

# **COMMUNITY ACTION PARTNERSHIP**

## **2011 CCAP EXAMINATION STUDY GUIDE**

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## GENERAL GUIDELINES

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The certification examination is divided into two sections:

- a. The first section contains questions in the first three areas of the Body of Knowledge outline. (Sections A, B and C). These sections cover community action history, vision and values as well as traditional community action management skills.
- b. The second section contains questions in the fourth and fifth areas of the Body of Knowledge outline, (Sections D and E.). These sections cover issues in 21st Century leadership and theories about poverty. This section also includes a series of questions based on a description of a hypothetical community action agency (the New Hope County CAA). A complete description of this fictional CAA will be sent to you about one month before the examination. We advise that you thoroughly familiarize yourself with this agency and the community it serves.

You will be allowed four hours to complete the examination.

There will be a combination of types of questions on the examination: Some true and false, some multiple-choice, some matching, some short essays, and some case study questions. The CCAP Examination has been prepared to test practical knowledge about community action. While some of the questions in Section One will require recall of events in the history of community action, this exam is otherwise not a test of your ability to memorize. It is a test of your ability to apply sound principles of community action vision, values, management and leadership. **All the answers in the examination have at least one documented source where a correct answer can be found. All of the sources used for this year's examination are referenced in this study guide under the outline headings.**

### EXAMPLES OF THE KINDS OF QUESTIONS THAT APPEAR ON THE EXAMINATION:

1. According to federal law, CAA boards must have a tripartite composition. Would a board of thirty members in which ten were publicly elected officials, sixteen were democratically selected representatives of the poor of the communities served and four were business and religious leaders of the community fulfill the requirements of the law?  
  
\_\_\_ yes  
  
\_\_\_ no
2. When the time comes to evaluate program performance in terms of efficiency and effectiveness, which way of stating goals would be most appropriate for CAA planning?  
  
\_\_\_ a. Goals should be stated in terms of resource input (e.g. 400 staff hours)  
  
\_\_\_ b. Goals should be stated in terms of program output (e.g. 50 clients were counseled)  
  
\_\_\_ c. Goals should be stated in terms of change in poverty conditions (results or impact)

3. What is the name of the process whereby the middle class and the rich take over run down, yet physically sound and architecturally charming homes of the poor? (Mark the one correct answer)
- \_\_\_ a. Replication
  - \_\_\_ b. Stratification
  - \_\_\_ c. Gentrification
  - \_\_\_ d. Redlining
  - \_\_\_ e Enterprise Zoning

Some questions in Section Two are based on the case description of the fictional New Hope County CAA. These questions have been designed to test your ability to apply knowledge and skills referenced in the Body of Knowledge Outline. Questions may cover topics in the areas of community action vision and values, traditional management skills, and positive leadership skills.

These questions, like those in the other section of the examination, will be a combination of essay, multiple choice and true-false questions, with a special emphasis on extended essay responses. You will be allowed to refer to the case description when you are answering these questions. It is strongly recommended, however, that you come to the examination after careful reflection on the case description. Consider the strengths and weaknesses of this fictional CAA. Think about the kinds of management and leadership decisions you might have to make and how you would involve others in those decisions.

## BODY OF KNOWLEDGE OUTLINE

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Following is an abbreviated form of the Body of Knowledge Outline. The full outline can be found on the Community Action Partnership website. Under each section are listed printed resources that will help you prepare for examination questions within that section of the outline.

### A. The History of the Community Action Movement

- 1. The concepts, events, programs and political/social climate preceding the War on Poverty and why each was important to the origins of Community Action (pre 1964)**  
*CAA Executives' Handbook*. Washington: National Association of Community Action Agencies, 2000. Ch. 2, App. A  
Clark, Robert F. *Maximum Feasible Success: A History of the Community Action Program*. Washington, DC: NACAA, 2000. Ch 2.
- 2. The creation of Community Action, its formative years and the resulting implications for the future (1964-1974)**  
Clark, Robert F. *Maximum Feasible Success: A History of the Community Action Program*. Washington, DC: NACAA, 2000. Ch. 4  
*CAA Executives' Handbook*. Washington: National Association of Community Action Agencies, 2000. Ch. 2, App. A
- 3. The shift from Community Action to Community Services (1974-1981)**  
Clark, Robert F. *Maximum Feasible Success: A History of the Community Action Program*. Washington, DC: NACAA, 2000. Ch. 5.

- 4. The change to Block Grants (1981-present) and its impact on Community Action**  
PL. 105-285, sec 678

## **B. Vision and Values of the Community Action Movement**

- 1. The visionary concepts of Community Action that have been commonly held and are the basis of community involvement and agency management**  
*Community Action Code of Ethics*. Washington: Community Action Partnership, 2002.  
Clark, Robert F. *Maximum Feasible Success: A History of the Community Action Program*. Washington, DC; NACAA, 2000. Ch. 1.
- 2. The values and beliefs of Community Action affirm the capability and spirit of humanism collectively, and recognize the differences of each individual**  
*Community Action Code of Ethics*. Washington: Community Action Partnership, 2002

## **C. Community Action Traditional Management Skills**

- 1. Planning**  
*ROMA National Goals and Outcome Measures*. Washington, DC: OCS' Monitoring and Assessment Task Force, 1999 (*document attached to Study Guide as Attach A*)  
PL. 105-285, sec 676  
*2011 Standards of Excellence: Achieving Excellence in Community Action*. Washington: Community Action Partnership, 2009 (*See sections I through III of document attached to Study Guide as Attach B*)
- 2. Community Action organization for the implementation of the Community Action plans and strategic plans requires a comprehensive corporate approach in a human service setting.**  
Waldo, Charles. *A Working Guide for Directors of Nonprofit Organizations*. Westport, CT; Greenwood Publ. Group, 1987. Ch 3.  
*CAA Executives' Handbook*. Washington: National Association of Community Action Agencies, 2000, Ch 2  
Title VII of the *Civil Rights Act of 1964*: <http://www.eeoc.gov/laws/statutes/titlevii.cfm>
- 3. Direction and control of management systems and an overall management plan consistent with mission, community action plan, strategic planning and best practices of the industry**  
OMB Circular A-122  
*2011 Standards of Excellence: Achieving Excellence in Community Action*. Washington: Community Action Partnership, 2009 and 2008, resp. (*See Sections I through III of document attached to Study Guide as Attach B. And pp 9-22 of document attached to Study Guide as Attach C*)  
Drucker, Peter F. *Managing the Nonprofit Organization: Principles and Practices*. New York: HarperCollins, 1990. Part 2, Ch. 2 & 4.
- 4. Evaluation of community action plans must be measured not only in regard to funding source requirements, but also by the positive impact on community issues.**

Knauft, E. Burt, Renee A. Berger, and Sandra T. Gray. *Profiles of Excellence: Achieving Success in the Nonprofit Sector*. San Francisco: Jossey-Bass, 1991. Ch: "Conclusions"  
ROMA National Goals and Outcome Measures. Washington, DC: OCS' Monitoring and Assessment Task Force, 1999 (document attached to Study Guide as Attach A)

**D. 21<sup>st</sup> Century Leadership. Community Action vision/values/ethics become real through passionate, positive leadership.**

**1. Basic Information**

Kotter, John P. *Leading Change*. Boston: Harvard Business School P, 1996. Ch. 2.  
Maxwell, John C. *The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You*. Nashville: Thomas Nelson, 1998. Ch 4.

**2. Practices and Commitments**

Kotter, John P. *Leading Change*. Boston: Harvard Business School P, 1996. Ch. 7.  
Kouzes, James M., and Barry Z. Posner. *The Leadership Challenge: How to Get Extraordinary Things Done in Organizations*. San Francisco: Jossey-Bass, 1987. Ch 8.  
Senge, Peter M. *The Fifth Discipline: The Art & Practice of The Learning Organization*. New York: Doubleday, 2006. Part 3, Ch 8.

**3. Forward Thinking Leadership Skill Sets—21<sup>st</sup> Century**

Senge, Peter M. *The Fifth Discipline: The Art & Practice of The Learning Organization*. New York: Doubleday, 2006. Part 2, Ch 5  
Kotter, John P. *Leading Change*. Boston: Harvard Business School P, 1996. Ch. 11.  
Maxwell, John C. *The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You*. Nashville: Thomas Nelson, 1998. Ch. 20 & 21.

**4. Ethical considerations for CAA leadership**

*Community Action Code of Ethics*. Washington: Community Action Partnership, 2002.  
*CAA Executives' Handbook*. Washington: National Association of Community Action Agencies, 2000. Ch. 2

**5. Community Action values become real through responsible leadership**

*CAA Executives' Handbook*. Washington: National Association of Community Action Agencies, 2000. Ch. 1 and 2  
*2011 Standards of Excellence: Achieving Excellence in Community Action*. Washington: Community Action Partnership, 2008 (Pp 9-22 of document attached to Study Guide as Appendix C)

**E. Theories about the Causes of Poverty and Strategies to Address those Causes**

**1. Overview of the Theories of Poverty**

Iceland, John. *Poverty in America: A Handbook*, Berkeley, CA: U of California Press, 2006 Intro., Ch 7.

**2. Strategies to Address the Causes of Poverty**

Rank, Mark *One Nation Underprivileged: Why American Poverty Affects All*, New York: Oxford U. Press, 2005, Ch 7 and 8  
Payne, Ruby. *A Framework for Understanding Poverty*. Highland, TX: Aha Process, Inc.,

2005, ch 4.  
Ehrenreich, Babara. *Nickled and Dimed: On (Not) Getting By in America*. NY:Holt, 2008,  
Ch 4 “Evaluation.”  
*CAA Executives’ Handbook*. Washington: National Association of Community Action  
Agencies, 2000. Ch. 1

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## SOURCES REFERENCED IN THE CCAP EXAMINATION

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1. Community Action Partnership (previously NACAA) Manuals and Publications referenced in this examination include:

*Community Action Code of Ethics*. Washington: Community Action Partnership, 2002  
*2011 Standards of Excellence*. Washington: Community Action Partnership, 2008, 2009  
*CAA Executives’ Handbook*. Washington: NACAA, 2000. <sup>(Note)</sup>  
Clark, Robert F. *Maximum Feasible Success: A History of the Community Action Program*.  
Washington, DC; NACAA, 2000. <sup>(Note)</sup>

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NOTE: All Chapters used in the CCAP examination are reproduced in *2011 Community Action Professional Handbook*. Washington: Community Action Partnership. CD. 2011  
Clark text also is included on the CD.

2. Other publications referenced in this examination include: (Please e-mail [ccapcontact@aol.com](mailto:ccapcontact@aol.com) if you have difficulty acquiring any of the texts listed below. Partnership staff will assist you in obtaining a copy)

Drucker, Peter F. *Managing the Nonprofit Organization: Principles and Practices*. New York: HarperCollins, 1990.

Ehrenreich, Babara. *Nickled and Dimed: On (Not) Getting By in America*. NY:Holt, 2008.

Iceland, John. *Poverty in America: A Handbook*, Berkeley, CA: U of California Press, 2006

Knauft, E. Burt, Renee A. Berger, and Sandra T. Gray. *Profiles of Excellence: Achieving Success in the Nonprofit Sector*. San Francisco: Jossey-Bass, 1991

Kotter, John. *Leading Change*, Boston: Harvard Business School Publ., 1996

Kouzes, James & Posner, John. *The Leadership Challeng*. San Francisco: Jossey-Bass, 2002

Maxwell, John C. *The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You*. Nashville: Thomas Nelson, 1998.

Payne, Ruby. *A Framework for Understanding Poverty*. Highland, TX: Aha Process, Inc., 2005.

Rank, Mark *One Nation Underprivileged: Why American Poverty Affects All*,  
New York: Oxford U. Press, 2005

Senge, Peter. *The Fifth Discipline, The Art and Practice of The Learning Organization*

(Rev. Ed.) New York: Doubleday, 2006

Waldo, Charles. *A Working Guide for Directors of Nonprofit Organizations*.  
Westport, CT; Greenwood Publ. Group, 1987

OMB Circular A-122 \*

PL 105-285 \*

These government documents are reproduced in *2011 Community Action Professional Handbook*. Washington: Community Action Partnership. CD. 2011

#### 4. Internet Sources:

*ROMA National Goals and Outcome Measures*. Washington, DC: OCS' Monitoring and Assessment Task Force, 1999

<http://www.roma1.org/data/files/roma%20outcome%20goals%20and%20measures.pdf>.

Title VII of the *Civil Rights Act of 1964*:

<http://www.eeoc.gov/laws/statutes/titlevii.cfm>