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**COMMUNITY ECONOMIC DEVELOPMENT CURRICULUM  
FOR PUBLIC HIGH SCHOOLS AND CHARTER SCHOOLS**

*Community Economic Development Program  
New Hampshire College*

**Title : Community Economic Development Curriculum for  
Young People to make a contribution and impact in  
their communities: Lessons Learned**

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## Project Contract Final Report (Kenrick L. Small Jr.)

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# ***Project Final Report***

## **Introduction**

*Educational reform is taking place across this country from Kindergarten through twelfth grade. An individual's approach to curriculum development reflects that person's view of the world, including what a person perceives as reality, the values and beliefs he or she deems important and the amount of knowledge one possesses.*

*What is curriculum? A curriculum can be defined as a plan for action or a written document that includes strategies for achieving desired goals or ends. Curriculum development can, however be defined broadly as dealing with the experiences of the learner. Community Economic Development is a field of study that has not really been introduced on the High School level. There are several curriculums that deal with the social environment, community development, environmental study and urban planning. My research did not find a specific curriculum that focuses on Community Economic Development (CED). Some of the curriculums mentioned had some elements of CED, however I found no specific curriculum that address the field of CED. Some of the models however can be useful and can be enhanced to make the learning experience of students in the urban and rural schools better and more effective.*

*There are several schools throughout this country that focus on learning in and outside the classroom, hands on, interactive learning that have the students learning from their social environment. Oral History projects, Environmental, and Architectural Studies by student's are all concepts and approaches that incorporate classroom learning with learning from the environment as a tool for interactive and service learning.*

*Community Based Organization's (CBO's) and community groups are forming their own schools with various curriculums that focus on the community development and the social environment. Charter schools and New Vision schools are being created all across the*

*country with varying degrees of curriculums, teaching tools and methods.*

*With some of the initial research regarding this issue, I saw a unique opportunity to develop a project that would benefit schools looking for a new curriculum that incorporates some unique concepts. Critical thinking skills, hands on projects, and service learning to develop students skills are some of the methods that can provide a meaningful learning experience for students and utilize the abilities and talents they possess.*

*Benjamin Banneker Academy for Community Development, a New Vision school located in Brooklyn, New York, was an excellent opportunity for my project which is to develop an High School curriculum in the field of Community Economic Development (CED). The school did not have a curriculum that focused on Community Economic Development(CED) and created a unique opportunity for the school, the local CDC and myself to develop a school curriculum and internship program, which the students could learn, about this particular subject area.*

## History

*Their are several schools in New York that are called New Vision schools which implement and designs their own curriculum, community involvement, strong parental support and a commitment to science, math and technology as major focus. Benjamin Banneker Academy for Community Development is one such school that has this concept. The school opened its doors five years ago with the support of parents, community leaders, politicians, educators and local colleges. The school's concept is to provide a nurturing environment for students to grow and learn with strong support from faculty, administrators, parents and community input. Benjamin Banneker High School is preparing students for today's global economy and society. One of the goals of the school is to help students have a better understanding of their environment, conceptualize what community development means, how it relates to the school and the communities in which they live.*

*During the initial stages of developing the Benjamin Banneker High School, it was decided to form a Community Development Corporation to be used as a vehicle to bring resources and develop relationships with local banks, universities, businesses, Community Based Organizations(CBO's) and hospitals. The Benjamin Banneker Community Development Corporation(BBCDC) has the role to bring the necessary resources to the students, faculty, and teachers and enhance the schools ability to function within the community and to utilize its assets.*

*The school has a full medical clinic which students utilize for full medical examinations, sports checks-ups and follow up visits. Students also receive medical advice and workshops on health tips and basic first aid assistance. The school have a Family Preservation Center that works closely with the students and their families on issues that may be impacting on the students ability to maintain adequate grades, social interaction and family issues. All of these components within the school help the students with any issues that need to be addressed and provide support mechanisms to give the student a holistic environment for learning and growing during the years at Benjamin Banneker.*

*These mechanisms were strategically put in place to ensure the student's ability and provide support for the student as well as the family.*

*With all of the facilities and technology that the school has access to, the curriculum focusing on Science, Math and Technology, I saw a unique opportunity to develop a curriculum around Community Economic Development that would be inter-disciplinary. The curriculum would have an internship component in which the student's work directly with practitioners in the field. The school has worked on several projects that focus on Community Development and also offers a course in this subject area. Ms. Missick, who teaches the Community Development course to eleventh graders is working closely with me in developing the Community Economic Development(CED) curriculum and filling some of the gaps that may exist with the Community Development courses currently being offered to the students. The opportunity to develop a curriculum for Benjamin Banneker was very unique, exciting and many of the students welcomed the idea and were looking forward to a course in this subject area.*

## **Problematical Overview**

***If no solution is found, the students at Benjamin Banneker and other local high schools will not have an understanding of Community Economic Development, further expand their knowledge base of their communities, its resources, assets and ways youth can make a significant contribution to the development of the communities in which they live.***

*Many students in high schools throughout this country are not adequately prepared for the job market, college or even a trade school. Many of the educational resources, materials and teaching methods are outdated and need some major reforms. Benjamin Banneker is in a unique situation in their ability to design and implement they're own curriculum, advance courses in Math, Science and Technology and the resources to give practical, hands on experience in these areas. With the school's focus on community development and students understanding their social environment, many of the skills and learning techniques that can help students, needs to take place outside the classroom as well. Many of the students, upon my initial research, knew very little about community economic development(CED). For example many of the students were not familiar with a credit union, Community Development Corporations( CDC)(Bedford Stuyvesant Restoration Corporation in Brooklyn) and many other vehicles and examples of CED taking place in their communities.*

*If students are given the knowledge and skills of how to improve their communities they can have a very different perspective of their neighborhoods, what role they can have to improve the areas they live in and have an impact on their educational experience. Many school's have School-to-Work program 's, Service Learning components and volunteer programs. Many of these programs have some Community Economic Development(CED) strategies, however they do not contain the academic work to go along with the hands on experience of many of these programs. With a Community Economic Development curriculum, students would learn basic concepts and tactics of*

*(CED), understand basic fundamental definitions, case studies and participate in actual projects.*

*Many students in urban areas have a very negative perception of their neighborhoods as areas with drug problems, high poverty rates, teenage pregnancy, abandoned buildings, violence and community residents that do not have a vested interest in their future. Many of these factors cause low self-esteem and create a negative outlook towards the future and their communities. When given adequate opportunities and resources, youth can make a significant contribution to the development of the communities in which they live. A Community Economic Development curriculum/internship program could help facilitate the process in several ways:*

*\*Connecting youth with projects and work could build their knowledge and self-esteem*

*\* Students would develop a basic competency level of Community Economic Development*

*\* Improve the quality of life of the community by engaging youth in meaningful projects and programs that impacts on their lives and citizens in the community(ie.. park clean-up, escort service for seniors etc..)*

*\*Connecting students with Community Based Organizations(CBO's), Community Development Corporations(CDC's) and churches that foster CED initiatives right in their own communities.*

*Researching local schools throughout the city and charter schools in several cities, I did not find a curriculum that focus on Community Economic Development. This was one of the motivating factors for me to develop this curriculum/internship program for Benjamin Banneker High School and other schools throughout the educational system.*



**Project Goal:**

*The project Objectives: To create a CED focused component at Benjamin Banneker High School*

*\* Facilitate discussion between Benjamin Banneker Community Development Corporation(BBCDC) and the school to develop an internship program along with Ms. Missick(the current Community Development course teacher) to strengthen the current course and enhance the students ability to understand Community Development and Community Economic Development.*

*\* To develop a curriculum in Community Economic Development at Benjamin Banneker High School for eleventh and twelfth grade student for them to have a better understanding of this field of study and to incorporate CED principles and values into their daily lives.*

*\*Develop an internship component to give students an opportunity to work directly with practitioners in the field of Community Economic Development at various local Community Development Corporations(CDC's), Community Based Organizations(CBO's), local churches, schools, hospitals, colleges, credit unions, local businesses etc. and apply classroom instruction to practical experience in the field.*

**Minimum Objectives:**

*The minimum objectives of this project is to:*

*\*Introduce the concept of Community Economic Development to the faculty, students and BBCDC as a possible course or workshop at the school.*

*\*Research current curriculums for secondary schools that focus on Community Development or similar subjects.*

*\*Work closely with the Community Development teacher at Banneker to help develop the CED curriculum and expand on the current courses being offered.*

*\*Identify possible partners that would work with Benjamin Banneker students with CED work related jobs and projects.*

*\*Design and develop an after-school internship program to teach Community Economic Development principals and projects.*

*\* Identify potential students to participate in the BBCDC internship program.*

*\*Discuss the possibility of developing a student operated Community Development Credit Union.*

**Maximum Objectives:**

*\* Increase students knowledge of what Community Economic Development means and how it relates to the school they attend.*

*\* To increase students knowledge of community service and how it relates to neighborhood development and activism.*

*\* To help students identify and relate community service projects and programs and implement them back into the classroom and share their experiences with classmates, parents, teachers and faculty.*

*\*Implement a comprehensive program that will engage students with on-the-job training within the school that will develop and enhance their transitional skills and prepare them for the "World of Work".*

*\* To provide support and technical assistance to students participating in the internship program with career exploration, college and job preparation skills.*

*\* Increase the visibility of youth in the community and change the negative perception community residents have of young people by working with youth serving on boards, implementing and developing youth run projects, programs and conferences.*

*\* Create a comprehensive curriculum and internship program to be used as a model for youth programs, schools and Community Based Organizations(CBO's) to help young people participate and learn CED concepts, strategies and tactics to improve the communities in which they live.*

### ***Project Results:***

#### ***(Minimum Objectives)***

***Objective:*** *To introduce the concept of Community Economic Development to faculty, students and BBCDC as a possible elective course for eleventh and twelfth grade students.*

***Results:*** *Developing a curriculum at a New Vision school was an exciting prospect and idea. The initial feedback from the principal, students guidance department and Benjamin Banneker Community Development Corporation(BBCDC) was positive and very excited about the idea. Many of the students expressed a need to learn about Community Economic Development and engage in practical experiences. The current Community Development course focused a great deal on architectural studies of building, walking tours and historical perspectives. I met with each of the eleventh grade classes (4) and talked to them briefly about Community Economic Development, what it's about and how would they feel about taking the course as an elective in the twelfth grade as an elective or community service credit. We also discussed what they were currently learning in the Community Development course they were currently taking. Many of the*

students expressed how they would like to learn more about their communities and how they can work to improve the neighborhoods they live in. I spoke briefly about various forms of CED from credit unions to CDC's and many of the students were unaware of the role these institutions have in their communities. I also met with the principal Mr. Spradley and assistant principal Ms. Davidson about incorporating a CED curriculum within the school and working closely with the community development teacher Ms. Missick. We discussed what areas I would focus on and projects and activities in which students could engage in. It was decided that I work with the Benjamin Banneker Community Development Corporation(BBCDC) to help develop and implement a curriculum/internship program at Banneker. One of the first projects initiated, as a result of meeting with the students and faculty was an after-school internship program that focused on CED.

**Objective:** To research current curriculums that focus on Community Economic Development or similar courses or related fields:

**Result:**

Researching materials and information regarding Community Economic Development as a curriculum revealed some interesting curriculums, modules and programs. I did not find any secondary or intermediate school that has a CED curriculum. Several schools throughout the country do have some excellent curriculums and modules that have strategies, concepts and values of CED. Michael Swack made a point for me to identify what was missing in the curriculum's and to build on them and incorporate what I felt was needed in a High School CED curriculum. I spoke with several teachers and educators that work with students with some of these community development curriculums and projects.

There are several curriculums that I found that deal with several aspects of CED. Most of the curriculums were found on the Internet, at public schools, libraries and the current Community Development teacher Ms. Missick. Several public schools in New York City and youth organizations utilize these curriculums. Public School 44 in Bronx, New York,

*Boston Latin Rindge School, Konawaena High in Hawaii are several of the school that utilize some of these curriculums. (See appendices ie: A Report on Curriculum Opportunities, The Canoe is Their Island, Banner for the Streets: Reclaiming Space and Designing Change with Urban Youth, The Co-operative Business Model)*

*\* Community as a Classroom deals with students looking at the physical environment (ie. buildings, architectural designs, infrastructure and all the components that make up a community.)*

*\* Environmental Studies in which students look at the Eco-systems, parks and land that deals with the importance of maintaining and evaluating these area's to maintain a safe and healthy community.*

*\* Historical Studies (ie. students engaged in walking tours and researching what help develop the neighborhoods they live in and what role individuals played in building these communities*

*\* Modules on Cooperatives and entrepreneurship projects and programs for students to have a better understanding of self-sustaining ventures and developing micro-enterprises and small businesses that can benefit young people and the community.*

*Several examples of these curriculums are briefly explained in the appendixes with documents discussing the modules and programs that young people are involved with to improve the communities in which they live.*

**Objective:** *To work closely with the Community Development teacher to develop the CED curriculum to be used as the next course offered to students as an elective.*

**Result:** *The course that is being offered at Benjamin Banneker in Community Development has helped students understand their physical and social environment. Students are given a historical perspective of the Fort Greene/Clinton Hill area where*

*the school is located, what are the dynamics of a community and the physical environment. Students engage in community mapping, walking tours and conduct research on what makes up a community. Mrs. Missick and myself want to provide the students with is, a basic understanding of the community and to incorporate the strategies, tactics and values of Community Economic Development to help students develop the necessary skills and knowledge of the field and what roles they can play in their neighborhood.*

*We are working together to look at the possibility of co-teaching a course on Community Development/Community Economic Development and sharing class time and doing some joint project and programs together. Ms. Missick will discuss various topics ranging from social environment, the natural environment, and architectural studies with the students. Both courses will be interrelated. However my curriculum would expand on what the students currently are learning from the current course and give fundamental examples and case studies of CED principals. Some of my topic will be Strategies of CED, Youth Involvement in Community Development, Community Organizing, Histories of CDCs and Alternative Financing for CED projects. While reviewing some of the current curriculums, I found that most of these topic areas of CED were discussed briefly or nonexistent. Many of these topics would be very different than what is currently being offered with Community Development curriculums.*

**Objective:** *To identify possible partners to work with students at Benjamin Banneker on CED related jobs and projects.*

**Result:** *The Benjamin Banneker Community Development Corporation and I looked at individuals, business and partnerships that would help us to achieve the goal of giving students practical knowledge and experience in the field of CED. Classroom instruction and learning is further enhanced with the work experience and tangible projects that students relate to. During the year the Guidance Counselor Ms. McCrae, Mark Griffin from Central Brooklyn Federal Credit Union and myself discussed the possibility of developing a student credit union, conducting financial workshops for students and*

*interns working closely with the credit union at their facility. Central Brooklyn Federal Credit Union has agreed to work with Banneker student in the form of workshops discussing alternative financing in urban areas, business development, minority lending and the role of credit unions in urban and rural areas. CBFCU also would like several students to become interns at their main office. The students will also engage in role playing and address issues that are impacting on the community from a social aspect relating to access to capital. The National Federation of Community Development Credit Union has committed to work with two students providing internship positions at the institution.*

***\*Note: Some of these organizations have been contacted and they have expressed an interest working with our students. Several of these organizations have to be explored as potential internship sites for our students and working with our students in some capacity relating to Community Development.***

***Some of the Potential Partners that have been contacted to work with Benjamin Banneker Students in the internship program.***

***\* Concord Baptist Church***

***\* Bedford Stuyvesant Restoration Corporation***

***\* Central Brooklyn Federal Credit Union***

***\* National Federation of Community Development Credit Unions***

***\* Benjamin Banneker Community Development Corporation***

***\* Miracle Makers Inc.***

***\* Metro-Tech***

*\*Pratt Institute*

*\*New York Technical College*

*\*Polytechnic College*

*\* Bankers Trust*

*\* Boys and Girls Club USA*

*\* Central Brooklyn Partnership*

*Objective: Design and implement an internship program that teach Community Economic Development principles and to bring in guest speakers and practitioners in the field.*

*Results: This particular objective was achieved and it was a very challenging process. The Community Development Corporation staff worked closely with the school to develop an internship program that discussed the principles of CED, introduces the students to practitioners in the field. One of the purposes of developing an internship program was to expose the students to CED in a non-traditional classroom setting after school. Initially twenty students participated in the program and the students were given information on basic CED principles and concepts.*

*I conducted workshops on Community Economic Development and discussed some concepts that I learned at New Hampshire College, my experience working in the field with CBO's and bringing in guest speakers to talk about their experience's. Students also conducted several exercises and reports to give them a better understanding of the*



*field. This pilot program was operated for four months and consisted of journal writing, group dynamics, research papers and meeting weekly with Ms. Braxton working on Human Development.*

*The students who were in the program began to speak very positively about the program to other classmates who in turn asked about participation in the program. All of the students were very excited about the program and began to have a better understanding of CED and what they can do to have a positive impact in their communities. One of the first assignment's students engaged in, was identifying their career choice and developing ideas and concepts they could provide to incorporate CED principals and values. Most of the students were very creative and discussed various scenarios of making their communities stronger and healthier (see appendices).*

*Students also conducted a research paper on "What is a Credit Union"? The purpose of them, and what role they play in their communities. This research paper was enhanced by the fact they were introduced to two employees from the National Federation of Community Development Credit Unions.(see appendixes)*

**Objective:** *Identify potential students to participate in the BBCDC internship program.*

**Results:** *The BBCDC staff and myself worked with the Guidance Office and staff to identify students to participate in this pilot program. The unique concept about the group and the program was the diverse population that was chosen. Students were not selected based mainly from academic performance, behavior or current extracurricular activities. Some of the students were having difficulty with some courses or had not worked or participated in any activities within the school. Some of the students were excited to be a part of the program and to work with a group. The group developed an Espirt de Corps and started to work as one unit once the program began. Most of the students were in the Community Development course with Ms. Missick, however many of the students did not know some of the fundamental concepts and strategies of CED. Most of the students did not know what a Community Development Corporation was and had little or no*

*knowledge of the role of the schools CDC.*

***Objective:*** *To investigate the possibility of developing a student operated Credit Union*

***Results:*** *As noted earlier, a meeting was conducted with the Guidance Office, Central Brooklyn Federal Credit Union and CDC to look at the possibility of developing a credit union at the school and operated and run by the students. This is a project that would require a strong commitment from all organizations involved, the students and school would need to address some basic needs and concerns as well as the credit union. The two organizations will work together to give Banneker students some experience in the field of CED by giving some of the students internships at the institution.*

***Maximum Objectives Goals:***

***Objective:*** *To increase student's knowledge of what Community Economic Development means and how it is related to the school they attend.*

***Results :*** *Students who participated in the internship program have a better understanding of what CED is and how the school and themselves can improve the communities they live in. Students also began to understand their school as a community and how they can utilize their skill and knowledge to improve the school. Students now engage in community service projects such as park clean-ups, attend community board meetings and tutor young children at a local Boys and Girls Club organization near Banneker. Students also are aware of Credit Unions, CDC's and the important role they have in the community. Many of these things would not have been done without beginning to expose students to CED through workshops and the internship program that I started at the school.*

**Objective:** *To increase student's knowledge of community services and how it relates to neighborhood development and activism among young people.*

**Result:** *This objective has been implemented and most of the student's have begun to participated in community service activities working at the Boys and Girls Club providing various activities such as tutoring children in Math, Reading, Writing, coaching various sports. Faculty at Benjamin Banneker implemented the community service policy. Initially the internship program that was developed will be used as a vehicle to have students discuss and develop activities to engage in community service activities( ie. neighborhood clean-up, food drive, working with senior citizens) The students will also conduct research on community service and young people involvement of social movement which helped improve communities.*

**Objective:** *Implement a comprehensive program within the school that will develop the students transitional skills such as computer skills, typing, oral presentation, accounting, parliamentary procedures and prepare them for the "World of Work".*

**Results:** *BBCDC will work closely with various department's within the school like the Attendance Office, Guidance Office, Video Production and the CDC to develop the necessary skill to prepare them for the job market. Several students within the internship program will participate in a IT Certification course in Microsoft to learn how to run and operate Microsoft Office, develop and create web pages and operate and manage a web page.*

**Objective:** *To provide training and technical assistance for students participating in the internship program with college preparation.*

**Results:** *The students have begun to prepare for the college admission process by visiting local schools, completing college application, preparing and taking the SAT's and conducting research on the Internet to visit college campuses to review admission requirements.*

**Objective:** *To increase awareness of Benjamin Banneker Academy and its students in its role participating in Community Economic Development projects and activities in the community.*

**Results:** *The internship program will play a critical role in this process. To date the students have not worked directly with any of the partners mentioned above in the report however students will begin to work internships in local organizations as part of a requirement to graduate and complete community service hours.*

**Objective:** *Create a comprehensive curriculum and internship to be used as a model for other schools, youth programs and Community Based Organizations to utilize helping young people learn CED concepts, strategies and participate in projects and programs.*

**Results:** *A curriculum has been developed with the assistance of various teachers at Benjamin Banneker, educators in Canada, Washington D.C. and, the resources and information that was shared by my colleagues. Many of the modules and curriculums relating to community development were very helpful with the design and development of the CED curriculum for Benjamin Banneker H.S. Having the opportunity to evaluate and review materials that might enhance my ability to develop my curriculum was a tremendous advantage for myself. The Community Development teacher Ms. Missick has been a tremendous help with historical knowledge on various CED projects. Several of my classmates at New Hampshire College were very helpful with training resources on financial materials and ideas of what can be useful for a high school curriculum. New Hampshire College CED department, particularly Michael Swack was very helpful providing me with resources and material that were beneficial for the curriculum.*

### ***Lessons Learned:***

*Gathering data and information on curriculums in CED for high school was not easy. As mentioned previously, most materials contained various components of CED, however I did not find them to be very comprehensive in nature. Developing a curriculum based on what I believe can be beneficial for high school student was very challenging and rewarding. The curriculum is a work in progress and will be changed with new methods and strategies that will our in the field of CED.*

***Lessons Learned: Working*** *closely with students, educators and school administrators to help shape the curriculum based on the student's needs. Students played a critical role in the development of the curriculum based on what their interest were and the feedback I received during the initial stages of the internship program and speaking with the various eleventh grade class. Many of the students expressed their concerns about their communities and had a very good concept of what it takes to make an impact on those communities.*

*Several of the students expressed their feeling about the current Community Development course and what could be improved or enhanced to making their learning experience more beneficial. Students want to learn and understand how to develop their communities and some of the causes of poverty to help address some of these issues. If young people are given the adequate resources, knowledge and assistance; they can be a tremendous asset to the community in which they live.*

***Lesson: Research various school curriculums throughout the country.***

*It was very interesting to find various curriculums and programs that engage young people in Community Development and teaches them various methods and strategies that has CED principles. There are some excellent modules and curriculums that exist however there were areas that I felt could be expanded on or didn't exist as noted in the report. In order to develop a curriculum you have to engage in sound research and review various curriculums to look for areas to develop your own assignments, topics,*

*and projects. Do not reinvent the wheel and fill in the gaps that can enhance curriculums that exist in a particular subject area.*

**Lesson:** *Charter schools are more receptive to an alternative curriculum than school district by the state.*

*Many of the charters that were contacted when conducting my research were very interested in implementing the curriculum, once completed into their schools. Charters schools have better administrative and community control. They do not have to deal with many of the obstacles of bureaucracy with school boards, districts and committees to implement an alternative curriculum. Charter schools are one of the most innovative ways to engage students with service learning, learning from the environment and working with community partners like CBO's, CDC's and non-profits.*

**Lesson:** *Discuss the curriculum or program you are developing with the young people you are working with.*

*Many of the students at Benjamin Banneker had some excellent ideas and projects that they would like to engage in. Young people need to be involved in the planning process to what they are being taught and activities they would like to do. Learning is experimental process and young people need to explore and learn about subject areas by engaging in hand-on practical experience. Educators can no longer rely on traditional classroom instruction and lectures. Banneker students expressed a desire to work in the community, with Credit Unions, CDC's, churches and businesses learning about community economic development. Young people need to be actively engaged in the planning process of what adults are developing or planning for them.*

**Lesson:** *Developing strong partnerships to make the learning experience more beneficial for the students.*

*Establishing relationships with CBO's, non-profits, churches and businesses is essential*

*to giving students the opportunity to receive practical experience along with instruction within classroom. Service Learning is critical for young people to engage in hands-on experience and incorporate these activities back into the classroom. Students have a better understanding learning about a particular subject area when it is tangible and something they can relate to, in real life situations and experiences.*

## **Conclusion:**

*Young people have been involved in Community Economic Development for many years. Listed are several organizations and programs that have engaged young people in Community Economic Development projects and initiatives.*

*\* Youthbuild*

*\*City Year*

*\*AmeriCorps*

*\*Civilian Conservation Corps*

*\*Vista Volunteers*

*\* Habitat for Humanity*

*These are several organizations and programs that engage young people in Community Economic Development initiatives and projects. Many young people may not understand the terminology and concepts of what they are engaged in. Tutoring children, creating housing for low-income families, working in credit union, gang violence prevention are several examples of what students have been engaged in over the years working with various non-profits, CBO's and CDC's across the country. Young people have participated in community development activities with organizations such as the Bedford Stuyvesant Restoration Corporation (BSRC), Dudley Street Neighborhood Initiative (DSNI) and several other organizations engaging in community economic development activities. Young people were involved with community organizing, rehabilitation of housing, neighborhood clean-ups and participating on various community boards and councils. It is very important that students have the academic tools as well as the practical experience in CED activities. This curriculum can provide that opportunity for students at Benjamin Banneker and throughout this country. The Community Economic Development curriculum/internship program can develop new practitioners in the field and provide opportunities for young people to provide invaluable contributions to improving communities throughout the country.*