ORANGE COUNTY GOVERNMENT
FLORIDA

Agenda

January 10, 2017 Open Discussion
Board of County Commissioners Chambers
201 S. Rosalind Ave., Orlando, FL 32801

Commissioner Nelson, District 2, would like to discuss The Apopka Taskforce on Violence Recommendations and Summary Synopsis

Commissioner Bonilla, District 5, would like to discuss Rural Boundaries.

COMMISSIONER BRYAN NELSON, DISTRICT 2
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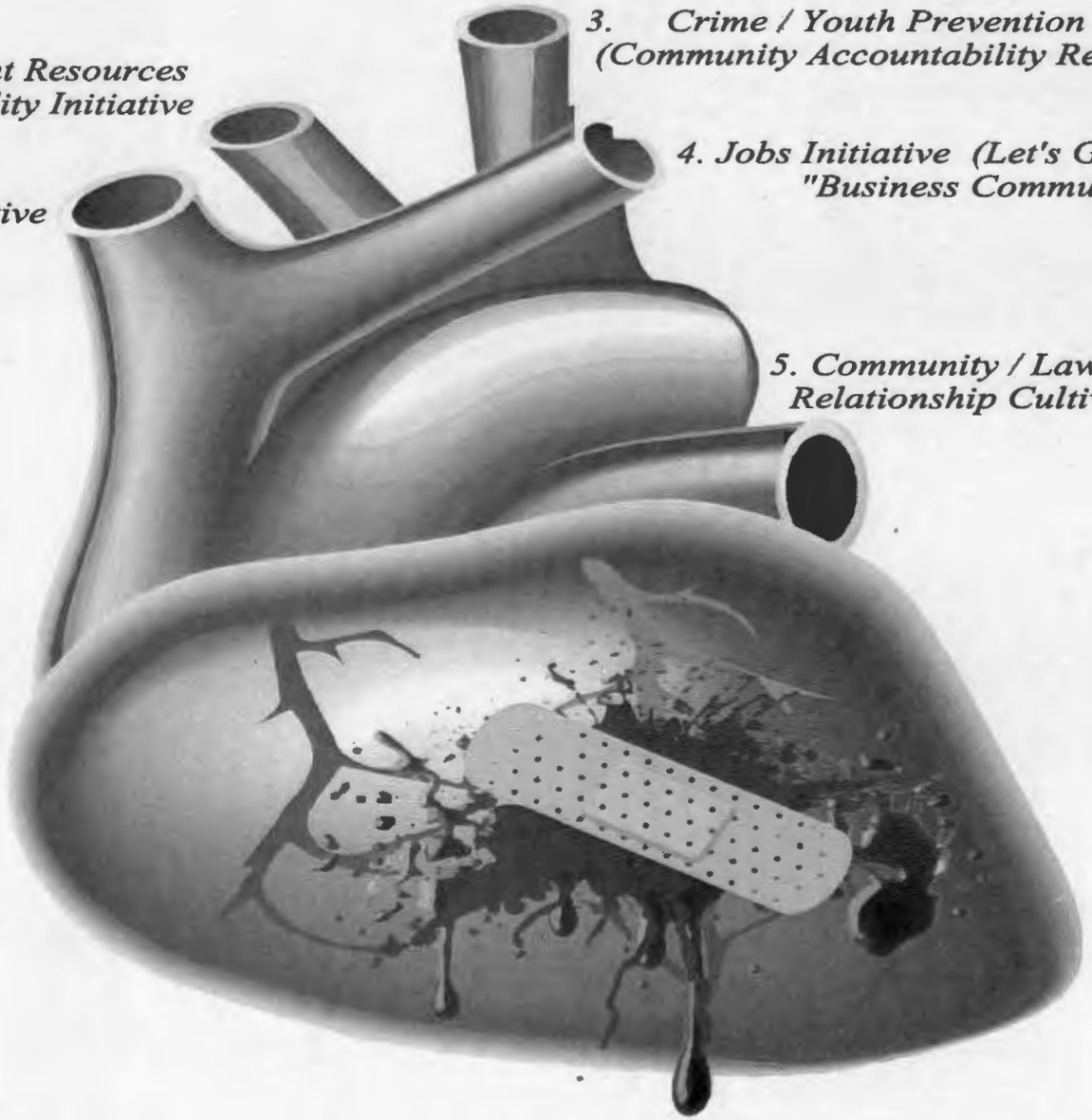
5 Artery High Risk Community Biopsy
Apopka Taskforce on Violence Summary Synopsis



1. Education Initiative

2. Government Resources Accountability Initiative

3. Crime / Youth Prevention Initiative (Community Accountability Responsibility)

4. Jobs Initiative (Let's Get 2 Work!) "Business Community"

5. Community / Law Enforcement Relationship Cultivation Initiative

to know Jesus and to make Jesus known

South Apopka Ministerial Alliance

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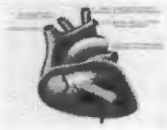

Apopka Task Force on Violence Community Biopsy

Apopka Community Taskforce on Violence / Apopka Ministerial Alliance Leadership

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Retired O.C.S O. Captain ~ ***Task Force Co-Chairman Ken Wilson***
Orange County Commissioner ~ ***Bryan Nelson - Task Force Advisor***
Apopka Faith Ministerial Alliance ~ ***Pastor (s) Bradford, King & Morgan***
Apopka Task Members ~ ***Member List (Available Upon Request)***
The Apopka Police Department ~ ***Chief Michael McKinley***
The Orange County Sheriff's Office ~ ***Sheriff Jerry Demings***
The Apopka Community ~ ***Citizen Participation***

Special Recognition:
~ ***U. S. Attorney Roger Handberg***
~ ***Bethune-Cookman University***
(Criminal Justice Program Faculty & Students)
~ ***City Commissioner Kyle Becker***
~ ***City Commissioner Doug Bankson***
~ ***City Commissioner Billy Dean***
~ ***Former O.C. Commissioner Fred Brummer***
~ ***Andrea Nelson, Esq. - Nelson Law Firm***
~ ***Orange County Government***
(Community Action)
~ ***Iberia Bank***

Public Awareness Recognition:
~ ***The Apopka Voice***
~ ***The Apopka Chief***
~ ***Channel 9 News (WFTV)***
~ ***The Orlando Sentinel***

Task-Force

Summary

Recommendations

Apopka Task Force on Violence Community Biopsy

A community often consists of people of different ethnicity, race, religion, caste, gender, health, wealth, and sexual orientation. Although communities may differ depending on the influence of culture and modernization, there some similarities in the challenges they encounter. Apopka is no different, the community focus groups coordinated by the task force identified problems and potential solutions relative to these challenges. The problems identified include mistrust between law enforcement and the community as well as a lack of jobs, education, self-identity, moral grounding, and spirituality. However, in addressing these challenges, it is important to examine and recognize long-term solutions. Therefore, this report seeks to provide specific recommendations related to education, crime, employment, moral grounding, and self-identity.

As a result of several community focus groups which included community residents, victims of crime, business owners, law enforcement, faith and community leaders. The community focus groups were facilitated by Bethune-Cookman University faculty and students. As a result of the input gathered from the community focus groups a five (5) Artery High-Risk community biopsy was conducted and the following prescriptive recommendations were offered.

A. Improve Community Safety (reduce crime and delinquency);

B. Improve relationships between law enforcement and community residents;

C. Provide an environment and venue conducive to the development of employability skills necessary for gainful employment;

D. Create jobs; and

E. Improve educational and vocational opportunities.

Apopka Task Force on Violence Community Biopsy

EDUCATION INITIATIVE

The need to allow parents to decide the best educational environment to allow their children to thrive academically must be a major priority. To this end, evidence based best practices and school choice programs should be considered to ensure children residing in impoverished crime ridden communities are afforded quality educational opportunities. A one size fits all approach must give way to innovative strategies in the administration of quality educational services for high-risk students and their unique challenges.

Introduce and implement an educational approach that recognizes the critical importance of **G**rades, **B**ehavior and **A**ttendance (**GBA**). Research has shown students who achieve in these areas (GBA) are less likely to become delinquent or drop-out of school. In contrast, students with poor GBA histories are more likely to become delinquent and subsequently penetrate further into the adult criminal justice system. A large segment of the 100,000+ inmates in the Florida Department of Corrections 2+ billion-dollar tax payer supported penal system have prior juvenile delinquent histories.

Expanding the accessibility of community based educational services, i.e., afterschool tutoring and G.E.D. services is an effort to increase positive educational outcomes for youth and young adults residing in high-risk community. The lack of quality educational support services negatively impact student learning outcomes. Students from low income families and communities, similar to some of the high-risk neighborhoods in Apopka and Pine Hills would benefit from expanding educational support opportunities through the utilization of existing underutilized faith and community based institutions. These services would be afterschool tutoring, parental support guidance, mentoring, etc.)

These institutions can serve as a support to students, parents and local schools in the effort to ensure positive educational outcomes. Improving teacher, student, and parent relations is a crucial to improving the effectiveness of education in a community. When teachers and group of students have good relationship, both the teacher and students enjoy teaching and learning more. When schools prove to be chronically failing, parents should have the option to choose better performing schools for their children regardless of whether private or public schools.

Thus the following should be considered:

1. Examine the feasibility of implementing evidence based school choice opportunities for high-risk youth attending low performing schools;
2. Provide funding for faith and/or community based afterschool tutoring programing;
3. Provide funding for gender specific mentoring services;
4. Increase the utilization of pre K services for qualified children residing in high-risk communities.

- ***GOVERNMENT RESOURCES ACCOUNTABILITY***

The equitable distribution of government resources is critical to impacting the lives of residences, especially in high-risk communities. Government accountability includes the following:

1. Provide economic development and home ownership opportunities for the affected community residents through the utilization of the "Community Redevelopment Act" (CRA), which was established to address the "slum" and "blighted" areas through redevelopment strategies that may include infill / affordable housing programs, small business grants, public-private partnerships to create jobs, etc.;
2. Ensure representation of all tax payers inclusive of jurisdictions affected by crime and poverty;
3. Limit the growth and reach of government as it relates to tax increases; and
4. Institute an equitable formula as it relates to infrastructure development irrespective of race and/or socio-economic status.

CRIME / YOUTH PREVENTION INITIATIVE

As a result of the Task Force on Violence community workgroups, there were many opinions expressed regarding the issue of violence within the community based on the feedback which is reflected in the community work papers. It was expressed that when adequate resources are directed and focused within the affected communities, the calls for law enforcement services and response to school based on misbehavior were reduced. This is a measurable indicator that provides a return on tax payer dollars which reduced referrals to juvenile justice entities as well as child welfare organizations due to abuse and/or neglect. It is requested that state and local government support the following areas:

1. Juvenile delinquency prevention funding;
2. Adult probation jobs training and coaching community based re-entry indoctrination;
3. Institute a "Neighborhood Accountability Board" (NAB) and Civil Citation Programs;
4. Gang interdiction funding for local programming;
5. Substance abuse counseling services; and
6. Mental Health counseling services.
7. Develop foster home capacity of high risk communities for at-risk behavioral modality youth as an alternative to transitioning into delinquency more costly modalities; and

JOBS INITIATIVE

Common themes expressed through out each of the community workshops included poverty, the willingness and acceptance of employment opportunities as an alternative to idled time, susceptibility of the use and/or abuse of illegal substances, and succumbing to negative peer pressure.

There are several reasons given for unemployment, including the lack of vocational skills and soft skills development in addition to the lack of personal motivation. This is true for adults and age appropriate youth.

The following recommendations were offered:

1. Provide community based funding to create job coaching and workforce development services for at-risk youth and young adults, (i.e., - juvenile/adult probation workforce development initiatives that are community based);

2. Provide funding for community based job training and placement assistance;

3. Secure financial support from Career Source to implement community based level job training and coaching; and

4. Funding for youth aging out of foster care specifically for jobs training and placement services.

"Jobs/Employment changes behavior"

Apopka Task Force on Violence Community Biopsy

COMMUNITY & LAW ENFORCEMENT RELATIONSHIP

To promote and improve community and law enforcement relationships, the task force is requesting state funding from the Department of Community Affairs to support law enforcement agencies serving the Apopka and Pine Hills Community. This funding will be designated to support citizen driven and community-based entities that will work collaboratively with law enforcement to achieve specific goals and objectives related to developing a culture of communication. This will result in increased community safety, collaboration and decrease in unsolved crimes.

Community policing encourages law enforcements participation as a valuable community stakeholder which establishes a heighten professional familiarity with community residents and promotes a proactive exchange of communication with the public. With community policing, the emphasis is on preventing crime before it happens, not responding to calls for service after a crime occurs. Community policing has numerous benefits to include bringing the community together, deterring crimes, educating the community, increasing commitment to the community, changing perception, and building a culture of trust between community residents and the law enforcement. Open dialogue is critical to the successful implementation of a community policing approach. It allows members of the community to better understand the duty-bound actions of law enforcement which may assist in diminishing the historical view of being negatively profiled, abuse of authority, disrespected, and the sense of being publicly humiliated during lawful stops. This approach is predicated on community residents sense of obligation of abiding by the laws of the land, respecting the legal authority of law enforcement and understanding the overall end objective of any interaction with law enforcement for both parties involved in, ***"Surviving the Stop"***.

Apopka Task Force on Violence Community Biopsy

Summary Legislative Request:

The Community Taskforce on Violence and Apopka Ministerial Alliance has taken a position to be responsive in the delivery of services that directly impact their community. It is further believed that faith & community based organizations can better deliver these services with a greater return on investment. Upon reviewing the legislative priorities of the Governor, Florida House and Senate leadership, it is believed this legislative proposal is of local and statewide interest and therefore humbly request the support and assistance to ensure real and measurable outcomes are achieved through this innovative legislative funding request.

It is requested that legislative support be given to this holistic and first of its kind state legislative budget request (LBR) that has significant statewide interest and implications relative to combating issues that are NOT unique to Central Florida. In an effort to ensure that there is local investment in securing a return on taxpayer investment (ROI), this initiative will also be requesting a twenty (20%) percent match from the two affected local government municipalities based on a pro-rated share of jurisdiction (see below).

State Government Legislative Appropriations Request:

- Department of Juvenile Justice Funding $250,000.00
- Department of Children & Families Funding $250,000.00
- Department of Education Funding $250,000.00
- Department of Elder Affairs Funding $250,000.00
- Department of Corrections Funding $250,000.00
- Department of Health Funding $250,000.00

Total: ***$1,500,000.00***

Local Governments 20% Matching Funds Request:

- City of Apopka (55%) $165,000.00
- Orange County Government (45%) $135,000.00

$300,000.00

Apopka Task Force on Violence Community Biopsy

It is requested that the funding allocation from each of the aforementioned agencies be journal transferred (JT'ed) to the Department of Economic Opportunity as the umbrella agency to administer funding for this legislative request. It is understood that each state agency may have different reporting standards and if this request is approved, adherence to each respective agency's reporting standards will be maintained.

In anticipation of the Apopka Task Force's requested legislative appropriation being approved by the Florida State Senate and House, and subsequently approved by the Governor, a high quality and reputable *not-for-profit* organization will serve as the fiscal agent.

This initiative will establish measurable thresholds to determine the ROI, as well as, the performance of a mid and annual year evaluations. Each funded area will also be mandated to participate in at least one (1) quality assurance examination to ensure service delivery best practices are being executed as well as to explore and document unrealized service delivery innovations.

Thank you for your serious consideration of, ***"Making High-Risk Communities Great!"***

Task-Force

Subject Matter

Workpapers

Apopka Taskforce on Violence
Recommendations

1.) Strengthen the relationship and bond between law enforcement and the community

A consistent concern expressed during all three (3) of the community focus group sessions was the need to improve the relationship between law enforcement and the community. To this end, it is recommended that specific and targeted training involving community residents and local law enforcement professionals (city and county). It is further recommended that the proposed training be delivered in three distinct but related phases. The three phases are outlined below.

Phase 1: Community Residents - This training is designed to examine and address the mistrust by the community as it relates to law enforcement. The training will examine perceptions and attitudes of the community towards law enforcement from an historical perspective. Training participants will be provided an in-depth overview of the hiring process and training of law enforcement professionals. The training will also explore the goals and objectives of law enforcement in delivering services to the community. Participants will also participate in role playing scenarios depicting the situations law enforcement professionals encounter while serving the community. The purpose of this training component is to provide community residents with a understanding of the role and perspective of law enforcement professionals in ensuring the safety of the community.

Phase 2: Law Enforcement Professionals - This training is designed to introduce and provide effective interpersonal communication strategies for law enforcement professionals. The training will include an examination of barriers to effective interpersonal communication as well as de-escalation strategies to resolve or prevent communication conflicts. Training participants will explore the influence of individual cultural rules, values, and beliefs on human interactions and perceptions. The training will also seek to promote the importance of mutual understanding and respect between law enforcement and the community.

Phase 3: Community Members & Law Enforcement Professionals- This training is designed to provide community residents and law enforcement professionals with an understanding and awareness of each other's role in ensuring the safety and security of the community. The training will focus on enhancing the mutual accountability and responsibility between law enforcement and the community in order to provide a safe environment for the children and families of Apopka.

It is further recommended that consideration be given to the utilization of private security resources in documented and persistent high crime areas. Personnel must be well trained in the area of community engagement and solution oriented services. This strategy may prove to be a cost-effective approach in the effort to increase public safety in high crime and disadvantaged areas. Private security visibility can serve as a deterrent and provide extended eyes and ears in the high-risk communities.

2.) Promote jobs

Neighborhood Youth & Adult / Juvenile Probationer Workforce Development Initiative:

1. Governor Scott has invested tax payer dollars as well as his own political capital in building his reputation as ***"Florida's Jobs Governor"***. He has been successful in creating 1 million plus jobs over the past 6 years. We encourage a similar focus on business development and job creation targeted towards high-risk neighborhoods. Various studies show that viable employment curbs violent behavior and we would highly encourage and invite a similar focus of business development and job creation targeted in high-risk neighborhoods. Employment is denoted as a positive risk factor that impacts the susceptibility of criminal and delinquent behavior in impoverished communities. Several factors impacting viable employment opportunities in high-risk communities are presented below.

    a. High-risk neighborhood youth are in desperate need of soft skills training that would provide critical skill sets. This was a common theme discussed during the taskforce community workshop sessions. Both youth and adults expressed a concern about the increased acts of crime, specifically violent crime.

    b. Adult and juvenile probation offenders are also a target population residing in high-risk communities and in need of soft skills job training, job coaching and job placement services.

    c. Community Redevelopment Act (CRA) resources should be utilized to support the various designated areas within the CRA boundaries. CRA support will make available resources such as cost free community center access to hold community meetings, and other related events.

3.) Promote and Encourage Educational Achievement

One of the major themes during the Apopka Taskforce youth focus group forum was the lack of educational support at home and sometimes, at school. Some of the youth also expressed a concern that many of their fellow students exhibited little or no interest in school. Current and past research points to the relationship between the lack of educational achievement and delinquency involvement.

Currently, disadvantaged children and their families have less opportunity to experience complementary learning than their more affluent peers. Thus, they do not experience the rich set of learning opportunities that research suggests is essential to positive learning and developmental outcomes, which further widens the achievement gap. This is also true for family involvement, where we see differential patterns in involvement based on socioeconomic factors as well as educator outreach. The same applies to access and participation in after-school and summer learning programs, where we see differences in participation based on socioeconomic status.

As a means to supporting family engagement and children's learning, it is crucial that programs implement strategies for developing partnerships with families (Henderson & Mapp, 2002). These strategies should be appropriate for the diverse population programs serve and reflect a commitment to outreach (Colombo, 2006; Crawford & Zygouris-Coe, 2006). A systemic approach to supporting the role of families in their children's learning is essential. Parents who are involved early and throughout school years have children who are more likely to enter school ready to succeed and to graduate and go to college. Further, families play a critical role in accessing and sustaining participation in a network of quality learning supports. Many families lack the social and political capital necessary even to know about, let alone make good choices in, learning opportunities for their children. Thus, a systemic approach to family involvement is one that helps families understand the value of continuous learning of all kinds and offers the network of supports necessary for that learning.

To address the issues related to the lack of educational support and achievement among at-risk youth residing in the Apopka community, the following recommendation is offered.

a. Solicit the support of local faith and community-based agencies to implement afterschool educational programs. Given the fact that these institutions have historically served communities and neighborhoods plagued by crime, delinquency, and educational deficits, they can and should play a more vital role in addressing these issues identified by the taskforce. While it is customary for faith instructions to serve its congregation on Sundays, the need for these institutions to provide educational and youth development support during the week is needed now more than ever before. It is therefore recommended that increased efforts and funding be directed to local faith and community-based organizations to target high-risk youth and neighborhoods within the Apopka community.

4.) Provide Delinquency and Crime Prevention Services (Mentoring, Sports, & Arts)

The Apopka Violence Prevention Taskforce was created out of a growing community concern for the alarming rise in homicides in Apopka at the beginning of 2016. The issue of crime and violence in specific areas of the Apopka community emerged as a topic of discussion during each of the three (3) community focus groups hosted by the taskforce. According to the information obtained during the focus groups, it was consistently recognized that high levels of crime and violence negatively impacted family stability, community safety, and meaningful employment opportunities. The need to adequately address crime, violence, and delinquency is critical to improving the life choices and chances of youth and young adults residing in Apopka. The notion that there is a singular solution to addressing the multifaceted issues associated with crime and violence is naive. Such a view tends to lead to a Band-Aid approach that ultimately fails due to a lack of understanding the true underlying issues. For this reason, the following multidimensional recommendations obtained from the taskforce are offered.

1. **Provide intentional, targeted, and structured mentoring opportunities for youth and young adults residing in high-risk neighborhoods.** The Social Learning Theory holds that behavior occurs as a result of the interplay between cognitive and environmental factors. Noted scholar Albert Bandura theorized that behavior is learned from the environment through the process of observational learning. Children observe the people around them behaving in various ways.

   It is recommended that consideration be given to implementation of the Situational Environmental Circumstances (SEC) Mentoring Model. The SEC Mentoring Model is rooted in the Social Learning Theory. The modeling process by which individuals learn through observing others, intentionally or accidentally, serves as the underpinning for the SEC Mentoring Model. The SEC is premised on the fact that the selected mentors (college students) will typically hail from the same or similar environments and family structures as the youth being mentored. This shared life experience makes the mentors uniquely qualified to serve as role models. Providing mentees a model of how a young person should conduct themselves in various settings (school, family, community, etc.) is consistent with the principles of the Social Learning Theory. The SEC Mentoring Model is currently being implemented under the auspices of the Florida High-Risk Youth Delinquent and Dependent Youth Educational Research Project. The project is managed by Florida State University and includes project sites at each of Florida's Historically Black Colleges and Universities, as well as, other higher learning institutions.

2. **Implement structured prevention and intervention programs in the Apopka community. Such programs should include Neighborhood Accountability and Civil Citation Programs.** Identifying and preventing youth who are at greatest risk of system involvement or effectively intervening with youth at the initial stage of juvenile justice system involvement is critical to community safety. Research has

shown the earlier a youth becomes involved in the delinquency the greater the chances of continued system involvement as an adult. The Neighborhood Accountably Program (NAB) focuses on youth who have not been formally identified by law enforcement as a delinquent youth, but who displays behaviors that may place him/her at high-risk of delinquency involvement. In contrast, the Civil Citation Program seeks to intervene with youth who have been identified as delinquent. However, the youth is given the opportunity by law enforcement to avoid being formally processed and entered into the juvenile justice system if the youth completes agreed upon sanctions. Both programs are community-based and require structured community-based services. Many of these institutions have established relationships in the community. Given that faith- and community-based organizations tend to be located in or near high-risk areas, these institutions can be ideal partners in the delivery of prevention and intervention services offered by Neighborhood Accountably and Civil Citation programs.

3. **Increase opportunity and support for youth to participate in extracurricular activities, to include sports and the arts.** Youth that are involved in extracurricular activities are less likely to engage in delinquent behavior. After-school hours are the peak time for juvenile crime and risky behaviors such as alcohol and drug use. Most experts agree that after-school programs offer a healthy and positive alternative. Research has supported the notion that the type of daily activities that one partakes in and the peers around them can affect involvement in delinquency. Structured after-school activities have the presence of organization while creating specific roles that can make adolescents responsible for social control and offer fewer opportunities for delinquency. Such programs also tend to include character development and positive youth development opportunities. (Burton & Marshall, 2005; Landers & Landers, 1978; Osgood et al., 1996).

4. **Increase efforts to engage faith- and community-based organizations in the delivery of the services identified in recommendation #1, #2. And #3 above.** As previously noted, these institutions tend to be located in or near high-risk areas, these institutions which makes them ideal partners in the delivery of prevention, intervention, character development, and extracurricular services.

5) *Community & Government Accountability*

Community Accountability:

High-Risk community residents have expressed concerns about the increased acts of crime. Unfortunately, the psychological affects of the prevalence of violence in high-risk communities is all too often not diagnosed to the extent that post-traumatic stress disorders (PTSD) go untreated thus exacerbating the issues of violence.

To increase ***Community Accountability*** the follow must be addressed.

a. High-Risk community residents interested in taking ownership of what happens in their community should receive sustainable supports, such as cost free community center access to hold community meetings, with specific goals and community targeted agenda items to address.

b. High-Risk communities must embrace and develop a culture of communication and disclosure with reporting what they believe to be law violations to area law enforcement. This law abiding culture of communication must permeate throughout the community at every age, gender/and ethnicity level.

Government Accountability:

The issue of government accountability for Apopka is both unique and complex in that the lack of such accountability appears to contribute directly to certain problems within the City. The two major issues are.

a. The first example is the historic case of Dowdell v. City of Apopka, where Charles R. Scott, Senior District Judge with the U. S. District Court for the Middle District of Florida, ruled in the favor of the plaintiffs in a class action lawsuit based on racial discrimination against the City of Apopka. The class of plaintiffs consisted of African-American residents of an area known as South Apopka. Judge Scott found disparities in the distribution of resources to African-American residents. As such, South Apopka residents were not receiving services related to: 1) paving & maintenance of streets; 2) storm water drainage facilities, 3) water distribution system; 4) Sewerage facilities; and 5) park recreational facilities.

b. The second, is the interlocal agreement between Orange County and City of Apopka regarding annexation. Orange County Government has initiated several community based initiatives to address issues that impact disparity, which again the Task Force contends these disparities contribute to violence, poor education, as well as the lack of jobs and economic development opportunities. Economic development or redevelopment efforts would promote the creation of economic growth opportunities, which in turn would address the root causes of violence in the community. Critical opportunities to promote such economic growth exists with the Apopka Community Redevelopment Agency (CRA), which pursuant to Chapter 163, Part III, was created to address "slum" and "blighted" areas, as well as provides the ability to support community policing programs and promote public-private partnerships to establish opportunities for economic growth in the underserved portions of the City through the use of CRA funds.

The need exists to utilize a triage approach to prioritize the utilization of CRA funding to divert its use away from non-essential items, such as streetscapes, when these resources could be put to better allowable uses to develop small businesses, increase community policing programs, or provide affordable housing options through infill or first time homebuyer assistance programs within the CRA boundaries. As one example, to facilitate greater community pride and participation, which will in turn promote much needed economic development and redevelopment opportunities, the Apopka CRA funds could be used to create an infill housing program that will identify areas where affordable housing may be instituted to provide funding to first-time home buyers or qualified residents for down payment assistance. Infill housing programs can effectively improve the conditions of the residents, as well as attract small businesses and/or corporations into the area to ignite the engine of economic growth and development. Should it be found that the Apopka CRA Plan does not address the specific needs of the community to address the "slum" and "blighted" areas, efforts should be undertaken to amend the CRA Plan as permitted by Chapter 163, Part III.

Lastly, a critical review of fair and competitive government contracting that would provide greater financial opportunity for small area businesses to grow and create jobs within the local community. This is inclusive of allowing local businesses to compete for tax payer dollars thus providing a path forward for women, minority, and veteran owned businesses. **Note: Orange County Government has a highly-recognized minority business certification initiative that* ***does not fund a special set aside*** *for minority businesses. Despite not having a special fund for minority businesses, Orange County Government has a demonstrated history of small business success that warrants duplication in the Apopka community that would directly impact high-risk communities.* An additional benefit to Orange County's CBE initiative, is that it incentivizes *"prime contractors"* to partner with *"Certified Women, Minority & Veteran owned businesses"* by awarding additional points scored on bid solicitations to secure tax-payer government contracts.

Community Input

Workgroups

Matrix (s)

May 24, 2016

Community Listening Tour
May 24, 2016
Group #1

Problem	Solution
❖ Lack of identity, not knowing yourself	❖ Reintroduce the Bible ❖ Create more connections between the home and the institutions of learning.
❖ Lack of Respect	❖ Educate the community on the effects of selling drugs to the community. ❖ Educate the community on the harmful effects of making illegal activities the norm.
❖ Lack of Education o Ex. Systemic Racism in the schools and in the workforce	❖ Provide a full education, including those sectors that are not so pretty to the reputation of America. ❖ Students need to see themselves in the school system. o Ex. Inspirational Speakers, Administrators, etc. should be of all types of genders and ethnic backgrounds. ❖ City leadership and community need to do more to help themselves and the children in the community.
❖ People don't speak out when they see or hear about crime.	❖ Be preventive o Ex. When you see something, say something. ❖ Be more outspoken on crime ❖ Look for more opportunities to bring about social justice to counteract the social injustice. ❖ Partner with city officials to discover how to bring about the best and lasting change.
❖ Low employment and skills to be employed	❖ Job training ❖ Better paying jobs
❖ Not enough artistic programs: Redefine realism	❖ Create more talent oriented programs o Ex. Art, Acting, Production, etc.
❖ Lack of spiritual involvement in schools	❖ Address many issues with the inclusion of how the Bible disciplines issues.
❖ Child Care too expensive	❖ Grants for child care
❖ Education too costly	❖ Development of more scholarships
❖ Working relationship between government and community	❖ More politicians volunteering ❖ Removal of barriers regarding socioeconomics
❖ Work together to fix issues in the community.	❖ Help one another ❖ Support one another
❖ Inability to use facilitates	❖ Lower cost of local and community buildings
❖ Diversity	❖ Employ more ethnically diverse persons in the community
❖ Community Residents	❖ Residents say something and do something against crime ❖ Look inward for agents of change. ❖ Outsource opportunities of change.

Community Listening Tour
May 24, 2016
Group #2

Problem	Solution
• Toxic Culture in Community Toxic: Distrust b/w Police & Community Fear Of Retaliation Ex: Witnesses not speaking on Crime	• Change of Mindset of Youth - Teach Empathy, Remorse, & Respect in Elementary school • More Community gatherings b/w Law Enforcement & Citizens • Enforced prosecution to make citizens feel more safe and to prevent others from committing the same crime
○ Lack of Self Identification of individuals who commit crimes	○ Educate them on who they are, where they came from & their purpose
▪ Violence	▪ Schools have workshops to interact with other schools in a positive manner
❖ Parental Discipline	❖ Clear understanding of the difference between Abuse and Discipline
✓ No Understanding of Faith and God	✓ More Church Involvement ✓ Community Leaders reaching out more often (Once a month) ✓ Religious Leaders of churches engage with the school system to build relationships ✓ God as a behavior modification ✓ Tangible guidance
➢ No Job opportunities	➢ More resources need to be available ➢ Identify specific children with behavioral challenges and open up opportunities for them specifically (mentoring, jobs, etc)
➢ Not enough Guidance	➢ More mentoring programs ➢ More leaders willing to help & implement values to these youths ➢ More male involvement

Community Listening Tour
May 24, 2016
Group #3

PROBLEMS	SOLUTIONS
❖ STANDING ON THE SIDES OF THE STREETS	❖ JOBS ❖ EDUCATION ❖ HOUSING ❖ CORDINATING RESOURCES
❖ BEING AFRAID OF POLICE OFFICERS	❖ BUILDING RELATIONSHIPS WITH POLICE
❖ ACTIVITIES FOR YOUTH	❖ ACTIVITIES FOR THE YOUTH THAT ARE ACCOMPANIED BY
❖ PARENTING (BEING EDUCATED)	❖ CLASSES EDUCATING PARENTS ON SOCIETIES PROBLEMS (VALUES)
❖ COMMUNITY OUTREACH	❖ MORE ACTIVE EVENTS
❖ YOUTH EMPLOYMENT	❖ MORE JOB OPPORTUNITIES
❖ UNSOLVED MURDERS	❖ BUY INTO COMMUNITY
❖ LOW STANDARDS	❖ BIBLE BASE
❖ LACK OR IDENTITY	❖ UNDERSTANDING WHO YOU ARE

Community Input

Workgroups

Matrix (s)

June 23, 2016

Apopka Youth Focus Group
Education/Employment
Group #1

Problem	Solution
❖ Lack of Community Involvement	❖ Build more community centers around the area and make them accessible to the youth in community. • Volunteering • Give a Voice to voiceless by dealing with social injustice. • Food Bags • Toy Drives • Annual Carnival • Tutoring Programs • Library with access to books for all
❖ Crime in Community • Jobless • School Drop-outs • Idol-time and nothing to do • Lack of Supporting adults • Drug and Gang Violence	❖ Summer Camps ❖ Mentoring Programs ❖ Engage youth at early age
❖ Negative View of Youth (All of the youth stated that overall they feel as though the community and its leaders sees youth in a negative light, 4/4)	❖ Volunteering ❖ Community Activities ❖ Put programs in to place and keep them around so youth can stay active. ❖ Share responsibility in the good as much, if not more, than the negative. ❖ Show more positive images of the youth.
❖ Teachers don't want to teach • Lack of understanding • Negative attitudes that don't help the learning environment. - One student explained how in her school in the past school year 50 teachers quit. - Ratio of students who do care about school vs. those who don't: 20-30% to 70-80% - Ratio of teachers who care about teaching vs. those who don't: 80%-20%	❖ Provide more time for tutoring ❖ Better attitude ❖ More understanding ❖ Engage in tactful ways to make students want to learn. ❖ Teacher – student and student-student learning exercises. ❖ Lessons for each learning style: Visual, kinesthetic, and auditory.
❖ Classroom • Negative peer influence	❖ Build Self-Esteem ❖ Have teachers show that they care about their students. ❖ Programs/ events that stress the importance of planning for the future. ❖ Counselors initiate students to take Honors and AP courses, when they see that students have the potential and tools to succeed. ❖ Provide benefits and rewards for being in AP/Honors like when notable events occur.

❖ Stereotypes in the media • Hyper-masculinity due to disadvantaged communities (minorities)	❖ Publish and show more positive images of minority young males and young males overall in the community. ❖ Positive Reinforcement (Comment by adult onlooker of the group) ❖ Provide more ways to highlight masculinity.
❖ Lack of family involvement • Little to no expectations • Negative siblings	❖ Family is important in youth being successful or not being success. ❖ Build self-motivation in youth ❖ Mentors to serve as role models and parental figures ❖ Parent/ Family Therapy: Learn better to do better ❖ Positive siblings make for a positive influence ❖ Negative siblings teach younger siblings to have self determination to do better
❖ Minorities are targeted most as it relates to crime and juvenile justice. • Students stated that at about a 69% chance minorities are more likely arrested or the target of an arrest. • Lack of education due to many being drop outs.	❖ Change stereotypes ❖ Change the environment of youth and younger siblings ❖ Educate the poor ❖ Educate those who dropped out or think about dropping out. ❖ Establish a means of sustainable and legal income ❖ Teach time management skills
❖ Employment • Lack of Experience • College vs. High School expectations among co-workers and employers	❖ Volunteering opportunities to build a skill set ❖ Mandate a learning Strategies course: • Mock Interviews • Resume building

Apopka Youth Focus Group
Education/Employment
Group #2

Community	
Question	Answer
Does the community/neighborhood in which you live impact your chances of success? What things help youth be successful, and what things make it harder for them to be successful? If communities make it hard for students to be successful, what can or should be done about it?	❖ Completely true ❖ Wealth plays a factor as well as schooling playing a role in education and essentially being more successful
Is there a lot, a little or a medium amount of crime in your neighborhood? What are some things that cause crime in your neighborhood? What can be done to address the crime issue?	❖ Neighborhood doesn't have a crime but school has a lot of drugs and gang affiliation ❖ More involvement with students that cause the problems to bring awareness of the situation
How do you feel youth are viewed in your neighborhood? Positively? Negatively? Is there a stereotype, and if so, what is the stereotype? If people's perception of youth is negative, what can we do to improve the image of youth?	❖ Worked at Apopka middle & the community problems were brought in the school and was reflected in student's behavior ❖ Black students are automatically stereo typed and are already labeled "bad" students which causes them to be belittled ❖ Empower them as teachers and administrators instead of putting them down ❖ Choices/decisions determine success; environment doesn't define success

Family	
In what way does the family impact youths' chance of success? Why? What can be done to assist families in helping youth become successful and productive adults? Are certain youth more affected by family-related issues than other youth? If so, how, and how can these issues be addressed?	❖ Caring family plays an important role ❖ Assistance doesn't guarantee the guidance needed for children because some parents do abuse it ❖ More opportunities could be given to parents for children
What impact do older and younger sibling(s) (brothers(s)/sister(s)) have on the success of	❖ Looking up to elder's siblings is motivation and has a huge impact

youth? If siblings make it hard for some youth to be successful, what can or should be done about it?	❖ Empowerment and letting them know they can be different

Crime and Juvenile Justice System	
Are certain youth more likely to be arrested for crimes than others? If so, why? What can be done to address this issue?	❖ People of color are targeted, stereotypes causes targeting to different races ❖ Creating a trusting relationship between law enforcement and community
Do you feel that police; judges, probation officers etc. treat youth differently? If so, what group is treated differently, how and why? If you think some individuals are treated differently than others, do you have suggestions about how to solve this problem? What suggestions do you have?	❖ Apopka is divided and needs to be recognized to correct problems. South Apopka is high with crime for several factors ❖ White individuals will be let off easily

Education	
What are some of the school-related (teachers, rules, peers, principal etc.) issues you feel have a positive or negative impact on the educational success of Black male youth? If there are things that help students in school, what should be done to expand those things? If there are things that have a negative impact on student success at school, what are solutions?	❖ In school aid for students is important, guidance and more one on one time with young black males
If you were a teacher what would you do differently to improve the academic success of students?	❖ It's personally hard as a teacher because students weren't motivated and I couldn't figure out how to effectively help that issue - Create trusting and strong influential relationships - It's hard for teachers because of testing and so many students
According to Orange County delinquency records, certain groups (i.e. -males) represent the largest proportion youth arrest at school. Why do you think this is? What could be done to address this trend?	❖ Bad things are happening because of at home situations and stereotypes ❖ Reputation from other family members can cause targets
What influence (positive or negative) do peers have on the success of students at school?	❖ Dominoes effect of success, but a negative effect can influence others as well but ambition can reverse that

What are ways we can increase positive peer influences and decrease negative peer influences?	❖ Help from sources - Install individuality and not being envious/jealous of others success

Employment	
What are the best and worst types of jobs that students have in your community?	❖ 8th grade boys are doing construction work wanting to make money, one young man is already planning to move out because of household issues ❖ They look down on formal(office) jobs ❖ They uphold labor intensive jobs ❖ Some races feel discouraged because of stereotype for job types
Have you ever gone to an agency or program that said they would help you get a job? Do you remember the name? How did it turn out? If the agency or program ended up getting you a job, why do you think it was successful?	❖ Hope community center, works as a counselor for community ❖ They had faith in me ❖ See a lot of potential in community youth and it motivated the leaders ❖ Learned a lot and gained first hand insight from job

Community Input

Workgroups

Matrix (s)

July 14, 2016

Apopka Final Community Focus Group
Violence in the Community
July 14, 2016
Group #1 (Bellamy)

What do you think contributes to the violence in your community?	What can be done to address the problem(s)?
• Fear of one another	• Community Interaction; Create opportunities for communities to come together
• Younger generation doesn't have respect	• "Correct teaching of bible" • More church involvement and guidance • Better Influence from parents to teach the kids how to act
• Lack of education & Self-Identity	• True education and interpretation of bible • Teacher improvement
• Low Expectations	• Don't judge a book by its cover
• Social economic poverty	• Open opportunities to curve issues • Vocational training/skill sets
• Lack of self-respect	• Knowing who we are biblically • Teach self-respect in household
• Lack of self-esteem	• Encouragement and recognition when doing good • Empowerment and involvement

• Racism	• Face the fact that white people are racist and this country was built on a racist foundation
• Gang Violence	• Mentoring • Community Involvement
• Parental responsibility	• Parents need to be more involved • Open doors for churches on other days other than Sunday
• Young men not knowing what it takes to be a man	• Mother needs to stop degrading father in child's presence • Promote household togetherness

Problems with no solutions because of time limit:

Lack of opportunities; Faith Based Responsibility; Women Empowerment; Lack of communication; Job training;

Apopka Final Community Focus Group
Violence in the Community
July 14, 2016
Group #2

Problem	Solution
❖ Parent Accountability	❖ County fine parents for not holding child accountable when the laws/ rules are broken ❖ Counseling Services provided for families to teach accountability and proper family structure.
❖ Community Doesn't know God ❖ Not enough church involvement	❖ Teach Children the laws of God ❖ Religious leadership needs to come out for community forums and functions even if they are not given public recognition.
❖ Community Has Divorced the Police ❖ Police Acceptance	❖ Reconnect the relationship between community and police. ❖ Trust needs to be re-established between both parties. ❖ Community provide more helpful tips when calling in a report or crime. ❖ Clarify relationship and expectations ❖ Put the unity back into community
❖ Community Taught too early to fear police (e.g. Child is misbehaving in the store and the mother, seeing the off duty police officer in their uniform, tells the child that if they do not behave the police will come get them and take them to jail.) ❖ Reactive when it comes to crime	❖ Invested Interest ❖ Understand that Law Enforcement are people too. ❖ Community Policing ❖ More Police Ambassadors ❖ Have a designated Community Ambassador ❖ Be proactive when it comes to crime.
❖ Hate for one another in the community	❖ Teach Love and Respect
❖ Parents lack education and that leads to their lack of ability to educate the youth.	❖ Better established education for the community.
❖ Breakdown of relationships	❖ Work on relationships: - Men - Women - Parents and children - Mentor and mentee - Teacher and student
❖ Some members of society have too much time on their hands due to there not being much to do in the community.	❖ Community Programs
❖ Employment • Lack of Good Jobs • Better Salaries • Adjusted Salaries	❖ Better Jobs

Apopka Final Community Focus Group
Violence in the Community
July 14, 2016
Group #3 (Chris)

Problem	Solution
Unemployment	❖ Small Business ❖ Knowledge of self ❖ Job Training ❖ Re-Entry level program ❖ Unity (within the people) ❖ Economic Development
Lack of Education	❖ Parental Support ❖ Resources (Tax Increments) ❖ Home School ❖ Truth & Education System ❖ Better Teachers ❖ Financial (Incentive for teachers)
Low Community Participation	❖ Community Involvement ❖ Activities
Easy access to Drugs & Guns	❖ More Law Enforcement ❖ Laws of God in the church ❖ Sports
Access of Social Media & Music	❖ Classes that promotes responsibility and understanding of what is allowed on Social Media and Music.
Lack of Role Models	❖ Mentoring Programs ❖ Church (outreach)

APOPKA COMMUNITY

PRINT MEDIA PUBLIC NEWS SERVICE DOCUMENTED UNITED STATES OF AMERICA DOMESTIC HEALTH CRISIS

CRIME / VIOLENCE

HUMAN TRAGEDIES

UNMET POTENTIAL

Apopka, Florida

09 December 2016: Stealing (http://www.wftv.com/news/local/thieves-break-into-apopka-vet-offices-steal-parasite-meds-police-say/474660864)

03 December 2016: Shooting (http://www.fox35orlando.com/home/221283419-story)

02 December 2016: Murder (http://www.orlandosentinel.com/news/breaking-news/os-demarquis-prince-charged-attempted-murder-20161202-story.html)

03 November 2016: Shooting (http://www.wftv.com/news/local/police-apopka-man-gunned-down-burned-car-found-mile-from-scene-/463488087)

02 October 2016: Shooting (http://www.orlandosentinel.com/news/os-man-shot-in-orlando-drug-deal-20161002-story.html)

29 September 2016: Burglary (http://www.wftv.com/news/local/burglary-suspect-arrested-after-hiding-in-attic-for-8-hours-at-apopka-home/451863737)

10 September 2016: Sexual abuse (http://www.orlandosentinel.com/news/breaking-news/os-apopka-matthew-tibbetts-20160910-story.html)

13 August 2016: Standoff between deputies and a gunman. (http://www.orlandosentinel.com/news/breaking-news/os-apopka-cvs-possible-gunman-20160813-story.html)

05 July 2016: Shooting (http://www.orlandosentinel.com/news/breaking-news/os-apopka-drive-by-shooting-obt-20160705-story.html)

26 June 2016: Shooting (http://www.wesh.com/article/2-women-hurt-in-apopka-drive-by-shooting-1/4450449)

08 June 2016: Shooting (http://www.patheos.com/blogs/friendlyatheist/2016/06/08/florida-pastor-with-a-violent-past-shoots-and-kills-his-wife-while-cleaning-his-gun-he-claims/)

16 May 2016: Robbery and Shooting (http://www.wesh.com/article/apopka-man-shot-during-robbery-attempt-in-his-back-yard/4449544)

04 May 2016: Stabbing (http://www.wesh.com/article/1-killed-3-hurt-in-apopka-stabbing/4441973)

24 April 2016: Vandalism (http://www.clickorlando.com/news/apopka-neighborhood-says-car-break-ins-vandalism-are-hate-crime)

26 March 2016: Shooting (http://theapopkavoice.com/apopka-shooting-in-eight-days/)

21 March 2016: Shooting (http://www.mynews13.com/content/news/cfnews13/news/article.html/content/news/articles/cfn/2016/3/21/deadly_apopka_shooti.html?cid=twitter_MyNews13)

19 March 2016: Shooting (http://www.wesh.com/article/15-year-old-girl-shot-and-killed-in-apopka-police-say/4448234)

13 March 2016: Shooting (http://orl.baynews9.com/content/news/baynews9/news/article.html/content/news/articles/cfn/2016/3/12/police_1_dead_in_apo.html)

06 Feb 2016: Shooting (http://www.wftv.com/news/local/apopka-police-investigating-after-4-shooting-victims-check-in-to-hospital/64506732)

PINE HILLS COMMUNITY

PRINT MEDIA PUBLIC NEWS SERVICE DOCUMENTED UNITED STATES OF AMERICA DOMESTIC HEALTH CRISIS

CRIME / VIOLENCE

HUMAN TRAGEDIES

UNMET POTENTIAL

Pine Hills, Florida:

15 Dec 2016: Shooting (http://www.wftv.com/news/local/man-sought-in-killing-of-orange-county-pregnant-woman-deputies-say/475905913)

12 Dec 2016: Shooting in front of a convenience store. (http://www.orlandosentinel.com/news/breaking-news/os-man-killed-four-hurt-pine-hills-20161242-story.html)

07 Dec 2016: A woman shot dead. (http://www.clickorlando.com/news/woman-shot-in-pine-hills-taken-to-the-hospital-officials-say)

15 Nov 2016: Robbery and shooting (http://www.orlandosentinel.com/news/breaking-news/os-pine-hills-physician-shot-20161115-story.html)

29 Oct 2016: Stabbing (http://www.orlandosentinel.com/news/breaking-news/os-woman-stabbed-ex-boyfriend-20161029-story.html)

28 Oct 2016: A person gunned down in a barbershop. (http://www[redacted]tv.com/news/local/1-killed-1-injured-in-shooting-at-pine-hills-barber-shop-/461017137)

22 Oct 2016: Shooting (http://www.clickorlando.com/news/2-people-shot-pine-hills)

09 Aug 2016: Shooting (http://www.orlandosentinel.com/news/breaking-news/os-forest-grove-shooting-ocso-a-23-year-old-man-was-shot-about-530-p-m--tuesday-20160809-story.html)

08 Aug 2016: Drive-by shooting (http://www.orlandosentinel.com/news/breaking-news/os-perrine-drive-shooting-20160808-story.html)

02 Aug 2016: Multiple shootings. (http://www.fox35orlando.com/home/184294393-story)

14 Jul 2016: Kidnapping. (http://www.wesh.com/article/21-year-old-man-found-dead-after-being-kidnapped-outside-gas-station-1/4450849)

04 Jul 2016: Shooting. (http://www.wesh.com/news/woman-shot-while-driving-to-work-sheriffs-office-says/40350560)

17 Jun 2016: Shooting. (http://www.orlandosentinel.com/news/breaking-news/os-two-teens-killed-pine-hills-shooting-20160617-story.html)

10 Jun 2016: Shooting (http://www.orlandosentinel.com/news/breaking-news/os-three-shot-pine-hills-drive-by-20160610-story.html)

26 May 2016: Shootings (http://www.orlandosentinel.com/news/breaking-news/os-two-shot-bolling-drive-orange-20160526-story.html)

18 April 2016: Shooting (http://www.orlandosentinel.com/news/breaking-news/os-orange-county-violent-weekend-20160418-story.html)

17 April 2016: Shooting (http://www.wftv.com/news/local/man-fatally-shot-at-7-eleven-near-pine-hills/222260938)

16 April 2016: Shooting (http://www.orlandosentinel.com/news/breaking-news/os-one-shot-hyland-oaks-20160415-story.html)

09 April 2016: Shooting (http://www.orlandosentinel.com/news/breaking-news/os-teen-shot-back-pine-hills-20160409-story.html)

09 April 2016: Axe Attack (http://www.sun-sentinel.com/news/os-john-stubbs-ax-killing-20160409-story.html)

04 April 2016: Multiple shootings. (http://www.wesh.com/article/9-shot-within-48-hour-period-in-pine-hills-1/4448598)

19 March 2016: Shooting (http://www.wftv.com/news/local/man-shot-outside-apartment-near-pine-hills/169467671)

07 March 2016: Shooting (http://www.orlandosentinel.com/news/breaking-news/os-mr-gyros-deputies-shooting-video-20160307-story.html)

23 February 2016: Shooting (http://www.orlandosentinel.com/news/breaking-news/os-pine-hills-home-invasion-shooting-20160223-story.html)

15 Feb 2016: Shooting (http://www.orlandosentinel.com/news/breaking-news/os-two-dead-santa-barbara-pine-hills-20160215-story.html)

25 January 2016: Shootout (http://www.seattletimes.com/seattle-news/crime/man-wounded-in-shootout-other-gunman-escapes/?utm_source=RSS&utm_medium=Referral&utm_campaign=RSS_all)