

(ONLINE submission)

Problem Statement

Youth-serving organizations in Ohio have the potential to assist in crime intervention and prevention efforts as part of their ongoing programs for at-risk children and teens. Art for a Child's Safe America (ArtSafe) has provided Ohio with creative publications produced by incarcerated juveniles. However, these constructive resources are not currently reaching or being employed by youth-serving organizations to incorporate a prevention and intervention component in their offerings.

What statistics and data document the problem?

Children are identified as at risk for a number of reasons. They attend inadequate schools and face danger in their neighborhoods and communities but are the least likely to have access to recreation and support services. These children are growing up in severely distressed neighborhoods characterized by poverty, unemployment, high school dropouts, female-headed families, and family reliance on welfare. Child poverty rates in Ohio, an important indicator of well-being, are increasing. The Census Bureau 2003 American Community Survey estimates that the number of families with children below poverty in Ohio in 2003 was 221,611 (an increase of over 35,000 families since Census 2000 figures) and the number of youth under 18 living in poverty was 484,154 (an increase of 75,469 individuals over Census 2000 figures), or slightly more than 17% of all Ohioans under age 18. (However, these figures do not include those youth living in group quarters or institutions.) At-risk teenagers are more likely to use drugs, to engage in sexual activity at an early age, and to drop out of school.

Citizens surveyed as part of The State of Crime and Justice in Ohio report (2000) ranked redirecting troubled youth into productive lives as the main purpose of Ohio's juvenile justice system. Practitioners agree: those surveyed by the Ohio Juvenile Justice Needs Assessment (2002) agreed that prevention and intervention programs were key needs of the juvenile justice system.

Although there are no sources for an accurate count of programs for at-risk youth in Ohio, there are roughly 520 organizations in the state, listed in online yellow pages directories, that focus on programming for children and adolescents. Even assuming that one-third of these organizations are specifically sports-related, that leaves over 300 youth-serving organizations that could potentially benefit from prevention and intervention materials that engage their participants, provide helpful resources to their program staff, and offer activities that promote creativity and literacy.

What are the short and long term consequences for the community if the problem is not addressed?

The consequences to Ohio communities that do not address the needs of their at-risk youth can be great. The consequences can include delinquency, drug abuse, unwanted

pregnancy, and incarceration for youth who commit crimes. According to the Ohio Department of Youth Services 1,718 youth were committed to DYS facilities at an average cost of \$184.26 a day per child in 2004. Similarly, 534 youth ages 15-18 were committed to the Ohio Department of Rehabilitation and Corrections' adult institutions in 2004 at a cost of \$66.84 per day per offender.

The most logical way to reduce these costs is to prevent youth crime and delinquency altogether. Preventing a single violent crime not only averts the costs of incarceration, it also prevents the short- and long-term costs to victims, including material losses and the costs associated with physical and psychological trauma.

According to the Office of Juvenile Justice and Delinquency Prevention (OJJDP), more and more research indicates that juvenile crime and delinquency prevention programs not only have a positive impact on troubled youth but are a good investment when compared with the costs associated with the behavior of serious, violent, and chronic juvenile offenders.

Project Description

Our goal is to increase the use of the ArtSafe publication *InSide Looking Out* as a resource for programs that target at-risk youth. This publication was written and created by youth offenders enrolled in arts programming at the Madison Correctional Institution in 2002. We will create supplementary activities and resources that can help program staff work through the content of *InSide Looking Out* within a variety of youth-serving organizations.

What response will be implemented to address the problem?

ArtSafe will create supplementary materials that will help any out-of-school or institutional program to make better use of the materials we have already published. For this project, we will create a *Facilitators Guide* aimed at assisting youth mentors and volunteers, teachers, program facilitators, faith-based leaders, service providers, parents, or institutional staff who wish to use our book, *InSide Looking Out*, to add an intervention component to their youth-serving programs. The activities will be aimed at developing literacy skills in youth participants as well as getting them excited about creating art as they examine the art and literature written by their peers.

Arts programs are successful at attracting, engaging and retaining even the toughest kids. These youth--including gang members and previously incarcerated teens--join arts programs and return time and again. What draws them? *The thrill of creative and artistic expression. *Community recognition for performances, exhibitions or public art works. *Learning new job skills. *Learning how to use the arts to communicate difficult thoughts and emotions. Arts-based programs allow youth to check out the possible--in their works and their interaction with other artists and artist-mentors.

By providing facilitation materials for our publications, a variety of youth-serving organizations will have access to information that helps them incorporate an arts-based prevention component into their programming.

What are the key components of the response?

Component one: Facilitators Guide for use with InSide Looking Out publication. The Facilitators Guide will have a dual focus. One aim will be to develop the literacy skills of youth readers through discussion and activities that draw on a variety of intellectual and creative skills. A second aim will be to engage youth readers in arts-based activities similar to the ones their peers have had published in the Inside Looking Out book. The activities and resources in the Facilitators Guide will be written so that they may be used in a variety of settings. Modifications of these activities will also be included for use with participants of differing abilities. Resources will be included so that facilitators can access other materials (such as on the World Wide Web) related to the topic at hand.

Component two: Pilot of Facilitators Guide activities and resources

The activities and resources of the Facilitator Guide will be piloted in three different settings to assess its usefulness to group leaders. During development, the activities will be individually tested as part of a program for incarcerated youth at the Madison Correctional Institution (MaCI). Once the draft manuscript is complete, the Facilitators Guide will be piloted by facilitators in two other settings, at a Department of Youth Services facility, and a school with high numbers of at-risk students. Facilitators will also be surveyed about the usefulness of the Guide.

What resources are required to implement the response?

ArtSafe is requesting \$131,353 from the Office of Criminal Justice Services so that we may complete this project, which includes the development and publication of a Facilitators Guide and three, 42-session programs to pilot the activities and resources contained in the Guide.

Project Objectives (please note the funder only allowed room for 2 objectives)

Objective	Performance Indicator	Baseline (last performance)
Create a Facilitators Guide for InSide Looking Out that incorporates at least 8 activities for each entry in the book	Initial draft manuscript completed by April 2006 and final Facilitators Guide published in December 2006	As it is an entirely new project, our baseline is 100% completion of the manuscript and publication begun in December.
Pilot the use of the Facilitators Guide in a corrections institution, youth facility, and school program	Three, 42-session programs are provided in 3 different locations (126 sessions total)	In 2004, ArtSafe provided 65 similar sessions to at-risk youth at MaCI and DYS-Cleveland sites.

Timeline and Activities

During the project period (January to December 2006), the manuscript for the Facilitators Guide will be developed, revised, and published. The activities, resources, and other Guide materials will be tested and piloted in three different programs at the Madison Correctional Institution (MaCI), a Department of Youth Services (DYS) facility, and an Ohio school identified as having a high population of at-risk youth.

Our project activities are noted on the following timeline:

January-March 2006

1. Manuscript development for Facilitators Guide
2. Guide activities are individually piloted at Madison Correctional Institution (ongoing through Nov.)
3. Report to Collaboration Board meeting
4. Identification of DYS sites for second pilot
5. Identification of DYS facilitators

April 2006

6. Manuscript review by consultants and Collaborative Board
7. Survey of MaCI facilitators on ease-of-use of Guide materials
8. Guide activities are piloted at DYS site (ongoing through Nov.)
9. Schools with high at-risk populations identified and contacted

May-June 2006

10. Review of MaCI facilitator survey
11. Report to Collaboration Board meeting
12. Manuscript revisions
13. Pilot school-based program location identified and contracted
14. Identification of school-based program facilitators

July-October 2006

15. Pilot of manuscript activities in school-based program (ongoing through Nov.)
16. Survey of facilitators at DYS site on Guide materials
17. Report to Collaboration Board meeting

November 2006

18. Review of DYS facilitator survey
19. Survey of facilitators at school-based site
20. Final design and layout approved

21. Review of school-based facilitator survey

December 2006

22. Manuscript revised and finalized

23. Copy editing performed on final files

24. Prepress work prepares the files for commercial printing

25. Publication completed

26. Report to Collaboration Board meeting

Organizational Capacity

What is the mission of the implementing organization?

Art for a Child's Safe America (ArtSafe) was incorporated in March 1995 to provide an innovative arts-based forum through which individuals, families, communities, government agencies, and service organizations can work together toward solutions to social issues that affect the well-being of our children. Art is the language through which we share and explore the most intimate and most profoundly moving aspects of the human spirit--including anger and violence. ArtSafe is dedicated to fostering a positive quality of life for children and youth in the communities that it serves. Since 2000, ArtSafe has provided successful arts-based programming to youth and adults incarcerated in Ohio correctional facilities, to youth under the care of the Ohio Department of Youth Services, and to children in afterschool programs. These programs have culminated in three books--UnLived Lives, InSide Looking Out, and A Caged Bird; a music CD entitled MACI: Men Acquiring Courage and Intelligence; and the choreopoem No Reason to Lie. In 2004, A Caged Bird, written by juvenile inmates at the Ohio Reformatory for Women, received the Outstanding Minority Health Education Publication Award from the Ohio Commission on Minority Health.

What staff, including volunteers if applicable, will support the project?

ArtSafe executive director Stephen Canneto is a public artist who has worked to bring his vision of arts-based remediation and prevention to those who are hardest to serve. As a public artist, his creations include focal works for corporate sites, inspirational public spaces, residential sculpture, functional furnishings, and architectural detailing. He devotes to each project the knowledge and experience gained in over 30 years of professional artistic creation. Through years of community involvement, Mr. Canneto realized the therapeutic and life-skills building power that lies within the arts. He gives his time as trustee for Operation Hope and Health, his local civic association, as an arts adviser to the state of Ohio Department of Education, and as a mentor to young art students. Mr. Canneto is a recipient of Ohio's Gold Star Award and the Freedom Arts Award.

Berdawn Hutchinson, managing director at ArtSafe for the past two years, will direct and manage the Facilitator's Guide project. In this capacity, she will oversee the manuscript production, organize Collaboration Board meetings, and manage the piloting process,

including recruiting facilitators/organizations. She has more than ten years' experience in program administration and development. Before joining ArtSafe, she worked extensively with at-risk youth in a variety of settings. In addition to teaching basic education to adults and providing intensive in-home services to families, Ms. Hutchinson has developed programming for homeless young adults, urban youth who are unemployed, and young people with developmental disabilities.

Leah D. Hackleman, Ph.D., has been consulting in a variety of roles for ArtSafe for the last four years. Currently an editor at the educational publisher Glencoe/McGraw-Hill, Dr. Hackleman has extensive experience creating teacher editions for social studies textbooks and ancillary educational and testing materials. Her professional background also includes graphic design and prepress experience, nonprofit management, and teaching and curriculum development. Dr. Hackleman will be creating the Facilitators Guide for ArtSafe.

Susan B. Schmidt and Suanne M. Goings, who have led highly successful writing and arts programs for incarcerated juveniles for ArtSafe for the past five years, will provide consulting services to review the Facilitator's Guide manuscript and suggest modifications based on their experiences with InSide Looking Out and the ArtSafe program for incarcerated youth. Ms. Goings will be also facilitating the arts sessions at the Madison Correctional Institution pilot site.

Collaboration Boards

What agencies and organizations will serve on the Collaboration Board?

The Collaboration Board currently includes Stephen Canneto and Berdawn Hutchinson of ArtSafe; Suanne M. Goings and Michael McGee London, program artists; and three staff members at the Madison Correctional Institution: Kim Chapman (Principal of Shared Services for Region III), Wes Jones (School Administrator), and Bobby Bogan (Deputy Warden of Special Services). The Collaboration Board will increase as two more pilot sites--a Department of Youth Services facility and a school with a high at-risk population--join the project.

The Madison Correctional Institution facilitates the access of the program staff to the offenders, provides and supervises custody staff on an as needed basis, provides facility space and equipment, and assists youth in a successful and productive reintegration into the community at the end of incarceration.

ArtSafe will provide project and grant management, program administration and implementation, recruitment of the professional arts team, assist the MaCI, DYS, and school staff, and assist participants with the production and touring exhibition. All entities will collaborate in the program evaluation process and will be surveyed at the end of the project to provide feedback in order to develop new community building opportunities.

How will members of the Collaboration Board work together to achieve project goals and objectives?

Collaboration Board members will primarily be responsible for the review of the Facilitators Guide draft manuscript and providing feedback, comments, and suggestions based on their involvement in education or the juvenile justice system. Collaboration Board members will meet four times during 2006 (February, May, September, December) in support of the project goals; they will provide input on the project in its various stages of completion, ensure that the project is proceeding as planned, and assist in evaluating the success of the Facilitators Guide.