cape Verdean	25%	NA
White	7%	59%
Other	2%	6%
Per capita income	\$7,634	\$15,581
Unemployment	16%	8%
Households	3,513	228,466
Housing units	4,040	250,865
Home ownership	24%	31%
Persons under 18	36%	19%

*The DSNI Core is an area at the center of the Dudley neighborhood where most of DSNI's work has concentrated. The population of the whole DSNI area is 24,068. Source: *Streets of Hope*

POST-PRODUCTION UPDATE

Since the completion of *Holding Ground*, DSNI has engaged in a renewed visioning and planning process to develop a vibrant urban village as the centerpiece of a revitalized area. This process led to the development of strategies to realize community economic power. The elegant Dudley Town Common, the new gateway to the neighborhood, opened in the spring of 1996. Ground has been broken on the next phase of affordable housing. Solar-powered lights grace the new park created across from the new homes, making the residential area a safer place. Planning is proceeding on two new community centers that will house recreational, educational, and cultural facilities for the entire community. Residents have won important organizing victories in closing trash transfer stations, keeping open a local middle school, and increasing voter registration. While much has been accomplished, efforts to revitalize the Dudley neighborhood are still in the early stages and will require ongoing public and private support to offset the impact of decades of public and private disinvestment.

This discussion guide is meant to help viewers get beyond the DSNI story to their own needs and experiences. Part of the goal is to address feelings of skepticism that viewers might have ("That was there; it could never happen here.") and feelings of impatience about the process ("We don't have time to waste on all that process."). This guide is written with the needs of community organizations in mind and can easily be adapted for classroom use.

The discussion guide is divided into eight sections, matching the eight segments of the video. Each section explores a community-building principle through questions about the process. The goal of discussion is to help participants see lessons and ideas that can help them reflect on their own experience and see new possibilities.

video discussion guide

Using the Discussion Guide

Facilitators are urged to view *Holding Ground* before leading a discussion group. The *Holding Ground* Program Synopsis (page 2) provides a useful outline of the documentary. You may wish to share with participants About DSNI (page 3), as well as the materials in the Appendix (pages 9–10). These include a description of DSNI's visioning process and the neighborhood's Declaration of Community Rights. You might want to distribute these or display them with an overhead projector to stimulate discussion about how they relate to the participants' own neighborhood. Each section of the discussion guide also suggests a related reading from *Streets of Hope* (see page 1).

Depending on the amount of time available, several options exist for how you structure the presentation.

- ❑ Show the program in its entirety and follow the screening with a discussion, selecting from the questions on pages 5–8 those you think will meet the needs of your group.
- ❑ Arrange for the program to be viewed independently prior to the day on which you will discuss these issues.
- ❑ Show the program segment by segment, discussing each major issue immediately following the viewing.

Facilitating a Discussion

The key role of a facilitator in a discussion about *Holding Ground* is to let participants do most of the talking and help them reflect on their experience in light of what is presented on screen. The following tips might help you prepare to facilitate such a discussion.

- ❑ Read all of the questions in advance to be sure you are comfortable with both their meaning and their wording. Rewrite questions you would rather say differently. Think about the answers you might get and consider how you might follow up such answers. Determine which questions you definitely want to discuss and which could be left out if time is short.
- ❑ If a question is met with silence, rephrase it and ask it again. If necessary, ask a related question to prod discussion or suggest an answer to which participants can respond.

❑ If one person tends to dominate the discussion, let that person speak, but ask other participants for their reaction to the speaker's points. Encourage all participants to join in.

❑ Consider pairing off participants to discuss questions together and then share their thinking with the full group.

❑ Relate back to what was seen in the video, replaying segments if necessary. Help discussion participants identify how DSNI approached particular issues and react to how they feel such an approach would work locally.

❑ Whenever possible, try to achieve some closure on a question, even if closure is the acknowledgment of multiple points of view that will require further discussion. A good wrap-up question is: "So what can we learn from this experience?"

INTRODUCTION □ **Perspective: *Where have we come from?*** □ The Dudley Street Neighborhood Initiative members approached their challenges from an historical perspective. They believed that a specific sequence of events, caused by economic, social, and political systems and policy decisions, had led to the decline in their neighborhood and that rebuilding it would require addressing those forces directly. Understanding how history had shaped the neighborhood and valuing the experiences of people who had lived through that history was a starting point.

□ What were the significant changes in the Dudley Street neighborhood since World War II? What lessons do you think the community learned from this history?

□ How would you define “community”? Who is part of your community? What are the institutions that serve your community?

□ How is the history of your neighborhood similar to or different from Dudley’s? What significant events or trends have shaped your community? How has the community responded to them? What has the community learned from them?

□ How has your neighborhood changed physically over time? How would you like it to change? Name three changes you would like to see happen.

□ About how much of your neighborhood is used for the following: homes, businesses, public facilities (hospitals, schools, libraries, parks, etc.), open space (parks, vacant land), or empty buildings? What would you like the mix to be?

Related reading: Streets of Hope, Chapter 1: Remembering

When I came here I was ten years old in 1966, and what I saw was a lot of fires. I think that’s what I remember. It was the smell of a fire every night — two, three fires. On my street, two homes out of six were gone by the year 1970.

Clayton Turnbull

FROM THE ASHES □ **Direction: *How can we ensure that our effort is community-led?*** □ Dudley residents felt that change needed to come from a process that was defined and led by community members. They also challenged foundations, government agencies, nonprofits, and other groups to recognize that resident leadership was the crucial ingredient in community revitalization. This meant seeing the neighborhood in a new way, not as a place of problems to be solved by outside experts but as a place with its own strengths and resources to come up with its own solutions.

□ Bob Holmes of the Riley Foundation initially viewed Ché Madyun, who later became a DSNI leader, as an agitator. What is the difference between an agitator and a leader? Why did Ché question the leadership that presented itself at that first meeting?

□ How did Dudley residents ensure community leadership of DSNI? In your neighborhood, how involved are residents in decisions that affect them? How could you increase the level of community leadership? How do you think things would be different with more community leadership?

□ What leadership qualities are needed in your community? How can you identify, nurture, and develop potential leaders? What obstacles prevent new leadership from developing, and how can they be overcome?

□ What organizations serve your community (e.g., civic and religious, neighborhood associations, service agencies, libraries, etc.)? What kinds of partnerships exist between residents and these organizations? How could other partnerships be created to help reach the community’s goals?

Related reading: Streets of Hope, Chapter 2: Creating the Dudley Street Neighborhood Initiative

And I sat there listening to them talk about how they were going to form this group and we’re gonna have community input. We’re gonna rebuild this neighborhood. . . . And I asked them, “How many of you live in the neighborhood?” And nobody raised their hand.

Ché Madyun

DON'T DUMP ON US **Organizing: How do we come together to make change?** Community organizing is at the core of all of DSNI's activities. Organizing built shared power by identifying neighborhood goals and creating campaigns that brought group success. Uniting the community required overcoming tensions that threatened to divide it, so that the interests of individuals and groups were respected.

The Don't Dump on Us campaign was a message to a lot of folks, including city hall, and including the media and others who were trashing this neighborhood in more ways than one.

Andrea Nagel

- What are the goals of community organizing? What have been your experiences with community organizing in your neighborhood?
- How did DSNI determine that removing trash from the vacant lots was the neighborhood's top priority? How were individuals and groups brought into the campaign? Why did the media cover this campaign? What impact do you think media coverage of a community campaign can have?
- What do you think would have happened if the community had taken on housing or economic development as its first campaign?

What issues do you want to see addressed in your neighborhood? How would you find out what issues are of concern to your neighbors?

How and where do residents in your community currently discuss their problems and visions? How can you ensure that your discussions include the broad spectrum of voices in your community, including people with diverse interests? How can you ensure that despite their differences, people can find their common ground as neighbors?

Related reading: Streets of Hope, Chapter 3: Don't Dump on Us: Organizing the Neighborhood

TURNING THE TABLES **Planning: What is our vision?** DSNI approached neighborhood planning not as a job for experts but as a process through which the community would arrive at a collective vision. Residents actively took part at every stage, from initial planning through more detailed design and implementation. Progress toward the vision required the integration of short-term and long-term strategies through campaigns that linked organizing and planning.

I think most of the people in the DSNI neighborhood, and certainly the activists in the community, had the experience of urban renewal in other parts of the city: planners came in from outside and decided what was best for people.

Byron Rushing

- How did Dudley residents provide input to their community plan? Why do you think DSNI described the future neighborhood as an "urban village"?
- Why did Dudley residents resist the city's planning efforts? What has been the history of urban renewal or other kinds of redevelopment in your community?
- How would you establish a process to involve residents in your community plan? How would you reach consensus on priorities? Work with other participants to identify three goals for the community. Start by working in pairs, then bring the whole group back together to discuss each pair's goals. Try to achieve consensus on three goals.

DSNI decided to work with professional urban planners. What would be the appropriate role for a professional planner in a resident-led planning process in your community? What qualities would you look for in a planner? How would you ensure that residents' goals were understood and incorporated?

Related reading: Streets of Hope, Chapter 4: Planning an Urban Village

TAKE A STAND, OWN THE LAND □ **Tools: What creative strategies can we use?** □ One of DSNI's organizing principles is "Anything is possible." In coming up with solutions to the challenges they faced, they looked beyond the way things traditionally had been done. This often meant committing to a long, difficult process that involved taking risks and challenging traditional power relationships.

□ Eminent domain is the power of a government to take private property for public use — such as to build a highway — without requiring the owner's consent but with fair compensation. Eminent domain had been used in Boston to tear down several low-income neighborhoods. Who decides what "the public" wants? If you disagreed with the way government was using its power in your community, what could you do?

□ When DSNI decided to ask the city to grant it eminent domain authority over privately owned vacant lots in the neighborhood, what strategies did it use to win support from the mayor and his advisors? How were DSNI's plans to use this power different from the ways eminent domain

authority had been used in the past? Are there areas of concern in your community that seem insurmountable? Try brainstorming nontraditional solutions, then think of steps you could take to carry them out.

□ DSNI created a land trust to ensure that the land and future housing would remain an affordable resource. What resources does your community have an interest in preserving or developing? What strategies could your community use to access, develop, or control these resources for the good of the community?

Related reading: Streets of Hope, Chapter 5: *Controlling the Land Through Eminent Domain*

I didn't think that the Boston Redevelopment Authority would delegate that very important responsibility to a neighborhood organization. . . . However, I thought it was a good idea because most of [the vacant land] was in private hands by speculators who had expected that the land would increase in value and they could make a killing.

Nelson Merced

NOT JUST BRICKS AND MORTAR □ **People: How do we develop our power and potential?** □ From the perspective of people outside the neighborhood — the media, city officials, and funders — the Dudley neighborhood was defined and treated in terms of its problems. DSNI approached the neighborhood's challenges from a different perspective. By focusing on the community's strengths, they came up with creative solutions.

□ Through the Young Architects and Planners project, Dudley neighborhood youth worked with professionals to design two community centers that would help transform their community. What do you think professional architects and planners could learn from the young people's designs of an ideal community center? What did the Young Architects and Planners learn themselves? What strengths do young people bring to activities in your neighborhood? How could they be more involved in identifying community priorities and solving problems?

□ Think of a neighborhood you know and develop two descriptions: one that focuses on strengths and one on problems. How would each description affect the perception that community

residents and outsiders have of the neighborhood? How would each description affect plans to revitalize the community? How could your community focus more on its strengths? How could you turn some of your community's problems into opportunities?

□ Work with another participant to develop a list of each of your strengths. Report back to the group about each other's assets. How could the strengths of the whole group be used to reach your community's goals?

Related reading: Streets of Hope, Chapter 7: *Holistic Development: Human, Economic, Environmental*

We need a new center for the community. . . . So we are here tonight, everybody from the crew, to show you the models and the pictures we drew. We're not finished, and we will be around until this community center is in the ground.
The Young Architects and Planners Rap

BREAKING GROUND □ **Process: How do we stay true to our mission?**

□ **DSNI sees the process of community organizing and participatory planning as its primary mission and the source of its strength. The quality of this process and the community's ownership of it determine the quality and sustainability of the outcome. While DSNI oversees projects from beginning to end, in order to maintain its role as community advocate, it works with partners that implement specific projects.**

When DSNI was set up, it was agreed. . . that only as a last resort would DSNI ever be a direct developer itself or ever provide direct human services, that its role was to organize and to plan and to facilitate the process of development and service delivery, but not do it itself.

Peter Medoff

□ When DSNI was ready to build the first new homes, it had trouble finding a bank or developer to finance and manage the construction. Why do you think DSNI was reluctant to go beyond its role as the neighborhood advocate to take on a managerial role in the construction of the new homes? What circumstances caused DSNI to make an exception in this case?

□ Can you describe situations in which your organization might have lost an important opportunity if you had not temporarily assumed an unwanted role? How did you respond? What was the impact?

□ DSNI has worked to change banking practices in the Dudley neighborhood from disinvestment to reinvestment. David Rockwell says banks

“failed to recognize the strengths these neighborhoods [had].” What strengths does he mean? What can be done to encourage banks to practice fair lending and community reinvestment? What has been your community's experience with lending institutions?

□ In some communities, residents express concern that community programs tend to serve the priorities of foundations and financial institutions more than the community's real needs. How can a community ensure that local organizations serve the needs of residents?

Related reading: Streets of Hope, Chapter 6: Land and Housing Development: The Triangle and Beyond

NEW VOICES □ **Growth: How do we keep our vision alive?** □ **DSNI has found that sustaining a resident-led community-building organization is a continuous process. Establishing a community base early on was only the first step. The ongoing challenge is to create a living organization that grows to encompass new members, new ideas, and new leaders.**

I've been a resident all my life — 17 years. I hope to represent the age bracket which is seriously lacking here, and I'd like to see a lot of things change and more youth participation from kids my age.

John Barros

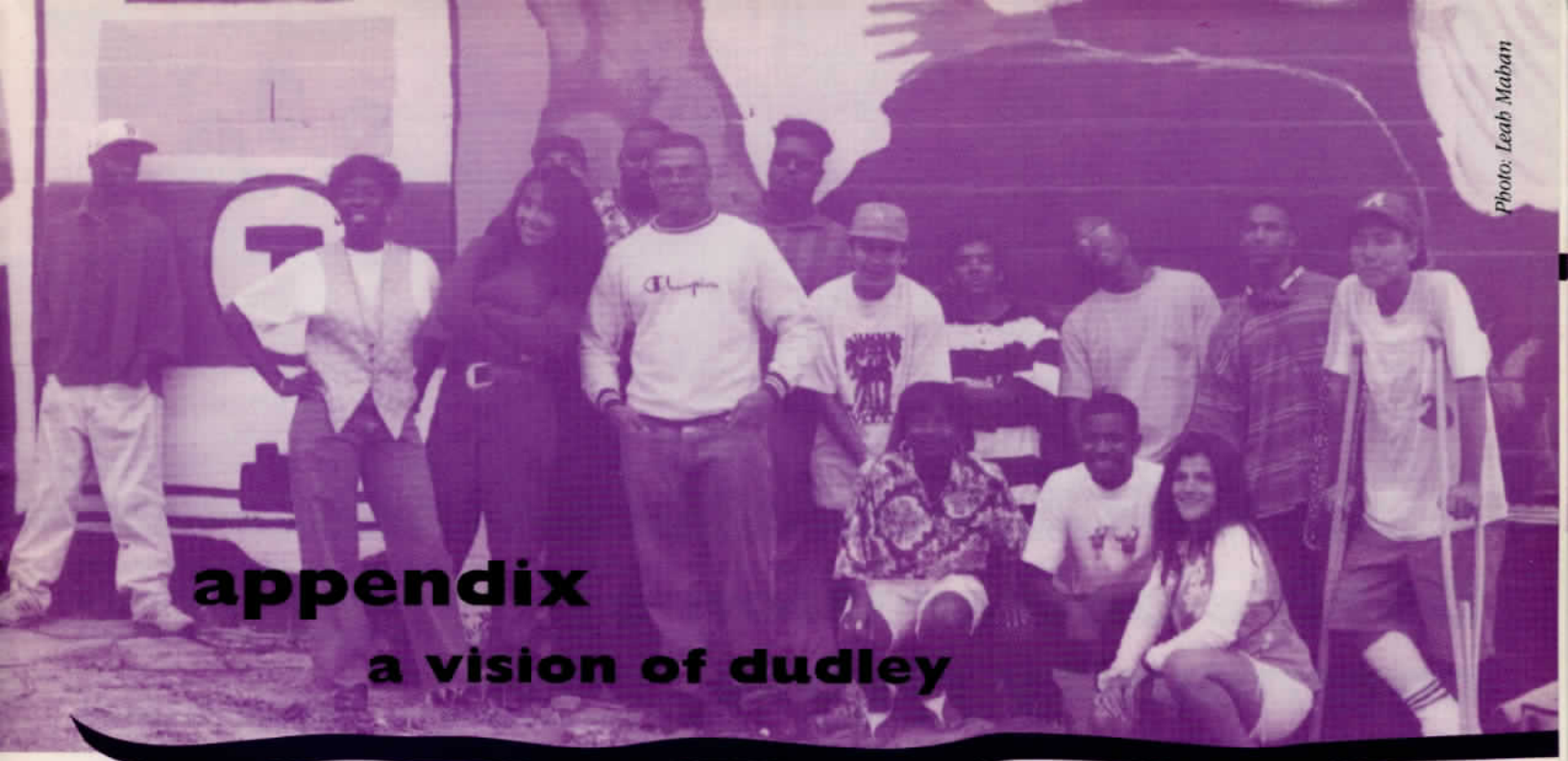
□ Why do you think young people challenged DSNI to include youth on the board and staff? How would this involvement be different from the ways they had participated in the past? Why is new leadership important to a community organization? How can an organization continually identify and develop new leaders?

□ When the media does not cover the completion of the DSNI youth committee's mural, Nino Deler says, “I bet you if I got shot. . . [the media] would come real quick and show that.” What stories about your community make the news? How could you encourage the media to cover other stories that need to be told?

□ What did DSNI do to encourage people to come to the meeting at which board elections took place? Why do you think they invested so much energy in these activities? How can you encourage people in your community to be more involved? Did you recognize strategies in the program that you have tried before? How well did they work?

□ DSNI found many ways to celebrate; what moments or events stand out in your mind? What goals can a community accomplish by celebrating? How does your community celebrate? What future goals could you achieve by honoring your community as it is today and acknowledging the work that has already been accomplished?

Related reading: Streets of Hope, Chapter 8: The Power of Youth and Chapter 9: Pathfinders



appendix

a vision of dudley

Dudley residents created a comprehensive plan for their neighborhood in 1987 that they described as an "urban village." DSNI's plan laid out strategies for the physical, economic, and human development of a vibrant, diverse, empowered community, where people could live, shop, work, and play and children could thrive.

In the summer of 1996, small groups of community residents met throughout the neighborhood to update the shared vision of their urban village. They drew, talked, told stories, and wrote their best ideas down in short phrases. Then a core team took the reports from these individual sessions and put them together in clusters, where themes and goals emerged. Following are the ten major themes:

- Encourage Lifelong Learning
- Build and Sustain Unity Through Neighborhood Activities
- Community Economic Power
- Physical and Visual Quality of Life
- Harmony with Nature
- Community Security
- Community-friendly Transportation
- Self- and Group Expression
- Political Power
- Mutually Supportive Relationships

For each theme, residents identified "standards," which capture values or principles that will ensure maximum community benefit, and "actions," concrete activities that will help them meet their goals. An example of one set of standards and actions follows. Note that the standards and actions do not necessarily relate directly to one another.

THEME: BUILD AND SUSTAIN UNITY THROUGH NEIGHBORHOOD ACTIVITIES

"Our village is a culturally vibrant, active, people-centered, mutually supportive community with a sense of 'can do' optimism. We *want* play spaces, community gatherings, and a full range of neighborhood services, activities, and activism."

Standards

- Learn from our elders
- Build people/Build community
- Everybody work together across diversity
- Take care of each other
- Everyone has a role
- Celebration of victories
- Highlight what we have
- Neighborly feelings
- Encourage the "successful" to stay and to come back
- Interfaith cooperation
- Resident-centered service delivery system

Actions

- Community centers
- Intergenerational activities
- Seats and benches for elders
- Foster grandparent program
- Organized youth voice
- Monthly contributions to emergency fund
- Build neighborhood associations
- Local nursing homes
- Local medical clinic
- Rehabilitation center for addicts
- Swimming



DSNI's declaration of community rights (1993)

We — the youth, adults, seniors of African, Latin American, Caribbean, Native American, Asian, and European ancestry — are the Dudley community. Nine years ago, we were Boston's dumping ground and forgotten neighborhood. Today, we are on the rise! We are reclaiming our dignity, rebuilding housing, and reknitting the fabric of our communities. Tomorrow, we realize our vision of a vibrant, culturally diverse neighborhood, where everyone is valued for their talents and contributions to the larger community. We, the residents of the Dudley area, dedicate and declare ourselves to the following:

- 1.** We have the right to shape the *development of all plans, programs, and policies* likely to affect the quality of our lives as neighborhood residents.
- 2.** We have the right to quality, affordable *health care* that is both accessible to all neighborhood residents and culturally sensitive.
- 3.** We have the right to control the *development of neighborhood land* in ways which insure adequate *open space* for parks, gardens, tot lots, and a range of recreational uses.
- 4.** We have the right to live in a hazard-free *environment* that promotes the health and safety of our families.
- 5.** We have the right to celebrate the vibrant cultural diversity of the neighborhood through all *artistic forms of expression*.
- 6.** We have the right to *education and training* that will encourage our children, youth, adults, and elders to meet their maximum potentials.
- 7.** We have the right to a share in the *jobs and prosperity* created by economic development initiatives in metro-Boston generally and in our neighborhood specifically.
- 8.** We have the right to quality and affordable *housing* in the neighborhood as both tenants and homeowners.
- 9.** We have the right to quality and affordable *child care* responsive to the distinct needs of the child and family as well as available in a home or center-based setting.
- 10.** We have the right to safe and accessible *public transportation* serving the neighborhood.
- 11.** We have the right to enjoy quality *goods and services*, made available through an active, neighborhood-based commercial district.
- 12.** We have the right to enjoy full *spiritual and religious* life in appropriate places of worship.
- 13.** We have the right to *safety and security* in our homes and in our neighborhoods.

resources

For decades, community development largely meant the delivery of services and the building of structures. In recent years, grassroots organizations such as DSNI have taken a different approach to community revitalization. These organizations believe that fundamental change comes from a more holistic and participatory approach that is created and sustained by the most valuable resource a neighborhood has — the people who live there. Many organizations, publications, foundations, and research institutions are exploring the ideas and issues surrounding community organizing, participatory planning, and comprehensive, community-based solutions. Here are some places to look for more information.

PUBLICATIONS

Connell, James P., Anne C. Kubisch, Lisbeth B. Schorr, and Carol H. Weiss, eds. *New Approaches to Evaluating Community Initiatives: Concepts, Methods, and Contexts*. Washington, DC: Aspen Institute, 1995.

The papers in this collection suggest that comprehensive community initiatives are difficult to evaluate due to both the design of the initiatives themselves and the state of evaluation methods.

Eisen, Arlene. *A Report on Foundations' Support for Comprehensive Neighborhood-based Community-empowerment Initiatives*. The New York Community Trust, 1992.

This report reviews how several national and local foundations have supported comprehensive, community-based initiatives.

Kretzmann, John P., and John McKnight. *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*. Chicago: ACTA Publications, 1993.

This guide to "asset-based community development" summarizes lessons learned by studying successful initiatives in hundreds of neighborhoods across the United States.

Medoff, Peter, and Holly Sklar. *Streets of Hope: The Fall and Rise of an Urban Neighborhood*. Boston: South End Press, 1994.

This book tells the history of the Dudley Street neighborhood and DSNI.

Squires, Gregory D., ed. *From Redlining to Reinvestment: Community Responses to Urban Disinvestment*. Philadelphia: Temple University Press, 1992.

This collection of essays describes the history of community reinvestment and includes case studies of several cities' experiences.

Stoecker, Randy. "The CDC Model of Urban Redevelopment: A Critique and an Alternative." *Journal of Urban Affairs*, vol. 19, no. 1.

This article analyzes the benefits and disadvantages of community development corporations.

Stone, Rebecca, ed. *Core Issues in Comprehensive Community-building Initiatives*. Chapin Hall Center for Children at the University of Chicago, 1996.

This collection of essays contains several perspectives on various aspects of comprehensive community-building efforts.

Urban Village Vision Process: Towards a Wholesome Community. Dudley Street Neighborhood Initiative, 1996.

This DSNI publication describes the neighborhood's village visioning process.

Van Vliet, Willem, ed. *Affordable Housing and Urban Redevelopment in the United States*. Thousand Oaks, CA: Sage Publications, 1997.

The essays in this book explore the lessons that can be drawn from the history of affordable housing efforts. The book includes case studies, suggests criteria for defining success, and recommends more effective policies and programs.

ORGANIZATIONAL RESOURCES

Alliance for National Renewal
1445 Market Street, Suite 300
Denver, CO 80202-1728
303-571-4343

<http://www.ncl.org/anr>
The Alliance for National Renewal (ANR) is an initiative of the National Civic League involving more than 170 community-building organizations.

Asset-Based Community Development (ABCD) Institute
Northwestern University
2040 Sheridan Road
Evanston, IL 60208
847-491-8711

<http://www.nwu.edu/IPR/research/rescommunity.html>
Through training, tools, and research, the ABCD Institute is redirecting local communities from the traditional "needs and deficiencies" approach to more effective methods of community building using assets found within their neighborhoods.

Center for Community Change (CCC)
1000 Wisconsin Avenue NW
Washington, DC 20007
202-342-0519

<http://www.picced.org/resource/ccc.htm>

The CCC provides free technical assistance and training to community-based organizations in low-income and minority neighborhoods, helps poor people achieve a voice in public policies, and researches and tests new approaches to community development. The CCC publishes Community Change three times a year.

Center for Living Democracy
RR1 Black Fox Road
Brattleboro, VT 05301
802-254-1234

<http://www.irsociety.com/dodemo4.htm>

The Center focuses on the role of citizens in addressing public concerns. It links citizen innovators through its Learning Center and builds democracy skills through workshops. Its American News Service (<http://www.americannews.com>) distributes articles to various media.

Center for Neighborhood Technology
2125 West North Avenue
Chicago, IL 60647
773-278-4800

<http://www.cnt.org>

The Center promotes public policies, new resources, and accountable authority that supports sustainable, just, and vital urban communities. It publishes The Neighborhood Works bimonthly.

Chapin Hall Center for Children
University of Chicago
1313 East 60th Street
Chicago, IL 60637
773-753-5900

Chapin Hall is a research and development center focusing on policies, practices, and programs affecting children and the families and communities in which they live.

Civic Practices Network (CPN)

**Center for Human Resources
Heller School for Advanced
Studies in Social Welfare
Brandeis University**
60 Turner Street
Waltham, MA 02154
617-736-4890

<http://www.cpn.org>

CPN is an online journal that brings together a diverse array of organizations that share a commitment to practical methods of public problem solving.

**Community Development
Research Center
New School of Social
Research**
66 Fifth Avenue, Room 813
New York, NY 10011
212-229-5415

<http://www.newschool.edu/academic/gsmup/cdrc.htm>

CDRC is building a knowledge base of community-based revitalization efforts in low-income neighborhoods. In addition, it studies the interaction among community-based efforts, the larger policy context, and their socioeconomic climate.

**Community Economic
Development Program
Graduate School of Business
New Hampshire College**
2500 North River Road
Manchester, NH 03106-1045
603-644-3103

<http://www.sheps.com/ced>

The program views community economic development as an intervention that promotes economic self-reliance and focuses on issues of local ownership and the capacity of local people.

HandsNet
20195 Stevens Creek
Boulevard, Suite 120
Cupertino, CA 95014
408-257-4500

<http://www.handsnet.org>

HandsNet is an information and communications network with a focus on social and economic justice issues. It links 4,000 public interest and human service organizations with online forums, daily news briefs, public policy alerts, and research findings.

**Highlander Research and
Education Center**
1959 Highlander Way
New Market, TN 37820
423-933-3443

The Highlander Center works with grassroots leaders and community groups to help bring about social change through collective action. Highlander workshops stress a peer educational process through which people become their own experts.

**Institute for Community
Economics (ICE)**
57 School Street
Springfield, MA 01105-1331
413-746-8660

ICE has developed the community land trust and community loan fund models to address the problem of lower-income communities suffering from limited access to land, housing, and capital. ICE publishes Community Economics quarterly.

**Lincoln Filene Center
Tufts University**
Medford, MA 02155
617-627-3453

<http://www.tufts.edu/as/lfc>

The Lincoln Filene Center provides training, technical assistance, and research on nonprofit management, citizenship, popular education, youth development, and community service learning.

**National Community
Building Network
Urban Strategies Council**
672 13th Street
Oakland, CA 94612
510-893-2404

<http://www.ncbn.org>

The National Community Building Network (NCBN) is an alliance of local urban initiatives working to reduce poverty and create social and economic opportunity through comprehensive strategies.

National Housing Institute
439 Main Street
Orange, NJ 07050
201-678-3110

<http://www.nhi.org>

The National Housing Institute is dedicated to providing resources and information that contribute to the creation and preservation of decent, affordable housing for all people. It publishes Shelterforce: The Journal of Affordable Housing Strategies bimonthly.

**NeighborWorks
Neighborhood Reinvestment
Corporation**

1325 G Street NW, Suite 800
Washington, DC 20005-3100
202-376-2400

<http://www.nw.org>

In 1978, Congress created the Neighborhood Reinvestment Corporation to revitalize local communities. It supports local nonprofits, which form the national NeighborWorks network. Neighborhood residents play a leadership role in these organizations and are in the majority on their boards of directors.

Planners Network

Pratt GCPE
200 Willoughby Avenue
Brooklyn, NY 11205
718-636-3461

[http://www.picced.org/
resource/pn](http://www.picced.org/resource/pn)

The Planners Network is an association of professionals, activists, academics, and students involved in physical, social, economic, and environmental planning who promote fundamental change in our political and economic system to eliminate inequalities of wealth and power in our society.

**Poverty and Race Research
Action Council (PRRAC)**

1711 Connecticut
Avenue NW, Suite 207
Washington, DC 20009
202-387-9887

PRRAC is a nonpartisan, national, nonprofit organization convened by civil rights, civil liberties, and antipoverty groups. It links social science research to advocacy work. PRRAC publishes Poverty and Race bimonthly.

**Pratt Institute Center for
Community and
Environmental Development
(PICCED)**

379 DeKalb Avenue,
2nd Floor
Brooklyn, NY 11205
718-636-3486

<http://www.picced.org>

PICCED's mission is to enhance the capacity of low- and moderate-income communities to develop innovative solutions to the physical, social, and economic challenges facing them.

**Study Circles Resource
Center (SCRC)**

697 Pomfret Street
P.O. Box 203
Pomfret, CT 06258
860-928-2616

[http://www.cpn.org/
sections/affiliates/
study_circles.html](http://www.cpn.org/sections/affiliates/study_circles.html)

Study circles are small-group, democratic discussions that allow citizens to analyze a problem their community faces. The SCRC offers free assistance to communities and organizations implementing study circles.

**Holding
Ground
Production
Credits**

Leah Mahan

Mark Lipman

Producers/Directors

Jon Neuberger

Editor

Lolita Parker Jr.

Assistant to the
Producers

Claudio Ragazzi

Original Music

Llewellyn M. Smith

Consulting Producer

Dillard Morrison

Camera

Ann Bennett

Archival Research

Sharon R. Tavares

Station Relations

Coordinator

Tina R. Wynn

T&T Public Relations

Publicist

Benjamin Butler

William Traynor

Community

Technical Assistance

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**Advisory
Committee**

Rachel G. Bratt

Chair, Department of
Urban and
Environmental Policy,
Tufts University

Melvyn Colon

Assistant Professor,
Department of
Urban and
Environmental Policy,
Tufts University

Pablo Eisenberg

President, Center for
Community Change,
Washington, D.C.

Steve Fayer

Scriptwriter, *Eyes on
the Prize* and *The
Great Depression*

Henry Louis Gates Jr.

Chair, Afro-American
Studies Department,
Harvard University

Philip B. Hallen

President, Maurice
Falk Medical Fund,
Pittsburgh

Henry E. Hampton

President and
Founder,

Blackside, Inc.,

Executive Producer,
Eyes on the Prize and
The Great Depression

Ché Madyun

Former President,
Dudley Street
Neighborhood
Initiative

Byron Rushing

Member,
Massachusetts House
of Representatives

Holding Ground

the rebirth of dudley street