

SAFE AND SUPPORTIVE NEIGHBORHOODS

Comprehensive Neighborhood Initiative Design Team Roster

Bro. Raymond L. Fitz, S.M., Ph.D.

University of Dayton
Fitz Center

Champion**Mary Burns**

Miami Valley Child Development
Centers, Inc., starting July

Katherine L. Cauley, Ph.D.

Center for Healthy Communities

Allen Elijah

United Way of the Greater Dayton Area,
starting July

Kathy Emery

City of Dayton

John Gower

City of Dayton

James W. Gross

Public Health – Dayton &
Montgomery County

Elaine Jelly

Catholic Social Services of the
Miami Valley, through March

Gregory D. Johnson, PHM

Dayton Metropolitan Housing Authority

Tanisha Jumper

United Way of the Greater
Dayton Area

Tim Kambitsch

Dayton Metro Library

Jan Lepore-Jentleson

East End Community Services

Robyn Lightcap

ReadySetSoar

Rebecca S. Lowry, Ph.D.

Dayton Public Schools, through March

Jane McGee-Rafal

Dayton Public Schools, starting October

Sheldon Mitchell

Dayton Urban League, starting July

Bonnie Parish, LISW, LPCC

Family Service Association

Laura Roesch

Catholic Social Services of the Miami
Valley, starting July

Bill Spears, Ph.D.

Wright State University

Joe Spittler

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SUPPORTIVE AND ENGAGED NEIGHBORHOODS

Vision

People live in safe, affordable housing. They have access to positive educational and cultural experiences. Recreational centers are conveniently located and staff serve as positive role models, especially for the children. All aspects of the environment – e.g., air, water, soil – are safe and healthy. The community values the unique attributes of each neighborhood, whether rural or urban.

Comprehensive Neighborhood Initiative Design Team Report

Background

Following a series of neighborhood forums and other community conversations between 2006 and 2008, it became clear to the Supportive and Engaged Neighborhoods Outcome Team that an initiative which worked in an integrated manner to achieve all of the FCFC desired community outcomes was needed.



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As a result the Team made a three-part proposal to the FCFC Executive Committee in the fall of 2008. This proposal was detailed in the *2008 Progress Report* and is summarized below:

1. The FCFC should begin the Comprehensive Neighborhood Initiative (CNI) to target two or three specific distressed neighborhoods and to transform these neighborhoods into neighborhoods of choice and connection in which families thrive and young people succeed.
2. The CNI should have five important characteristics:
 - **Focused** – targeting neighborhoods where the community outcomes and indicators point to a lower quality of life
 - **Comprehensive** – endeavoring to include all of the FCFC outcomes
 - **Collaborative** – engaging collaboratively the county, city, DPS, not-for-profit agencies, neighborhood associations, community foundations, faith-based communities, higher education, etc.
 - **Sustainable** – reallocating resources and securing new resources to sustain the effort for at least 10 years
 - **Accountable** – demonstrating to constituencies that CNI interventions are making steady progress in promoting the success of our children and families
3. The CNI should be integrated with the work of the Neighborhood School Centers (NSC).¹

In response the Executive Committee appointed the CNI Design Team which began meeting in late 2008 and completed its task in 2009. Their efforts can be summarized in two stages.

Stage I: Laying the Groundwork

Early in its work the CNI Design Team decided to make its initial focus a “School Readiness and Pre-K to 2nd Grade Learning Initiative.” This focus was chosen because it complements and reinforces a stated priority of Dr. Kurt Stanic, Superintendent of Dayton Public Schools, to develop a strong and system-wide Pre-K to 2nd Grade program.

¹ The Neighborhood School Centers project began when Dayton Public Schools asked the Dayton Foundation for help in attracting community resources for a handful of its newly built schools. With public and private funding from a number of sources, the project started in the 2006-07 school year (after a planning year in 2005-06) and has three goals: 1. Young people in these schools are succeeding. 2. The NSC is the top educational choice in the neighborhood. 3. The NSC is a welcoming, supportive, and convenient hub for positive educational and cultural experiences and opportunities for community involvement. Currently there are five NSCs: Cleveland, Edison, Fairview, Kiser and Ruskin.

The Team also familiarized itself with local assets such as the Neighborhood School Centers Program and neighborhood-based early childhood resources, and with some best practices from other communities such as the Harlem Children’s Zone from New York City and the SPARK program from Canton, Ohio. The Team achieved consensus on a Theory of Change (see Figure 1) to guide a neighborhood-based approach to improving school readiness. Finally, the Design Team considered a number of criteria in making a decision about which of the NSC neighborhoods to choose for the CNI, including:

- Support and willingness to work with DPS
- Significant population of families within 1.5 miles of the NSC
- The NSC is highly functioning with good cooperation between the principal and the NSC site coordinator
- High-capacity institutions at work in the neighborhood
- A fairly high degree of recognized citizen leadership
- The capacity for cooperation among and between groups, i.e., the ability to build consensus
- A widespread feeling among these groups that “it’s time for change”
- Other funders are willing or have already invested in the neighborhood
- Poverty rate (2000 Census)
- Average number of births per year (1995 – 2005)



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Using these criteria, the Design Team decided to target one NSC on the east side of Dayton (Ruskin) and one on the west side of Dayton (Edison). The geographic targets are the neighborhoods within a one-and-a-half mile radius of each of these schools. The NSC agency partner for Ruskin is East End Community Services and for Edison it is the Dayton Urban League.

Stage II: Organizing and Engagement

Each partner agency was awarded a contract for \$15,000 to conduct “organizing and engagement” activities in the targeted neighborhoods. During this stage the agencies engaged at least 100 families. Based on what was learned about the strengths, hopes and challenges of the residents and of the neighborhoods, they prepared a set of recommendations for the Design Team to consider, developed a budget and identified partners.

Briefly, the Dayton Urban League and East End Community Services are proposing to collaborate on the “Taking Off To Success” or T.O.T.S. program in the Edison and Ruskin neighborhoods respectively. The program will be structured on the Harlem Children’s Zone, a New York City-based nonprofit that has developed a holistic approach to intergenerational poverty and whose positive results have gained national attention. The T.O.T.S. program will serve 100 families of pre-school children in each neighborhood and will include a combination of structured group sessions, home visits, and a variety of support services. Outreach and recruitment of parents will build upon the work that each agency performed during the “Organizing and Engagement” phase of the CNI when each agency was asked to engage the neighborhoods’ residents and to build relationships with them. The curriculum will build upon the Parents as Teachers Born to Learn® program and the TouchPoint™ program developed by T. Berry Brazelton, M.D. Opportunities for leadership development and peer support among the young parents will be provided. Each agency has identified a number of other agencies and programs that currently provide services to children birth through five and will seek to coordinate and collaborate with them rather than duplicate efforts.



FCFC Comprehensive Neighborhood Initiative

School Readiness and PreK-2nd Grade Learning Initiative Theory of Change

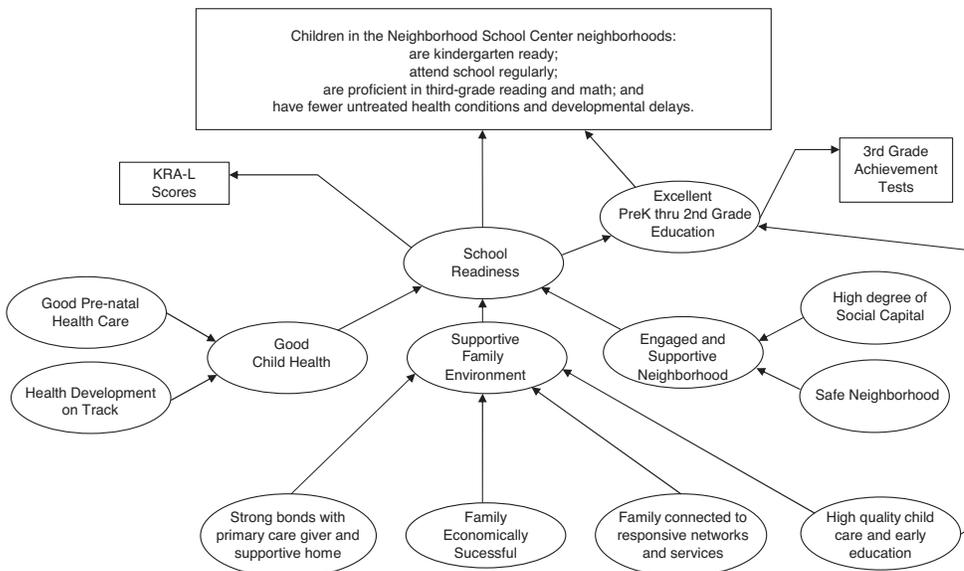


Figure 1. This model depicts some of the key factors – including those of concern to all of the FCFC Outcome Teams – that can influence school readiness.

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Next Steps for the Current Phase of the CNI

In December, 2009 the Design Team forwarded these proposals to the FCFC Executive Committee with the recommendation that they be implemented. Drawing on its Theory of Change, the Team provided the following goal statement for this phase of the CNI:

Children in the neighborhoods of Edison Neighborhood School Center and Ruskin Neighborhood School Center are kindergarten ready, attend school regularly, are proficient in third grade reading and math, and have fewer untreated health conditions and developmental delays.

The Design Team also recommended that the Executive Committee approve an Assessment and Evaluation Program. The purpose of the Assessment and Evaluation Program will be to determine whether the

outcomes in terms of kindergarten readiness are accomplished by the two partnership programs and what elements of the partnership programs made contributions to these outcomes. The resources of ReadySetSoar will be used to help identify and develop appropriate tools for measuring progress on kindergarten readiness. The agency partners, Dayton Urban League and East End Community Services, will monitor the engagement and participation of neighborhood residents in their program activities. Data from the agencies, data from the kindergarten readiness measures, and “on-the-ground” observations will be used to produce a comprehensive assessment and evaluation of the CNI.

The Executive Committee will discuss these recommendations early in 2010 with implementation anticipated in the summer of 2010.

The Future of the CNI

The current phase of the CNI – the School Readiness and PreK-2nd Grade Learning Initiative – has focused on the early years of a “young people succeeding pipeline” (see Figure 2) covering ages 0 to 7 in the target neighborhoods. The next logical extension of this idea is work on the *total* “young people succeeding pipeline” in these neighborhoods and to extend the concern for young people succeeding up to age 17.

The CNI is exploring the question “What would it take to mobilize a neighborhood and align a community around supporting the whole young people succeeding pipeline?” The early success and failures with the School Readiness and PreK-2nd Grade Learning Initiative will help the community understand the magnitude of this very challenging question.

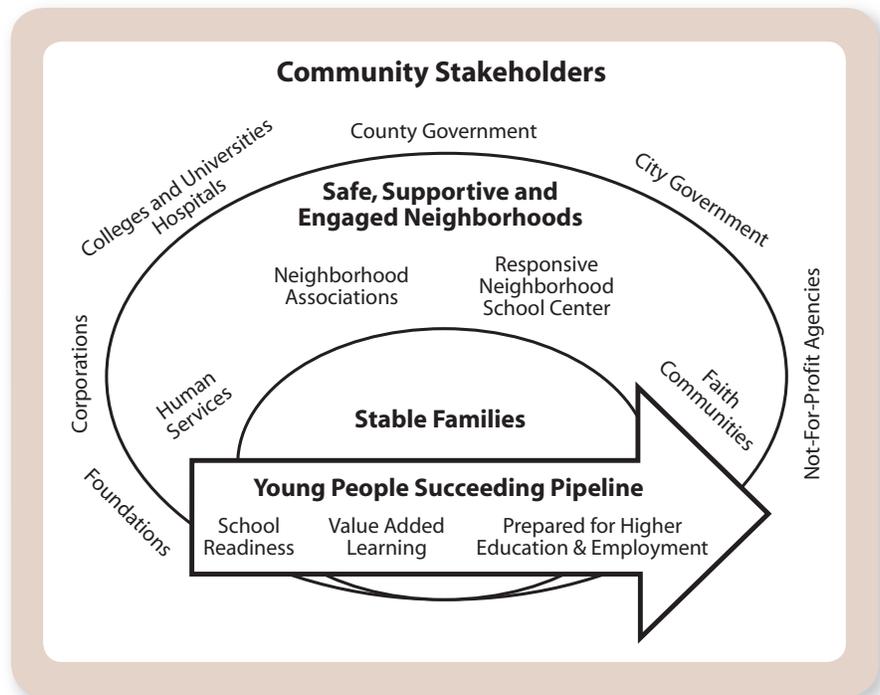


Figure 2. The CNI Neighborhood Development Model shows how families, neighborhoods and the larger community can align in support of the “Young People Succeeding Pipeline.”

Safe Neighborhoods Outcome Team

The Honorable Jeffrey E. Froelich
Second District Court of Appeals of Ohio
Champion

STAFF:

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Criminal Justice Council

SAFE AND SUPPORTIVE NEIGHBORHOODS

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Safe Neighborhoods Outcome Team Report

Throughout 2009, the Safe Neighborhoods Outcome Team, along with the Supportive and Engaged Neighborhoods Outcome Team and the Juvenile Court, have continued work that began in 2008 as a data driven pilot project to identify “at risk” youth. These youth are identified by the fact that either their parents or their siblings are already involved in the criminal justice system.

This project is assisted by Montgomery County’s Department of Data Integration and Analysis which imports information from the Dayton Public Schools, Job and Family Services, Children Services Division, the Common Pleas Court’s Adult Probation Department, Juvenile Court’s Adult and Juvenile Probation Departments and Start Right Program, the Community Initiative to Reduce Gun Violence and the Sheriff’s Regional Dispatch Center and in-custody jail information.

Ruskin Elementary School is serving as the pilot school for this project. Data from the school are compared by address to each of the other data components and, based on matching addresses from the other data, potentially at risk youth can be identified.

Staff members from East End Community Services are working within the school to assist in arranging for at risk youth to participate voluntarily in after school programs. Staff from the Southeast Dayton Weed and Seed Program is working in the community to assist these individuals at the neighborhood and family level. Efforts are currently underway to identify resources that may be needed to support this undertaking.

Due to the program being in its incipient stage no program results are yet available.

