

Duke Durham Neighborhood Partnership

Results from the First Decade

As compiled and verified by

The Rensselaerville Institute

March, 2008

Introduction:

The Rensselaerville Institute was engaged in September, 2007 to compile and assess the results of the Duke Durham Neighborhood Partnership (DDNP) from its inception in 1996 through the fall of 2007. The work was intended to provide critical information to the program and its key investors and is not intended to have broad distribution.

Our basic finding is that the DDNP has made both perceived and actual significant differences in the Durham and Duke communities in its four areas of focus. In particular, the DDNP has influenced and improved the lives of at risk young people in its 12 Durham neighborhoods as well as the lives of Duke students who participated in its programs.

We further conclude that the base for a university/community relationship is well forged, with programs existing for as many as ten years not only sustaining but continuing to grow in scale and impact. We see trust not simply at an abstract institutional level but—more importantly—on the ground in Durham neighborhoods. This level of success in an ambitious program, designed to bring outside resources (whether from foundations, governments, or a university) into a community setting, is rare.

The Institute assumed the role of a program auditor, whose task was to verify effort and accomplishment and to comment on its meanings. In the course of our work, Institute staff interviewed over 200 persons individually and in groups. The interviews included Duke students, faculty, and staff volunteers, recipients of housing and social services, program providers, and the DDNP national advisory board. Two workshops for community representatives involved in programs were also included in our verification. In addition to interviews and written exchanges, over 1,000 pages of project descriptions and documentation were reviewed. Where feasible, we also verified results through direct observation.

We found the information provided by program designers and implementers to be largely consistent with objective counts and other data, as well as resident perceptions of success. Unlike many initiatives, where views on what is happening and what is succeeding vary widely, the general view of both achievements and occasional shortfalls is remarkably congruent.

To generate the findings and comments contained in the pages that followed, we dealt with four challenges:

1. The widespread base of good will generated by partnership activities. Our task was to get beyond positive sentiment to tangible gain. “We know you really liked it” became our refrain. “But what is different because of this activity or event in your life?” We did, in most cases, excavate to that bedrock.
2. Proving causality. We could not in all cases be sure that the DDNP was the sole or even major cause of a result. We thus looked at the more approachable standard of whether the outcome would reasonably have happened without the Partnership. If the answer was no, we included the result in our tally, even if other factors may well have been implicated.

3. Separating intention, activity, and outcomes. The program in its start up years focused, appropriately we think, on the process of defining shared values and assumptions and building trust based on activity. We needed to continually push beyond the intervention strategy to early achievements using the values/trust strategy. We believe this was largely accomplished.
4. Understanding neighborhood complexity. The DDNP is a large and complex enterprise, existing not simply at the level of Duke University but perhaps even more, at the level of the 12 neighborhoods, with various dynamics and persons rarely in full alignment. Understanding progress, for example, meant finding clarity on deft steps taken to establish ways forward with a critical mass of local leaders, residents, and organizations.

We are pleased to submit our findings on the following pages. In separate writings, we will move to the second phase of our work, which is the development of an outcome framework for the next decade of the Partnership and strategies to continue and deepen achievement both for the neighborhoods within the Partnership and the students and programs at Duke University who engage with them to improve lives.

Harold S. Williams
President
February, 2008

The Scorecard In Brief

- 2,500 neighborhood young people, most at risk, have improved their chances for high school graduation and a pathway beyond.
- 3,500 Duke students volunteered their time to tutor and directly contribute to higher academic achievement than would have happened without them.
- Approximately 60,000 hours have been contributed to date by Duke students in Durham neighborhoods with a financial value (assuming \$10 per hour) of \$600,000. The value in terms of human gain is higher.
- 18 student projects have been started to help youth, most with higher gains and far lower costs than most professional support programs for at risk kids.
- 264 houses have been built or rehabilitated, more than 200 of which have been sold to first time home owners and lower income residents.
- \$732,924 has been invested in capital improvements for public schools to create resources that directly enhance participation and learning.
- Over 9,500 adults are getting health care at two neighborhood clinics—and over 2,700 children get health service in two school clinics.
- These and many other specific accomplishments are tallied in the enclosed compilation. As a measure of impact they are just the beginning. We make these points about the results we have counted and tried hard to fully understand.

- *Most of the results were for people who would not have gained the improvement in any other way. Many kids and adults have options for services and support. At risk children and adults in Durham, as elsewhere, do not. The gains made were life-changing because they came into situations, especially for students in the eight public schools within these neighborhoods, where no other resource or relationship was available, especially at this level of intensity.*
- *Most of the programs started are ongoing and growing. Unlike so many initiatives that start with a flurry of money and enthusiasm then wane over time, these have continued to gather steam.*
- *Many of the specific results will lead to lasting impacts, especially on children and youth. Our projection is that at least 200 young people inspired and helped by a Duke student or other persons will have a significantly lower likelihood of becoming a high school drop out and a significantly higher probability of a good job or more education after high school.*
- *Trust—the key ingredient in any university/community relationship- has not only been built but put to use to improve human lives. Trust is established not by proclamation or promise but by the major ways in which Duke University resources have come into the neighborhoods day after day, simply to help—and within terms and focus established by residents.*

The levels of engagement and community improvement found in the program are rare in our experience. Indeed, many, if not most, of the foundation and government initiatives to improve

neighborhoods which we have reviewed or tracked, fell short of expectations. Many get mired in local politics and divisiveness. Others cannot seem to identify an intervention pathway to get outside money and institutions into neighborhood settings. Still others cannot seem to get beyond the process level (counting the number of meetings and the number of people who attend them) to tangible gains.

DDNP Results by Goal

We offer results by the four goals set for the Partnership, starting with a literal accounting and then more general observations that link specific accomplishments to impacts. The first two goals are the substantive ones for the 12 Durham neighborhoods of focus—the first for young individuals and the second for neighborhoods.

I. Academic Achievement/Youth Development

The DDNP works to improve the quality of education and to close the achievement gap between White, African-American and Latino students through in-school and after-school tutoring and mentoring programs. It looks more broadly at the development of youth such that their life chances (especially a good job or higher education after high school) are significantly improved.

- **America Reads/Counts Program** (began 1997) About 1,500 Duke students have been trained and provide math and literacy tutoring to approximately 500 students grades K-8 in partnership schools. In 2007, Duke students provided approximately 15,383 hours, an estimated value of \$153,828.
- **Building Opportunities and Overtures in Science and Technology (BOOST)**, began 2003) provides intensive and long term support to 83 promising and disadvantaged middle school students for success in middle school science. Twenty 6th graders have been enrolled for the last four years with the first group now in 9th grade. Since 2004, 60 Duke students have volunteered 34,800 hours for an estimated value of \$348,000.
- **Carter Community School After-school Program** (began 2002) served 195 students with academic enrichment activities.
- **Crest St. Tutorial Project** (began 2002) served 78 students with academic enrichment.
- **E.K. Powe Elementary School Science Resource Center** (opened in 2001) 2,700 students have attended Center programs.
- **Emily Krzyzewski Center** (opened in 2005) has served 63 youths. In this Burch Avenue Neighborhood, two thirds of Emily K Pioneer Scholars (24 assessed) started the program reading below grade level. At the completion of the program year, two thirds of students tested were performing above grade level (2006-07).

- **Juanita McNeil and Joseph Alston West End Community Center** (opened in 2000) has served 212 students to date.
- **Lyon Park Family Life Center** (opened in 2003) has served 94 students.
- **Partners for Success** (began 1998) Annually, 150 Duke students are trained to provide individualized instruction as math and literacy tutors and provide two hours of tutoring per week for about 90 at-risk 4th and 5th grade students. Since program inception, 1,292 tutors have provided 25,840 hours of tutoring, amounting to an estimated value of \$258,400.
 - One hundred percent of the elementary students tutored were promoted to the next grade. (2006-07)
 - In 2006-07, 94% of the students maintained or improved their math score; 80% maintained or improved their reading score. (A total of 70 math End of Grade (EOG) scores and 71 reading EOG scores were available for reporting.)
 - In 2006-07, Partners for Success students, grades 3-5, also reported positive EOG test results. 94% maintained or improved their EOG Math scores and 80% maintained or improved their EOG Reading scores.
- **Partners for Youth** (began 1998) serves 25 youth annually. Seventy-eight percent of students either improved or maintained their grades; 100% remained in school. Since 1998, 27 students have graduated from high school and 23 students have gone to college. Since 1998, Duke students have volunteered a total of 14,500 hours amounting to an estimated value of \$145,000. On average, 25 Duke students volunteer annually. The program won Council for Advancement and Support of Education (CASE) gold medal in 1999 for the top university based mentoring program in the United States.
- **Project CHILD** (began 2000) serves an estimated 300 youth annually. Approximately 80 first-year Duke students volunteer twice a week to tutor at-risk children attending the eight community Partners schools and community centers. In total, 74,240 hours have been volunteered, with a total value of \$742,000.
- **Holistic Opportunities Plan for Enrichment (Project HOPE, began 2002)** Project Hope provides tutoring to six community-based after-school programs. Since inception, 773 Duke student tutors have provided 11,587 hours of tutoring to Project HOPE students, an estimated value of \$115,870.

Five Year Average Results for Project HOPE students include:

- 76% of program students maintained a C average or better
- 68% of program students passed their Reading EOG tests
- 65% of program students passed their Math EOG tests
- 100% of Latino students enrolled in Project HOPE (a number which increased in 2005-06 by 25%) were retained.

End of Grade Test Score Comparison:

Project H.O.P.E. students record significantly higher passing rates in Reading and Math than their Durham Public Schools African-American and Economically Disadvantaged peers.

Project H.O.P.E. students (Grades 3-5) who passed Reading & Math	65%
African-American DPS students (Grades 3-5) who passed Reading & Math	41%
Economically Disadvantaged DPS students (Grades 3-5) who passed Reading & Math	37%

- **Rites of Passage** (began 2003) This mentoring program for 56 African-American at-risk male teens at Northside Baptist Church in Walltown reflects community based support. To date sixty three persons have graduated from the program with significantly stronger educational and employment attainment than would be forecast without this program.
- **School Days** – Since 1999, 55 Duke students have volunteered annually, a total of 1,980 hours at a value of \$19,800. The program brings at-risk middle school students to Duke as their introduction to a college experience. Interviews suggest that at least half of these students have an increased desire to attend college—some a sharply increased desire.

Impacts:

*As important as are structured programs (such as tutoring or mentoring) students and parents report that the greatest gains have come from the personal touch of over 500 Duke students who come to neighborhood schools and centers each semester to interact personally with students. **These personal relationships, the message of optimism and the care from young people, who are seen as genuinely wanting to connect to these students’ lives, is even more powerful at improving lives than is specific help with homework and lessons. We see many ways to build that force much more explicitly in the next decade of the Partnership.***

Given this effect, why is there no major impact on the academic achievement level of all of the eight schools whose students were involved in these programs? We offer four responses:

- *The sum of individual gains from some 2,500 students involved in one or more DDNP programs was not widespread or deep enough to shift overall test score outcomes for the schools.*
- *The demographics of some schools have shifted such as to predict lower test scores. In some cases, the DDNP may have mitigated more substantial declines in achievement.*
- *The test scores themselves continually shift such that it is not possible to know what*

scores would have been reported each year for all key subjects without DDNP interventions.

- *The Durham Public Schools face continual turnover in school leadership.*

II. Stabilization

DDNP works to increase the supply of affordable housing in Walltown and Southwest Central Durham, improve the quality of life as it relates to economic development, revitalization, crime reduction and improve access to health care at a neighborhood or a broader community scale.

Housing

Since DDNP's inception, 264 houses have been built or reconstructed. Of these, more than 200 have been affordable homes for first time home owners. All of the houses have owner occupancy covenants as part of the broader strategy which assures owner occupancy, thereby increasing neighborhood stabilization.

- Crest Street Neighborhood: 3 single family affordable homes built by Habitat for Humanity in vacant duplexes donated by Duke.
- Trinity Heights Neighborhood: (48 owner occupied homes)
 - Trinity Heights Home sites increased owner-occupied homes in the neighborhood
 - Created 48 homes and townhouses for Duke faculty/staff adjacent to East Campus (2001)
 - Awarded Historic Preservation Society of Durham recognition for design that complements existing neighborhood (2000)
 - Trinity Park: (12 single family affordable homes)
- Southwest Central Durham Neighborhood
 - Burch Avenue Affordable Housing Project developed 10 new or renovated homes to make them available to qualified Duke employees.
 - Pauli Murray Place consists of 14 affordable houses created through a public-private partnership (led by Southwest Central Durham Quality of Life Gattis Street Collaborative).
 - 53 properties of which 16 were single family housing and 37 rental properties in the Southwest Central Durham neighborhoods made viable by the Durham Community Land Trustees
 - Habitat for Humanity built 37 single family homes in Southwest Central Durham neighborhoods.
 - Self Help built 10 single family homes for the West End and Lyon Park Community.
- Walltown Neighborhood
 - Habitat for Humanity built 13 single family homes in the Walltown neighborhood.

- Self Help built 78 single family homes for the Walltown neighborhood.

Impacts:

While we learned of some clear direct impacts from housing (for example, a resident said with emotion that he never thought he would be able to mow his own lawn), the focus on housing did not give us attendant household or neighborhood impacts. This is not unusual, as most providers are so focused on housing the richness of a broader impact is missed. We have suggested some ways in which to build this broader focus on lives improved, while moving forward.

Beyond the impact on the individual, it is also important to note the increase of owner occupied homes, the significant annual increase in the tax base, and the scale improvement. From a number of interviews we conclude that the construction/renovation of homes in the Walltown and West End communities has created a much stronger perception of neighborhood desirability than previously existed. Further, our interviews suggest that home occupants feel safe in their new neighborhoods.

In many cases, impacts cross the lines of DDNP program goals. For example, the Lyon Park Family Life Center is widely seen as coming into existence against many odds and shows conclusively that positive development in tough situations is both possible and sustainable. The aggregate of programs has had a significant effect on “tipping” some of the 12 neighborhoods toward a substantially more attractive and stable environment. Strengthening these community centers, schools and housing stock all serve to reinforce each other. The presence of community centers and revitalized school are also visual reinforcements of change.

Other Buildings

In many cases land use involving housing and community programs was done intentionally for neighborhood gains. Some examples of this are seen in the Centers defined in the Academic Achievement/Youth Development section of this report, where vibrant day and night activity is reported to play a key role in a sense of more vital and viable neighborhoods. In other cases, purposes such as renovating a site known to attract criminal behavior played a key role.

Examples:

- Duke advocated for and achieved a police sub-station in the Lakewood neighborhood shopping center.(1997)
- The Land Bank bought and renovated 1115 W. Chapel Hill St. for Pathways, a Duke Chapel program, eliminating an active drug-trading haven in Southwest Central Durham.
- Duke provided \$46,881 for the purchase of a home in Walltown at 904 Sedgefield Street, to serve as residence for a police officer. (FY 2002-2003)
- Duke awarded a grant to Self-Help to buy a Walltown grocery that was once a neighborhood drug center. Duke provided funds to renovate it for the headquarters of Walltown Neighborhood Ministries and it now is the home of the Achievement Academy.

Impacts:

The symbolism of eliminating buildings presenting major community problems goes well beyond their small proportion relative to all buildings. Further, some persons believe that sufficient “critical mass” has been achieved to displace drug activity not simply to another locale within the neighborhood, but to some place outside the neighborhood.

Capital Improvements

In addition to the physical improvements in housing, \$732,924 has been invested within the buildings and on the grounds of Partner schools to create capital improvements:

- \$343,335 invested in computers for Durham Public Schools & area nonprofits
- \$61,500 invested in an Outdoor Learning Project for E. K. Powe Elementary School – Phase 2
- \$58,847 invested in Carter School Playground and Landscaping
- \$56,858 invested in Forest View School paths and soccer field
- \$46,265 invested in asphalt resurfacing for Durham School of the Arts
- \$36,610 invested in George Watts School underground drainage system
- \$31,476 invested in Carter School cabinetry and PA System
- \$27,604 invested in an Outdoor Learning Project for E. K. Powe School – Phase 1
- \$15,000 invested in waterproofing and repairing Carter School
- \$13,591 invested in Black Box theatre repairs for Durham School of the Arts
- \$9,000 invested in soundproofing the cafeteria at Morehead School
- \$8,313 invested in landscape for Outdoor Learning Environment for Morehead Montessori School
- \$7,025 invested in plastic repairs and paint project for Carter Community School
- \$5,000 invested in FMD Miscellaneous School Work for Rogers Herr School
- \$5,000 invested in FMD Miscellaneous Shop Work for Morehead Montessori School
- \$5,000 invested in FMD Miscellaneous Shop Work for Watts School
- \$2,500 invested in a piano for E. K. Powe Elementary School

Impacts:

In many cases, these improvements involved community residents in planning and even implementing the improvement, thus connecting more parents and residents to schools. In virtually all cases, teachers as well as building administrators report that the improvements have given them a lift that transfers to the personal energy needed to increase academic achievement and learning. They say clearly that these schools are not dispensable—and reinforce that students there can and must succeed.

Economic and Community Development

In addition to the capital improvements for schools, Duke has made broader investments in the partnership area and in Durham more broadly:

- Duke University made a \$400,000 initial deposit in the Latino Community Credit Union at below market interest rates.

- In 2006, Duke committed an additional \$5 million over five years in deposits to the Latino Community Credit Union for mortgages in Durham.
- Duke has invested \$5.5 million in CDs of various maturities earning market rates in local minority-owned banks.
- Duke contributes more than \$3.4 billion per year in jobs, services, donations and taxes to the Durham city and county economies. (2007 Duke University Economic Report)
- Duke donated \$220,099 to Durham Community Land Trustees for a 53 unit housing project.
- Duke invested over \$400,000 to support St. James Baptist Church, an African-American church in Walltown, in the purchase of an old school and its transformation into the St. James Family Life Center. The Center now houses the Carter Community School, one of the eight Partner schools.

Impacts:

It is difficult to assess the impacts of these investments, and we will suggest ways to do so moving forward. One point of differentiation to residents is between what Duke would do in the course of being a University (e.g., create jobs and a tax base) and what it does beyond what is necessary to run a great university (e.g., contribute to housing and other services). We also believe that we are missing some key pieces of voluntary investment—as well as the connection of the above list with virtually everything DDNP has contributed in time and direct cost. In one sense, all of those contributions are investments in community and economic development.

Health

DDNP noted early that health was a key issue in some of the 12 neighborhoods in the Partnership in two ways:

- a number of persons, especially those with low incomes, were not getting preventive care (e.g., screenings) or treatment for medical conditions; and
- nearby hospitals were seeing a number of visits from persons in the neighborhood that went there for needs that did not require expensive emergency room response.

The strategy taken was to bring health care to the neighborhoods and the schools.

- Two neighborhood health care clinics—Community and Family Life Center at Lyon Park (April 2003), and Walltown Health Clinic (January 2005)—were created through a partnership between Lincoln Community Health Center and Duke’s Division of Community Medicine.
- There were nearly 10,000 visits during the year to the neighborhood clinics.
- Ninety-three percent of patients agree that doctors answered all their questions.
- Ninety-five percent rated the medical assistance received as satisfactory or better.
- Two Wellness Clinics, sponsored primarily by the Division of Community Medicine, were located in two partnership schools—George Watts Montessori Elementary School (1998) and E.K. Powe Elementary School (2004). There were nearly 1,400 student visits to the Wellness Clinics during the year.
- Duke’s Community Medicine also operates two other Wellness Centers for Durham Public Schools—Southern High and Glenn Schools.

- The Duke Endowment's support for the Tooth Ferry dental van led to Durham County's assumption of financial responsibility for the dental van, which serves children in all of Durham's public schools.

Impact:

A number of the persons visiting clinics report that they would not have sought help or screening without the presence of the clinics. The gains in health are substantial, especially for African American and Hispanic populations, which historically do not seek health support until acute care needs arises. An equal gain is in the avoiding of hospital emergency care. About 35% of clinic users surveyed reported that without the clinics they would have gone to the hospital.

Clinics also form a part of neighborhood infrastructure—a visible signal of vitality and services close at hand.

The next two goal areas (Duke/Civic Engagement and Strengthening Our Partners) shift from direct improvement of lives to the means of doing so.

III. Duke/Civic Engagement

DDNP educates faculty, staff, and students about Duke's many relations with the community with the goal of encouraging greater involvement. The Partnership encourages students to view public service as an educational priority, exemplified below:

- Each semester, approximately 10% (an estimated 600 students) of Duke's undergraduate student body is actively involved in the Durham community as tutors. Tutoring is the largest single service activity in which students choose to engage.
- Research of tutors in the Service Learning Program indicates that tutors noted "positive development in areas such as self-esteem, self-efficacy, self-confidence, and knowledge of how to deal with social issues, social interaction, an understanding that learning can relate to life, an interest in a particular subject and an understanding of the value of education." (Teachers Education Quarterly, Summer 2004)
- Each year, approximately 40 Duke undergraduate students who have participated in service learning classes are accepted into Teach for America and other alternative teaching programs.
- On average, 20 to 25 students each year are licensed through Duke's Program in Education. Typically, twenty-five percent of these students choose to stay in Durham and teach.
- Duke provides a full-time education liaison that links more than 40 Duke Faculty and staff to many of the educational partnership projects and activities.
- Duke's sustained ongoing programs and projects attract 800 volunteers annually.

- Specific volunteer opportunities i.e. School Days, Spring Fling, Make a Difference Day, clean up days, project builds and the like attract approximately 2,200 volunteer annually.
- Annually, Duke students engage in an estimated 60,000 hours of service in the Durham community.
- The total financial value of Duke Durham Neighborhood Partnership student volunteer hours is \$2,079,482.
- Duke Law and the Fuqua School of Business provide free professional services to more than 20 Neighborhood Partnership nonprofit organizations.
- In 2003-04 and 2005-06, the Duke Law Community and Economic Development Clinic provided tax preparation assistance to 370 low-income residents.
- Student initiated programs:
 - Coordinating Academically Rigorous Enrichment (CARE) for Carter
 - Community Consulting
 - Crayons2Calculators
 - Duke Arts Connect
 - Durham Giving Project
 - Fencing and Leadership in Carolina Kids (FLICK)
 - From the Ground Up
 - Habitat for Humanity
 - Operation Snowball
 - Partners for Learning
 - Step Into the Wild
 - Student U
 - Swim with the Blue Devils
 - The Durham Collective
 - The Girls Club
 - The Magnolia Project
 - Unidos Por Durham
 - Wired2Achieve
 - Woodsmont

Impacts:

On the Duke student front, we sense from our interviews, a standard distribution in terms of levels of impacts on the students. Of the 3,500 students who have engaged in DDNP to date, our projection is that some 400 of these students found this to be a useful but casual experience. That is, the activity was a good use of time but not seen as pivotal in any personal way. About 2,700 students found the experience to be of clear value in terms of how they look at poverty, settings in need, and their own values. About 400 are at the high end of the level of impact, experiencing self-respected change in attitudes and behaviors that will prove lasting.

In this high end group, we have a smaller number of students with a specialized form of impact. These are the social entrepreneurs who started and sustained new enterprises. At least 19 Duke students created organizations to enhance youth development. Five of them have now been in existence for three or more years and all provide a positive developmental experience in an area (arts, sports, technology, etc) that a Duke student knows and cares about. In all cases these projects have attracted and sustained attendance at programs. In many cases, their energy and approach has attracted more students than professionally driven activities working in the same area.

While we have no formal data on impacts, comments by teachers and administrators suggest a strong personal and positive influence on at least 250 high risk youth. See the profile of Duke Students as Social Entrepreneurs for more details on eight of these projects. There is in this group remarkable social capital—not to mention the next Wendy Kopp—the student who at Princeton shaped her start-up enterprise, Teach for America.

IV. Strengthening Our Partners

The DDNP empowers community organizations and individuals and provides support and technical expertise from Duke University such that the organizations can more effectively improve conditions and lives within these neighborhoods.

Support for Existing Organizations

Duke has provided direct assistance to over ten non profit and community organizations requesting help. The Law School's Community Economic Development Clinic and Fuqua School of Business students working out of the Center for the Advancement of Social Entrepreneurship are in the forefront of that support, which is profiled above in Goal III (Duke/Civic Engagement).

We speak here to recipients of those services: nonprofits receiving assistance include housing, social and human service, and before and after school programs. Assistance included legal support for nonprofits as well as scholarships offered for key persons to attend professional development opportunities.

Creation of New Groups

The Southwest Central Durham Quality of Life Committee, formed in 2000, is a major example. This group consists of neighborhood residents and associations, nonprofit organizations, and for-profit companies in Southwest Central Durham. Members of the Committee work collaboratively to jointly address local issues and challenges related to affordable housing, economic development, and community engagement. The City of Durham awarded a \$15,000 grant to the Southwest Central Durham Quality of Life committee to complete a charette for the West Chapel Hill Street corridor in an effort to market the area for revitalization.

The plans and other structures created by this and other community-based groups that we have reviewed are well-reasoned foundations for a widespread set of physical and social improvements that can unfold over many years. Most come with the legitimacy of substantial community input.

Impacts:

We believe that impacts are not yet strong in this area, especially in seeing demonstrably stronger organizations as a result of capacity-building and other support. This is not surprising; many capacity building programs focus on the capacity rather than on what more the organization can achieve for its participants as a result of having more capacity. Our sense is that much more can be done in this area, especially in terms of a focus to help groups create “receiving slots” for Duke students in areas other than tutoring and mentoring. Effectively using the skills of volunteers—students or otherwise—is a capacity of non-profits that is rarely inherent in them. It must be built.

Moving Forward

We conclude this compilation of activity and results with notes on four steps, which we see as critical in moving forward and which we are addressing separately with DDNP leadership.

- The first decade established relationships and a knowledge base of what works and considerable progress was made. The next five years can usefully establish a clear set of outcome metrics and commitments to specific targets to drive the project to more explicit data-driven results. Two community sessions focused on success metrics suggests that this approach will be embraced in the neighborhoods. People involved seem to fully embrace the proposition that groups with clear targets achieve more than groups with aspirations. Put differently, the first need is not for a separate evaluation framework to define impacts. It is for an outcome framework to focus efforts and increase the results that can be tracked and verified as part of program work.
- A data system is the most essential infrastructure of an outcome framework. Rather than continuing to make improvement inferences at a group or population level, it is a good time to put in place information tracking that builds to results from the unit of individuals—the programs they use and the success they achieve. This data system must be embedded in programs as a management tool, not simply seen as a reporting burden that other people require.
- DDNP must move from its start up years in which intense personal engagement explains most success, to a next phase in which commitments and structure anchor more at an organizational level. Both to avoid the problems of burnout and inevitable transitions and to insure that the commitments deepen over time, more institutional anchors are a key next step—both within Duke University and Durham neighborhoods and such major groups as city and county government and the school system.
- Some programs need design presence or improvements. An example is transportation; a full system of dispatch and quality control is needed to get Duke students to and from community worksites. A few more available vans will not suffice. Another is housing, where a focus on services that support new residents (especially those with low incomes and other risk conditions) must be explicitly developed and linked to the current high capability housing providers. A final example is capacity-building for Durham non-profits, especially in the area of generating receiving “slots” to use Duke students

effectively in a variety of modes. Using volunteers wisely is not an inherent strength of many organizations.

Result Stories from the Duke-Durham Neighborhood Partnership

Unleashing Social Entrepreneurs...

A handful of Duke students involved with the Duke-Durham Neighborhood Partnership (DDNP) were not simply affected by their participation in the program but were shaped by it as well. These are students who primarily sought to improve the lives of at risk youth in Durham neighborhoods, and with the help of the DDNP, did just that.

Below are eight result stories that capture the impetus for the projects these social entrepreneurs developed. Research suggests that these students are the social capital of the future and will continue to help those in need well beyond their college years.

Three themes in these stories help define the value of the DDNP:

1. The DDNP was critical in developing the entrepreneurial capacity of the students involved in the program. While most of these students believe they possessed the desire and vision to help others before their arrival at Duke, they are clear that the critical infrastructure provided by the DDNP was absolutely necessary to bring those visions to life.
2. The DDNP provided the students with the support and enthusiasm necessary to launch and sustain their projects. Virtually all of these starters and sustainers make this point, most mentioning a specific individual at the Office of Community Affairs.
3. The DDNP provided on-going guidance and support. The DDNP and the Office of Community Affairs supported the student efforts throughout the projects – from the spark of inception, through the barriers along the way, to the end result –measurable social changes!

1. Margaret Andrews, Durham Giving Project

Margaret was no stranger to civic involvement at Duke when she enrolled in the Durham Giving Project, a course that emphasizes the principles behind giving and the logistics of grant making. The class was sponsored by the DDNP with faculty support from the Program in Education. This experience, coupled with a civic engagement class taught by Dr. Jennifer Ahern-Dodson, provided inspiration for Margaret's expanding involvement with DDNP programs, which include, but are not limited to: Big Brothers Big Sisters, The Duke Endowment summer internship program and the Jubilee Family Development Center. In her junior and senior years at Duke, Margaret became a Giving Project instructor, which enabled her to share her passion for civic engagement with her peers.

While Margaret had the desire to make a difference before her arrival at Duke (her parents set an example with their community service work), she acknowledges that the DDNP gave her the push to fully develop as a social entrepreneur. Her experience with the Neighborhood Partnership has had a profound impact on her career trajectory, without which Margaret admits she would probably be “working for a bank somewhere.” Instead, she is employed as a Fellow with The Duke Endowment, which was established to serve the people of North and South Carolina. In this capacity, she has helped with the introduction of two new programs aimed at creating a healthier and more civically engaged Durham community. Margaret believes that the DDNP changed her life by providing her with the infrastructure to fully achieve her civic potential.

2. Lauren Gonzalez, Swim with the Blue Devils

Lauren is a student athlete at Duke with a strong passion for swimming and diving. Aware that the cost of lessons was prohibitive to many children and of the alarming incidence of drowning, especially among minorities, she attempted to start a free swim lessons program in her hometown. She ran into one obstacle after another and was not able to achieve her goal.

Lauren persisted. Once at Duke, she spoke with the Athletic Department about her idea and was directed to the DDNP in the Office of Community Affairs. “They were really excited,” recalls Lauren. The OCA steered her through the program logistics, and before long “Swim with the Blue Devils” was making a splash with local youth. The program started small and Lauren admits to “a lot of stress at times!” But the program grew after flyers were translated into Spanish, and this year an average of 33 kids attended each of the monthly swim sessions.

The attention and support of Lauren and the other volunteers has developed a confidence in the kids that did not previously exist. One student who consistently attended the lessons went off the high dive this year. Lauren’s confidence was also boosted by the experience. “I can have an idea and attack it and make it happen!” The project provided her with big learning opportunities as well, especially with the coordination of the program, the recruiting and interacting with others. Lauren believes that the “support and excitement” of the DDNP were the keys to focusing her energy and building her confidence.

3. Julia Hamilton, Girls Club Co-Founder

Julia came to Duke as a public policy major with no prior community service experience. She enrolled in a leadership class offered by Tony Brown in which the students create a business plan for a sustainable community impact project. The class provides the infrastructure for ideas to take shape and a connection to the DDNP in the Office of Community Affairs to put those ideas into action. Together with a Duke colleague, Venis Wilder, a business plan was written, meetings were held with various community centers, connections were made with the University and Durham non-profit community, resources were secured, and the Girls Club was born! “OCA was always there for me,” Julia recalls, “helping with issues, support and guidance. They gave me the chance to be a leader with a safety net.”

Despite the good intentions of the program- to provide one-on-one mentoring for 6-8th grade girls so that they have an outlet to talk and share, build confidence, and provide exposure to new and different things- it was met with resistance. There was a challenge from some community leaders that the women from Duke lacked the training necessary to understand and connect with the young at risk girls. Julia and Venus reconsidered their approach and identified the West End Community Center for a pilot program. The Center welcomed and encouraged them, and The Girls Club established credibility and good will.

The Girls Club had a strong impact on Julia. “I am a leader, an entrepreneur, and I learned about Social Responsibility. I learned how to run a socially responsible business and how to communicate with all different kinds of people- how to connect with them and listen.” Julia has since graduated, but her ties to the Neighborhood Partnership and her commitment to community involvement remain. She sits on the DDNP Advisory Board and is a Volunteer with the Big Brothers and Big Sisters program in the San Francisco Bay Area, where she now resides.

Julia reports what really stuck with her from the experience: “the connection with the girls – the *direct* feeling of making a difference.” Julia is currently a successful advertising executive at Google and credits much of her success to the skills and experience she gained in starting the Girls Club. She concluded, “I wouldn’t be here without them!”

4. Sharon Obialo, The Girls Club

When Sharon volunteered for the Girls Club her sophomore year, leadership was not on her mind. She just wanted to be socially engaged and was attracted to the Girls Club’s one-on-one interactions. Her expectations were surpassed, and after three years she considers the experience to be “the most meaningful thing [she’s] done”.

Sharon became committed to the organization. Rather than leave its continued success to chance, she ran for and was elected treasurer. “This is when I learned to ask for help from experts and professionals rather than relying only on myself,” she remembers. She realized that “things don’t just fall into place – you need to use the resources all around you.” The OCA was invaluable in this respect. Sharon’s dedication to the organization continues; she was elected President this past year.

Sharon is grateful for the impact the program has had on the girls as well as on her. For many of the girls, including her mentee, there has been a noticeable increase in confidence. “They come out of their shells,” she says. For others, the program has taught respect, boundaries, rules and a consideration for others. As for herself, Sharon says, “giving back to the community can be a very meaningful experience.” She has gained a new, more realistic perspective on life, particularly on socio-economic disparities. “It helped me appreciate what I have and not take so much for granted. When you have to be a role model, you need to look more closely at what you do that others might be emulating.”

Sharon sees law school in her future, but the impact of this experience may steer her on a path where she works with girls. She’s now a leader, versed in the intricacies of interpersonal conflicts and effective communication.

5. Dinh Xuan Phan, The Magnolia Tree Project

When Dinh Phan came to Duke, she wanted to get to know her new community through its youth. She was inspired by the beauty of the Sarah P. Duke Gardens and thought it would provide the perfect backdrop for a summer camp that would partner local youths with community non-profits. DDNP staff in the Office of Community Affairs invited her in to discuss the idea and make it happen. “They really went above and beyond,” Dinh recalls. “We were just a bunch of freshman, but they trusted, respected and believed in us. They gave us credibility.”

With the DDNP’s support and encouragement, Dinh’s idea blossomed into the Magnolia Tree Project, a two-week summer camp wherein local youth work first with counselors to develop volunteer projects and are then partnered with a community non-profit to assist with implementation. Each year, this program helps dozens of kids realize the impact that they can make within their own communities.

Dinh notes that this experience has changed not only what she does, but also what she will do in the future. She organized a neighborhood BBQ in response to her own community’s lack of togetherness and spent her summer as a development intern in a homeless shelter desperate for help. As for the future, she has this to say: “When I become a teacher, all my classes will have community building and volunteering as part of the curriculum...and I’ll approach my students the same way the DDNP worked with us- with a strong work ethic, trust, respect and belief.”

6. Amy Rosenthal, Operation Snowball

Amy came to Duke in her sophomore year as a student invested in community service. However, it wasn’t until she enrolled in Tony Brown’s Action Learning course- wherein each student went into the community to identify a problem or issue, design a solution and put it in action- that she found the passion, support, and confidence to take her commitment to community engagement to the next level. Operation Snowball, a distinctive substance abuse prevention and leadership development program for middle school aged youth emerged as a result of Amy’s efforts.

Amy credits the DDNP and her faculty mentors and advisors for helping her become a leader. Initially, Amy said she was “shy and lacking a bit in confidence, always looking up to teachers and other leaders as superiors, not equals”. She stressed that the support, guidance and nurturing nature of the Duke faculty and staff were the most important factors in “bringing [her] out of [her] shell”.

Founding Project Snowball cultivated Amy’s ability to lead, develop an organization, raise funds, plan a business and deal with roadblocks. Some of the lessons were difficult. At one point, the program nearly failed because the host school’s commitment was withdrawn by the school district. Fortunately, the combined efforts of Amy and the DDNP brought about resolution.

Amy is now a teacher for Teach for America in a challenging urban educational environment. Amy confesses that without her experience at Duke, she wouldn’t have had the confidence or commitment to become a teacher. She is now able to provide a clear direction and boundaries for her students.

Amy sees her experience in the social entrepreneurial class as very different from her experience in other classes. “Its easy to forget what you’ve read in a book or learned in class, but what you experience in real life and the skills that you gain along the way continue and stay with you...Knowing that I can single-handedly start something that is going to make a big difference” won’t be forgotten.

7. Ripal Shah, From the Ground Up

Ripal Shah is no stranger to feeling different; hers was the only nonwhite family within a 60 mile radius of the rural West Virginia town in which she grew up. This, coupled with her deep religious and spiritual roots, has made her an especially compassionate individual, particularly towards those people whose differences are apparent.

A conversation with the mother of a wheelchair-bound child prompted Ripal to consider how different life is for people with disabilities, especially for kids. Even simple childhood pleasures –like a trip to the playground- began to assume a different meaning.

She started to consider the benefits of a handicap accessible playground, and unlike in the past, when she would brush her ideas aside, she began talking about it. The idea was met with warm reception, and before long, Ripal was meeting with the Duke-Durham Neighborhood Partnership and the City of Durham’s Parks and Recreation Department to turn the idea into reality. She organized a non-profit, From the Ground Up, and the project was underway.

Bringing this project to life was no simple task. It required the collaboration of a number of different groups and the cooperation and organization of more than 200 volunteers. Because of Ripal’s ideas and energy, along with the confidence and support of the folks at the DDNP, the Durham community now houses the country’s first all accessible children’s playground! “OCA did a great job of putting the partnerships together especially the one with the City of Durham,” says Ripal.

Dozens of kids visit the park daily – some coming from 100 miles away to enjoy it. Ripal hopes to have an all-accessible park in every major US city and is currently speaking with the city of San Francisco as a possible location for the next one. “It doesn’t take someone established in the field to make a big difference,” she says. “If you have a good idea, run with it and don’t brush it off.”

Ripal lives by those words. She worked with tsunami survivors in 2005 and became aware of the need for CPR courses for Spanish speaking people. She is now working in Durham to make this happen.

8. Andrew Tutt, Wired2Achieve

Andrew had what he called a pipe dream when he came to Duke – to put used and broken computers to productive use. From Andrew’s point of view, having a computer is “transformational”, and he wanted to share the experience with people who would otherwise go without. Beginning early in his freshman year, he began to assess what resources and support were available to make that happen. The first call he made- one he remembers fondly- was to

the Office of Community Affairs. They encouraged him to meet with them, and as Andrew recalls, “they really took a personal interest in me and the project.”

Much was needed to get Wired2Achieve off the ground- space, money and discarded computers to start. “We couldn’t have done it without [the DDNP]. They somehow got in touch with all the right people,” and things began to happen. To date, Wired2Achieve has put more than 200 computers in the hands of individuals and organizations in the Duke-Durham community.

Andrew’s project dramatically impacted many lives, but it also had a dramatic impact on him! “I’m a fundamentally different person – the ‘immense’ is now achievable, I have more confidence and pride, and my aspirations have changed...[the project] re-balanced how I see things.” In any case, Andrew is confident after this experience that he “can be a leader in ANY field”