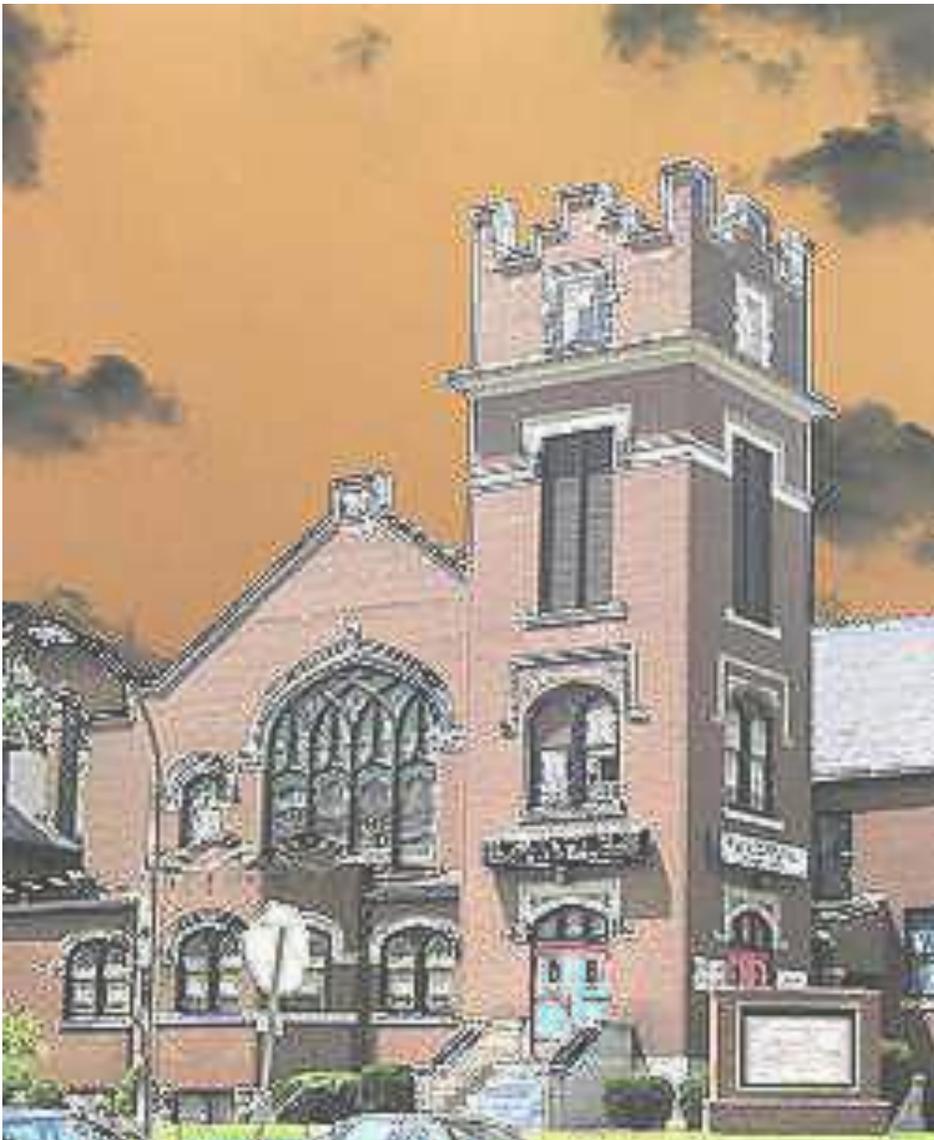


O'Fallon Neighborhood Community Development Plan

Community Development Practice Course, Fall Semester 2011 ■
George Warren Brown School of Social Work ■ Washington
University in Saint Louis



Cover Photo: “The Sanctuary”, originally the Bethany Evangelical Church, currently is a central community meeting place in the O’Fallon neighborhood.

Acknowledgements

We would like to thank the O'Fallon neighborhood "connectors / leaders", who welcomed us into the neighborhood with open hearts, directed us in making contacts for the community meetings, and guided our work through recommendations regarding a long term vision for the neighborhood, desired outcomes, and priority strategies. Regular participants at community meetings included Shirley Ann Williams, Shirley Everett, Joanne Bassett, Jenola Hickombottom, Ralph Tidwell, Robin Wheeler, Delores Smith, Endia Jones, Gwen Pennington, Senka French, Deborah Barbee, Thomas Walker, and Jeraline Hopkins. Any omissions from this list are unintentional.

We greatly appreciate the original invitation to work in the O'Fallon neighborhood from St. Louis 21st Ward Alderman Antonio French. Mr. French is a man of exceptional positive energy who, in a short period of time, has made visible improvement in the neighborhood. He tirelessly works to address the area's challenges especially focusing on the needs of young people and seniors.

We wish to thank Michael Powers, the 21st Ward Neighborhood Stabilization Officer, Michael Watson, the staff person of the 21st Ward TMAP office, and Michael Allen, of the Preservation Research Office. These individuals good-naturedly assisted us with background presentations, support for the students, and logistics. Our appreciation to Tonya Dean for her wonderful photos.

Thanks also to Shana Renshaw, the Community Education Center director at Yeatman Middle School and Lisa Brown, principal of Ashland Elementary for their assistance throughout. GIS mapping assistance was obtained from Don Roe, director of the City of St. Louis Planning and Design Agency, William Bailey, Planning and Design Agency, and Eleanor Tutt, at the Regional Housing and Community Development Association (RHCDCA)

We want to thank the scores of individuals in the neighborhood and outside who generously made available their time to be interviewed by students. Their knowledge and commitment were critical in better informing our plan and making this process a rewarding one.

Dr. Amanda Moore McBride, the Associate Dean of the Brown School of Social Work at Washington University, is recognized for her commitment to community development service learning.

The course instructors and students are deeply grateful to O'Fallon residents for sharing their lives with us.

TABLE OF CONTENTS

| | | Page |
|------------|---|------|
| Chapter 1 | Introduction | 1 |
| Chapter 2 | O’Fallon Residents’ Vision of the Community’s Future. | 14 |
| Chapter 3 | Economic Development and Jobs. | 15 |
| Chapter 4 | Community Schools and Community Education. | 33 |
| Chapter 5 | Public Safety and Fear of Crime | 49 |
| Chapter 6 | Social Services, Informal Helping, and Health | 67 |
| Chapter 7 | Housing and Affordable Housing | 81 |
| Chapter 8 | Neighborhood Appearance in the Built Environment | 105 |
| Chapter 9 | O’Fallon Background Information. | 118 |
| Chapter 10 | Evidence Based Practice Related to Strategies and Programs. | 126 |
| | Bibliography. | 142 |

SOME THOUGHTS TO BEGIN

“The Sanctuary” building, depicted on the cover, is a symbol of the commitment by the good and gentle people of O’Fallon in their community. It is the place where neighbors come together to share their hopes for the future, to voice their frustrations, to celebrate the neighborhood, and to plan for a better place.

When a knitter finds a knot in the fabric, she corrects it by carefully pulling apart the strands and re-knitting it with the undamaged thread. The O’Fallon residents approached community development in much the same way, believing that the neighborhood’s residents are valuable assets in the process. What struck this writer is the importance of the neighborhood in the lives of the older residents - as they speak of lifelong experiences deeply rooted in a sense of place. It seems that their words weave a story in cycles of unraveling and raveling. Theirs is a story that is closely tied to the social history of many groups in St. Louis.

Perhaps the core challenge in the O’Fallon community development effort is how to strengthen the neighborhood so that it becomes just as meaningful to the children and young adults living there as it is to the older residents. The goal of the students and instructors of the community development course was to assist all residents – young and old alike - realize their hopes for the future.

The course began at the roots of planning and social work - in an individual community, the O’Fallon neighborhood. It focused in a holistic way on the many facets of residents’ lives and the physical conditions of the neighborhood. The course intended to foster a “harmonious whole” in the neighborhood by strengthening families and residents and by working cooperatively.

The emphasis throughout the course and in this plan was on building “social capital”. Social capital is the capacity of residents to create a positive vision of the neighborhood and achieve that vision primarily through their actions, either directly or in partnership.

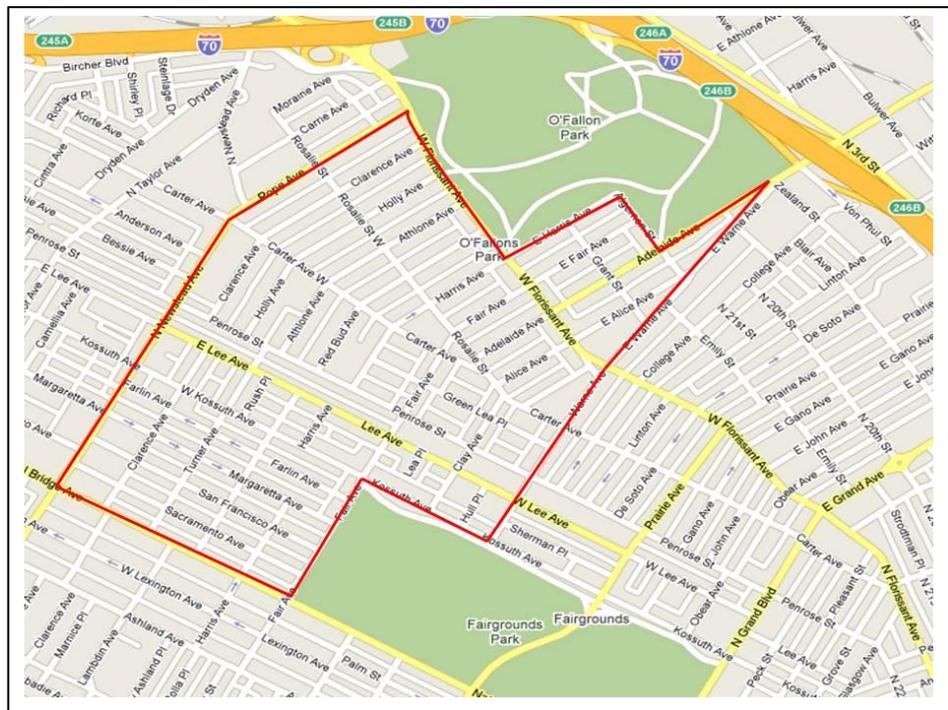
The community development course explored how respectfully to support the community achieve its own desired future. This was based on the core belief that true community development *cannot* be achieved without the engagement, guidance, and mobilization of residents. The capabilities and contributions of residents remained at the core of all planning efforts. While we understood that no neighborhood can “go it alone” and must have successful collaborations with many governmental, business, and non-profit agencies, the underlying ethic was to place residents at the center of forming successful partnerships.

1. INTRODUCTION

A Brief Background of the O'Fallon Neighborhood

The neighborhood is located in the northern part of the city of St. Louis, 1.5 miles from Midtown St. Louis including the Grand Center, home of the Fox Theater and Powell Symphony Hall. The boundaries include Pope Avenue on the northwest, North Newstead Avenue on the west, Natural Bridge Avenue on the south, and Fair and Warne Avenues on the east. The northern boundary runs along O'Fallon Park and is identified below. The major arterials of the neighborhood include Natural Bridge, North Newstead, Lee, West Florissant, and Adelaide Avenues. The neighborhood also has access to Interstate 70 via Adelaide Avenue and at O'Fallon Park.

O'Fallon is adjacent to two large public parks. O'Fallon Park is located to the north of the neighborhood, along its boundaries of West Florissant Avenue, East Harris Avenue, Algernon Street, and Adelaide Avenue. Fairgrounds Park is located to the southeast of the O'Fallon neighborhood, along the borders of Fair and Kossuth Avenues. (City of St. Louis, 2011)



O'Fallon History

The O'Fallon neighborhood was established in 1859, when farmland was subdivided into urban lots. In the period between 1890 and 1930, the majority of the buildings in the O'Fallon Heights, Plymouth Park, and Wanstrath Place subdivisions were built. Major buildings that were constructed during that time include the Boathouse in O'Fallon Park, Holy Rosary Church, and the Bethany Evangelical Church (also known as the Full Gospel Apostolic Church). Most of the structures in the neighborhood are in relatively good condition and need only minor to moderate restoration. The neighborhood is a prime candidate for historic preservation efforts and efforts are underway for its

inclusion in the National Registry of Historic Places (Preservation Research Office, 2011). This action would qualify properties so designated for State of Missouri and federal historic preservation tax credits, a significant subsidy for rehabilitation.



The O'Fallon population at the time of the 2010 Census was 5,459 persons. This was a -12.5% change between 2000 and 2010. These individuals resided in 2,121 dwellings. 738 dwelling were unoccupied in 2010 (26% of the total dwellings).

Additional background information is covered in the Conditions sections of Chapters 3 to 8 and in Chapter 9.



Community Development Approach.

A community development plan is a comprehensive program for improving and preserving a neighborhood based primarily on the participation and interests of neighborhood residents, and business and property owners. It includes a description of the area and resident guided broad-based vision statements, outcomes, strategies, and programs. Both social issues and the built environment are addressed. It covers parties' responsibilities, identifies needed resources, and provides for implementation and monitoring. It is a process by which residents, local government, and service agencies manage their existing, limited resources and enter into new partnerships.



Noteworthy residential and commercial buildings

Most community plans focus on needs. But this starting point associates resident needs with their deficiencies and leads to the assumption that professionals and financial resources from outside are the keys to improving conditions. From a needs-based approach, residents are viewed as “clients” – recipients of services, rather than fully

empowered citizens. The root of “client” in Latin is a “dependent follower”, which is not the approach taken in this community development plan.

The approach taken here is that neighborhoods have more resources than anyone can imagine. And that community development *can only* be achieved by local people *working together*. The process used is captured in the text box below.

The central objective of our work is to support and build **social capital**. Social capital is located in a place such as a neighborhood. It is the ability of neighborhood residents to identify a community problem, organize themselves in relation to the problem, establish an effective plan of action, and successfully correct the problem. It is based on a broad and dense network of personal relationships and feelings of trust and confidence.

- Assets Based Community Development
- ✓ First locate all the available O’Fallon abilities, capacities, and assets.
 - ✓ Continue to connect them in ways that multiplies their power.
 - ✓ Expand in every community institution, organization, and business their sense of responsibility for the neighborhood and its residents.
 - ✓ Form additional partnerships with key organizations and persons outside of O’Fallon.

With the agreement of participating residents, the scope of the O’Fallon community development effort was defined to include six plan areas:

1. Economic Development and Jobs;
2. Community Schools and Community Education;
3. Public Safety and Fear of Crime;
4. Social Services, Informal Helping, and Health;
5. Housing and Affordable Housing; and
6. Neighborhood Appearance in the Built Environment.

While is necessary to focus separately on these community development areas, each is intrinsically connected with all the others. For example, successful schools depend on stable, affordable housing for families, living wage jobs for parents, low levels of crime and a sense of security, informal helping of neighbors to neighbors, and so on.

In each of the areas of community development there is an approach that builds and relies upon neighborhood social capital. These include community policing in the public safety area, neighborhood based economic development, community schools and community education, “Assets Based Community Development” and informal helping in the human service area, and so on. These are the approaches taken in the O’Fallon planning effort.

While the bedrock of community development is the engagement of local residents, effective partnerships are critical with local governments, schools, service agencies and businesses that are managed outside the neighborhood. These must be citizen-centered partnerships in which residents help identify issues and resources, define solutions, and participate in mutually agreed upon action. New roles for professional agencies are needed whereby new structures are established to encourage citizen-solutions to local challenges, and where agencies “lead by stepping back”.

The O’Fallon neighborhood strategic plan is based on residents deciding upon the following four plan elements: **Vision Statements** → **Outcomes** → **Strategies** →

Programs. These terms are defined in the text box below. These steps begin at the top with the general and long term and move step-by-step to the specific and short term.

Value of the Strategic Neighborhood Plan.

This plan is a tool for neighborhood residents to change and modify as needed. It should be a starting point for implementation. It is valuable only if residents generally agree with it and it reflects the priorities and values of the community.

This plan, because it was conducted by a non-profit organization, is not a government document. It was not formally approved by government. It does not adopt government regulation (e.g. zoning), policy, or contain the requirement that it be considered by St. Louis government agencies when they are making budget and program decisions.

Having said this, it is important to address the positive value of the plan. First, just as neighborhood residents understand that neighborhood conditions are connected, the plan encourages one to “take a step back” and consider the big picture before starting new programs. Second, it contains ideas about possible sources for human and financial resources to help achieve the community’s desired outcomes. Third, this plan focuses primarily on local citizens’ control over implementation. Fourth, the plan document can be used to support requests for funding or staff support from foundations, government agencies, and other Non-Governmental Organizations.

Vision Statement – a broad statement or description of what the neighborhood should be like in the future, related to people (or groups of people) and the built environment, and achievable in 10 to 20 years.

Outcome – the desired result, impact, or consequence of our actions.

Strategy – a more general statement of what we will do to reach the community’s desired outcome(s) and achieve its vision of the future. A strategy includes the action to be taken, who / what will be affected by the action, and who will carry it out.

Program or Project – more specifically, what action will be taken in the short-run to achieve the community’s objectives. Programs identify “how much” will be done, and “by when”.

Steps Taken to Create the O’Fallon Community Development Plan.

The process of conducting the O’Fallon plan was organized around key values:

- A requirement that we be invited into the community;
- the involvement of an O’Fallon “catalytic leader” in the process;
- the need for the instructors to be connected to and better informed about the O’Fallon neighborhood;
- the importance of O’Fallon residents (“connectors / leaders”) in guiding the plan and making key decisions;
- the necessity for students to establish relationships with members of the community;
- once the community’s connectors / leaders had approved of vision statements, desired outcomes, and strategies - of identifying helping agencies that might

provide examples of best program practices and possibly be involved in plan implementation.

More specifically, the following steps were taken in developing the O'Fallon plan.

› April 2011.
The course instructors met with 21st Ward Alderman Antonio French several times in order to agree upon the planning process and to learn about the O'Fallon neighborhood. Alderman French is a young leader who has been instrumental in many visible improvements in the neighborhood such as the renovation of O'Fallon Park, a new recreation center, activation of a housing repair and renovation effort, initiation of work to have the neighborhood designated as a federal Historic District, and others. Alderman French actively encouraged the Washington University course to partner with the neighborhood.

› July and August 2011.
In order to better understand the lives of O'Fallon residents and to introduce the O'Fallon planning effort, the course instructors interviewed several individuals. This work was carried out in July and August, prior to start of class. Meetings were held with: Eric Rowe, principal of Yeatman Middle School; Lisa Brown, principal of Ashland Elementary School; Shana Renshaw, Yeatman Community Education Director; Johanna Wharton, formerly of Provident and now at Grace Hill Settlement; Sherrie Tucker, formerly of Provident; Micheal Watson, 21st Ward TMAP office; Michael Powers, Neighborhood Stabilization Officer for O'Fallon; Lt. Janice Bockstruck and Sgt. Tony Boone, SLMPD, formerly of Weed and Seed program; Ed Hennessey, former Executive Director, Weed and Seed; and Lorenzo Boone, building manager, Prince Hall Center. Both Wharton and Tucker were involved with Provident's Self-Reliant Communities Initiatives, which focused on establishing a human service providers' collaborative in the O'Fallon and Penrose neighborhoods in 2006. In addition, GIS mapping assistance was obtained from Don Roe, director of the City of St. Louis Planning and Design Agency, William Bailey also of the Planning and Design Agency, and Eleanor Tutt, at the Regional Housing and Community Development Association (RHCD).

› September 1.
Alderman French met with the class, welcomed them to the project, and expressed his hopes for the neighborhood's future and about Washington University's role in the community.



- › September 10.
Bus tour of the O’Fallon neighborhood, led by Michael Powers and Michael Allen, director of the Preservation Research Office. Allen is a resident of O’Fallon and has been assembling the application material to designate the neighborhood as a federal Historic District. The tour began at the Sanctuary and then viewed the educational / service agency / small business corridor along North Newstead, O’Fallon Park and the new recreation center, possible business center around West Florissant and Warne, and different housing areas within the neighborhood. Students met and were briefed by Principal Rowe at Yeatman Middle School. The trip concluded with a debriefing at the Julia Davis Public Library near North Newstead on Natural Bridge.
- › September 17.
O’Fallon Connector / Leaders Group Meeting.
About 60 residents were identified and invited to the connectors/leaders meeting, based on the advice of Shirley Ann Williams (treasurer of the O’Fallon Community Development Organization and lifelong neighborhood advocate) and Michael Powers. These residents were active to varying degree in neighborhood improvement efforts. More than 20 attended this first meeting.
- The course instructors began by recognizing that everyone in O’Fallon has assets that can be drawn upon in the community development effort and that everyone needs support at some time. The basic principle that community development only can be addressed by local people working together was stated.
 - Participants were asked what “gifts” each contributed to friends and neighbors and these were spoken.
 - The group proceeded to establish the plan’s focus areas. The six areas identified above (economic development and jobs; community schools and education; public safety and fear of crime; social services, informal helping and health; housing and affordable housing; and neighborhood appearance in the built environment) were presented and residents were asked to “dot vote” which areas were most important to them. A separate category for “other” was provided. We found that there was broad agreement on the six areas and that all of them were believed to be important.
 - Residents were asked to move to tables related to their highest priority plan area. Discussions among the residents at the table took place during which residents expressed their positive vision of what O’Fallon should be like in the long term. Residents also were asked what should be the outcomes or results from our efforts that would result in achieving the desired future. These “visions statements” and “outcomes” were scribed by students and reviewed with the entire group by a resident spokesperson from each table.

- The meeting drew to a close with a review of the next steps in creating the community development plan and celebration of the good work that was accomplished.

At this step, and at all the ones that followed, people were asked to identify who was missing who should participate in the plan in order to expand the circle.

› September 18 – October 13.

Neighborhood Connectors / Leaders Interviewed.

The visions statements and outcomes were re-drafted in the sense of having their expression conform to definitions of these items but without changing their substance. Pairs of students, according to plan focus areas, interviewed individuals who attended the September 17th meeting, individuals who were on the original contact list but did not attend, and persons suggested by meeting attendees. The purposes of these interviews were to:

- Introduce the community planning process to those who had not been involved thus far,
- Review the edited version of the vision statement and outcomes, confirm them or obtain suggestions for their modification,
- Obtain resident's proposals for strategies - or broadly stated actions that should be taken to achieve the desired outcomes. Expanding the conversation with residents to include strategies was the primary purpose of the interviews.



› October 13 – November 10.

Community Development Agencies Interviewed.

A list of contacts for about 140 community development agencies (Housing, Social Service, Education, Health, Public Safety, Economic Development, etc.) in the O'Fallon neighborhood area and the St. Louis region was provided to the students by plan focus area. Each student was asked to conduct 3 interviews during this time period. The framework that the students used to approach these interviews was the vision statements, outcomes, and strategies that were established by the O'Fallon connectors/leaders. The objectives of these interviews were to: obtain the agency's mission statement, review the residents' outcomes with O'Fallon area service providers and obtain comments, identify the programs or services that the agency provided that might help achieve O'Fallon's vision for the future, and whether their programs currently do, or could, serve O'Fallon residents. More than 50 individuals were interviewed and these have been compiled in a separate document and distributed to O'Fallon residents.

- › November 10 – December 3.
 At this point, the O’Fallon planning effort resulted in 6 Vision Statements (one for each plan focus), 20 Outcomes (generally 3 to 4 per Vision Statement), and 39 Strategies (about 2 per Outcome). Had we developed two Programs per Strategy, this would have resulted in nearly 80 Program suggestions, which we believed were too many to address. At this stage, class members were asked, based on what they had learned about the O’Fallon neighborhood and from community residents, agency interviews and the literature, to prioritize 2 Strategies for each plan focus and then to develop 2 Programs for each of the selected priority Strategies. Twenty-five (25) suggested Programs were developed by the class. The Vision Statements, Outcomes, and Strategies had been developed through community input. However, the community had not passed on the Strategy *priorities* or on the Programs. This was the subject of the December 3rd community meeting.

- › December 3.
 O’Fallon Connector / Leaders Group Meeting.
 This community meeting included the following main activities:

 - The core values of the effort were re-stated: the plan is the community’s plan, it is based on the residents’ comments and suggestions, and requires their efforts to implement or cause its implementation.
 - One student from each focus area team presented the Vision Statement, Outcomes, and Strategies for that focus area. Each resident was asked to rank in priority order the most important 3 Strategies. These were collected and tallied by students. Of interest were the findings that students and residents *agreed* on about 40% of the strategy priorities.
 - After the voting had taken place, a student presenter from each team reviewed the team’s two priority Strategies and the suggested Programs for these Strategies. Residents then were asked to sit at a plan focus area table and discuss each of the suggested Programs. In order to obtain additional input, the student teams moved at random to a different focus area table and conducted a second discussion about the team’s recommended Programs. In this way, each Program was reviewed by residents from two tables.
 - Feedback forms were distributed, scored, and collected from all residents at the close of the meeting.

- › December 17.
 Written O’Fallon Community Development Plan Report.
 Class members were asked to reflect on the voices of the O’Fallon neighborhood on December 3rd when drafting the final report and to remember that the individuals attending the meeting represented only part of the community. The written plan sections covered all the plan elements with an emphasis on the Strategies and Programs. Information related to community conditions in O’Fallon and national and local “evidence based practice” was

summarized to support the recommendations. The reports were edited by the instructors and this report introduction was written.

› January – June 2012.

O’Fallon Neighborhood Community Development Plan Drafted.

Work was undertaken to edit, combine, make consistent in presentation, and marshal the considerable background information that was obtained about the O’Fallon neighborhood. The planning effort resulted in two documents. The first is the *O’Fallon Neighborhood Community Development Plan* and the second is the *O’Fallon Neighborhood Community Development Plan –Agency Interviews*. The agency interviews are a valuable source of program ideas and potential sources of support for the neighborhood. The agency interviews can be used by residents in the implementation phase of community development.

› July 7, 2012

Neighborhood Connectors/Leaders Review and Approve the O’Fallon Neighborhood Community Development Plan.

The core group of residents participating in the plan’s development met and made the following decisions and commitments at this meeting:

- Residents agreed that the main document should be called a “Development Plan” and not a report.
- They agreed that the plan did not need of any major revisions and that suggestions for minor changes should be forwarded to the class instructors.
- The group decided there had been significant opportunity for community member involvement and no additional community review was necessary. (See below for a summary of community outreach efforts.)
- They agreed to “endorse” the Plan and were willing to take ownership of it.
- It was understood that the Plan is a framework for future actions rather than a rigid commitment to specific actions. Critical implementation would occur through neighborhood committees, whose recommendations would be brought back to the plan steering committee for adoption.
- Suggestions for the distribution of the Plan documents were made.
- The Plan steering committee would include those attending the meeting who live in the O’Fallon neighborhood. Specific suggestions for the functioning and expansion of the committee were discussed. The steering committee agreed that for the time being it would be housed under the O’Fallon Community Development Organization.

› August 2012

O’Fallon Neighborhood Community Development Plan and the *O’Fallon Neighborhood Community Development Plan –Agency Interviews* documents are finalized and distributed to the O’Fallon Community Development Organization / Steering Committee

Summary of Community Outreach Efforts for O'Fallon Neighborhood Planning

The following covers the community engagement efforts made in the development of the plan and its endorsement.

1. Course instructors met individually with several persons before the course began to understand conditions in the neighborhood, previous efforts to address challenges, and plans for the future.
2. A full page ad for the plan community meeting on September 17th plus Events Calendar notices for the September 17th and December 3rd community meetings were published in the Northsider, with an estimated 10,000 copies distributed before each of these meetings.
3. Notices of all plan community meetings (9/17/11, 12/3/11, 4/28/12) were emailed through the O'Fallon Community Development Organization's listserv.
4. Announcements were made at 21st Ward Democratic Committee meetings for the September 17th and April 28th meetings (25-30 in attendance at each ward meeting). The Thanksgiving holiday week prevented an announcement for the December 3rd meeting.
5. Announcements for all previously listed meetings were made at the Alderman's Townhall Meetings (average 50 in attendance at each). Flyers were also distributed at those meetings.
6. Based primarily on information from the O'Fallon Community Development Organization, individuals were mailed a flyer twice for each of the community meetings - on September 17th (42 neighborhood residents) and December 3rd, 2011 (66 neighborhood residents). These flyers were followed by calls from the Washington U. class students and by the Neighborhood Stabilization Officer and the TMAP Office. TMAP's Mike Watson also made calls to block captains in O'Fallon. At both the September 17th and the December 3rd meetings, community participants were asked who else should be invited to future meetings. The contact list was expanded to include these individuals.
7. Student conducted 20 personal interviews with O'Fallon residents and an additional 16 interviews with O'Fallon neighborhood housing, social service, and education providers. Those interviewed were asked who else should be invited to future meetings, and, again, the contact list was expanded to include those identified.
8. Contacts were made with ACTS Partnership, North Newstead Association, the Yeatman Middle School principal, Yeatman Community Education

Center director, and the Ashland Elementary principal and parent engagement coordinator, in order to encourage parents, renters, and students to participate in the planning efforts.

9. At the end of December 3rd community meeting, residents were asked to evaluate the planning process. Of about 25 people attending the meeting, 19 stayed until the conclusion and completed the survey. The results are as follows:



- 79% of respondents thought the students' plan fulfilled their ideas for O'Fallon "very well" and,
- 21% of respondents thought the students' plan fulfilled their ideas for O'Fallon "well." This totals 100% of the individuals completing surveys.
- 89% of respondents thought that the community meeting was "very beneficial" to O'Fallon's future.
- 100% of respondents would be willing to participate in future meetings on the O'Fallon plan.

10. After the December 3rd meeting, a public school parent engagement committee was established, led by Gwen Pennington. Ms. Pennington personally invited about 20 parents to a luncheon to discuss educational needs in O'Fallon but received no response. The committee has been expanded and one of its major objectives is to engage parents in improving the two neighborhood public schools.
11. A follow-up plan community meeting was held on April 28, 2012. Outreach included:
- canvassed with fliers - including to North Newstead business owners, all North Newstead Association rental property residents, and individuals met during canvass
 - 100 fliers left at North Newstead Association office
 - fliers posted at various locations such as the barber shop
 - 100+ fliers to the GSL daycare and were told they would be sent home with children
 - the parent coordinator at Ashland Elementary sent 2 fliers home with every child (about 400 fliers)
 - fliers passed out at the April Town Hall meeting (part of Open/Closed conference at the Sanctuary)
 - fliers mailed to approximately 20 Yeatman students living in O'Fallon
 - emailed everyone on the contact list and telephoned these individuals
 - 250 fliers mailed to all known addresses on the contact list

- called and emailed invitations to education committee members and educators at Ashland and Yeatman schools.

Community Development Class Participants

The following Washington University, Brown School of Social Work students participated in the Fall 2011 Community Development Practice class.

- › Economic Development and Jobs Team:
Rebecca Bitzer, Brandon Johnson, Anna Gennari, and Marcie Gardner
- › Community Schools and Education Team:
Tonya Dean, Thao Pham, Josh Jennemann, Megan Poole, and Katelind Rohde
- › Public Safety and Fear of Crime Team:
Michael Gall, Nicole Geremia, Valerie Njiiri and Xinling Wang
- › Social Services, Informal Helping and Health Team:
Caitlyn Gallagher, Douglas Griesenauer, Rachel Ngom, and Natalie Self
- › Housing and Affordable Housing Team:
Abby Dunner and Kamal Ganjalikhani
- › Neighborhood Appearance in the Built Environment Team:
Erin McLaughlin and Lesley Morgan
- › O'Fallon Background Information Team:
Christine O'Neil and Anne Wachtel



The class instructors were Barbara Levin, MSW and Louis Colombo, Ph.D. Colombo wrote the plan Introduction. Levin and Colombo edited the report.

Organization of the O'Fallon Community Development Plan

The remainder of this report is divided into 9 additional chapters:

- Ch. 2. O'Fallon Residents' Vision of the Community's Future
- Ch. 3. Economic Development and Jobs
- Ch. 4. Community Schools and Education
- Ch. 5. Public Safety and Fear of Crime

- Ch. 6. Social Services, Informal Helping, and Health
- Ch. 7. Housing and Affordable Housing
- Ch. 8. Neighborhood Appearance in the Built Environment
- Ch. 9. O'Fallon Background Information
- Ch. 10. Evidence Based Practice

*"But there is a deeper level of connection
.... To what degree ... is the form of any
settlement a complex symbol of basic
values, life processes, historical events,
fundamental social structure...? This is
the holistic meaning."*

Kevin Lynch

2. O'FALLON RESIDENTS' VISION OF THE COMMUNITY'S FUTURE

The community development plan is based on identifying and mobilizing the many assets of the O'Fallon neighborhood. Community members often focus on the actions that they and others need to take in order to address neighborhood challenges. In this context, they seldom have the opportunity to express their positive vision of the neighborhood's future. These mental images are based in the values and strengths of the neighborhood: its people, its history, and its place. Holding before us these positive images, we sustain our efforts to make the neighborhood a better place and draw people together to overcome conflict and resolve the course of action. Following are the neighborhood residents' Vision Statements.

Economic Development and Jobs:

- ❖ The O'Fallon Neighborhood is pedestrian friendly and has many thriving businesses that enhance residents' quality of life.

Residents positively contribute to their families and community by holding jobs that pay a living wage with benefits, employment for youth, building financial assets, establishing businesses, and through volunteer work.

Community Schools and Community Education:

- ❖ O'Fallon neighborhood schools are community-focused learning centers that address the intergenerational needs of all community residents and help eliminate barriers to learning.

Public Safety and Fear of Crime:

- ❖ O'Fallon residents are safe from criminal activity, feel safe, and are active participants in community crime prevention efforts.

Social Services, Informal Helping and Health:

- ❖ O'Fallon residents are well-cared for and supported from childhood to adulthood.

Housing and Affordable Housing:

- ❖ The majority of houses in O'Fallon neighborhood are owner-occupied or occupied by stable residents, that the occupants care well for their homes and properties, and that the residents are diverse in terms of income.

Neighborhood Appearance in the Built Environment:

- ❖ The O'Fallon neighborhood shows pride and caring for the community through a quiet, clean and aesthetically beautiful physical environment.

3. ECONOMIC DEVELOPMENT AND JOBS



Summary

In order to achieve the long term vision of thriving businesses, full employment, personal financial assets, and entrepreneurship, residents sought outcomes of an active and pedestrian friendly commercial district, successful local businesses, a well trained workforce, positive personal financial habits, and access to capital. Actions to be taken include: create a plan with market analysis for the new business center, strengthen the relationships of St. Louis financial institutions with local businesses and individuals, promote a pipeline for employment opportunities, make connections to employment training programs, establish an active alliance of local businesses, and enhance code enforcement for non-residential buildings with access to rehabilitation funds.

For strategy and program actions, this chapter discusses which group or agency might take the lead, the endorsements needed, which groups would be helpful partners, and possible sources of technical and financial support.

Introduction

Community economic development is a critical step towards neighborhood growth, prosperous businesses, and empowering residents. O'Fallon already is home to committed and caring residents, local ownership of businesses, and a number of zoned commercial districts with existing storefront designs that put this neighborhood in

position for new opportunities. Using a community-driven approach, this strategic economic development plan attempts to build on the existing strengths and serve as a guide towards O'Fallon's vision of an economically sustainable community that increases the overall standard of living for residents.

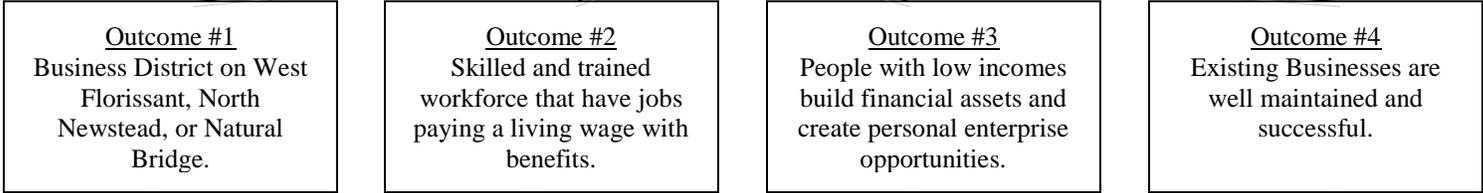
O'Fallon residents have consistently shared that they would like to see a new commercial district that provides increased access to needed goods and services as well as economic opportunities for those in the neighborhood. In addition, they saw economic development as a means to greater resident and neighborhood economic self-sufficiency. The strategies outlined in this plan support the O'Fallon community in reaching these outcomes by encouraging investment in business development, providing employment opportunities, increasing access to financial services, and building social capital in the neighborhood. The strategic plan also addresses establishing the community as an attraction within the greater St. Louis region.

The following provides an overview of this strategic plan, including: Community Vision, Outcomes, Strategies, and suggested Programs for implementation. A text box in Chapter 1 provides a definition of these terms. Neighborhood conditions and best practice research have informed the economic development plan to meet the unique needs of the O'Fallon community. They are highlighted at the end of Chapter 3 related to conditions and in Chapter 10 for best practices..

The section numbers in this chapter follow the arrangement "X.Y.Z", where X is the number of the Outcome, Y is the Strategy, and Z is the Program. For example section 3.2.1 is Program 1 for Strategy 2 that leads to desired Outcome 3.

The chart on the next page summarizes connections among the proposed Outcomes, Strategies, and Programs for the economic development and jobs element of the plan. The "Priorities" shown for the Strategies are O'Fallon residents' ranking of the Strategies at the December 3rd community meeting. The Programs are connected to the students' high ranked Strategies, which were developed before the December 3rd meeting.

Vision
 The O’Fallon Neighborhood is pedestrian friendly and has many thriving businesses that enhance residents’ quality of life. Residents positively contribute to their families and community by holding jobs that pay a living wage with benefits, employment for youth, building financial assets, establishing businesses, and through volunteer work.



| | | | | | | | |
|---|---|---|---|--|--|--|--|
| <p><u>Strategy #1</u> Priority #3</p> <p>Develop a business plan using market research to identify the best business options and narrow down the optimal area for commercial development</p> | <p><u>Strategy #2</u> Priority #2</p> <p>Encourage and increase investment in O’Fallon through strengthened relationships between financial institutions and the community.</p> | <p><u>Strategy #1</u> Priority #1</p> <p>Create employment and internship pipelines for O’Fallon residents through established partnerships with local and regional employers.</p> | <p><u>Strategy #2</u></p> <p>Employer/Employee driven workforce development and training opportunities that support local and regional economic demands while best serving O’Fallon residents.</p> | <p><u>Strategy #1</u></p> <p>Increase financial literacy.</p> | <p><u>Strategy #2</u></p> <p>Increase access to alternative and traditional forms of credit and banking.</p> | <p><u>Strategy #1</u></p> <p>Create a business alliance focused on business plan development, capacity building and business expansion.</p> | <p><u>Strategy #2</u></p> <p>Increase code enforcement of commercial properties.</p> |
|---|---|---|---|--|--|--|--|

Program #1
 Form a College and Career Information Center (CCIC) to conduct an assessment of the current market demands and employment opportunities along with O’Fallon resident skills, needs, and barriers to employment as the first step to inform the work of the CCIC.

Program #2
 Provide the College and Career Information Center with a college and career resource “library” with computer access to support employment and college searches, the capability to conduct skill-building workshops, with walk –in hours for flexible access, and potentially make available individual assistance.

Program #1
 Create an O’Fallon Neighborhood Business Association whose first responsibility is to write a business plan for the selected district.

Program #1
 Establish an O’Fallon Commercial Code Enforcement Committee to enforce building codes, and act as an advocate and broker between business owners and funding sources for façade improvement and building renovations.

Vision Statement

The O'Fallon Neighborhood is pedestrian friendly and has many thriving businesses that enhance residents' quality of life. Residents positively contribute to their families and community by holding jobs that pay a living wage with benefits, employment for youth, building financial assets, establishing businesses, and through volunteer work.

Outcomes

Outcomes are the desired results of our actions in order to achieve the long term vision of the neighborhood's future. Below are the Outcomes established by O'Fallon residents:

1. Business district on West Florissant, North Newstead, or Natural Bridge.
2. Skilled and trained workforce that have jobs paying a living wage with benefits.
3. People with low incomes build financial assets and create personal enterprise opportunities.
4. Existing businesses are well maintained and successful.

Strategies

Strategies are actions that might be taken to result in or lead to the Outcomes above. For better communication, Outcomes are integrated into the descriptions of Strategies below. Generally, there are two Strategies suggested for each Outcome.

Outcome 1 Business district on West Florissant, North Newstead, or Natural Bridge

Strategy 1.1 Develop a business plan using market research to identify the best business options and narrow down the optimal area for commercial development.

This strategy is aimed at creating a clear plan using accurate information before investing in any one of the three proposed business districts: North Newstead, West Florissant, and Natural Bridge. By focusing energy and resources through writing a plan and picking a specific district, there is greater likelihood of success (UIC-Center for Economic Development, 1987; Temali, 2002). Current businesses and future business owners will benefit from accurate information on which to make business decisions, obtain financing, and secure grants (Temali, 2002). Entrepreneurs will gain insight from the plan (Center for Urban Economic Development, 1987, p. 41). In time, residents will have access to a greater range of goods and services available in the neighborhood. Residents also will increase their sense of pride of place as people begin coming into the neighborhood to purchase goods and services. This strategy was ranked third among residents' top priorities for economic development.

A lead group or agency was difficult to determine at this time, possibly the ACTS Partnership or North Newstead Association. Potential partners and stakeholders

include existing area business associations; market research consultants Hatch Global Research and Development Strategies Inc. and economic development agencies such as the Center for the Acceleration of African American Businesses (CAAAB) and the St. Louis Development Corporation (SLDC). It would be useful to involve young residents to capture their consumption of goods and services and give them a sense of investment in the O'Fallon neighborhood.

Strategy 2.1 Encourage and increase investment in O'Fallon through strengthened relationships between financial institutions and the community.

Recent research sponsored by the Federal Reserve of St. Louis conducted by the Washington University Social Systems Design Lab found that trust was a major barrier to accessing financial services for unbanked communities. During a regional conference on increasing financial access to unbanked areas, it was reported that a lack of communication and effective partnerships with the community was related to mistrust. One of the steps suggested to create a more positive relationship was increased communication and outreach.

The federal Community Reinvestment Act (CRA) states that regulated lending institutions have a "... continuing and affirmative need to help meet the credit needs of local communities in which they are chartered . . . consistent with safe and sound operation". One way to address this responsibility is to work with a local lending institution(s) to establish a CRA plan for the neighborhood. This plan might address: the market potential of the area through traditional and non-traditional economic measures (St Louis Drill Down), regular bank representative meetings with community groups, a relationship with a local non-profit to help process loan applications, small business loan targets, grants to local non-profits fostering neighborhood economic development, and so on. This strategy was ranked second.

A lead group or agency was difficult to determine, possibly a community group or an alliance of local church ministers. Potential partners and stakeholders include local banks such as Commerce Bank in the neighborhood, credit unions, the Alderman and other government officials, ACTS Partnership or North Newstead Association, local business associations, Social Compact, Justine Peterson, Regional Housing and Community Development Alliance (RHCDCA), and the Unbanked Task Force, which is a new St. Louis coalition of "bankers, community activists, nonprofit agencies, and government officials" (Green, 2011, par. 2). Commerce Bank was the largest issuer of Small Business Administration guaranteed loans in federal fiscal year 2010.

Outcome 2 Skilled and trained workforce that have jobs paying a living wage with benefits.

Strategy 2.1 Create employment and internship pipelines for O'Fallon residents through established partnerships with local and regional employers.

While other strategies address creating more job opportunities in O'Fallon, this strategy will establish a local operation to connect people who need jobs - with jobs that are available locally or in other parts of St. Louis. Businesses and residents would benefit by meeting their needs more quickly. The activity would operate in tandem with the next strategy (2.2): workforce development and training opportunities (UIC-Center for Economic Development, 1987). This strategy is residents' top priority according to those polled at the December 3rd meeting. One-on-one resident interviews also identified this strategy as important.

ACTS Partnership or the North Newstead Association might consider leading this effort. St. Louis Development Corporation (SLDC), local business associations, and local business owners might make good partners.

Strategy 2.2 Provide employer/employee - driven workforce development and training opportunities that support local and regional economic demands while best serving O'Fallon residents.

This strategy would help people looking for work gain more skills so that they are better qualified for jobs that are currently available in the economy (Center for Urban Economic Development, 1987; West, 2009). A first step to guide the process will be to review labor supply and demand in the St. Louis region (UIC-Center for Urban Economic Development, 1987, p. 27). Any gaps between people's skills and those required at available jobs would be assessed to provide guidance to individual job seekers and to identify more general training needs. Some services like this exist in St. Louis, but they may be difficult to access or less known to residents because they lack a connection point in the neighborhood.

ACTS Partnership or the North Newstead Association might take a leading to connect people to existing programs and resources at such places as Better Family Life, St. Louis Community College, and the St. Louis Agency on Training and Employment (SLATE).

Outcome 3 People with low incomes build financial assets and create personal enterprise opportunities.

Strategy 3.1 Increase Financial Literacy.

This strategy is related to building relationships between residents and lending institutions (Strategy 1.2). The purpose of this strategy is to help people learn how to manage and maximize their financial assets through different types of bank products

such as saving programs, checking accounts, credit cards, and various types of loans. The strategy also addresses setting financial goals, debt counseling, loan counseling, business planning and changing long term financial behavior (Kretzmann & McKnight, 1993). Residents will benefit from greater financial resources, which will spill over to local businesses and increase the flow of capital within the O'Fallon economy.

Taking the lead in this effort can be as simple as a resident or parent arranging a time for a representative of a bank or non-profit specializing in financial services to meet with any neighborhood group such as a church, block group, or school. Commerce Bank, located in the neighborhood, and Justine Peterson, among others, can be partners in this effort.

Strategy 3.2 Increase access to alternative and traditional forms of credit and banking.

This strategy focuses on low income residents and entrepreneurs who have difficulty accessing traditional financial services. This will help residents establish the financial capital to do such things as buy or repair a car, repair a house, go to college, or start a business. Such activities might include Individual Development Accounts (with matched contributions), microloans and lending circles to start a money-making venture, counseling to increase one's credit rating, and so on. More experienced entrepreneurs may benefit from creative ways of overcoming economic obstacles such as through Community Investment Funds and business incubators (UIC-Center for Urban Economic Development, 1987; Kretzmann & McKnight, 1993; Temali, 2002). Community Investment Funds are organizations that act as intermediaries to gain the trust of potential socially-conscious investors and grant making organizations, develop sources of equity and debt financing, help negotiate loans and other agreements, and generally to create the conditions for investment in local businesses (UIC-Center for Urban Economic Development, 1987). A Business Incubator is a "facility in which entrepreneurs can share space and business services [to cut costs].... [and it] assists new small businesses to survive, and leads to the creation of jobs and a healthier economy" (Center for Urban Economic Development, 1987, p. 44).

A lead group or agency was difficult to determine. Possible partners include local foundations, the United Way, anchor institutions, wealthy individuals, banks, credit unions, Justine Peterson, Regional Housing and Community Development Alliance (RHCD), and the St. Louis Development Corporation (SLDC).

Outcome 4 Existing businesses are well maintained and successful.

Strategy 4.1 Create a business alliance focused on business plan development, capacity building, and business expansion.

The purpose of this strategy is to ensure there is an organization or alliance that can do the work necessary to reach Outcome 4: existing businesses are well maintained and successful. The goals of the alliance seem to be: support existing O'Fallon businesses, help the new business district (as proposed in the plan) thrive, and plan for and prepare

the conditions for expansion of local business (UIC-Center for Urban Economic Development, 1987; Temali, 2002). The group's first mission may be to participate in the business development plan. The business alliance should be a significant participant in Strategies 1.1 and 1.2.

At the December 3rd community meeting, it was expressed that there are several business associations already, but there are doubts about their effectiveness. This presents a challenging situation related to forming an organization or association. There are some options to approach this strategy. The strategy might be divided into parts: developing the new business district and strengthening the existing businesses. Creating an organization around a new district might be easier to achieve than representing all local businesses. The second area of work might grow out of the first, especially if the focus is only on the O'Fallon neighborhood. Otherwise, strong leadership, such as from the Alderman or a group of local church officials, might be needed to bring existing business associations together, sort out turf issues, and establish an alliance to support O'Fallon businesses.

Given the complexity of this situation, possibly the ACTS Partnership or North Newstead Association would take the lead in developing the business plan as suggested above in Strategy 1.1. Potential partners, in addition to existing O'Fallon businesses and business promotion group, might include Development Strategies Inc, Center for the Acceleration of African American Businesses (CAAAB) and the St. Louis Development Corporation (SLDC).

Strategy 4.2 Increase code enforcement of commercial properties.

Once an organization or alliance is established committed to O'Fallon businesses and some momentum is built, it will be easier to encourage commercial building repairs and rehabilitation through code enforcement efforts. Owners will be more optimistic about the success of their business as well as the neighborhood. They may have increased access to resources for maintenance and repair through carrying out other plan Strategies. For example, the business alliance may be able to partner with economic development agencies to access funding, such as the façade improvement program through SLDC. The federal Historic District designation for O'Fallon will create new financial incentives. Subsidies will be needed initially but, over time, local businesses will be more attractive, have more customers, and make a greater profit. The neighborhood economy will benefit as a more appealing appearance will attract more customers to the area.

It is expected that this work will flow naturally from implementing the other strategies especially in Chapter 7 - Housing and Affordable Housing. As a result, is premature to suggest leadership and partners at this time.

Programs

Like strategies, programs are actions taken to result in or lead to the desired results. Programs follow from strategies. They are more specific and should be clearer guides for implementation. Students were asked to develop two programs for each selected strategy. The Programs described below are suggestions that require greater refinement and community review as noted.

For greater clarity, Strategies are integrated into the descriptions of Programs below.

- Strategy 2.1 Create employment and internship pipelines for O'Fallon residents through established partnerships with local and regional employers
- Strategy 2.2 Provide employer/employee driven workforce development and training opportunities that support local and regional economic demands while best serving O'Fallon residents

- Program 2.2.1 Form a College and Career Information Center (CCIC) and conduct an assessment of the current market demands and employment opportunities along with O'Fallon resident skills, needs, and barriers to employment as the first step to inform the work of the CCIC.

This program will provide information to assist residents obtain marketable job skills (Center for Urban Economic Development, 1987, p. 23-24). The program would accomplish this by identifying the types of gainful jobs available and the skills needed to acquire them; assessing the current skills and needs of residents; and identifying potential barriers. Job seekers will be able to develop more informed plans to secure employment. This program will build social capital by giving O'Fallon residents a voice in shaping workforce development and increasing community member interaction and intergenerational contact.

A major concern voiced by residents regarding this program is that it might duplicate services already is being provided. Better Family Life is currently providing some workforce development services in the O'Fallon area. St. Louis Community College (STLCC) and St. Louis Agency on Training and Employment (SLATE) provide workforce development services throughout the city. The goal of this program is to complement the work that currently is taking place, remove present barriers, and to provide a neighborhood point of contact with these agencies. Realizing this program should foster cooperation between local businesses, business associations, and social service agencies. Leadership and partners have been covered in the discussion of Strategy 2.2 above.

Resource needs for this program might come from a variety of sources including corporate sponsorship, foundations, and local and state money allocated for workforce development (Center for Urban Economic Development, 1987, p. 28). Staffing needs could be supplemented through volunteers and interns.

Program 2.2.2 Provide the College and Career Information Center with a college and career resource “library” with computer access to support employment and college searches, the capability to conduct skill-building workshops, with walk-in hours for flexible access, and potentially make available individual assistance.

This program will provide a career and college resource “library”, and computer access to support employment and college searches. In addition, this program will provide career and college soft-skill building workshops (i.e. resume writing, computer skills, and financial aid assistance), and walk-in hours for flexible access.

With the understanding that there are already workforce development programs supporting the area, this program should be implemented in a manner that builds on the work of other agencies. The program should be located in the boundaries of the O’Fallon neighborhood to reduce transportation barriers and have hours of operation that complement the needs of the residents. These points were reinforced by residents who felt that the program would not be effective if it does not address transportation barriers, time constraints, or is nothing more “recreating the wheel”.

Leadership and partners have been covered in the discussion of Strategy 2.2 above and financial support has been addressed regarding Program 2.2.1. Additional partnerships may be formed with neighborhood schools and social service agencies for recruitment and outreach purposes.

Strategy 4.1 Create a business alliance focused on business plan development, capacity building, and business expansion.

Program 4.1.1 Create an O’Fallon Neighborhood Business Association whose first responsibility is to write a business plan for the selected district.

The O’Fallon Business association will seek to connect area businesses and foster information and resource sharing to create better solutions to mutual challenges. The first charge will be to create a business plan that identifies where a business district should be located, as well as what goods and services are needed in the area to meet neighborhood demand. The plan itself is discussed above in relation to Strategy 2.1.

Residents stated that there are business associations already established in the area. Residents suggested that an effort be made to bring together existing business associations as well as recruit businesses that are not currently members of existing associations. Partnerships should be established among neighborhood leaders and existing business associations. Existing business associations work together to develop a single plan for the O’Fallon business district. [The issues of leadership and partners for this effort also have been discussed above related to Strategy 2.1.] Resources for this effort might be obtained from the State Department of Economic Development, local banks, the St. Louis Development Corporation (SLDC), and foundations.

Strategy 4.2 Increase code enforcement of commercial properties

Program 4.2.1 Establish an O'Fallon Commercial Code Enforcement Committee to enforce building codes, and act as an advocate and broker between business owners and funding sources for façade improvement and building renovations.

Creation of a neighborhood Commercial Code Enforcement Committee will provide accountability and greater support for assistance to businesses in the area. Leadership may come from the O'Fallon Community Development Organization. Another approach may develop, for example, from the business district development effort or from the effort to enforce building codes related to residential property and public properties.

Ideas for partners and funding sources are suggested below in Chapter 7 – Housing and Affordable Housing related to Strategy 3.2 and Programs 3.2.1 and 3.2.2. Designation of the neighborhood as a federal Historic District also will make certain improvements eligible for U.S. and Missouri Historic Preservation Tax credits

Little feedback was provided by residents regarding this program. Some residents felt that commercial code enforcement already was taking place but needed to be better organized.

Conditions

The following two maps provide general information for the O'Fallon neighborhood. The first shows the land use zoning of parcels in the neighborhood. The second indicates vacant land, City of St. Louis LRA-owned property (which may either be vacant or contain a structure), and other government-held land. Building footprints also are shown.

O'Fallon Neighborhood & Surrounding Blocks Map

LRMS Zoning 07-17-2011

| | |
|---|---|
|  A Single Family Dwelling Dist |  G Local Commercial District |
|  B Two Family Dwelling Dist |  H Area Commercial District |
|  C 3-4 Family Dwelling Dist |  I Central Business District |
|  D Multiple Family Dwelling Dist |  J Industrial District |
|  E Multiple Family Dwelling Dist |  K Unrestricted |
|  F Neighborhood Commercial Dist |  L Jefferson Memorial District |
| |  Multiply Zoned Parcels |

| |
|---|
|  City Neighborhood |
| Interstate Highways |



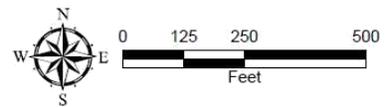
Neither the Planning and Urban Design Agency nor the City of St. Louis guarantee the accuracy or adequacy of the information contained herein.

File Name: OFallonNghbrhdand1blockextraMap8-08-2011.mxd
Created by: W.B. 8-08-2011

The preparation of this map was financed in part through a grant from the Department of Housing and Urban Development and the Community Development Administration under the provision of Title I of the Housing and Community Development Act of 1974 (pub. L. 93-383 42 USC 5301 et seq.)

O'Fallon Neighborhood & Surrounding Blocks Map

-  LRA
-  Vacant Land
-  State of Missouri
-  Building Footprints
-  City Neighborhood
-  Interstate Highways



Neither the Planning and Urban Design Agency nor the City of St. Louis guarantee the accuracy or adequacy of the information contained herein.

File Name: OFallonNghbrhdand1blockextraMap8-08-2011.mxd
Created by: W.B. 8-08-2011

The preparation of this map was financed in part through a grant from the Department of Housing and Urban Development and the Community Development Administration under the provision of Title I of the Housing and Community Development Act of 1974 (pub. L. 93-383 42 USC 5301 et seq.)

Conditions Related to Outcome 1: Business District on W. Florissant, N. Newstead, or Natural Bridge

Current commercial zoning, as indicated in the Zoning Map above, supports a business district in all three proposed areas (City of St. Louis – Zoning, 2011): on West Florissant between Adelaide and East College and south on Warne from W. Florissant (zoned Local Commercial District); on Natural Bridge in a strip from North Taylor to Fair (zoned Neighborhood Commercial); and on North Newstead between Farlin and Penrose (zoned Neighborhood Commercial). Additionally, the Vacant Land Map above shows that there are several vacant and publicly owned LRA properties located in each of these proposed commercial district areas. There is an especially large concentration on West Florissant between Warne and College and on North Newstead between Lee and Penrose. These conditions make all locations candidates for commercial development. (City of St. Louis – Parcels, 2011).

Residents have identified a lack of goods and services in the neighborhood, as well as business they would like added to their community by way of a redeveloped business district (personal communication, October, 2011). The O’Fallon neighborhood area (zip code 63115) has an estimated \$72 million dollar annual buying power, which gives a preliminary indication of market support for the development of a business district if residents’ needs were adequately assessed and met by new and updated businesses (U.S. Department of Labor, U.S. Bureau of Labor Statistics, 2011).

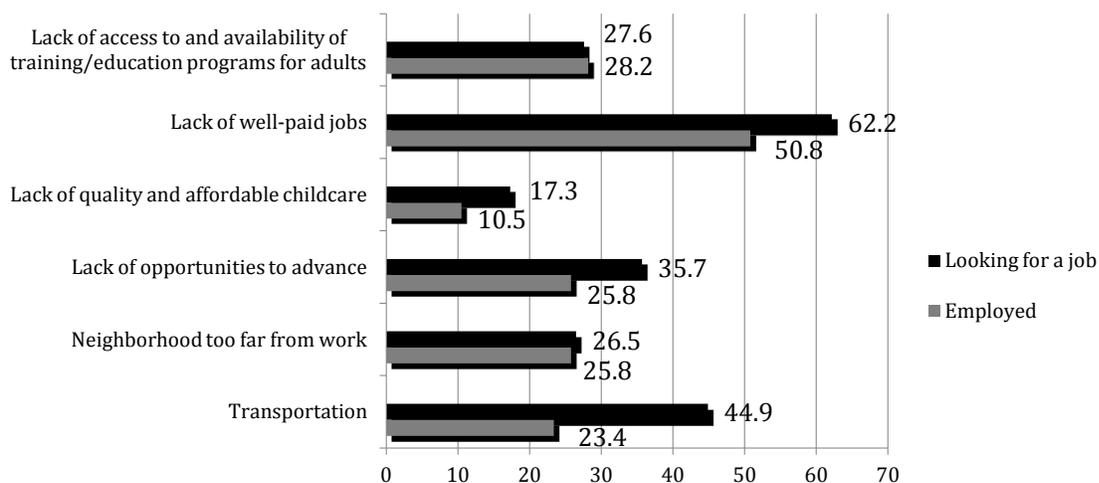
The development of a business district in the O’Fallon neighborhood would provide job opportunities to the 27% of residents seeking work who thought that the “neighborhood [was] too far from work”, and the 45% of this group reporting “transportation” as a barrier to employment (Provident, Inc., 2006). Twice as many residents of O’Fallon in 2000 used public transportation compared to the city of St. Louis as a whole (23% in O’Fallon compared to 11% in St. Louis city) (U.S. Census, 2000). See Chart 1 below for more details.

Conditions Related to Outcome 2: Skilled and Trained Workforce that Have Jobs Paying a Living Wage with Benefits

In 2000, 26% of O’Fallon residents had incomes at or below U.S. poverty level (U.S. Census, 2000). This indicates that there is a need for jobs paying a living wage for O’Fallon residents

Provident, Inc. also captured this requirement, in a 2006 survey.

Chart 1
Barriers to employment compared for employed residents vs. those who are looking for a job (n=222).



(Provident, 2006)

As depicted in the table above, 62% of residents looking for work felt the lack of well-paid jobs was the biggest barrier to employment. Of this group, 28% reported that the lack of adult education and training programs was a barrier to employment (Provident, Inc., 2006). Barriers to employment also included lack of adequate childcare (17%), and transportation (45%). Residents interviewed by students in the Fall of 2011 identified a skilled and trained workforce, and working in jobs that paid a living wage with benefits as top priorities for the O’Fallon neighborhood (personal communication, October, 2011).

Outcome 3: People with low incomes build financial assets and create personal enterprise opportunities.

As noted above, in the O’Fallon neighborhood 26% of residents lived below the poverty line, indicating a need for financial services targeted towards those with low incomes (U.S. Census, 2000). A representative of the local Commerce Bank reported that bankable area residents tended to be over 55 years of age, longer term neighborhood residents, and that younger generations lacked the same stability (personal communication, October, 2011). Additionally, new customers at the bank tended to be Social Security or Supplemental Security Income recipients (personal communication, October, 2011). This is further evidence for the need for banking services and personal enterprise opportunities in the O’Fallon community. As the bankable population ages,

more economic instability will result, unless the newer and younger residents can be reached at present.

Outcome 4: Existing businesses are well maintained and successful.

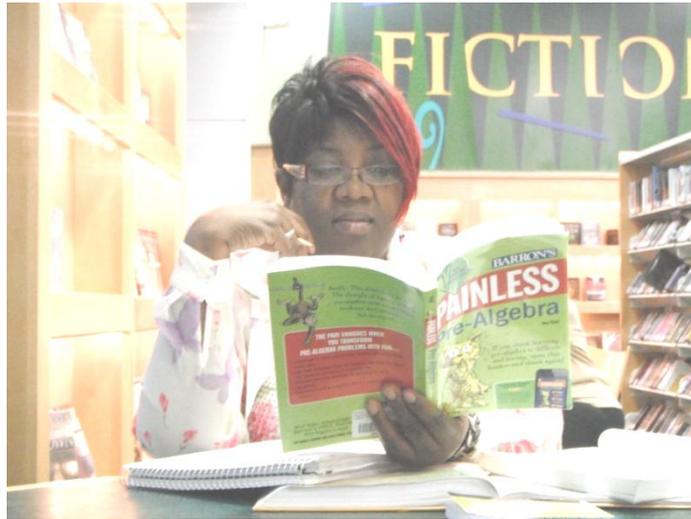
The O'Fallon neighborhood area (zip code 63115) has estimated annual expenditures of \$72 million dollars, including \$8 million dollars for vehicle expenses and gas, \$4 million dollars for food away from home, and \$4 million dollars for entertainment (U.S. Department of Labor, U.S. Bureau of Labor Statistics, 2011). This shows that the neighborhood does have buying power that can be captured by existing local businesses, if they tailor their products to consumer demands and the neighborhood addresses other issues related to business success.

The Economic Census revealed 45 year-round retail businesses in the 63115 zip code, which contains O'Fallon and surrounding neighborhoods (U.S. Census, 2000). Of these, 17 had at least \$1million dollars in annual revenue, showing that economic viability is possible for businesses in the area (U.S. Census, 2000).

While there is potential for the success of existing businesses, building appearance issues are important to address. In the past year, a total of 188 complaints were filed with the Citizens Service Bureau regarding locations on West Florissant, North Newstead, and Natural Bridge (Citizens' Service Bureau, 2011). Additionally, all residents interviewed for the plan were concerned about the appearance of the community and would like to see more funding directed to this purpose (personal communication, October, 2011).

He who learns, teaches.
~Ethiopian Proverb

4. COMMUNITY SCHOOLS AND COMMUNITY EDUCATION



Summary

In the future, neighborhood schools would serve as welcoming community learning centers for all O'Fallon residents. These would be "full service" schools that reduce barriers to learning among young people especially.

More specific outcomes sought are Yeatman-Liddell Middle School and Ashland Elementary School performing at or above Missouri standards of learning. Actions to be taken to achieve these outcomes include meaningful engagement of parents and other adults in all activities of the schools, a positive learning culture and cooperative relations among students, and assessing and reducing student barriers to learning primarily through wide ranging agency partnerships.

A third outcome includes providing life-long learning opportunities for neighborhood adults. These include "quality of life" programs and catch up education. They would be provided through the local schools and partnerships with other organizations.

For strategy and program actions, this chapter discusses which group or agency might take the lead, endorsements needed, which groups would be helpful partners, and possible sources of technical and financial support.

Introduction

Community education provides opportunities for people to connect and reconnect with learning at all stages of life. While school is an educational institution offering

knowledge, learning, and resources to young and old alike, education cannot be confined solely to that which occurs in institutional settings. One dictionary definition links “education” to the process of gaining knowledge.

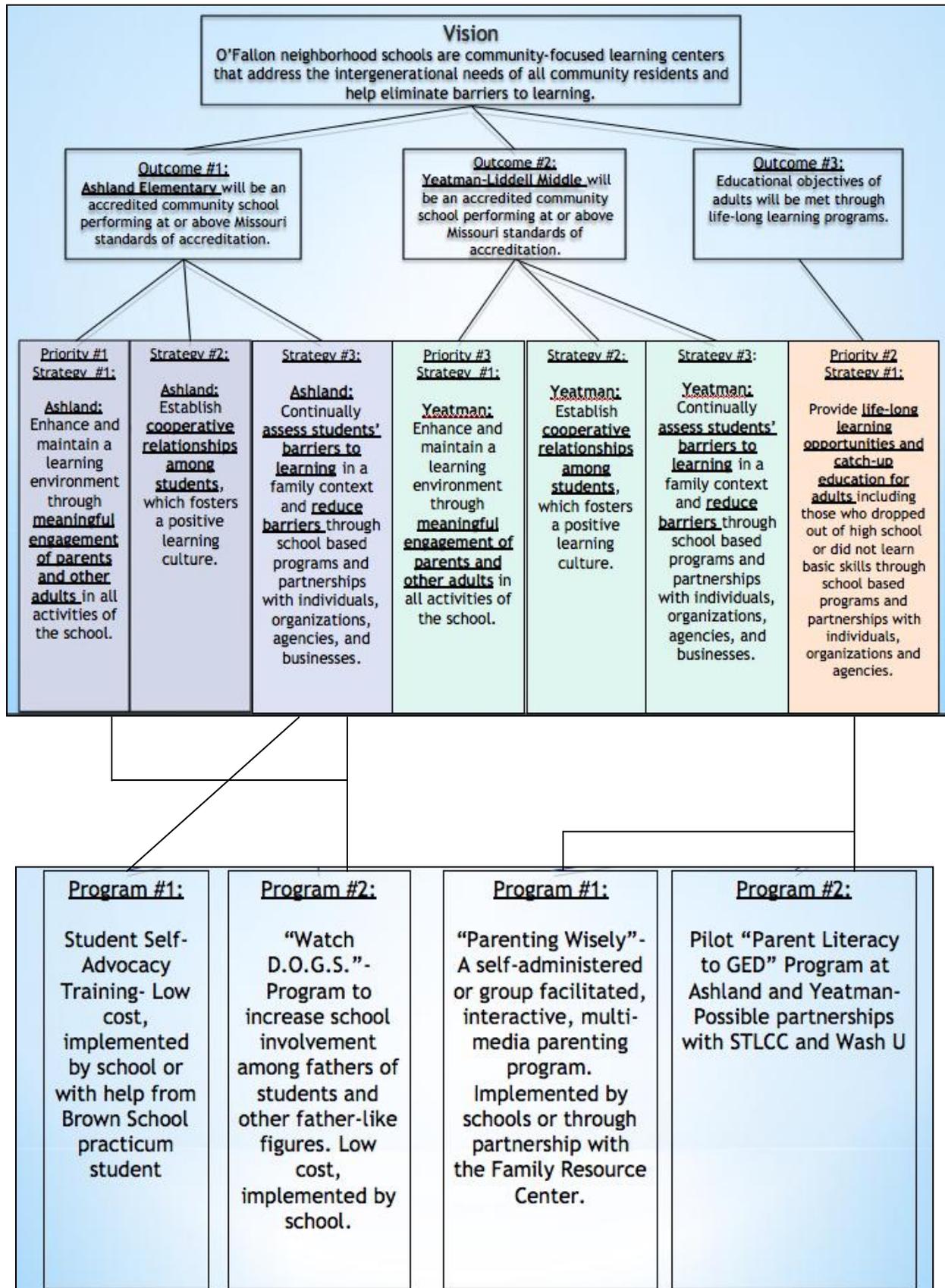
Education when discussed as an area of community development, should incorporate the processes of learning that occur both within and without institutional settings. O’Fallon Neighborhood residents are exceptional among citizens in aspiring, perhaps even demanding, nothing short of a community education plan that encompasses the use of both books and life experiences, for the youngest member of the community to the eldest. O’Fallon residents envision education as a lifelong process of learning.

Education in the O’Fallon Neighborhood will be discussed here in terms broader than the traditional school framework. The educational Vision, Outcomes, Strategies, and Programs outlined in this chapter will highlight community schools, intergenerational education, and barriers to learning.

A text box in Chapter 1 provides the definitions of Community Vision, Outcomes, Strategies, and suggested Programs. Neighborhood conditions and best practice research have informed the education plan to meet the needs of the community. They are highlighted at the end of this chapter related to conditions and in Chapter 10 for best practices.

The section numbers in this chapter follow the arrangement “X.Y.Z”, where X is the number of the Outcome, Y is the Strategy, and Z is the Program. For example section 3.2.1 is Program 1 for Strategy 2 that leads to desired Outcome 3.

The chart on the next page summarizes connections among the proposed Outcomes, Strategies, and Programs for the education element of the plan. The “Priorities” shown for the Strategies are O’Fallon *residents’* ranking of the Strategies at the December 3rd community meeting. The Programs are connected to the students’ high ranked Strategies, which were developed before the December 3rd meeting.



Vision Statement

O'Fallon residents expressed this vision for education: "O'Fallon neighborhood schools are community-focused learning centers that address the intergenerational needs of all community residents and help eliminate barriers to learning."

Outcomes

Outcomes are the desired results of our actions in order to achieve the long term vision of the neighborhood's future. Residents identified three outcomes that would indicate that the Vision is being attained. Of these, two relate directly to the two public schools located in the neighborhood, Ashland Elementary and Yeatman Middle, and one addresses adult education:

1. Ashland Elementary School will be a community school performing at or above Missouri standards of accreditation.
2. Yeatman-Liddell Middle School will be an accredited community school performing at or above Missouri standards of accreditation.
3. Educational objectives of adults will be met through life-long learning programs.

Strategies

A positive learning environment at school is central to the educational process of students. Likewise, continuity of adult education opportunities offers the possibility of increased education of parents of school-aged children, as well as increased education of community members who might serve as role models for these young people.

Adult education is valuable in and of itself and is vital for building strong communities. Phillips and Pittman (2009) assert, "the ability to compete effectively in the new economy is directly related to a community's or state's ability to increase the educational attainment of all its citizens, from those with minimal job skills to those seeking the highest in academic achievement" (Phillips & Pittman, 2009).

Seven strategies are proposed to address education in the O'Fallon neighborhood. Parent engagement, learning environment, barriers, and lifelong learning are all aspects of the strategies outlined in this chapter. To achieve Outcomes 1 and 2 (related to Ashland and Yeatman), three strategies are proposed for each school. Additionally, a 7th strategy is proposed to achieve Outcome 3, related to adult education.

Outcome 1 Ashland Elementary School will be a community school performing at or above Missouri standards of accreditation

Strategy 1.1 Ashland Elementary School will enhance and maintain a learning environment through meaningful engagement of parents and other adults in all activities of the school.

Schools that promote an adult-centered, nurturing, educational climate with high expectations for academic performance, support student development both academically and socially (Haynes et al, 1996). The experience at the Harlem Children's Zone, as covered related to Strategy 2.2 below, provides background on this priority. This strategy is proposed because multiple studies in education have demonstrated a link between parent involvement/education and student learning. Creative and enthusiastic parent and adult engagement set a powerful model for children's attitudes toward school (Haynes et al, 1996). When parents are viewed as respected partners in the education of their children and are given the opportunity to use their talents and interests to benefit the school, school culture can be changed (Noguera, n.d.). This strategy was ranked by neighborhood meeting participants as the number one priority among the educational strategies. During resident and agency interviews, consistent concerns were expressed about low-levels of parental involvement.

The Ashland Elementary principal and parent outreach coordinator, the Ashland Parent Association, and an O'Fallon neighborhood committee might lead efforts to increase meaningful engagement of parents and other adults in all activities of the school. The Parents as Teachers organization may also be involved in implementing this strategy.

Strategy 1.2 Ashland Elementary School will establish cooperative relationships among students, which fosters a positive learning culture.

Students will benefit most from the implementation of this strategy by learning how to engage in and maintain constructive relationships among one another. (Please refer to Strategy 2.2 for more background on this issue.) The importance of positive relational development between youth and adults has been identified broadly by a number of sources (McGill et al, 2011; Duchesne & Ratelle, 2010; Friedel, 2010; Davis & Lease, 2007; Xu, 2005; Haynes, 1996; Noguera, n.d.). Children also learn how to interact with others by observing adults. Positive, adult-centered relationships with children and a culture of helpful interactions, as called for in Strategy 1.1, can be directed toward and result in positive relations among students.

The Ashland Elementary principal, parent outreach coordinator, Ashland Parents Association, and an O'Fallon neighborhood committee might lead efforts to increase meaningful engagement of parents and other adults in all activities of the school. Ashland's principal can provide leadership for training faculty and staff and for engaging parent/community volunteers to interact often and positively with students. The same training for interaction with between school staff and parents is also important, as

parental participation and presence are vital to school culture and attitudes (Noguera, n.d.). School based programs to enhance cooperation among students in education and other areas and to positively address conflict should be explored.

Strategy 1.3 Ashland Elementary School will continually assess students' barriers to learning in a family context and reduce barriers through school-based programs and partnerships with individuals, organizations, agencies and businesses.

Various family and neighborhood conditions may pose significant barriers to learning among young children. (See Conditions section.) It is widely known that health and nutrition, parent education / values about education, public safety, and a number of other factors can either positively or negatively affect a student's ability to concentrate and thrive in educational settings. It is important to identify clearly and eliminate or improve as many barriers to education as possible among O'Fallon residents. By addressing barriers present for Ashland Elementary students, the O'Fallon community at large can positively affect the course of learning. Parents and families, in which barriers are decreased and eliminated, will also benefit from implementing this strategy.

Assessing each student's progress and circumstances that either contribute to or impede that progress will be needed. This might be done by teachers, support staff, students, and parents. Tutors often establish the one-on-one relationships with students that leading to more personal exchanges about these topics (Tough, pp.185-186). Local agencies, political leaders, volunteers, and neighborhood organizations can be responsible for addressing barriers to education. In fact, many active participants will be needed to address over time a broad range of barriers and especially to identify factors that usually seem elusive or remain out of reach and beyond the control of students, teachers, or families. Continuous assessment and joint effort to eliminate educational barriers—present in the family or in the neighborhood—also will contribute to building social capital in the O'Fallon community.

Outcome 2 Yeatman-Liddell Middle School will be an accredited community school performing at or above Missouri standards of accreditation.

The strategies below mirror those for Ashland Elementary. However, the circumstances of children becoming young men and women at Yeatman often results in a different approach to the same strategies.

Strategy 2.1 Yeatman-Liddell Middle School will enhance and maintain a learning environment through meaningful engagement of parents and other adults in all activities of the school.

Haynes and others report that an uncontrolled school climate can reduce successful teaching and learning and disrupt student-teacher relations, and students' relationships. Much like Strategy 1.1, this strategy promotes adult presence and involvement in the educational and social development of students. Parent/adult involvement at Yeatman,

however, will manifest differently than at Ashland because of the more dispersed homes of Yeatman students. This adds an additional barrier to parental engagement—namely, geographical distance and transportation costs and time. For this reason, it will be even more important for O’Fallon community members to become involved and be actively present at Yeatman, since many parents live outside the neighborhood. This strategy was ranked the third educational priority by O’Fallon residents at the December 3rd community meeting.

This should not become a roadblock to the implementation of this strategy at Yeatman. As mentioned, evidence suggests that parents who engage in schools learn ways to help their kids become motivated; whereas parents who feel alienated from school or its environment have poor perceptions of schools. This may affect not only the parents’ perceptions of their children’s schools, but also their children’s perceptions of the school as a positive and important place (Haynes et al, 1996).

For those students and parents who move to Yeatman upon graduation from Ashland, involvement standards and expectations hopefully will already have been elevated through the implementation of Strategy 1.1. In turn, they may be able to pass on their own attitudes and skills to Yeatman parents living outside the O’Fallon community.

The Yeatman Middle School principal, community outreach coordinator, and Community Education Center (CEC) director, Yeatman Parents Association, Yeatman Community Council, and an O’Fallon neighborhood committee might lead efforts to increase meaningful engagement of parents and other adults in all activities of the school. Yeatman’s principal can provide leadership for training faculty and staff to positively engage parent/community volunteers and for them to interact often and positively with students. Parents as Teachers, again, may also be a helpful resource for parent-involvement initiatives.

Strategy 2.2 Yeatman-Liddell Middle School will establish cooperative relationships among students, which fosters a positive learning culture.

When children learn how to interact with others appropriately from adults, the peer climate positively impacts academic motivation and behavior patterns of middle-school students (Nelson & DeBacker, 2008).

[Editor’s note. The importance of positive, constructive relationships among students is brought home in the experiences of Geoffrey Canada, known for his work in the Harlem Children’s Zone. O’Fallon is not Harlem or the South Bronx, but it is important to understand that a social order that exists among young people in the neighborhood. Perhaps Canada’s experience gives some insight on the lives of children in O’Fallon. The social order in the South Bronx is understandable given conditions there and may help us understand the complex challenge represented in the strategies and programs suggested in this plan. Tough reports regarding Canada’s upbringing in the South Bronx: “... actual fathers [in the student’s home] were a rare species. In their absence [and with the belief that adults in school were powerless to protect them], the block was

ruled by teenagers They taught the younger boys to fight – *made* them fight, in fact, pitting them against one another as a rite of passage, forcing them to learn the code of the street Outsiders weren't to be trusted. Never show weakness. Never back down" (Tough, p. 111, Canada, p. 30). Canada wrote: "If I failed a test in school, I was hurt about that, but not nearly as hurt as if I failed a test [on the street]. The set of values and standards I learned there became so important to me that I would do anything from being pulled out of touch with them" (Tough, p. 112). He said that on every block, young people were fighting for status, rank, and respect and the target of a fight after school could be "some boy or girl [who] had told the teacher on the wrong person" (Canada, pp. 30-31). Fights even about the smallest possession were proxies for manhood.]

In addition to students, Yeatman faculty and staff members will benefit from positive relationships throughout the school because it will improve the learning environment. Similarly, parents will find that their children's attitudes toward others are positive and respectful.

Reversing a negative peer culture can be done by continual and sympathetic engagement of adults with young people. These adults include the Yeatman principal, staff, teachers, parent and neighborhood volunteers. The school principal can take the lead training faculty, staff, and parent/community volunteers to create a climate of positive interaction with and among students (Noguera, n.d.). The strategy can be promoted by an O'Fallon neighborhood committee.

Strategy 2.3 Yeatman-Liddell Middle School will continually assess students' barriers to learning in a family context and reduce barriers through school-based programs and partnerships with individuals, organizations, agencies and businesses.

Because so much of Yeatman's student population comes from outside of the O'Fallon neighborhood, it may take more time to address barriers present in students' households and families. Additional effort may be needed to obtain support from agencies serving families living outside the O'Fallon neighborhood. Regardless of where students live, teachers, support staff, and parent/community volunteers still can be instrumental in identifying students who need help addressing barriers that are beyond their control.

At one level, assessing each student's progress and circumstances that either contribute to or impede that progress will be needed. This might be done by teachers, support staff, and parents. Tough reported that often tutors establish the one-on-one relationships with students that create support leading to honest and more personal exchanges about these topics (Tough, pp.185-186). Leadership in this effort should come from the principal and parents. Partners can be neighborhood residents, political leaders, a wide range of social agencies, the Yeatman Community Council, and neighborhood committees that provide the child and family assistance identified and correct neighborhood wide problems that affect learning.

Outcome 3 Educational objectives of adults will be met through life-long learning programs.

Strategy 3.1 Provide life-long learning opportunities and catch-up education for adults, including those who dropped out of high school or did not learn basic skills through school-based programs and partnerships with individuals, organizations, agencies, and businesses.

This strategy addresses a wide variety of adult education needs including workforce training. As mentioned, high school and college graduation foster economic vitality, buying power, individual health, and employment rates in any community (Phillips & Pittman, 2009). Furthermore, Strategy 3.1 directly relates to all the other strategies identified in this chapter, since parents who have the education, skills, and opportunities for employment are more likely to be involved in the educational lives of their children. Throughout interviews with residents, the idea of education for community members of all ages was a prominent one. O'Fallon residents at the December 3rd community meeting assigned this strategy second in importance for addressing education in their community.

Leadership for this effort might come from community and parent liaisons at Ashland and Yeatman, the Community Education Director of the Yeatman Community Education Center, and neighborhood committees. Washington University practicum students might support identifying adult educational needs and barriers to education in the O'Fallon neighborhood—a first step in putting in place programs that will accomplish this strategy. Partners can include neighborhood residents and the health, economic development, bank, job training, housing, community development, and other agencies identified in the interviews conducted for this project

Programs

Like strategies, programs are actions taken to result in or lead to the desired results. Programs follow from the strategies. They are more specific and should be clearer guides for implementation. Students were asked to develop two programs for each prioritized strategy. The Programs described below are suggestions that require greater refinement and community review, as noted in the Introduction chapter.

For greater clarity, Strategies are integrated into the Program descriptions below.

Strategy 1.3 Ashland Elementary School will continually assess students' barriers to learning in a family context and reduce barriers through school-based programs and partnerships with individuals, organizations, agencies and businesses.

Program 1.3.1 Ashland Elementary School will implement Self-Advocacy Training for older students.

Student Self-Advocacy training addresses Outcome 1 and Strategy 3. The program can be carried out by a leader—typically, a counselor or social worker—facilitating a student group over the course of 10 weeks. Primarily, the group discusses three components embodied in self-advocacy: empowerment, self-determination, and social justice. Empowerment is defined here as greater control over life choices and an awareness of the effect of social structure (political, economic, spiritual and social) on their lives. Self-determination is the increased ability to control one's environment and self to solve problems, set and accomplish goals, and make decisions. Lastly, social justice is the understanding of disadvantages and advantages in relation to resources, rights, and treatment placed upon different groups in society (immigrants, race, ethnicity, age, religion, physical ability, sexual orientation, and social-economic status).

Self-Advocacy Training, first and foremost, will affect students. Implementation of this program in other places has shown improvement in students' self-concept and motivation. When a majority of students become serious about education through the Self-Advocacy Training program, observers have noticed the improved attitudes affect students' peers in the school. If Self-Advocacy Training has the potential to transform student attitudes about learning, and thus the culture of the school, this program could be noteworthy for producing successful students at Ashland, who eventually attend Yeatman and affect Yeatman's learning climate.

The minimum cost to implement this program would be \$50 per group. Materials such as handouts, folders, writing instruments, and activity materials, would add minimally to the total cost of the program. Possible funding sources are Ashland's Parent Teacher Association (PTA), fundraisers, or enrollment in the Schnucks eScrip community cards. (Schnucks eScrip cards can be designated for a specific school. The school distributes the Schnucks cards to anyone who wants a percentage of each of his/her Schnucks purchase to go toward Ashland Elementary.)

The social worker / counselor at Ashland could lead this initiative, perhaps with the assistance of a practicum student or intern from a local college or university. Ashland could explore the possibility of receiving a practicum student from the Brown School of Social Work at Washington University by contacting Cynthia D. Williams, Director of Field Education.

Strategy 1.1 Ashland Elementary School will enhance and maintain a learning environment through meaningful engagement of parents and other adults in all activities of the school.

Strategy 1.3 Ashland Elementary School will continually assess students' barriers to learning in a family context and reduce barriers through school-based programs and partnerships with individuals, organizations, agencies and businesses.

Program 1.3.2 The O'Fallon community will implement the Watch D.O.G.S. program.

A second program proposal relates to Outcome 1, Strategies 1 and 3. Watch D.O.G.S. (Dads of Great Students) could also be implemented at Ashland to establish meaningful parental engagement and remove learning barriers as early as possible in a child's education. This school-based program encourages fathers or father figures (grandfather, uncle, older brother, etc.) to volunteer at the school at least one day-all day during an academic year. The kickoff event for this program is a gathering at which participants receive orientation and sign-up for a volunteer day.

Ideally, each Watch D.O.G.S. chapter is led by a "Top Dog," who is a father or father figure in the community. Free coaching is available to train the "Top Dog" to motivate others toward involvement. Volunteer fathers or father figures can assume a variety of tasks or roles: monitoring the lunchroom, assisting in the classroom, watching over the playground, helping students in class. Ashland's PTA could identify a father or father figure, or a member of the O'Fallon Community Development Organization could work in conjunction with Ashland staff to name the "Top Dog". Residents at the December 3rd community meeting also suggested partnering with the Father Support Center at Prince Hall for this effort. An O'Fallon resident on a neighborhood education committee could help with parent outreach.

This program is provided by the National Center for Fathering. The only cost would be for food at the kickoff event. The Watch D.O.G.S. program could positively impact fathers, father figures, students, school, and the community at large. Watch D.O.G.S. is implemented in over 40 states in the U.S. and has been linked to increased school safety and a 79% increase in fathers' participation in other areas of schools (such as, parent-teacher conferences, after-school programs and the PTA). Such results affect student academic achievement (Noguera, 2001).

Strategy 3.1. Provide life-long learning opportunities and catch-up education for adults, including those who dropped out of high school or did not learn basic skills through school-based programs and partnerships with individuals, organizations, agencies, and businesses.

Program 3.1.1 The O'Fallon community will implement a Parenting Wisely program.

Parenting Wisely is a program proposal addressing Outcome 3 and Strategy 1 for adult education. Parenting Wisely is a cost-effective parent training program that focuses on

at-risk families with children ages 3-18. The program was developed to help family members enhance relationships with one another and decrease conflict. The curriculum is focused on teaching parents more effective, positive skills for behavior management and child support.

Parents can participate in a number of ways. These options might increase participant numbers. The program can be self-administered by individuals at their chosen pace and location or in facilitated group sessions. While self-administration might be the only (or preferred option) by some parents, it is proposed that parents be encouraged to participate in group sessions to increase parent-to-parent and parent-to-school social capital in the community. Interactive computer software, DVDs, or video cassettes can be used with a parent workbook that is written at a 5th-grade level. The workbook contains lessons, tips, and quizzes that build on content found in the media portions. The lessons are broken into three sections that generally are completed in 2.5 to 3 hours by individuals, or longer, if used by groups. Both the CD and Internet programs record performance on quiz questions.

The Family Resource Center (FRC) has implemented this program with individuals and groups. Partnering with FRC might decrease or eliminate costs. The best results might come through marketing Parenting Wisely by the principals and community / parent liaisons at Ashland and Yeatman, Yeatman Community Education Director, and the Yeatman Community Council (YCC). Leadership could come from a parent who has experienced the benefits of this program. Support might be provided by a neighborhood committee.

This program could affect entire families through its aim at increasing and improving family communication, behavior, and norms. This, again, will likely correlate to student achievement at Yeatman and Ashland schools. As parents gain confidence through real-life scenarios highlighted in this program, parents will be able to build social capital through support of the schools' mission (Noguera, 2001).

Program 3.1.2 The O'Fallon community will implement an assessment and pilot program at Ashland and Yeatman to address adult literacy.

This program addresses adult literacy needs, GED completion, and workforce development. This is not so much a program as a combination of efforts and partnerships to work toward increasing adult education in the O'Fallon neighborhood. It is proposed that perhaps the Yeatman Community Council (YCC) or the neighborhood education committee initiate the effort.

A goal would be that a certain number of O'Fallon adults/parents complete the GED program and reach other adult educational objectives. The YCC or neighborhood education committee could coordinate an adult/parent focus group to ascertain the barriers associated with the inability to complete GED classes. St. Louis Public Schools offers GED classes at no charge, but each class must enroll 15 students and maintain that enrollment. Yeatman-Liddell Middle School has had mixed success hosting GED

classes in the past. The St. Louis Community College (SLCC) is a source of GED education. The St. Louis Public Library also offers GED classes and this program might be offered at one of the neighborhood schools. The Julia Davis Branch Library is located just adjacent to O'Fallon.

Adult educational levels directly correlate with community health, success, and competitive advantage. Phillips and Pittman (2009) emphasize the role of community colleges in workforce development. In Fall 2011, Missouri Health Workforce Innovation Networks (MOHealthWINS) was instrumental in the allocation of \$20 million to 12 community colleges throughout the state. St. Louis Community College aims to educate 4,600 Missourians in the health care field.

Another step in working toward the proposed program/effort would be to establish a partnership with St. Louis Community College to secure the acceptance of a certain number of O'Fallon residents in the upcoming health workforce education initiative. Any resident affected by the Trade Adjustment Act would be particularly eligible for education in this initiative, but student enrollment is not limited to those affected by the Trade Adjustment Act.

Additionally, O'Fallon residents and the YCC could continue to foster a cooperative effort among Ashland and Yeatman public schools, and other local institutions of higher education, in order to strengthen capacity for implementing adult education programs in the future.

Overall, this adult education effort would benefit those involved and the O'Fallon community because more parents/adults would receive continuing education, specific workforce training, and increased employment and local buying potential. Usually college graduates earn 73% more than non-college graduates over their lifespan. Persons with higher levels of education also are more likely to engage in volunteer work and vote and less likely to run afoul of the law. Children of these individuals read more, have higher cognitive skills, and better concentration (Baum & Payea, 2005).

Conditions

Various demographic data and neighborhood conditions align with or support the strategies and programs outlined in the Education chapter. These data are critical to understanding the context of education in any community. The approach below follows the advice of educator Paulo Freire who treats the conditions of oppression as "limit situations". In these situations, the problems are thought of as constraints and the possibilities for action in relation to them are analyzed. This is done so that new ways of imagining positive change can be obtained.

It is helpful to review some basic population figures especially related to education for the O'Fallon neighborhood and vicinity. The total O'Fallon population in 2010 was 5,459. Of this total, 1,412 persons (26%) were 17 years old or younger and 1,045 were school aged, or 5 to 17 years old. Of the students in the 2007-2008 school year from

zip code 63115, which includes O'Fallon: 62%, attended St. Louis Public Schools, 20% public charter schools, 16% were in the Voluntary Interdistrict Coordinating Council (VICC) program under a 1980 court desegregation order, and the remaining 2% in non-public schools (a much lower percentage than the 31% city-wide in non-public schools) (National Association of Charter School Authorizers, 2009, p. 40).

In 2000, the last year for which we had information, 42% of the children from birth to 17 were living in poverty-level households. Based on the 2006 Provident Survey of both the O'Fallon and the Penrose neighborhoods (and to the best of our ability to evaluate this report), of total households, 32% were single person households, 38% were 2 or more person households with children, and 30% were two or more person households without children. Of the households with children (38% of total households), 51% were "married" couples, 43% were single female-headed households, and 6% were single male-headed households (Provident, pp. 14-15). These data underscore the need for focusing on barriers to education for both children and parents.

Anne Henderson (2002) identified multiple findings regarding parent involvement. Parent involvement has been positively related to student attendance, discipline, reduced parent-staff conflict, achievement, positive attitude and self-esteem. It positively relates to student achievement and parent participation in the community (Henderson, 2002). Additionally, the more comprehensive and long-lasting the parent's participation, the greater the effect on the child (Henderson, 2002). This evidence underscores the significance of parent-involvement.

In 2011, interviews were conducted with principals and staff at Yeatman-Liddell Middle School and Ashland Elementary School. Interviewees reported that only 55 parents participated in Parent-Teacher conferences at Yeatman, in fall 2011. If this number represents parents with only one child at Yeatman, then roughly 23% of parents participated in Parent-Teacher conferences this semester. At a more recent interview with the Yeatman principal, it was reported that only 5-10% of parents were involved in more than a minimal way. The Ashland Elementary principal reported that 22% of families participated in some type of event in the past year.

The chart below (Figure 1) indicates the educational attainment level of O'Fallon residents. Twenty-one percent (21%) of residents (in the O'Fallon/Penrose neighborhoods combined) had not obtained a high school diploma or a GED (Provident, 2006, p. 29).

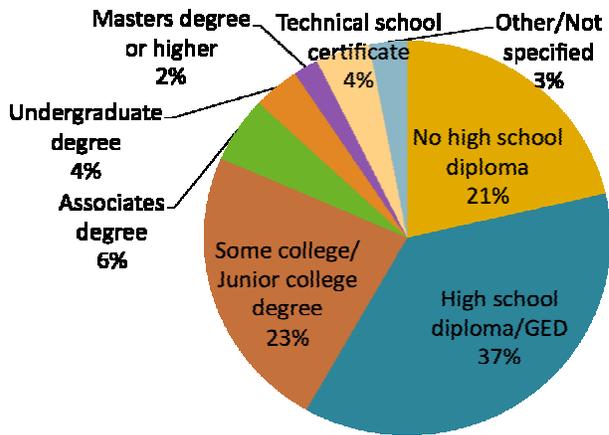


Figure 1

Principals and staff at Yeatman-Liddell Middle School and Ashland Elementary School reported low literacy rates among students and parents alike. Although Yeatman has held GED classes for adults, the school often finds it difficult to enroll and maintain a class of 15 students, which is a requirement for St. Louis Public Schools to fund the classes. Education levels of students in neighborhood schools, as reflected in MAP scores, evidence low achievement levels. At Ashland Elementary in 2010, students scored 12.6 in Communications on the MAP, and 11.5 in Math. Both scores were well below the target scores of 67.4 for both sections. Yeatman students scored even lower: 10.6 in Communications; 10.1 in Math.

Furthermore, none of the students living in zip code 63115 which includes the O’Fallon neighborhood have access to a neighborhood “Tier 1” St. Louis Public School. A Tier 1 school is one where students perform at 50% or above Missouri Annual Proficiency standards for Math and English. Zip code 63115 was ranked first in need according to this measure.

Provident, Inc. began a “Self-Reliance Communities Initiative” in the Penrose and O’Fallon neighborhoods in about 2005. One document from this effort indicated that the high school graduate rate for the area was 57% and that between 48%-52% of the students in elementary and middle schools transferred in or out during the school year. This figure was 105% for area high school students. (Provident, n.d. p. 4)

Also related to the education strategies and programs are household income data and perceived challenges to children. Figure 2 illustrates challenges parents or guardians perceived among O’Fallon/Penrose children (Provident, 2006, p. 27).

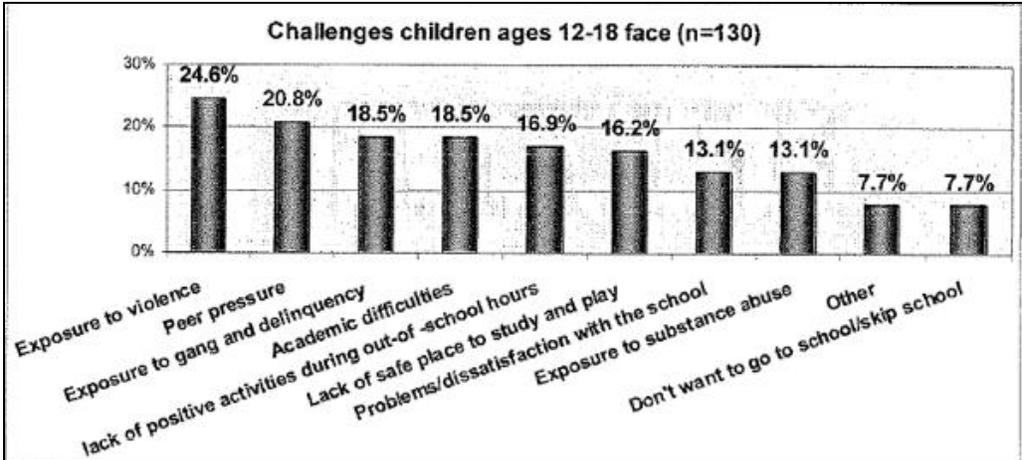


Figure 2.

The Provident survey reported that 54% of the young people under 20 felt very or somewhat unsafe (Provident, 2006, p. 36)

This survey also found that while crime / public safety was the top motivation for going to a neighborhood meeting, improving the quality of schools was the highest priority of residents among all issues that should be addressed by the neighborhood associations (51% of residents) (Provident, pp. 42-43).

5. PUBLIC SAFETY AND FEAR OF CRIME



Clergy lead peace march in O'Fallon

Summary

In order to achieve residents' desired future (a safe neighborhood, with little fear of crime and working together to successfully address crime and disorder issues as they occur), outcomes include an effective community – police partnership, continual police actions to address crime “hot spots”, and the reduction or elimination of drug trafficking.

Actions to be taken to achieve these results include working with police to identify and overcome barriers to community involvement; neighborhood mobilization; coordination with police to prioritize crime problems and create anti-crime strategies; and participating with police in an appropriate way to reduce crime and drug trafficking. Strengthening the St. Louis drug nuisance abatement law also is needed.

For strategy and program actions, this chapter discusses which group or agency might take the lead, endorsements needed, which groups would be helpful partners. Since funding is limited, emphasis is placed on greater coordination of law enforcement agencies and the courts and on community mobilization

Introduction

Development in a community is difficult to carry out when there is a strong presence of crime and fear of crime among residents. Fear of crime is a complex issue that sometimes is unrelated to the actual occurrence of crime in an area. Fear of crime has significant effects on a neighborhood's ability to reduce crime because it causes a sense of powerlessness, loss of control, and withdrawal from community life.

In O'Fallon, members of the community, in a combined effort with Weed and Seed and the Saint Louis Police Metropolitan Department (SLMPD), have been working to reduce and eliminate crime. In the past few years, their efforts have been effective. There has

been a decrease in reporting of the most serious types of crime, including murder, aggravated assault and rape. Feedback from both the September 17th meeting and resident interviews gave us a broader perspective. Residents felt frustrated over how crime in their neighborhood has been handled. They feel that there is a small group of dedicated community members working to make a difference without enough support from neighbors and the police. With the recent elimination of Weed and Seed funding, we also heard concerns from residents and service providers about a lack of alternatives for crime prevention and reduction.

Through the various meetings and interviews with residents, we were given a sense of the most critical public safety issues. These mainly focused on the perceived lack of presence of SLMPD officers in the neighborhood and residents' distrust of officers. There also was discussion of the need for stronger collaboration between police and residents, and of residents taking their share of responsibility for addressing crime. The vision statement and outcomes that were developed focus on strengthening resident and police collaboration, giving the community members a chance to have further engagement in helping reduce crime, and also community members holding police more accountable for their duties in the neighborhood.

It should be noted that the approaches recommended here do not involve "traditional policing" by which it is meant: random officer patrols, isolation of officers in cars, reactive arrests, and so on. This approach largely has been replaced by more effective Community Oriented Policing and Problem Oriented Policing approaches that are included here. Both of these approaches are simply smarter policing.

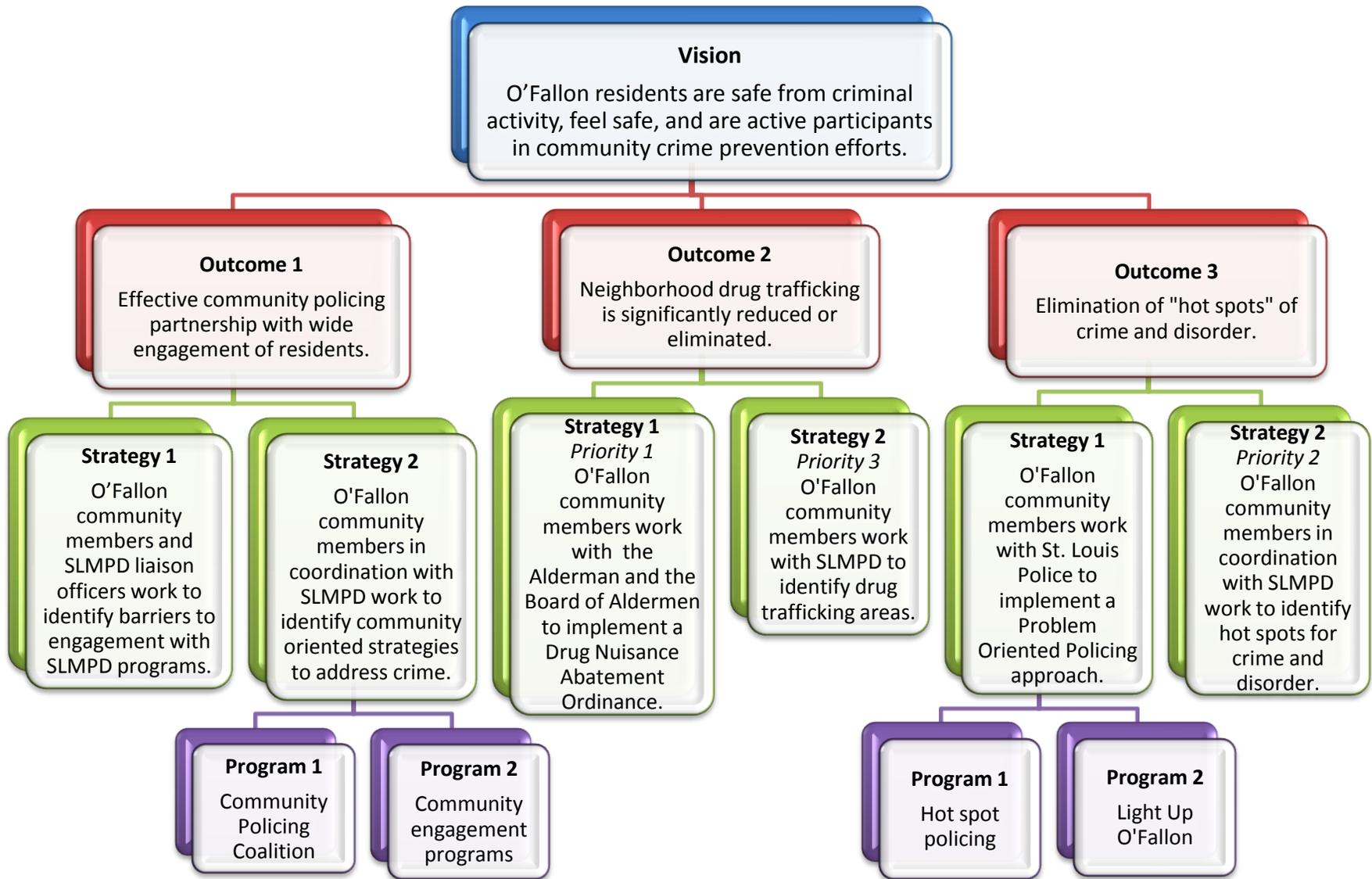
One researcher on crime said: "the United States ... is characterized by unstable nuclear families, very weak extended-family networks, and frequent residential mobility and job changes. Neighborhoods are not the emotional or economic locus for much of this activity. ... friends are not necessarily neighbors and neighbors are not necessarily friends" (Skogan, 1990, p. 171). Regardless of the relative accuracy of this statement, our approach is that neighborhood relationship and community are essential to address not only public safety issues but many other aspects of neighborhood life.

A text box in Chapter 1 provides the definitions of Community Vision, Outcomes, Strategies, and suggested Programs. Neighborhood conditions and best practice research have informed the public safety plan to meet the needs of the O'Fallon community. Conditions are highlighted at the end of this chapter and best practices are covered in Chapter 10.

The section numbers in this chapter follow the arrangement "X.Y.Z", where X is the number of the Outcome, Y is the Strategy, and Z is the Program. For example section 3.2.1 is Program 1 for Strategy 2 that leads to Outcome 3.

The chart on the page after next summarizes connections among the proposed Outcomes, Strategies, and Programs for the public safety element of the plan. The "Priorities" shown for the Strategies are O'Fallon *residents'* ranking of the Strategies at

the December 3rd community meeting. The Programs are connected to the students' high ranked Strategies, which were developed before the December 3rd meeting.



Vision Statement

O'Fallon residents provided this long-term vision for public safety: "O'Fallon residents are safe from criminal activity, feel safe, and are active participants in community crime prevention efforts."

Outcomes

Outcomes are the desired results of our actions in order to achieve the long term vision of the neighborhood's future with regard to public safety. Here are the Outcomes established by O'Fallon residents participating in the planning effort:

1. Effective community policing partnership with wide engagement of residents.
2. Neighborhood drug trafficking is significantly reduced or eliminated.
3. Elimination of "hot spots" of crime and disorder.

From these outcomes, a number of strategies and programs were developed to address crime and fear of crime in O'Fallon. At the December 3rd meeting, residents provided input about which strategies they saw as priorities, as well as give us feedback about program ideas. In the following sections, we will discuss each strategy and program. Two of the three strategies prioritized by residents related to Outcome 2 – drug trafficking, evidencing the importance of this issue.

Strategies

Strategies are actions that might be taken to result in or lead to the Outcomes above. For better communication, Outcomes are integrated into the descriptions of Strategies below.

Outcome 1 Effective community policing partnership with wide engagement of residents

Strategy 1.1 O'Fallon community members and SLMPD Liaison office will work to identify barriers to engagement with SLMPD programs.

All the outcomes in the Public Safety Chapter require O'Fallon community members and SLMPD to work together to solve problems. A common complaint reported was that the community distrusts the police, and this distrust results in a lack of participation in crime prevention efforts. This strategy attempts to affect the issue directly by establishing a way for police officers and community members to build their relationships.

This strategy might be convened and endorsed by the Alderman, block captains, council of local churches, and the O'Fallon Community Development Organization. It will require youth leaders and active citizens to meet with O'Fallon's Liaison Officer and the SLMPD 5th and 6th District Community Outreach Officers. These meetings might take place at the Sanctuary or another public place where residents feel comfortable. While

other meetings between residents and police focus on crime, the purpose of this meeting is to address specifically what actions may be taken by the police or community members to promote collaboration and strengthening partnerships. In addition to identifying barriers to engagement, these meetings would encourage the many ways that police officers might engage and establish relationships with residents of all ages, such as at block parties, through sports, participation in events at Yeatman MS and Ashland Elementary, involvement with Dream Center activities, and so on. This is done with the understanding that success in reducing crime in O'Fallon only will come once there is cooperation, mutual respect, and relationships established between SLMPD and residents.

While residents at the December 3rd community meeting did not choose this strategy as a priority, we feel that it could be successful in giving residents greater confidence in the police.

Strategy 1.2. O'Fallon community members in coordination with SLMPD will work to identify community oriented strategies to address crime

Adopting community-oriented strategies is an important component in the effort to reduce crime in O'Fallon. Newman said: "When people started protecting themselves as individuals rather than as a community, the battle was lost." In Community Oriented Policing (COP), the police and community form a full partnership to work together to examine the occurrence and location of crime of different types, prioritize the types of crime that should be targeted, and develop activities for combating crime. These actions can range from traditional apprehension- to reducing the conditions that lead to crime. COP is a police department organizational strategy based on mutual respect between residents and police and the understanding that residents have both the right and responsibility to address public safety. Some elements of Community Oriented Policing include beat officers continuously assigned to the neighborhood, store front police offices, decentralization of control, assistance by the beat officer with special needs residents, and coordinate of service agencies. COP affects the day-to-day operation of the police within the neighborhood. It is based on the belief that informal community control, as shown in a sense of social responsibility, positive norms of behavior, mutual concern, and involvement, has greater influence over the incidence of crime, fear or crime, and community disorder than do the police. While COP is the vehicle for community engagement in public safety activities, it generally is carried out by a relatively small group of neighborhood connector / leaders. Program 1.2.1 adds a broader community base to this activity through the suggested creation of a Community Policing coalition (See Programs below.) Skogan has reported that Community Policing cannot be implemented without Problem Oriented Policing, as addressed in Strategy 3.1 below (Skogan, 1999, p. 8).

COP in O'Fallon will need the highest level of endorsement and support including from SLMPD chief Daniel Isom, Mayor Slay, and the SLMPD District 5 and 6 Commanders, and neighborhood leaders. This strategy will require on-going involvement by police officer, block captains, church leaders, members of the community, and the Alderman.

Community members also should be able to depend on the police through every step of the process for support, advice, information, and cooperative involvement. This effort could evolve from the community public safety effort currently underway in O'Fallon that is modeled after the Lafayette Square anti-crime program.

This strategy was not chosen as a priority at the December 3rd community meeting perhaps because it did not involve immediate action to halt criminal activity. Over the long run, this partnership can be beneficial in increasing the amount of control residents feel they have over their neighborhood, reduce crime, improve the conditions that lead to crime, and reduce fear of crime.

Outcome 2 Neighborhood drug trafficking is significantly reduced or eliminated.

There is an especially important connection between drugs and young people. When Geoffrey Canada was working for a social service agency in Harlem, he noticed that more young boys were being killed in connection with the crack cocaine epidemic in the early 1980s. He wrote: "because guns and the drug trade go hand in hand, it didn't take long before children involved in the trade began to want guns and to buy them..." (Canada, p. 80). They wanted guns for protection and status, for the same reason one learned to fight, but guns changed the sense of power. These young people began to recruit their friends and peers to run their own businesses. From about 1984 to 1994, the homicide rate for young African-American males (14 to 24 years old) increased three fold and over 25% of these murders were related to crack distribution. This rate of murder then decreased by 2001 to about 50% above the level in 1984 (Levitt, p. 163).

There are different voices about this situation in the O'Fallon neighborhood and perhaps each has a part of the truth. Weed and Seed police officers in 2011 reported that most drug trafficking in the O'Fallon neighborhood was being carried out by older, 19 to 27 year olds. Cell phone use had moved dealing from homes to pre-arranged meetings in parking lots on Natural Bridge Ave and adjacent to the I-70 freeway exits. Young people begin to get involved in dealing at 16 or 17 years of age, older than in the eighties and nineties. Violence occurred and was sporadic related to drug trafficking, yet perhaps 90-95% of young people have had a close friend or relative killed in the drug trade and do not expect to live past 30 years of age. Other voices, like Shana Renshaw, the Yeatman Community Education Center director, Jason Williams of Matthews-Dickey Boys and Girls Club, and Clay King, director of the Shreve Center, offer a different picture in interviews: that young people need love, a safe haven where someone cares about them, motivation and structure. Regardless of what you believe, it is critical that one understands drug trafficking, gangs, and confrontation in terms of young people's lives in O'Fallon.

Another picture emerges when one considers the low rate of incarceration of those arrested for narcotics violations. Judges sometimes follow sentencing rules or guidelines that do not properly value the damage that the social order of drug dealing can do to the lives of children and the quality of neighborhoods.

Strategies 2.1 and 2.2 are linked to Public Safety strategies 1.2 (Community Oriented Policing) and 3.1 (Problem Oriented Policing) in this Chapter. Drug dealing also results in individuals with drug addictions in the neighborhood. Programs for drug addiction would be developed under Strategy 3.1 in Chapter 6, Social Services, Informal Helping and Health.

Strategy 2.1 O'Fallon community members will work with the Alderman and the Board of Aldermen to implement a Drug Nuisance Abatement Ordinance.

We proposed this strategy based on the concerns raised by O'Fallon residents during the September 17th community meeting that drug trafficking and drug use are prevalent in the neighborhood, and a significant concern. This sentiment also was echoed in the Operation Weed & Seed, July 2011 Progress Report.

The ordinance primarily will affect property owners who permit their property to become areas of drug related criminal activity. These property owners, including individuals or corporations, could be subject to fines, closure of the property, and criminal penalties for violation of the ordinance. This strategy reduces drug activity by acting to shut down drug sales out of buildings and by motivating landlords to monitor tenants for drug activity and to evict those for whom there is evidence of involvement with dealing.

O'Fallon residents will play a key role in this strategy since the ordinance only will be effective if the SLMPD and City are aware of properties that are locations of drug activity. As such, residents will need to be vigilant and report evidence of properties with drug activity to the City and SLMPD, e.g. frequent, fast drive-ups and departures, passing packets of drugs and cash. In addition, the SLMPD and City will need to follow up on these complaints and keep accurate records so that they can quickly identify properties that violate the ordinance and take the appropriate legal action under the ordinance. Proving that drug dealing exists can be difficult, but research should be carried out to identify the full range of legally admissible evidence. Residents identified this strategy as their first priority during the December 3rd community meeting.

To implement this strategy, the O'Fallon residents will coordinate efforts with the Ward 21 Alderman and the Board of Aldermen for the City of St. Louis to adopt the ordinance. In addition, the O'Fallon residents will coordinate efforts with other St. Louis communities ravaged by the effects of drug activity to lobby the Board of Alderman to vote in favor of the ordinance. Once the Board of Aldermen passes the ordinance and it becomes a law, the O'Fallon residents will coordinate efforts with the SLMPD and the St. Louis Department of Public Safety to ensure adherence to the ordinance and hold them accountable to do so.

Strategy 2.2 O'Fallon community members will work with SLMPD to identify drug trafficking areas

This strategy works in tandem with Strategy 2.1 by targeted drug trafficking not occurring in building such as on the street, in O'Fallon or Fairground park, in parking

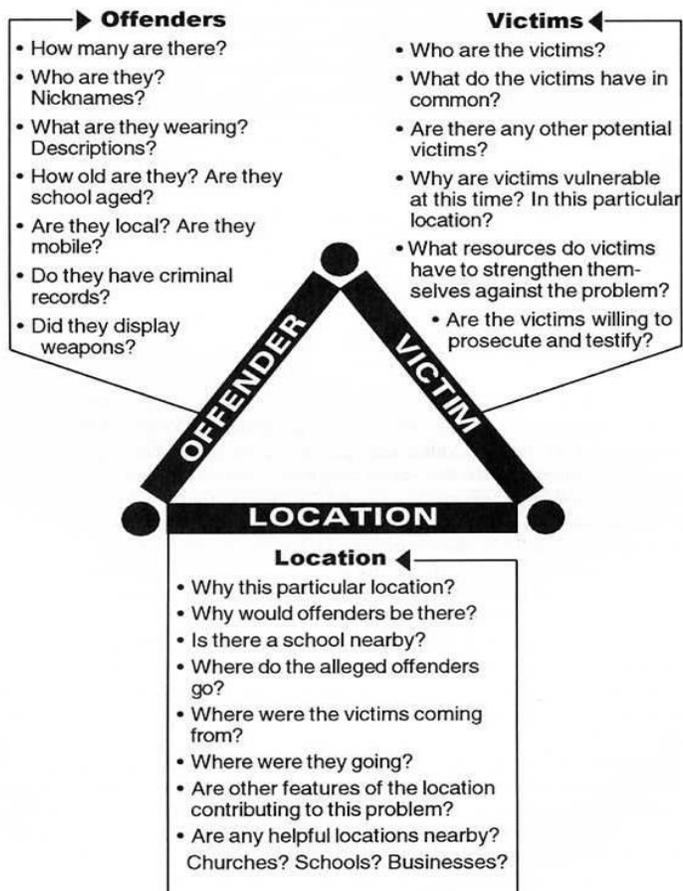
lots, in alleys, and vacant lots and buildings. This strategy is proposed in response to comments from O’Fallon residents during the September 17th community meeting that drug trafficking is a significant neighborhood problem and that both O’Fallon residents and SLMPD officers would benefit from better working relations.

The main group that will be affected by this strategy and that will take a lead on this strategy is O’Fallon residents: they will need to take a more proactive approach with reporting drug trafficking activity. This strategy also will affect the SLMPD because, if it is effective, they will see an increase in resident reports of criminal activity. This will require increased activity by the SLMPD to respond to these reports and to coordinate efforts with partner policing agency responsible for enforcement. Other partners involved with this strategy will be the O’Fallon Block Captains who have already taken a role with crime prevention. Residents identified this strategy as their third priority during the December 3rd community meeting.

Outcome 3 Elimination of “hot spots” of crime and disorder

Strategy 3.1 O’Fallon community members will work with the SLMPD to implement a Problem Oriented Policing approach

Problem Oriented Policing is a policing approach that directs where police focus their limited resources on high-risk places in terms of people, place, offenses, and times (Colombo, 2011). It is based on persistent patterns of crime related incidents in terms of victims and perpetrators. Usually it is based on the “SARA” process: Scanning, Analysis, Response, Assessment “Scanning” involves analyzing crime and disorder patterns in the neighborhood such as through calls for police service, arrests, Citizen Service Bureau requests, and information from residents. Often computer mapping (GIS) is used in a process called COMSTAT. “Analysis” addresses not only why crime is occurring at a specific time and place and with a certain group of victims, but also considers the underlying causes of crime, which might be more complex and costly to address. “Response” is the action plan and this may involve collaboration among a



number of parties including government agencies, non-profits, residents, and so on. Lastly “Analysis” is the evaluation of the effort’s effectiveness and adjustment needed to the approach.

The “crime triangle” above is used to analyze crime patterns. It directs our attention to the intersection of victims, offenders, and place. Place and information about victims are regularly collected in police reports. This approach calls for matching the offender’s information when and if it is available. One important issue in O’Fallon is whether the offenders live in the neighborhood or come from outside it.

As noted above, Wes Skogan, a noted criminologist, believes that Community Oriented Policing (see strategy 1.2 above) cannot be carried out without these Problem Oriented Policing approaches. (Skogan, 1999, p. 8) He also notes that sometimes crime issues require ways of “making and imposing decisions that are backed by the coercive power of the state”, e.g. the police and other elements of the criminal justice system. He says that “In the case of drugs, [Community Policing efforts are unlikely] to be effective without the police” (Skogan, 1990, p. 171). Police departments can carry out Problem Oriented Policing without the involvement of residents, but they probably will be less effective and may reinforce negative perceptions of the police.

The main lead group for this strategy is the SLMPD because they will be tasked with leading the Problem Oriented Policing approach. The main partner will be O’Fallon residents, who will be asked to work with LMPD on crime prevention efforts. Other partners that may be involved include the Alderman, existing block captains, and community businesses and social service agencies.

Strategy 3.2 O’Fallon community members in coordination with the SLMPD will work to identify hot spots of crime and disorder

This strategy based on comments from O’Fallon residents during the September 17th community meeting that there were a number of well-known areas with high crime. A cooperative partnership with the SLMPD and O’Fallon residents to identify these hot spots of crime and disorder and would be an effective way to address the residents’ concerns and the SLMPD’s desire to increase community engagement. As a result of the appropriate police response to carrying out these strategies, there will be increased presence in the identified hot spots, which will lead to more arrests and the reduction of criminal activity. Residents identified this strategy as their second priority during the December 3rd community meeting.

The strategy addresses neighborhood disorder in addition to crime. Since the 1980s there has been much attention to the role that social and physical disorder plays in destabilizing neighborhoods. Disorder has been reported to include idle men and groups of youth, broken streetlights and windows, dilapidated and abandoned buildings, trash filled vacant lots and alleys, abandoned vehicles, appliances, etc., litter, graffiti, vandalism, trespassing, harassment, public drinking or drugging, and prostitution. Skogan reports that “neighborhood levels of disorder are closely related to crime rates,

to fear of crime, and the belief that serious crime is a neighborhood problem (Skogan, 1990, p. 10). Importantly, disorder and crime leads to withdrawal from the community, undermines the sense of mutual responsibility, and reduces participation in community affairs - all needed to prevent crime.

The main groups that will lead this strategy are the SLMPD and O'Fallon residents. Existing Block Captains, Neighborhood Watch, and O'Fallon Community Development Organization should collaborate with the SLMPD on this strategy, working to increase community participation.

Programs

Like strategies, programs are actions taken to result in or lead to the desired results. Programs follow from the strategies. They are more specific and should be clearer guides for implementation. Students were asked to develop two programs for each selected strategy. The Programs described below are suggestions that require greater refinement and community review, as noted in the Introduction chapter.

For greater clarity, Strategies are integrated into the descriptions of Programs below.

Strategy 1.2 O'Fallon community members in coordination with SLMPD will work to identify community oriented strategies to address crime

Program 1.2.1 Community Policing Coalition

The purpose of the Community Policing coalition is to reduce crime, enhance quality of life and increase feelings of security in the O'Fallon neighborhood by inviting residents and individuals from community organizations to partner and work together in a proactive crime prevention coalition. This coalition will be active in a variety of crime prevention activities including community policing efforts, informing residents of recent criminal activities, and providing follow up for citizen bureau complaints. Members also would attend sentencing hearings of individuals who have perpetrated crime in the neighborhood to ensure the community interests are being heard. The coalition will organize a list of resident contact information so that when information needs to be disseminated to the community, it may be done very quickly. It also is recommended that the coalition work with local organizations and the recreation center to create programs for youth. The coalition will give citizens pride and a greater sense of empowerment through strength in numbers and influence over the neighborhood.

The coalition should have representation from a broad range of individuals including community residents, the O'Fallon Community Development Organization, District Attorney and Circuit Attorney's offices, probation/parole offices, SLMPD, O'Fallon Citizens Patrol members, block unit captains, O'Fallon's police liaison officer, the 6th District Community Outreach Officer, and agency representatives providing job placement and training, recreation, and other services.

Program 1.2.2 Community Engagement Programs

Community engagement programs reflect the expressed need for O'Fallon residents to build relationships with each other and the SLMPD, highlight the strengths of the community, celebrate successes, and give youth a variety of ways to become involved in positive neighborhood activities. Some of the activities recommended include a youth basketball league with involvement of SLMPD officers, block parties, tours of neighborhood homes, art programs, community clean up days, and jazz concerts, and holiday festivals.

Community engagement effort might be led by Community Policing coalition, O'Fallon Community Development Organization, the Urban League Block Unit program, and so on. Partners could include block captains, the neighborhood schools, social service agencies, the recreation center, businesses, churches, the Dream Center, the Alderman, and SLMPD, as well as artists, musicians, students, and other leaders of the community. Each type of activity might be carried out by a separate committee that would organize the activity, recruit volunteers, seek sponsors, and obtain financial support.

It was suggested initially that block parties and BBQ's could be sponsored by the SLMPD, which has been done in District 5 with much success. However residents at the December 3rd community meeting felt that a police-sponsored event would deter attendance. Instead they suggested that a block group or church act as the sponsor and welcome the participation of police officers in an informal manner.

The benefits for the O'Fallon community will be as varied as the types of engagement activities implemented. It is an opportunity for residents and stakeholders to build relationships among one another and network with various organizations. The programs can give youth important experiences in building positive social capital. Art, music, and dance classes and festivals would also bring more cultural learning opportunities to the residents and can attract visitors. The activities can influence the perception of the neighborhood.

Strategy 3.1 O'Fallon community members will work with the SLMPD to implement a Problem Oriented Policing approach

Program 3.1.1 Hot Spot Policing

Hot spot policing is a crime prevention strategy utilized by police departments that focuses on the places where crime is concentrated (Braga, 2007). The approach developed from the fact that there is "significant clustering of crime in small places" or "hot spots," that generate half of all criminal events. Braga notes: "research evidence suggests that focused police interventions . . . can produce significant crime prevention gains at high-crime 'hot spots'" (Braga, 2007, p. 4).

The SLMPD would work together with O'Fallon residents to identify hot spots of criminal activity in the O'Fallon area. This will involve the use of GIS crime and disorder mapping, and other tools used by the SLMPD to identify areas with high concentrations of crime. In addition, SLMPD will compile information gathered from citizen. Once SLMPD has identified hot spots, it will implement policing strategies, such as directed patrols, bike patrols, proactive arrests, low / zero tolerance for disorderly behavior, and other targeted crime prevention strategies in these areas.

Because hot spot policing primarily is a crime apprehension strategy, the SLMPD will have to take the lead in implementing this program. They might be assisted by other police departments that have successfully implemented hot spot policing such as the Jersey City, New Jersey and Minneapolis, Minnesota police departments (Braga, 2007). SLMPD also can collaborate with the National Institute of Justice, an agency within the federal Department of Justice that provides research and evaluation on crime and justice issues, to evaluate the program. This also would include the Alderman. O'Fallon residents and the Community Policing coalition must work cooperatively with the police to identify criminal activity so that the SLMPD has the most accurate information. O'Fallon residents will have to adjust to increased police activity in certain areas which likely will lead to higher arrest rates.

Benefits of the hot spot policing program will include an increased police presence in areas of O'Fallon where residents know that crime and disorderly behavior are taking place. This will create social capital because residents will have tangible evidence that their voice matters and the SLMPD has taken their concerns seriously. Hot spot policing may require additional funding for increased patrols and manpower in hot spots. This funding might come from federal, state, or local grants. The SLMPD could request additional funding from the St. Louis Police Foundation.

The residents did not provide any specific comments on the proposed hot spot policing program at the December 3rd community meeting.

Program 3.1.2 Light Up O'Fallon

In recent years, under the U.S. Department of Energy, the Solid-State Lighting program has promoted the use of LED light fixtures to replace old lights in various cities throughout the country (Department of Energy, 2011). In 2010, Saint Louis received a \$300,000 Energy Efficiency and Conservation Block Grant (EECBG) to implement an LED lights pilot program on three streets, including Natural Bridge (New Streetlights, 2010). Welsh and Farrington (2007), after doing systemic research on the effectiveness of street lighting programs, concluded that improved street lights have clear benefits, including reduction in crime and improved community confidence.

In order to advocate for light replacement in the O'Fallon neighborhood, we recommend the formation of a committee, "Light Up O'Fallon", as part of the Community Policing coalition (see Strategy 1.2.1). The group's main goal will be to secure funding from the City to replace old streetlights throughout the community with new, lower cost, LED

lights. In addition to working with the City for funding, the board can seek financial support from local and regional businesses, churches, and foundations.

During the December 3rd community meeting, some residents expressed their concerns about dark alleys and porches with lights off during the evening. Based on this feedback, it is recommended that another goal of Light Up O'Fallon will be to create awareness among community members about what they can do to keep their homes and the public rights-of-way brighter and safer. This may involve adding new lights to alleys, yards, and porches, and making sure they stay lit throughout the night. The committee may work to secure assistance for those needing help with their electricity bills.

This program will directly affect O'Fallon community members by improving feelings of safety and comfort in their neighborhood. Social benefits of Light up O'Fallon may include an increase in night time outdoor activities and events, as well as an increase in community pride and confidence.

Conditions

Resident Concerns

Residents in O'Fallon area are concerned about safety in their community. Twenty-nine percent (29%) of the residents reported feeling unsafe (n=330). Residents under 20 years of age were 68% more likely to feel unsafe than residents over age 65 in the community. In addition, 56% of residents identified crime and safety as the reason for attending a neighborhood association meeting (Provident, 2006, pp. 5, 42).

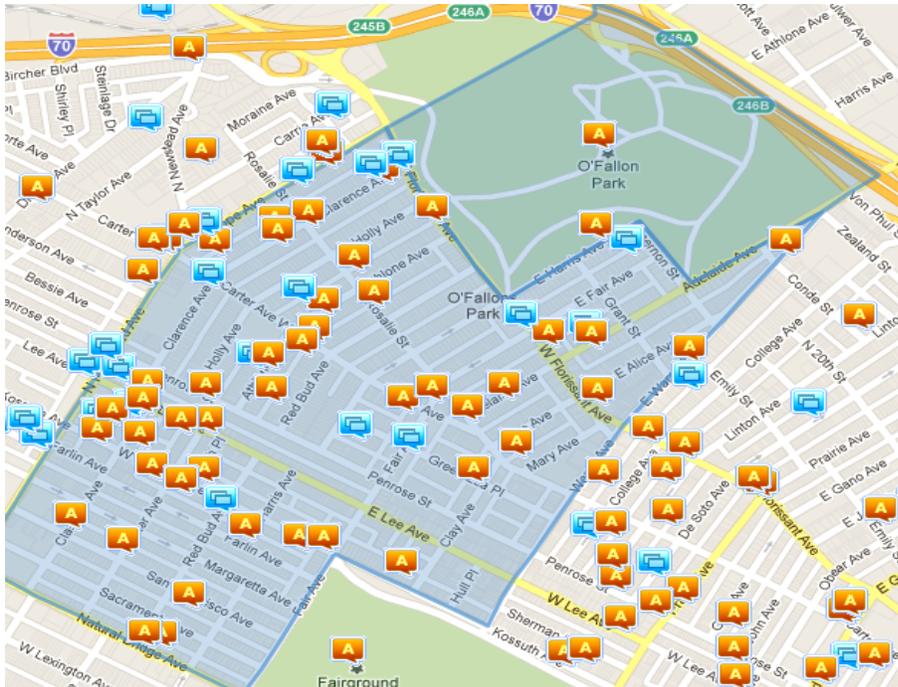
O'Fallon residents reported that they were not satisfied with police efforts in their community. Seventy-eight percent (78%) of the residents "assess police efforts in providing safety as 'poor' or 'fair'" (Provident, 2006, p. 6). Moreover, 53.6% of the residents believed that "crime levels 'got worse' or 'much worse' over the past year" and 51.8% thought that "drug activity in the community also 'got worse' or 'much worse' over the past year" (Provident, 2006, p. 6). "92.4% of the residents who reported feeling unsafe were more likely to report that police efforts were 'poor' or 'fair'" (Provident, 2006, p. 6).

Operation Weed and Seed (WS) reported that a large portion of the violence in the O'Fallon area is attributed to drug-related activity, including trafficking of crack cocaine, heroin, and marijuana (Operation Weed & Seed - St. Louis, Inc., 2011). WS noted that "Interstate 70 provides easy access for both suppliers and consumers" into the O'Fallon area (Operation Weed & Seed - St. Louis, Inc., 2011, p. 3). WS reported that there have been turf battles near the three Interstate exchange areas adjacent to O'Fallon because gangs want access to these areas to direct buyers to their selling areas. As such, there are numerous crimes among traffickers and dealers. Narcotics users and buyers also are victims of crime, but these crimes usually are not reported (Operation Weed & Seed - St. Louis, Inc., 2011).

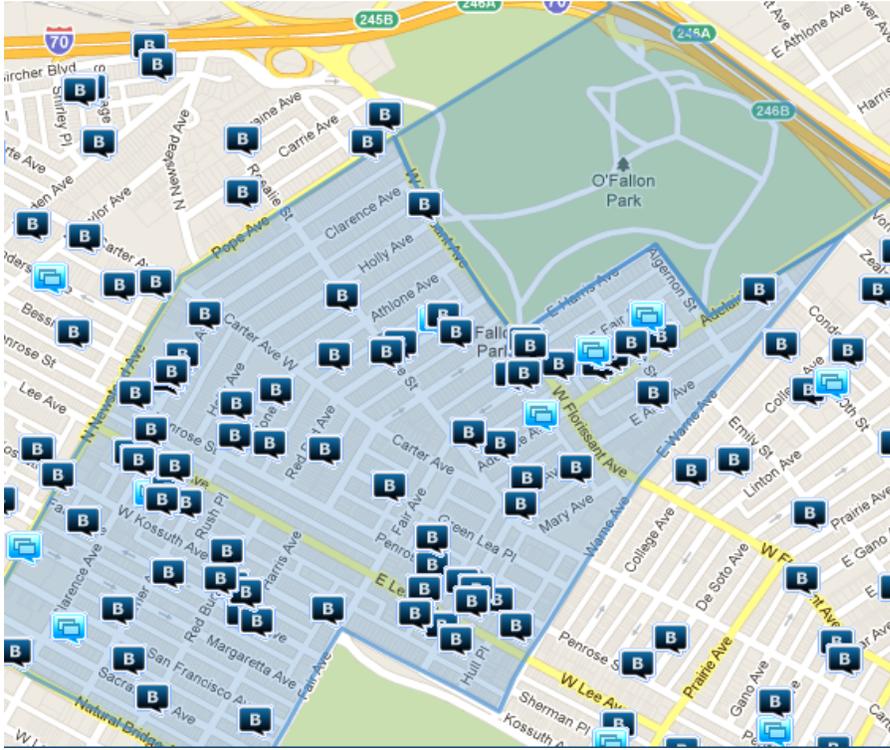
High Crime Areas

Using the SLMPD crime mapping tool and information from residents and Weed and Seed officers, several areas of the community have been identified as high crime areas.

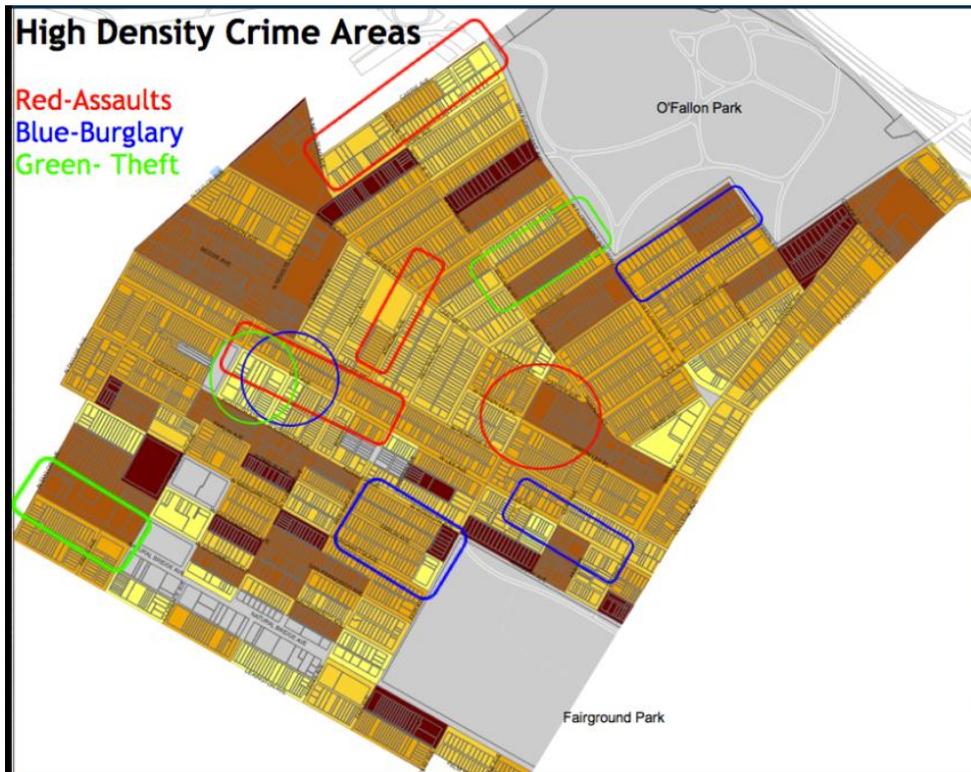
Below are the locations of Assault incidents from April to October, 2011. The blue rectangles indicate multiple incidents.



The map below shows the Breaking and Entering (Burglary) incidents during the same period.



The locations of three types of crime are combined in the map below. Lighter shaded blocks indicate lower percentages of home ownership.



The area that repeatedly was identified as a crime problem center was near Lee Avenue, between North Newstead and Turner Avenue. Residents suspect that drug trafficking occurs in this area. Police officers also reported the 4200 to 4500 blocks of Red Bud related to the drug trade.

The on-line crime incident data indicate the following patterns. The 2000 – 2100 blocks of Adelaide Avenue had high burglary rates, which may be related to resident feedback that air conditioning units were being stolen from homes this past summer. A concentration of burglaries was found on Lee Avenue between Warne and Fair. An area between Clarence and North Newstead, Kossuth and Penrose had a high combined incidence of assaults, burglaries, and thefts. Please note that these data represent a particular six months and that a longer or different period covered may produce other results.

Crime Statistics

The following table contains the crime incidents in O'Fallon for the month of January through July 2010 compared to January through July 2011. These months were chosen by the Weed and Seed Program to show a year to year comparison using the most recently available data at the time the report was drafted.

| | 2010 | 2011 | Change (%) |
|--------------------|------|------|------------|
| Murder | 3 | 1 | -66.67 |
| Rape | 5 | 4 | -20.00 |
| Robbery | 13 | 29 | 123.08 |
| Aggravated Assault | 82 | 67 | -18.29 |
| Burglary | 53 | 76 | 43.40 |
| Larceny | 91 | 96 | 5.49 |
| Auto Theft | 48 | 25 | -47.92 |
| Arson | 5 | 6 | 20.00 |
| Total Index Crime | 300 | 304 | |

From: Operation Weed & Seed - St. Louis, Inc., July 29, 2011 Progress Report

6. SOCIAL SERVICES, INFORMAL HELPING, AND HEALTH



Summary

To insure that in O'Fallon, all residents are well cared for and supported, residents would have healthy diets and lifestyles, the particular needs of the elderly would be met, those with substance abuse issues cared for effectively, and many, diverse inter-generational relationships would be strengthened.

Action steps needed to reach these outcomes include making available well-priced healthy food in the neighborhood, offering community-based nutrition and fitness programs and activities for seniors, supporting home-bound seniors, fostering a culture of effective caring for those with substance abuse issues, and identifying, utilizing, creating, and strengthening the networks of informal helping in O'Fallon. For strategy and program actions, this chapter discusses which group or agency might take the lead, endorsements needed, which groups would be helpful partners, and possible sources of technical and financial support.

Introduction

In creating a comprehensive plan for the O'Fallon neighborhood, it is important to highlight community development opportunities in the area of Social Services and Health. The overarching Vision of the Social Services and Health plan area is to ensure that all residents in the O'Fallon neighborhood are well-cared for and supported from

childhood to adulthood, both by formal social service and health organizations and by informal helping networks within the community. As part of the larger neighborhood plan, the Social Services and Health plan area complements and supports the other five plan areas. By providing for the physical, emotional, nutritional, interpersonal, mental health and physical health needs of all O'Fallon residents, the Social Services and Health plan area will contribute directly to an improved O'Fallon neighborhood.

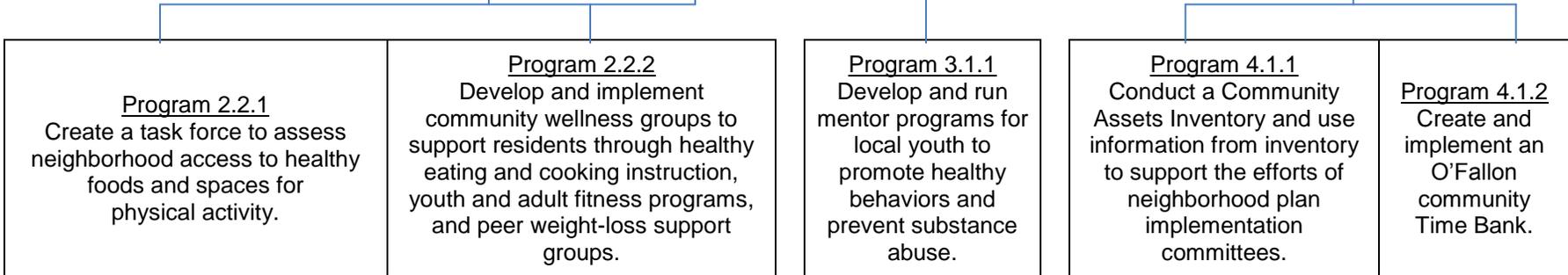
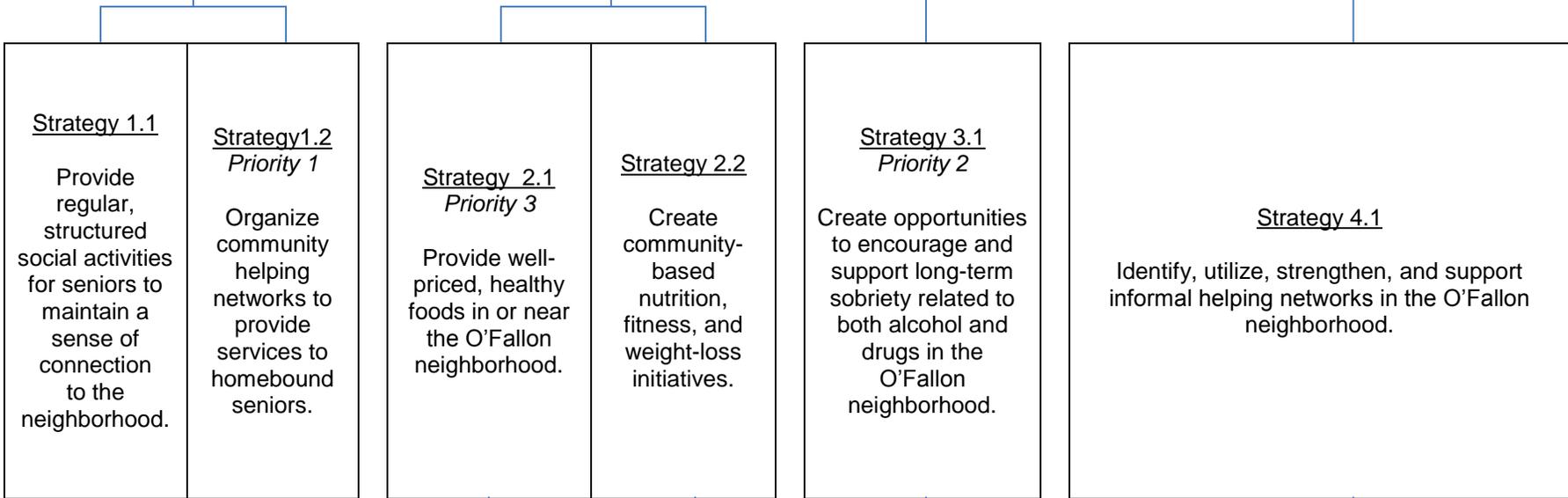
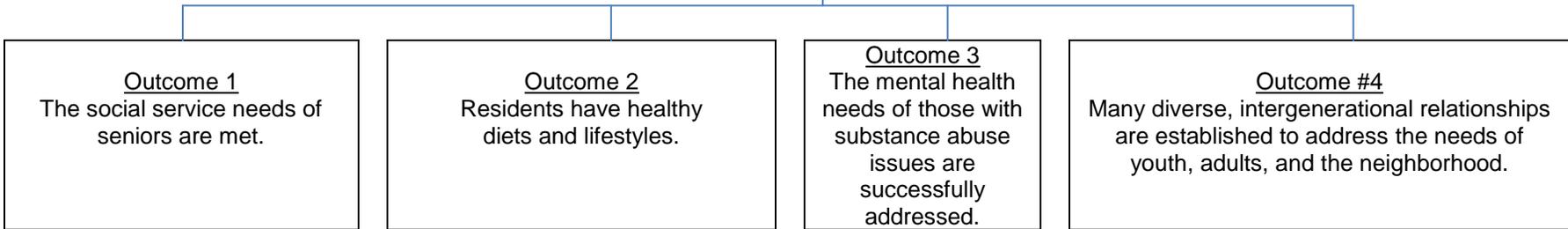
Through conversations with residents at an O'Fallon community meeting and through individual resident interviews, the Social Services and Health plan team crafted a Vision Statement and four primary Outcomes. In order to devise strategies to achieve the stated outcomes and programs to carry out the strategies, the Social Services and Health plan area team then consulted with social service and health organizations throughout St. Louis to gain practical advice and insights concerning best practices. The team also conducted a review of research and literature to inform suggestions for successful programs.

Chapter 6 covers the elements of the strategic plan for this plan area, including: Community Vision, Outcomes, Strategies, and suggested Programs for implementation. A text box in Chapter 1 provides a definition of these terms. Neighborhood conditions and best practice research have informed the social services and health plan to meet the needs of the O'Fallon community. Conditions are covered at the end of this chapter and best practices in Chapter 10.

The section numbers in this chapter follow the arrangement "X.Y.Z", where X is the number of the Outcome, Y is the Strategy, and Z is the Program. For example section 3.2.1 is Program 1 for Strategy 2 that leads to Outcome 3.

The chart on the next page summarizes connections among the proposed Outcomes, Strategies, and Programs for the social services and health. The "Priorities" shown for the Strategies are O'Fallon *residents'* rankings of the Strategies at the December 3rd community meeting. The Programs are connected to the students' high ranked Strategies, which were developed before the December 3rd meeting.

Vision
O'Fallon residents are well-cared for and supported from childhood to adulthood.



Vision Statement

O'Fallon residents are well-cared for and supported from childhood to adulthood.

Outcomes

Outcomes are the desired results of our actions in order to achieve the long term vision of the neighborhood's future. Below are the Outcomes established by O'Fallon residents:

1. The social service needs of seniors are met.
2. Residents have healthy diets and lifestyles.
3. The mental health needs of those with substance abuse issues are successfully addressed.
4. Many diverse, intergenerational relationships are established to address the needs of youth, adults, and the neighborhood.

The mental health needs of those with substance abuse issues was the second priority of O'Fallon residents, which reinforced the importance placed on this matter by residents in Chapter 5 above.

Strategies

Strategies are actions that might be taken to result in or lead to the Outcomes above. Each strategy will be defined in more detail here. For better communication, Outcomes are integrated into the descriptions of Strategies below.

Outcome 1 The social service needs of seniors are met.

Strategy 1.1 Provide regular, structured social activities for seniors to maintain a sense of connection to the neighborhood.

Given that the 65-and-over population in the O'Fallon neighborhood grew from 15% in 2000 to 16% in 2010 (U.S. Census Bureau, 2000; U.S. Census Bureau, 2010), regular, structured social activities are needed to engage seniors and to combat isolation and loneliness that seniors may experience (Cattan, White, Bond & Learmouth, 2005). The provision of regular, structured social activities will benefit seniors living in the O'Fallon neighborhood,

A committee of active senior volunteers, the O'Fallon Community Development Organization, or the agency operating the new O'Fallon Park recreation center could take a leadership role in organizing frequent activities and events. Beyond this core group, the strategy also requires partnerships with local churches, the Urban League and Dream Center block programs in order to outreach to neighborhood seniors. Transportation, space for meetings and recreation, a kitchen, and modest donations or funding for meals, materials, and activity-specific supplies will be needed. Technical

and/or financial assistance might be obtained from Transtria, Citizens for Modern Transit, and the Missouri Foundation for Health.

Strategy 1.2 Organize community helping networks to provide services for homebound seniors.

The needs of homebound seniors were voiced repeatedly at the O'Fallon community meeting on September 17th and in individual interviews with residents. Similarly to Strategy 1.1, this strategy has been created to address loneliness and health issues that affect many homebound seniors (McCarthy & Thomas, 2004; Cattan, White, Bond & Learmouth, 2005; Aebischer, 2008). Organizing community helping networks would benefit homebound seniors living in the O'Fallon neighborhood, while also deepening and strengthening social ties among homebound seniors and other neighborhood residents. Strategy 1.2 was designated by residents as the neighborhood's most important Social Services and Health priority at the O'Fallon neighborhood meeting on December 3rd.

Local churches can lead the formation and organization of these networks of community volunteers. Information on seniors in need and outreach might be provided by volunteers, the Urban League and Dream Center block programs, and the Community Development Organization. St. Louis health care and Medicare providers could provide some level of training for volunteers. Necessary resources include materials for volunteer recruitment and some approach for identifying homebound seniors in need of services. Support and funding may be available from Grace Hill Settlement House, the St. Louis University dental program, and the North St. Louis Health Collaborative, among others.

Outcome 2 Residents have healthy diets and lifestyles.

Strategy 2.1 Provide well-priced, healthy foods in or near the O'Fallon neighborhood.

Resident support for Strategy 2.1 was given in a number of resident interviews. It has been well-documented that low-income communities and communities of color often lack sufficient opportunities to buy healthy, affordable foods in or near their neighborhoods, and this lack of access translates directly into higher rates of diet-related diseases (Treuhaft & Karpyn, 2010, p. 5). All O'Fallon residents will benefit from the provision of well-priced, healthy foods in or near the neighborhood. Strategy 2.1 was designated by residents as the neighborhood's third most important Social Services and Health priority at the meeting on December 3rd.

An initiative should be spearheaded by a task force of residents to petition stores to carry healthier options. It might be appointed by the Alderman's office or by the O'Fallon Community Development Organization. In order for this initiative to be successful, partnerships are needed with local corner stores, the new Save-a-Lot, and other area grocery stores. Possible consultation and assistance from nonprofits that focus on similar initiatives might be very useful. The University of Missouri Extension

together with the St. Louis Department of Health and the St. Louis Development Corporation have a healthy corner store initiative. The Missouri Foundation for Health and the Missouri Department of Health and Senior Services supported the North City Farmer's Market and the Old North Grocery Coop. YOURS Market in the Baden neighborhood is a model to explore. Gateway Greening has assisted building over 200 community and youth gardens and related projects in the St. Louis area. Potentially, funding may be obtained through the federal Healthy Food Financing Initiative (Administration for Children & Families, 2011). Trailnet and Transtria might provide technical assistance.

Strategy 2.2 Create community-based nutrition, fitness, and weight-loss initiatives.

Along with increasing access to well-priced healthy foods, achieving healthy diets and lifestyles among O'Fallon residents will require establishing healthy habits in the areas of personal nutrition, fitness, and weight-loss. Creating community-based initiatives around these health issues will benefit all O'Fallon residents, including youth in schools, working adults, and retired seniors.

At this strategic level, a funded and well-functioning community organization, such as the Dream Center, could lead these efforts. This effort could partner with the Alderman, O'Fallon Community Development Organization, local churches, health-conscious volunteers, and the operator of the new O'Fallon recreation center. Necessary resources include meeting spaces, modest start-up funding (potentially through donations or grants), and perhaps an on-loan staff person to coordinate the initiative. The Missouri Foundation for Health is a potential funding source. More specific recommendations on possible partners, technical assistance, and funding sources are found in the write up for Program 2.2.1 below.

Outcome 3 The mental health needs of those with substance abuse issues are successfully addressed.

Strategy 3.1 Create opportunities to encourage and support long-term sobriety related to both alcohol and drugs in the O'Fallon neighborhood.

Creating such opportunities will benefit not only individuals with substance abuse problems but also youth at risk of experimenting with drugs and alcohol and the entire neighborhood. This will involve providing opportunities for fellowship, building support networks, and developing mentor programs for local youth. Strategy 3.1 was designated by residents as the neighborhood's second most important Social Services and Health priority at the O'Fallon neighborhood meeting on December 3rd, which is a positive approach to address residents' concerns about neighborhood drug trafficking (see Chapter 5).

This effort will require focus and coordination which might come from staff at an established community organization, such as the Dream Center, or a newly funded position perhaps at one of the neighborhood churches. Partnerships are needed with

substance abuse treatment providers in or near the O’Fallon neighborhood such as the Y.E.S. program of the St. Louis Parks Division, the Father’s Support Center, Alcoholics Anonymous or Narcotics Anonymous. Local churches or nonprofits can encourage and support long-term sobriety by advertising, counseling, and hosting meetings. Outreach also can be given by the Yeatman Community Education Center staff, community policing officers, the Urban League and Dream Center block programs, and the new O’Fallon recreation center managers. Funding may be available from the Missouri Foundation for Health.

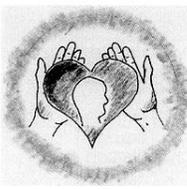
Outcome 4 Many diverse, intergenerational relationships are established to address the needs of youth, adults, and the neighborhood.

Strategy 4.1 Identify, utilize, strengthen and support informal helping networks in the O’Fallon neighborhood.

At the O’Fallon neighborhood meeting on September 17th, residents in several different plan areas worked on how best to foster positive, intergenerational relationships among youth, adults, and seniors. This strategy and associated programs are at the very core of the O’Fallon redevelopment effort and are of the highest priority. Informal helping, mostly involving neighbors, friends, and family, is the primary source for those seeking and initially receiving help. Such helping typically is flexible, balanced, reciprocal, encourages self-reliance, and is understood as a normal part of everyday life. Informal helping also has been reported to be at least as helpful as that provided by professionals. Besides the sources mentioned above, informal helping also can be provided by “natural helpers”, role related helpers (such as ministers), people with similar problems, and volunteers. Informal helpers usually are embedded in a neighborhood community. Such relationships will benefit all O’Fallon residents and facilitate positive informal helping networks in the neighborhood. Everyone has something to offer their neighbors and everyone has need for support at one time or another.

Informal helping is the substance of community and rates of this support are very high as found in surveys. There are literally thousands of ways that this takes place (see Program 4.1.1 below for example regarding Seniors). The task for us is to identify these networks, utilize them more fully, support and strengthen them. Where they do not exist, we might encourage their formation.

This strategy can be led by ministers, community residents who are active members of local organizations, and block leaders such as with the Urban League and the Dream Center. Local leaders need to help coordinate the effort. Necessary resources



Gifts of the head – knowledge, information
Gifts of the hand – practical skills
Gifts of the heart – for example, passion, listening

include volunteers, community service workers such as AmeriCorp members, survey form to gather community needs and community gifts, and relatively modest funding for organizing the effort. Technical assistance, such as with computer processing and data base creation, could be provided by university students.

While the financial requirements are modest, the organizational effort is large. Ideally everyone in the neighborhood should provide information on the community's human assets and willingness to help. (See Program 4.1.1.below.) This strategy might wait until more modest efforts are carried out successfully and the number of active community members expands.

Programs

Like strategies, programs are actions taken to result in or lead to the desired results. Programs follow from the strategies. They are more specific and should be clearer guides for implementation. Programs have been created for four of the six strategies, as it was necessary to start narrowing down options for Social Services and Health. The following section details programs that might be implemented to help achieve the outcomes discussed above. The Programs described below are suggestions that require greater refinement and community review, as noted in the Introduction chapter.

For greater clarity, Strategy statements are integrated into the descriptions of Programs below.

Strategy 2.1 Provide well-priced, healthy foods in or near the O'Fallon neighborhood.

Strategy 2.2 Create community-based nutrition, fitness, and weight-loss initiatives.

Program 2.2.1 Create a task force to assess neighborhood access to healthy foods and spaces for physical activity.

This program was of great interest to residents in attending the December 3rd meeting, as each group emphasized the need for nutrition, fitness, and weight-loss programs in the O'Fallon area. Specific actions of the task force might include conducting a neighborhood walkability assessment, evaluating the safety and condition of local parks, and evaluating the availability of healthy foods (Trailnet, 2009; Transtria, 2011).

This program will benefit all O'Fallon residents and should be led by a well-established local organization, such as the Dream Center. Partnerships can be established with the Alderman's office, the Department of Parks and Recreation, local churches, local schools, the new O'Fallon recreation center / O'Fallon park operators, and the O'Fallon Community Development Organization. The task force should seek consultation with professionals from St. Louis organizations, such as Transtria and Trailnet, regarding how to conduct the assessments related to health, diet, and neighborhood walkability (Trailnet, 2009; Transtria, 2011). The task force may also benefit from partnerships with the public health departments at local universities such as St. Louis University and Washington University in St. Louis (Saint Louis University, 2011; Washington University in St. Louis, 2011).

While funding will be needed to pay for assessment tools and consultants for Program 2.2.1, the task force may be able to secure funding from the Missouri Department of Health (Missouri Department of Health & Senior Services, 2011), the Department of Parks and Recreation (Missouri State Parks, 2011), or the Missouri Foundation for Health. Consultants may also be able to provide pro bono services on a short-term basis, and costs can be reduced through volunteers serving on the task force. Once started, this effort will be able to find the best resources for both healthy eating and physical fitness, resources that will be invaluable for Program 2.2.2 below.

Program 2.2.2 Develop and implement community wellness groups to support residents through healthy eating and cooking instruction, youth and adult fitness programs, and peer weight-loss support groups.

This program likely will be initiated by the lead organization for Program 2.2.1 and involve the task force in order to ensure continuity between the assessment and the wellness groups that are set up. There are many program options mentioned in Program 2.2.2 and dietitians, physicians, personal trainers, and nurses can be used when planning the programs and as guest speakers in order to ensure that proper nutrition guidelines, proper fitness techniques, and healthy weight-loss methods are followed. The effort might be managed by the group operating the O'Fallon recreation center. It should be noted that although professional staff can guide the program curriculum, the task force should work with local churches, the Dream Center, school groups, informal senior associations, the Community Development Organization, etc. to help form wellness groups. Health organizations could be enlisted to ensure that the community wellness groups established are organized and run appropriately. In addition, the initiatives should be collectively coordinated in order to ensure that goals and objectives are achieved.

Funding to support each of these wellness groups can be subsidized through volunteers and donated materials and space. Local churches, parks, local schools, or possibly the new recreational center could provide space either for free or at a reduced cost for these groups to meet. Materials may include exercise equipment, educational nutrition materials, cooking supplies, and so on. Volunteers could organize and advertise the classes and professional volunteers could possibly teach the classes and coordinate the weight-loss support groups. If all of these materials cannot be donated or if some professional volunteers cannot be lined up, possible sources of funding could be continuations of grants mentioned in Program 2.2.1, small membership fees for classes, or a community fundraiser. Through these programs, with the proper leadership, residents can achieve healthy diets, weights, and levels of physical fitness. And residents can create a culture in the O'Fallon neighborhood that promotes and supports healthy living. As mentioned above, these social benefits were noted to be of great concern to residents at the December 3rd meeting. Residents have enjoyed wellness programs and healthy food stores in the past and are interested in reestablishing these assets now.

Strategy 3.1 Create opportunities to encourage and support long-term sobriety related to both alcohol and drugs in the O'Fallon neighborhood

Program 3.1.1 Develop and run mentor programs for local youth to promote healthy behaviors and prevent substance abuse.

This effort would connect young people to caring, adult role models in the community. Mentorship would promote healthy behaviors, which could lead to a reduction in substance abuse (Rhodes, Reddy, & Grossman, 2005). The program also will increase neighborhood connections throughout O'Fallon. While some residents at the December 3rd meeting emphasized the need for trained professionals to run any program associated with sobriety, all agreed that this program is worth the time and effort needed as either a short-term bridge for youth to sobriety or a long-term program to continually reduce the problem of drug and alcohol abuse.

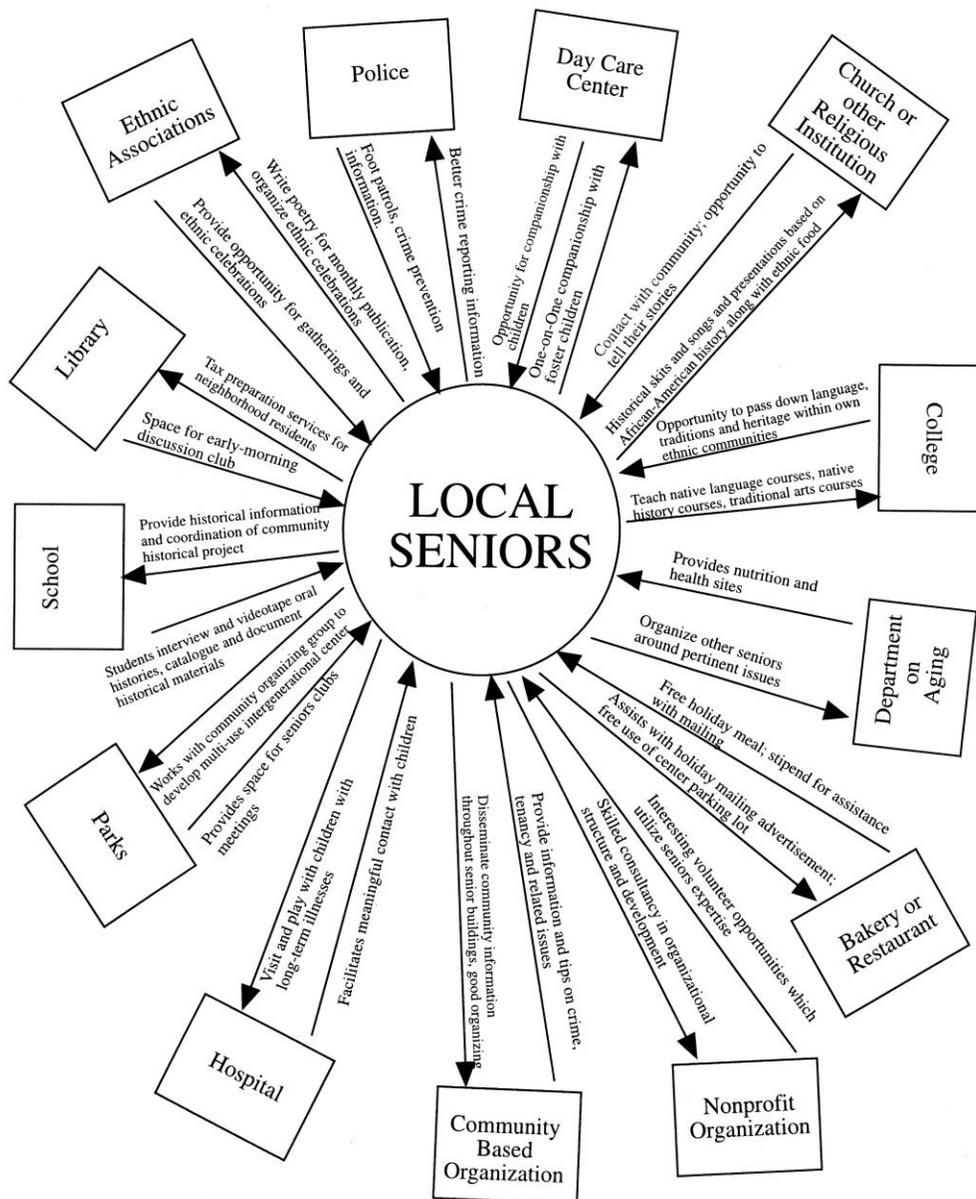
This action might be organized by the Alderman, local churches, Yeatman Community Education Center staff, a committee of the O'Fallon Community Development Organization, and others. Partners might include Mentor St. Louis, who could provide professional mentorship training (Mentor St. Louis, 2011), the Fathers' Support Center, Mathews-Dickey Boys' and Girls' Club, the Shreve Center, and the Family Resource Center. Local churches and a neighborhood association committee can recruit adult residents to assist with the mentorship program. It is important that these individuals receive training in more effective mentoring approaches.

While financial resources are not needed for some efforts mentioned above, some will require financial support. The Missouri Foundation for Health is a potential funding source.

Strategy 4.1 Identify, utilize, strengthen, and support informal helping networks in the O'Fallon neighborhood.

Program 4.1.1 Conduct a Community Assets Inventory and use that information to support the efforts of the Neighborhood Plan implementation committees.

During the December 3rd meeting, residents were particularly interested in this program, as they greatly emphasized the need for community members to take care of O'Fallon neighbors. By completing a door-to-door Community Assets Inventory canvass, a "map" of resident skills / resources can be obtained that can be used in the future. Social networks can be identified and strengthened. Residents were especially concerned about information needing to be shared among all O'Fallon residents so that the community is aware of what resources already are available.



A committee of dedicated community volunteers could lead this effort. This group should seek the assistance of block leaders, the Alderman's office, and O'Fallon's social and religious organizations to undertake the Community Asset Inventory data collection.

The financial costs to carry out this effort are relatively low – but the human and organizational resources needed are quite large. Published material by Kretzmann and McKnight (1993) detailing how to collect this information are available and could be tailored for the O’Fallon neighborhood. Copying survey forms can be donated by a local organization. Other resources needed include training space and trainers to make sure canvassers are prepared. Residents knowledgeable about neighborhood blocks should guide which houses to survey and which should be skipped. AmeriCorp workers might be sought to pair with residents to collect the information. After the data are obtained, there is a significant effort needed to compile, organize, and make use of the neighborhood assets inventory collected. University students would be helpful in these tasks.

Program 4.1.2 Use the assets identified in the previous program to set up an O’Fallon Community Time Bank.

Time banks make formal the extensive informal volunteer (or cash) economies present in many neighborhoods. In the Grace Hill Settlement House Time Bank, residents were trained as home childcare providers and in senior respite care. These services were paid at first through exchanged services and then in more generally useable “time dollars”. A “neighborhood college” was established to increase skills training needed. In a later phase, a foundation provided some cash support to pay for tasks that neighbors completed for one another. This accomplished a double goal of fostering helping networks and supplementing the neighborhood cash economy.

Given its complicated nature, a large organization is likely to be the best group to run the program. The Dream Center is a possible choice in the O’Fallon neighborhood. However, many individuals and organizations in the neighborhood will need to be involved with this project - to offer services and to redeem “time dollars” if this is the exchange system used. Given the scope of the effort, a staff member would be needed to manage it, requiring funding. Background information on Time Banks (also known as Time Trade) is available at http://en.wikipedia.org/wiki/Time_banking. Ms. Betty (Renee) Marver, formerly of Grace Hill Settlement House, could assist with technical assistance to start the program.

Conditions

General: The total O’Fallon population in 2010 was 5,459. Of this total, 1,412 persons (26%) were 17 years old or younger and 1,045 were school aged, or 5 to 17 years old. Those 65 years of age and older totaled 857 persons or 16% of the total. Based on the 2006 Provident Survey of both the O’Fallon and the Penrose neighborhoods, of all households, 32% were single person households, 38% were 2 or more person households with children, and 30% were two or more person households without children. Of the households with children, 51% were “married” couples, 43% were single female headed households, and 6% were single male headed households (Provident, pp. 14-15). In 2000, the most recent year for which this information, 42% of the children from birth to 17 were living in poverty-level households. For the O’Fallon

neighborhood as a whole, 26% of residents were at or below the poverty line for income. There appears to be a divide in the neighborhood between younger and older residents. In Penrose and O'Fallon neighborhoods, 57% of residents reported owning their own homes and 43% of residents were renters. However, more than 80% of those over 65 years old were homeowners in Penrose and O'Fallon, while 70% of those between 20 and 35 years of age were renters (Provident, 2006, pp. 28, 32).

Strategies 1.1 and 1.2 Caring for in-home elderly was one of the top three health / mental health needs reported by Penrose and O'Fallon residents (Provident, 2006). Of residents surveyed, 45% reported a desire to voluntarily serve the homebound elderly (Provident, 2006). Several residents stated in interviews conducted for this report that connecting seniors to the community was a main concern.

Strategy 2.1 was written based on the fact that 41% of households in the community have a member who suffers from hypertension, 30% - diabetes, and 22% - depression, anxiety, or other mental health concern (Provident, 2006). In project interviews with O'Fallon residents, it was shared that finding healthy foods and healthier options was challenging. Additionally, crime in the neighborhood and the resident's fear of crime may contribute to a lack of outdoor exercise and making use of the park. According to the Provident statistics, 29% of the O'Fallon and Penrose residents reported feeling somewhat or very unsafe. However about 54% of those under 20 years of age reported feeling unsafe. In contrast, about 79% of O'Fallon and Penrose residents 65 years of age and older felt somewhat or very safe. (Provident, 2006, p. 36)

Strategy 2.2 was created in response to information obtained from neighborhood interviews and discussed in the Provident report. As previously noted, the community has significant health issues, particularly obesity ones. The strategy to create community-based nutrition, fitness, and weight-loss initiatives has been targeted to serve this need in the community. Research shows that community-based initiatives are more successful than initiatives that are focus on individuals (Centers for Disease Control, 2011b). The research shows that weight loss participants were much more successful when they were in a group of other participants due to community support.

Strategy 3.1 was based on the information that "many [children 11-18] are not aware of existing programs [for substance abuse treatment and prevention]" and on a previous assessment of the neighborhood, that "substance abuse / prevention was one of the top three services that need to be addressed in the neighborhood" (Provident, 2006, pp. 6, 8). A mentoring program also was considered because "31% of children and youth need services regarding delinquency and substance abuse prevention" (Provident, 2006, p. 14). Mentorship is intended to reduce drug and alcohol related crime, which has been shown to be of increasing concern as "much of the violence [in the northern part of the city] is related to drug-related gang battles" (Weed and Seed, 2011, p. 4) and that "assaults and drugs account for the majority of misdemeanor prosecutions in the Community" (Provident, 2006, p. 6). The Provident survey found that more than 50% of O'Fallon and Penrose residents thought that crime levels "got worse" or "much worse" over the year preceding the study (Provident, 2006, p.5).

Strategy 4.1 In the Provident survey, 43% of the respondents said they were interested in volunteering with the neighborhood association, tutor or mentor a young person, or assist homebound elderly (Provident, 2006, p 44) Even if only half of this number would do so, this represents a tremendous resource for community improvement.

7. HOUSING AND AFFORDABLE HOUSING



Summary

Residents envisioned a neighborhood with a stable and diverse population, well cared-for homes, and high home ownership rate. Actions to achieve this vision and related outcomes include rehabilitating existing dwellings, converting higher density rentals into lower density and possibly owner occupied homes, building owner occupied and rental housing on vacant lots, insuring responsible rental property management, promoting ownership of these unit by organizations for whom the residents' welfare is a chief concern, and a establishing a program of coordinated code enforcement and financial incentives for rehabilitation. It is recognized that current renters in the neighborhood are a market for home ownership in O'Fallon.

For strategy and program actions, this chapter discusses which group or agency might take the lead, endorsements needed, which groups would be helpful partners, and possible sources of technical and financial support. Many of these efforts are underway and suggestions are offered to increase their reach. Also noted is that new housing development requires external funding sources and effective partnerships with agencies outside the neighborhood.

Introduction

Addressing O'Fallon's housing is critical to the further development of the neighborhood. In a narrow framework, the cost and characteristics of housing contributes to a person's quality of life. More broadly, a central component of what

makes up a neighborhood is neighbors. Community social capital assumes that residents have a proprietary interest in where and how people live in the community. In order for the quality life for O'Fallon residents to improve, a focused effort on neighborhood housing is vital.

The Housing team conducted interviews with O'Fallon residents and service providers and held discussions focused on housing at two community meetings. It is noted that residents interviewed for the most part were home owners and the opinions and suggestions obtained may not be representative of all O'Fallon residents.

A text box in Chapter 1 provides the definitions of Community Vision, Outcomes, Strategies, and suggested Programs. Neighborhood conditions and best practice research have informed the housing plan to meet the needs of the O'Fallon community. They are highlighted at the end of this chapter in terms of conditions and in Chapter 10 related to best practices.

The section numbers in this chapter follow the arrangement "X.Y.Z", where X is the number of the Outcome, Y is the Strategy, and Z is the Program. For example section 3.2.1 is Program 1 under Strategy 2 that leads to Outcome 3.

The chart on the next page summarizes the connections among the proposed Outcomes, Strategies, and Programs for the housing element of the plan. The "Priorities" shown for the Strategies are O'Fallon *residents'* ranking of the Strategies at the December 3rd community meeting. In the chart, the Programs are connected to the students' high ranked Strategies, which were developed before the December 3rd meeting.

NEIGHBORHOOD HOUSING VISION, OUTCOMES, STRATEGIES AND PROGRAMS

Vision
The majority of houses in O'Fallon neighborhood are owner-occupied or occupied by stable residents, that the occupants care well for their homes and properties, and that the residents are diverse in terms of income

Outcome #1
Owner-occupied housing increased to a certain percent

Outcome #2
Affordable, good quality, well-managed rentals with stable residents

Outcome #3
Residential properties are well-maintained and conform to code

Strategy #1
Priority 3
Convert a set percent of rental properties to owner-occupied housing

Strategy #2
Priority 2
Build owner-occupied units on vacant parcels

Strategy #1
Priority 3
Develop and maintain safe and affordable rental properties

Strategy #2
Rental property provided by owner/developer for whom the well-being and stability of residents is a primary focus

Strategy #1
Priority 3
Coordinated effort, including the Alderman, among the code inspection work that is being carried out by different city agencies and community organizations

Strategy #2
Priority 1
Identify and secure funding for home maintenance/home repairs and to correct problems found through inspection or other methods

Program #1
Partnership among O'Fallon housing organizations and regional development organizations

Program #1
Wrap-around services program that provides "rent-to-own" opportunities, workshops on financial literacy and homeownership skills, and connection to other services

Program #2
Renters' association to help encourage renters to be more engaged in neighborhood activities and provide wrap-around services

Program #1
Basic Maintenance Program/church-block mentorship program for residential properties working in coordination with ACTS

Program #2
Home Repair Program to build upon current repair efforts by the Alderman, ACTS, and Rebuilding Together; including apprenticeship opportunities for neighborhood youth

Vision Statement

The majority of houses in O'Fallon are owner-occupied or occupied by stable residents, that the occupants care well for their homes and properties, and that the residents are diverse in terms of income.

Outcomes

Outcomes are the desired results of our actions in order to achieve the long term vision of the neighborhood's future. Below are the Outcomes established by O'Fallon residents:

1. Owner-occupied housing increased to a certain percentage.
2. Affordable, good quality, well-managed rentals with stable residents.
3. Residential properties are well-maintained and conform to code.

Of central concern for O'Fallon residents is to increase *homeownership* rates in the neighborhood. Compared to other St. Louis neighborhoods, O'Fallon has a high percentage of owner-occupancy. (See Conditions section below.) Homeownership is beneficial to both individuals and the larger community. Homeowners are said to take better care of their homes which extends the life of the housing stock, have higher rates of savings which contributes to the overall economic growth of the neighborhood, and are generally more engaged and active in the neighborhood and surrounding community (Macedo, 2009). Though there is much to be said for the benefits of homeownership, not everyone is at the place in their life that this can be a consideration for them.

While affordability spans both owner-occupied and renter-occupied housing, this particular outcome relates specifically to *rental* housing. The division in O'Fallon between home owners and renters has been discussed in the conditions section of Chapter 6 - Social Services, Informal Helping, and Health. The particular challenge here is achieving good quality and well-managed rentals that also are affordable.

Residents consistently identified *maintenance* as a necessary focus. This was related to residential and non-residential properties, vacant buildings and lots, and the public right-of-way such as alleys and sidewalks. Included in the home maintenance efforts is an emphasis on increased code enforcement on the part of local government entities. While good maintenance spans multiple plan areas, the focus in this chapter on the upkeep and maintenance of residential properties.

Strategies

Strategies are actions taken to result in or lead to the Outcomes above. For better communication, Outcomes are integrated into the descriptions of Strategies below.

Outcome 1 Owner-occupied housing increased to a certain percentage

Strategy 1.1 Convert a set percentage of rental properties to owner-occupied housing.

Prioritized rental properties in the neighborhood will be purchased or otherwise acquired, rehabilitated, managed, and marketed for homeownership. Rentals owned by problem landlords would be high on the list for acquisition. In the community meeting on September 17th and during resident interviews, many residents expressed a desire to convert a number of the four-family flats in the neighborhood into single-family homes or duplexes. This housing strategy is followed by a number of St. Louis Community Development Corporations. Due to the large number of such units in O'Fallon, this approach is one potential structural base for creating new homes for ownership. This strategy was ranked 3rd by residents at the December 3rd community meeting.

In the short to medium terms, this strategy could displace renter households. This points to the need for a comprehensive housing development that might involve development, purchase, and management of rental housing by non-profit organizations (Strategy 2.1), development of rent-to-own housing, and economic development and jobs strategies as addressed in Chapter 3 above.

[Editor's note. This Outcome and Strategy does not automatically result in a reduction of the total number of rental units and this result is not suggested here. A back-of-the-envelope estimate was made of converting a percentage of the current rental 4-plexes to owner occupied duplexes and single family units and also converting a percentage of the current rental duplexes to owner-occupied single family units. For the purposes of this analysis, the vacant residential properties in O'Fallon would be rehabilitated or redeveloped into owner-occupied single family units. The loss of rental units would be off-set by the construction of somewhat higher density new residential units on the vacant land, as called for in Strategy 2.1 below. As a result, the percentage of owner-occupied unit would increase in O'Fallon and but the total number of rental units would remain the same. In addition, the total number of dwelling units would decline in O'Fallon. Note that in 2010 there were 738 unoccupied dwellings in the O'Fallon neighborhood and more than 100 vacant lots. This estimate needs to be tested more carefully in future studies.]

In the long term, the rise in good quality owner-occupied units would increase the general attractiveness of the community. Since the North Newstead Association and ACTS Partnership have already begun the process of buying and developing properties in the area, either group could lead this effort. Partners could include the University of Missouri in St. Louis and Urban Strategies in terms of Community Development Corporation training. "Intermediate" organizations, such as the Regional Housing and Community Development Alliance, and DeSales Community Housing Corporation are experienced affordable housing developers in St. Louis. The Northwest Development Corporation has sponsored rent-to-own housing. Banks, such as Commerce Bank, U.S. Bank and the Bank of America, could be approached under the terms of the Community Reinvestment Act to support this effort. The Grand Oak Hill Community Corporation could assist with identifying problem landlords and with training for these

individuals. A number of sources of financial assistance are present including: Missouri and Federal Historic Preservation Tax Credits, St. Louis and Missouri capital programs, St. Louis CDBG program, St. Louis Housing Trust Fund, tax abatements for home purchasers, foundations and churches, the Missouri AHAP program that provides tax credits for charitable contributions, and so on.

Strategy 1.2 Build owner-occupied units on vacant parcels.

This strategy would require the development of new properties on vacant lots in O'Fallon for homeownership. Based on feedback received from a housing developer outside O'Fallon, a potential location for new development could be around the intersection of Lee and Fair Avenue. Since there are many existing vacant parcels in the neighborhood and also because vacant land generally attract litter and are an eyesore for residents, new housing construction on these lands would likely be welcomed in the community. (It is important to note that the Provident study found that over 40% of residents 20 to 35 years of age and over 25% of those 36 to 50 years of age would like to own a house in the O'Fallon and Penrose neighborhoods (Provident, 2006, p. 30). This strategy was ranked 2nd by O'Fallon residents participating in the December community meeting.

This activity is similar to Strategy 1.1 above and the comments and cautions about groups impacted apply here too. Increased homeownership rates in a neighborhood can benefit the lives of home-owning households and also result in a greater number of more stable residents who are invested in the neighborhood. As above, the North Newstead Association and ACTS Partnership would either be candidates for taking the lead in this strategy. The organizational partners and funding sources are similar to those mentioned above. McCormack Baron Salazar would be valuable additional partner. One major difference is that since this strategy is focused on vacant properties, the Missouri and Federal Historic Preservation Tax Credit program would not apply. City owned LRA properties would be available. These parcels might be leveraged to support a federal Choice Neighborhoods grant. It seems clear that this strategy will be less well financially supported and will rely to a greater extent on grants, favorable mortgage standards, the credit worthiness of the buyers, and the market perception of the O'Fallon neighborhood.

Outcome 2: Affordable, good quality, well-managed rentals with stable residents

Strategy 2.1 Develop and maintain safe and affordable rental properties.

This strategy is grounded in a long-term commitment to screen renters, manage the property, maintain the rental units, and protect the appearance of the buildings and sites. Rents would be affordable to the residents. The idea of integrating safety, appearance, and affordability regarding rental properties was in response to comments from a number of service providers. They reported that renters who constantly move do so because either they cannot afford to stay or because they are concerned for their safety. This strategy was ranked 3rd by residents in the meeting described above.

In the short to medium term, this strategy would increase the safety and perception of safety for renters residing in newly developed units. This would, in turn, help to stabilize the renter population often leading to greater community participation, more successful outcomes for children, and possible a transition to home ownership. In the long term, this strategy could raise the quality of housing in the neighborhood and all residents in the neighborhood would benefit from a more stable renter population.

The North Newstead Association already has been involved in developing new rental units in O'Fallon, the most recent being the complex around the intersection of Lee and North Newstead Avenue. It is suggested that they take the lead on rental development work. This will involve partnering with one of the development "intermediaries" identified in Strategies 1.1 and 1.2 above. Generally speaking, developers of rental affordable housing have access to a wider range of financial supports for their projects. The funding sources identified related to the above strategies usually are available as are Federal Low Income Housing Tax Credits (LIHTC) and New Market Tax Credits (for mixed use projects including housing), St. Louis HOME program, and the St. Louis and State of Missouri Housing Trust Funds. Missouri AHAP support and City LRA properties are available for both rental and home owner housing development.

The important difference between Strategy 2.1 and 2.2 is that the following one is based on a conscious program to wrap around social, economic development, educational and other services service for rental housing residents.

Strategy 2.2 Establish rental properties provided by owner/developer for whom the well-being and engagement of residents is a primary focus

In addition to safety and affordability, renter households often are in need of other supportive services to ensure their success and stability. This might include financial literacy and assets building, nutrition, youth and adult education, recreation, social services, tenant's and landlord's responsibilities, and so on. This approach supplements Strategy 2.1. It involves enlisting developers who secure additional services for their residents, aside from just management and maintenance. To be effectively implemented, such housing projects should be developed by an organization that prioritizes the holistic interests of its residents. Likely, this strategy would have similar results as the previous Strategy 2.1 since they are similar and complimentary. More specifics about this approach are provided below related to Program 2.2.1.

North Newstead Association and/or an O'Fallon church or alliance of churches may be the lead organization for this strategy. The "wrap around" services element should be planned and delivered with a partner, perhaps Urban Strategies or Better Family Life. DeSales Housing can offer some guidance in terms of attempting this approach without a partnership with another agency. We note that some local Community Development Corporations started with this model for their rental properties but eventually could not sustain the effort. This suggests that a more strategic approach to this work is required. An example of implementing this strategy that should be explored is Arlington Grove

housing, developed by Friendly Temple Missionary Baptist Church / Robert Fulton Development Corporation.

Outcome 3: Residential properties are well-maintained and conform to code

Strategy 3.1 Establish a coordinated effort, including the Alderman, among the code inspection work that is being carried out by different city agencies and community organizations.

This action proposes a more accountable and streamlined effort among the Alderman, the City agencies, the St. Louis Metropolitan Police Department, and community residents and organizations that address code enforcement. In order for this effort to be the responsibility of residents concerned with this aspect of neighborhood life, the effort is focused solely on residential properties. This strategy developed out of the concern on the part of residents that the negative appearance of some residential properties detracts from community pride and attractiveness. This concern also is related to crime and fear as covered in Chapter 5 above. The “broken windows” theory suggests that lack of property maintenance is one element of disorder that leads to neighborhood decline. The broken window is a symbol of this process: “if a window in a building is broken and left unrepaired, all of the rest of the windows will soon be broken”. Wilson and Kelling wrote: in time “a piece of property is abandoned, weeds grow up, a window is smashed. Adults stop scolding rowdy children; the children ... become more rowdy. Families move out, unattached adults move in” (Wilson and Kelling, 1982). Residents expressed frustration with the seeming inconsistency of code enforcement calls and citations with follow-through, especially for those properties that appear to be abandoned.

In the most recent year, ending March 1, 2012, there were more than 2,000 calls for service in the O’Fallon neighborhood received by the St. Louis Citizens Service Bureau. The magnitude of the code enforcement needs clearly stretches governments’ resources and probably accounts for inconsistent enforcement actions. With limited resources, it is important to be more strategic, efficient, and to mobilize community resources. It is hoped that this strategy will help coordinate City and police resources and enlist O’Fallon residents in planning to utilize these resources. For residents, the hoped-for outcome is there will be more consequences for poor maintenance, more resources to help with building and lot care (see Strategy 3.2 below), and greater social support to keep-up their properties as those of their neighbors improve. This strategy was ranked third by residents at the December 3rd community meeting.

The Alderman would lead this action because he is the intermediary link between the larger City effort and the O’Fallon neighborhood. The Alderman’s most critical leadership partner will be O’Fallon residents and organizations. It is suggested that a neighborhood housing committee be established. The effort will require the endorsement and support from Mayor Slay and SLMPD chief Daniel Isom. It is suggested that the block captain system be the community structure to help implement this effort. As discussed related to Program 3.2.1, this might involve the Urban League,

Dream Center, and National Night Out. The different code enforcement agencies that are involved include: the Neighborhood Stabilization Officer, the Building Division of the Department of Public Safety, St. Louis Metropolitan Police Department (nuisance properties), Forestry Division, Refuse Division, Street Department, Traffic Division, Operation Bright Side, Trash Task Force, and others. This list might be shortened by identifying key players that should be regular members of the code enforcement group in O'Fallon and others invited to participate on particular efforts.

Note that the SLMPD sometimes organizes coordinated code inspections related to drug searches. One police interviewee also mentioned "Blitz" code sweeps involving a number of agencies targeted especially at nuisance properties. (Lampkin, 2011)

Strategy 3.2 Identify and secure funding and manpower for home maintenance/home repairs and to correct problems found through inspection or other methods.

Residents and agency representatives have said that there is far more house repair work to be done than there are resources available. This case clearly is made in the interview with John Smith of the O'Fallon ACTS Partnership (Smith, 2011). The situation stands in the way of neighborhood residents being able to achieve an important component of their vision of the future with regard to shelter. The importance of securing additional resources for home maintenance and larger home repairs is a critical component of ensuring that the work is accomplished. Besides benefitting individual residences, it would improve the outward appearance of the neighborhood and enhance its market attractiveness. This would "prime the pump" for additional amounts of private resources being spend on O'Fallon housing. Residents at the December 3rd community meeting ranking this strategy their top priority related to housing.

This strategy is very similar to Program 3.2.1 below and greater details on the approach and possible funding sources are presented there. The high points of this approach are briefly summarized here.

This strategy should be tied closely to Strategy 3.1 above: there should be organizational links between these efforts. The Alderman should continue to provide leadership in securing City funds. Leadership partners might include the neighborhood housing committee and the ACTS Partnership and/or North Newstead Association. At present the process of identifying individuals with housing needs, helping manage volunteers, allocating repair funds, etc. is being done by the ACTS Partnership. It is suggested that neighborhood churches might organize additional home repair efforts, mobilizing community volunteers. Additional partners and funding sources are covered below in the write up for Program 3.2.1.

Programs

Like strategies, programs are actions taken to result in or lead to the desired results. Programs follow from the strategies. They are more specific and should be clearer guides for implementation. Students were asked to develop two programs for selected strategies. However, the first Program identified below logically is related to three strategies. The Programs described below are suggestions that require greater refinement and community review, as noted in the Introduction chapter.

For greater clarity, Strategies are integrated into the descriptions of Programs below.

Strategy 1.1 Convert a set percentage of rental properties to owner-occupied housing.

Strategy 1.2 Build owner-occupied units on vacant parcels.

Strategy 2.1 Develop and maintain safe and affordable rental properties.

Program 1.1.1 [for the three Strategies above] Partnership among O’Fallon housing organizations and regional development organizations (the “O’Fallon Housing Partnership”).

The descriptions above for these three strategies provide quite similar information related to lead agencies, partners, funding sources and so on for an O’Fallon neighborhood housing program. Please review this material. What is suggested here is that an O’Fallon Housing Partnership be established that would allow community control, coordination, and oversight of these activities.

It seems clear that the Alderman and an O’Fallon Community Development Organization housing committee should be members of this group. The North Newstead Association and ACTS Partnership are existing O’Fallon area housing organizations and have been suggested as potential leaders of the effort. It is suggested that representatives of both be included. Representatives of local churches interested in housing development might be invited. Residents of projects developed by these groups, especially renters, also could be asked to participate. It is important for the O’Fallon Housing Partnership to have on-going, sound technical advice related to housing development, finance, and housing “wrap around” social services. Organization(s) experienced in these efforts could be asked to advise the Partnership, but the Partnership might consider excluding them from contractual work to avoid any appearance of conflict of interest. Such groups could include RHDCA, DeSales Housing, Urban Strategies, McCormack Baron Salazar, U.S. Bank, and Commerce Bank. Perhaps St. Louis area Community Development Corporations who have moved farther along this path, such as the Robert Fulton Development Corporation, might be willing to assign staff to the Partnership. The Alderman could lead the talks for forming such a partnership.

Strategy 2.1 Develop and maintain safe and affordable rental properties.

Strategy 2.2 Establish rental properties provided by owner/developer for whom the well-being and engagement of residents is a primary focus

Program 2.2.1 [for the two Strategies above] Wrap-around services program that provides “rent-to-own” opportunities, workshops on financial literacy and homeownership skills, and connection to other services

What action will be taken?

One way of implementing Strategy 2.2 is creating an opportunity that would increase renters’ stability and well-being as well as their level of engagement in the community. A program is proposed that includes wrap-around comprehensive services would be made available by owner/developers from who the well-being of tenants is a primary focus. (See discussion of Strategy 2.2 above.) These services could include job training and job finding opportunities, counseling related to mental health and substance abuse, nutrition and wellness programs, quality childcare, etc. A portion of the new or renovated housing stock could be rent-to-own and the transition from tenancy to home ownership could be supported through workshops on asset building, financial literacy, credit enhancement, and homeownership skills.

Who or what will be affected?

In the short term, renters would be affected by this program by having good quality, well maintained, affordable rental housing and access to social, economic development, educational, and health related services and with new opportunities to increase financial capital and homeownership. In the long term, the effect would also reach homeowners in the area as overall stability in the neighborhood is increased.

Who / which group will take the lead?

The program involves enlisting developers who would provide access for additional services for their residents, aside from management and maintenance. The North Newstead Association and/or an O’Fallon church or alliance of churches may be the lead organization for this strategy.

What partners would be involved?

The services element should be planned and delivered with a partner, perhaps Urban Strategies or Better Family Life. The community schools programs proposed for Ashland Elementary and Yeatman Middle School also would be a source for services as discussed in Strategies 1.3, 2.3, and 3.1 in Chapter 4 - Community Schools and Community Education. Possible additional partnerships relating to the “rent-to-own” idea could include North Grand Neighborhood Services, which runs a program called “Mentoring Home” that helps low-income residents become homeowners and the Northwest Development Corporation that has sponsored rent-to-own housing. The Friendly Temple Missionary Baptist Church / Robert Fulton Development Corporation have organized a set of services for their tenants and others in the neighborhood and they may be willing to advise the O’Fallon neighborhood effort.

Financial considerations

Some of the needed social, economic, and financial services may be available from non-profit organizations. Suggested service providers are addressed in some detail in Chapter 3, Economic Development and Jobs and Chapter 6, Social Services, Informal Helping and Health. This program would possibly require hiring an additional staff person to do case management and information and referral. Of course, effort should be made to draw upon informal neighborhood helping networks.

Benefits and social capital created

Social capital outcomes are likely to include greater engagement in the community, reciprocal helping, greater efficacy in terms of understanding challenges and finding assistance to address them, and greater empowerment of the community in terms of neighborhood transformation. More specifics on building social capital are addressed in Program 2.2.2 below, which suggests forming an O'Fallon Renters' Association.

Relevant comments from December 3rd community meeting

One resident in the meeting informed the housing team that Better Family Life does citizen training and financial literacy in the 26th Ward and could be a potential partner or model program. Another resident raised a question of how many renters actually have the financial means to own a home, regardless of a rent-to-own program.

Program 2.2.2 Renters association to help encourage renters to be more engaged in neighborhood activities and provide wrap-around services

What action will be taken?

In order to further stabilize O'Fallon renters' lives, we suggest a program to establish a renter / tenant association(s) in the neighborhood. An association could start in a particular apartment complex or neighborhood block and then expand throughout the neighborhood. A renters' association can encourage a proprietary interest in rental properties and increase engagement in the neighborhood. Community meetings often are attended by homeowners, with renters under-represented or missing altogether. An association dedicated to renters could help make this voice heard. In addition, renter / tenant associations help tenants come together in a collective voice to better advocate for their rights and interests to landlords, especially important when those landlords live outside the neighborhood.

Who or what will be affected?

This program potentially would benefit tenants and landlords. Wilson at Grand Oak Hill Community Corporation reported that programs benefitting renters resulted in a more stable neighborhood and that landlords were more willing to make repairs when they did not have to find new tenants every 6 months (Wilson, 2011). In the long run, the program has the potential to cut down on the number of absentee landlords in O'Fallon.

Who / which group will take the lead?

The challenge of developing a renters association is that it works best when created by renters who have the time and motivation to form such an entity. Metropolitan

Congregations United (MCU) in St. Louis might assist with the organizing effort. Church congregations may be a good place to start mobilizing residents who are renters and have leadership potential to help organize the program. The North Newstead Association and the developers taking part in Strategy 2.2 above potentially could endorse the effort.

What partners would be involved?

This program works well with Program 2.2.1 above that proposes wrap-around social, economic development, health, educational, etc. services and also “rent-to-own” opportunities for renters especially within “rental properties provided by owner/developer for whom the well-being and engagement of residents is a primary focus” (Strategy 2.2). See the descriptions for Program 2.2.1 and Strategy 2.2 above in this chapter.

Financial considerations

The financial costs of a renters’ association is minimal since all members of the association would be volunteer residents. Finding an appropriate space for meeting should be relatively easy as well.

Benefits and social capital created

The establishment of a renters association(s) would encourage renters to engage more with the community and would help build community cohesion and empowerment.

Relevant comments from December 3rd community meeting

On the matter of tenant rights, one resident said that many tenants do not know about landlord-tenant rights because the City does not provide that information to them. Residents also raised the question of who would start an association and what standards there would be for joining. On empowering renters, one resident commented that if renters are made aware of the real power they do have, it will encourage them to engage with the community.

Strategy 3.2 Identify and secure funding and manpower for home maintenance/home repairs and to correct problems found through inspection or other methods.

Program 3.2.1 Basic Maintenance Program / church - block mentorship program for residential properties working in coordination with ACTS.

What action will be taken?

Many residents are physically or financially unable to perform even the basic repairs on their homes. This program will build upon the efforts currently being carried out by the ACTS Partnership, which has been critical in helping residents with house repairs. See interview with John Smith for more details (Smith, 2012). The Adopt a Block maintenance program, suggested here, would utilize the strong church presence in O’Fallon to help alleviate simple code violations (e.g. property upkeep issues). Each church would “sponsor” one or more blocks in the neighborhood and help ACTS carry

out the work they identify. Many churches already are involved in a variety of volunteer activities; the Adopt a Block program would expand their activities should they be willing to engage in this effort.

Who or what will be affected?

This program will affect the residents who benefit from greater community capacity to make repairs, as well as the relationships established through the church networks. ACTS will benefit through more volunteer help, tools, and supplies to carry out their work. Lastly, the neighborhood as a whole would benefit from improved appearance.

Who/which group will take the lead?

This program would be led by O'Fallon church leaders and the ACTS Partnership. It would be best to have the program endorsed by the O'Fallon Association of Churches and by the Alderman. The participating churches would need to identify a representative who will coordinate the effort within their own congregations.

What partners would be involved?

Partners in this project might include the block programs of the Urban League, Dream Center, and the National Night Out. Housing and code-enforcement committees of the neighborhood also should participate.

Financial considerations

Many churches have access to lawn mowers, clippers, and other tools and equipment usable to help carry out the work. Churches could mobilize volunteers and help raise funds and collect donations from church members to buy supplies. Other possible sources of funding are identified below related to Program 3.2.2.

Benefits and social capital created

This program would create a new relationship-building network within the community, allowing for church congregations to form helping relationships with the blocks they adopt. This would build social capital by residents helping residents, enforcing the idea of coming together for the common good of the neighborhood. This investment in community will help build stronger social ties and neighborhood pride.

Relevant comments from December 3rd community meeting

One resident stated that the church network idea was a good one. He said that churches put on drives and fundraisers all the time and that they would be able to provide people to do the work and also help supplement the supplies needed.

Program 3.2.2 Home Repair Program to build upon current repair efforts by the Alderman, ACTS, and Rebuilding Together; including apprenticeship opportunities for neighborhood youth.

What action will be taken?

The Home Repair program would build upon the efforts already happening in the O'Fallon neighborhood. This program would attempt to enhance this work, trying to fill

some of the gaps that have been identified through interviews. First, the Home Repair Program would help identify a network of contractors that would be willing to commit to neighborhood projects in order to complete the work outside the scope of the Rebuild Days. It also would maintain a directory of reputable and reliable home repair and maintenance contractors that can be used by home owners. Second, it would raise funds and recruit volunteers to supplement what has already been secured. Third the Home Repair Program would work with neighborhood youth in an apprenticeship / internship capacity, engaging them in service to their neighborhood, as well as teaching them useful and marketable skills. Lastly, it would help educate O'Fallon residents on the importance of ongoing home maintenance and what is required to do so.

Who or what will be affected?

This program would positively affect residents, both renters and homeowners, and neighborhood young people. It also benefits landlords of rental property that have not been kept up to code.

Who/which group will take the lead?

The Alderman would take a leadership role in this effort. Leadership partners might include the neighborhood housing committee and the ACTS Partnership and/or North Newstead Association. It is suggested that additional leaders come from neighborhood churches. (See Program 3.2.1 above)

What partners would be involved?

Partners would include volunteers from Rebuilding Together and the Catholic Heart group. Additional partners may also include the St. Louis Home Repair Network and Grand Oak Hill Community Corporation and the Lemay Housing Partnership. The youth apprenticeship component of the program might be facilitated by the Construction Career Center. UMSL and the Incarnate Word Foundation collaborated to produce a Repair Directory. The O'Fallon neighborhood could partner with them to use resource and tailor it for O'Fallon.

Financial and administrative considerations

For the youth apprenticeship component of the program, additional funding would be required if the decision was made to offer a small stipend to participants. It was expressed that one reason that contractors are so difficult to secure is the time-consuming and frustrating City repayment process once the work has been completed. The Alderman might look into improving this system. Potential funding sources include: the St. Louis Area Agency on Aging; City CDBG, HOME, and Housing Trust Fund monies; and the Urban League's Weatherization Program. The Federal Reserve Bank also makes available home repair funds. The federal Naturally Occurring Retirement Community program should be researched related to the fit for this effort.

Benefits and social capital created

This provides an opportunity for youth to invest their energy into the community and potentially provides them a small stipend. The program builds social capital by bringing further collaboration to the surface among residents and especially with young people.

Relevant comments from December 3rd community meeting

An important comment made regarded the selection of residents who qualify for the repairs done through Rebuilding Together and other repair efforts. Participants said that the programs target lower-income residents, but many of the homeowners in the neighborhood are moderate-income and do not qualify for the programs. They were frustrated because the work needing to be done is extremely expensive and beyond their means.

Conditions

Demographic data and neighborhood conditions inform and support the strategies and programs described above. Chapter 3 – Economic Development and Jobs contains a map of all vacant properties (including parcels and structures) in O’Fallon and those owned by the City LRA. The 2010 Census reported 738 unoccupied dwelling units in O’Fallon, 26% of all neighborhood housing. There were a total of 2,859 O’Fallon dwelling units. In addition, there are over 100 vacant lots throughout the neighborhood (Powers, 28 October 2011). These properties are resources for the housing rehabilitation and redevelopment programs suggested here.

The following map shows land uses as reported by the Assessor’s office. (The Planning Department does not verify the accuracy of these data.) The map is useful in this chapter in terms of indicating the location of single family detached houses, 2-4 unit residential buildings, 5+ unit residential buildings, and vacant land.

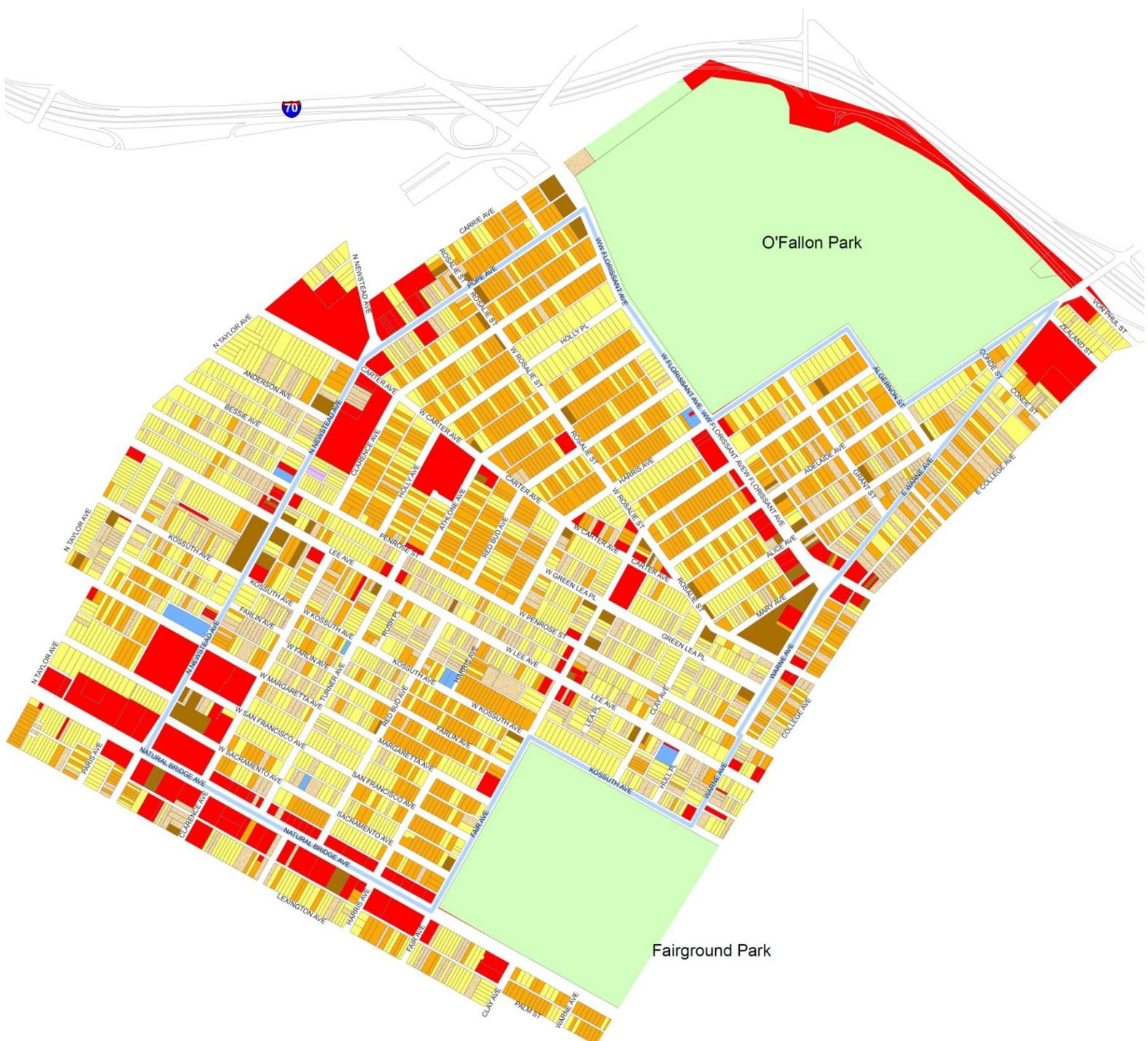
O'Fallon Neighborhood & Surrounding Blocks Map



Neither the Planning and Urban Design Agency nor the City of St. Louis guarantee the accuracy or adequacy of the information contained herein.

File Name: OFallonNghbrhdand1blockextraMap8-08-2011.mxd
Created by: W.B. 8-08-2011

The preparation of this map was financed in part through a grant from the Department of Housing and Urban Development and the Community Development Administration under the provision of Title I of the Housing and Community Development Act of 1974 (pub. L. 93-383 42 USC 5301 et seq.)

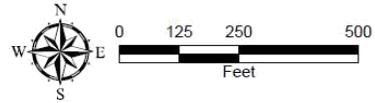
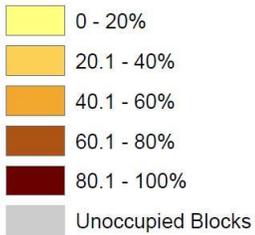


Fifty-seven percent (57%) of O'Fallon and Penrose residents reported owning their own homes and 43% of residents were renters (Provident, 2006). As context for considering some of the resident preferences below, the number of O'Fallon residents between 20 and 35 years of age expected in 2010 if no one moved out of the neighborhood was 1,427. But the actual number of 20-35 year olds living in the neighborhood in 2010 was 1010, or a loss of 417 residents (-30%). This age group was the highest rate of interest in purchasing a home in O'Fallon.

The following map contains the percentage of home ownership on each O'Fallon block.

O'Fallon Neighborhood & Surrounding Blocks Map

2010 Census Homeownership Rate



Neither the Planning and Urban Design Agency nor the City of St. Louis guarantee the accuracy or adequacy of the information contained herein.

File Name: OFallonNghbrhdand1blockextraMap8-08-2011.mxd
Created by: W.B. 8-08-2011

The preparation of this map was financed in part through a grant from the Department of Housing and Urban Development and the Community Development Administration under the provision of Title I of the Housing and Community Development Act of 1974 (pub. L. 93-383 42 USC 5301 et seq.)

Strategy 2.1 deals with developing “safe and affordable” rental housing in O’Fallon. Two of the top concerns for O’Fallon and Penrose neighborhood residents who plan to move out of the area were reducing gang, drug, and criminal activity (69%) and cutting back on loitering (45%) (Provident, 2006). Also, renters as a group can move out of their homes and neighborhood more easily; therefore, targeting safety is a priority for stabilizing the renter population (Outcome 2).

The renter population is predominantly 35 years of age and younger (43%). The group that had the highest percentage of people who plan to leave the neighborhood was 20 to 35 year olds (44%). One reason, besides safety, for this age group’s intent to move might be financial restraints, in which case making available affordable housing options would be supported (Provident, 2006).

Program 2.2.1 addresses wrap-around service and rent-to-own options for O’Fallon renters. Fifty percent (50%) of O’Fallon and Penrose renters indicated they wanted to own a house in the area (Provident, 2006). These residents are potential home buyers if they have the financial means to do so. Forty-three percent (43%) of renters who expressed interest in becoming homeowners in the area were between the ages of 20 to 35 years old (Provident, 2006). This statistic supports providing the wrap-around services suggested as described above related to Program 2.1.1.

Program 2.2.2 suggests establishing a Renters Association. Since the 43% of O’Fallon residents are renters and based on the neighborhood concerns about safety and loitering, it would be helpful to create a support system for renters as suggested in this Program. (U.S. Census Bureau, 2010)

Programs 3.2.1 and 3.2.2. These two programs address the need for additional volunteer and financial resources for neighborhood home repairs. The Provident survey indicated that around 35% of homeowners in O’Fallon and Penrose are over the age of 65 (Provident, 2006). A number of these homeowners may be limited in the physical ability to care for their homes to the extent needed. In the year ending September 2011, there were 220 Citizen Service Bureau calls related to property code violations and 411 calls related to vacant property appearance. The Neighborhood Appearance plan team reported that only 16% of the building complaints resulted in properties being brought into compliance. (See Chapter 8 next.)

8. NEIGHBORHOOD APPEARANCE IN THE ENVIRONMENT



Summary

The vision for O'Fallon is a cared-for, quiet, clean, and aesthetically beautiful neighborhood that demonstrates pride. This area of the plan overlaps with others (especially housing, economic development, and public safety). As a result, it is framed to address vacant properties, public rights of way, and neighborhood image.

A desired outcome is that vacant private and public properties and rights of way (e.g. alleys and streets) conform to maintenance regulations and are landscaped. The great majority of Citizen Service Bureau calls are related to these properties. Residents also support making temporary or more permanent use of vacant lots, such as for gardens, art projects, new homes, and so on. Lastly, a marketing program would be created to demonstrate community pride and the progress being made in O'Fallon.

Actions to be taken include better coordination of code enforcement agencies, securing volunteers and financial assistance to maintain vacant lots, engaging students and seniors in projects to use lots, and organizing volunteer assistance of students and professionals in the marketing program.

For strategy and program actions, this chapter discusses which group or agency might take the lead, endorsements needed, which groups would be helpful partners, and possible sources of technical and financial support.

Introduction

“The built environment is critical to a healthy sustainable community. It is the most visible evidence of new growth and opportunity, and it fuels wider related gains that have a lasting impact” according to the Local Initiative Support Corporation (LISC, 2011). Based upon the comments by O’Fallon residents at the September 17th community meeting, neighborhood appearance is of major concern. Residents cited issues of illegal dumping in vacant lots, weeds and debris, overgrown grass in vacant lots, and infrastructure problems in the public rights-of-way as important issues to be addressed.

This chapter addresses vacant properties including structures and lots. In many instances, the residents’ concerns about these properties are related to enforcement of different ordinances that address maintenance, for example such things as condition of buildings themselves, lawns, illegal dumping and storage, abandoned vehicles, and so on. Importantly, from an enforcement perspective, these concerns can be divided between government actions against responsible owners and actions in the public rights-of-way that are the responsibility of different divisions of government. This will be covered in more detail below in the chapter. Another way to approach this plan area is related to short-term and long-term utilization of the vacant properties.

This focus is a major concern in the O’Fallon neighborhood. There are 637 vacant buildings in the area and over 100 vacant lots (Powers, 28 October 2011). Code enforcement concerns were divided in this report among this chapter, Chapter 3 dealing with Economic Development and Job, and Chapter 7 concerning Housing and Affordable Housing. This was done to parcel out the code enforcement work to different groups of O’Fallon residents in order to make better progress. However, the strategies and programs in these chapters do overlap and community approach can be reorganized in a different way if residents wish.

A text box in Chapter 1 provides the definitions of Community Vision, Outcomes, Strategies, and suggested Programs. Neighborhood conditions and best practice research have guided the neighborhood appearance plan to meet the needs of the O’Fallon community. Community conditions are highlighted at the end of this chapter and best practice evidence for each suggested Program is presented in Chapter 10.

The section numbers in this chapter follow the arrangement “X.Y.Z”, where X is the number of the Outcome, Y is the Strategy, and Z is the Program. For example section 3.2.1 is Program 1 related to Strategy 2 that leads to Outcome 3.

The chart on the next page summarizes connections among the proposed Outcomes, Strategies, and Programs for the neighborhood appearance element of the plan. The “Priorities” shown for the Strategies are O’Fallon *residents’* ranking of the Strategies at the December 3rd community meeting. The Programs are connected in the chart to the students’ high ranked Strategies, which were developed before the December 3rd meeting.

Vision

The O’Fallon neighborhood shows pride and caring for the community through a quiet, clean and aesthetically beautiful physical environment.

Outcome #1

Vacant public and private properties, rights-of-way and landscaping are well maintained and conform to codes.

Outcome #2

Vacant lots are utilized for the benefit of the neighborhood.

Outcome #3

Positive neighborhood image, including internal community pride.

Strategy #1

Priority 2

Community leaders work with NSO and City officials to engage vacant property owners and to provide volunteer and financial assistance for basic maintenance.

Strategy #2

Priority 1

Coordinate a central code enforcement committee to report violations and then follow up. Utilize existing members of block organizations, business community, St. Louis City departments and other code enforcement committees.

Strategy #1

Priority 3

Residents and education leaders engage local schools through Yeatman MS to create service learning opportunities that utilizes vacant lots in a variety of projects.

Strategy #2

Retired citizens’ group works with non-profits to create functional and green spaces in vacant lots.

Strategy #1

Create a marketing plan with professional/student volunteers, including press releases for clean-up/art events.

Program #1

Assist O’Fallon Community Organization outdoor art exhibit by bridging relationships with Yeatman MS, a university fine arts department, and potential sponsors.

Program #2

Work with Yeatman MS and established block and neighborhood organizations to mobilize local youth especially in a volunteer corps, to participate in one day clean up event(s).

Program #1

Engage community by creating an “O’Fallon Image Contest”. Create enthusiasm by inviting individuals to submit logos and taglines for banners, website, etc.

Program #2

Create a neighborhood public relations committee and develop O’Fallon ambassador training to create and implement a marketing plan that incorporates clean ups, arts events and other activities.

Vision Statement

The O'Fallon neighborhood shows pride and caring for the community through a quiet, clean and aesthetically beautiful physical environment.

Outcomes

Outcomes are the desired results of our actions in order to achieve the long term vision of the neighborhood's future. Below are the Outcomes established by O'Fallon residents:

The outcomes proposed provide a two-pronged approach for addressing the visual appearance and image of the neighborhood: 1) the positive portrayal of O'Fallon neighborhood to its residents the rest of the region and 2) the landscaping and re-purposing of vacant lots.

Outcome 1 Vacant public and private properties, rights-of-way, and landscaping are well-maintained and conform to codes.

The majority of grievances in this plan area as expressed by residents and service providers dealt with inadequate vacant property maintenance and code violations that had not been remedied. It is important to address these concerns in the form of a feasible, attainable outcome. Lawn maintenance is a visible signal of neighborhood condition and is fairly simple to address. Achievement of this outcome can serve as a "small victory" that will create momentum that can carry through to other parts of the strategic plan that are not as easily achieved or as noticeable. The Dudley Street Neighborhood Initiative used the "Don't Dump on Us" campaign as a similar strategy to create resident buy-in and excitement in order to sustain their community development effort (Medoff and Sklar, 1994, pp. 85-86). The goal here is to empower residents to communally take responsibility for the appearance of the neighborhood.

Outcome 2 Vacant lots are utilized for the benefit of the neighborhood.

The O'Fallon neighborhood has a large number of vacant lots as shown in the map in Chapter 3 – Economic Development and Jobs. Although vacant lots typically are seen as a negative, they have the potential to provide many benefits to residents such as increased green space, sources of artistic expression, earned income, and good quality infill development. The reasoning behind this outcome is to lend to the beautification efforts and to increase resident traffic in vacant lots to discourage criminal activities or illegal dumping. It has been shown that increased foot traffic leads to a decline in crime since perpetrators lose the benefit of anonymity and it is more likely that their activities will be reported (Hillier, 2004).

The Urban Institute's Arts and Culture Indicator Project also maintains that arts and cultural expression are crucial to a community's vitality because they affect

neighborhood conditions, activities, and overall quality of life (Urban Institute, 2003, p. 2).

Outcome 3 Positive neighborhood image is increased, including internal community pride.

A recurring comment during the initial neighborhood meeting and subsequent resident and service provider interviews was that the O’Fallon neighborhood should be a place where non-residents visit. There was a desire to be “the envy of St. Louis,” as one resident expressed it, but on an even more fundamental level, that residents themselves would be proud to live in O’Fallon and understand the value of a well-maintained neighborhood. The neighborhood has an important historic role in St. Louis in terms of the residents’ educational and economic achievements and the establishment of a vital, African-American middle-class neighborhood.

Strategies

Strategies are actions that might be taken to result in or lead to the Outcomes. To be clearer, Outcomes are integrated into the descriptions of Strategies below.

Outcome 1 Vacant private properties, rights-of-way, and landscaping are well-maintained and conform to codes.

[Editor’s note. Code inspection and code enforcement are a very high priority for O’Fallon residents. As a result, they have surfaced in several chapters in this plan in desired Outcomes, Strategies, and Programs. Besides the discussions below in Strategies 1.1 and 1.2, the reader also should review Strategy 3.2 in Chapter 7 – Housing and Affordable Housing for more ideas on organizing the effort. Programs 3.2.1 and 3.2.2 in Chapter 7 contain ideas about sources of volunteers and funds. Neighborhood leaders and residents will need to determine how to move forward with these suggestions, perhaps by combining ideas that appear in several places in this plan.]

Strategy 1.1 Community leaders work with the Neighborhood Stabilization Officer and City officials to engage vacant property owners and to provide volunteer and financial assistance for basic maintenance.

Understanding that many of the property owners in the O’Fallon neighborhood are elderly or live on a fixed income, code problems may be infeasible for the owner to address without support. Other owners may live too far away to effectively coordinate the necessary improvements. This strategy is targeted to private sector owners of vacant properties who are motivated to well-maintain their property, want to conform to codes, and are not immediately interested in selling. Several residents reported that there are income caps for receiving existing O’Fallon repair funds. It is possible the group of property owners focused upon here may be “falling through the cracks” of existing programs.

Based on this information, measures should be taken to create alternate sources of volunteer and financial resources to assist property owners with maintenance that is not income-based. The need for neighborhood organization and greater resources has been discussed above, especially in Chapter 7 – Housing and Affordable Housing, related to Strategy 3.2 and Programs 3.2.1 and 3.2.2. Some suggestions offered there for leadership include the Alderman, ACTS Partnership, North Newstead Association, neighborhood committee, and local churches. The Strategy and Programs identified above also contain suggestions for volunteer partner organizations and financial resources. This strategy was resident priority 2 from the December 3rd meeting.

It would be beneficial for all residents of O’Fallon, to create and coordinate a volunteer and financial resource database to assist residents with basic maintenance and repairs. Informal networks are vital to reciprocal helping and encourage self-reliance (Colombo, 2003). Supporting and building upon informal helping networks represent a strong solution.

Strategy 1.2 Coordinate a central code enforcement committee to report violations and then follow up. Utilize existing members of block organizations, business community, St. Louis City departments, and other code enforcement committees.

Residents expressed frustration regarding the long response times between complaints filed with the Citizens Service Bureau and other government offices and action taken. Depending on the type of complaint, various departments are responsible for services. Residents also reported being unable to obtain information about when violations would be followed-up. This proposed strategy offers a remedy to the issue of lack of follow through, which is vital to address to encourage community engagement (Colombo, 2003). The creation of an enforcement committee would provide a centralized place for residents to review neighborhood complaints and the committee could be responsible for ensuring that the complaint was remedied.

Code enforcement was identified as a high priority in several other plan focus area including Economic Development and Job and Housing and Affordable Housing. It was ranked the 1st priority by the Neighborhood Appearance in the Build Environment resident group at the December 3rd community meeting.

This Strategy is related to Outcomes, Strategies, and Programs proposed above; specifically, Chapter 3 – Economic Development and Jobs, Program 4.2.1 and Chapter 7 – Housing and Affordable Housing, Strategy 3.1. Suggested leadership for this effort includes the Alderman, ACTS Partnership, North Newstead Association, neighborhood business alliance, and a neighborhood committee. Important partners might include the block groups including those organized by the Urban League, Dream Center, and National Night Out.

The governmental agencies responsible for code enforcement are identified related to Strategy 3.1 in Chapter 7. Some of these are more specifically directed to structures and others to vacant lots and yards. See table below.

An important distinction is between code problems on private properties and those in the public rights-of-way (sidewalks, alleys, streets, medians, and other public infrastructure such as water, sewer, and hydrology) and in publicly held land and buildings, such as LRA

| Buildings | Vacant Land |
|---|---|
| <ul style="list-style-type: none"> * Neighborhood Stabilization Officer for Ward 21, Mayor’s Office * Building Division * St. Louis Metropolitan Police Department (nuisance properties) | <ul style="list-style-type: none"> * Neighborhood Stabilization Officer for Ward 21, Mayor’s Office * Forestry * Refuse * Streets * Traffic Division |

properties. This is important because the groups responsible for compliance with code differ and the means to compel compliance also are different. It is suggested that perhaps separate community / political groups be established to provide oversight of these two categories of property in terms of ownership..

Interviews with City officials confirmed that such a committee would be helpful in holding agencies accountable (McLaughlin, 16 December 2011). Providing technical assistance to residents regarding how to report violations and follow up with particular agencies would be useful. It also could enhance residents’ social capital and engage City officials in an educational role that creates buy-in for outside agents (Delgado, 28 November 2011).

Outcome 2 Vacant lots are utilized for the benefit of the neighborhood.

Strategy 2.1 Residents and education leaders engage local schools through Yeatman MS to create service learning opportunities that utilizes vacant lots in a variety of projects.

Another recurring theme heard from residents was incorporating youth and seniors in activities within the O’Fallon neighborhood. An emphasis on engaging all community members is important to the long term sustainability of any program developed. A commitment from local schools serves sustainability and intergenerational engagement. Many young people attending Yeatman Middle School especially live outside the O’Fallon neighborhood. Thus this strategy capitalizes on the extra human capital available, as well as widening the circle of community. Other benefits of this strategy include improving the overall quality of education and vocational training at local schools. This was identified by residents at the December 3rd meeting as their 3rd priority activity

This Strategy is address further in Programs 2.1.1 and 2.1.2 below. Project leadership suggestions include the O’Fallon Community Development Organization, Yeatman Middle, and the ACTS Partnership. Project partners and possible volunteer and

financial sources include the Regional Arts Commission, Gateway Greening, Forest Releaf of Missouri, and the Missouri Foundation for Health,

Strategy 2.2 Retired citizens' group works with non-profits to create functional and green spaces in vacant lots.

In 2010, nearly 1,500 residents 55 year of age or older were living in O'Fallon, with 857 over 65 (U.S. Census, 2010). This group offers significant resources to help others and perhaps have particular needs for support. These residents offer the gift of time and a lifetime of knowledge and skills that may be shared with others working to utilize vacant lots as functional spaces. Functional green spaces may include gardens (vegetable or botanical), play areas, picnic spaces, and so on.

Individuals in a community may have social capital, but if it is not continually utilized in new ways as a resource by others, it has little impact upon the community's development as a whole (Mattessich, 2009). One core principal of building social capital is establishing reciprocal relationships. The strategy focuses on seniors making beneficial use of vacant property for all residents of the neighborhood. Older residents also were reported to need a need for more recreational and social activities.

Work to support and engage older residents has been covered above in Strategy 2.1 and especially in Chapter 6 – Social Services, Informal Helping, and Health. See Strategies 1.1 and 4.1 and Program 4.4.1 in Ch. 6. It is suggested that these sections be reviewed to obtain ideas regarding leadership roles, partners, and voluntary and financial resources.

Outcome 3 Positive neighborhood image is increased, including internal community pride.

Strategy 3.1 Create a marketing plan with professional/student volunteers, including press releases for clean-up / art events.

The Local Initiatives Support Corporation (LISC), a national group that assists community organizations, encourages marketing neighborhoods as a strategy for stabilization and renewal. In *Building Neighborhoods of Choice*, they state, "marketing the community— establishing a positive identity of the community in the minds of residents, the broader community, and potential investors, is as important as creating affordable housing or financing new retail space" (Beck and Higgins, 2001, 3).

The creation of a marketing plan to frame a positive image of the neighborhood for its own residents and the rest of the St. Louis community will help attract and retain residents. Leadership for this activity might come from the Alderman, O'Fallon Community Development Organization, and the proposed neighborhood Business Alliance. With the help of professional and student volunteers, residents will be able to share what makes O'Fallon attractive and utilize these features as selling points for the neighborhood. The marketing plan could be built around neighborhood community

development initiatives, such as making productive use of vacant lots, building housing, implementing Community Oriented Policing, and so on. This would convey a dynamic sense of progress and community engagement.

Programs

Like strategies, programs are actions taken to result in or lead to the desired results. Programs follow from strategies. They are more specific and should be clearer guides for implementation. Students were asked to develop two programs for each selected strategy. The Programs described below are suggestions that require greater refinement and community review, as noted in the Introduction chapter.

For greater clarity, Strategy statements are integrated into the descriptions of Programs below.

Strategy 2.1 Residents and education leaders engage local schools through Yeatman MS to create service learning opportunities that utilizes vacant lots in a variety of projects.

Program 2.1.1 Assist O'Fallon community organization outdoor art exhibit by bridging relationships with Yeatman MS, a university fine arts department, and potential sponsors.

The O'Fallon Community Development Organization is concerned with beautification of the area through the arts and the engagement of community members in contributing to the appearance of their neighborhood. Ms. Shirley Ann Williams, treasurer of the O'Fallon Community Development Organization, drafted a proposal for a project that would enlist students from the O'Fallon schools and residents to create sculptures and paintings that would be displayed in vacant lots and on retaining walls and public light boxes. This project is similar to the artwork that can be seen on South Grand Boulevard near the "international district". The plan also included opportunities for students to help landscape the neighborhood.

Ms. Williams has provided leadership for this effort. The project is being supported by the art teacher at Yeatman Middle School. The Regional Arts Commission (RAC) provides grants to community arts and other organizations interested in creating public art, provided that they hire a professional artist to be included in the effort. Organizations can request up to two-thirds of the program budget from the RAC. \$3 million dollars were available in 2010 to St. Louis City and County organizations for projects through RAC (Weiss, 7 Nov 2011). It is anticipated that most of the materials for the project would be donated and much of the labor provided by volunteers.

The suggested program additionally relates to the 3rd desired Outcome in this chapter, fostering a sense of neighborhood pride, because it encourages residents to seek out what is beautiful about their community and to display it in ways that allow others to enjoy (Urban Institute, 2006, p. 20). In addition to enhancing the neighborhood's

appearance, having artwork that was created by and for community residents reinforces community pride and investment and gives residents and visitors something to notice and appreciate. Artists and artistic expressions are assets that individuals can bring to the community (Kretzmann and McKnight, 1993, *Building Communities from the Inside Out*, 7).

Program 2.1.2 Work with Yeatman MS and established block and neighborhood organizations to mobilize local youth especially in a volunteer corps to participate in one day clean-up event(s).

Several groups have already come together in O'Fallon, including a block captain system, community patrols, ACTS Partnership, and the O'Fallon Community Development Organization. Several local nonprofits already offer individual clean up organizing services and volunteer coordination. In an effort to utilize these assets and create an event that can engage the neighborhood in a feasible way, a day-long clean up event(s) is recommended. A clean-up event may help address some of the reasons for the current state of the vacant lots. According to residents and community leaders, often properties get to a level of accumulation of debris that it is difficult for City departments to maintain these through normal procedures. These clean-up days could be held during Rebuilding Day(s) with Rebuild St. Louis.

Through a clean-up initiative, maintenance of vacant lots and common spaces will become easier. By rectifying the many obvious code violations initially, the community will have greater ability to recognize problems when they arise and it will be evident when a service call is not followed through. This process will empower residents and assist them in holding the City and other responsible entities accountable. Small wins that are inexpensive and demonstrably effective are essential to the implementation of long term planning goals (Center for Urban Economic Development, 1987; Kemp, 1998).

By engaging multiple organizations in one day, the change in neighborhood appearance will create a much larger impact. Organizations like Rebuilding Together, the Home Repair Network, and ACTS Partnership may be able to offer the resources for basic repairs and rehab assistance that a neighborhood clean-up is able to identify during its sweep (Swanstrom and Guenther, 2011). Additionally, by involving outside service providers, this project can incorporate the many layers and systems involved in community concerns (Kemp, 1998). As discussed in Chapter 7 – Housing and Affordable Housing, many residents may need assistance in completing home repairs since older homes often are too expensive for homeowners to maintain. By creating a forum for assistance from a variety of community sources, the clean-up event can create an atmosphere of mutual help for all community members (Swanstrom and Guenther, 2011).

According to the sociological theory of “broken windows”, physical disrepair has an indisputable effect on community engagement and even neighborhood stability (Kelling

and Wilson, 1982). A clean-up day be an effective way to increase engagement by all residents.

Strategy 3.1 Create a marketing plan with professional/student volunteers, including press releases for clean-up / art events.

Program 3.1.1 Engage community by creating an “O’Fallon Image Contest”. Create enthusiasm by inviting individuals to submit logos and taglines for banners, website, etc.

According to the LISC Center for Homeownership, establishing brand recognition is a component of marketing a neighborhood (Beck and Higgins, 2001, 6). It is important that O’Fallon residents be involved in branding and marketing their neighborhood, which could be done through a contest (Reardon, 2009). In soliciting entries from community members, particularly students, about what makes O’Fallon special, community members can reflect on the unique qualities of their neighborhood and work to showcase those features to the rest of St. Louis.

The organization to spearhead this initiative might be a committee established by the lead organizations mentioned above: the Alderman, O’Fallon Community Development Organization, and the proposed neighborhood Business Alliance. The effort would be assisted by professional and student volunteers. Students enrolled at Yeatman and Ashland and residents would participate in the contest. Monetary prizes or recognition for the winning contestants would be decided upon by the contest committee.

O’Fallon residents present at the December 3 meeting expressed reservations about this program, but did believe it would be an innovative way to engage youth living and going to school in the neighborhood. Hesitancy about this Outcome and Program were based upon skepticism of its usefulness due to a history of unfulfilled promises by a previously elected official. Given this, effort would be needed to fully engage residents about their concerns and ensure that this program would be well received by the community.

Program 3.1.2 Create a neighborhood public relations committee and develop O’Fallon ambassador training to create and implement a marketing plan that incorporates clean ups, arts events, and other activities.

Branding is as important to a neighborhood as it is to a business. Chambers of Commerce and tourist bureaus have utilized branding, media and images to help forge lucrative relationships and draw in businesses and consumers alike. Neighborhoods can utilize these same models to draw in investors, businesses, visitors and residents. Strategies offered in this plan highlight the assets of O’Fallon and suggest methods of building on those strengths. To expand the circle of community, these accomplishments must be communicated to all stakeholders. Reardon (2009) identifies a “steering committee” and “media campaign” as best practices to engage community stakeholders. Maplewood and Old North St. Louis are areas that have capitalized on

the citizens movements to attract new investment through aggressive marketing techniques. While the substance of their marketing materials may differ, the methods still are valuable in accomplishing neighborhood goals.

Best practices identify cultivating residents' skills and engaging them in multiple levels of community civics as vital to building capacity (Reardon, 2009). This can be accomplished by inviting local professionals to work with citizens in creating a marketing plan and acting as "ambassadors" within the neighborhood and to the St. Louis region. Ambassador training has been used by other organizations including Beyond Housing to utilize residents in engaging neighbors. Information on community action, news, and meetings can be exchanged more effectively and create buy-in from community members.

Potential partnerships might include representatives from Maplewood Business Association, Old North St. Louis, and university business students. The expense of a marketing campaign can vary widely depending on the medium of communication, e.g. new releases, public service announcement, banners, billboards, radio advertisements, and so on.

Conditions

The O'Fallon neighborhood currently has a diverse population especially with regard to income, education, and age. It also has many historically important structures. The numbers of occupied and unoccupied dwelling units in O'Fallon were reported in Chapter 7. The 2010 Census found 738 unoccupied dwellings in O'Fallon. There also are over 100 vacant lots in the area (Powers, 28 October 2011). Many of these properties are owned by the St. Louis Land Reutilization Authority (LRA). Central concerns related to the focus of this chapter are associated with these vacated and unutilized spaces. A majority of Citizen Service Bureau reports are associated with illegal dumping, non-maintained lawns, weeds, debris, and general refuse and other alley-related calls.

Between September of 2010 and September of 2011, 2,654 calls to the Citizen's Service Bureau were made in the O'Fallon neighborhood. The following address neighborhood appearance:

- 106 reports were related to refuse and trash containers,
- 220 reports related to building code violations,
- 411 reports concerned vacant property appearances directly – debris, weeds, buildings unsecured,
- 295 reports reported tree trimming needed, or trees damaged, and
- 68 reports related to missed or inadequate lawn cuts.

While all Citizen Service Bureau complaints filed eventually are listed as closed, out of 491 buildings with violations, only 80 complied with code at the time the cases were closed. The compliance rate for buildings cited is 16%. Citizens reported feeling

frustrated with the effectiveness of the City's response. While the City nearly always cites private properties not in compliance, the enforcement tools are weak. In interviews with local agencies, the theme is common in North St. Louis City.

The current conditions may seem negative; however, there are several important aesthetic assets in O'Fallon neighborhood as well. O'Fallon and Fairground Parks have over 730 acres of green space, including ball fields, a new Recreational Complex, and water attractions. O'Fallon is currently in the process of obtaining a National Registry of Historic Places designation, reflecting the quality and significance of the local architecture.

9. O'FALLON BACKGROUND INFORMATION

Historic Significance of O'Fallon Neighborhood

The significance of the neighborhood buildings has contributed to an increased interest in documenting and preserving the history of this community. Unlike many areas of north St. Louis, where much of the historic construction has been demolished or has



fallen into disrepair, most of the building and housing stock of O'Fallon is in relatively good condition, needing only minor to moderate restoration. This makes the O'Fallon neighborhood a prime candidate for historic restoration and preservation efforts, such as inclusion in the National Registry of Historic Places and eligibility for tax credits and other preservation incentives (Preservation Research Office, 2011).

Of the historical information that has been published regarding the O'Fallon community, the following milestones are of note.

- The O'Fallon neighborhood was established circa 1859, after farmland owned by several families was subdivided into smaller properties.



House on the 4200 block of Clarence Ave.
Source: Preservation Research Office, 2011

- In 1875, the City of St. Louis purchased 159 acres of land from John O'Fallon, a businessman and philanthropist, who was at one time the wealthiest person in St. Louis. (O'Fallon Historical Society, 2011). This land was established as O'Fallon Park and led to more rapid development in the surrounding area (Preservation Research Office, 2011).

- In the period between 1890 and 1930, the majority of the buildings in the O'Fallon Heights, Plymouth Park, and Wanstrath Place subdivisions were built. These

buildings were constructed using similar, locally-sourced materials, a fact which adds to the historic significance of these buildings today (Preservation Research Office, 2011).

- Major buildings that were constructed during this period include the Boathouse in O'Fallon Park, Holy Rosary Church, and the Bethany Evangelical Church, as pictured at right (Preservation Research Office, 2011).



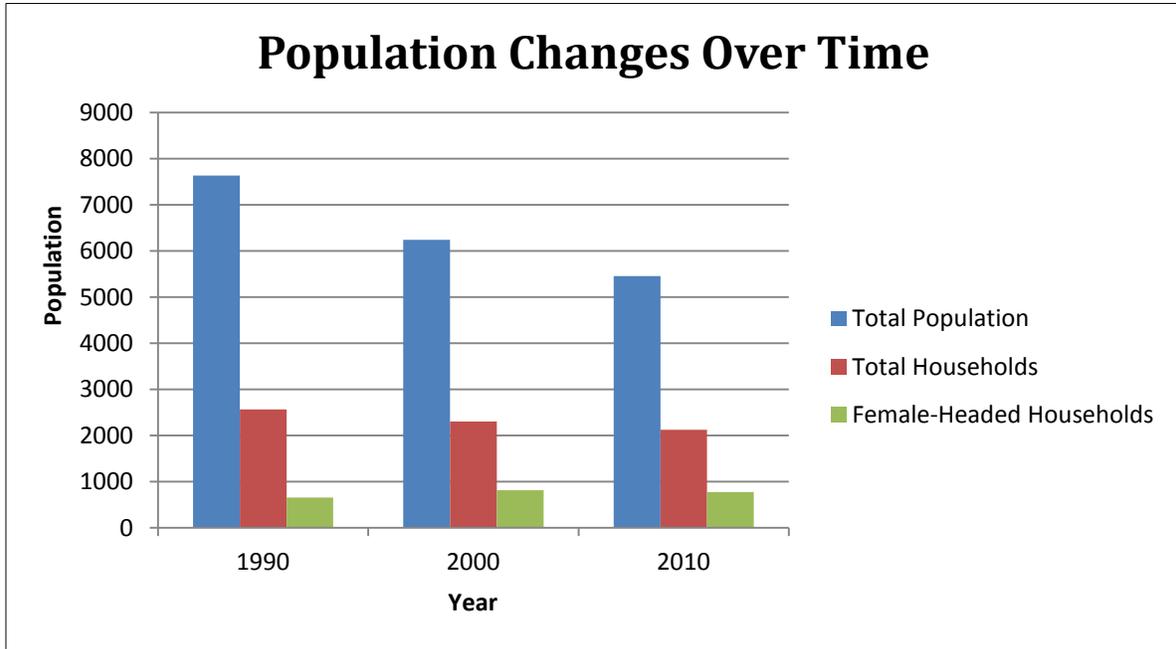
Bethany Evangelical Church, currently known as the Sanctuary, a community meeting space. Source: Preservation Research Office, 2011

Demographic and Social Data

Information gathered from the U.S. Census is an important factor in understanding the current dynamics of a community. The demographic information for O'Fallon reveals interesting details about this history-rich neighborhood and mirrors aspects of the city of St. Louis' recent history. All of the information that follows in this section was taken from the 1990, 2000, and 2010 US Censuses

O'Fallon's population has followed a similar pattern as the city of St. Louis. There have been steady drops in total population for the past twenty years as seen in decennial Censuses. The current population (at the time of the 2010 Census) of O'Fallon stands at 5,149 persons. This figure results from a -12.5% change between 2000 and 2010, and a -28.5% change between 1990 and 2010, as seen in the graph below. The number of female only-headed households peaked in 2000 despite the decrease in total households when compared to 1990.

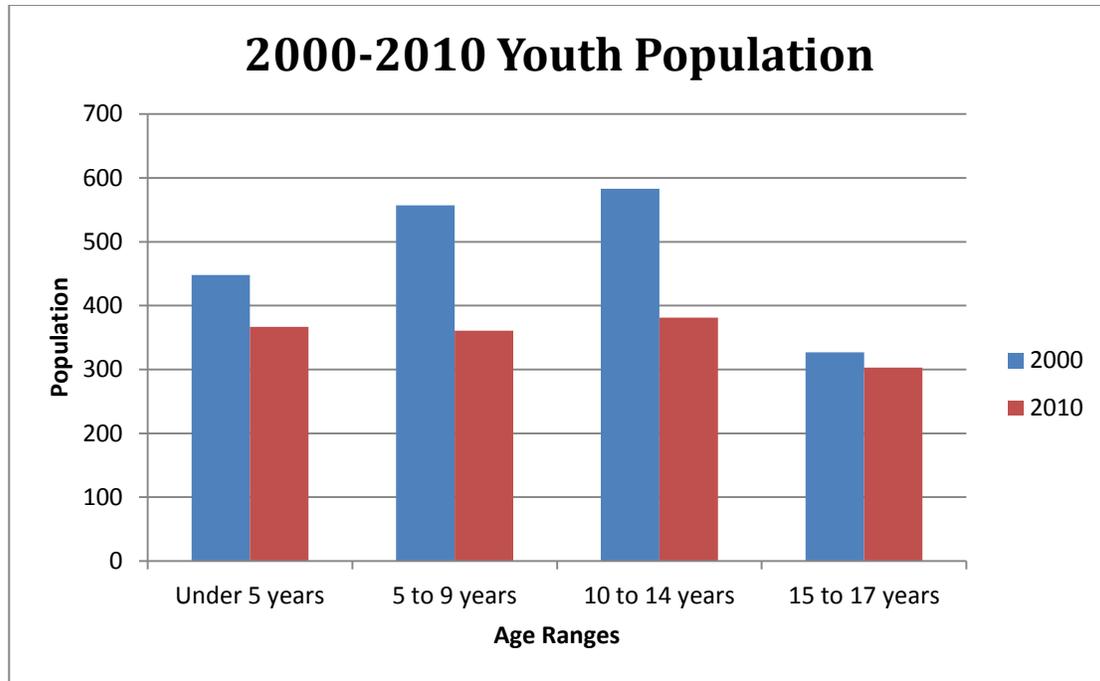
Graph 1: Population Changes in O'Fallon



Source: US Census Bureau

Community members have indicated that O'Fallon's youth population is one of its most important resources and concerns, especially regarding education and safety. Young people aged birth to seventeen years currently make up over 25% of O'Fallon's population. However, this number has fluctuated over the past decade. There has been a decrease in the youth population, as seen by the graph below. The greatest decrease was the number of five to nine year olds (followed closely by ten to fourteen year olds), possibly due to a decrease in childbearing-aged adults in the community over the past ten years.

Graph 2: Youth Population in O'Fallon



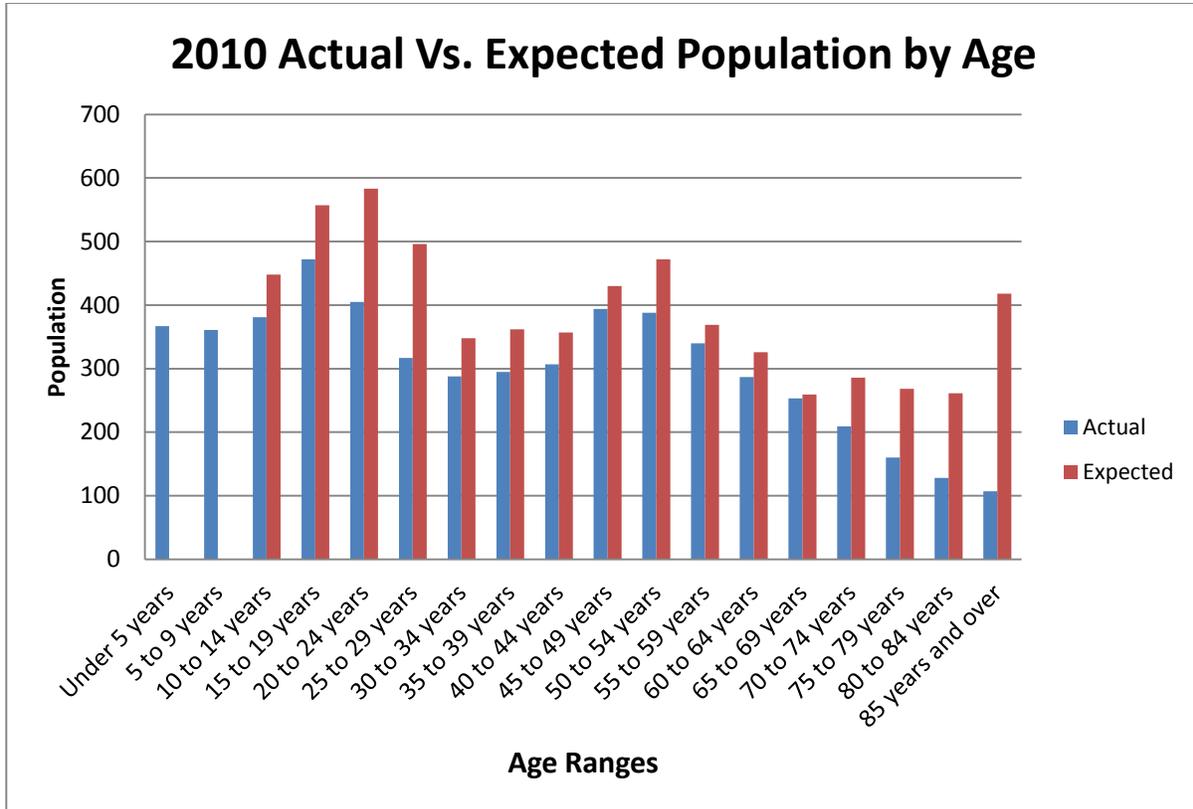
Source: US Census Bureau

This represents the actual number of residents of different ages in 2000 and in 2010. However the situation is complicated by the fact that the expected number in different age categories is a result of the number present ten years earlier as the group ages, and also by the number of births. We were not able to calculate the expected births, but it is possible to compare, say, the number of those from 0 to 4 years of age in 2000 to those 10 to 14 years old ten years later.

To further explore the effect of migration of O'Fallon residents, a population analysis was done to show the expected 2010 population assuming no out- or in-migration, compared to the *actual current population* of O'Fallon (in other words, for example, the number of 5 to 9 year olds in 2000 compared to the number of 15 to 19 year olds in 2010). As seen in the graph below, the *expected* population was higher for all age ranges only partly due to the overall decline of the O'Fallon population.

There are some striking differences in the expected versus actual populations. There are far fewer young adults (20 to 29 year olds) than expected when considering the population totals from 2000. This indicates that over the last decade, many young adults moved away from O'Fallon. This finding stresses the importance of jobs, public safety, and appropriately sized, good quality, affordable housing in O'Fallon for young adults.

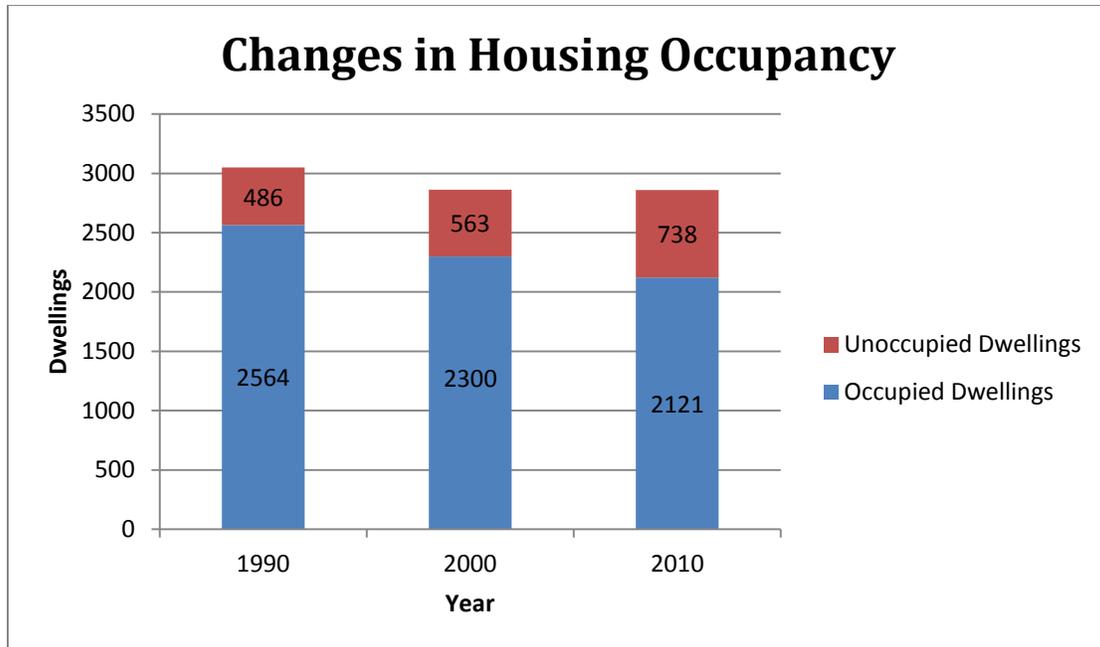
Graph 3: Population Forecast for O'Fallon



Housing

Another important finding from the U.S. Census is information on housing occupancy. The number of total dwellings in O'Fallon has diminished slightly over the past twenty years; 187 dwellings were removed between 1990 and 2000, though only four dwellings were removed in the years between 2000 and 2010. More significant is the number of housing units now unoccupied. There was a 31% increase in unoccupied dwelling units between 2000 and 2010, and an almost 52% increase in unoccupied dwellings between 1990 and 2010. But though the number of unoccupied dwelling units has risen in the two decades, the total number of *occupied* dwellings still is relatively high: just over 74% of dwelling units in O'Fallon in 2010 were occupied. The beautiful and historic housing stock in O'Fallon continues to be one of O'Fallon's strongest assets.

Graph 4: Housing Occupancy in O'Fallon



Source: US Census Bureau

One of the notable findings in the Census reflects O'Fallon's history of proud homeownership. Though renter-occupied dwelling units make up the majority of housing tenure (at 55%) in both O'Fallon and the city, home ownership still is quite high. But in O'Fallon, 23% of residents own their homes free and clear, with no mortgages or loans. Only 13% of St. Louis city residents overall own their homes unencumbered and 33% have mortgages or loans. It is clear from community members that O'Fallon residents love their homes and their neighborhood, and the U.S. Census data reflect this.

The O'Fallon neighborhood has countless assets, the most important being the wealth of human capital: its residents.

Social Characteristics

The social data found within the US Census paints a more complete picture of O'Fallon. As a whole, many of the social characteristics of O'Fallon are comparable to St. Louis city data. These data largely are from the 2000 Census but 2010 statistics were used when available at the time of report writing.

Educational attainment for O'Fallon and the city overall are similar. Fully 37% of all O'Fallon residents 25 years of age and older had some college education and 141 residents had master's or professional degrees. Twenty-seven percent (27%) of both

O'Fallon residents and general city residents were high school graduates. The most common industries in which both O'Fallon and the city residents worked were educational, health and social services, followed by manufacturing, arts, entertainment, and food services. There were slightly more O'Fallon residents performing service-related occupations than in the city.

Thirty percent (30%) of O'Fallon residents lived at or below the poverty line in 2000. The percentage of married couples living in poverty is the same for both the city and O'Fallon: 15% in 2010. Sixty-two percent (62%) of O'Fallon household in poverty were female-headed households, compared to 51% in the city. This stresses the importance of increased educational and economic opportunities for young women and of two-adult households in O'Fallon and the city.

Though O'Fallon is comparable to the city in many ways, there are several different findings of interest. The majority of residents use personal vehicles (cars, trucks, or vans), but many more O'Fallon residents (23%) utilize public transportation than city residents (only 11% in the city). A large number of those using public transportation take the 42 Sarah bus that loops through O'Fallon.

O'Fallon has more women than men. Currently, females make over half, 55%, of O'Fallon's population. O'Fallon is majority African-American, with over 94% of Census respondents in O'Fallon identifying as such. The number of Census respondents identifying as Caucasian or with "two or more races" has risen in the past decade from .8% in 2000 to 3% in 2010. O'Fallon remains broadly and strongly African American.

Current and Future Development

Several projects in the O'Fallon neighborhood currently are under way. Taking into account the historical significance of the O'Fallon community, Alderman French, together with the Acts Partnership, are petitioning to have most of the neighborhood designated as an historic district in the National Register of Historic Places. "National Register historic districts lead to tremendous benefits for urban neighborhoods", said Preservation Research Office Director Michael Allen. "They contribute to a sense of community pride, build identity, and can bring resources and investment." The resources and investment mentioned by Mr. Allen include access to preservation incentives such as Federal and Missouri historic preservation tax credits (Preservation Research Office, 2011).

As part of this project, the Preservation Research Office has spent much of 2011 documenting, photographing, and mapping the buildings of the O'Fallon neighborhood. Project staff also conducted an oral history to support the petition to the National Register of Historic Places. The designation, which is expected in early 2012, would coincide with similar actions in the adjacent Penrose neighborhood (Preservation Research Office, 2011).

The other major project that is nearing completion in the neighborhood is the construction of a community center in O'Fallon Park. Construction on this \$23 million athletic and recreation complex began in August 2011. When completed, the complex will include pools, a spa, a gymnasium, an indoor track, and a fitness center, among other features. The two-story complex will total 79,000 square feet, and is designed as LEED-Silver certified, a measure of environmental sustainability (City of St. Louis, 2011). It was recently announced that the finished building complex and the external fields would be managed by the YMCA and the Herbert Hoover Boys and Girls Club (Colombo, personal communication, December 10, 2011).

These development projects, along with the many other community assets mentioned here, lay an important foundation for the growth and renewal of the O'Fallon neighborhood.

10. EVIDENCE BASED PRACTICE RELATED TO PLAN PROGRAMS

In developing suggested programs for the O'Fallon neighborhood, attention has been given to those that have strong evidence-based support. Evidence-based support means that research has shown these programs to be effective in achieving desired results. The following paragraphs provide an overview of the available evidence supporting the programs that have been proposed.

ECONOMIC DEVELOPMENT AND JOBS

Program 3.1.1 Form a College and Career Information Center (CCIC) to conduct an assessment of the current market demands and employment opportunities along with O'Fallon resident skills, needs, and barriers to employment as the first step to inform the work of the CCIC

Studies show assessments of market labor force characteristics and of demands for employees as an integral foundation step in creating the effective workforce development programs across the country (West, 2009; National Center on Workforce and Disability/Adult, 2008). Assessment of the economic environment from a demand-driven perspective offers an encompassing workforce development plan (West, 2009). Rather than implement a job training program that does not prepare individuals for advancement and further development, a workforce development assessment will be "data- and fact-driven to provide an analysis of the labor market including current economic conditions, major forces, and local trends" (West, 2009).

On the employment demand side, the St. Louis Regional Chamber and Growth Association completed a study of job openings in 2011. They reportedly found nearly 75,000 job openings posted in a 4 month period and that "finding the right people with the right skills" was difficult. Half of the job openings were in computers, mathematics, sales, and health fields. Most of these positions required a bachelor's or associate's degree or vocational training. (St. Louis Post-Dispatch, 9/4/2011, p. E. 1) The St. Louis Post-Dispatch also reported that the St. Louis Community College (SLCC) issued a "2011 State of the St. Louis Workforce report". SLCC has formed a committee of support groups, educators, and government agencies to guide their job training efforts. (St. Louis Post-Dispatch, 8/11/2011, p. A11)

The data gathered will be used to inform the work of the College and Career Information Center (Program 3.1.2). The UIC Center for Urban Economic Development (1987) echoes this need by stressing the importance of assessing both the labor supply and the industry demand. The UIC Center for Urban Economic Development provided a successful example of an assessment of manufacturing jobs in Chicago. The results showed gaps in training programs for specific skills and a committee of manufacturers developed a program to train low-income individuals for these jobs (UIC Center for Urban Economic Development, 1987).

Program 3.1.2 Provide the College and Career Information Center with a college and career resource “library” with computer access to support employment and college searches, the capability to conduct skill-building workshops, with walk –in hours for flexible access, and potentially make available individual assistance.

Direct work with the O’Fallon neighborhood as well as nationwide research, shows that college and career centers are both a need and a viable economic development program for the community. Resident interviews and a 2006 needs assessment highlighted the need for a centralized location for employment information, as well as access to computers and job training in the O’Fallon neighborhood (personal communication, 2011; Provident, 2006). Studies show that providing easy access to community information regarding local resources can support communities and residents in meeting workforce needs and finding new employment (as cited in Pettigrew, Durrance, & Unruh, 2002).

One study, in an area with a similar social and economic climate as the O’Fallon neighborhood, reported that participants sought formal informational channels for employment where they would not for other areas of personal support (Spink & Cole, 2001). This research supports the utilization of a College and Career Information Center by O’Fallon residents. Career Information Systems (CIS) provide the necessary tools for taking action towards paid or unpaid work (Bloch, 1989). In addition, studies of CIS among at-risk youth showed increased self-sufficiency and a sense of hope (as cited in Bloch, 1989). A College and Career Information Center could be an asset to the unemployed and under-employed adults in the O’Fallon neighborhood, as well as youth looking for skills and part-time work. Programs such as the Arkansas Career Pathways Initiative work to provide a road map for personal educational and economic achievement (West, 2009). The College and Career Information Center could serve as part of such a pathway, as an information resource for O’Fallon residents. The College and Career Information Center would serve as the action arm based on the workforce development assessment (Program 3.1.1.) by utilizing the information obtained to tap the resources and strengths of the O’Fallon neighborhood and the region.

Program 4.1.1 Create an O’Fallon Neighborhood Business Association whose first responsibility is to write a business plan for the selected district.

Studies suggest that business associations “address crucial development issues such as strengthening property rights...reducing information costs, and upgrading worker training” (Doner & Schneider, 2000). A formal organization of business owners is also a good way to retain businesses in an area and to ensure member businesses have the tools they need to be successful (UIC Center for Urban Economic Development, 1987). The first order of work for the O’Fallon Neighborhood Business Association would be to develop a business plan. Business plans serve as a road map that allows one to think creatively and objectively about the future of a venture (U.S. Small Business

Association, n.d.). Additionally, businesses seeking public funding must have a well-developed business plan (Honig & Karlsson, 2004). For example, following an economic development summit, the Dudley Street Neighborhood Initiative in Boston, Massachusetts set the formation of 5, 10, and 15-year economic development plans / goals as one of its primary areas of concentration (Medoff & Sklar, 1994). “The key to economic renewal for the neighborhood is ultimately neighborhood residents who...see the wisdom of spending their time, energy, and money locally.” (Medoff & Sklar, 1994, pp. 189)

Program 4.2.1 Create an O’Fallon Neighborhood Business Association whose first responsibility is to write a business plan for the selected district.

Temali (2002) highlighted locating and channeling funding for economic revitalization projects that bring buildings up to code and neighborhood standards in his book about community economic development. The 188 complaints to the Citizens’ Service Bureau about locations along North Newstead, West Florissant, and Natural Bridge, provides evidence to support the need for code enforcement in O’Fallon (Citizens’ Service Bureau, 2011). Temali also emphasizes the importance of storefront improvement grants. A committee designated to enforce codes and locate funding sources for improvements attacks the issue of problem properties from two angles (enforcement and funding), which results in a more successful, visibly pleasing business district. The O’Fallon committee has the potential to be a powerful broker of services and knowledge to the economic district. Brokering services also can lead to a higher business retention rate and the communication of knowledge throughout the O’Fallon business community (UIC Center for Urban Economic Development, 1987).

COMMUNITY SCHOOLS AND COMMUNITY EDUCATION

Program 1.3.1 Student Self-Advocacy Training – Low cost, implemented by school or with help from Brown School practicum student.

“Minority” students living and attending schools in communities of concentrated poverty and crime face many social barriers to learning. Students experiencing these barriers can eventually internalize them, resulting in low academic motivation, low self-concept, and a negative image of education. This can contribute to a student’s increased likelihood of dropping out of school, low academic achievement, and lower rates of students entering postsecondary education (Astramovich & Harris, 2007; Dowden, 2009).

One way to overcome these barriers is to shift the student’s focus of control from external to internal through the use of self-advocacy training (Dowden, 2009). Focus of control is understood as how much a person believes they control the events that affect them. An external focus of control means the student believes other people or their environment controls their decisions and life; whereas an internal focus of control is the belief that the student controls their own life. A group in a school setting can be effective

teaching students self-advocacy skills, which will help them to shift their sense of control from more external to more internal (Astramovich & Harris, 2007; Dowden, 2009).

Self-advocacy training teaches three competencies, previously described in the Programs of Chapter 4 (Astramovich & Harris, 2007; Dowden, 2009). Students who are self-advocates and learn these competencies are better equipped to handle personal issues, formulate their own opinions, and make better life decisions. Empowerment skills teach students to be aware of the role of power, to overcome inequities, and to take control over their own lives and communities. These skills equip students not to internalize a victim mindset by not fighting for themselves or by choosing to blame their environment, family, etc. for their life outcomes (Astramovich & Harris, 2007; Dowden, 2009). Group self-advocacy training is important because it spreads the training to more students, which has a positive effect on a school's culture of learning. Adolescents are concerned about peer opinions and what is considered cool (Patrick, Ryan, & Kaplan, 2007). The more students are involved in this training, the more they will think learning is important, and the effectiveness of peer barriers to learning will be reduced. (Dowden, 2009)

Program 1.3.2 "Watch D.O.G.S." Program to increase school involvement among fathers of students and other father-like figures. Low cost, implemented by school.

A great deal of research shows that increased parent participation in their child's education, leads to improved student achievement and student attitudes. More explicitly, parent involvement can lead to increased attendance, fewer discipline problems, increased value of education to the child, and parents gaining a better understanding of how to enhance their child's education (McBride, Schoppe-Sullivan, & Ho, 2005). Many factors can influence the level of parent involvement in the child's education including social and economic status, family structure, parent education, and school characteristics and policies (Shumow & Miller, 2001; McBride, Schoppe-Sullivan & Ho, 2005). A child's growth and development can be facilitated by fathers or male father-figures taking on an active role in nurturing and educating their children. Even children in families that face many of the factors that act as barriers to learning, are more likely to be successful in school if their fathers are involved. While the involvement of mothers only can have very similar effects, having a father figure involved in addition to the mother has an even bigger impact on the child and his/her educational achievement (McBride, Schoppe-Sullivan, & Ho, 2005). Father engagement overall, can reduce frequency of behavioral problems in boys, psychological problems in girls, and enhance cognitive development, while also lowering delinquency and economic disadvantage in families (Sarkadi, Kristiansson, Oberklaid, & Bremberg, 2008).

Parent involvement in their child's education can be either involvement at home (i.e. homework assistance) or at school (e.g. volunteering, talking to teachers) as mentioned above. At-home involvement can have a positive effect on younger adolescents showing that parents endorse the importance of learning. However, as students age and face more difficult homework, some parents may be less qualified to help, which

may have negative effects on student achievement. Parent involvement at school also improves student achievement (Shumow & Miller, 2001).

Watch D.O.G.s is in use in over 2,275 schools in 41 states plus DC, creating millions of at school volunteer hours. In 2003, Watch D.O.G.S. conducted a survey nationwide of 50 of its participating schools. Eighty-nine percent (89%) agreed that it was a valuable component of the school's efforts in promoting a better learning environment for students. Seventy-nine percent (79%) agreed that after implementation, their school experienced increased father involvement in areas other than Watch D.O.G.S. The program has been recognized nationally by the U.S. Department of Education, the National PTA, the United States Congress, and as a "best practice" (National Center for Fathering).

Program 3.1.1 "Parenting Wisely" – A self-administered or group facilitated, interactive, multi-media parenting program. Implemented by schools or through partnership with the Family Resource Center.

Parenting Wisely was created based on social learning theory, family systems theory and cognitive theory (OJJDP, 2002). Because of its effectiveness, the Substance Abuse and Mental Health Services Administration (SAMHSA), a branch of the US Department of Health and Human Services; the Office of Juvenile Justice and Delinquency Prevention (OJJDP), a branch of the US Department of Justice; and the Center for Substance Abuse Prevention identified Parenting Wisely as an Exemplary or Model Program. Parenting Wisely also has earned a listing in the National Registry of Evidence-based Programs and Practices (Family Works, Inc.).

Parenting Wisely has been tested for effectiveness in over 20 studies, in a variety of settings some of which include health and mental health centers, schools, homes, and juvenile detention centers. These studies involved African-American, White, Hispanic, and Asian families, primarily from lower income homes. Some of the studies measured effectiveness through the use of established pre and post-tests (e.g. Eyberg Child Behavior Inventory) and least 8 were controlled evaluations comparing outcomes of families who used the program and those who did not. The program also currently is being used in almost every state, as well as in Canada, Australia, and some European countries (OJJDP, 2002; Family Works, Inc.).

The above studies, each testing for different variables (e.g. age of children, program delivery format, age of parents), generally found Parenting Wisely to be effective in a number of areas. First, parents who used the program had significantly improved knowledge of parenting principles and use of appropriate parenting skills. This was true also for a study with teen parents. Second, problem child behaviors decreased significantly with children of varying ages. Some studies showed problem behaviors dropping by over 50% for children at the elementary, middle, and high school levels. Third, improved family relationships and lower family risk factors for delinquency and substance abuse were reported. One study found greater improvement in child behavior when the program was used with groups vs. being individually administered. All

controlled studies found these improvements did not happen in the comparison group who did not receive the Parenting Wisely Program (OJJDP, 2002; SAMHSA, 2008, Family Works, Inc.).

Program 3.1.2 Pilot “Parent Literacy to GED” Program at Ashland and Yeatman. Possible partnership with St. Louis Community College and Washington University.

Adult education has many benefits for the individual on an economic and family level, especially programs which allow school dropouts the opportunity to receive a GED. On a family level, the more educated an adult is as a parent, the more involved they will be in their child’s education. Parents with more education communicate the importance of learning in the children more effectively, are more effective in helping their children with homework, and their children are more likely to enjoy reading (Shumow & Miller, 2001; McBride, Schoppe-Sullivan & Ho, 2005).

Not only is obtaining a GED important for a parent’s children, but also benefits adults with or without a child. In 2001, unemployment was around 14% for African-American adults 25 years old and over without a high school diploma or GED, compared to 9.3% of African-American high school graduates or GED. In 2001, the poverty level for single mothers with children under 18 and without a high school diploma was 49% compared to 30% for those single mothers with a diploma or a GED. For married couples with children under 18, the poverty level was 19% for those without a diploma and 7% for those with one. In 2003, the median level of income for females without a high school diploma was \$18,100 compared to \$28,100 for high school graduates. For men without a diploma or GED, the median income was \$24,100 compared to \$35,400 for male high school graduates or with a GED (Baum & Payea, 2005).

PUBLIC SAFETY AND FEAR OF CRIME

Program 1.2.1 Community Policing Coalition.

The significance of strong relationships between residents, police and other government officials in fighting crimes and preventing social decline has been stressed again and again, locally and nationally, by scholars and practitioners (St. Louis Circuit Attorney’s Office, 2011; Sampson, 2001; Wilson & Kelling, 1982). According to Sampson (2001), community policing focuses on establishing good working relationships between the police and the community to prevent and impede crime and to improve neighborhood sense of security. One major goal of this strategy is to increase the sense of community ownership among the residents to provide informal social support among one another (Sampson, 2001). With the formation of a Community Policing coalition, O’Fallon residents have the ability to collaborate, organize, and support each other in crime prevention efforts.

Sampson (2001) sees social capital as “a property of the structure of the social organization” (p. 95). Sampson recognizes the importance of the willingness to take

action when things are going wrong, and he argues that in a neighborhood, the local residents' willingness to intervene for the common good depends on such conditions as mutual trust and shared expectations among neighbors. To emphasize the importance of the association between mutual trust and willingness to intervene on behalf of the community, Sampson uses the term "collective efficacy." Communities with high social capital and, thus high collective efficacy, are more able to maintain social controls, which in turn foster public safety (Sampson, 2001).

Sampson recognizes and articulates the common ends and community capacity to achieve these goals. In his terms, common ends include the residents' desire and needs to live in a safe environment with few interpersonal crimes, enough employment opportunities, qualified schools, and adequate housing. The capacity of the community to realize these goals is closely associated with both informal relationships established for other purposes and efforts to regulate social disorder through institutional means (Sampson, 2001).

Public safety practitioners believe that criminals fear and keep away from neighborhoods that do not tolerate crime. Safe and strong neighborhoods do not look toward government agencies to achieve their goals. Instead, the community residents understand their own collective power in keeping their neighborhood safe, sit down together, and create plans and strategies to achieve neighborhood safety. They also are aware that, to achieve significant and lasting crime reduction, they have to work persistently and bravely (St. Louis Circuit Attorney's Office, 2011).

Program 1.2.2 Community engagement programs.

According to Sampson (2001), research shows that resident participation in organizational activities and informal social control of public spaces depress rates of violence and other crime in urban areas (Sampson, 2001).

Sampson (2001) discusses intergenerational ties as being an important aspect of community engagement. This involves adults hosting activities that will give youth a safe and secure place to "hang out." The evidence suggests that if youth have adult mentors in the community and are involved in healthy and safe activities, they will be less likely to participate in illegal activities. The same may also be said for adults who feel as though they have a responsibility to provide guidance and support to youth in the area. They may be less likely to engage in illegal behavior (Sampson, 2001). The focus here with the Community Engagement Programs is for O'Fallon residents, both young and old, to create opportunities to network, build relationships, and become more invested in their community.

Program 3.1.1 Hot spot policing.

Hot spot policing is a more recently established approach for dealing with crime. Sampson (2001) suggests that, with widespread access to affordable technology, criminal statistics and even the maps of hot spots should be made available to local

residents and community organizations. If residents know when and where incidents are taking place, they are empowered to mobilize resources at hand to impede further crime and disorder innovatively and effectively.

Research indicates that crimes are not evenly spread across communities. Some blocks, alleys, and other locations are shown to be more vulnerable than their counterparts, and half of all crimes happens in “hot spots.” Scholars and practitioners are studying the advantages of concentrating policing resources on high crime areas. In a study examining the effectiveness of hot spot policing, Braga (2007) noted a reduction in crime incidents. In addition, social and physical disorder was improved and community perceptions of certain places also was enhanced. More importantly, the displacement of crime did not inevitably happen with hot spot policing and residents welcomed increased resources in their neighborhoods. Braga concluded that “focusing police efforts at high activity crime places can be effective in preventing crime” (2007, p. 19).

This method of policing is being implemented in O’Fallon through the identification of hot spots and surveillance cameras installed in certain areas. We believe that with additional resources and further support and collaboration from community members, this program can be built upon and strengthened.

Program 3.2.1 Light Up O’Fallon.

In O’Fallon, 30% of residents reported feeling unsafe in their neighborhood. Fear of crime can stem from signs of other social disorders, like graffiti, litter, and broken lights or windows. Fear of crime may lead to withdrawal from pedestrian activity and lower community participation (Wilson & Kelling, 1982).

According to Sampson (2001), crimes often happen at the intersection of time and space when three elements of the crime structure meet: motivated offenders, suitable targets, and lack of capable guardians. Research studies have found that offenders choose possible targets where they feel safe from being caught; they choose communities they believe are more vulnerable than others (St. Louis Circuit Attorney’s Office, 2011). Limited streetlights, scattered litter, and graffiti often confirm offenders’ judgment about the vulnerability of the community. As such, a brighter neighborhood can help expose offenders and discourage criminal activity from occurring. With a brighter area, residents also may feel more supported participating in crime prevention programs and confident in their ability to report criminal activity. By improving the physical environment, Light Up O’Fallon may play an important role in crime prevention and decreasing fear of crime among community members (Welsh & Farrington, 2007).

SOCIAL SERVICES, INFORMAL HELPING, AND HEALTH

Numerous studies have examined food access in low-income urban communities and in communities of color (USDA Economic Research Service, 2009; Treuhaft & Karpyn, 2010). These studies found that such communities often lack “sufficient opportunities”

to buy healthy, affordable foods in or near their neighborhoods (Treuhaft & Karpyn, 2010, p. 5). This lack of access to healthy, affordable foods is associated with higher rates of diet-related diseases compared to more affluent communities, including higher rates of obesity, diabetes, and hypertension (Treuhaft & Karpyn, 2010).

Program 2.2.1 Create a task force to assess neighborhood access to healthy foods and spaces for physical activity.

This Program has been created as a first step in evaluating opportunities to purchase healthy foods and to participate in physical activity in the O'Fallon neighborhood. The particular approach has been championed by Trailnet, a nonprofit organization in St. Louis whose mission is "to lead in fostering healthy and active communities through innovative programs, planning, and policy that promote walking and bicycling" (Trailnet, 2011), and by Transtria, LLC, a for-profit organization in St. Louis whose mission is "to translate evidence to enhance public health decision-making; transfer skills to sustain public health research and practice efforts; and transform health through political, economic, and social change" (Transtria, 2011a, para. 1). Through Trailnet's Healthy, Active and Vibrant Communities initiative, task forces in various communities have been convened to identify opportunities and barriers to purchasing healthy foods and have active lifestyles (Trailnet, 2009). Transtria manages a similar initiative in 50 communities across the country, in which individual communities have begun to tackle local nutrition and health issues by conducting food availability assessments, walkability assessments, and assessments of local levels of physical activity (Transtria, 2011b). This initiative is called Healthy Kids, Healthy Communities. Its primary goal is to combat and prevent childhood obesity (Transtria, 2011b).

Program 2.2.2 Develop and implement community wellness groups to support residents through healthy eating and cooking instruction, youth and adult fitness programs, and peer weight-loss support groups.

Studies have shown that coaching and peer support are important components in helping individuals achieve their weight-loss goals (Centers for Disease Control, 2011b). Additionally, "building, strengthening, and maintaining social networks that provide supportive relationships" has been found to be effective in increasing physical activity among individuals within various communities (Centers for Disease Control, 2011a, para. 1). A review of nine separate studies found that "setting up a buddy system, making contracts with others to complete specified levels of physical activity, or setting up walking groups or other groups to provide friendship and support" were particularly effective methods (Centers for Disease Control, 2011, para. 1).

Both local and national programs have been created in response to this knowledge. Transtria is currently managing the evaluation of a local program called Feed My People W.E.L.L. (Walk/Eat/Learn/Live), which runs walking and exercise groups and teaches clients of Feed My People (the largest food pantry in the St. Louis metropolitan area) how to choose healthy alternatives via education, cooking classes, and taste tests (Transtria, 2011b). The national *Let's Move!* campaign focuses on similar issues

related to healthy eating and physical activity, although the comprehensive initiative is dedicated specifically to solving the problem of childhood obesity. The *Let's Move!* campaign has five primary objectives, including “creating a healthy start for children; empowering parents and caregivers; providing healthy food in schools; improving access to healthy, affordable foods; and increasing physical activity” (Let's Move, 2011, para. 3).

Program 3.1.1 Develop and run mentor programs for local youth to promote healthy behaviors and prevent substance abuse.

Considerable evidence points to the value of this program. According to the Office of National Drug Control Policy, “The simplest and most cost-effective way to lower the human and societal costs of drug abuse is to prevent it in the first place” (2011, para. 1). While prevention efforts should include a range of activities, including school-based prevention programs, studies suggest that quality mentoring programs “with strong infrastructure” (i.e., mentor screening, careful matching, mentor/mentee orientation and training, and ongoing support and supervision) produce a number of benefits for youth (Foster, 2001).

Program 4.1.1 Conduct a Community Assets Inventory and use information from inventory to support the efforts of neighborhood plan implementation committees.

Directions and advice for implementing Program 4.1.1 are provided in a book by Kretzmann and McKnight (1993), entitled, *Building Communities from the Inside Out: A Path toward Finding and Mobilizing a Community's Assets*. Kretzmann and McKnight describe a neighborhood “Capacity Inventory” as a useful tool for mapping individual and community capacities in order to identify “what local citizens can contribute to community-building” (1993, p. 14). Several communities and nonprofits across the country and around the world have used the information gathered from these types of inventories.

Program 4.1.2 Create and implement an O'Fallon community Time Bank.

For many years, Grace Hill Settlement House ran a successful time banking program in St. Louis, called the M.O.R.E. (Member Organized Resource Exchange) Time Dollar Program (Grace Hill, 2011). The M.O.R.E. Time Dollar Program is a “unique computerized bartering system...which brings neighbors together to volunteer their time and wealth of talents to help each other meet day-to-day needs” (Grace Hill, 2011, para. 1). As with many time banking programs, participants in the M.O.R.E. Time Dollar Program earned a Time Dollar for every hour of service that they provide, which they could then spend on having someone else provide a service to them (Grace Hill, 2011). Many communities across the country have implemented similar time banking programs, and the Michigan Alliance of Time Banks provides a list of Time Bank Models (Michigan Alliance of Time Banks, 2009b; see also “Time banking” in bibliography for Chapter 6).

HOUSING AND AFFORDABLE HOUSING

Program 1.1 / 1.2 / 2.1.1 Partnership among O'Fallon housing organizations and regional development organizations (the "O'Fallon Housing Partnership").

There are many housing partnerships nationwide that have been successful in developing affordable housing and revitalizing communities. The Housing Partnership Development Corporation is a 501(c) 3 organization located in New York City. The organization's mission is "to assist in the development, promotion, and revitalization of affordable homeownership and rental housing through an assortment of specialized programs and services that benefit the residents of New York City" (Housing Partnership Development Corporation, n.d.). The organization, whose board consists of banks, developers, and the City of New York, has sponsored more than 17,500 homes in New York City (Housing Partnership Network, n.d.). The Los Angeles Housing Partnership is another successful housing partnership that has developed around 1,200 units of affordable housing in the Los Angeles area (Los Angeles Housing Partnership, n.d.). The Los Angeles Housing Partnership also has a diverse board composition. Both organizations have developed both rental and for-sale housing. The projects of St. Louis non-profit housing providers also constitutes evidence based practice for this Program. These organizations are identified in Chapter 7 for this Program.

Program 2.2.1 Wrap-around services program that provides "rent-to-own" opportunities, workshops on financial literacy and homeownership skills, and connection to other services

While rent-to-own agreements can be risky for sellers and renter/buyers (Legal Assistance of Western New York Inc., 2008), the approach has been a successful model for homeownership at an affordable price in certain situations. Some successful rent-to-own models have been tested by the Oro Condominium in downtown Brooklyn (At DoBro's Oro, 2009) and The Marshall Reddick Real Estate Network. According to the Marshall Reddick Real Estate Network (n.d.), their rent-to-own program has been successful mostly because rent credit offered every month gives tenants an incentive to stay in the property longer and work towards purchasing the house. The key to developing a successful rent-to-own program seems to be having an owner/seller that is motivated to move renters into home ownership. A nonprofit entity creating such a program might be more likely to be successful. (See Program 2.2.2 above) Rent to own projects in the St. Louis region should be explored further. These are identified in the write up to Program 2.2.1 in Chapter 7 above. The federal Department of Housing and Urban Development provides support for rent-to-own projects, but funding appears to be limited.

Regarding the wrap around service element of this program, the model used by Urban Strategies in coordination with McCormack Baron Salazar would be worth exploring for O'Fallon. The class interview with Wade Baughman of Urban Strategies covered the

partnership between the two organizations (personal communication, November 21, 2011). Though they work on a national scale, both organizations are headquartered in St. Louis.

Program 2.2.2 Renters' association to help encourage renters to be more engaged in neighborhood activities and to provide wrap-around services

A tenant association can be an effective tool for empowering renters, informing them about their rights, enabling them to lobby, and improving tenant-landlord relationships (FindLaw, n.d.). The strength in a tenant association is in its collective support for members and lobbying power. Tenant associations can be formed either specifically for one apartment complex, for advocacy on behalf of renters of a neighborhood, or at a larger scale. An example of a very powerful tenant association on the city level is the San Francisco Tenants Union (n.d.), which provides information on tenant rights as well as counseling services for tenants. Some of the tenant associations in St. Louis are Alpha Terrence Apartment Tenant Association, Blumeyer Village Tenant Association, and Vaughn Tenant Association. Contact with these associations can be made to learn about how they operate, what they have accomplished, and the challenges they have faced.

Program 3.2.1 Basic Maintenance Program / church - block mentorship program for residential properties working in coordination with ACTS.

Adopt a Block is an established strategy for community development. In particular, there are many documented programs with religious groups doing similar work to what is proposed for O'Fallon. The Dream Center has locations across country, almost all of which run Adopt a Block programs. While not all of the programs focus on home maintenance/repairs, they all have a shared core philosophy; building relationships and networks within the community. Many bring *different* church congregations together to adopt blocks in the community (as opposed to organizing teams within one particular church). The strength in utilizing churches is that they are "pre-set" communities that have strong ties within the neighborhood. The Dream Center Adopt a Block program in Cleveland, Ohio helps train churches on how to implement the program.

The Dream Center in St. Louis currently runs an Adopt a Block program. The St. Louis Dream Center might improve their model in two ways. They could consider expanding their efforts beyond their own congregation. Becoming part of the larger church network in the neighborhood would allow a scaling-up of impact and effectiveness. The St. Louis Dream Center conducts this particular program four times a year; it seems that Dream Centers (notably in Los Angeles and Cleveland, Ohio) which run their programming once a week are more effective in building partnerships and networks. This takes time and resources, but appears to be worth the effort.

In St. Louis, the Urban League and the National Night Out organizations also operate block programs in O'Fallon that provide an additional community base on which to build.

Program 3.2.2 Home Repair Program to build upon current repair efforts by the Alderman, ACTS, and Rebuilding Together; including apprenticeship opportunities for neighborhood youth

Contractor referral: The Neighborhood Improvement Project in Milwaukee, Wisconsin hires and coordinates building subcontractors who provide moderate-sized home rehabilitations. It may be beneficial to contact them in order to determine how they manage relationships to retain qualified and reliable contractors. As mentioned above, there are St. Louis sources of contractor information that might be utilized for O'Fallon, including the UMSL and the Incarnate Word Foundation collaboration to produce a Repair Directory and the St. Louis Home Repair Network.

Youth Apprenticeship: There are many examples of youth apprenticeship programs in a variety of different locations. One in particular located in St. Louis is run through the North Grand Neighborhood Services (NGNS). They developed a program called "Building Fences for Futures", which provides on-the-job vocational training for neighborhood youth. Specifically, youth are trained in home repairs and construction skills, working on houses in the community in which they live. Construction Career Center may be able to provide other "best practice" examples of youth – community partnerships.

During the December 3rd meeting, several residents recommended tapping into Better Family Life's Metropolitan Education and Training Center. They provide job training through the St. Louis Community College. Residents mentioned they have a program focused on construction and said that students are required to do internships in order to complete the program. Utilizing this resource to enroll students in a formal education network could be a great gateway to recruit neighborhood youth into the program and investing their time into the neighborhood

Another potential opportunity is the YouthBuild USA program. YouthBuild provides educational and skills-training opportunities to disadvantaged young adults. The program enables participants to use their new skills towards rehabilitating housing for low-income people in the community. This could be an excellent opportunity to incorporate job training and education with increased manpower and community engagement.

An aspect that should be explored is how a collaboration with Yeatman Middle School could be used to engage youth in these activities, either through community service credits or actual class credit.

NEIGHBORHOOD APPEARANCE IN THE BUILT ENVIRONMENT

- Strategy 1.1 Community leaders work with the Neighborhood Stabilization Officer and City officials to engage vacant property owners and to provide volunteer and financial assistance for basic maintenance.
- Strategy 1.2 Coordinate a central code enforcement committee to report violations and then follow up. Utilize existing members of block organizations, business community, St. Louis City departments, and other code enforcement committees.
- Strategy 2.1 Residents and education leaders engage local schools through Yeatman Middel School to create service learning opportunities that utilizes vacant lots in a variety of projects.
- Strategy 2.2 Retired citizens' group works with non-profits to create functional and green spaces in vacant lots.

The built environment and neighborhood appearance overlap a number of social issues when approaching community development. As evidenced by the residents' vision statement, there is an association between neighborhood quality and a well maintained and "aesthetically beautiful physical environment." Programs in St. Louis that have capitalized on the importance of neighborhood appearance include the recent revitalization of Washington Avenue, South Grand, the Grove on Manchester, and Manchester in Maplewood.

The Grand Oak Hill Community Corporation established itself as a Senior Center first, then moved on to work as a true Community Development Corporation. As residents organized to bring services for this special population, the recognition arose that something needed to be done with aging properties of the neighborhood as well. Today, Grand Oak Hill Community Corporation offers management assistance to landlords and tenants throughout St. Louis city, in addition to having a full time housing program that offers assistance to all city residents to access grants and loans for home repair and neighborhood improvements (Saller, 28 November 2011). They also own and operate several affordable apartment buildings and work closely with City officials to identify, reach out to, and work with landlords (Wilson, 28 November 2011).

This program emphasizes the need for initial small wins to encourage community residents' work towards long term goals (Center for Urban Economic Development, 1987; Kemp, 1998). It hold a clear objective of intergenerational community development that focuses on engaging all parts of a community, and specifically those that may have felt marginalized previously, such as the youth and elderly, which is vital to building community capacity (Sampson, 2001).

Program 2.1.1 Assist O'Fallon community organization outdoor art exhibit by bridging relationships with Yeatman Middle School, a university fine arts department, and potential sponsors.

The adoption of community arts programs and the marketing of neighborhoods as a method for increasing homeownership and public image have been suggested by several community development organizations. The Local Initiatives Support Corporation (LISC) includes the creation of a neighborhood "brand" and marketing of available properties as a methods for increasing demand for housing in the neighborhood and as a means to build community engagement. In their workbook, Beck and Higgins suggest that residents work together to describe the attractive qualities of the neighborhood that make it a great place to live (Beck and Higgins, 2001, 46). Residents then publicize these attributes to potential homeowners.

The Urban Institute also compiled extensive research on the role of community arts programs. According to their research, "the inclusion of arts, culture and creativity [is] meaningful [to the community building process] when it reflects the values and interests of a wide range of stakeholders" (Urban Institute, 2003). Community arts programs foster community engagement through participation - creation, appreciation, or patronage - in the artistic process (Urban Institute, 2003)

The Public Policy Research Center at the University of Missouri-St. Louis has a similar program led by photographer Ms. Mel Watkins, who uses photographs taken by neighborhood residents to create works of public art. The purposes of artwork are neighborhood beautification and personal advocacy. Through the photography project "participants are taught to photograph their own lives from their own perspective and document their community group's work to improve the quality of life in St. Louis" (UMSL PPRC Photography Project, 2011)

Strategy 3.1.1 Engage community by creating an "O'Fallon Image Contest". Create enthusiasm by inviting individuals to submit logos and taglines for banners, website, etc

Program 3.1.2 Create a neighborhood public relations committee and develop O'Fallon ambassador training to create and implement a marketing plan that incorporates clean ups, arts events, and other activities

The use of social media in community development has been explored with mixed-results. According to a study published in the Community Development Practice Journal, the use of social media allows a greater portion of the population to become involved in community decision-making and can obtain a more diverse representation of opinions, which "can actually lead to more creative problem solving and more equitable outcomes" (CDPractice, Spring 2011, p. 4). However, in terms of stimulating "active citizenship participation", social media falls short. An article in *The Guardian* suggested, it is one thing to tweet about trash on the street and a different thing to create a group "mobilizing people who are upset about litter" (Niven, 8 December 2011). The addition of a Google group or Facebook page to coordinate the block units or citizens bureau

calls may help increase participation by those who are less willing to participate and can raise awareness of what is occurring in the entire community. Social media can be used to increase awareness and interaction among residents, particularly those who are younger but less involved in the community. But not all residents have access to this technology. Efforts must be made to ensure that every resident has the opportunity to participate in and be aware of the public news and discussion about the future of the neighborhood.

BIBLIOGRAPY

ECONOMIC DEVELOPMENT AND JOBS

- Bloch, D. P. (1989). From career information to career knowledge: Self, search, and synthesis. *Journal of Career Development*, 16(2), 199-128. doi: 10.1007/BF01353005
- Citizens' Service Bureau (2011). *Citizens' Service Bureau requests – O'F*. Provided by Cindy Riordan, Customer Service Manager, Citizens' Service Bureau.
- City of St. Louis (2011). Planning and Urban Design Agency. *O'Fallon neighborhood and surrounding blocks map – land parcels*. St. Louis, MO.
- City of St. Louis (2011). Planning and Urban Design Agency. *O'Fallon neighborhood and surrounding blocks map – zoning*. St. Louis, MO.
- Doner, R. F., Schneider, B. R. (2000). Business associations and economic development: Why some associations contribute more than others. *Business and Politics*, 2(3), 261-288. Retrieved from <http://www.duke.edu/~spp7/papers/doner-schneider.pdf>
- Green, D. (2011, August 11). Working towards banking services for all. *The St. Louis American*. Retrieved from http://joinbankon.org/news/headlines/st_louis_regional_unbanked_task_force/
- Honig, B., & Karlsson T. (2004). Institutional forces and the written business plan. *Journal of Management*, 30(1), 29-48. doi: 10.1016/j.jm.2002.11.002
- Medoff, P., & Sklar, H. (1994). *Streets of hope*. Boston, MA: South End Press.
- National Center on Workforce and Disability/Adult (2008). Universal design for the workforce development system. *GLADNET Collection*. Retrieved from: <http://digitalcommons.ilr.cornell.edu/gladnetcollect/358>
- Pettigrew, K., Durrance, J., & Unruh, K. (2002). Facilitating community information seeking using the internet: Findings from three public library-community network systems. *Journal of the American Society for Information Science and Technology*, 53(11), 894-903. Retrieved from <http://polaris.gseis.ucla.edu/ewhitmir/pettigrewanddurrance.pdf>
- Provident, Inc. (2006). *Penrose/O'Fallon neighborhood needs assessment 2006*. Retrieved from <https://bb.wustl.edu/bbcswebdav/courses/FL2011.S60.SWCE.5016.01/ofallon-provident.pdf>

Spink, A., & Cole, C. (2001). Information and poverty: Information seeking channels for African-American low-income households. *Library and Information Science Research*, 23(1), 45-61. Retrieved from <http://boskone.lboro.ac.uk/~lsas2/pubs/eprints/LISR-InfoPoor.pdf>

Temali, M. (2002). Revitalize your commercial district. *The community economic development handbook* (pp. 55-104). Retrieved from https://bb.wustl.edu/bbcswebdav/courses/FL2011.S60.SWCD.5016.01/Revital_Comm_District%5B2%5D.pdf

UIC Center for Urban Economic Development (1987). Community economic development strategies: A manual for local action. Retrieved from <http://www.neighborhoodplanning.org/pdf/ComEcDevStr.PDF>

U.S. Census (2000). *Data sets*. [Data file]. Retrieved from <http://factfinder.census.gov/home/saff/main.html?lang=en>

U.S. Department of Labor, U.S. Bureau of Labor Statistics (2011). *Consumer expenditures in 2009* [Data file]. Retrieved from <http://www.bls.gov/cex/csxann09.pdf>

U.S. Small Business Association (n.d.). *Why do you need one?* Retrieved from <http://www.sba.gov/content/why-do-you-need-one>

West, M. (2009). Workforce training for the twenty-first century. In R. Phillips & R. Pittman (Eds.), *An introduction to community development* (pp. 183-196). London & New York: Routledge.

COMMUNITY SCHOOLS AND COMMUNITY EDUCATION

Astramovich, R. L., & Harris, K. R. (2007). Promoting Self-Advocacy Among Minority Students in School Counseling. *Journal of Counseling & Development*, 85, 269-276.

Baum, S. & Payea, K. (2005). The benefits of higher education for individuals and society *College Board*, Retrieved from http://www.collegeboard.com/prod_downloads/press/cost04/EducationPays2004.pdf

Booker, K. (2006). School belonging and the African American adolescent: What so we know and where should we go? *The High School Journal*, no issue, 1-7.

Butler, R. (2008). Ego-involving and frame of reference effects of tracking on elementary school students' motivational orientations and help-seeking in math class. *Social Psychological Education*, 11, 5-23.

- Canada, Geoffrey (1995). *Fist stick knife gun: a personal history of violence in America*. Boston, Mass: Beacon Press.
- David, H., & Lease, M. (2007). Perceived organizational structure for teacher-liking: the role of peers' perceptions of teacher-liking in teacher-student relationship quality, motivation, and achievement. *Social Psychology Education*, 10, 403-427.
- Dowden, A. (2009). Implementing a self-advocacy training within a brief psychoeducational group to improve the academic motivation of black adolescents. *The Journal for Specialists in Group Work*, 34(2), 118-136.
- Duchesne, S., & Ratelle, C. (2010). Parental behaviors and adolescents' achievement goals at the beginning of middle school: Emotional problems as potential mediators. *Journal of Educational Psychology*, 102(2), 497-507.
- Family Works, Inc. (n.d.). *About Parenting Wisely*. Retrieved December 12, 2011, from Family Works, Inc.: <http://familyworksinc.com/about/index.html>
- Family Works, Inc. (n.d.). *Research On Parenting Wisely*. Retrieved December 12, 2011, from Family Works, Inc: http://familyworksinc.com/research_articles/index.html
- Friedel, J., Cortina, K., Turner, J., & Midgley, C. (2010). Changes in efficacy beliefs in mathematics across the transition to middle school: Examining the effects of perceived teacher and parent goal emphases. *Journal of Educational Psychology*, 102(1), 102-114.
- Gonzales-DeHass, A., Willems, P., & Holbein, M. (2005). Examining the relationship between parental involvement and student motivation. *Educational Psychology Review*, 17(2), 99-123.
- Guay, F., CHanal, J., Ratelle, C., Marsh, H., Larose, S., & Boivin, M. (2010). *British Journal of Educational Psychology*, 80, 711-735.
- Haynes N.M, Ben-Avie M., Squires D.A., Howley J.P., Negron E.N., & Corbin J.N. (1996). It takes a whole village: The SDP school. In J. Comer (Ed), *In topic 10, community education and neighborhood schools* (pp.42-71). New York City, NY: Teachers College Press
- Henderson, A. (2002). *A new wave of evidence: the impact of schools, family, and community connections on student achievement*. National Center for Family and Community.
- Hudley, C., Graham, S., & Taylor, A. (2007). Reducing aggressive behavior and increasing motivation in school: The evolution of an intervention to strengthen school adjustment. *Educational Psychologist*, (4), 251-260.

- Kelley, M., & Decker, E. (2009). The current state of motivation to read among middle school students. *Reading Psychology*, 30, 466-485.
- Knollmen, M., & Wild, E. (2007). Quality of parental support and students emotions during homework: moderating effects of students' motivational orientations. *European Journal of Psychology of Education*, 22(1), 63-76
- Marchand, G., & Skinner, E. (2007). Motivational dynamics of children's academic help-seeking and concealment. *Journal of Educational Psychology*, 99(1), 65-82.
- McBride, B. A., Schoppe-Sullivan, S. J., & Ho, M.-H. (2005). The Mediating Role of Fathers' School Involvement on Student Achievement. *Applied Developmental Psychology*, 26, 201-216.
- McGill, R., Hughes, D., Alicia, S., & Way, N. (2011). Academic adjustment across middle school: the role of public regard and parenting. *Developmental Psychology*, no issue, 1-16.
- Merriam-Webster Online Dictionary. (2011). Retrieved from <http://www.merriam-webster.com>
- National Center for Fathering. (n.d.). *All about WATCH D.O.G.S.* Retrieved December 11, 2012, from National Center for Fathering http://www.fathers.com/content/index.php?option=com_content&task=view&id=22&Itemid=6120
- Nelson, R., & DeBakcer, T. (2008). Achievement motivation in adolescents: The role of peer climate and best friends. *The Journal of Experimental Education*, 76(2), 170-189.
- Noguera P. (2001). Transforming urban schools through investments in social capital of parents. In S. Saegert, J. Phillip Thompson & M.R. Warren (Eds.), *Social capital and poor communities* (pp. 189-212). New York City, NY: Russell Sage Foundation
- Nolen, S. (2007). Young Children's motivation to read and write: Development in social contexts. *Cognition and Instruction*, 25(2), 219-270.
- OJJDP. (2002, November 10). *Model Programs: Parenting Wisely*. Retrieved December 12, 2011, from Stengthening America's Families: http://www.strengtheningfamilies.org/html/programs_1999/11_PW.html
- OJJDP. (n.d.). *OJJDP Model Programs Guide: Parenting Wisely*. Retrieved December 12, 2011, from Office of Juvenile Justice and Delinquency Prevention: <http://www.ojjdp.gov/mpg/mpgProgramDetails.aspx>

- Patrick, H., Ryan, A. M., & Kaplan, A. (2007). Early Adolescents' Perceptions of the Classroom Social Environment, Motivational beliefs, and Engagement. *Journal of Educational Psychology* , 99, 83-98.
- Phillips, R. & Pittman, R. H. (2009). *An introduction to community development*. New York, NY: Routledge.
- Provident Inc. (2006). *Penrose/O'Fallon Neighborhood Needs Assessment*.
- Provident Inc. (n.d.). "The Self-Reliance Communities Initiative".
- SAMHSA. (2008, February). *Intervention Summary: Parenting Wisely*. Retrieved December 12, 2011, from SAMHSA's National Registry of Evidence-based Programs and Practices: <http://nrepp.samhsa.gov/ViewIntervention.aspx?id=35>
- Sarkadi, A., Kristiansson, R., Oberklaid, F., & Bremberg, S. (2008). Fathers' Involvement and Children's Developmental Outcomes: A Review of Longitudinal Studies. *Acta Paediatrica* , 97, 152-158.
- Schweinle, A., Turner, J., & Meyer, D. (2006). Striking the right balance: Students' motivation and affect in elementary mathematics. *The Journal of Educational Research*, 99(5), 271-293.
- Shumow, L., & Miller, J. D. (2001). Parents' At-Home and At-School Academic Involvement with Young Adolescents. *The Journal of Early Adolescence* , 21, 68-91.
- Spinath, F., Spinat, B., & Plomin, R. (2008). The nature and nurture of intelligence and motivation in the origins of sex differences in elementary school achievement. *European Journal of Personality*, 22, 211-229.
- Sungur, S., & Senler, B. (2010). Students' achievement goals in relation to academic motivation, competence expectancy, and classroom environment perceptions. *Educational Research and Evaluation*, 16(4), 303-324.
- Tough, Paul (2008). *Whatever it takes: Geoffrey Canada's quest to change Harlem and America*. New York, NY: Houghton Mifflin Harcourt Publishing Company.
- Ukwendu, J.E. (2011). [African Culture Site](http://www.bellaonline.com/articles/art68302.asp). Retrieved from <http://www.bellaonline.com/articles/art68302.asp>
- Umphrey, M. (2007). *The power of community-centered education teaching as a craft place*. Lanham: Maryland: Rowman & Littlefield Education
- Wilson, K., & Trainin, G. (2007). First-grade students' motivation and achievement for reading, writing, and spelling. *Reading Psychology*, 28, 257-282.

Xu, J. (2005). Purposed for doing homework reported by middle and high school students. *The Journal of Educational Research*, 99(1), 46-55.

Yin, Y., Shavelson, R., Ayala, C., Ruiz-Primo, M., Brandon, P., & Furtak, E. (2008). On the impact of formative assessment on student motivation, achievement, and conceptual change. *Applied Measurement In Education*, 21, 335-359.

PUBLIC SAFETY AND FEAR OF CRIME

Braga, A. A. (2007). The effects of hot spots policing on crime. *Campbell Systematic Review*, 1. doi: 10.4073/csr.2007.1

Canada, Geoffrey (1995). *Fist stick knife gun: a personal history of violence in America*. Boston, Mass: Beacon Press.

Colombo, L. (2011, September 29). *PowerPoint presentation: Community oriented policing – safety and the built environment*.

Levitt, Steven D. (nd). Understanding why crime fell in the 1990s: four factors that explain the decline and six that do not. *Journal of Economic Perspectives*. 18: 163-190.

Operation Weed & Seed - St. Louis, Inc. (2011). *Progress report: July 29, 2011*. Retrieved from <http://bb.wustl.edu>

Provident, Inc. (2007). *Penrose/O'Fallon neighborhood need assessment, 2006: Final report*. Retrieved from <http://bb.wustl.edu>

Sampson, R. J. (2001). Crime and public safety: Insights from community level perspectives on social capital. In S. Saegert, J. P. Thompson, & M. R. Warren, (Eds), *Social Capital and Poor Communities* (pp. 89-114). New York, NY: Russell Sage Foundation.

Scogan, Wesley G. (1990). *Disorder and decline: crime and the spiral of decay in American neighborhoods*. New York, NY: The Free Press.

Scogan, Wesley G., et. al. (1999). *On the beat, police and community problem solving*. Boulder, Co: Westview Press.

St. Louis Circuit Attorney's Office. (2011). *Neighborhood ownership plan: A flexible, community-based approach to creating significant and lasting crime reduction*.

St. Louis, Missouri, uses \$300,000 EECBG award for LED and induction streetlight pilot. (2010, December 15). *New Streetlights*. Retrieved from <http://www.newstreetlights.com/>

Trojanowicz, R. & Bucqueroux, B. (1994). *Community policing, How to get started*. Cincinnati, OH: Anderson Publishing Co.

Welsh, B. C. & Farrington, D. P. (2007). *Effects of improved street lighting on crime: A systematic review*. Stockholm, Switzerland: Swedish Council for Crime Prevention, Information and publications. (ISBN 978-91-85664-78-8)

Wilson, J. Q. & Kelling, G. L. (1982). Broken windows, the police and neighborhood safety. *The Atlantic Monthly*, 3.

SOCIAL SERVICES, INFORMAL HELPING, AND HEALTH

Administration for Children & Families (2011). Healthy Food Financing Initiative. In *U.S. Department of Health and Human Services Online*. Retrieved from http://www.acf.hhs.gov/programs/ocs/ocs_food.html

Aebischer, J. (2008). Loneliness among homebound older adults: Implications for home healthcare clinicians. *Home Healthcare Nurse*, 26(9), 521-524. doi: 10.1097/01.NHH.0000338510.54828.89

Cattan, M., White, M., Bond, J., & Learmouth, A. (2005). Preventing social isolation and loneliness among older people: A systematic review of health promotion interventions. *Ageing & Society*, 25(1), 41-67. doi: 10.1017/S0144686X04002594

Centers for Disease Control. (2011). Behavioral and social approaches to increase physical activity: Social support interventions in community settings. In *The Community Guide: What works to promote health*. Retrieved from <http://www.thecommunityguide.org/pa/behavioral-social/community.html>

Centers for Disease Control. (2011). Obesity prevention and control: Technology-supported multicomponent coaching or counseling interventions to reduce weight and maintain weight loss. In *The Community Guide: What works to promote health*. Retrieved from <http://www.thecommunityguide.org/obesity/TechnologicalCoaching.html>

Foster, L. (2001). *Effectiveness of mentor programs: Review of the literature from 1995 to 2000*. Sacramento, CA: California Research Bureau.

Grace Hill. (2011). *MORE Time Dollar Program*. Retrieved from <http://www.gracehill.org/content/MORETimeDollarProgram.php>

Hennessey, E. W. (2011) *Operation weed & seed – St. Louis Inc. Progress report*.

- Kretzmann, J.P., & McKnight, J.L. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community's assets*. Chicago, IL: ACTA Publications.
- Let's Move. (2011). *About Let's Move*. Retrieved from <http://www.letsmove.gov/about>
- McCarthy, H., & Thomas, G. (2004). *Home alone: Combating isolation with older housebound people*. London, UK: Demos.
- Mentor St. Louis. (2011). *Mentor St. Louis*. Retrieved from <http://www.hhbgc.org/programs-services/mentor-stlouis.aspx>.
- Michigan Alliance of Time Banks. (2009). *Learn about Time Banks*. Retrieved from <http://www.mitimebanks.org/action/learn/how-it-works>
- Michigan Alliance of Time Banks. (2009). *Time Bank models*. Retrieved from <http://www.mitimebanks.org/action/learn/timebank-models>
- Missouri Department of Health & Senior Services. (2011). *Home*. Retrieved from <http://health.mo.gov/index.php>.
- Missouri State Parks. (2011). *Missouri State Parks*. Retrieved from <http://mostateparks.com/>.
- Neumann, Rogerio Arns and Alison Mathie. God created the world and we created Conjuncto Palmeira: four decades of forging community and building a local economy in Brazil. In Alison Mathie and Gordon Cunningham. (2008). *From clients to citizens*. Totton, Hampshire: Practical Action Publishing.
- Office of National Drug Control Policy. (2011). *A comprehensive approach: Preventing drug abuse*. Retrieved from <https://www.ncjrs.gov/ondcppubs/publications/policy/99ndcs/iv-b.html>
- Rhodes, J. E., Reddy, R., & Grossman, J. B. (2005). The protective influence of mentoring on adolescents' substance use: Direct and indirect pathways. *Applied Developmental Science*, 9(1), 31 – 47.
- Saint Louis University. (2011). *School of public health*. Retrieved from <http://www.slu.edu/publichealth.xml>.
- Time banking or time trade, also see: http://en.wikipedia.org/wiki/Time_banking
- Trailnet. (2009). *Healthy, Active, and Vibrant Community Toolkit*. Retrieved from http://www.trailnet.org/Media/Default/documents/Trailnet_Toolkit.pdf
- Trailnet. (2011). *About Trailnet*. Retrieved from <http://www.trailnet.org/about>

Transtria, LLC. (2011). *About us*. Retrieved from <http://www.transtria.com/mission.php>

Transtria, LLC. (2011). *Projects*. Retrieved from <http://www.transtria.com/projects.php>

Treuhaft, S., & Karpyn, A. (2010). Grocery gap: Who has access to healthy foods and why it matters. In *Policy Link*. Retrieved from <http://www.policylink.org/atf/cf/%7B97C6D565-BB43-406D-A6D5-ECA3BBF35AF0%7D/FINALGroceryGap.pdf>

USDA Economic Research Service. (2009). *Access to affordable and nutritious food: Measuring and understanding food deserts and their consequences. Report to Congress*. Washington, DC: U.S. Department of Agriculture.

Washington University in St. Louis. (2011). *About*. Retrieved from <http://publichealth.wustl.edu/about/Pages/About.aspx>.

HOUSING AND AFFORDABLE HOUSING

At DoBro's Oro, first comes pricechop, then comes rent-to-own. (2009, December 1). *NY Curbed*. Retrieved from http://ny.curbed.com/archives/2009/12/01/at_dobros_oro_first_comes_pricechop_then_comes_renttoown.php

Building Fences for Futures. *North Grand Neighborhood Services*. Retrieved from <http://www.ngns.org/>

Dream Center – Cleveland, Ohio. (n.d.). *Adopt a Block*. Retrieved from <http://www.dreamcentercleveland.org/block.html>

Dream Center – Los Angeles, California (n.d.). *Adopt a Block*. Retrieved from <http://www.dreamcenter.org/community-outreach/adopt-a-block/>

FindLaw. *Tenant associations*. (n.d.) Retrieved from <http://realestate.findlaw.com/tenant/tenant-overview/tenant-overview-association.html>

Home Maintenance Guide. *Home Inspector Locator*. Retrieved from http://www.homeinspectorlocator.com/resources/Inspection_maintain.htm

Housing Partnership (n.d.). *Mission*. Retrieved from: <http://www.housingpartnership.com>

Housing Partnership Network. (n.d.). Housing Partnership Development Corporation. Retrieved from <http://www.housingpartnership.net/network/members/member/?id=6>

- Lampkin, Nicola (2011). *Interview*. St. Louis Metropolitan Police Department, District 5.
- Legal Assistance of Western New York. (2008). *Beware of rent-to-own agreements*. Retrieved from <http://www.lawny.org/index.php/housing-self-help-141/housing-and-eviction-self-help-142/174-beware-of-rent-to-own-agreements>
- Los Angeles Housing Partnership. (n.d.). *Accomplishments*. Retrieved from: <http://www.lahousingpartnership.com/>
- Macedo, J. (2009). Housing and community planning. *An Introduction to Community Development*, p. 249-265.
- Maintaining Your Historic Home: A Practical Guide for Homeowners (2009). *Delaware County Planning Department: Media, Pennsylvania*. Retrieved from http://lansdowneyeadon.org/wp-content/uploads/Maintenance_Guide.pdf
- Marshall Reddick Real Estate Network. (n.d.). *News: Rent-to-own proves wildly successful!* Retrieved from <http://www.mrren.com/default/index.cfm/education/news/rent-to-own-proves-wildly-successful/>
- Metropolitan Education and Training Center. (n.d.) *St. Louis Community College, Workforce Development*. Retrieved from http://www.stlcc.edu/Workforce_Development/Metropolitan_Education_and_Training_Center.html
- Missouri Housing Development Corporation (MHDC). (n.d.) Retrieved from www.mhdc.com/
- Neighborhood Housing Services of the South Shore. *Home Repair and Home Improvement Loans*. Retrieved from <http://www.neighborhoodhousing.org/Programs-Home-Repair.asp>
- Provident (2006). *Penrose/O'Fallon neighborhood needs assessment*. [Report]. St. Louis, MO: Nino Dzebisashvili.
- San Francisco Tenants Union. (n.d.). Tenants rights counseling. Retrieved from <http://www.sftu.org/>
- Smith, John (2011). *Interview*. ACTS Partnership.
- St. Louis Home Repair Network. Retrieved from <http://www.stlhomerepairnetwork.org/>
- U.S. Census Bureau (2000). *American Fact Finder*. Retrieved from <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>

- U.S. Census Bureau (2010). *American Fact Finder*. Retrieved from <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>
- White, S. M. (1992). Affordable housing: Proactive & reactive planning strategies. *American Planning Association*, p. 1-69.
- Wilson, J. Q. & Kelling, G. L. (1982). Broken windows, the police and neighborhood safety. *The Atlantic Monthly*, 3.
- Wilson, Zack (2011). *Interviews with Grand Oak Hill Community Corporation*.
- YouthBuild USA. Retrieved from: <https://youthbuild.org/about-us>
http://www.co.delaware.pa.us/planning/historicpreservation/general_maintenance_guide.pdf

NEIGHBORHOOD APPEARANCE IN THE BUILT ENVIRONMENT

- Beck, N. and Higgins, L.R. (November 2001). Building neighborhoods of choice: a workbook on marketing neighborhoods and affordable ownership housing. The LISC Center for Homeownership. Retrieved from: http://hudnshelp.info/media/resources/NeighborhoodsofChoice_MarketingWorkbook.pdf.
- Colombo, L. (2003). The Albuquerque metropolitan area planned growth strategy: A comprehensive urban growth management system. Retrieved from www.neighborhoodplanning.org.
- Hillier, B. (2004). Can streets be made safe? *Urban Design International*, Vol. 9, No. 1, pp. 31-45, 2004.
- Hillier, B. (2004). Designing safer streets: an evidence-based approach, *Planning in London*, No. 48, pp. 45-49.
- Jackson, M.R., Kabwasa-Green, F., Herranz, J. (2003). Cultural vitality in communities: indicators and interpretations. The Urban Institute. Retrieved from: http://www.urban.org/UploadedPDF/311392_Cultural_Vitality.pdf
- Kemp, S., (1998). Practice with Communities. In Mattaini, M., Lowery, C., and Meyer, C., *The Foundations of Social Work Practice* (217-228). Washington, D.C.: National Association of Social Worker Press.
- Kretzmann, J.P. and McKnight J.L. (1993). Building communities from the inside out: a path toward finding and mobilizing a community's assets. Skokie: ACTA Publications.

- Lachapelle, P. (Spring 2011). The use of social networking in community development. CD Practice (17). Retrieved from: <http://www.msuextension.org/communitydevelopment/pubs/paul/Lachapelle%20011%20The%20use%20of%20social%20networking%20in%20community%20development%20CD%20Practice.pdf>
- Local Initiative Support Corporation. (2011) Building sustainable communities. Retrieved from: <http://www.lisc.org/section/ourwork/sc/development>
- Mattessich, P. (2009). Social Capital and Community Building. In Phillips and Pittman, *An Introduction to Community Development*, (49-57). London and New York: Routledge.
- Medoff, P. and Sklar, H. (1994). Streets of hope: the fall and rise of an urban neighborhood. Boston: South End Press.
- Niven, R. (8 Dec 2011). The role of social media in community building and development. Guardian Professional. Retrieved from: <http://www.guardian.co.uk/voluntary-sector-network/community-action-blog/2011/dec/08/facebook-social-media-community-development?newsfeed=true>
- Reardon, K., (2009) Neighborhood Planning for Community Development and Renewal. In Phillips and Pittman, *An Introduction to Community Development* (266-283). London and New York: Routledge
- Regional Arts Commission. (2011). Types of grants. Retrieved from: <http://www.art-stl.com/grants/category.cfm>
- Sampson, R. (2001). Crime and Public Safety: Insights from Community Level Perspectives on Social Capital. In Saegert, S., Thompson, P. J., and Warren, M.R., *Social Capital and Poor Communities*, (89-114). New York: Russell Sage Foundation.
- Swanstrom, T. and Guenther, K., (2011). Creating whole communities: Enhancing the capacity of community development nonprofits in the St. Louis region. University of Missouri-St. Louis. Retrieved from <https://bb.wustl.edu/bbcswebdav/courses/FL2011.S60.SWCD.5016.01/O%27FUMSLCDCSurvey2011.pdf>
- University of Illinois - Chicago, Center for Urban Economic Development (1987). Community economic development strategies: A manual for local action. Retrieved from www.neighborhoodplanning.org

University of Missouri-St. Louis Public Policy Research Center. (2011). About the PPRC photography project. Retrieved from:
http://pprc.umsl.edu/base_pages/gallery/aboutphotography.htm

O'FALLON BACKGHROUND INFORMATION

City of St. Louis. (2011). *O'Fallon neighborhood profile*. Retrieved from
<http://stlouis.missouri.org/government/departments/public-safety/neighborhood-stabilization-office/neighborhoods/profile.cfm?neighborhood=O'Fallon>

City of St. Louis. (2011). *O'Fallon Park Recreation Complex*. Retrieved from
<http://stlouis-mo.gov/government/departments/parks/recreation/OFallon-Park-Recreation-Complex.cfm>.

Google Maps. (2011). *Dynamic mapping tool*. Retrieved from <http://maps.google.com>

O'Fallon Historical Society. (2011). *John O'Fallon biography*. Retrieved from
<http://www.ofallon.com/apex/ofal-bio.shtml>

US Bureau of the Census. (n.d.). *Census 1990 Summary File 1*. Retrieved from
<http://factfinder.census.gov> [American Factfinder]

US Bureau of the Census. (n.d.). *Census 1990 Summary File 3*. Retrieved from
<http://factfinder.census.gov> [American Factfinder]

US Bureau of the Census. (n.d.). *Census 2000 Summary File 1*. Retrieved from
<http://factfinder.census.gov> [American Factfinder]

US Bureau of the Census. (n.d.). *Census 2000 Summary File 3*. Retrieved from
<http://factfinder.census.gov> [American Factfinder]

US Bureau of the Census. (n.d.). *Census 2010 Summary File 1*. Retrieved from
<http://factfinder2.census.gov> [New American Factfinder]

US Bureau of the Census. (n.d.). *Census 2010 Summary File 3*. Retrieved from
<http://factfinder2.census.gov> [New American Factfinder]