

The **Human Investment Initiative**



Fresno County • 2007
Preliminary Version

Foreword

A growing network of committed people have joined together to create transformational change in the Fresno Region. Our vision is a vibrant economy, thriving educational systems and quality neighborhoods rich with assets and opportunities available to everyone. To achieve these outcomes, we are committed to working together behind shared strategies that connect and leverage the resources of every sector.

We have already demonstrated our ability to collaborate. The Regional Jobs Initiative, a comprehensive, integrated strategy to create jobs and align key systems, is in year four of exponentially increasing results. Where once double-digit unemployment was considered inevitable, unemployment is near 8% and the entrepreneurial spirit has been unleashed.

Our educational and private sector leaders are working together to prepare teachers differently and change the process and expectations of education in the K-16 systems. Our goal is to ensure multiple pathways for children to prepare them for a future of rapid change and shifting opportunities. With our neighboring counties, we secured a partnership with the state (California Partnership for the San Joaquin Valley) to craft and implement customized strategies across ten arenas to uplift our region to the quality of life enjoyed by the other areas of our state.

The Fresno Area is a rich tapestry of people from across the world, many of whom have overcome serious hardships in their native countries and arrived in our community with personal issues and without the skills to navigate the complexities of our systems. Chronic poverty, a low cost economy and low educational attainment have limited access to success for countless others. Federal immigration and welfare policies have created unintended consequences that have concentrated in the San Joaquin Valley. We are taking responsibility for our part of the solution.

The Human Investment Initiative (HII) is a comprehensive, strategic plan aimed at liberating our most precious assets—human talent and energy. To address the myriad symptoms of chronic poverty and other issues, a complex and fragmented array of programs and services evolved into a quagmire requiring more and more resources to sustain. With neighborhoods ranked first in concentrated poverty in the urban core and rural communities in worse shape, our path to prosperity may be long and difficult, but we are committed to taking the steps necessary to reach our goals.

Our plan challenges all of us to change the way we think, behave and invest our resources. With the help of technology, a new operating system (the Community Values) and network of committed and talented people, we are ready to do whatever it takes to reach the next level.

We invite you to join us.

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Fresno County Human Investment Initiative
Implementation Plan
August 1, 2007

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I. Executive Summary

In all of us there are undiscovered gifts, untested strengths. Sometimes capabilities remain hidden simply because the circumstances of life do not evoke them, the challenge never arises, the call never comes. But sometimes the gifts have been buried by early defeats and harsh treatment, or layered over by cynicism, or held inactive by self-doubt. It is a matter of self-interest for every society to remove obstacles to human growth and performance. The battles we wage against physical and mental illness, prejudice, ignorance and poverty are not just exercises in compassion. They are battles for the release of human talent and energy. John W. Gardner

Based on my experience in Cambodia, I believe that crimes, injustice and social unrest exists where there is low regard for individual lives. I see this over and over again in corrupt countries where people get taken away in the middle of the night never to return. Life is cheap. Everyone is expendable. People live in fear. There is no peace, safety or justice. People who commit murders, rape and other crimes operate from this perspective. I think that if people truly understand that each life is valuable and can never be recreated once taken away, and that each life can contribute in infinite ways to our social fabric, and that we cannot exist without other people - - if that message really sinks into each of us, then people will think twice about acting out in ways which hurt others. Seyla Lim, Cambodian Business Owner (HII Core Team Member)

These quotes capture the spirit of the Human Investment Initiative (HII). Gardner explains why it is in a community's self interest to ensure that everyone has an opportunity to create their personal dream and Lim powerfully describes the essence of America—that individuals have intrinsic value. The following plan offers a path to actualize these concepts.

A Community in Transition

Our community is in the midst of fundamental transformation. The first step in transformation is the belief in its possibility. Where once chronic unemployment and poverty and its many social and economic ills were accepted as inevitable, a new vision has emerged of a vibrant economy, a thriving educational system and quality neighborhoods rich with assets and opportunities.

This vision can only occur by making substantive and coordinated progress in basic systems such as education, physical and mental health, justice and law enforcement, social services and economic development. The people working within those systems must have a base understanding of the whole, work and preferably train together, and focus on the entirety of our community with a priority on children, while also including adults of all ages across the spectrum of barriers and personal conditions.

Currently, too much of our collective work is being done in disconnected silos, and too many root causes are not being effectively addressed. A family in poverty must navigate a maze of social service agencies to attend to their daily needs. Most of those services treat symptoms rather than root causes, and too many of them encourage dependency. The current approach is supply-driven, based on the stovepipe nature of how government funding works, rather than demand-driven, based on the need to build self-reliance. Like most other communities in the nation, we have not yet learned how to systematically help children from dysfunctional families become well-functioning adults, nor have we learned how to help those same families become

healthy. We likewise have not yet found a consistent, scaleable formula for helping alienated, dependent adults become self-reliant, productive citizens.

These dilemmas are complex, multi-faceted, and resist both ease of understanding and solution. However, we believe that steady progress can be made by building on what is; by weaving in innovative alternatives; by learning a common language about human development; and, by insuring that there is an agreed place where willing stakeholders can make their greatest contribution. Realistically, this is easier to talk about than to accomplish because the challenges involve so many different systems, priorities, and states of human condition. Also, it is difficult to honor individual differences, achieve efficiencies, and insure that strategies empower healthy development and not enable continued dependence. Yet, if our community is to progress, we must make every effort to “release the human talent and energy” of all our residents as John Gardner challenges us to do at the outset. Failure to do so will keep us among the ranks of the U.S. communities with the highest concentrated poverty and will prevent us from maximizing the human and economic viability of our region. Success, on the other hand, will fuel a rebirth of our region and inspire others who face similar challenges.

While the initial focus of the HII is in areas with the most concentrated poverty within the Fresno Unified School District geography--the urban core of the City of Fresno--the hope is that the strategy will be adapted and deployed in our rural communities throughout the San Joaquin Valley wherever there is willingness and readiness. The Brookings Institution identified the urban core as hosting the highest concentration of poverty among the 50 largest metropolitan cities in the United States and it is the same area targeted by Fresno Works for Better Health, an ongoing multi-sector collaborative and partner of the HII. This area is also being served by five Neighborhood Resource Centers (NRC's), which if substantially augmented can be instrumental to the implementation of this plan.

Collaborative Efforts Already In Play

In the midst of what have been very difficult, longstanding circumstances, it is important to acknowledge that significant progress is being made on many fronts. For instance, the Fresno Regional Jobs Initiative (RJI), begun in 2003, is now comprised of a well-networked public-private partnership involving many public sector agencies, non-governmental organizations (NGO's), non-profits, businesses and volunteers. It has been using a strategically-aligned Blitzkrieg approach to help bring our unemployment to its lowest levels in decades. The RJI also includes strategies to improve the overall quality of life in the area and address environmental issues, cultural and arts amenities and land use planning. Also, local academic institutions, from K-12 to the community colleges and universities, are retooling to help their graduates meet the needs of employers. Further, a new management team at the Fresno Unified School District (FUSD) is making great strides in the implementation of the “Choosing our Future” roadmap produced by a citizen task force in 2005. And, many other organizations and initiatives have established important beachheads for improving our region. Notably, government at all levels has an enhanced awareness that old paradigms for funding priorities and delivery systems have not produced the hoped-for results and are searching for better solutions.

Linkage of the HII with Interdependent Domains

For our region to attain its potential, it must move forward in three primary and interdependent domains – economic development, community development, and human development.

Importantly, there should be a broad understanding that true success in any one of these domains will be largely dependent on success in the other two; and that, to the extent practicable, efforts within any particular domain should be linked with compatible efforts in the others.

This implies that key stakeholders in one domain have a shared understanding of base strategies in the others, and that there is close communication and support across the domains. While this notion brings heightened complexity, it should also bring comfort in that it broadens the likelihood that large-scale and sustainable success will be attained, and that it will occur at the fastest pace. Fortunately, there are increasing numbers of people who have learned the art of collaboration and have embraced the reality of interdependence.

The Primary Goals of the HII

The Human Investment Initiative (HII) is a 5-year initiative to link, align and leverage the systems that address human development (education, justice, health and social services) to improve service at the neighborhood level in order to increase the effectiveness of prevention and early intervention efforts. The goals are to:

1. Increase the self-reliance and contribution to the community of individuals and families.
2. Increase safety and prosperity, thereby removing Fresno from the ranks of cities with the highest concentrated poverty.
3. Create a highly integrated customer and prevention focused process for delivery of human development services.
4. Create a path to self-sustainable funding for the system by capturing the efficiencies of collaboration and re-directing funding from cure to prevention.
5. Help align the key supportive initiatives and services behind a common vision and plan.

Indicators and Evaluation

There are a wide variety of indicators used to measure poverty and progress. We selected four key areas based upon the Brookings Institution reports on the correlates of, and solutions associated with, poverty:

- 1) Young people successfully graduating from high school with a viable education and career plan building on their interests and talents
- 2) People's perception of safety in their neighborhoods
- 3) Households bringing in a sustainable wage
- 4) Children born healthy into stable, nurturing, supportive environments

The body of the plan lists multiple indicators that we can use to track our progress, using publicly available information from FUSD, the County of Fresno Human Services System, and other sources. But the most important measurement will be our ability to make a quantum change in how effectively we meet the two most basic needs of our citizenry: jobs to offer all the ability to provide for their families, and safe, healthy neighborhoods. We believe these are related outcomes. Community-wide implementation of the Comer model and alignment of the other major elements of the HII will result in a far healthier and more employable people living in safer, more prosperous neighborhoods. To insure that meaningful indicators are kept, efforts are not duplicated, and measurement is ongoing, it is recommended that the Fresno Regional Foundation take responsibility for a broader community report card.

Key Strategies—A Path Forward

As a comprehensive, integrated plan the HII is a recipe that will require all of the ingredients to be optimally successful. Essential elements of the plan include:

1. Wider Adherence to the Community Values

The ten values are: stewardship, boundary crossing and collaboration, commitment to outcomes, art of the possible thinking, fact-based decision making, truth telling, power parity, commitment to resolving conflict, asset-based approach and disclosure of conflicts of interest.

2. Implementation of the Holistic Comer School Model

Comer Schools focus on six developmental pathways to characterize the lines along which children and adolescents mature – physical, cognitive, psychological, language, social and ethical.

3. Increased Investment in Neighborhood Resource Centers (NRC's)

To empower a proactive approach to help carry out the strategies noted herein, the HII proposes the addition of three staff for the targeted NRC's:

- 1) Executive Neighborhood Officer (strategy and organizing)
- 2) Neighborhood Outreach Specialist (engage and draw in)
- 3) Administrative Assistant.

4. Customized Approach in Neighborhoods

Each NRC will have responsibility for adjacent elementary school neighborhoods within its geographic boundaries. This relatively small size enables meaningful participation by residents and encourages the continuing development of schools as centers of community. Each NRC will be asked to help develop customized strategies for all neighbors within their geography (in concert with other stakeholders and residents), and help all constituents organize in their implementation. The NRC's will be provided flexibility to craft localized solutions. However, it will be the responsibility of the NRC leaders and Network leadership to ensure that the plans are investment worthy and complement the overall strategy.

5. Creation of a Governance Structure to Link, Align and Leverage Resources Behind Shared Systemic and Neighborhood Specific Strategies

As an at will collaboration, the NRC's and a governance structure will comprise a Network which will provide overall leadership, assist with the development of customized neighborhood revitalization plans, provide training and sharing of best practices and ensure accountability. A steering committee will be recruited to provide ongoing oversight and support and Interagency Council will be asked to serve as an advisor. A new position, a Chief Networking Officer (CNO), will be responsible for the overall enterprise.

6. Increased Support for Interpreting Services and English Language Acquisition

With the great diversity of language, developmental stages and cultures in our community, an important component of the HII is a plan to ensure the timely availability of interpreting services. Institutions currently use a combination of in-house and contracted interpreters to meet the needs of their customers and clients. As the HII is a network of many partners with a shared vision and goals, the creation of centralized interpreting services is a strategic solution to effectiveness and cost. It is recommended that the institutions involved create a Request for Proposals to identify applicants who have the capacity to:

- Respond in a timely fashion to requests for interpreters
- Have the capacity to handle the languages presented
- Encourage English proficiency
- Provide awareness around unique cultural issues

By tapping into the same system for interpreting services, organizations can leverage resources and information, increase flexibility and build capacity. Such a system would insure ease of use,

reliability and allow for liability protection. In addition to a general contribution to support overall infrastructure and other generic costs, organizational partners would pay for the services rendered. This approach insures sustainability of the interpreting business, or partnership of businesses, while maximizing the use of public and private resources.

7. Organize Assets in the Broader Community in Functional/Focus Areas

The plan calls for a mechanism to support neighborhood revitalization and individual empowerment by bringing together system leaders in various functional areas to further define strategies and ensure the vision is actualized. In most cases, there are already champions and collaboratives addressing these issues. The HII has identified six focus areas: Children, Health & Wellbeing, Safety, Jobs, Life-long Learning and Civic Engagement, and Quality of Place.

8. Multi-disciplinary Training for Professionals, Students and Volunteers

While most professionals employed to address the many symptoms of poverty and other social problems recognize the value of collaborating, current funding and training approaches make it difficult to do so. In addition, a comprehensive strategy that taps expertise from a broad range of professionals was unavailable. Working with educational partners and others, the plan calls for a customized, multi-disciplinary curriculum to provide a basic understanding of key disciplines plus the skills of collaboration. To address unique cultural, racial and English learner needs, the plan includes resources for interpreting and cultural competence.

9. Systemic Transformation

The vestiges of the industrial age are visible in systems that are hierarchical, bureaucratic, rule-bound and depend more on control than empowerment. In a world of increasing complexity, the variants of circumstances and challenges are in constant flux. Systems with industrial age cultures cannot adapt quickly or creatively enough to address new and changing situations. Thus, training that prepares practitioners to be entrepreneurial within certain guidelines and to think creatively beyond specific disciplines are essential to a human services network that prepares people for a world where life long learning is a survival skill and working on diverse, multi-disciplinary teams the norm.

Initial Action Steps

The initial, simultaneous action steps of the HII are proposed as follows:

1. Establish a governance group to:
 - a. Attract and retain a CNO for the overall Network;
 - b. Establish a reporting and accountability pathway for the Network members;
 - c. Serve as a communication and coordinating vehicle within and outside the Network;
 - d. Concentrate resources for maximum impact;
 - e. Continually search for better or more consistent solutions; and,
 - f. Seek and coordinate funding as needed.
2. Introduce the work of Dr. Comer into selected elementary schools located within the sphere of the NRC's.
3. Build enhanced NRCs in key neighborhoods to:
 - a. Form alliances with other place-based programs or institutions;
 - b. Develop tailored strategies in concert with neighborhood stakeholders;
 - c. Link and align services and programs with those strategies;
 - d. Assess gaps and effectiveness versus needs; and,
 - e. Report results to the governance structure and broader community, and adjust as appropriate for better results.
4. Embrace compatible work of other key domains--economic and community development.
5. Help organize functional/ focus area leaders to define and implement specific strategies.

Funding Streams

Funding for the public school education elements and the NRCs is expected to come from three sources. The Comer schools are expected to be funded by foundation grants and through State and federal funding sources aimed at assisting the lowest performing schools -- schools with a 2005 Academic Performance Index (API) in deciles 1 to 2. The NRCs will be funded through current sources and supplemental grants. The Network team and activities will be funded through a mix of foundation and government grants, loaned staff and in kind donations.

Ongoing funding for the above and the wider enterprise is expected to come from the state and federal programs that address human development and human service, as well as the funding which already supports many of the parallel programs noted above. Significant efficiencies and synergies are expected as the HII partners align behind a shared direction. To the extent necessary, we will advocate for change in the stovepipe funding formulas and other policy and practice barriers to the achievement of such efficiencies and synergies.

Budget and Fiscal Agent

The proposed budget is based upon a 5-year period of transition from the current fragmented model for human services to a dynamic, place based model for human development. To recap, the primary components include:

- (1) Implementing the Comer School approach and strengthening the existing Neighborhood Resource Centers (NRC's) within the Fresno Unified geography.
- (2) Creating a Network to link, align and leverage resources behind a shared strategy for neighborhood transformation and individual and family development.
- (3) Developing customized multi-disciplinary training for all personnel working in the systems to be use pre and post deployment and as ongoing professional education.

Because the initiative is a public-private, nonprofit partnership, the proposed fiscal agent is the Fresno Regional Foundation. Furthermore, it is recommended that the Network staff be employed by a 501-c-3 organization rather than a public agency.

Network Budget

The Network consists of a steering committee responsible for direct oversight, Interagency Council or a new task force serving as an advising body, and staff leaders who provide a CEO function. As there are ongoing commitments of loaned staff and other resources from various nonprofits and public entities, the in kind amount is reflected as an estimate of their ongoing investments.

Over a five year period at current levels, it is estimated there will be \$1,375,000 million dollars contributed by local organizations. This does not include the fair market value of staff, volunteers and other resources of the organizations that will play key roles in implementation. In terms of outside investment, the dollar amount sought for the five year period is \$5,462,500. The intention is to gradually embed the costs of operating the Network into the participating organizations during the five year period of transition.

Neighborhood Resource Centers Budget

There are five NRC's within the HII initial target geography. The intention is to demonstrate success where relationships are already in place and collaborative skills have already been developed across major institutions. As soon as possible, and in partnership with organizations

already serving the rural communities, the intention is to support replication throughout the County of Fresno and into the region wherever there is an indication of readiness. As the 5 NRC's have different needs, it will be important to allow the leaders to have some discretion in their financial investments.

The proposed budget to strengthen the five NRC's in the target area is \$10,575,000 which includes a \$2,000,000 ongoing local investment. This amount also includes \$500,000 for capital improvements as determined by the NRC directors.

Behavioral Health Center--\$150,000 Planning Grant

While multi-disciplinary training is intended to move forward during the initial stages of the initiative, the long term strategy is the creation of a Behavioral Health Center. The Center will provide multi-disciplinary training, link mental health services throughout the County of Fresno, and leverage resources across systems engaged in the Human Investment Initiative. Such a center will encourage collaboration between the brilliance of western medicine, insights of the wisdom traditions, and innovations from complementary and alternative medicine (CAM), as well as, call for individual responsibility as contemplated by what has been coined "participatory medicine". The primary champion for this project is the UCSF Fresno Psychiatry Residency Training Program. Proposed additional partners include: California State University, Fresno, Alliant University and Fresno Pacific University.

Closing

In 2000, the chair of the original Human Investment Initiative task force offered wise words: "Hundreds of people more qualified than us have attempted to overcome poverty with mixed success. We do not know if we will be successful. We do know we must try." The authors of these documents and the many others who have provided their insights and experiences are fully aware of the challenges ahead. We believe this time we are united across sectors, this time we have embraced diversity in its many forms and this time poverty will substantially succumb to our shared efforts.

And finally, even a cursory review of the thinking in these documents will suggest the potential for many other innovative ideas which can augment these efforts. For this reason, the HII is intended to be "open architecture" to make it easy for new ideas, new people and additional assets to be woven into the fabric.

II. Introduction—A Community in Transition

Our community is in the midst of fundamental transformation. The first step in transformation is the belief in its possibility. Where once chronic poverty and its many social and economic ills were accepted as inevitable, a new vision has emerged of a vibrant economy, a thriving educational system and quality neighborhoods rich with opportunities and assets. The Human Investment Initiative (HII) will help to accelerate the manifestation of this vision.

Every step along a journey builds from a foundation of those who have gone before. Many committed people and successful projects have always been part of the fabric of the Fresno community. However, as the diversity intensified, the economy became more competitive and the challenges more difficult, it became clear that new strategies and skills were necessary to address critical issues. The new strategies need to be both integrated and comprehensive. Implementation will require high level collaborative skills and a long term commitment. Many people, both local and from other communities, have played a role in developing these approaches and change has already begun in many arenas. The overall intention is to aggregate disparate efforts behind shared goals and strategies to accelerate, broaden and deepen the transformation already underway.

A. Genesis of the Human Investment Initiative

While a number of efforts at broad based community collaboratives were attempted previously, the first successful effort was launched in 2000, the Fresno Area Collaborative Regional Initiative (CRI). As part of a statewide network of regions funded by the James Irvine Foundation, the Fresno CRI began as a joint venture between the Fresno Business Council and California State University, Fresno. The venture was sparked by the release of a report written by Collaborative Economics entitled, *The Economic Future of the San Joaquin Valley*. In essence, the report explained that the San Joaquin Valley was destined to continue to deteriorate and experience high levels of poverty, crime and social ills if it did not shift from an economy that competed primarily on low costs to one empowered by adding value and innovation. To meet this challenge, the community would have to change fundamental beliefs and long standing behaviors across every sector.

The CRI strategy was developed by a dozen people who spent two hours a week for four months discussing how to achieve the stated goal of an increase in per capita income, a tangible measure of the level of prosperity. Five “dominos” were selected as focus areas in the belief that if they tipped a rippling transformational impact would be felt across the entire community. The five focus areas included creating a world class technology infrastructure, increasing the number of knowledge workers, improving the quality of life through land use and transportation decisions, creating an innovative culture and ensuring quality human investment systems.

The CRI evolved into twenty-six specific projects, most of which have been completed or became part of the Regional Jobs Initiative (RJI). Projects launched from the CRI include ReadFresno, the AfterSchool Consortium, the Metropolitan Area Network, The New Valley Times, the Inforum Lecture Series and the crafting and distribution of the Community Values of the Fresno Region, our guiding principles for civic transformation.

Two other major efforts have launched off the network of relationships built by the CRI. They include the Regional Jobs Initiative (RJI) and the efforts to transform the Fresno Unified School District based upon the “Choosing Our Future” report. The RJI, launched in 2003, is a five year, comprehensive initiative to create 30,000 net new jobs in five years using a strategically aligned Blitzkrieg approach. The effort has been aggressive, multi-faceted and has received accolades at both the state and national levels. Hundreds of people and many organizations play a vital ongoing role in its success. It should be noted that at the time of the launch of the CRI, double digit unemployment was considered inevitable by the dominant culture in the region. Today, unemployment is at a twenty-seven year low, dipping below its lowest in two decades and the long term environment for job creation is being significantly enhanced.

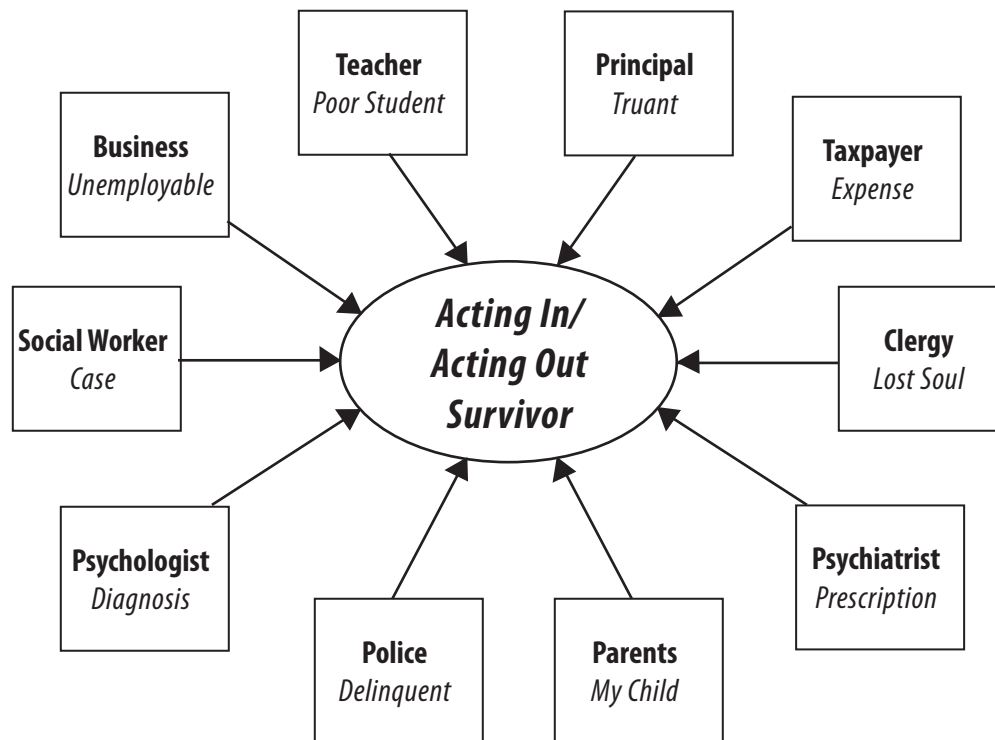
The performance and condition of the Fresno Unified School District had long been a concern of those seeking fundamental changes in the community. Much of the work of the CRI Human Investment Initiative, the team working to ensure that human services systems worked optimally, was targeted toward the children and families who lived within the district boundaries. Following the removal of the superintendent, a small group wrote *Choosing Our Future: A Community Wide Call to Action*. In addition to addressing serious academic, financial and operational issues, the report recommended a dramatic increase in family and community engagement in order to create a supportive, neighborhood environment to ensure that all children develop their potential.

In many respects, the HII is the other half of the Regional Jobs Initiative. Where the RJI is an effort to create a vibrant, adaptive and diversified economy, the HII is aimed at ensuring that all residents have the tools, relationships and opportunities to create a healthy, authentic life. The two efforts are interdependent and intertwined. While the RJI seeks to build a mighty tree, the HII aims to drive the roots deep into rich soil so that it may flourish and sustain itself.

B. Historical Context of Concentrated Poverty

There is a vast difference between attending to problems that arise out of a crisis versus problems that are endemic, systemic and chronic. The first set of issues often arises due to a job layoff, accident, major illness or natural catastrophe. People beset by these challenges, sometimes with no outside assistance, can often find their way to back to a quality life, albeit forever changed in some ways by the event. Others, who have only known poverty, oppression, trauma or neglect, typically lack the internal resources to adapt to changing circumstances and they can become mired in the very systems intended to help them. These systems are often fragmented by profession, funding, regulations and practice so that those working in them cannot see the whole person nor can they fully assess the range of challenges they face. Rather than a customized plan written in partnership with the client, too often the solutions foster increased discouragement and dependency for both the helping professional and the client. A compelling compilation of working papers from various authors entitled, *Disabling Professions*, explains how an entrepreneurial, self reliant mindset can become eroded by experts who may know a great deal about a specific area, but may lack the common sense and simple approaches of a generalist or a close friend. A visual depiction of this concept is expressed in the following graphic in which acting out or acting in behaviors that interfere with healthy development are exacerbated by the narrow focus and disconnection among helping professionals.

How We See a Survivor Depends Upon Our Viewpoint



Viewpoints Often Limit Proposed Solutions

When a destructive way to think and behave becomes chronic, it can also be expressed as a world view. David Emerald, in "The Power of TED: The Empowerment Dynamic" uses a simple fable to provide insights into how life's circumstances can imprison people in what Dr. Stephen Karman originally coined the Drama Triangle. In this world view, victims, persecutors and enablers get caught in an interchangeable, limited dynamic. In his book, Mr. Emerald explains how to identify when you are in one of those roles and how you can make a shift to a proactive, creative stance and view the situation as a challenge and supporters as coaches. Neighborhoods made up predominantly of people who have experienced difficult challenges, lack interpersonal tools and see few options can have great difficulty in solving either individual or community problems.

1. Physical Assets and Land Use Patterns

Neighborhoods with chronic poverty often lack basic assets necessary for commerce, employment and a healthy quality of life. Whether it's transportation links or a bank, a grocery store or small businesses who employ neighborhood residents, the types of assets prosperous neighborhoods take for granted are too often missing in communities dominated by low income residents and the unemployed. Other missing assets are internal. Those who are educated, employed and who have social skills are more likely to challenge public policies they dislike, schools that are performing poorly and neighborhood conditions they find unacceptable. As the socio-economic split increases between neighborhoods and the concentration of classes becomes denser, metropolitan polarization accelerates and poverty, both internal and external, intensifies. Myron Orfield in his seminal work, *MetroPolitics: A Regional Agenda for Community and*

Stability, provides demographic research and mapping tools to explain how communities deteriorate and what can be done to turn the tide and stabilize, empower and support prosperity for a community as a whole.

When issues are resolved in a vacuum without regard to the implications for other concerns, the unintended consequences can prove costly and difficult to reverse. Land use patterns, transit and transportation choices, housing and school decisions, basic and technological infrastructure availability, subsidies and incentives invested in people and businesses are all interdependent. Unless there is a comprehensive overview and an assessment of potential impacts, incremental decisions made within the separate spheres can create chaos and community deterioration. Creating forums for evaluation and discussion among all stakeholders and policy making bodies committed to stewardship of the whole is a goal many communities are undertaking. The days of quick fix, symptom relief have given way to more a more thoughtful, sustained focus on root causes and systemic approaches. The economy and the quality of life in the neighborhoods are intimately connected with education, nonprofits and government standing between them either aligning pathways for success or fragmenting scarce resources to serve single agendas.

2. Third World Factors

In addition to the kind of third generation poverty that challenges many American communities, the Fresno Area has a significant refugee population who left a war ravaged homeland where many incurred life altering trauma. Also, many migrant workers left oppressive cultures and hopeless poverty seeking to find a better life for themselves and their families. The psychological makeup between an immigrant and a refugee may bear some similarities, but the differences between those who came to America by choice and those who were forced to flee can play out through multiple generations.

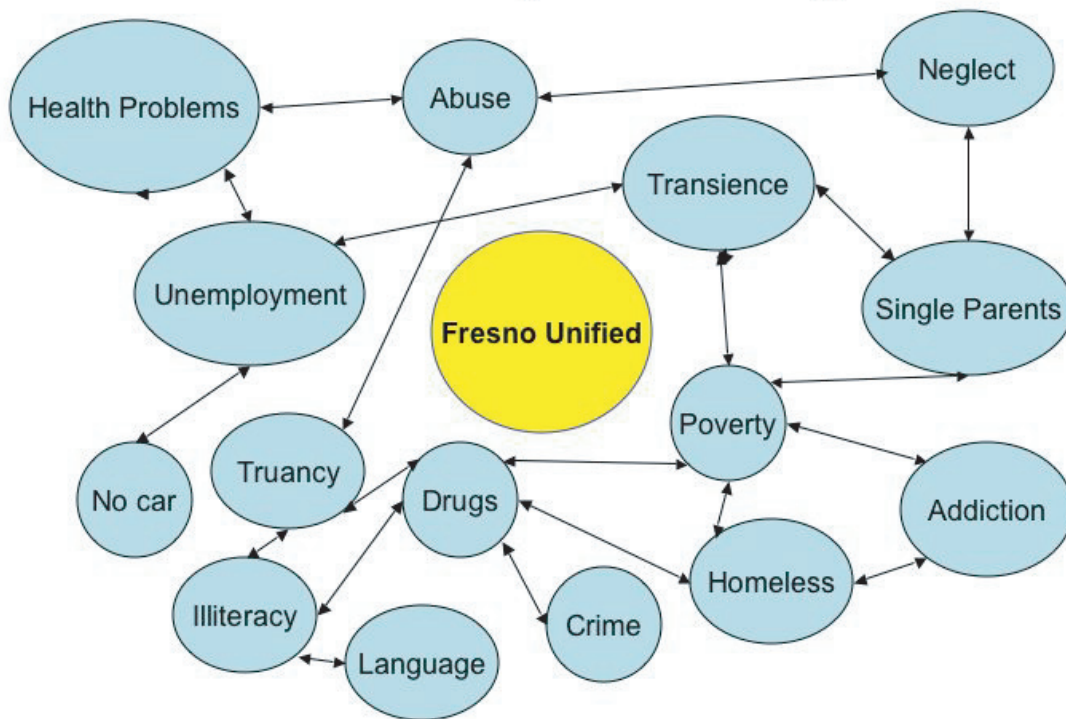
Cultural and ethnic differences bring additional challenges. The as yet not fully manifested ideal underlying American culture is the belief that all men were created equal and have intrinsic value. This seed thought was revolutionary. Throughout history the circumstances of birth typically determined a person's value and one's destiny was limited accordingly. Fresno is made up of a rich mosaic of cultures and ethnic groups and in some traditions, women and children are not considered equal. Respecting differences and challenging belief systems requires diplomacy, courage and an ongoing commitment to the vision of equality and equity.

In a powerful, profoundly humbling book, *Pedagogy of the Oppressed*, Paolo Freire offers deep insights into the life experiences and belief systems of those who have never experienced freedom. In stark contrast to the American ideal of equality, some members of our community experienced life in a world of castes and soul crushing poverty. Freire, like many professionals who work with addicts, believes in a world of partnerships and coaching rather than helping and enabling. The first is asset based, where strengths are identified and built upon, rather than a focus on what is wrong and efforts to fix what is broken.

3. Interdependence of Issues

Given the many personal and contextual barriers facing people in poverty, it is not surprising that absent a comprehensive and integrated strategy, valiant efforts often yield marginal results. Like trying to contain a water balloon, human issues have a tendency to bulge out in unpredictable ways. The following graph portrays the challenges faced by the schools that have many children growing up in impoverished or abusive homes. It further underscores the belief that no one system or organization can meet the challenges alone.

Community Challenges



4. Trauma, Addiction and Mental Health

Given the overwhelming challenges of mental illness, trauma and addiction in our area, it is essential that the community gain a better understanding of the inter-relationship of these issues and what can be done about them. Dr. Charles Arokiasamy, a professor at Fresno State, developed a grid that illustrates how many different beliefs and attitudes individuals have about substance abuse based upon their profession, religion, family background, level of education and culture. The variety of these beliefs helps to explain why a comprehensive and effective solution has not yet been found. Prominent treatment centers like *Hazelden* in Minnesota and *The Meadows* in Arizona now have specialized tracks for the many addicts who do well in recovery until the memories of childhood traumas return. Many people who suffer from mental illness self medicate and develop an addiction in order to cope. Addictions can be viewed as survival tools when more life enhancing options are unavailable, unknown or the person does not have the inner or external resources to leave harmful circumstances.

In *The Tragedy of American Compassion*, Marvin Olasky traces American efforts to address poverty and addiction back to the founding of the country. A key point in his work is the importance of personal relationships. Bureaucratic systems filled with rules and regulations can shift one's natural compassion to a compliant, mechanistic orientation. This prevents appropriate triage and customization needed to determine if the impoverished condition is due to unfortunate circumstances or the result of internal problems such as addiction or mental illness. Rather than providing the encouragement and tools for self sufficiency, the resources offered may simply subsidize the current situation. An effective triage apparatus, personal relationships and connections to pathways for self sufficiency are essential for personal and community transformation.

C. Historical Responses and Attitudes

1. Local Fragmentation

Across virtually every dimension, our community has been too fragmented to effectively address complex problems, particularly those that are cross jurisdictional and involve organizational boundaries. Cooperation between political jurisdictions and across and within sectors has been inadequate at best. There has also been a tendency to focus on narrow issues impacting single constituencies rather than a careful analysis of implications affecting the whole over time. Disjointed and often competing efforts in the public and nonprofit sectors have not allowed synergies to develop and the desired results have remained elusive.

2. Tolerance and Denial of the Status Quo

We have been too patient with the problems we could see and in unrelenting denial about problems we did not want to see. For example, our largest school district was nearly taken over by the state for fiscal problems before a handful of business and civic leaders intervened. Academic failure had long been accepted as inevitable because children of poverty and English learners made up the bulk of the student body. Agents of change have historically been defeated by the apathy of too many or resisted mightily by those who have benefited from dysfunction and lack of accountability. These conditions have continued because the public has tolerated them and did not demand effective changes from its leaders. The voting public must share in the responsibility for this collective failure.

3. Self and Single Interest Over Community Interest

For many years the culture of the Fresno Region was based upon competition for scarce resources. There was no vision bold enough or leaders strong enough to lift the focus of the sector leaders above self interest to the possibility of a better community for all through innovation and collaboration. The election of Alan Autry as mayor running on a can do, visionary platform and a declaration to end of a “Tale of Two Cities” signaled a willingness to change. During his tenure as mayor, now into his second term, more and more people have stepped up to help manifest the vision of one community with a high standard of living for all.

4. Lack of Strategic Direction

We have lacked a cohesive strategic vision. We have failed to connect the dots and have chased after symptoms rather than addressed root causes. We have prided ourselves on how many police officers we could put on the streets, failing to realize that the reason we need so many is because we have allowed too many children to languish in dangerous neighborhoods and poor schools and not created effective systems, easily accessed by adults eager to work, but who lack basic skills and the ability to find their way through a bureaucratic maze. We have failed to understand that those who live without hope often succumb to the deadly grip of addictions and criminality to support them.

We have failed to understand that so many of the dollars spent on remediation, justice and welfare could have been invested in education, prevention and intervention strategies where the return would have been two fold—cost savings from what taxpayers no longer had to do and the contributions of the person now prepared to make them.

5. Dysfunction in Educational Systems

Our K-12 education system is riddled with mindless rules, regulations and constraints left over from the industrial age. Our children come to school with many barriers our teachers and other staff are unprepared to ameliorate. Too many students drop out, fail to learn basic skills and have no path before them to learn the technical and vocational skills necessary to secure

a job, stabilize their lives and continue their education if they so choose. We ignore Maslow's hierarchy of needs at our peril.

6. Inadequate Response to Mental Health and Addiction Issues

Underlying so many of the social, economic and criminal problems in the community are mental health issues and addiction. Yet the public has little understanding of these problems and by extension neither do professionals except for those specially trained to deal with them. Those with few resources, sink into the morass of disjointed and ineffective health and human services systems that are inadequate and too often ineffective despite the millions of dollars spent on them each month. Our potential workforce has been trapped in neighborhoods that lack the assets, connections and resources for people to access a pathway to health, safety and prosperity.

Linkage of the HII with Interdependent Domains

For our region to attain its potential, it must move forward in three primary and interdependent domains – economic development, community development, and human development. Importantly, there should be a broad understanding that true success in any one of these domains will be largely dependent on success in the other two; and that, to the extent practicable, efforts within any particular domain should be linked with compatible efforts in the others.

This implies that key stakeholders in one domain have a shared understanding of base strategies in the others, and that there is close communication and support across the domains. While this notion brings heightened complexity, it should also bring comfort in that it broadens the likelihood that large-scale and sustainable success will be attained, and that it will occur at the fastest pace. Fortunately, there are increasing numbers of people who have learned the art of collaboration and have embraced the reality of interdependence.

III. The Primary Goals and Indicators of the HII

Transformation of a culture takes time, often generations. Starting with powerful goals and selecting meaningful indicators is essential to determine whether or not strategies are working and what adjustments need to be made.

It is the intention of the HII to invest in all citizens in the region. That will be accomplished through systemic changes such as Comer schools, training for all human service professionals to upgrade their knowledge and skills to emphasize collaborative, holistic, asset-based models of service, a system to create and take action on shared community goals, and the transformation of all entities touched by this initiative as they come into alignment with the Community Values. These changes are far-reaching, and will touch every person who lives in the Fresno Region.

In addition to these broad systemic changes this document provides strong support for those struggling to meet basic needs at the same time they try to create lives of prosperity and wellbeing for themselves and their families. Through the power of networks, this initiative seeks to make it easy for people to access resources and move forward in whatever ways are most appropriate for them. At the same time it is also recognized that they are the ones that must to do the work.

The HII is a 5-year initiative to link, align and leverage the systems that address human development (education, justice, health, jobs and social services) to improve service at the neighborhood level in order to increase the effectiveness of prevention and early intervention efforts.

The following goals of the Human Investment Initiative seek to align with these intentions:

1. Increase the self-reliance and contribution to the community of individuals and families.
2. Increase safety and prosperity, thereby removing Fresno from the ranks of cities with the highest concentrated poverty.
3. Create a highly integrated customer and prevention focused process for delivery of human development services.
4. Create a path to self-sustainable funding for the system by capturing the efficiencies of collaboration and re-directing funding from cure to prevention.
5. Help align the key supportive initiatives and services behind a common vision and plan.

We have selected four key areas and indicators within them to measure success based on our collective experience and wisdom, and on Brookings Institution reports on the correlates of, and solutions associated with, poverty:

- 1) Young people successfully graduate from high school with a viable education and career plan building on their interests and talents
- 2) People's perception of safety in their neighborhoods
- 3) Households bring in a sustainable income
- 4) Children born healthy into stable, nurturing, supportive environments

Key Result Area	Indicator Measured
High school education	High school graduation rates Rates of students graduating with meaningful written career plans Interim markers: Rate of children in enriched preschool programs 3rd grade reading rates Rate of students accessing career & job preparation activities Rate of service learning offerings
Neighborhood safety	Personal & property crime rates Housing safety code violation rates Rates of police calls to neighborhoods Rates of active Neighborhood Watch programs Survey tools in targeted neighborhoods to measure perception of safety
Sustainable income	Rate of families at or above 200% of Federal Poverty Levels
Children born healthy into stable, nurturing, supportive environments	Rate of healthy births as measured by established medical standards Rates of parents with high school graduation equivalent Rates of parenting education Foster care rates Rate of children with health insurance

IV. Key Strategies--A Path Forward

As a comprehensive, integrated plan the HII is a recipe that will require all of the ingredients to be optimally successful. The strategies aim at shifts in thinking and behaving, individually and collectively. There are nine essential elements of the plan.

A. Wider Adherence to the Community Values

The importance of the Values, which are recited below, cannot be overstated. It is through personal commitment to abide by this contract for behavior that the critical ingredient for social transformation is created—trust. Trust is the basis of authentic relationship and in the civic sector it requires both character and competence. The presence of trust allows for possibility, risk and speed. Its absence creates limitations, fear and stagnation. Trust, also called social capital, is the one ingredient you cannot borrow or buy from another community; you must create it yourself.

The following Values, a new operating system for the community, have been endorsed by the Fresno Business Council, California State University, Fresno, The United Way, One by One Leadership, Fresno Area Chamber of Commerce, State Center Community College District, County and City of Fresno, Fresno Nonprofit Advancement Council, Central Labor Council, Fresno Unified School District, Fresno Coalition for Art, Service and History (FCASH), and the Kenneth L. Maddy Institute for Public Affairs. The Community Values are embedded in the work of a growing network of civic entrepreneurs in the Fresno Region.

Community Values of the Fresno Region

- **Stewardship** – We will lead and follow as stewards of our region, caring responsibly for our community assets. We will work together to achieve the greatest, long-term benefit for the community as a whole.
- **Boundary Crossing and Collaboration** –We are willing to cross political, social ethnic and economic boundaries and partner with others to achieve community outcomes. We will lead “beyond the walls” to create an inclusive, cohesive community through partnership and collaboration.
- **Commitment to Outcomes** – We are willing to take responsibility for tasks and achieving specified outcomes. We are committed to staying involved until the tasks are completed.
- **“Art of the Possible” Thinking** – We believe that anything is possible in the Fresno Region. We will envision “success without limitations” and then backward map a specific, attainable strategy for achieving that vision.
- **Fact-Based Decision Making** – To the greatest extent possible, we will base decisions and action plans on objective data, thereby avoiding distortion of issues by personal feelings or agendas.
- **Truth Telling** – We value the empowerment of everyone involved, along with all community stakeholders, to honestly and forthrightly share all knowledge, experiences and insights relative to the work at hand. We take responsibility for ensuring our “truth” is current, not historical. We all share the responsibility for maintaining the truth telling standard.

- ***Power Parity*** – We respect all persons and recognize that there are diverse viewpoints. Positional power will not determine a strategy or preferred outcome, merit will. Viewpoints from diverse constituencies will be proactively sought to ensure the best possible outcomes for the community.
- ***Commitment to Resolving Conflict*** – Conflict is inevitable and is sometimes required in order to achieve the best outcomes possible. Healthy conflict involves valuing every individual regardless of his or her stance on a specific issue and an unwavering commitment to working through the conflict in a positive manner despite its severity.
- ***Asset-Based Approach*** – We are focused on using a strengths-based, asset-oriented approach to people and issues. We believe that positive change occurs when we appreciate, value and invest in what is best in our people and community.
- ***Conflict of Interest*** - We agree to disclose any personal or professional conflict of interest that may affect our objectivity before engaging in work that will impact the community. We seek to avoid even the appearance of impropriety.

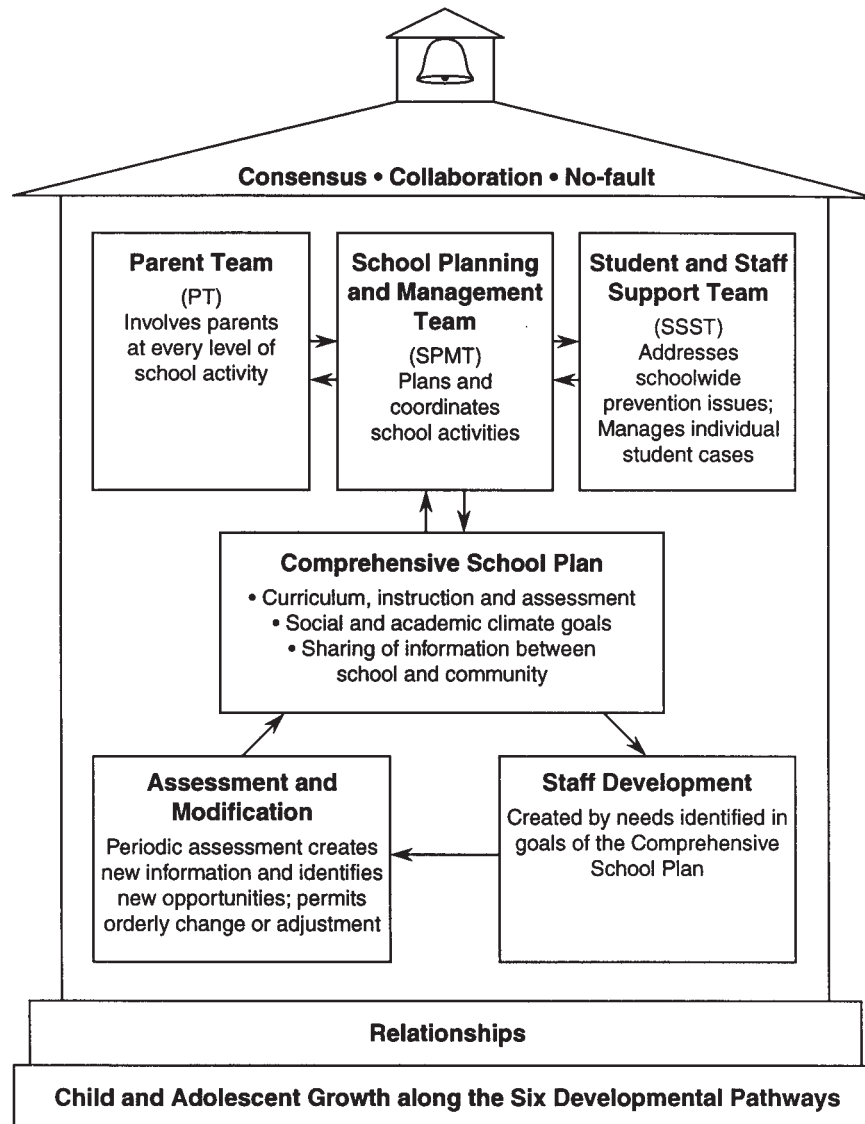
B. Implementation of the Holistic Comer School Model

Dr. James P. Comer is a professor of child psychiatry at Yale University. He developed a program in 1968 that promotes the collaboration of parents, educators, and community members to improve social, emotional and academic outcomes for children so that they will achieve greater school and life success. His concept of teamwork has improved the environments and results in over 500 schools. He has authored many books including *Leave No Child Behind: Preparing Today's Youth for Tomorrow's World*, 2004.

Dr. Comer offers a fundamental shift in perspective that can be applied to any system. Rather than judge someone based upon their behavior, Dr. Comer invites us to look at people developmentally along multiple pathways. His approach does not offer excuses for behavior, but rather suggests approaches that fill in developmental gaps thereby empowering individuals with tools to make a different choice. By adapting a developmental perspective with children, prevention and early intervention of dysfunctional and harmful behaviors are more likely to be successful and healthy lifestyles will become the norm.

Many schools have not yet embraced their role as child developers along multiple pathways. Scientific and technological advances, coupled with the impacts of a global economy, now require that everyone develop at higher levels across six fundamental pathways: physical, ethical, cognitive, psychological, social and language. Delay along any of the pathways can inhibit potential and learning. Delay along a number of pathways can result in highly negative behavior and the failure to learn, sometimes lasting a lifetime. The entire community has a role to play in child development through modeling behavior, challenging misbehavior and providing coaching and information.

The goal of the program is the total development of all children in order “to create a just and fair society in which all children have the support for development that will allow them to become positive and successful contributors in family, work and civic life.” At the core of Comer schools are the principles of consensus, collaboration and no-fault. These basic premises and agreements are the foundation for the work that takes place within the school. With Dr. Comer’s permission, we have included a visual depiction of a Comer School.



The pathways are a package that leads to the development of a whole, highly functioning and engaged adult. When children are supported along these pathways, the payoffs are multidimensional. Academic outcomes improve and so do a host of indicators that measure well being, creativity and the ability to have healthy relationships. The six pathways are described as follows:

Cognitive--academic learning, class performance, flexibility of thought, acquisition, application, and generalization of knowledge and ability to make meaning of the environment.

Physical--physical health, nutrition, energy, physical rest, alertness.

Language--competency in expressive and receptive language, situationally appropriate language, a bridge for relationship building, a tool for self-reflection and learning.

Psychological--self-worth, self-awareness, emotional management, school adjustment, self-concept.

Ethical—respect of rights and integrity of self and others, making choices based upon self-interest and the collective good, conduct that promotes fairness and justice, commitment to the well-being of the community.

Social—empathy, appropriate conduct, social competence in diverse settings, ability to interact well with people of all backgrounds, friendships, relationships.

Schools that adopt Dr. Comer’s recommendations create a comprehensive school plan, develop staff along the pathways and provide tools for ongoing assessment and monitoring. When a school is working well, it is a model of a just society. By maintaining a development framework, the behavior of children is seen in a larger context where root causes are explored and delays understood and addressed. A common alternative is to judge the symptoms and punish, rather than offer and model better ways of handling conflict and misbehavior.

C. Increased Investment in Neighborhood Resource Centers (NRC’s) and Community and Family Engagement Network within Fresno Unified School District

The NRC’s and the Community and Family Engagement Network (CFEN) of Fresno Unified are proposed as the primary building blocks of the HII. Relationships and tools are the key to empowerment. Access and trust precede their development. As part of the transformation plan for Fresno Unified, CFEN evolved from what had been a Parent Engagement Center. Rather than concentrate resources at one location, the plan is to create access points at every school to create a network to ease the dissemination of key information, sharing best practices and strategic deployment of resources. In some cases, children and families can obtain the information or services they need at a school. If not, the school can refer them to the NRC serving their geography and obtain additional help. The HII intends to build upon the wisdom, services and relationships the NRC’s have already developed.

*Go to the people
Live among them
Learn from them
Plan with them
Work with them
Start with what they know
Build on what they have
Teach by showing
Learn by doing
Not a showcase
But a pattern
Not odds and ends but a system
Not to conform but to transform
Not relief but release.
Dr. Y.C. James Yen*

1. History of the Neighborhood Resource Centers

Neighborhood Resource Centers (NRCs) are physical community assets located in neighborhoods that provide resources to the residents of the community in which they are located. NRCs have become important contributors to the wellbeing of children and families by providing connections to important resources, helping residents negotiate the complex social service maze, offering multi-lingual and multi-cultural education on topics of importance and relevance, serving as a meeting place to enhance social connections, being advocates for those

unable to advocate for themselves, and much more. In 2005-06, NRCs in Fresno County served 11,291 children and 14,728 parents/caregivers with \$553,533 in federal funds.

In Fresno County there are 9 NRCs that receive some combination of county, school district and grant funding. Of the nine, five are within the City of Fresno and Fresno Unified School District, located on school district property and affiliated with an elementary school: Addams, Burroughs, Mayfair, Carver/King, and Lowell. The NRCs operate the same hours as the school, primarily due to funding and collaborative constraints.

Neighborhood Resource Centers were originally established as an Interagency Council for Families and Children collaboration with funding from a Healthy Start grant in 1992. They were strategically located to address specific challenges emerging within the community largely related to the increasingly diverse nature and needs of residents, particularly Southeast Asian immigrants. During this time, it was becoming increasingly clear that conditions at home were impacting a young person's potential for academic achievement. Parents couldn't support their children in being successful due to language and cultural barriers. Children were sandwiched between multiple cultures and required to negotiate all of them while acting as cultural brokers for their families.

Over the years, funding and programs have ebbed and flowed depending on grants. Although bare-bones core funding provided from a combination of school district and federal and state money passed through by the county budgets has sustained them, survival has not been assured from one budget cycle to the next. This lack of stable funding has been a constant source of stress and frustration to NRC staff and leaders, who have watched effective programs eliminated. Currently, First 5 Fresno County funding plays a prominent role in most of the NRCs, providing resources and education for 0-5 year olds and their families.

In spite of the precarious nature of the NRCs, they have persisted primarily due to the commitment of a handful of relentless supporters and staff. Probably their single greatest asset is a result of their tenacity. They have developed trust in their neighborhoods, a commodity that cannot be purchased for any amount of money. It is also the biggest reason why these entities should be strengthened.

Although it would be desirable to point to compelling quantitative data demonstrating the effectiveness of the NRCs, it doesn't exist. Well-designed and effective evaluation efforts take a lot of money, something in short supply at these community centers. There is, however, a substantial research base demonstrating that well-run Family Resource Centers, close cousins of NRCs, have been effective strategies in dealing with the following conditions: child abuse and neglect, welfare to work/employment, substance abuse, community unity, family violence, family isolation, family instability, family and community health, juvenile violence and crime, and educational outcomes. What the NRCs do have is a rich history of stories about the good work they do, and the trust of people in the neighborhoods. In visiting the NRCs one can see their value in the faces of the people who come and participate.

During development of the HII, it became clear that existing NRCs are one of a number of physical assets within neighborhoods that will continue to play a prominent role in assisting residents in becoming self-reliant and contributing to the wellbeing of families and the neighborhoods. In fact, it is envisioned that the role of the NRCs will expand into facilities fully-utilized by service providers working collaboratively with other community-based organizations and the residents.

2. NRCs in Context

Notwithstanding the valuable role the NRC's currently play, they have been somewhat isolated entities. Although they are attached to schools and use some county and community-based services, they have lacked a broader and unifying framework for their existence and have remained a reactive, rather than proactive resource. While important needs have been met for individuals, the NRC's have not had the impact they could have if they played a proactive role in a larger vision for community transformation as proposed by the HII. In the context of the HII, NRCs become a vehicle for building individual and neighborhood capacity in geographical areas of greatest need. They will serve as a major hub in their neighborhood, not only to connect people to services, but meaningfully engage residents on their way to becoming empowered contributors.

The HII envisions the NRC's and other neighborhood assets working collaboratively behind a customized strategy to revitalize the neighborhood, meet the needs of the residents and connect them to a pathway for self reliance and contribution. Rather than simply react to those that know about the centers, the additional staff working with CFEN and faith-organizations will have the capacity to reach out and secure participation. Through the cultivation of local leadership, peer-to-peer, paraprofessional and lay workers programs the result will be an engaged, thriving neighborhood.

Enhanced NRCs can also be useful in another context: the Regional Jobs Initiative (RJI). While the region has seen unemployment drop to record lows since the launch of the RJI in 2003, it has become clear that next steps must include outreach into the neighborhoods to prepare marginally-qualified, and even currently unemployable, people for good jobs. The NRCs are a perfect vehicle for this purpose, particularly as they are re-tooled to include more participation from a greater diversity of residents. The three Neighborhood Employment Resource Centers (NERCs), through their Fresno Works for Better Health program, specialize in culturally competent outreach and preparation, and will serve as partners, providing services at the NRCs.

3. Goals and Objectives for NRCs

Vibrant and Engaged Hub of Activity

- Connect with service providers and other neighborhood assets in order to link, align and leverage resources behind shared neighborhood and community goals
- Serve as a primary location for prevention, early intervention, and restorative justice services to children, families, and other residents, in concert with public safety interests.

Build Capacity in Individuals, Families and Neighborhood

- Provide opportunities for people to advance along Comer's 6 developmental pathways
- Provide leadership development opportunities

Sustainability

- Publicly funded service providers commit to long-term support for a percentage of the core operations cost
- Social entrepreneurs and business people work with neighborhood civic leadership to help sustain NRCs through innovative ventures

When fully developed, an enhanced NRC will include most of the following characteristics as depicted by the graphics that follow.

- Shared decision-making and leadership among partners
- Linkages to other engaged neighborhood assets
- Linkages to other NRCs

- Civic engagement of residents
- Decentralized County and City services with a focus on integrated, collaborative, and prevention/early intervention/restoration approaches
- Opportunities for children, families and individuals living in the neighborhood to progress along Comer's 6 developmental pathways
- Easily accessed and culturally competent services and programs (incl. babysitting and translating services).
- Physical set-up meets the needs of the neighborhood
- Jointly sustained through public/private partnerships and by the neighborhood itself through innovative, entrepreneurial ventures
- A fun, happening place

4. NRC Leadership Council

Committed, high quality leadership is essential for any enterprise. As the enhanced NRC's will serve not just individuals, but geographies, the HII proposes inclusive NRC Leadership Councils to determine neighborhood priorities; craft, implement and monitor strategies; and advocate for policy and practice changes. It is envisioned that all Leadership Council members are responsible for the specific geography. Recommended participants include: Executive Neighborhood Officer, NRC Coordinator, residents, prevention specialists, business owners, City Council member, County Supervisor, CBO representatives, CFEN and faith-based representative.

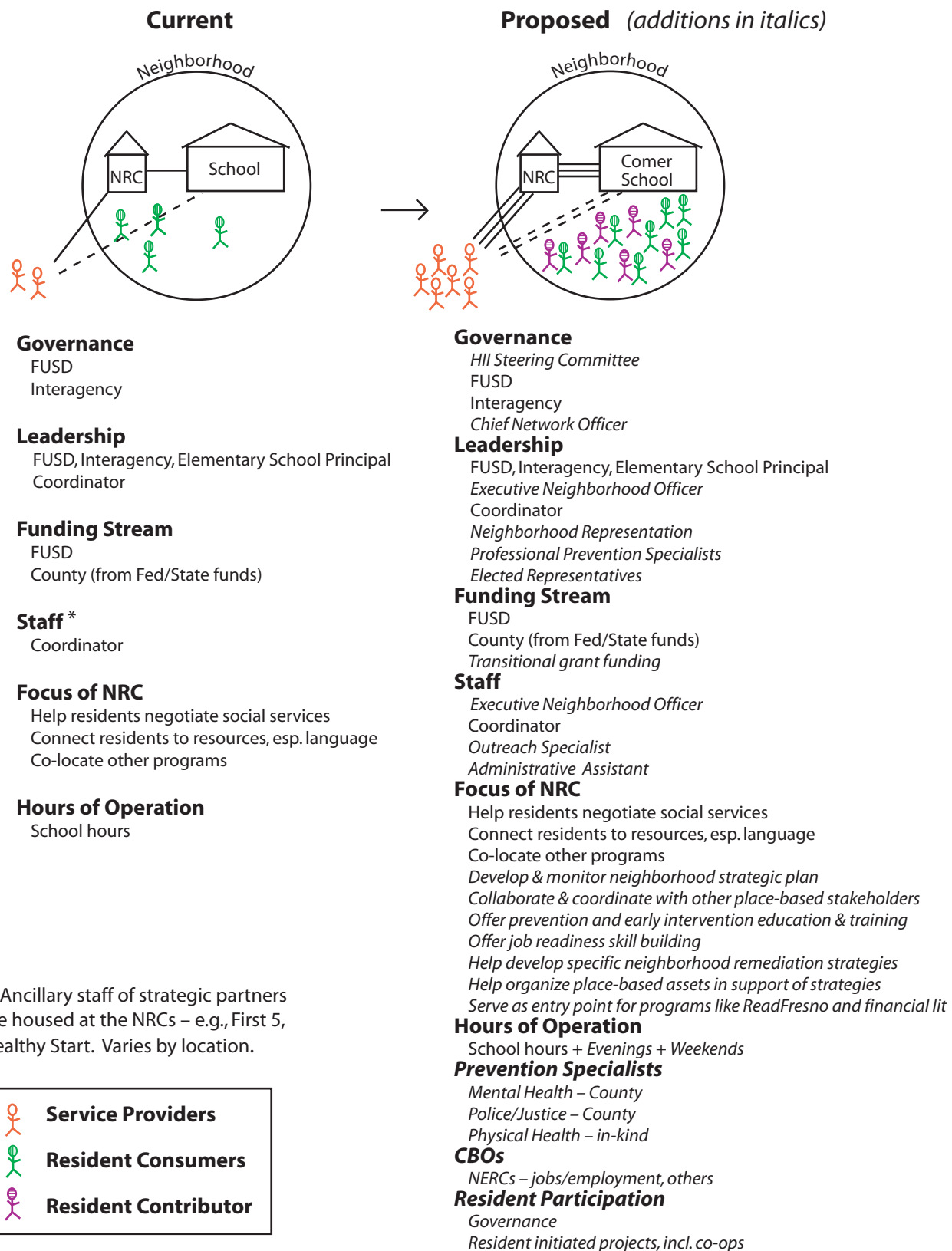
5. Staffing of the Enhanced NRC's

As the work envisioned by the enhanced NRC's is substantially increased, many more people will be needed to carry it out. New positions are anticipated, but many of the roles will be played by current personnel from various organizations operating in new ways as a result of alignment behind a comprehensive strategy and additional training. The following staffing approach is proposed for each NRC:

- 1 FTE Executive Neighborhood Officer (new)
- 1 FTE Coordinator (currently funded by FUSD and Federal funds through County)
- 1 FTE Community Outreach Specialist (new)
- 1 FTE receptionist/administrative assistant (new)
- Prevention Specialists
- 1 FTE Peace Officer (funded by City/County)
- 1 FTE Social Worker (funded by County)
- 1 FTE Mental Health/Addictions Counselor (funded by County)
- 1 FTE Health Promotion Specialist (funding sought through private sponsorship)
- Justice/Probation Officers for Juvenile Restorative Justice Program (funded by County)
- First 5 of Fresno County staff located at 4/5 NRCs (serves 0-5 yr olds and families)











As the Neighborhood Resource Centers have physical space constraints, the most appropriate location(s) within the neighborhood (e.g., churches, schools, community centers) will be sought for housing of staff, programs and services.

Enhancement of Neighborhood Resource Centers



D. Customized Approach in Neighborhoods

Recognizing the pervasive influence of neighborhoods on the wellbeing of individuals, the HII proposes a comprehensive integrated approach to neighborhood revitalization and development where:

-  Assets are strategically aligned & engaged in working toward shared goals
-  All basic assets are readily available to neighborhood residents
-  All schools use a developmental approach to education (e.g., Comer)
-  Parents actively and successfully engage in their children's educational success and in the success of the schools
-  There is a rich mosaic of easily accessible opportunities and support within the neighborhood for individuals taking their next steps toward greater personal growth/responsibility
-  Human/Social Services: a) are strategically decentralized within place-based neighborhood assets; b) increasingly offer more prevention and early intervention services; c) use holistic, developmental, collaborative models of care; d) train and utilize interns/paraprofessionals and lay people, as appropriate; and e) are offered respectfully and with appreciation of cultural differences
-  Civic engagement and service learning are valued and practiced throughout the neighborhood
-  Housing stock is safe and well-maintained
-  Neighborhood residents of all ages and ethnic backgrounds feel safe
-  Neighborhoods are viewed as desirable places to live

1. Geographic Definition of Neighborhood

In keeping with previous successful neighborhood-building efforts, neighborhoods will be defined geographically by the boundaries of elementary schools. This relatively small size is conducive to meaningful participation by residents and encourages the continuing development of schools as centers of community. A group of neighborhoods will be linked to and supported in their neighborhood improvement efforts by one of the five Neighborhood Resource Centers. The graphic on page 26 depicts proximate neighborhoods networked within an NRC geography and other place-based assets that are prominent participants in the overall Network.

2. The Meaning of Engaged Neighborhood Assets

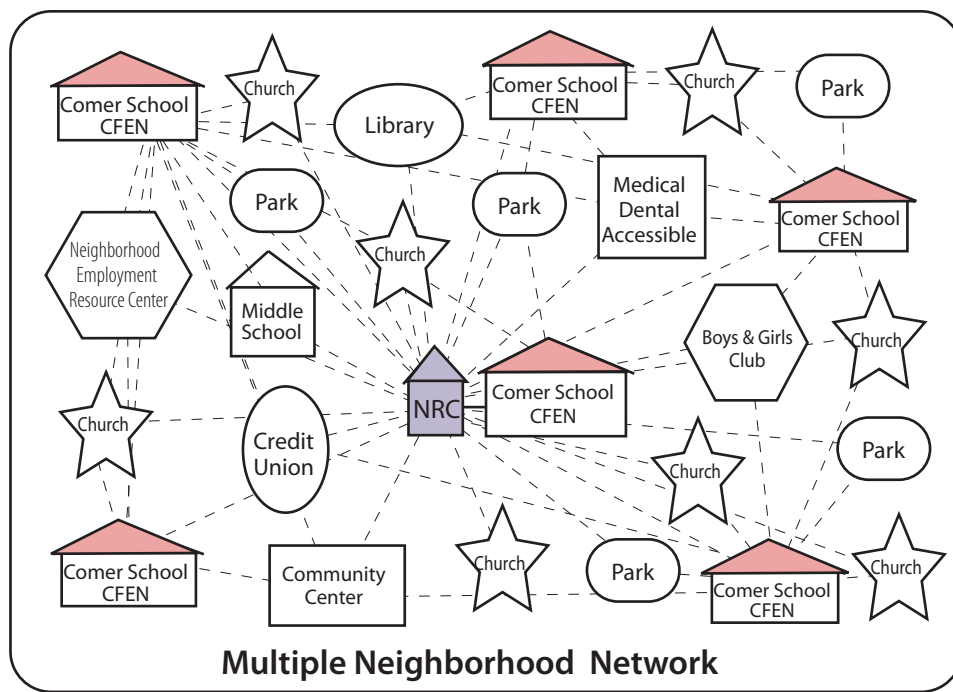
Within the framework of the HII, being part of multiple networks is the first requirement for being engaged. In addition, being engaged means individual, organizational, and neighborhood assets are acting strategically and synergistically for the greatest good of the whole. Engagement begins with leadership commitment to acting in accordance with the Community Values and a commitment to embrace the Comer pathways. Each organizational asset needs a vision for optimal engagement and a plan to achieve it.

3. Primary Networked and Engaged Assets

The following assets are located in the neighborhoods and will be responsible for collectively developing and executing plans for engagement:

- Community & Family Engagement Network (CFEN) —Portals, or entry points, within every school that act as a first triage point for children and families. Each school site has a specific range of services with referral connections to centers with broader, more complex services.

- Neighborhood Resource Centers (NRCs)—School-affiliated centers, or hubs, for a geographic area where a customized strategy is developed in partnership with residents to meet specific individual and neighborhood needs. Staff members are highly trained personnel conversant in multiple systems and disciplines.
- Comer Schools – Elementary schools with programs, activities, and curriculum that support children’s growth along Comer’s 6 developmental pathways. These schools are the primary point for engaging parents to support academic achievement and effective preparation for life.
- Neighborhood Employment Resource Centers (NERCs) – Support the unique cultural and linguistic needs of individuals looking for employment. Services offered at their three main locations, and in NRCs and Community Centers.



4. Other Characteristics of Engaged Schools

As the schools play such a prominent role in prevention and early intervention, engagement must be high priority and the community must be prepared to assist. Engaged schools include these additional characteristics:

- Work with focus area leaders to further develop and implement shared community goals, particularly those that impact the wellbeing of children and families
- Increasingly allow and encourage use of the school grounds and certain facilities during non-school hours.
- Are recognized as a primary center of neighborhood and community life

5. Other Engaged Neighborhood Assets

Within every neighborhood, there are a wide variety of other assets, those that are physically present and those that offer programs and other services. The HII framework offers an opportunity to fully engage these assets through linking, aligning and leveraging them behind a comprehensive strategy to achieve shared goals. Some of these assets include:

- City Parks & Recreation – One of the primary assets for life-long learning; also provide employment-related support.
- Libraries – One of the primary assets for all kinds of literacy efforts.
- Adult Education – Offer free remedial and basic skill-building classes at convenient locations throughout the geography.
- Businesses – Provide school/business partnerships, public/private partnerships in neighborhoods, job shadowing, service learning sites, employee health promotion, job and economic development/connection with the RJL.
- Community-based Organizations: Plug in, as needed, to provide services and opportunities for service learning, enrich people's lives, and enhance the environment of the neighborhood.
- Community Medical Centers and Hospitals: Actively engaged in easily accessible prevention and early intervention services and advocacy related to physical wellbeing.
- Faith Organizations: Provide services and enrichment to residents of the neighborhoods; serve as a communication arm of the NRC's.
- Fresno PD Community Policing Districts.
- Physical Assets within Neighborhood that can be transformed. For instance, vacant lots turned into community gardens and non-vehicular pathways into trails.

6. Engaged Assets Located Outside of Neighborhood

Broader community assets can play a key role in building capacity in the neighborhoods of the urban core and many are already engaged. Some examples include:

- Community Credit Union: Provides financial advocacy, literacy and large asset ownership/investment (cars, homes, businesses), micro lending. Some services decentralized in NRCs, community centers and schools.
- Financial Institutions: Financing for community development projects.

7. Evolution of the Portals & Hubs Network

All of the physical assets, organizations and individuals committed to the execution of the HII are part of an expanding and dynamic system called the Network. The Network envisioned by the HII is made up of access points (portals—people, places and things that can provide a referral) and service providers (hubs—a variety of institutions and organizations that provide single or a mixed set of services) that are all connected behind shared strategies and themes and working toward common goals. The first phase will involve an exploration of the capacity of existing assets and their willingness to connect to a larger network. Examples of hubs that will participate initially are libraries, community centers, schools, Neighborhood Resource Centers, Neighborhood Employment Resource Centers, churches.

During subsequent phases, more portals and hubs will be connected to increase the ease of access to the Network. The goal is to ultimately decrease the need for resource intensive services in the neighborhoods due to greater self sufficiency of the families and greater engagement of traditional assets including schools, libraries and City run centers.

Role of Portals/ Access Points to the Network

Portals are people, places and things that link a person with their next steps, thereby facilitating their journey of self sufficiency and self-actualization.

- Portals as people: Can be formal referral sources, such as social service providers or resource center specialists, or they can be informal networkers, such as friends or neighbors.

- Portals as places: Located extensively throughout the community. Can be associated with hubs or operate independently. Examples of places that might serve a linking function: churches, doctor's offices, neighborhood businesses.
- Portals as things: Forms of communication, such as community bulletin boards, newspapers, informational brochures, flyers of community events, social marketing campaigns, web-based resource lists, etc.

One way to provide a firm foundation for the work of community building is by requiring assets that desire to become official Portals to agree to adopt and practice the Community Values. Portals receive training on purpose and scope of the HII and community values, including holistic, asset-based and developmental approaches; consultation on strategic linking and networking; and identification as a member of the network in a web-based resource list.

To becoming a portal an organization or person:

- makes an application to the H/P Network,
- agrees to offer a strategic linking function between the portals' constituents and resources appropriate to their clientele,
- incorporates community values into their community work,
- prominently displays signage identifying themselves as a portal of the system,
- receives training

Role of Hubs

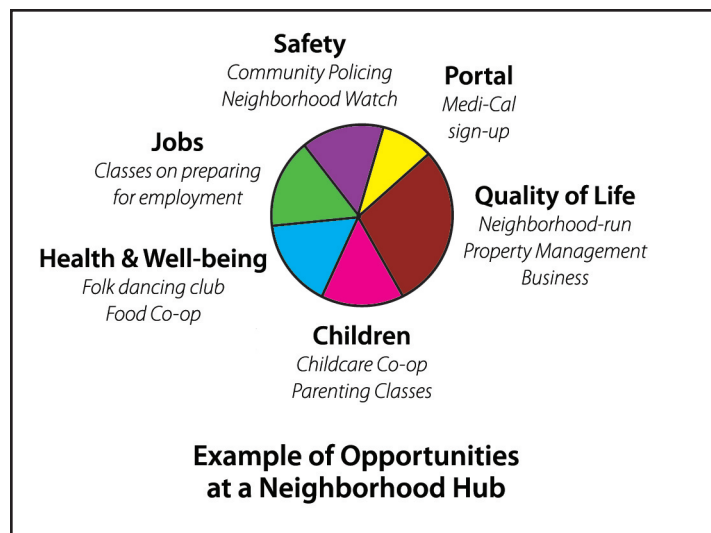
Hubs are one of the primary ways for shared community goals to be actualized on the ground. They are places where services and opportunities connect with people in neighborhoods, involving and encouraging them to take responsibility for successfully meeting their own needs and contributing to the larger whole.

- Hubs are physically located community assets that are owned and/or operated by an organization with leadership and fiscal responsibility.
- Hubs serve as portals and provide various services and opportunities for involvement in the neighborhood, such as employment-related assistance, restorative justice, civic engagement, and self-improvement classes.
- Hubs are connected to the HII leadership at the neighborhood level through an Executive Neighborhood Officer and at the broader network level through a Chief Network Officer position. These individuals are responsible for strategically aligning, linking and leveraging resources and supporting strategic planning and evaluation.
- Potential hubs include Boys & Girls Clubs, YMCAs, neighborhood or family resource centers, Neighborhood Employment Resource Centers, schools, libraries, some churches, businesses with comprehensive human resource departments, County service delivery facilities, community centers, senior centers, community development corporations, police substations, other CBOs offering community services.

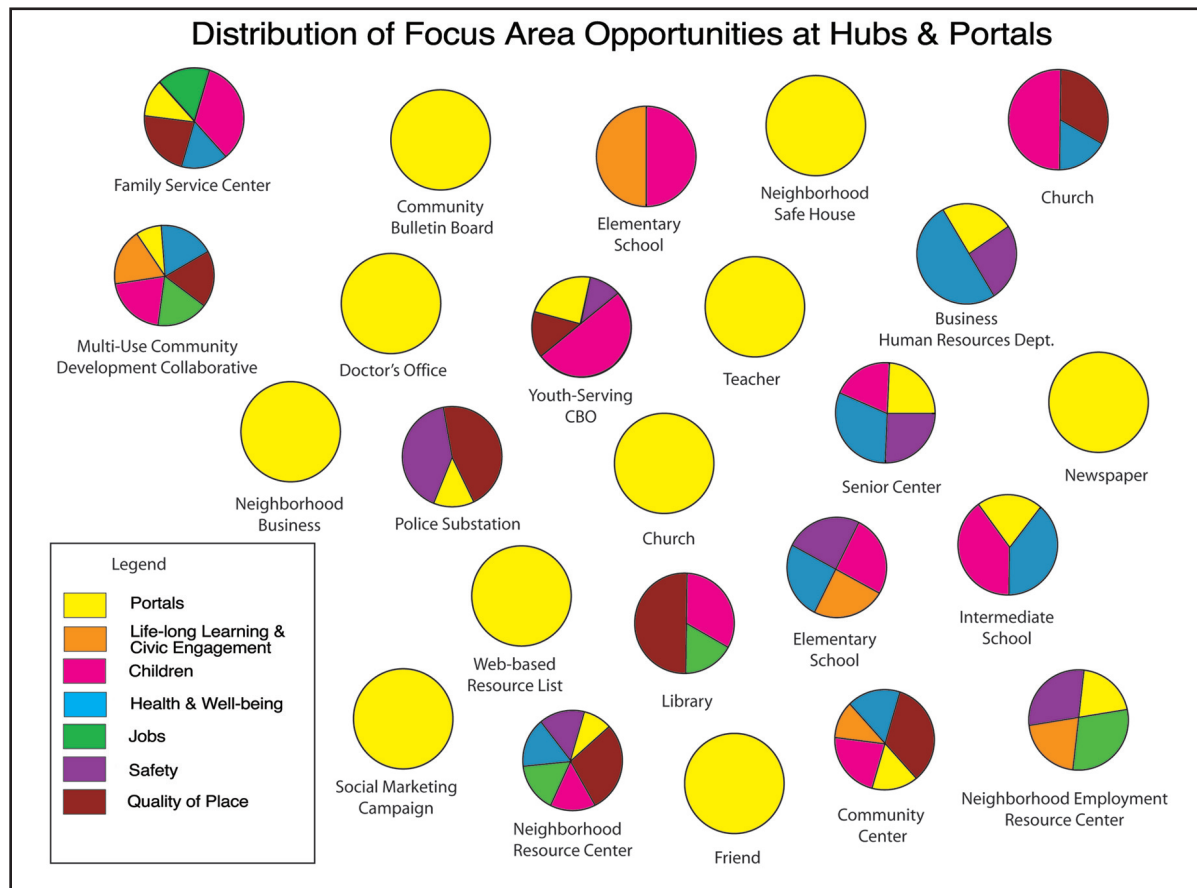
All hubs provide the linking function characteristic of Portals PLUS offer opportunities in one or more of 6 Focus Areas, as previously described. Each component will have complimentary graphic signage to alert residents to the types of services offered.

Focus Areas in the Hubs	Types Services/Opportunities
Portals	Links people to desired services / opportunities
Life-long Learning & Civic Engagement	Life-long learning and personal development along the 6 pathways, civic engagement
Children	Programs and activities focused on children and strengthening families
Health & Wellbeing	Programs and activities focused on physical and mental health promotion and early intervention
Jobs	Job development / employment support
Safety	Community policing, restorative justice
Quality of Place	Neighborhood infrastructure, environmental wellbeing issues, housing issues, arts and culture

Each hub offers a unique combination of services and opportunities; for example, a church might offer after-school activities for children (Children Focus Area) and walking clubs for neighborhood residents (Health & Wellbeing Focus Area). A Community Recreation Center might offer most of these hub components.



An asset map is a community development tool that shows various types and distribution of services and opportunities available in a geographic area. The graphic image below is an example of an asset map showing how a neighborhood with engaged Portals and Hubs might appear. It is anticipated that each neighborhood will have these types of asset maps so they can determine the extent to which they are providing the opportunities they desire. Below we can see by color that various kinds of services and activities are offered within this hypothetical geography.



In order to build a strong network certain services will be provided to organizations that wish to become official hubs within the neighborhood:

- Advise and facilitate strengthening of leadership and governance structures
- Coach on civic engagement
- Assist in procuring and directing resources
- Assist in networking/linking with other Portals and Hubs
- Build capacity of staff through training
- Infuse community values, guiding principles and developmental approaches throughout
- Consult and collaborate on production of a strategic plan for meeting the current and projected needs of the neighborhood (becoming an engaged asset), including asset-mapping by the community, physical space needs for desired programs/components, and evaluation
- Provide technical assistance for carrying out their strategic plan
- Provide support for the evaluation component of their work
- Ensure success

E. Creation of a Governance Structure to Link, Align and Leverage Resources Behind Shared Systemic and Neighborhood Specific Strategies

Governance of a network is vastly different from governance of an individual entity. The proposed governance structure has been based upon new models developed for business and the public sector. A primary guide in developing the model was "Governance by Network: The New Public Management Imperative" written by Deloitte Research and the John F. Kennedy

School of Government at Harvard University. In essence, the governance structure is an at will collaborative of organizations, sectors and individuals who share common goals and recognize they cannot achieve them alone. The proposed components of the government structure include:

1. Steering Committee

Passionate, talented leadership is essential to driving such a multi-faceted endeavor. Ensuring that every member is committed to the Community Values and has the skills needed to lead the implementation of a multi-disciplinary, multi-sector plan is a critical step. It is recommended that the initial steering committee be made up of the top leaders of the relevant departments and systems and key strategic partners. The Steering Committee will self-select an Executive Committee composed of members committed to the success of the HII and willing to make it a priority.

2. Advisory Board

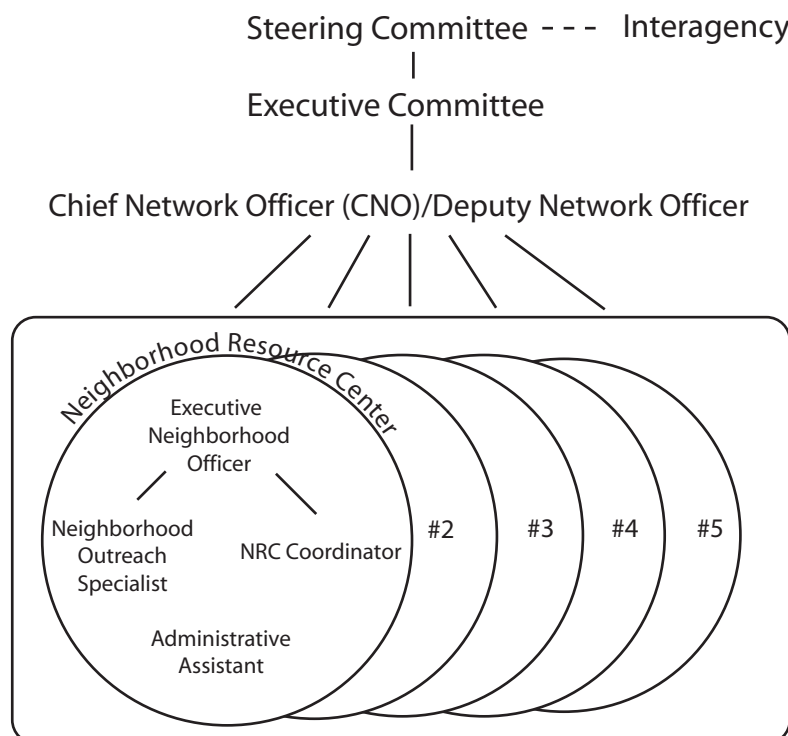
The Interagency Council for Children and Families is ideally and uniquely suited to play an advisory role for the HII. It includes representatives from a vast assortment of departments and organizations who play a role in the ongoing development of the people in our community. The HII plan will provide Interagency with a framework to share information, leverage resources and measure global outcomes.

3. Staff

The staff of the Network will provide the chief executive function for the overall Network and at the neighborhood, implementation level. Three staff members are contemplated at the outset: a Chief Networking Officer, a Deputy Networking Officer, and administrative support from Interagency.

The proposed governance structure is depicted in the following graphic:

Organizational Structure



F. Increased Support for Interpreting Services and English Language Acquisition

With the great diversity of language, developmental stages and cultures in our community, an important component of the HII is a plan to insure the timely availability of interpreting services. Institutions currently use a combination of in-house and contracted interpreters to meet the needs of their customers and clients. As the HII is a network of many partners with a shared vision and goals, the creation of centralized interpreting services is a strategic solution to effectiveness and cost. It is recommended that the institutions involved create a Request for Proposals to identify applicants who have the capacity to:

- Respond in a timely fashion to requests for interpreters
- Have the capacity to handle the languages presented
- Encourage English proficiency
- Provide awareness around unique cultural issues

By tapping into the same system for interpreting services, public sector and other organizations can leverage resources and information, increase flexibility and build capacity. Such a system would insure ease of use, reliability and allow for liability protection. In addition to a general contribution to support overall infrastructure and other generic costs, organizational partners would pay for the services rendered. This approach insures sustainability of the interpreting business, or partnership of businesses, while maximizing the use of public and private resources.

G. Organize Assets in the Broader Community in Functional/Focus Areas

In order to effectively leverage resources and support neighborhood revitalization and individual empowerment, providers in specific functional areas will be encouraged to come together to refine strategies for neighborhood access and greater effectiveness. The HII has identified six focus areas defined by function: Children, Health & Wellbeing, Safety, Jobs, Life-long Learning and Civic Engagement, and Quality of Place. Network leaders will recruit champions in each focus area (some have already been identified) to serve as advocates who will work closely with the other focus areas as follows to achieve the HII vision:



Focus Area	System Leaders	Shared Mission
Children	P-16 education and youth-serving agencies (e.g., Department of Children and Family Services, First 5 of Fresno County)	The well-being of young people from conception through successful launch in career
Health and Wellbeing	Public Health, Hospitals, Behavioral Health, Social Services	A vibrant physical body and positive mental outlook
Safety	Police and Justice	Peace and safety, particularly in neighborhoods
Jobs	Regional Jobs Initiative, Business and workforce training organizations	Economic development geared toward employment and workforce preparation
Life-long learning & Civic Engagement	Civic/government, Community Centers, Adult Education, Libraries	Making an investment in oneself through life-long learning, and contribution to the whole through service
Quality of Place	Affordable Housing Alliance, City of Fresno, TreeTops, Metro Rural Loop, FCASH.	The natural and built environments, particularly related to neighborhoods: safe and affordable housing, healthy air and water, transportation, land use, infrastructure development, arts and culture and pride of place.

Each functional area will operate with an “open architecture” to make it easy for new partners to join and cross functional projects to emerge. Participants in each functional area will be encouraged to participate in multi-disciplinary training programs, craft additional strategies where needed, ensure community strategies have the necessary resources for success and maintain communication loops. Each focus area will determine whether it would benefit from a social marketing campaign based on the anticipated audience and the goals it intends to accomplish.

An example of how a cross functional collaboration could work follows:

The *Children* focus area determines that having more fresh food choices available at schools is a priority. The *Health & Wellbeing* focus area advocates for more use of organic fruits and vegetables in diets. The *Jobs* focus area is interested in developing and supporting a more local economy. The outcome is a collaboratively-derived recommendation and action plan for fresh, local, organic produce to be served at all schools involving local farmers and employing neighborhood residents.

Overview of Individual Functional/Focus Areas

- Children

The Children focus area is an acknowledgment of the value of children in our culture and in our lives. Children connect us to what’s best in ourselves and are our hope for a future where

all resources are used and managed wisely so that all living beings thrive on this planet. The HII seeks to effectively launch every child on his or her life journey by providing appropriate supports and opportunities from pre-birth until they are established in a job/career path.

- Health & Wellbeing

We envision a community where people actively discover and practice healthy choices for themselves and their loved ones. The approach will invite everyone to embrace healthy lives and lifestyles by supporting approaches to physical, mental/emotional, and dental health, and addiction issues that are primarily prevention, and early intervention oriented.

- Safety

The experience of safety is both real and perceived. The HII seeks to ensure that residents are safe and feel safe in their neighborhoods through building a sense of community through engagement, employing complementary strategies and partnerships. Personal empowerment and meaningful participation in restorative justice processes in the neighborhoods is expected to increase real and perceived safety. The approach will be operationalized in the NRC's and other facilities through Community Based Policing, Restorative Justice (RJ), and other law enforcement and justice department prevention and early intervention programs.

- Jobs

The Human Investment Initiative and the Regional Jobs Initiative (RJI) are interdependent and overlapping spheres of work aimed at community transformation. Insuring that children are prepared for a life of self sufficiency and contribution will require cleared pathways to life long learning, job and career opportunities. The RJI was created to insure those opportunities exist; the HII is being created to ensure that people are prepared and can access them.

- Life-long Learning & Civic Engagement

We have shifted from a culture where we are educated primarily once, to one in which we must be committed to life long learning. This focus area intends to encourage personal responsibility for life long learning and easy access to educational assets in the community. In addition to traditional higher education pathways, other venues will be created or expanded such as classes through Parks and Recreation, Adult Education, and the basics at NRCs. In addition, the HII encourages people to become civically involved in their neighborhoods, joining with others to create safer, more desirable places to live and raise children.

- Quality of Place

The built infrastructure and natural environment where we conduct the tasks and pleasures of daily living have a huge impact on our quality of life. This cluster will engage planners, developers, environmentalists and policy makers in assuring that homes, pathways, streets, air, water, etc. support local wellbeing. This area also provides an opportunity to engage the arts and cultural community.

H. Multi-disciplinary Training for Professionals, Students and Volunteers

The challenge for the HII is not simply scaling current efforts; it is about fundamentally changing the way professionals and other human services workers, are prepared and how current efforts are deployed. Most professionals are trained within one discipline and the concentration of knowledge follows a vertical trajectory. Typically, the further one advances along the path, the greater the responsibility, the higher the salary and the narrower the vision. To effectively triage and shift the focus to prevention, early intervention and leveraging resources, we need more people who are prepared horizontally. As more people who work with children and those with developmental delays secure a working understanding

across disciplines, the more effective the Network will be at early intervention and creating environments where behavioral problems and some psychological and behavior challenges can be avoided altogether.

This initiative calls for an integrated comprehensive curriculum that includes interdisciplinary knowledge and collaborative skill-building, the ability to effectively triage a diverse clientele to the multitudes of available and appropriate resources, and the applicability and practice of the Community Values and self-care in one's work (see Appendix G for greater detail). Some components of this curriculum have been developed but are currently not being utilized on a broad scale. The work ahead will be to locate existing pieces, create new ones where needed, and weave the various components together into a cohesive whole.

The second aspect of the training component is delivering the curriculum in the most effective and efficient way. Given the focus of the HII on neighborhoods, the intention is to train people from multiple professions together in their common geography, both those already in the field and those who are still in college or certificate programs, ensuring helping professionals who are currently deployed have the training they need.

While multi-disciplinary training is intended to move forward during the initial stages of the HII, the long term strategy is the creation of a Behavioral Health Sciences Center. The proposed facility, a project of the University of California, San Francisco Fresno Center's Psychiatry Residency Training Program, will provide multi-disciplinary training, link mental health services throughout the County of Fresno, and leverage resources across systems engaged in the Human Investment Initiative. In addition to training, the Center will provide community education and service delivery. Such a center will encourage collaboration between the brilliance of western medicine, insights of the wisdom traditions, and innovations from complementary and alternative medicine (CAM), as well as, call for individual responsibility as contemplated by what has been coined "participatory medicine". The primary champion for this project is the UCSF Fresno Psychiatry Residency Training Program. Proposed additional partners include: California State University, Fresno, Alliant University and Fresno Pacific University. In the future, organizations that hire those with credentials, certificates and degrees in the human investment fields will be encouraged to hire and promote those who have taken the initiative to become prepared in multiple disciplines.

I. Systemic Transformation

The vestiges of the industrial age are visible in systems that are hierarchical, bureaucratic, rule bound and depend more on control than empowerment. In a world of increasing complexity, the variants of circumstances and challenges are in constant flux. Systems with industrial age cultures cannot adapt quickly or creatively enough to address new and changing situations. Thus, training that prepares practitioners to be entrepreneurial within certain guidelines and to think creatively beyond specific disciplines are essential to a human services network that prepares people for a world where life long learning is a survival skill and working on diverse, multi-disciplinary teams the norm. In terms of transformational change, the following examples illustrate the changes in thinking and behavior intended by the HII and will be embedded in the multi-disciplinary training provided to the practitioners who become part of the Network.

- **Education**

From an isolated, linear, number driven, time limited approach to one that supports life long, applied learning with many partners and encourages progress along all six developmental pathways identified by Comer.

- Justice

From a system based primarily upon enforcement, punishment and isolation to one that is balanced and aims first at prevention and early intervention by applying the principles of Restorative Justice and Community Based Policing.

- Health

From a system based upon symptom relief, isolation, and high end professionals to a model that is triaged and accessible with a focus on personal responsibility and prevention and leverages the knowledge of alternative and complementary modalities and the wisdom traditions.

- Mental Health

From a label focused, stigmatized medical model to one based upon broad based community understanding, accessibility, peer support, empowerment and recovery.

- Addiction

From a general lack of knowledge about the broad array of co-occurring addictions and mental health challenges to a community with compassion and a continuum of resources to prevent, intervene early and treat addictions.

- Welfare/Basic Needs

From a largely isolated, disconnected system to one that both insures basic needs are met and connects customers to pathways to self sufficiency.

V. Initial Action Steps

The initial, simultaneous action steps of the HII are proposed as follows:

1. Establish a governance group to:
 - a. Attract and retain a CNO for the overall network;
 - b. Establish a reporting and accountability pathway for the Network members;
 - c. Serve as a communication and coordinating vehicle within and outside the Network;
 - d. Concentrate resources for maximum impact;
 - e. Continually search for better or more consistent solutions; and,
 - f. Seek and coordinate funding as needed.
2. Introduce the work of Dr. Comer into selected elementary schools located within the sphere of strong NRCs;
3. Build enhanced NRCs in key neighborhoods to:
 - a. Form alliances with other place-based programs or institutions;
 - b. Develop tailored strategies in concert with neighborhood stakeholders;
 - c. Link and align services and programs with those strategies;
 - d. Assess gaps and effectiveness versus needs; and,
 - e. Report results to the governance structure and broader community, and adjust as appropriate for better results.
4. Embrace compatible work of other key domains--economic and community development;
5. Help organize functional/focus area leaders to define and implement specific strategies.

VI. Funding Requirements, Sources and Closing

As the HII is an amalgam of specific projects and complementary initiatives, the budget is broken into components for clarity and specific investment purposes. The components are interdependent, and each one is essential for success. In addition, we believe leadership is at the core of transformation. Our ability to attract and invest in talent will be the degree to

which we are successful. Unfortunately, government, nonprofits and education too often think leadership is overhead. The private sector knows it is essential.

A. Budgets and Fiscal Agent

The proposed budgets are based upon a 5-year period of transition from the current fragmented, bureaucratic model for human services to a dynamic, place-based model for human investment. The primary components include:

1. Implementing Comer Schools and strengthening the existing Neighborhood Resource Centers (NRC's) within the Fresno Unified geography.
2. Creating a "Network" to link, align and leverage resources behind a shared strategy for neighborhood transformation and individual and family development
3. Developing customized multi-disciplinary training for all personnel working in the systems to be use pre and post deployment and as ongoing professional education.

Because the initiative is a public, private, nonprofit partnership, the proposed fiscal agent is the Fresno Regional Foundation. Furthermore, it is recommended that the Network staff be employed by a 501-c-3 organization rather than a public agency.

B. Network Budget

The Network consists of a steering committee responsible for direct oversight, the Interagency Council for Children and Families serving as an advisory board and staff who provide a CEO function. As there are ongoing commitments of loaned staff and other resources from various nonprofits and public entities, the in kind amount is reflected as an estimate of their ongoing investments.

Network Budget Item	Amount	5 Year Total	In Kind—5 Year
Chief Network Officer	145,000	725,000	
Asst. Network Officer	80,000	400,000	
Benefits/EE Costs @ 30%	67,500	337,500	
Support staff, equipment, supplies			500,000
Multi-disciplinary Training	250,000	1,250,000	
Interpreting Services	250,000	1,250,000	
Comer Training	100,000	500,000	
Communications	50,000	250,000	250,000
Consultants	100,000	500,000	500,000
Evaluation	50,000	250,000	125,000
Total	1,092,500	5,462,500	1,375,000

C. Neighborhood Resource Centers Budget

There are five NRC's within the HII initial target geography. The intention is to demonstrate success where relationships are already in place and collaborative skills have already been developed across major institutions. As soon as possible, and in partnership with organizations already serving the rural communities, the intention is to support replication throughout the

County of Fresno and into the region wherever there is an indication of readiness. As the 5 NRC's have different needs, it will be important to allow the leaders to have some discretion in their financial investments.

Individual NRC Budget Items (There are 5 in the target area)	Amount	5 NRC's x 5 Years	In Kind 5 Year
Exec. Neighborhood Officer	100,000	2,500,000	
NRC Coordinator (Continuing)			2,000,000
Neighborhood Outreach Specialist	60,000	1,500,000	
Administrative Asst.	50,000	1,250,000	
Benefits/EE Costs @ 30%	63,000	1,575,000	
Capital Improvements	*100,000	500,000	
Misc. Expenses/Supplies	50,000	1,250,000	
Total	323,000	8,575,000	2,000,000

*Capital expenses are \$100,000 per center for the 5 year period and left out of the operation budget total, but included in the 5 year total.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Expense						
Network	1,092,500	1,092,500	1,092,500	1,092,500	1,092,500	5,462,500
In Kind	275,000	275,000	275,000	275,000	275,000	1,375,000
Sub-Total	1,367,000	1,367,000	1,367,000	1,367,000	1,367,000	6,835,000
NRC's	1,615,000	1,615,000	1,615,000	1,615,000	1,615,000	8,075,000
In Kind	400,000	400,000	400,000	400,000	400,000	2,000,000
Sub-Total	2,015,000	2,015,000	2,015,000	2,015,000	2,015,000	10,075,000
BHSC Planning	150,000					
Total Expense	3,532,000	3,382,000	3,382,000	3,382,000	3,382,000	17,062,500
Capital	500,000					500,000

D. Behavioral Health Center--\$150,000 Planning Grant

While multi-disciplinary training is intended to move forward during the initial stages of the initiative, the long term strategy is the creation of a Behavioral Health Center. These assets will provide multi-disciplinary training, link mental health services throughout the County of Fresno, and leverage resources across systems engaged in the Human Investment Initiative. The primary champion for this project is the UCSF Fresno Psychiatry Residency Training Program. Proposed additional partners include: California State University, Fresno, Alliant University and Fresno Pacific University.

E. Funding Sources

Funding for the public school enhancement and NRCs of the HII is expected to come from three sources. The Comer schools are expected to be funded by foundation grants and through State and federal funding sources aimed at assisting the lowest performing schools -- schools with a 2005 Academic Performance Index (API) in deciles 1 to 2. The NRCs will be funded through current sources and supplemental grants. The Network team and research activity will be funded through a mix of foundation and government grants, loaned staff and in kind donations.

Ongoing funding for the above and the wider enterprise is expected to come from the state and federal programs that address human investment and human services – education, justice and health and human services, as well as the funding which already supports many of the parallel programs noted above. Significant efficiencies and synergies are expected as the HII partner collaborative aligns itself behind a shared direction. To the extent necessary, we will advocate for change in the stove-pipe funding formulas and other barriers to the achievement of such efficiencies and synergies.

F. In Summary

The Human Investment Initiative action plan is simply the next step for a community of people who have made a commitment to stewardship. We share a sense of urgency, yet also understand that transformational change is a multi-generational effort. As a community, we have become empowered by the successes we have already achieved through collaboration, innovation and steward leadership, yet we remain steadfast knowing so much work lies ahead.

We are looking for investors who want to partner with us in our efforts to address root causes, as well as, alleviate acute symptoms. Poverty, addiction, fear, and violence are visible today in too many of the faces among us. Prevention and early intervention must be primary approaches at the same time we must deal with the consequences of decades of neglect. Outside resources are needed to assist us in the transition to a healthier balance.

Konosuke Matsushita developed the Matsushita Institute of Government and Management to make Japanese politics more visionary and less corrupt. Like so many cultural shifts, the challenge can seem overwhelming if not impossible. When challenged by a reporter about how long this would take, he offered, “In my judgment, about 400 years—which is why it’s so important that we start today.” In Fresno, we started years ago and are committed for the long haul.

VII. Appendices

Appendix A: Acknowledgements

First and foremost, we wish to acknowledge The Honorable Denise Whitehead, Presiding Judge of Juvenile Delinquency Court, chair of the Interagency Council for Children and Families and co-chair of the HII core planning team. Without her vision and leadership, this project would not have begun.

Thank you to Dan DeSantis, CEO of the Fresno Regional Foundation, and the Board of Directors for your vote of confidence demonstrated by your investment in our planning process.

Thank you to the Fresno Business Council for loaning the services of your CEO, Deborah Nankivell, and HII co-chair, and the participation of your members to the crafting of the business plan.

At some point, the discussion and research had to stop and all the information and insights had to be woven together into a document. Thank you to the primary authors of the final report—Deborah Nankivell, Teresa Mitchel, Ken Newby, and Pete Weber.

A special thanks to the original leaders of two of the Collaborative Regional Initiative's task forces—Mike Wilhelm, who authored the holistic "Preparation of the Knowledge Worker" plan in 2002, and Kurt Madden who led the original Human Investment Initiative team that built the foundation for this ongoing work.

We are grateful to Brianna Lamar for the inspirational cover art for this document and Brian Moucka for assistance with layout.

Thank you to the core planning team members who provided ongoing guidance and support for this work:

Pamela L. Dungy

Dr. Pamela Dungy has lived in the central San Joaquin Valley of California all of her life. For more than 38 years, she has worked with minority and immigrant children and their families from more than 100 ethnic backgrounds. As a teacher in elementary, middle, high, and adult schools, she has experienced first-hand the day-to-day challenges these students face toggling between their ethnic communities and the mainstream world in which they live. As a Fresno Unified School District administrator in the 4th largest school district in California, she has developed and implemented programs that serve diverse students and their families. Dr. Dungy has also developed and presented workshops and conferences on English learner education, diversity, and cultural awareness for the U. S. State Department, the United States Department of Education, and the California Department of Education. She has presented throughout California and the United States; and internationally for governments in Cambodia, Ecuador, Japan, Romania, and Spain.

Tom Jones

Tom E. Jones is the founder of WORx, Inc. a Management Engineering firm based in Fresno, California. He is a specialist in Organization Development with more than thirty years experience working with private businesses, public agencies, health care organizations and educational institutions.

Dr. Jones provides training to organizations on such issues as Corporate Culture, Executive

Coaching, Strategic Planning, Leadership Development, Process Improvement and Performance Management. As a facilitator, he works with differing personalities in complex situations to develop healthy and productive workplaces where growth-stimulating change occurs naturally.

A rich educational background supports his experiential learning. Dr. Jones holds Bachelor's degrees in Business and in Management, a Master's degree in Management Engineering, and a Doctorate in Organization and Leadership. For eleven years he was a faculty member and research advisor for the College of Professional Studies at the University of San Francisco where he was named 1991 Teacher of the Year.

Seyla Lim

Seyla Lim is currently the co-founder and director of Panational, Inc. a multilingual services firm based in Fresno, California. She oversees the company's day to day operations which include verbal interpretation, written translations, transcriptions, cultural training, and subtitling. In addition to her responsibilities in the company, Seyla also chairs the California Healthcare Interpreters Association, is a member of the National Women's Political Caucus, a member of Community Medical Center's Diversity Committee, and a member of the Women's Chamber of Commerce.

Prior to joining Panational, Seyla worked as a Financial Advisor at TIAA-CREF where she helped structure and invest private equities for individual retirement accounts. She earned a Bachelor of Arts degree in Molecular Biology from the University of California Santa Cruz and her MBA and Master of Science in Finance from the University of Denver in Colorado.

Seyla is a survivor of the Cambodian Genocide and an immigrant to the United States. She has been living here for 25 years.

Teresa Mitchel

Teresa Mitchel combines a longstanding passion for health with education and practice in psychology, learning theory and community-based public health. She is currently consulting with organizations committed to greater levels of wellbeing and holistic, asset-based approaches by acting as a catalyst for transformation. Her recent book, *47 Ways to Create Health and Well-Being*, is being well-received as a simple, yet powerful model for cultivating personal responsibility for wellbeing. Her education includes a B.S. in Biological Sciences and secondary teaching credential from UC Irvine, a M.S. in counseling psychology from CSU Fullerton, and a certificate in public health from University of Washington.

Deborah Nankivell

Deborah Nankivell is the CEO of the Fresno Business Council, a nonprofit organization made up of 125 business leaders. The organization is committed to using the skills and resources of the private sector in partnership with others to improve critical aspects of the community. Prior to moving to California, Deborah was the executive director of Common Cause Minnesota and worked as a consultant for Community Intervention, a private firm that helped communities create school based, systemic approaches to the challenges of chemical dependency and other addictions. She practiced law in the areas of criminal defense, workers compensation and personal injury. She has a BA in philosophy from the University of Minnesota and a JD from William Mitchell College of Law.

Ken Newby

Ken Newby is a CPA and the Office Managing Partner of the Fresno Office of Deloitte & Touche LLP. He has 35 years professional experience and has held leadership positions with a variety of community organizations. He is the current Chair of the Fresno Business Council and Co-Chair

of the Fresno Regional Jobs Initiative. He is a graduate of Fresno State.

Peter E. Weber

Peter E. Weber is Chairman and CEO of Anron International, a consulting firm specialized in strategic planning. In June 2001, Mr. Weber retired as corporate vice-president of FMC Corporation, a Fortune 500 manufacturer of machinery and chemicals. He was formerly Chief Executive Officer of two publicly-traded companies, Teknowledge, Inc., a pioneer company in the field of artificial intelligence, and Riverbend International, an agribusiness company. Mr. Weber has served on the Council of Economic Advisors for the Mayor of Fresno, chaired the task force that produced the “Meeting the Challenge” report for the City of Fresno. He is Chairman of the Fresno Citizen Corps and Co-Chair of the Regional Jobs Initiative. Mr. Weber, a native of Peru, received a B.S. degree in engineering from U.C. Berkeley and is an S.E.P graduate from Stanford University Business School.

Allysunn Williams

Allysunn Williams, MPH, serves as the Associate Director for the Office of Community and Economic Development at Fresno State University, where she provides management support to the Governor’s CA Partnership for the San Joaquin Valley. An advocate for social justice and community transformation, she brings a wealth of strategic planning and business development experience from both the public and private sectors. Prior to accepting her current position at CSUF, she was CEO of Williams and Associates Consulting, Inc., a management consulting firm specializing in business/project planning and management, and research and evaluation for a variety of community-based organizations, corporations and philanthropies. A graduate of Harvard University and UCLA, Allysunn has acted as Strategic Consultant for HUD and led research efforts in 6 housing authorities across the nation, addressing economic development challenges in highly impacted urban areas, resulting in improved quality of life and millions of dollars in additional investment. Prior to relocating in Clovis, CA, she resided in Los Angeles for 17 years, where she developed a deep and abiding passion for underdeveloped communities and volunteered on numerous non-profit and community boards to transfer much-needed skills from the private sector.

Appendix B: Status of Current Efforts

In Fresno, there are a growing number of highly talented practitioners who understand how to craft comprehensive strategies and implement them with an ongoing sense of urgency. Openness to fundamental changes in critical human services systems is evident in a number of key systems. Included below is a sampling of some of the complimentary programs and efforts being implemented in the Fresno area. These have been included to demonstrate support for and alignment with the recommendations of this plan.

- Fresno County is implementing a strategy developed by the Annie E. Casey Foundation called Family to Family to transform the foster care system. Designed in 1992, the approach offers communities a new way to conceptualize and design their foster care systems with an approach that empowers, is neighborhood based, and helps to change the context of troubled neighborhoods.
- Restorative Justice is an approach to conflict and offense that seeks to restore relationships and make amends. The Victim Offender Reconciliation Project at Fresno Pacific University has had a long history of success in resolving conflicts and encouraging young people who have committed crimes to change course. The ability to resolve conflicts is a social skill often lacking in impoverished homes and in homes that are rigidly authoritarian. Many leaders in the justice system and law enforcement support the increased use of Restorative Justice.
- Community Based Policing is defined by the United Nations as “The police working in partnership with the community, thereby participating in its own policing and the two working together mobilizing resources to solve problems affecting public safety over the longer term rather than the police merely reacting short term to incidents as they occur.” Many in law enforcement recognize that crime prevention requires working in partnership with the community and other agencies. This approach complements Restorative Justice, a response to crime and other conflicts that focuses on restoring the losses suffered by victims, holds offenders accountable and builds peace within communities. Champions for shifting the justice system towards prevention and early intervention include the Center for Peacemaking and Conflict Studies at Fresno Pacific University and the San Joaquin College of Law. A path toward greater balance between a traditional approach and one focused upon Restorative Justice is attached as Appendix C.
- The leaders of Fresno Unified School District are committed to better relationships and partnerships with families, residents, other organizations and the broader community. The Community and Family Engagement Network (CFEN) is designed to build relationships, deliver information and provide access points to services needed by people in the neighborhoods. The schools interact with children and their families beginning at a young age and are best equipped to employ prevention and early intervention strategies as the first link step in an effective triage apparatus.
- Fresno County’s mental health system is in the midst of change and many practitioners and clients are committed to shifting from a traditional medical model to a recovery oriented system. The recovery model is geared toward partnerships, neighborhood access and community support, rather than relying primarily on professionals. It is a multi-disciplinary and asset based approach.
- The University of California, San Francisco is exploring expanding clinical and educational programs in mental health to practitioners in multiple disciplines through creation of a behavioral health center in partnership with other educational institutions. Such a center would accelerate the intention to transform the health, mental health, social services and justice cultures from reactive to proactive with a focus on prevention and early intervention. Embedded in this work is a growing openness to complementary and alternative approaches to

medicine and human development.

- Some educational institutions are embracing the strategies detailed by Dr. James P. Comer, a professor of child psychiatry at Yale University. His program promotes the collaboration of parents, educators, and community members behind a shared understanding of human development along six pathways—cognitive, language, physical, social, ethical and psychological. Achieving full potential will require life long learning along all pathways. Those that do not develop basic skills and continue to walk all the pathways are more easily waylaid by life’s challenges and do not make the contribution they could have made.
- Since its inception in 1999, First Five Fresno County has worked to ensure that all children 0-5 years of age will achieve optimal social, emotional, physical and cognitive development. The organization has set standards, linked resources and provided funding to successful programs across the county. The HII will piggyback on this work as it reaches out to older children, their families and adults.
- A number of organizations have joined together to craft a comprehensive approach to affordable housing and the complex challenge of homelessness. A focus on basic needs will continue to be a priority for many of the partners in the network created by the HII. Other complementary efforts include a community-wide effort to ensure all children are reading proficiently by third grade, ReadFresno, and an effort to increase financial literacy. All of these systems and issue champions will play a critical role in the transformation of human services systems into a human investment network. With tools afforded by technology, the opportunity to create a network that is both “high tech and high touch” is at hand.

Appendix C: Staff Job Responsibilities

Chief Network Officer / Deputy Network Officer

- Operationalize vision/mission of the HII
- Facilitate linking, aligning and leveraging of resources and other initiatives
- Carry out directives of and reports to the Steering/Executive Committees
- Supervise Executive Neighborhood Officers and helps evaluate localized strategic plans
- Further develop and operationalize add-on strategies, including intern/paraprofessional and lay worker component
- Assist in procuring resources to build and sustain the network
- Co-develop strategic evaluation plan and work with the Fresno Regional Foundation to produce overall evaluation reporting of the HII
- Carry out public relations and marketing of the HII
- Produce reports for investors
- Share responsibility for achievements of community goals with HII Leadership

Executive Neighborhood Officers (5)

- Report to the Chief Network Officer
- Connect and inspire people and place-based assets within the geography
- Assist in producing useful asset maps of neighborhoods
- Support the development of the neighborhood assets according to goals of HII
- Assist in development of strategic plan for the NRC
- Ensure the HII plan is being carried out within the geographic locale
- Oversee evaluation/ data collection, social marketing within the geography
- Assist in implementing shared goals of the neighborhood
- Chair of the Leadership Body in the geography
- Co-develop with the Community Engagement Specialist the civic engagement program for the neighborhoods, the community outreach program, and the strategy to encourage resident participation

Community Engagement Specialists (5)

- Report to the Executive Neighborhood Officer
- Work with the NRC Coordinator
- Co-develop, implement and oversee a strategy to encourage resident participation at all levels, the civic engagement program for the neighborhood, and the community outreach program, including the Lay Worker program, and other programs that use volunteers
- Run the intern program for civically/politically-oriented students
- Facilitate service-learning opportunities for youth within the NRC
- Collect pertinent evaluation data and reports it to the NRC Coordinator and Executive Neighborhood Officer

Appendix D: Restorative Justice

The following memorandum developed by a local leader in Restorative Justice provides a brief background and outlines a path forward for its broader implementation in the community.

Douglas E. Noll is the chairperson of the Board of Trustees at the San Joaquin College of Law. He is a full-time peacemaker, mediator, arbitrator and consultant. He was a principal shareholder in the law firm of Lang, Richert & Patch, P.C. for 22 years. Professor Noll has published numerous articles and has written a textbook entitled, "Peacemaking: Practicing at the Intersection of Law and Human Conflict.

Memorandum

Date: 7.21.07

Re: Outline of Strategic Planning Process to Implement Restorative Justice Principles Systemically in Fresno County

Introduction

Restorative Justice is a concept whose time has come to Fresno County. Because of the budgetary crisis facing our local governments, every system involving disputes, including the civil justice system, the criminal justice system, the insurance system, the workers' compensation system, school discipline, family and dependency services, health and human services, and police and sheriff services, to name a few, is under deep financial stress. Cuts in services are inevitable. As a result, public safety and peace will be threatened unless another way of managing disputes, offenses, and injuries can be found. The business community, as a stakeholder in these systems, has a natural interest in promoting cost-effective, efficient, and just dispute resolution processes. Restorative Justice provides just such processes. In addition, Restorative Justice is based on human values that can propel the community to a higher, better state of consciousness and emotional maturity.

Although Restorative Justice has manifested itself through the Victim-Offender Reconciliation Program, the Caruthers project (both funded in part by the Probation Dept.), and Raisin City School, among other projects, efforts to implement a systemic change based on restorative justice principles have been slow and uncoordinated. This memo therefore describes a strategic planning process that will do the following:

1. Establish a working group to implement the strategic planning process
2. Comprehensively identify and describe the current dispute resolution processes, formal and informal, in Fresno
3. Identify the community leaders and representatives whose participation would be necessary for a successful process
4. Design and conduct educational workshops on Restorative Justice
5. Develop a media strategy for the process
6. Design planning groups and workshops to conceptualize what Fresno would look like if all of its dispute resolution systems were based on Restorative Justice principles
7. Design a process for capturing and reporting on the results of the planning groups and workshops
8. Identify those systems where Restorative Justice could have the fastest, most immediate effect
9. Identify those systems where Restorative Justice may take longer to implement, but could provide long term benefits
10. Solicit and capture objections, concerns, criticisms, fears, and anxieties about Restorative

Justice

11. Identify what decision-making processes will be necessary to effectuate a transformation to Restorative Justice processes
12. Develop time and action plans for the conversion of each system identified as a candidate for Restorative Justice
13. Develop commitments and accountability to assure implementation
14. Provide on-going support, training, encouragement, and resources
15. Create an administration function and secure funding

Appendix E: Leveraging Professionals in NRC's

A significant challenge for the HII is staffing all the essential elements. A major opportunity is meeting this challenge by creating a pathway for neighborhood residents and others to develop skills to move along a developmental pathway based upon training and experience. The contemplated program will utilize current service providers, such as counselors and police officers, to take on a new professional designation of Professional Prevention Specialists, and, in that capacity, develop interns, paraprofessionals and lay workers from the neighborhood. These trained helpers will act as liaisons between the NRCs and residents in the neighborhoods and provide support and lower level prevention and early intervention services in schools and facilities that are part of the Network. This approach will serve the dual purpose of providing many more hours of services at a reasonable cost, as well as meaningful training for residents and employees.

Increasingly, prevention and early intervention is occurring in various forms, especially within schools. Further development of this piece would allow for a deliberate, comprehensive, integrated approach throughout the Network. Additional work needs to be done to determine the ability of professional training institutions to provide interns, staffing and deployment constraints and opportunities, best practices that exist in this area (e.g., the RAICES/Promotoras Model), and how to align with the strategic plans of the NRCs and schools.

Additional clarification of the roles of these helping professionals follows:

Professional Prevention Specialists

Professionals deployed at the NRCs will:

- Become an expert in prevention, early intervention, recovery, and restoration in their field
- Work intensively with schools, NRCs, and other neighborhood assets
- Be deployed in neighborhoods
- Work collaboratively with others for optimal results
- Be a prevention advocate and educator of colleagues
- Train upcoming professionals via internship programs with affiliated professional schools
- Assist in the training and supervision of lay workers from the neighborhood
- Be part of transforming neighborhoods by engaging and empowering residents

Intern/Paraprofessional Training Program

By working with skilled professionals with an expertise in prevention and early intervention, interns will develop and hone their skills in collaborative, holistic practices for working with schools, NRCs, and other neighborhood hubs. The program provides an opportunity for interns/paraprofessionals to:

- Teach and/or support teachers to offer asset-based prevention curriculum and activities at schools
- Support CFEN activities and programs
- Coach support staff and volunteers at school and NRC
- Conduct prevention programs
- Co-teach families and co-facilitate groups with professionals
- Collaborate with other professionals
- Coach youth participating in service learning
- Support the Lay Worker Program

Program for Lay Workers

Neighborhood Outreach Specialists at the NRCs will engage residents interested in the helping professions or with natural helping talents to secure specialized training and become a positive force in their neighborhoods. It is envisioned that these residents will receive stipends for their commitment. Lay workers will:

- Serve as a liaison between professionals and neighborhood residents
- Conduct outreach in the neighborhood
- Become trained to make referrals
- Support CFEN and Comer Schools
- Receive training in prevention activities and programs
- Assist professionals/paraprofessionals with classes/workshops

Appendix F: Proposed Support and Program Recommendations for NRCs

1. Assure core funding for minimum of 5 years
2. Leverage the services of Professional Prevention Specialists through utilization of interns/ paraprofessionals and lay workers.
3. Develop unified vision/mission/goals for all NRCs
4. Produce a strategic plan that includes: meeting best practices for Family Resource Centers; minimal service levels for human service providers; articulation with FUSD's Community Family Engagement Network (CFEN), site principals and CBOs; entrepreneurial strategies for sustainability; and incentive plans to encourage participation.
5. Integrate Community Values including moving towards an asset-based culture of neighborhood and self-empowerment
6. Ensure all NRCs have enriched childcare programs for families to use when participating in programs/ classes (potentially a co-op with use of middle school youth volunteers and First 5 ECE teachers as mentors)
7. Connect the NRC to the other assets in the neighborhood
8. Ensure minimum physical capacity: adequate offices for staff and deployed service providers (consider trailer for offices for county workers to expand space in NRC), separate (but not too far away) babysitting area, outdoor play area for K-6
9. \$100,000 available at end of strategic planning process
10. Expand hours to include utilization evenings and weekends (address evening safety issues in strategic plan)
11. Pilot a small prevention/early intervention medical office staffed by nurse practitioner from Sequoia at Addams NRC
12. Provide translation support for NRC activities
13. Formal evaluation carried out by Network CEO and Chief Neighborhood Officer

Appendix G: Detail on Interdisciplinary Training

All service providers within the NRC geographies, including teachers at the neighborhood schools, staff and volunteers at key assets, stakeholders, and other interested people will receive training which will allow them to:

Learn and personalize the Community Values

Learn about the HII, and prepare to support the goals and indicators of success of the HII and the neighborhood, and other community-wide initiatives.

Learn and use the common language of the network

Become a portal in the systems by learning how to identify and refer to “next step” entry points for support and assistance, including CFEN in the schools, NRCs, NERCs, and other community portals and assets in the neighborhoods

Learn about the functioning of collaborative teams prepared to offer integrated, customized support to children and families

Become more skilled in identifying children and families in need of extra support

Become more skilled in communicating with at-risk children and families

Learn the scope of the various helping professions, particularly as they relate to prevention and early intervention modalities within their domain

Gain a greater understanding of the role of addiction and poverty in people’s life experience, and learn how to empower oneself and others when dealing with these situations

Gain additional appreciation of and skills for working with culturally diverse populations

Further develop and refine skills to prepare for higher levels of collaboration across boundaries

Learn about and apply TED (The Empowerment Dynamic)

Develop effective asset-based self-care plans

Currently identified curriculum components to facilitate a shared understanding of human development, a commitment to shared strategies for prevention and early intervention, and a more empowered cultural norm include:

Multi-disciplinary professional training (partially developed by CSU Fresno)

Developmental stages of Dr. Comer

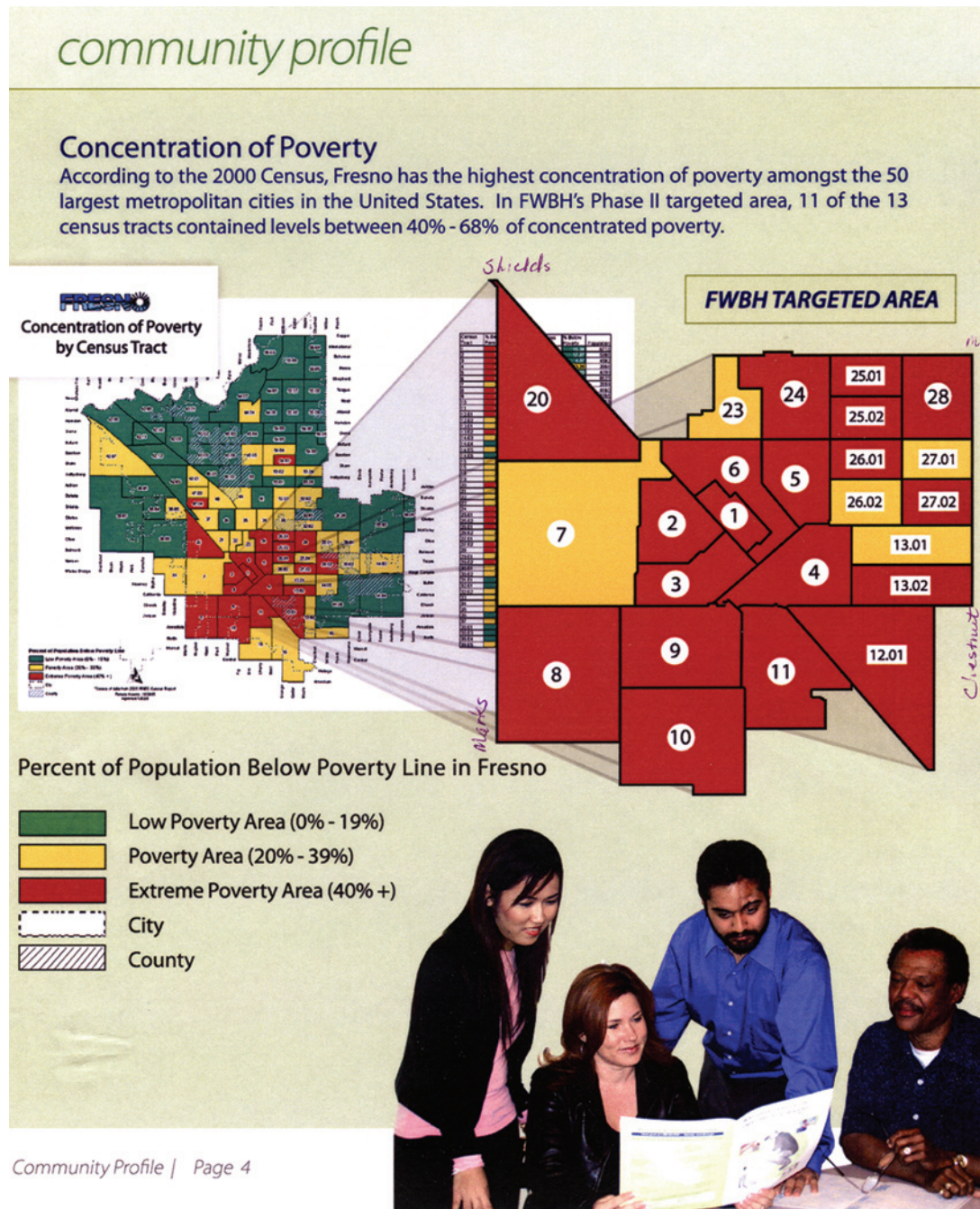
The Empowerment Dynamic by David Emerald

Holistic, asset-based approaches to health and wellbeing by Teresa Mitchel

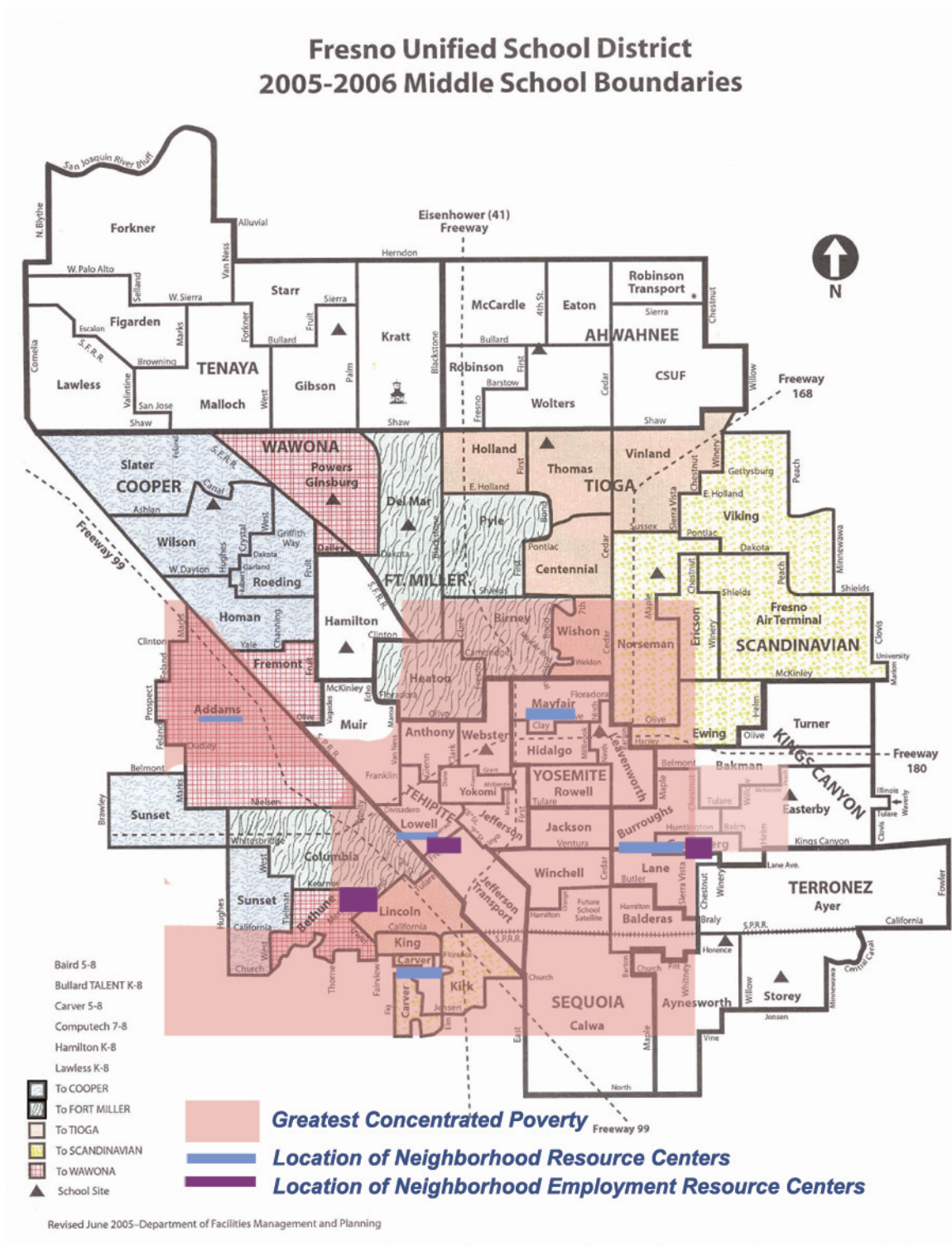
Appendix H: Maps

Concentrated Poverty in the City of Fresno

From: Fresno Works for Better Health



Fresno Unified Elementary and Middle School Boundaries with Concentrated Poverty Overlay and Locations of Neighborhood Resource Centers and Neighborhood Employment Resource Centers



Appendix I: Selected Bibliography

The following organizations provided insights and best practice information to the drafters of this document:

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 City of Fresno
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- One By One Leadership
- Center for New Americans

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