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## **Leadership in Building Communities: Crossing the Creek**

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2011

# Crossing the Creek

Leadership in Building Communities Seminar

MPA 526

POL 426

SOC 426



The **FitzCenter**  
for Leadership in Community

*Educating leaders who build communities*



December 2011

**Introduction to the Seventeenth Annual *Leadership in Building Communities Seminar***

The seminar that resulted in this report is about the process of change. It is about learning together the art of leadership at the local community level. It is about working in teams to assure that the collective wisdom of the group exceeds individual insights and contributions. It is about learning to listen to people whose communities are served, to recognize their individual and organizational assets, and to structure actions that build on these assets.

*Leadership in Building Communities* is a University of Dayton seminar for graduate students offered by the Public Administration Program and for undergraduate students offered by the departments of Political Science and Sociology, Anthropology and Social Work. Several learning strategies are combined to provide a distinctive and connected seminar opportunity. Participants are introduced to asset-based community development and learn about a neighborhood directly from its citizens, businesses, and leaders. Participants also practice the art of working in teams to achieve shared objectives.

The participants in this seminar function as a learning organization with the neighborhood. A neighborhood tour, evening meeting in the neighborhood and individual interviews bring citizen leaders and community partners together with seminar participants to identify and explain the community's own analysis of the past, description or the present, and vision of the future. Additionally, each student participant keeps a journal of the experiences.

Learning about community is among the most important tasks facing our society in the 21st century. The University of Dayton has a long tradition of building community among ourselves and with the people of Dayton. This seminar is a serious attempt to transfer some of our learning to the process by which neighborhoods rebuild themselves. It is also an open admission that we have much to learn from the people and the neighborhoods among which we live and work and go to school.

Sincerely,



Dick Ferguson  
Instructor



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



Donald Vermillion  
Instructor



## **Notice to the Reader**

This report is the work of University of Dayton students enrolled in a seminar entitled Leadership in Building Communities in the Fall 2011. Although the process that resulted in this report involved participation by neighborhood leaders, citizens, and community partners, the contents of this report are the sole responsibility of the student participants. The written descriptions, analyses, and recommendations should be understood to be those of the students, in consultation with interested individuals, associations, and institutions.



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## Comparative Census Data 2000 and 2010

Table 1									
<b>Population</b>									
		2010 Census*			2000 Census			% Change	
		Group 1	Group 2	Total	Group 1	Group 2	Total		
<b>Total Population</b>									
	Total	888	1135	2023	1131	1075	2206		<b>-8%</b>
<b>Sex</b>									
	Male	442	549	991	510	462	972		<b>2%</b>
	Female	446	586	1032	621	613	1234		<b>-16%</b>
<b>Age</b>									
	Under 5	49	73	122	101	64	165		<b>-26%</b>
	Age 5- 9	62	83	145	113	89	202		<b>-28%</b>
	Age 10-14	75	81	156	110	100	210		<b>-26%</b>
	Age 15-17	49	41	90	65	36	101		<b>-11%</b>
	Age 18-64	566	698	1264	636	536	1172		<b>8%</b>
	65 and over	97	159	256	106	250	356		<b>-28%</b>
<b>Race</b>									
	White	77	113	190	98	50	148		<b>28%</b>
	Black	770	972	1742	1007	989	1996		<b>-13%</b>
	Mixed	29	25	54	20	30	50		<b>8%</b>
	Other	12	25	37	5	4	9		<b>311%</b>

Table 2									
<b>Housing</b>									
		2010 Census*			2000 Census			% Change	
		Group 1	Group 2	Total	Group 1	Group 2	Total		
<b>Total Housing Units</b>									
	Total	431	682	1113	620	769	1389		<b>-20%</b>
<b>Occupancy Status</b>									
	Occupied	336	511	847	463	520	983		<b>-14%</b>
	Vacant	95	171	266	157	249	406		<b>-34%</b>
<b>Vacancy Status</b>									
	For Rent	18	35	53	51	47	98		<b>-46%</b>
	For Sale Only	11	17	28	3	29	32		<b>-13%</b>
	Other Vacant	66	119	185	103	173	276		<b>-33%</b>
<b>Owner Occupied</b>									
	Total	109	206	315	104	216	320		<b>-2%</b>

\*Projections American Community Survey 2005-2009

Group 1 = Census Tract 10 Block Group 2

Group 2 = Census Tract 1651 Block Group 2 (Tract 36 in 2000)

Group 1 = Ole Dayton View, Dayton View Historic, and Jane Reece

Group 2 = Wolf Creek and Wright-Dunbar



## Comparative Census Data 2000 and 2010

**Table 3**

<b>Education</b>								
	2010 Census*			2000 Census			% Change	
	Group 1	Group 2	Total	Group 1	Group 2	Total		
<b>Education Level</b>								
Population 25 Years and over	287	727	1014	671	733	1404	-28%	
Less than High School	55	199	254	201	289	490	-48%	
High School Graduate	119	306	425	214	246	460	-8%	
Some College	84	75	159	169	148	317	-50%	
Bachelors Degree	29	63	92	48	20	68	35%	
Master's Degree	0	43	43	39	16	55	-22%	
Professional School Degree	0	26	26	0	14	14	86%	
Doctorate Degree	0	15	15	0	0	0	1500%	
<b>School Dropout Rate</b>								
Population 16-19 yrs	30	49	79	66	76	142	-44%	
Dropped Out	0	0	0	16	0	16	-100%	
High school grad or in school	30	49	79	50	76	126	-37%	

**Table 4**

<b>Economics</b>								
	2010 Census*			2000 Census			% Change	
	Group 1	Group 2	Total	Group 1	Group 2	Total		
<b>Poverty Status</b>								
Applicable Population	506	912	1418	1125	1126	2251	-37%	
Under 1.00 (Doing Poorly)	102	540	642	575	495	1070	-40%	
1.00 to 1.99 (Struggling)	189	35	224	303	247	550	-59%	
Under 2.00 (Poor or struggling)	291	575	866	878	742	1620	-47%	
2.00 and over (Doing ok)	215	337	552	247	384	631	-13%	
<b>Income</b>								
Median Household Income (In 2009)	\$47,964	\$9,317	\$28,641	\$16,097	\$18,613	\$17,355	65%	

\* Projections American Community Survey 2005-2009

Group 1 = Census Tract 10 Block Group 2

Group 2 = Census Tract 1651 Block Group 2 (Tract 36 in 2000)

Group 1 = Ole Dayton View, Dayton View Historic, and Jane Reece

Group 2 = Wolf Creek and Wright-Dunbar



# Census Tract Map

Figure 1



-  Group 1
-  Group 2

# The Last Five Years

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## Housing

In 2008, the subprime mortgage lending crisis brought to the fore nationwide issues of housing conditions and financing. Numerous cities across the country were left in the wake of this disaster, compounding already dire housing conditions that had been growing increasingly worse over the latter half of the 20<sup>th</sup> century. Dayton stands as a perfect illustration of the many factors that can lead to the deterioration of housing and neighborhoods, and the collapse of the housing market. By examining how the housing situation in Dayton, and in particular Dayton's west side, has changed within the recent past, it may become more apparent how something such as the subprime mortgage lending crisis could happen in the first place. Before exploring Dayton's recent issues with housing, it would be pertinent to provide a brief exposition of Dayton's housing history before the 2008 crisis.

According to City of Dayton Housing Inspector Ann Mittelstadt, who grew up and currently lives in the Jane Reece neighborhood of Dayton's west side, the beginnings of the declining state of the neighborhood, and the entire west side in general, can be traced back to the early 1960s. The emergence of suburbs surrounding Dayton's urban center juxtaposed with racial tensions caused a



majority of the more affluent home owners to join in a mass exodus to the suburbs. Following this, many of the homes became rental properties because of the difficulty they had in the home ownership market. Dayton Innerwest Priority Board member, Mary Ellington, who also grew up in Dayton's west side around the same time, also attributes the waning state of the neighborhoods to the "white flight," asserting that the departure of

wealthy residents marked the beginning of a slow but powerful shift from affluent to impoverished neighborhood. Mittelstadt maintains that by the 1990s, Dayton’s west side had become a “war zone” filled with prostitution, drugs, and violent crime, an environment supported by the presence of vacant homes. So, the question remains; how have these problems that have plagued Dayton’s west side changed since the 1990s?

### **Abandoned Homes**

One does not need hard statistics to get an idea of the abandonment these neighborhoods have experienced. A brief drive through them would demonstrate that there is a significant quantity of abandoned properties present. Many houses are boarded up and have overgrown lawns. A number of those not boarded up have broken windows. The large majority of these houses are decorated by fading paint jobs. The houses which are not occupied in these areas stand in stark contrast to the houses that are currently owned and occupied, which are much better maintained. Many of the local residents attest to the fact that abandoned houses are often used for activities harmful to the community, such as drugs and prostitution. When asked if she believed the condition of housing in the area had improved or declined in the past ten years, Mary Ellington, who currently lives in the Wright Dunbar Neighborhood, laughed and told the reporter to take a walk around the neighborhood to see for himself, implying that the lack of improvement in the area was self-evident.

Prompted to talk about the nature of the problematic housing conditions in Dayton’s west side, Ellington provided a compelling picture of the sources of this issue. She identified a few of the sources of the decline in the upkeep of houses in these neighborhoods, namely foreclosures, property buyouts, residents of rentals, and members in housing assistance programs. It should be noted that Ellington was not making a generalization about all rental occupants or participants on housing assistance, but rather

offering an empirical observation. In Ellington’s experience, people in these two groups often expend less effort on home maintenance, largely because they have much less stake in the neighborhood than homeowners. Those who rent homes in the neighborhood are more often than not, in some sort of transitional phase, usually involving a flux of financial stability, such as being between jobs or starting a new job, and as such are not interested in locking themselves into any long term residence. This transiency is indicative of the lack of motivation in many rental tenants.

Regarding those who are engaged in housing assistance programs, Ellington noted that the majority are, as she describes it, “living on the dole.” She explained that a lot of people in these programs are products of generational welfare, and they rely heavily on various forms of assistance to get by. Elaborating further, Ellington explains that some people will take part in home financing programs with a bank without any sort of job security, knowing that they will not be able to make payments on the house, intending to live there until the house is foreclosed. Ann Mittelstadt cites a similar disregard for community interests among many of the residents of the adjacent Jane Reece neighborhood; however, both Mittelstadt and Ellington acknowledge that apathetic residents are far from being the only ones complicit in the declining quality of houses and subsequent transformation into vacant lots.

A major problem in both the Ole Dayton View and Jane Reece neighborhoods is the buyout of properties by institutions. Many organizations offer to invest in and reinvigorate neighborhood properties, touting the intention of providing affordable, livable housing for the lower income demographic. The problem with this is that many of these organizations do not follow through on these promises.

Another common phenomenon is that of companies from outside the neighborhoods acting in a similar way. An example of this is a company called Ace Realty,

which was run by two lawyers from the Dayton area but not the west side, that bought properties in the Ole Dayton View neighborhood in order to renovate the houses for the purpose of providing affordable rental accommodations in the area. The company decided that they would not get a big enough return on their investment with the prices they had landed on, and consequently raised the prices which led to a lack of business. Eventually, Ace Realty simply abandoned the property altogether, but because they still owned it, there was little in the way of maintenance that the community could do. As a result, the lots became nuisance properties.

An even more extreme example is that of Alliant Insurance, which is based in California. The company invested in Ole' Dayton View estate, but with little knowledge of the area and the community's needs, Alliant made the decisions that were both detrimental to the community and to the company's investment. The company had promised to make lower income rental properties, but after they had acquired the land they decided that the project would be too expensive and would not yield a good enough return on the investment. Just as Ace Realty did, Alliant simply stopped taking care of the property and it eventually fell by the wayside.

### **Foreclosures**

Foreclosures are always problematic, but they prove even more so in areas in which the homes have lost much of their value due to low maintenance and other factors such as perceived high local crime rates, as can be experienced in many low and moderate income neighborhoods such as Ole Dayton View and Jane Reece. After the banks or creditors have reclaimed property because the occupants have failed to meet the interest on their mortgage, resale becomes an issue in areas such as Dayton's west side. This is because in order to recoup the losses of their investment and their legal fees, lenders often cannot lower the price of the house, despite the already lowered value of the property.

According to Mary Ellington, this has recently led to a trend with many lenders in which they would file for foreclosures to reclaim property, but once the property had been seized they would simply neglect to do any paperwork on the matter, because they would not see a return on their investment either way. This way they avoid the obligation of taking care of the lot, but this had the effect of the leaving many lots in a sort of ownership limbo. The St. Mary Development Corporation, a nonprofit rehabilitating old homes and building newer, more affordable ones in neighborhoods such as those found in the west side, reports that it often has difficulty tracking down who exactly owns certain properties. This confusion leads to many lots not only being vacant and nuisance properties, but they also become seemingly irredeemable, in that neither community members nor organizations such as St. Mary can do much to fix the houses or the land. As a result, many of the foreclosed homes in Dayton's west side neighborhoods remain vacant, with unmaintained lots, allowing for illegal activities to pervade the neighborhood and perpetuate the cycle of deteriorating property values and community wellbeing.

### **Renovation and New Construction**

Despite these many substantial housing problems facing Dayton's west side, there have been many efforts in the recent past to positively change the state of housing in these neighborhoods, such as through the St. Mary



Development Corporation. Among the efforts that have had an impact in these areas are those conducted by the Dayton Metropolitan Housing Authority (DMHA), with money they received from the federal HOPE VI grant. In 1999, the United States Department of Housing and Urban Development awarded the DMHA \$18.3 million for the purpose of reinvigorating the Ole Dayton View Neighborhood. With this money, the DMHA demolished 213 public housing units and constructed Dayton View Commons, an 80 unit

rental community; Salem Crossing, consisting of 55 units for sale; and a senior village, an apartment building containing 30 units. Salem Crossing is part of the program's effort to encourage first time home ownership, which they hope to accomplish by providing affordable houses, most of them priced in the low \$100,000.00 range.

Another major contribution to the renovation of Dayton's west side has come from Improved Solutions for Urban Systems (ISUS). The organization built 60 homes throughout the city of Dayton, including the Wolf Creek neighborhood which is located on Dayton's west side. Part of the curriculum for students enrolled in the ISUS Trade and Technology Prep Community School's vocational training program in construction trades is to build homes in abandoned areas throughout Dayton, such as the ones described earlier. In Wolf Creek specifically, ISUS students built three homes on North Williams Street where there had previously been three vacant lots. The homes sold before they had even been completed. The effort of the ISUS program renewed interest in building new homes and home ownership in the Wolf Creek neighborhood, while also providing valuable experience for its students.

### **Historic Homes**

Another asset to Dayton's west side is the presence of historic homes. Dayton's historic homes tend to attract home ownership and renovation, because of their cultural and historical significance. Many of these houses can



be found in the Dayton View Historic neighborhood located near the Wolf Creek and Jane Reece neighborhoods. For instance, the house on 757 Superior Avenue built in 1890 stands as one of the few remaining examples of a style of housing known as "shingling" that was popular around the turn of the 20<sup>th</sup> century. Also found in the Dayton View Historic



neighborhood is the Thomas Tucker House which can be found on 1000 Grand Avenue. The house built in 1906 for Tucker who was president of the Gem City Boiler Company. It also stands as an illustration of the influence of Italian Renaissance on architecture in Dayton.



## **Schools and School Children**

Schools are a vital component of any neighborhood. They can encourage community growth and development; they unite community members and encourage local participation; they are the cornerstones of youth development and the beacons of future progress. The assessment of a neighborhood’s past history, current assets, and future potential would not be complete without analyzing the impact of local schools. Thus, this team investigated the three schools located in the vicinity of the Wolf Creek, Ole Dayton View, Jane Reece, and Dayton View Historic neighborhoods – Edison PK-8 (a public elementary school and a Neighborhood School Center), Richard Allen (a charter school), and Dayton View Academy (an elementary charter school). Our report provides detailed analysis of the schools’ demographics, achievements, Safe Routes to School programs, and overall impact on the surrounding communities.

### **Neighborhood School Centers**

Dayton’s Neighborhood School Centers are a unique approach to public education. Each school creates specific goals but they all collaborate to emphasize and promote the importance of education as well as strong neighborhoods. In addition, these schools



communicate with the students’ families in the neighborhood and connect social service resources to the students and their families. The schools use goals established by the Coalition for Community Schools, a national association, and work to ensure that “children are ready to learn when they enter school and everyday thereafter, all students learn and achieve to high standard, young people are well prepared for adult roles in the workplace, as parents and as citizens, families and neighborhoods are safe, supportive and engaged,

and parents and community members are involved with their school and their own life-long learning” (daytonneighborhoodschoolcenters.org). The Neighborhood School Centers are located in five new PK-8 school buildings, providing crucial anchors for the community that connect parents with both education and community programming.

After Dayton ended court-ordered busing, people in the community realized the need for an innovative way to educate their children. Simultaneously, nationwide, there was a growing movement for schools to coordinate a community-based system. Dayton seized the opportunity to reconnect the public school system with Dayton neighborhoods and instituted multiple Neighborhood School Centers; today, five such elementary Neighborhood School Centers operate throughout the city. All five Dayton Neighborhood School Centers work toward five specific objectives: “improve student performance, improve quality of life in the neighborhood, attract families with school-aged children to the neighborhood, realign community resources to support youth achievement, and sustain leadership and support for Neighborhood School Centers” (daytonneighborhoodschoolcenters.org).

The distinctiveness of the Neighborhood School Centers includes the partnerships that exist between the schools and community organizations. There are four core groups ultimately responsible for the neighborhood schools: funding partners, an oversight council, a neighborhood planning committee, and a management team. In addition, there is a site coordinator, employed by a nonprofit partner agency, who works at each school. The funding partners “. . . share a commitment to the vision and objectives of the Neighborhood School Centers and provide funding to organize, administer and evaluate the pilot initiative,” while the oversight council is maintaining “. . . the community commitment to the shared vision and objectives.” The neighborhood planning committee is comprised of parents, teachers, and principals who “. . . guide the work of the sites and

prioritize the efforts of the site coordinators,” and the management team is staffed by leaders with experience who are organized by the Fitz Center; their responsibility is to implement the community’s vision for the Neighborhood School Centers. Finally, the site coordinators act as important liaisons between the community and the schools, assisting the principal by providing resources from the community.

### **Edison Elementary School**

One of the five Neighborhood School Centers is Edison PK-8. This school moved to its new building in August of 2010 and is now located in the Wolf Creek neighborhood. Regarding its academic standing, during the 2009-2010 school year Edison was rated as “Continuous



Improvement”. This rating is part of the State of Ohio’s Score Card; the Ohio Department of Education awards each public school with a rating based on the scores its students achieved on standardized testing and the progress made from the previous year. Third-through eighth-graders take the standardized tests and the school is awarded a rating ranging from the lowest, “Academic Emergency,” to the highest, “Excellent with Distinction.” The assessment done by the State also takes into consideration what the students are gaining aside from their test scores in an evaluation called “value added.” In the past few school years, Edison has ranked as “Academic Emergency” and “Continuous Improvement,” but this year it has regressed to “Academic Emergency.” These ratings stir controversy because they tell a limited story about a school’s performance; for example, when Edison’s rating changed from “Continuous Improvement” to “Academic Emergency,” it had hired a new principal who then required surgery and was on leave for most of the

first semester, in addition to relocating the school and also adding 130 students (510 total).

Despite these setbacks, Edison helps its students succeed by offering special programming. One program, The Positive School Climate, is in its third year at Edison and is intended to “. . . decrease inappropriate student behavior and develop respectful, responsible, and in control students. The program rewards students for their positive



behavior” (dps.k12.oh.us). The Schlechty Working on the Work program is in its second year and targets “. . . hav[ing] teachers become designers of engaging lessons” (dps.k12.oh.us). The school runs extensive daytime activities, including Parity mentoring, Youth in Government, Rites of Passage, Muse Machine, Pennies for Patients, Girl Scouts, and others. The school also offers after-school activities such as intramural basketball, intramural cheerleading, Westmont Optimist music program, Girls On the Run, Math Olympics, and more. Additionally, the school offers State-licensed after-school childcare, Safe Routes to School, a school newspaper, and a unique program called Edison’s Land Lab. The Land Lab, with the help of volunteers, community partners, Central State University, and Edison PK-8students, is a project whereby the school rehabilitates land by planting prairie seed and native wildflowers in a vacant city lot next to the school. The lab will provide immense benefits that ultimately will reduce the strain on the City’s resources because it will no longer have to maintain the land; moreover, it will create an outdoor teaching space and provide a sanctuary for wildlife. (For a complete list of programs that Edison offers please refer to Appendix A.)

The school resides in the Wolf Creek Neighborhood in Innerwest Dayton and, through collaborations with local agencies, has several revitalization efforts underway.

Through partnering with the YMCA, as well as a variety of other service sector NGOs, Edison seeks to create a “community effort to refocus resources to better serve families, to increase academic achievement of students, and to expect positive community involvement of residents,” (Pamphlet 2). Thus, a school center in this neighborhood offers the opportunity to focus on the assets of community by providing a unifying central location.

In Dayton neighborhoods there exists a lack of cohesion between the students who attend the local school and the students (children) living in the neighborhood. That is, the neighborhoods where children reside in Dayton are not necessarily the same



neighborhoods in which they attend school. In the Fall of 2008, the Council of the Great City Schools performed an assessment of the Dayton Public School (DPS) elementary education program. The report included the aforementioned geographic disconnect as an area of major concern: “The number of students assigned to schools outside of their neighborhoods may be feeding parent desires to leave the district schools and enroll their children in nearby charter” (Council 62). In fact, more than 6,000 parents left DPS to enroll their children in nearby charter schools (Council 38). Some families have since returned, but in order for Edison to truly embody the goals of a Dayton Neighborhood School Center, it must recruit more children from the local neighborhoods. This way, families would automatically be exposed to the civic engagement and community building, which the school center encourages.

Who are the children attending Edison? The demographics are fairly homogeneous. According to the National Assessment of Education Progress’s Annual

report, the building’s poverty status is listed as “High,” and in the 2009-2010 school year, 99.9% of the 400 students were considered economically disadvantaged; 93% of those students were African American and 3.9% were non-Hispanic Caucasian. Additionally, 17.1% of the students had a disability. In comparison with the 2010 Census Tract 10 data, disparities between the school and neighborhood demographics are apparent. Here is a look at the demographics for families living in the neighborhood:

**Table 5: Demographic Data**

Demographic	Census Tract 10, Block Group 2		Census Tract 1651, Block Group 2	
	#	%	#	%
Total Population	888		1135	
Male	442	49.8	549	48.4
Female	446	50.2	586	51.6
Ages 0-14	186	20.9	247	21.8
Race (Total Pop.)	888		1135	
White	77	8.7	113	10
African-American	770	86.7	972	88.5
Other	29	3.3	25	2.2

**Table 6: Ratio of Income to Poverty Data\***

	Census Tract 10, Block Group 2		Census Tract 1651, Block Group 2	
	#	%	#	%
Median Family Income	\$48, 625		\$9,028	
Population for whom poverty status is determined	506		912	
	#	%	#	%
Doing Poorly**	102	20.2	540	59.2
Struggling***	189	37.4	35	3.8

*\*People and families are classified as being in poverty if their income is less than their poverty threshold. If their income is less than half their poverty threshold, they are below 50% of poverty; less than the threshold itself, they are in poverty (below 100% of poverty); less than 1.25 times the threshold, below 125% of poverty, and so on. The greater the ratio of income to poverty, the more people fall under the category, because higher ratios include more people with higher incomes*

*\*\*Doing Poorly- Living at or Below 100% of Poverty Level*

*\*\*\*Struggling- Living at or below 200% of Poverty Level*

The data in Table 5 demonstrate that if Edison's enrollment reflected the demographics of Census Tract 10 Block Group 2 and Census Tract 1651 Block Group 2, the school enrollment would be more racially diverse and less poor than it currently is. For example, to assume that the



total population of Whites was equivalent in percentage to children ages 0-14, Edison school should have Caucasian population of around 9.4% (or 40 students) as opposed to 3.9% (or 15 students). Data Table 6 reveals that the neighborhood is less poor than the children attending Edison. Census Tract 10, Block Group 2 illustrates this point with 20.2% of determined poverty status operating at less than 100% of their poverty threshold. These data reflect discrepancies in the educational environment provided by Edison in terms of its appeal to the entire neighborhood. If Edison truly reflected the neighborhood, it would be less poor and more diverse in racially. In pursuing goals for the neighborhood and the community at large, comprehending and addressing the reasons behind these differences can provide a more accurate assessment of children's needs. (See page 8 for map).

### **Richard Allen Charter School**

Founded in 1996, Richard Allen Charter School sought to provide African-American students the opportunities for academic achievement while honing both their decision-making and critical thinking skills. Richard Allen's philosophy promotes eclectic learning theories and styles, and firmly believes that "children who fail are those who learn to fail." "The Richard Allen Way" promotes leadership and independent, self-motivated approaches to student experience. The charter school now educates students from grades PK to 9 and operates five campuses.



Most notable, perhaps, is the school's outstanding academic success. On the 2010 Ohio Performance Index Score, which measures students' capacities in reading, mathematics, and science, Richard Allen campuses ranked first and second in Ohio, and first overall among all public school districts in Montgomery County. On the 2009 Kindergarten Readiness Assessment Literacy Exam (KRAL), which measures students' preparedness for



entering school at the kindergarten level, Richard Allen Preparatory maintained the highest scores among 28 districts in the Dayton Area (note: though not an indicator of Richard Allen's achievement alone, the KRAL does partially explain why Richard Allen achieves high academic standards.)

New changes for each campus have influenced new standards and procedures. The Downtown Campus is now grades two through six; the Edgemont campus became the district's first junior high school, focusing attention on grades seven through nine; Hamilton Campus has set records this year for student enrollment at 220 students; WestPark Academy still remains at the Richard Allen Salem Campus, which serves pre-school students and focuses on preparedness for kindergarten. More emphasis is now being placed on this preparedness, since studies have shown that success in kindergarten is a precursor to future academic success. Short cycle assessments, which are similar to state-standardized tests and administered monthly, are emphasized for maintaining determination and attentiveness to academic rigor as well as promoting the success of individual students. They are graded within 48 hours and returned to teachers in order to define the material needed to be worked on for higher performance on Ohio's assessments. Richard Allen Schools utilize these practice-test scores by returning

electronically-graded results to teachers for immediate action on what educational aspects require further attention and study; these areas for improvement are immediately defined and addressed in timely manner.

### **Dayton View Academy**

Dayton View Academy is another charter school option for students in the Dayton View and Wolf Creek neighborhoods, as well as the entire Dayton region. When the charter school opened in 2000, about 1,100 students began attending the school. Now, in 2011, Dayton View Academy serves about 480 children ranging from pre-kindergarten through the eighth grade, due to the increased competition of other charter schools, private schools, and Dayton Public Schools. A relatively small number of students come from the Dayton View and Wolf Creek neighborhoods to attend Dayton View Academy, while many students come from other parts of the city of Dayton as well as the surrounding areas, including Jefferson Township and Trotwood. Ninety-eight percent of students rely on the free or reduced lunch program.

Dayton View has a curriculum and a number of afterschool activities that mirror those of the Dayton Public Schools. The difference between this school and a typical public school system is the management of an outside, for-profit organization called Edison Learning (not to be confused with Edison Neighborhood School Center, a Dayton Public School). The management group has the power to hire and fire staff members to maintain the best interests of both the school and the students.

Dayton View Academy was created as a part of the charter school movement with the purpose of providing a choice to parents in Dayton who could not afford to send their children to a private or parochial school. With the great rise in charter school options, Dayton has seen increased competition among the many educational systems as the

schools are motivated to become the first choice school amongst parents. Efforts to compete have included “monitoring performance, making connections with parents, providing schooling options that fit different needs, and intervening in chronically low-performing schools” (www.crpe.org). As is seen, Dayton View Academy and other charter schools seem to have had a significant impact on Dayton’s education system.

### **Safe Routes to School Program**

To ensure that children arrive safely to school, the Safe Routes to School Program encourages walking and biking to school in order to cut down on pollution, traffic congestion, and automobile accidents. This program also provides schools the opportunity to promote general health and safety for both the children and their parents. The National Center for Safe Routes to Schools is crucial in getting states and communities involved in encouraging students to walk and ride their bikes to school, and the Center also provides support and resources to those schools who participate. The program is funded by the U.S. Department of Transportation Federal Highway Administration, and grants are available that will help schools jumpstart their own programs. Every October, families, schools, and communities celebrate Walk to School Day, which is a component of the Safe Routes to School Program. Each of Dayton’s Neighborhood School Centers celebrates the annual Walk to School Day and participate in the Safe Routes to School Program. This program is significant to the neighborhood school concept because it encourages students from the neighborhoods surrounding the schools to enroll. Students can then attend school with students from their same neighborhood, which fosters family connections within the neighborhoods.

Edison PK-8 is a participant in the Safe Routes to School Program. Although there has been encouragement for students to walk or bike to school, there are four key barriers: speeding along Broadway Street, which is the street in front of the school; crime

along the route to school; the poor conditions of the sidewalks; and the vacant lots and structures surrounding the school. In 2007, the Miami Valley Regional Planning Commission and other partners devised the Local-Regional Comprehensive Bikeways Plan, which specifically targeted some of the Dayton schools. Before the new Edison school was built, the planning team realized that there was a potential 1,236 PK-8 students living within one mile of the school site and 5,610 within two miles. In order to get to the school, many would have to travel over the Wolf Creek Bridge from the north. Alta Planning made recommendations for Edison School, such as installing school zone pavement markings on nearby streets, completing sidewalk gaps, improving the bus loading and parent drop-off zone, adding bicycle lanes to Broadway Street, and installing school crossings and advanced warning signs on Broadway Street. As of 2010, all of these recommendations were put in place.

Education, Encouragement, Enforcement, and Evaluation are the four Es of creating a successful Safe Routes to School Program. The Neighborhood School Center site coordinator is in charge of working with teachers and parents to ensure the students' safety. The site coordinator also helps implement classroom instruction on safety throughout the year. Students receive booklets which suggest route maps and age-appropriate safety information and activities for kids. For encouragement, the Walking School Bus Program was initiated, and it rewards students who decide to walk to school with both mileage club membership, including frequent walker/biker punch cards, and small safety prizes. Edison participates in the annual Walk to School Day, which encourages students who do not walk or bike to school to take at least one day to get involved with the Safe Routes to School Program. For enforcement, there is funding for overtime police officers who patrol the walking and bicycling routes at the school site. In regards to evaluation, there are travel tallies and a parent survey, which helps the school

and national program get an idea of what programs are working and how they can make the program more successful.

Most students who attend the downtown branch of Richard Allen, located on Salem Avenue in the former United Way building, live close to the school, and many come from the Dayton View neighborhood. However, students come from all over the Dayton area to attend Richard Allen, including children from Centerville, Trotwood, and Huber Heights. As long as they are within the busing region, students who attend Richard Allen are bused by the Dayton Public School system. Of the close to 500 students who attend the downtown campus of Richard Allen, about 350 students utilize this mode of transportation each day; the other 150 students are typically taken to school by their parent or guardian. Students who live within two miles of Richard Allen or students living outside of the busing region do not have the option of being bused by Dayton Public Schools, so these students generally carpool with other families. The Safe Routes to School program does not impact Richard Allen, so safety concerns are addressed by the school administration and the Dayton Public School buses.

Dayton View Academy has not seen any specific changes due to the Safe Routes to School initiative; however, safety is a major priority. Safety in transportation is the number one concern for parents, says superintendent Dick Penry. The state law requires that students at Dayton View Academy have the option to use Dayton Public School buses to get to school. This is the primary method of transportation that students use; however, in the interest of safety, Dayton View academy provides its own transportation to students living within a mile proximity of the school and therefore do not qualify for DPS transportation.

## **Abundant Community and Families**

In order to understand the group of neighborhoods at the heart of this project, it is important to examine the area's history from multiple perspectives. In the following sections, we look at neighborhood-based services and organizations, safety and crime, community spaces and programs, and citizen participation on multiple levels. We look to the last ten years as a context to observe changes, summarizing from primary and secondary sources (See works cited in Appendix). Our research is not exhaustive, but we attempt to paint the most accurate picture we can within the scope of this seminar.

### **Neighborhood-Based Human Services**

The House of Bread, a private and nonprofit organization, is located on Orth Avenue along the bank of Wolf Creek in the Ole Dayton View neighborhood. Founded over 26 years ago on the belief that no one deserves to go hungry, this central principle continues to guide the House of Bread in the services it provides. It serves lunch every day and every week of the year. In 2010, they extended their meals from six to seven days by opening for brunch on Sundays. The House of Bread is essentially a community kitchen that serves anyone and everyone, regardless of need. Anyone who walks through their doors will be warmly welcomed and served a nutritious hot lunch at no charge. Most recently, they added an after-school food program in collaboration with local schools to further address childhood hunger. During the summer, House of Bread also provides food to area church camps.

Holt Street Miracle Center, located just east of N. Broadway at 420 Holt Street, opened its doors some twenty years ago through the tireless efforts of Ms. Willa Fletcher. Ms. Fletcher began her outreach work by walking the streets of Dayton, giving food to folks who were gathered under highway bridges, in parks, on building steps. She invested

her retirement savings in the house at 420 Holt St, engaged the help of family and friends, and transformed the shell of a building into a vital community space. Ms. Fletcher originally sought to provide a safe haven for youth. She felt that many children in and around the neighborhood often went hungry, lacked proper clothing for cold weather, and generally needed positive and appropriate adult attention. Eventually, programs aimed at parents' needs began as a way to help children lead better home lives. The Holt Street Miracle Center now functions as a year-round food pantry, a meeting space for AA groups, a home for neighborhood celebrations marking holidays and high school graduations. Many organizations support the efforts of the Holt Street Miracle Center, including Wright Patterson Air Force Base, Victoria's Secret, Carroll High School, University of Dayton, and scores of individuals. It is a place of sobriety and peace where people of all ages are welcomed.

The Alvis House (formerly known as the COPE House) is a private, nonprofit organization located at 42 Arnold Place with an annual budget close to \$14 million according to its web-site ([alvishouse.org](http://alvishouse.org)). This budget includes Dayton's facilities among others. In 2006, the Alvis House helped 500 veterans to live a criminal-free lifestyle using family-focused programs. Around 1996, Alvis House established the Veterans Residential Program to aid in support of this mission. The motto at the time was "Opening Doors, Rebuilding Lives."

The Dayton Christian Center (DXC-West), located on Riverview Avenue, is one of only 21 affiliated Neighborhood Action Centers nationwide. These centers were founded in 1921 as a part of the National Baptist Ministries American Baptist Churches, USA. In 2008, the DXC-West provided over 54 Christmas boxes to give away during the holiday season to kids between the ages of 6 weeks and 12 years of age. During 2009, Dayton Christian Center sent 40 families Thanksgiving meal packages as well as provided the

same families with programs such as the YMCA after school care center and programs regarding probation hearings. In March and April of 2011, the organization held a “Child Sexual Abuse Prevention Training” session. Also this past April, the center mobilized its resources to assist adults with their taxes.

The Catholic Social Services of the Miami Valley (CSSMV) is a non-profit organization that serves over 30,000 people each year. The organization is deeply rooted in its values of faith, service, and charity. One of the major services provided by CSSMV each year is their



food pantry, the busiest food pantry in the greater Dayton area. The pantry serves around 13,000 children and adults each year, with a majority of its assistance provided to address the specific needs of senior citizens.

Catholic Social Services also serves as the designated agency for refugee resettlement in Dayton. When people must flee their country of origin, they usually arrive in the United States with nothing. CSSMV provides refugees with assistance in finding housing, household furnishings, transportation, medical care, employment, food sources, etc. Refugees also need help in learning the English language. Refugees currently come from Liberia, Sudan, Ethiopia, Sierra Leone, and from the border between Russia and Turkey. CSSMV appropriately settled 104 refugees into their new homes in 2007, and provided them with basic resources such as groceries, house cleaning/maintenance, organizational skills, and moving assistance. CSSMV has served the refugees for over 50 years. Case managers make referrals to various community programs in order to help clients take positive action to become independent creators of their futures. In 2004, Catholic Social Services volunteers contributed over 2,792 hours of service, many of



whom staffed the food pantry located at 922 West Riverview Avenue. In 2007, the CSSMV successfully completed the “Seven Year Improvement Project.”

### **TOTS Program**

The TOTS (Taking Off To Success) program first emerged in 2010 and has been very successful since its implementation. The program was first proposed by the Supportive Neighborhoods Team of the Montgomery County Family and Children First Council. Originally, the Dayton Urban League implemented and ran the TOTS program in the Wolf Creek and Dayton View neighborhoods. When financial strain forced the Urban League to close in 2010, the Miami Valley Child Development Center took on the program. The goal of the program is to enhance parenting skills so that children are ready for school. The program involves parents and guardians of children from birth to age five who live within a two mile radius of Edison PK-8. The program consists of a nine-week course involving training and enrichment related to enhancing parenting skills, exposing parents to job opportunities, teaching parents how to access daycare, determining educational goals, creating peer networks, and educating parents on how to live healthy lifestyles, how to maintain children’s immunizations and physicals, how to access healthcare, and how to be leaders. Essentially, the proponents of TOTS believe that in order for children to have a bright future, their parents must be exposed to resources, skills, and most importantly, believe in their abilities to be outstanding parents.

Since the implementation of TOTS, planners, administrators, students, and parents have seen immense success. The program has flourished and continues to grow. According to Diane Brogan-Adams who works with the TOTS program, “the program evolves based on the feedback from parents. The program has been expanded to a 12-week course because of all the positive feedback.”

One of the ways the program has evolved is to include an option for parents to continue after graduation. Many graduates have been energetic and have wanted to further pursue the mission of the TOTS program. An alumni group has been created these members are offered additional classes such as drug and alcohol prevention, nutrition, and cardiopulmonary resuscitation. Even further, two parents that graduated have been hired to help teach the alumni group. This energy and continued participation are evidence of how influential this program can be in the community.

### **Churches**

Approximately five local churches provide Sunday worship services for their congregations. Most of the churches also have mid week prayer services or Bible studies. Many have ministries that serve those in the neighborhood regardless of a person's religious affiliation, such as food or clothing pantries. Many also open their space for neighborhood association meetings, Alcoholics Anonymous meetings and NA meetings, and others. Churches in the neighborhood include DaytonView Church of the Nazarene, Edgewood Baptist Center, Greater New Philadelphia Missionary Baptist Church, Mt. Carmel United Holy Church, and New Holy Church in Christ.

Edgewood Baptist Center states its "mission is to meet the needs of people living in the Old Dayton View neighborhood around it, and to serve the whole city of Dayton." The Baptist Center sees its goal as serving both the physical and spiritual needs. They meet people's physical needs through a food pantry and clothing house. The pantry provides food on the second and fourth Monday of each month and is available to all residents of Montgomery County. Edgewood Baptist works with Catholic Social Services, Dayton Food Bank, the Gospel Mission, and House of Bread. It is the goal that food provided at the pantry meet the need of an average size family for two to three days and be nutritionally balanced. The Clothing House operates the same days the pantry is open. Clothing is

received from the churches in the Greater Dayton Association of Baptists, other donations and organizations. Edgewood also offers a tutoring ministry which provides one-on-one mentoring and coaching one night a week for students in need of special attention with their schoolwork.

The Greater New Philadelphia Missionary Baptist Church is located at the same site that Mt. Hebron Baptist church occupied until 2007. In 2007, The Christian Disciple Missionary Baptist Church moved from its former location at 1010 W. Hillcrest Avenue (to make way for the new Fairview PK-8 elementary school). For a couple of months in 2007, Mt. Hebron Baptist Church and The Greater New Philadelphia Missionary Baptist Church shared the worship space and had different worship times. On September 8, 2007 the two churches merged and Mt. Hebron's pastor retired. Recognizing a new church forming from two congregations (and anticipating a move to a new location), the combined church chose the name Greater New Philadelphia Missionary Baptist Church. With *Philadelphia* meaning "*brotherly love*" and Philadelphia and Hillcrest being the anticipated new location for the church, the pastors and congregation believe the name reflects the church's love for each other and for the community.

### **Associations and Citizen Participation**

Civic participation can be debated academically, but the best way to frame it for meaning in this shared visioning process is through a question: Who is out there acting on a vision for their neighborhood? Who uses their energy to make the area livable and safe? The bridge that links the people gathering for neighbors' high school graduations, street cleanups, student homework help, and to support each other in hunger or hard times is an attention to something outside their individual selves. They broaden that attention to the things they all can see around them, they talk about them together and act where they feel personally inclined, and—without any great ceremony or to-do— they begin to take shape

as civic beings. When they continue conversations often and over a sustained period of time, they nurture a common experience that builds a foundation for understanding the “common good” that is so often referenced. Shared experiences provide the platform for shared meaning.

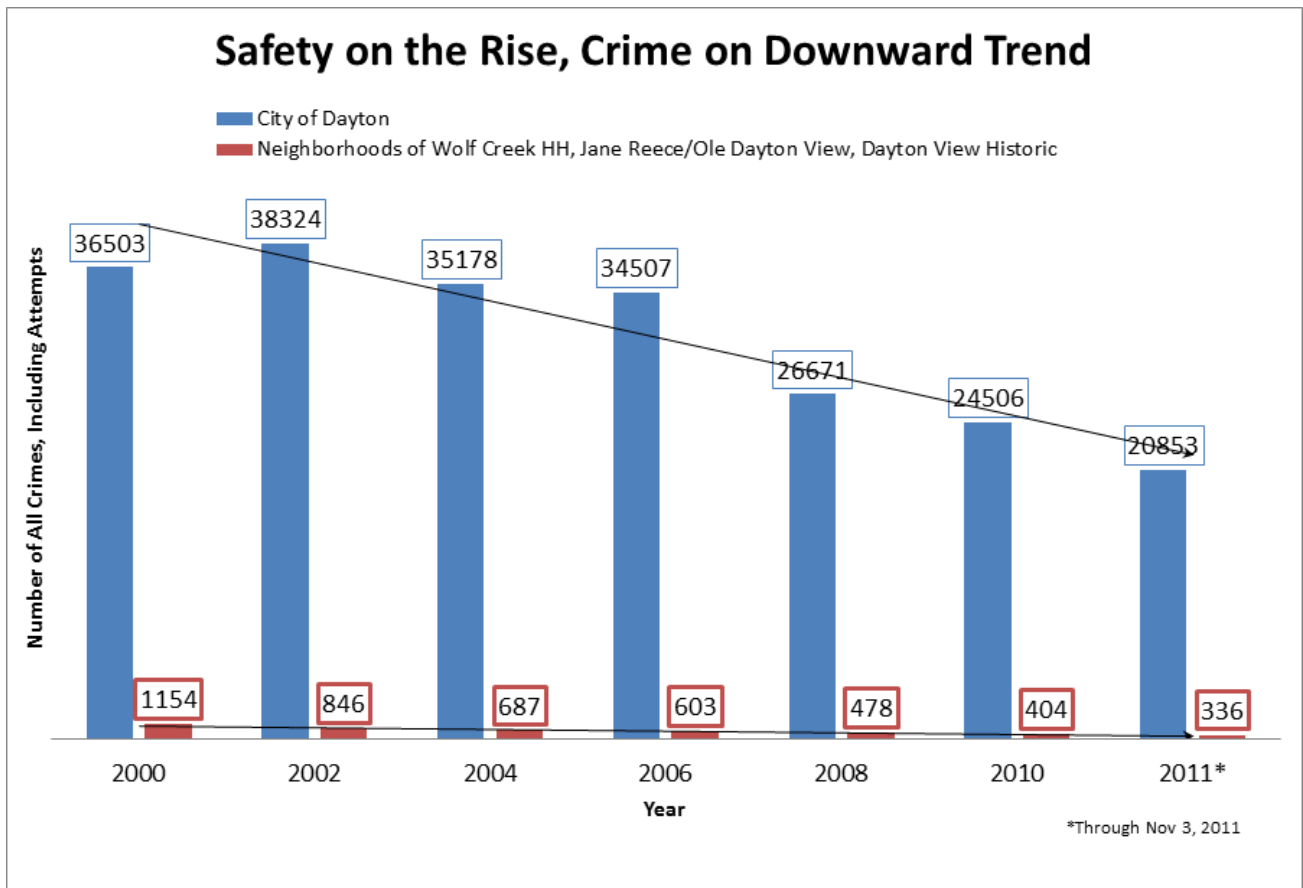
Our team looked at who is stepping outside of their homes to act on a vision in the neighborhoods of Wolf Creek Helping Hands, Jane Reece, Ole Dayton View, and Dayton View Historic. If we count the efforts of all the individuals involved in some project or meeting, big or small, we can identify scores of folks over the last ten years. We’ve collected in a table the organizations and individuals who remain active and visible in the community. It includes the elected and appointed representatives that are listed with the City of Dayton’s Division of Citizen Participation, as well as those who work informally. (See Appendix C.)

Residents most strongly connect with people—the friends, relatives, and neighbors with whom they share space and time, regardless of sanctioned titles. This informal network is a powerful force that guides the community with a silent current of energy. It can uplift an area when banded together and swiftly splinter trust and civility when dysfunctional. Developing and implementing a shared vision requires us to recognize the formal participation that occurs as a complement to the everyday people relationships that we create with choice and/or intention. It is the informal life that leads us to a sense that we belong to a community, and it is the sense of belonging by choice that connects us with our duties and obligations to the community. Relationships matter to this collection of neighborhoods. They get things done. Official representation pales in comparison to the one-on-one work that can open the path for more effective collaboration and more constructive roles of democratic participation.

## Neighborhood Safety

The best way for us to demonstrate the relative safety of the neighborhoods is by looking at the crime trend over the last ten years. In 2000, the areas within the boundaries of Wolf Creek Helping Hands, Jane Reece/Ole Dayton View and Dayton View Historic saw 3% of the city's total crimes, including attempts. There was a slight spike in total crimes reported in 2001-2002, nudging the percentage up near 4%. Since that time, the percentage of total crimes committed in these neighborhoods has hovered around 2% of the city's total figure. The city of Dayton has seen an impressive decrease in crimes in the past decade. 2010 crime figures were nearly 38% less than 2001, which represents the peak year for total crimes during the past ten years, and data through early November suggests 2011 is on the same downward track.

Figure 2: Statistical trend line of crimes city wide and in focus area. Data retrieved November 3, 2011, City of Dayton Police Department



According to figures provided by the City of Dayton Police Department, the area defined by this project's neighborhood boundaries has seen a 65% decline in total crimes from 2000 to 2010, (1154 to 404, respectively). From 2008 to 2011 alone, gun-related crimes decreased by 66%, armed robberies by 33%, and residential burglaries by 35%. The number of drug violations dropped 67%. We feel these numbers indicate a safer climate than is generally perceived by the public and portrayed by the media. It is clear that the area's safety is on the rise.

### **Vacant Lots**

Throughout the past ten years there has been an increase in the vacant lots present throughout the Dayton area. While the area has experienced prosperity in certain areas, it has also experienced a great deal of setbacks. This has led to an increase in abandoned buildings and homes. In the Wolf Creek Helping Hands, Jane Reece, Ole Dayton View, and Dayton View Historic neighborhoods alone there are 31 vacant lots and nuisance properties. Allowing these properties to remain vacant has led to a steep decline in the city's property tax revenue. Not only are these properties an annoyance to residents, they cost the city \$400,000 to fund the necessary upkeep the lots demand (Sullivan). In order to make Dayton an attractive city for potential homebuyers, various city officials have offered proposals to mediate the issue.

Former Mayor Rhine McLin started an initiative known as "Lot Links." This innovative program gave homeowners the chance to purchase any vacant or abandoned property adjacent to their own property. Landowners are responsible for maintaining the property, but have the choice to expand homes and yards into the nearby lots, create community gardening areas, or even find other valuable uses for the land. If the lots are city owned, Mayor McLin's program offered homeowners a chance to purchase these lots

for a mere \$635, for a buildable lot, and \$235, for a non-buildable lot. If the property is privately owned, the lot costs on average \$1,500 plus a \$500 deposit. While the process takes a lengthy 18 months if the properties are privately owned, it is a great start to turn around the state of these areas. Not to mention, if the lot is owned by the city, the process could be expedited to only 90 days.

Every six months the City of Dayton's housing inspection committee releases a report detailing the vacant and nuisance properties throughout the city. In the most recent report there were many vacant lots throughout the Wolf Creek Helping Hands neighborhood. Out of the 31 nuisance lots, 25 were found in the West First Street and West Second Street areas. The majority of the vacant properties throughout West Second Street are residences. This could be an area of great opportunity for both the neighborhood and the city.

### **Wolf Creek and Bike Paths**

The Wolf Creek flows through Montgomery County into the Great Miami River in downtown Dayton. The creek flows through Brookville, Englewood, Trotwood and into Dayton. It is 19.3 miles long. Some animals that call the Wolf Creek home include blue and green herons, beavers, soft fin shiners,



smallmouth bass, large- mouth bass, and darters. It flows next to the newly built Edison PreK-8 Dayton Public School. In April 2004, there was a toxic spill of termite pesticide at a construction site in Brookville into the Wolf Creek. It proved to be lethal for trout throughout the length of the Wolf Creek. Also in 2004, there was a major storm which resulted in 4.5 inches of rain and caused record flooding along the Wolf Creek. In January 2006, the Ohio Environmental Protection Agency issued a fish consumption advisory for

common carp in the creek. There was a major project in the Wolf Creek which happened in 2009 and 2010 to help reverse the effects of erosion on the banks of the creek.

The Wolf Creek Recreational Trail runs from Dayton to Verona, Ohio. Part of this trail is known as the Paul Laurence Dunbar Connector and runs west from downtown Dayton along the Wolf Creek. The Paul Laurence Dunbar Connector is 3 miles long. In 2010, the Edwin C. Moses Bridge, which is the beginning of the bike path, was replaced with a new \$4.5 million bridge. This bridge is known as a center cable stay bridge. This asphalt bike path is managed and maintained by Five Rivers Metro Parks and patrolled by the rangers. In 2008, Dayton began marketing itself as the “Outdoor Adventure Capital of the Midwest” based on the rivers and bike paths including the Wolf Creek Recreational Trail. Dayton also received the League of American Bicyclist bronze level award for a “bike friendly community.”



### **Parks and Recreation**

The communities of Wolf Creek Helping Hands, Jane Reece, Ole Dayton View, and Dayton View Historic have a number of places of recreation at their disposal. These places of recreation mostly come in the form of parks, however there is one recreation center located just outside of the Wolf Creek neighborhood in Roosevelt Westwood. The Greater Dayton Recreation Center at Roosevelt Commons opened in October of 2010 at the site of the old Roosevelt High School. It was built as part of a plan put forth by the City of Dayton to provide one excellent center for its citizens. It was the first all new recreation facility constructed in Dayton in over 40 years. The Greater Dayton Recreation Center includes an indoor pool, a fitness room, and a computer lab among its many amenities. Edison



Neighborhood School Center is also available to the neighborhood to schedule recreational space.

The parks in these neighborhoods include Joan Hiers Park, Sunrise Park, and W.S. McIntosh Park. Joan Hiers Park is located in the Wolf Creek Helping Hands Neighborhood on Edison Street. It is home to basketball courts, but not many other recreational activities. Sunrise Park is a Five Rivers MetroPark located on the edge of the Wolf Creek Helping Hands neighborhood and Ole Dayton View. It offers scenic views of the Great Miami River and a wildlife observation area. There are steps that lead down to the river and the Great Miami Recreation Trail. W.S. McIntosh Park is situated in Ole Dayton View on Edwin C. Moses Blvd. Formerly Riverview Park, it was rededicated in memory of W.S. McIntosh, a Dayton civil rights leader who was murdered in the mid-70s. It is home to basketball courts, a playground, and a spray park. In 2006, the City of Dayton received \$300,000 from the Leber Family Foundation to purchase and install playground equipment in McIntosh Park that was fully accessible to all children. It was Ohio's first fully accessible playground.

# The Next Five Years

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## **Shared Vision of the Future—A Multi-Neighborhood Community that Crosses Wolf Creek**

### **Active, Safe, Peaceful Neighborhoods**

- A cluster of neighborhoods with diverse populations.
- Community welcomes and integrates ex-offenders.
- A safe neighborhood where citizens are informed and held accountable for the law.
- Youth are educated and actively involved in creating positive change in their community.
- Shared vision and collaboration among.

### **Shared Vision and Collaboration among Neighborhoods**

- Community agrees on a shared vision and a unified way of obtaining it.
- Many citizens are informed, engaged, and actively involved in neighborhood governance and service.
- Neighborhoods collaborate with each other and local businesses to realize shared vision.
- Information that is relevant to fostering the shared vision is communicated among neighbors and groups.

### **Diverse Housing Options**

- Historic homes are restored and inhabited by committed home owners and represent the vibrant heritage of the neighborhood.
- Corporations find a return on investment through new housing projects and renovation of existing structures.
- The neighborhoods have developed strategies that create an environment to attract committed home owners and lower turnover by enforcing housing standards and raising the quality of rental properties.
- Numerous local financing organizations, beyond HOPE VI, offer low down payments, financing options, and credit counseling programs specifically tailored to home buyers within the community.



### **Attractive Streets and Riverfronts**

- There are numerous community gardens, parks and green spaces in the area that can be utilized for outdoor activities and neighborhood events. Edison school is fully utilized as a neighborhood center.
- The neighborhoods and priority boards have full support from the City and the City is providing top notch services.
- The streets, parks, alleys and public spaces are clean, free of debris and create a unity between the neighborhoods and increase walkability.
- The renovated N. Williams St. Bridge serves as a hub for a network of walking trails and improved neighborhood infrastructure.
- The neighborhoods are seen as riverfront communities that can capitalize on Wolf Creek running through the center and the Great Miami River providing a scenic vista.

### **Edison PK-8 as Community Center**

- Edison is at least a “continuous improvement” school and committed to becoming one of the top performing Dayton Public Schools.
- Edison serves as a thriving community center utilized extensively by neighborhood residents.
- Edison School is the neighborhood parents’ first choice for the education of their children.
- Abundant programs are offered for a diverse demographic of residents and encourage both family and neighborhood unity.

### **Marketed as a Proud, Downtown Neighborhood**

- There is a single identity among numerous neighborhoods.
- The neighborhood is seen as a desirable downtown neighborhood to live in by Daytonians and others seeking to live, visit, or work in Dayton
- The neighborhood district has a reputation for being safe, welcoming, and inclusive among other neighborhoods, the city, and the region.
- The neighborhoods help downtown draw tourism for its impressive architecture and history.





# Neighborhood Change Frameworks

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## Cluster of Neighborhoods

**Key outcome:** There is strong social capital, with both formal and informal roles, building a cluster of neighborhoods with increased safety and social cohesion.

Current Situation	Desired Future (Outcomes)
Pockets of diversity not integrated	A cluster of neighborhoods with diverse populations
“Repeat” offenders are disconnected from positive atmosphere and resources.	Community welcomes and integrates ex-offenders.
Perceived lack of enforcement of laws and safety	A safe neighborhood where citizens are informed and held accountable for the laws
Majority of youth are not actively and positively engaged in the community.	Youth are educated and actively involved in creating positive change in their community.

Assets Inside the Neighborhoods	Barriers Inside the Neighborhoods
<ul style="list-style-type: none"> <li>• Neighborhood watches and strong communication with police</li> <li>• Neighborhood associations and priority boards</li> <li>• Strong and passionate leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Foreclosures</li> <li>• Perception/reputation</li> <li>• Lack of widespread engagement</li> <li>• Limited time due to work</li> <li>• Transience (rentals)</li> </ul>
Assets Outside the Neighborhoods	Barriers Outside the Neighborhoods
<ul style="list-style-type: none"> <li>• Police departments</li> <li>• External funding</li> <li>• University partnerships</li> <li>• Five Rivers MetroParks &amp; Adventure Central</li> <li>• Salem Avenue Business Association</li> <li>• City of Dayton</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of enforcement &amp; resources</li> <li>• Current state of the economy</li> <li>• Budget cuts</li> <li>• Lack of landlords</li> </ul>



## Civic Participation

**Key outcome:** There is active civic participation across the cluster of neighborhoods to create a shared vision for the neighborhoods and a process to realize that vision.

Current Situation	Desired Future (Outcomes)
Some agreement on elements but no cohesive vision.	Community agrees on a shared vision and a unified way of obtaining it.
Extremes of individual and small group participation and lack of presence.	Many citizens are informed, engaged, and actively involved in neighborhood governance and service.
Neighborhoods' desire to collaborate with each other and local businesses not yet realized.	Neighborhoods collaborate with each other and local businesses to realize shared vision.
Lack of shared vision and means to communicate it.	Information that is relevant to fostering the shared vision is communicated among neighbors and groups.

Assets Inside the Neighborhoods	Barriers Inside the Neighborhoods
<ul style="list-style-type: none"> <li>•Active residents</li> <li>•Strong priority boards</li> <li>•Housing projects</li> <li>•Opportunities for engagement</li> <li>•Edison as community center</li> </ul>	<ul style="list-style-type: none"> <li>•Time</li> <li>•Lack of confidence in ability to change</li> <li>•Lack of capacity to develop shared vision</li> <li>•Barriers to “speak up”</li> <li>•Aging population</li> </ul>
Assets Outside the Neighborhoods	Barriers Outside the Neighborhoods
<ul style="list-style-type: none"> <li>•City commission</li> <li>•University support</li> <li>•Updayton</li> <li>•Citywide Development Corporation</li> </ul>	<ul style="list-style-type: none"> <li>•Lack of shared vision models</li> <li>•Lack of trust in government</li> <li>•Lack of institution as partner and capital</li> </ul>





## Diverse Housing Options

**Key outcome:** The neighborhoods have developed strategies that create an environment to attract committed home owners and lower turnover, by enforcing housing standards and raising the quality of rental properties.

Current Situation	Desired Future (Outcomes)
A number of historic homes are in disrepair and vacant due to neglect and limited resources of some home owners.	Historic homes are restored and inhabited by committed home owners represent the vibrant heritage of the neighborhood.
There is limited corporate investment in housing throughout the neighborhoods.	Corporations find a return on investment through new housing projects and renovation of existing structures.
There are sub-par rental properties, vacancies, and abandonment creating an environment that does not attract committed home ownership.	The neighborhoods have developed strategies that create an environment to attract committed home owners and lower turnover by enforcing housing standards and raising the quality of rental properties.
There is a limited number of grant opportunities available for qualified applicants seeking housing in the community.	Numerous local financing organizations, beyond HOPE VI, offer low down payments, financing options, and credit counseling programs specifically tailored to home buyers within the community.

Assets Inside the Neighborhood	Barriers Inside the Neighborhood
<ul style="list-style-type: none"> <li>Community members and their connections in industry, organizations, and the government</li> <li>Community members' knowledge base of the neighborhoods</li> <li>Community organizations for example priority boards and neighborhood associations</li> <li>Amenities such as schools, churches and parks</li> <li>Salem Crossing provides quality programs for home buyers to become credit worthy.</li> </ul>	<ul style="list-style-type: none"> <li>Lack of commitment of the community members</li> <li>Competition for resources</li> <li>Lack of pride in the neighborhood</li> </ul>
Asset Outside the Neighborhood	Barriers Outside the Neighborhood
<ul style="list-style-type: none"> <li>Corporate Investment, ex. Oberer Development</li> <li>Availability of bank community reinvestment dollars</li> <li>Non-profits, ex. UD, St. Mary Development Corp., Dayton Foundation, CityWide, County Corp</li> </ul>	<ul style="list-style-type: none"> <li>Perception of lack of safety</li> <li>Lack of city funding</li> <li>Economic downturn resulting in loss of services and resources</li> </ul>



## Attractive Streets and Riverfronts

**Key outcome:** The streets, parks, alleys, and public spaces are clean, free of debris, and create a unity between the neighborhoods and increase walkability.

Current Situation	Desired Future (Outcomes)
There is a lack of green spaces for outdoor activities and Edison School is not seen by all members of the community as a community center for neighborhood events.	There are numerous community gardens, parks and green spaces in the area that can be utilized for outdoor activities and neighborhood events. Edison school is fully utilized as a neighborhood center.
There is a sense that the city government does not provide full support to neighborhoods and priority boards.	The neighborhoods and priority boards have full support from the city and the city is providing top notch services.
Some streets are cleaner than others and broken glass, trash, and debris can be found at times in parks and alleys.	The streets, parks, alleys and public spaces are clean, free of debris and create a unity between the neighborhoods and increase walkability.
The N. Williams St. bridge is currently closed and limits access between the neighborhoods.	The renovated N. Williams St. bridge serves as a hub for a network of walking trails and improved neighborhood infrastructure.
The river and its resources are not being utilized to their full potential.	The neighborhoods are seen as riverfront communities that can capitalize on Wolf Creek running through the center and the Great Miami River providing a scenic vista.

Assets Inside the Neighborhood	Barriers Inside the Neighborhood
<ul style="list-style-type: none"> <li>• Vacant lots</li> <li>• Prairies and other green spaces</li> <li>• Edison Neighborhood School Center</li> <li>• Two priority boards &amp; four neighborhood Associations</li> <li>• Wolf Creek</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of active neighbors engaged in community issues</li> <li>• Perception of safety</li> <li>• The number of vacancies &amp; foreclosures</li> <li>• Absentee landlords</li> <li>• Competition between neighborhoods and priority boards</li> </ul>
Assets Outside the Neighborhood	Barriers Outside the Neighborhood
<ul style="list-style-type: none"> <li>• National Park adjacent to neighborhoods</li> <li>• Wright Dunbar Inc.</li> <li>• UD Rivers Institute</li> </ul>	<ul style="list-style-type: none"> <li>• Government bureaucracy and red tape</li> <li>• Other neighborhoods</li> <li>• Lack of city funding</li> <li>• Competition for scarce resources</li> </ul>

## Children and Schools

**Key outcome:** Neighborhood children have a high quality education and the public school is highly connected to the neighborhood.

Current Situation	Desired Future (Outcomes)
Edison is currently in “Academic Emergency” and in 2010-11 school year, met 2 of 15 state indicators.	Edison is at least a “continuous improvement” school and committed to becoming one of the top performing Dayton Public Schools.
Edison is not (yet) perceived as a community center for the neighborhood, even though it is a Neighborhood School Center, has a site coordinator, and it is available until 10 P.M.	Edison serves as a thriving community center utilized extensively by neighborhood residents.
Children in neighborhood go to many different schools.	Edison School is the neighborhood parents’ first choice for the education of their children.
Limited programs for parents, youth, and children, and this creates a disconnect within and among neighborhood families.	Abundant programs are offered for a diverse demographic of residents and encourage both family and neighborhood unity.

Assets Inside the Neighborhood	Barriers Inside the Neighborhood
<ul style="list-style-type: none"> <li>• Dedicated Leaders: Bing Davis, Danielle Dabbs, Nina Scroggins, Edison Principle Al Jordan</li> <li>• Edison PK-8</li> <li>• Availability of Edison building/facilities</li> <li>• Richard Allen School</li> <li>• Focus on community</li> <li>• Wild Grass Prairie: Land Lab</li> <li>• TOTS Program</li> </ul>	<ul style="list-style-type: none"> <li>• Bad perception of neighborhood</li> <li>• Test scores at Edison</li> <li>• Lack of information on neighborhood families</li> <li>• Poor intra-neighborhood communication with neighbors</li> <li>• School was relocated for two years</li> <li>• River (psychological barriers)</li> </ul>
Assets Outside the Neighborhood	Barriers Outside the Neighborhood
<ul style="list-style-type: none"> <li>• Downtown close by (local)</li> <li>• Convenient public transportation</li> </ul>	<ul style="list-style-type: none"> <li>• Edison’s competition (good schools outside the neighborhood)</li> <li>• Dayton RecPlex in Westwood</li> </ul>



## Marketing

**Key outcome:** The reputation and projected image of the neighborhoods are far more positive because they are marketed as one, proud, highly diverse, and strong community.

Current Situation	Desired Future
Neighborhoods see themselves as four distinct neighborhoods.	There is a single identity among numerous neighborhoods .
Neighborhood is not seen as “downtown.”	The neighborhood is seen as a desirable downtown neighborhood to live in by Daytonians and others seeking to live, visit, or work in Dayton.
Neighborhood citizens believe they have a reputation of being unsafe and unwelcoming .	The neighborhood district has a reputation for being safe, welcoming, and inclusive among other neighborhoods, the city, and the region.
Awareness of architecture and history is limited beyond the neighborhood.	The neighborhoods help downtown draw tourism for the impressive architecture and history.

Assets Inside the Neighborhoods	Barriers Inside the Neighborhoods
<ul style="list-style-type: none"> <li>• Wolf Creek</li> <li>• House of Bread</li> <li>• Neighborhood associations</li> <li>• Architecture</li> </ul>	<ul style="list-style-type: none"> <li>• Vacant lots; boarded up homes and buildings</li> <li>• Neighborhoods identify themselves separately</li> <li>• Safety issues- perception</li> <li>• William Street Bridge closed</li> <li>• Self image as having a bad reputation</li> </ul>
Assets Outside the Neighborhoods	Barriers Outside the Neighborhood
<ul style="list-style-type: none"> <li>• Wright-Dunbar Business District (West Third St)</li> <li>• Wright-Dunbar, Inc.</li> <li>• Wright-Dunbar Neighborhood</li> <li>• Priority Boards</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of cohesion among the neighborhoods</li> <li>• Negative perceptions</li> <li>• Lack of funding for projects</li> </ul>



# Change Pathways

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## Shared Vision and Collaboration among Neighborhoods

<b>Outcome:</b> The partnering neighborhoods agree on a shared vision and a unified way of obtaining it	
<b>Action Steps</b>	<b>Assumptions</b>
Individual neighborhood associations discuss the benefits of having a common vision and a shared way of obtaining it for the partnering neighborhoods— Share Preliminary Vision Statement	Individual neighborhood associations must be convinced of the need for a shared vision.
<b>So That</b>	
Individual neighborhood associations hold open forums for neighbors on the benefits of having a common vision across the partnering neighborhoods and a shared way of obtaining it.	Important to inform neighbors about the benefits of a shared vision
<b>So That</b>	
Individuals in the partnering neighborhoods can be convinced of the benefits of having a common vision and a shared way of obtaining it	Engagement by the neighbors will provide momentum for the shared vision.
<b>So That</b>	
Each neighborhood association endorses the concept of having a common vision and a shared way of obtaining it and authorizes the formation of a partner neighborhood steering committee to guide the process	If the common vision is to be realized it must be endorsed by each neighborhood association.
<b>So That</b>	
Each neighborhood association will appoint two highly engaged and respected members to the Partnering Neighborhood Steering Committee	Members must represent neighborhood perspective but also be open to a wider vision for the partnering neighborhoods
<b>So That</b>	
The Partnering Neighborhood Steering Committee works to develop a shared vision for the cluster of neighborhoods and a unified way of obtaining it.	Members of the Steering Committee would report at each Neighborhood Association meeting
<b>So That</b>	
The partnering neighborhoods agree on a shared vision, a unified way of obtaining it, and begin implementation	

## Business Support of Shared Vision

<b>Outcome:</b> Neighborhoods collaborate with each other and local businesses to realize shared vision.	
<b>Action Steps</b>	<b>Assumptions</b>
Host a meeting about the positive shared future.	The local business community is engaged.
<b>So That</b>	
Share the future with the business community.	Businesses will support shared future.
<b>So That</b>	
Ask the business community about what the community can do for the businesses.	The businesses can articulate what they need.
<b>So That</b>	
Compile information from businesses and review it with the neighborhood.	There will be useful and relevant information to share.
<b>So That</b>	
Apply information to vision and evaluate feasibility.	The needs derived from the information will be applied to the neighborhood vision.
<b>So That</b>	
Neighborhoods collaborate with each other and local businesses to realize shared vision.	

## Active, Safe, Peaceful Neighborhoods

<b>Outcome:</b> There is a safe neighborhood where citizens are informed and held accountable for laws.	
<b>Action Steps</b>	<b>Assumptions</b>
There is increased interaction between law enforcement and citizens.	Edison PreK-8 will be utilized.
<b>So That</b>	
Individual neighborhood associations hold forums/meetings with police to inform citizens.	Citizens and law enforcement officials need to be convinced to attend.
<b>So That</b>	
A neighborhood watch program is created.	Citizens make an effort to look out for the best interests and safety in the neighborhood.
<b>So That</b>	
A "safe house" is created.	Citizens are willing to open their homes.
<b>So That</b>	
Community members assemble in groups to hold citizens accountable for their actions.	Citizens' actions will elicit action from law enforcement officials.
<b>So That</b>	
There is a safe neighborhood where citizens are informed and held accountable for laws.	



## Diverse Housing Options

<p><b>Outcome:</b> The neighborhoods have developed strategies that create an environment to attract committed home owners and lower turnover by enforcing housing standards and raising the quality of rental properties.</p>	
<p><b>Action Steps</b></p>	<p><b>Assumptions</b></p>
<p>Organize a meeting where representatives from all four neighborhoods and other highly motivated individuals of the community gather to recognize their connections in the community.</p>	<p>Individual neighborhood members are motivated to participate in rebuilding of neighborhood.</p>
<p><b>So That</b></p>	
<p>Connections can be made outside the neighborhood with city officials, police, legal council, housing inspectors, and financial advisers.</p>	<p>Community members are willing to establish relationships that reach beyond the neighborhood.</p>
<p><b>So That</b></p>	
<p>Existing programs, such as those provided by Salem Crossing, are made known to community members which help create responsible homeowners.</p>	<p>Community members are successfully informed about current and prospective programs and funding opportunities.</p>
<p><b>So That</b></p>	
<p>Quality committed homeowners are attracted to the neighborhood.</p>	<p>Community members see themselves as ambassadors for their neighborhood and take pride in acting as sales representatives in order to attract committed homeowners.</p>
<p><b>So That</b></p>	
<p>The neighborhood is rebuilt and sustained as a viable flourishing neighborhood.</p>	<p>Community members review progress, share success and renew their goal.</p>
<p><b>So That</b></p>	
<p>The neighborhoods have developed strategies that create an environment to attract committed home owners and lower turnover, by enforcing housing standards and raising the quality of rental properties.</p>	

## Attractive Streets and Riverfronts

<b>Outcome:</b> The streets, parks, alleys, and public spaces are clean, free of debris, and create a unity between the neighborhoods and increase walkability.	
<b>Action Steps</b>	<b>Assumptions</b>
Neighborhood associations discuss the benefits of having clean streets, parks, alleys and public spaces.	They find common interest in clean streets, parks, alleys and public spaces.
<b>So That</b>	
Individuals raise awareness through conversations and signs about the lack of cleanliness	Individuals talk to each other about the issue.
<b>So That</b>	
People take ownership of the streets, alleys, parks, and public space near their home.	People will take pride in having a clean street front.
<b>So That</b>	
Groups of people begin to clean together to create a unified effort.	Individuals see the value in group efforts to create a difference.
<b>So That</b>	
The neighborhood associations come together to mobilize a larger, unified cleaning effort of individual neighbors.	The neighborhood associations work together to collaboratively organize the clean up effort.
<b>So That</b>	
People feel comfortable and safe walking between the neighborhoods.	People have a want to walk through the neighborhoods to enjoy the rivers and architecture.
<b>So That</b>	
The streets, parks, alleys, and public spaces are clean, free of debris and create unity between the neighborhoods and increase their walkability.	



## Edison PK-8 as Community Center

<b>Outcome:</b> Edison serves as a thriving community center utilized extensively by neighborhood residents.	
<b>Action Steps</b>	<b>Assumptions</b>
School leaders, such as Danielle Dabbs, Nina Scroggins Carter and Al Jordan, as well as community members and parents who are interested in contributing to the project, should compile a succinct, comprehensive survey about desired programming to send out to all of the residents of the four neighborhoods, with pre-paid return postage.	That a 40-60% response rate (demonstrating community interest) will occur and that results will portray accurate representation of community needs.
<b>So That</b>	
After a sufficient amount of the surveys have been returned, school leaders will meet to evaluate the survey results and to discover the most desired programming to be instated at Edison Neighborhood School Center.	That enough surveys will be returned to validate purpose of the meeting.
<b>So That</b>	
School leaders can build and enhance current programs that are offered at Edison in response to what survey-respondents indicate they would like to see happen in order to participate in the future, particularly the non-school based programming that is available.	That resources are available to enhance the current programs correlating with survey responses; assuming that school leaders can be flexible and creative in this process and with the resources.
<b>So That</b>	
School leaders can advertise the enhanced current programs, via fliers, emails and word of mouth by program patrons within the community.	Event fair is being marketed in neighborhood and will be (marketed as) a priority.
<b>So That</b>	
School leaders can fundraise by holding neighborhood events at Edison to raise money to invest in new programs that the survey respondents indicated they would like to see instated at Edison.	Edison has access to grant writers and people skilled in fundraising (volunteer, professional, pro bono).
<b>So That</b>	
Neighborhood members are encouraged to participate by Edison leaders, such as the implementation of a newsletter to let neighbors know about all of the programs that are being offered at Edison for students, parents, and community members.	That people are going to read the newsletter, and that there is enough funding to operate a newsletter (can be volunteers or Edison students who write the newspaper)
<b>So That</b>	
Edison serves as a thriving community center utilized extensively by neighborhood residents.	



## Marketed as a Proud, Downtown Neighborhood

<b>Outcome:</b> The unified neighborhood is seen as a desirable downtown neighborhood to live in by Daytonians and others who seek to live, visit or work in Dayton.	
<b>Action Steps</b>	<b>Assumptions</b>
A meeting including the heads of the priority boards and the four neighborhood associations is called in order to provide information and to unify the neighborhoods by establishing a comprehensive list of common goals to improve the image of the neighborhood district.	That priority board and neighborhood association leaders are willing and available to get together and establish common goals.
<b>So That</b>	
At this meeting, two subcommittees are developed: one will be in charge of external assets for positive neighborhood marketing and one will be in charge of internal neighborhood affairs.	Subcommittees are diversely represented and will meet as independent bodies.
<b>So That</b>	
The Edison Neighborhood School Center will host a neighborhood event to bolster support and a sense of unity amongst neighbors, as well as inform about the neighborhood plans to develop a positive image, recruit neighbors interested in contributing to the committees, and educating on safety and the internal and external assets of the neighborhood.	There will be proper advertising of this event and neighbors will have a vested interest to attend. Presentation will demonstrate real crime statistics and possibly have a DPD representative.
<b>So That</b>	
The external assets committee will schedule and attend a meeting with the Downtown Dayton Partnership to inquire about the possibility of the neighborhood being able to become incorporated in the Downtown Dayton plan as an extension of downtown, along the river.	That the Partnership is willing to collaborate and consider their request; the benefits of this incorporation will be brought to light.
<b>So That</b>	
The internal assets committee will contact Bing Davis to hold art programs at Edison for both children and adults to create neighborhood art pieces (i.e. benches, outdoor sculptures, etc.) to beautify the neighborhood.	Event will be promoted and neighbors will participate; proper resources and consultations will be available or sought.
<b>So That</b>	
When Urban Nights comes around again, the external assets committee will work with Wright-Dunbar to develop historical tours through the neighborhoods to promote the area while people are visiting for the Urban Nights events, and the neighborhood will be prepared and enhanced by the added artwork that Bing Davis and students will contribute.	Urban Nights and Wright-Dunbar will consider collaboration; neighborhood will accumulate proper research and organize it in a way that is conducive to its presentation and consistent with new reputation regarding their history; and people will be interested in the neighborhood's architecture and assets.
<b>So That</b>	
The internal assets committee will organize a gardening class or group that meets at Edison to work towards better landscaping by homeowners throughout the neighborhood.	Someone has the knowledge to coordinate the gardening class; resources are available for such a class.
<b>So That</b>	
The external assets committee can build off of this kick-off event at Urban Nights by promoting neighborhood history and can then advertise home tours of historic and architecturally-notable buildings, which will be run monthly in the neighborhoods and will be enhanced by the new landscaping coordinated by the internal assets committee through the gardening classes.	Collaborate with real estate agencies to promote neighborhood housing; establish mutually beneficial relationship (look at success of Salem Crossing).
<b>So That</b>	
As notoriety increases and the neighborhood begins to establish a positive, prideful image, the external assets committee will seek out a local firm or advertising class at the University of Dayton to help the neighborhood district promote itself throughout Dayton by developing an advertising campaign.	UD will offer class "pro bono."
<b>So That</b>	
The unified neighborhood is seen as a desirable downtown neighborhood to live in by Daytonians and others who seek to live, visit or work in Dayton.	



# Appendices

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# Appendix A

## Complete List of Programs Offered to Edison Elementary School Students

Field Trips to Aullwood Audobon Center	Family Nights	OAA Preparation
Mileage Club	Open House/Carnival	Safety Day/Bike Rodeo
Muse Machine	Trunk or Treat/Fall Into Reading	Family Nights
Newspapers in Education	Math and Science Nights	Parent Workshops
School Newspaper	Girls On the Run	7th Grade Service Club
Westmont Optimist and UD Music Education after- school program	Walk to School Day	Attendance Parties
Homework Help/Standards Connections in After- school program	Asthma Screenings	CityFolk Culture Builds Community
Career Week	Newcomer's Club	Dayton Philharmonic performances and concerts
Safe Routes to School	Science Fair Projects	TOTS
Junior Achievement	Christmas on Campus	Teacher Initiative Funds
Volunteer Opportunities	Gender Retreats	Summer Literacy Camp
	Basketball	Reading Buddies
	Cheerleading	Camp Kern Incentive Trip
	Select a School	
	Read Across America	



## Appendix B

### Leadership in Building Communities Neighborhoods and Partners

<b>YEAR</b>	<b>NEIGHBORHOODS</b>	<b>PARTNERS</b>
1995	Edgemont and Twin Towers	Edgemont Neighborhood Coalition St. Mary's Development Corporation
1996	Southern Dayton View	M. L. King (multiple associations)
1997	MacFarlane and Springfield	McFarlane Neighborhood Association St. Mary's Development Corporation
1998	Fairgrounds	Fairgrounds Neighborhood Association
1999	Rubicon Park District	Rubicon Park Master Plan
2000	Huffman and South Park	Huffman NDC and Historic South Park, Inc.
2001	Edgemont Twin Towers	Edgemont Neighborhood Coalition East End Community Services
2002	Dayton View Fairgrounds	Dayton View CDC (multiple) Fairgrounds Neighborhood Association
2003	Wright-Dunbar and Wolf Creek	Wright-Dunbar, Inc.
2004	Grafton Hill/Five Oaks/ Riverdale	Grandview Hospital/ Renaissance Alliance
2005	Old North Dayton/ McCook Field	Old North Dayton and McCook Field Neighborhood Associations
2006	Walnut Hills	Walnut Hills Association
2007	Carillon	Carillon Civic Council
2008	Wright Dunbar/Wolf Creek MacFarlane/West Third St.	Wright-Dunbar, Inc and the neighborhood associations
2009	Comprehensive Neighborhood Redev.	Phoenix Project, South Park and Twin Towers
2010	Old North Dayton/ McCook Field	Old North Dayton and McCook Field Neighborhood Associations



## Appendix C

Group or organization	Contact person(s)	Phone/email	Location or Meeting place	Focus or Role
Edison PK-8 Neighborhood School Center	Danielle Dabbs, Site Coordinator	937.542.4567 <a href="mailto:dldabbs@dps.k12.oh.us">dldabbs@dps.k12.oh.us</a>	228 N. Broadway	Community room, computer access, various school-day support to students in surrounding neighborhoods and after-school programming
Holt Street Miracle Center	Willa Fletcher, Walt Gilbert, Felonda Allen, Asia Gilbert	937.222.7420	420 Holt Street	Outreach for families with children, youth, and seniors in high need and persons seeking recovery (AA). Food pantry onsite. Homework help and tutoring connections for neighborhood kids. Drug/alcohol-free space for gatherings; host site for celebrating neighbors' accomplishments. Working to reclaim vacant DMHA houses (on Riverview) to shelter homeless.
House of Bread	Melodie Bennett, Executive Director	937.239.8859 <a href="mailto:melodie@houseofbread.org">melodie@houseofbread.org</a>	9 Orth Avenue	Community meeting space/coffee hour; community gardening; free lunches served cafeteria-style 365 days a year
Individual	Karla Kreeger	N/A	N/A	Active resident, Wolf Creek Helping Hands
Innerwest Priority Board	Mondorai Lisa Tingle, Secretary	937.522.0177 <a href="mailto:mondorai@ao1.com">mondorai@ao1.com</a>	101 West Third Street, Department of Planning and Community Development	Priority Board representative
Innerwest Priority Board	Mary Ellington, Chair	937.223.8747 <a href="mailto:innerwestcdc@yahoo.com">innerwestcdc@yahoo.com</a>	101 West Third Street, Department of Planning and Community Development	Priority Board representative
Innerwest Priority Board	Leslie Hamilton, First Vice-Chair	937.263.8868 <a href="mailto:Les1hamilton@yahoo.com">Les1hamilton@yahoo.com</a>	101 West Third Street, Department of Planning and Community Development	Priority board representative





<b>Group or organization</b>	<b>Contact person(s)</b>	<b>Phone/email</b>	<b>Location or Meeting place</b>	<b>Focus or Role</b>
Innerwest Priority Board	Hayes Shepard, Treasurer	937.222.7043 hayesshepard@yahoo.com	101 West Third Street, Department of Planning and Community Development	Priority board representative
Innerwest Priority Board	Mary Taylor, Coordinator	937.333.2024 <a href="mailto:Mary.taylor@daytonohio.gov">Mary.taylor@daytonohio.gov</a>	101 West Third Street, Department of Planning and Community Development	Priority board representative
Innerwest Priority Board	Robert Allen	937.268.1042	101 West Third Street, Department of Planning and Community Development	Priority board representative
Northwest Priority Board	David Greer, Chair	937.224.5832 <a href="mailto:dkgreer@ameritech.net">dkgreer@ameritech.net</a>	Northwest Recreation Center, Princeton Park	Priority Board representative
Northwest Priority Board	Tojuan Williams -Minus, Secretary	937.277.9457	Northwest Recreation Center, Princeton Park	Priority Board representative
Ole Dayton View Neighborhood Association	Sylvia Williams, President	937.228.4579	Edgewood Baptist Center, 305 Edgewood Avenue	Neighborhood association member
TOTS Program, Miami Valley Child Development Center	Nina Scroggins Carter	937.304.6097	Edison PK-8, 228 N. Broadway	Kindergarten readiness. Parent workshops, activities and events to support networking of families with young children in the neighborhood
Wolf Creek Helping Hands Neighborhood Association	Carolyn Holbrook	937.830.8716	116 West First Street	Neighborhood association member
Dayton View Historic Association	Fred Holley, President	937.278.4302	Fifth District Police Station, 248 Salem Avenue	Neighborhood association member
Jane Reece Neighborhood Association	Anne Mittelstadt, Co-President	937.228.8068	House of Bread, 9 Orth Avenue	Neighborhood association member



<b>Group or organization</b>	<b>Contact person(s)</b>	<b>Phone/email</b>	<b>Location or Meeting place</b>	<b>Focus or Role</b>
Jane Reece Neighborhood Association	Steve Makovec, Co-President	937.461.2549	House of Bread, 9 Orth Avenue	Neighborhood association member
Northwest Priority Board	Rochelle Fields, Coordinator	937.333.2024 <a href="mailto:Rochelle.fields@daytonohio.gov">Rochelle.fields@daytonohio.gov</a>	Northwest Recreation Center, Princeton Park	Neighborhood association member
Individual	Bing Davis	937.223.2290	N/A	Active resident, Wolf Creek Helping Hands
Individual	Dianne James	937.367.5313 <a href="mailto:Dianne-james@zoomtown.com">Dianne-james@zoomtown.com</a>	N/A	Active resident, Salem Crossing/Ole Dayton View
Salem Avenue Business Association	Jule Rastikis, President	937.277.9551	355 W. Monument Avenue	Business association member
Individual	Dorothy Hernandez	937.732.6585 <a href="mailto:Dblue546@att.net">Dblue546@att.net</a>	N/A	Active resident, Ole Dayton View
Individual	Jacqueline Alexander	937.223.3431	N/A	Active resident, Ole Dayton View
Richard Allen Academy II	Novea McIntosh, Principal	937.586.9756	184 Salem Avenue	Public charter school
Edison PK-8 Neighborhood School Center	Al Jordan, Principal	937.542.4540	228 N. Broadway	Neighborhood school center
Individual	John Gower	937.333.3813	N/A	Active resident, Dayton View Historic; former City Planner, Dayton



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Rochelle Fields, Northwest Coordinator  
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Bing Davis, EbonNia Gallery  
Greg Johnson, Executive Director DMHA  
Bob McCann, Chief Finance Officer Oberer Companies  
Jamie Motley, Homeownership Sales Manager, Salem Crossing  
Dianne James, Salem Crossing resident  
Jule Rastikis, President of Salem Avenue Business Association  
Dick Blessing, Board Member St. Mary Development Corporation  
Dorothy Hernandez, Ole Dayton View resident  
Jacqueline Alexander, Ole Dayton View resident  
Novea McIntosh, Principal of Richard Allen Academy II, 184 Salem Ave.  
Al Jordan, Principal of Edison Neighborhood School Center  
Carolyn Holbrook, Wolf Creek Helping Hands  
John Gower, Resident of Dayton View Historic and City of Dayton  
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