1

00:00:00,170 --> 00:00:05,609

Our next speaker is Jennifer Subban who

is an associate professor in the

2

00:00:05,609 --> 00:00:09,150

Department of Urban Affairs and

Geography where she teaches courses

3

00:00:09,150 --> 00:00:16,470

related to urban affairs, planning, and

nonprofit and public administration. Her

4

00:00:16,470 --> 00:00:24,269

PhD is from the University of New

Orleans or New Orleans. New Orleans. As

5

00:00:24,269 --> 00:00:29,460

director of the nonprofit leadership

alliance certificate program, she ensures

6

00:00:29,460 --> 00:00:33,780

that students are prepared to meet the

educational and practical demands of

7

00:00:33,780 --> 00:00:39,390

being nonprofit executives. Her research

and service focus on community

8

00:00:39,390 --> 00:00:44,430

development and capacity-building to

overcome disparities and promote social

9

00:00:44,430 --> 00:00:50,360

justice with an emphasis primarily on

women, children, and communities of color.

10

00:00:50,360 --> 00:00:54,960

Subban has a strong commitment to

community engagement at home and abroad

11

00:00:54,960 --> 00:01:00,600

and leads a highly successful service

learning based summer ambassador program

12

00:01:00,600 --> 00:01:06,299

to Durban, South Africa. Her talk is

called "Ensuring Kindergarten Readiness:

13

00:01:06,299 --> 00:01:15,720

The Role of Social Capital. Good afternoon, I

thought I'd sing a song first so that I

14

00:01:15,720 --> 00:01:21,290

could get a good vibe going on with me. [...]

15

00:01:25,300 --> 00:01:31,790

So today I am talking about TOTS, taking

off to success, which is really a

16

00:01:31,790 --> 00:01:38,120

kindergarten readiness program that's

run here in Dayton and the program has

17

00:01:38,120 --> 00:01:46,490

been running now for some time. Probably

about seven years and so this is looking

18

00:01:46,490 --> 00:01:52,000

at building social capital through the

TOTS program so that families can

19

00:01:52,000 --> 00:01:57,619

better support their children and their

children's success through school and

20

00:01:57,619 --> 00:02:03,820

through community resources and so on. So,

21

00:02:04,300 --> 00:02:10,250

the basic reason that TOTS was formed

was that there are a large number of

22

00:02:10,250 --> 00:02:14,450

children in the Dayton public school

system who are entering kindergarten

23

00:02:14,450 --> 00:02:18,709

without being ready and so that means

that when they get to school they are

24

00:02:18,709 --> 00:02:25,640

already behind the curve and have to

responding to those pressures of being behind

25

00:02:25,640 --> 00:02:30,680

the curve because teachers are also

responding to those pressures, those

26

00:02:30,680 --> 00:02:35,330

children generally get left behind and

the status entering kindergarten

27

00:02:35,330 --> 00:02:39,950

stays with them through high school and

beyond and so we're trying to rectify

28

00:02:39,950 --> 00:02:43,640

that situation, at least the TOTS

folks are trying to rectify that

29

00:02:43,640 --> 00:02:54,290

situation through this program. The end

goal is ultimately healthy and engaged

30

00:02:54,290 --> 00:02:59,060

communities. TOTS is run by the

comprehensive neighborhood initiative in

31

00:02:59,060 --> 00:03:04,459

Dayton that's run by Brother Ray Fitz

from the University of Dayton along with

32

00:03:04,459 --> 00:03:09,560

other folks that include public school

officials, community organizations, and so

33

00:03:09,560 --> 00:03:15,019

on and if you think about how they can

help me and engage communities as being

34

00:03:15,019 --> 00:03:21,019

their end goal, what it made me think

about was Kretzmann and John Kretzmann and

35

00:03:21,019 --> 00:03:26,390

John McKnight who said that if we wanted both communities then we really have

36

00:03:26,390 --> 00:03:31,280

to look at a community's assets and

build the community through those assets

37

00:03:31,280 --> 00:03:36,130

because only then can that be

sustainable.

38

00:03:37,409 --> 00:03:42,730

We can just look at the report card for

the Dayton public schools this is the

39

00:03:42,730 --> 00:03:50,709

last year report card and I don't know if you can read

anything on there but what you can see

40

00:03:50,709 --> 00:03:56,590

are the F's and an A. One A and the A

here is for progress that means that

41

00:03:56,590 --> 00:04:01,510

dating public schools is making progress

towards their goal to ensure that

42

00:04:01,510 --> 00:04:06,879

students are successful, but on

everything else there is an F. The

43

00:04:06,879 --> 00:04:15,099

yellow section here at the bottom, is the K through

third grade literacy rates and that also

44

00:04:15,099 --> 00:04:19,660

gets in it and that's the population

that TOTS is really trying to impact

45

00:04:19,660 --> 00:04:27,699

starting with really children from zero

to five years old. So more on the problem

46

00:04:27,699 --> 00:04:34,870

when we think about the problem we know

that language development is an issue. A

47

00:04:34,870 --> 00:04:40,570

child entering kindergarten really and

 forgetting offhand what the number

48

00:04:40,570 --> 00:04:44,889

of words are but there's a certain

threshold that students coming in need

49

00:04:44,889 --> 00:04:50,889

to have in terms of the number of words

in the vocabulary. So that's a problem

50

00:04:50,889 --> 00:04:57,970

and what happens is that even if the

child does really well and even if

51

00:04:57,970 --> 00:05:03,940

parents are really helping their child,

the rate of acquisition even if the rate

52

00:05:03,940 --> 00:05:08,289

of acquisition in terms of vocabulary is

the same they will constantly be behind

53

00:05:08,289 --> 00:05:13,539

so there's a lot of work to do to catch

up to that. Executive function really

54

00:05:13,539 --> 00:05:19,240

talks about the skills that we use to

organize and act on information that we

55

00:05:19,240 --> 00:05:23,159

receive, whether that's from school

within the community from our parents

56

00:05:23,159 --> 00:05:29,830

and so on or even things that happen on

the playground. If without executive

57

00:05:29,830 --> 00:05:34,509

function we often don't we are likely

not to make good decisions and not be

58

00:05:34,509 --> 00:05:39,940

able to respond to those that kind of

information and stimulus. Brain

59

00:05:39,940 --> 00:05:47,080

development requires healthy habits, an

appropriate stimulation for children who

60

00:05:47,080 --> 00:05:51,170

come to

go behind the curve it's likely that the

61

00:05:51,170 --> 00:05:56,030

appearance didn't know how to support

them in terms of their development and

62

00:05:56,030 --> 00:06:03,140

readiness for school and so that poses a

problem and the reason that another

63

00:06:03,140 --> 00:06:08,990

reason that TOTS formed was to support

parents so it is a two gen model, two

64

00:06:08,990 --> 00:06:13,640

generation model. So their parents are

receiving some kind of support and

65

00:06:13,640 --> 00:06:18,980

instruction as well as children being

socialized for kindergarten readiness

66

00:06:18,980 --> 00:06:25,040

and then there's the relational aspect

of poverty. Most times, folks who live in

67

00:06:25,040 --> 00:06:31,340

poverty are tend to be more isolated

particularly in that particularly in

68

00:06:31,340 --> 00:06:38,710

first world countries that's the case

and so that kind of lack of

69

00:06:38,710 --> 00:06:43,370

relationships or what we like to call

developmental relationships that can

70

00:06:43,370 --> 00:06:49,100

help children to grow and be more robust

in terms of their readiness are often

71

00:06:49,100 --> 00:06:53,900

not there and so these are all problems

that need to be addressed through

72

00:06:53,900 --> 00:07:04,490

programs like TOTS. Developmental

relationships are very critical and what

73

00:07:04,490 --> 00:07:07,700

we talk about when we talk about

developmental relationships are the

74

00:07:07,700 --> 00:07:15,410

human interactions between young

children in this case and adults around

75

00:07:15,410 --> 00:07:21,350

them, all the siblings, other community

folks that they might be engaged with

76

00:07:21,350 --> 00:07:24,950

and that these relationships are not one

way relationships. They're reciprocal

77

00:07:24,950 --> 00:07:30,130

relationships. The children are actually

engaged and pull into the conversation.

78

00:07:30,130 --> 00:07:37,160

Allowed to speak, allowed to talk. I know

for myself growing up and and for many

79

00:07:37,160 --> 00:07:42,350

other families that are in the TOTS

program that is just now starting to

80

00:07:42,350 --> 00:07:46,460

happen and it's starting to happen

because parents are realizing that their

81

00:07:46,460 --> 00:07:50,560

children need to be able to express

themselves to learn how to articulate

82

00:07:50,560 --> 00:07:54,890

things that are problematic for them,

things that they were excited about, and

83

00:07:54,890 --> 00:08:01,310

so on. Previously coming into the program

parents would say that you know you need

84

00:08:01,310 --> 00:08:07,030

to be quiet

and maybe not in such a nice way. So

85

00:08:07,030 --> 00:08:16,039

these relationships also have to embody

a sense of emotional attachment to be

86

00:08:16,039 --> 00:08:24,289

more impactful on the children. So if

there is if a parent is frustrated, if a

87

00:08:24,289 --> 00:08:29,690

parent is angry, if a parent is dealing

with relationship problems, that is

88

00:08:29,690 --> 00:08:34,760

likely often to translate to children as

well if parents aren't able to regulate

89
00:08:34,760 --> 00:08:40,279
themselves and so having support for

parents is really important in that

90
00:08:40,279 --> 00:08:48,320
regard and then there's also this balance

of power if we talk about developmental relationships

91
00:08:48,320 --> 00:08:52,940
that needs to

shift. So you know when we start with our

92
00:08:52,940 --> 00:08:59,839
children we are the power because we

have they need us so much they so

93
00:08:59,839 --> 00:09:04,250
dependent on us but as they grow and as

they develop we want that balance to

94
00:09:04,250 --> 00:09:10,070

shift so they sit they can be an easier

communication, so they can learn how to

95

00:09:10,070 --> 00:09:16,640

assert themselves in the world in a

positive and constructive way. So one of

96

00:09:16,640 --> 00:09:23,690

the things that really is critical to

the development of children is what we

97

00:09:23,690 --> 00:09:30,680

call executive function. If we think of

our brains and the executive function of

98

00:09:30,680 --> 00:09:35,570

our brains then we're really that's what

we call the air traffic controller, right?

99

00:09:35,570 --> 00:09:41,029

If we take in information, put it into

the right place, that part of the

100

00:09:41,029 --> 00:09:45,380

brain deals with it appropriately and

then it gets shunted into some kind of

101

00:09:45,380 --> 00:09:56,990

good memory. It helps children understand

and relate to implants -- impulse

102

00:09:56,990 --> 00:10:04,790

control, emotional control, flexibility in

their thinking, ability to ask questions,

103

00:10:04,790 --> 00:10:11,540

the ability to shift gears if they have

to so that when the mother says that

104

00:10:11,540 --> 00:10:14,920

it's time for bed that they don't

necessarily have a

105

00:10:14,920 --> 00:10:21,820

tantrum, but they understand that that

needs to happen. It impacts working

106

00:10:21,820 --> 00:10:26,200

memory, it impacts the ability to

self-monitor, to plan and prioritize and

107

00:10:26,200 --> 00:10:33,070

when they get you know older that

becomes really really important and even

108

00:10:33,070 --> 00:10:40,029

as I work with students here at Wright

State at this point in time that is

109

00:10:40,029 --> 00:10:44,110

something that students are sometimes

still learning how to do and then they

110

00:10:44,110 --> 00:10:51,279

take responsibility and learn how to

organize as well. So TOTS works with

111

00:10:51,279 --> 00:10:55,570

parents to ensure that children are

kindergarten ready through four basic

112

00:10:55,570 --> 00:10:59,380

components. One is the parenting

education piece that I spoke about, the

113

00:10:59,380 --> 00:11:07,389

second is really around being able to

socialize children. So parents are

114

00:11:07,389 --> 00:11:12,250

learning to support that but the

children are also in a pre-k

115

00:11:12,250 --> 00:11:17,110

situation, so that they are learning how

to be in a classroom, how to work with

116

00:11:17,110 --> 00:11:23,500

other kids, how to play nicely, as we

would say, how to talk about what they

117

00:11:23,500 --> 00:11:27,240

need, or what they're interested in doing

on that you know any given day and so on.

118

00:11:27,240 --> 00:11:34,990

The parents and the children also

benefit from home visits and so TOTS

119

00:11:34,990 --> 00:11:43,300

staff will go to appearance or family's

home and at that point parents can talk

120

00:11:43,300 --> 00:11:48,070

about what's important to them, what they

need, and not just for their children in

121

00:11:48,070 --> 00:11:53,680

terms of developing them, their capacity

and so on, but also in terms of what the

122

00:11:53,680 --> 00:11:57,480

family needs, you know whether that's

around health, whether that's around

123

00:11:57,480 --> 00:12:04,180

basic food requirements, whether that's

about connecting to a medical

124

00:12:04,180 --> 00:12:08,350

practitioner or whatever the case might

be. Sometimes it's even about dealing

125

00:12:08,350 --> 00:12:15,930

with relationships or domestic violence

issues. In one case during a home visit

126

00:12:15,930 --> 00:12:23,319

the staff person you know walked in and

there was a huge gaping hole in the home

127

00:12:23,319 --> 00:12:27,710

of the family. So just things like that.

They can get direction on

128

00:12:27,710 --> 00:12:32,480

those kinds of issues and so on and then

the other part is about making community

129

00:12:32,480 --> 00:12:37,430

connections. So the community is full of

resources, is all kinds of resources and

130

00:12:37,430 --> 00:12:41,660

parents really don't know how to access

those or that they're even there

131

00:12:41,660 --> 00:12:46,310

sometimes. Um so working with them on

that and making those connections and

132

00:12:46,310 --> 00:12:51,130

it's amazing when you have somebody

who's serving as an intermediate for

133

00:12:51,130 --> 00:12:57,140

intermediary for you, how different

people will treat you sometimes and then

134

00:12:57,140 --> 00:13:04,700

finally parents in TOTS decided that

they would, they wanted to continue their

135

00:13:04,700 --> 00:13:09,110

relationship with each other and the

programming that was going on for them.

136

00:13:09,110 --> 00:13:12,800

They want they needed more information,

they needed more support. A 12-week

137

00:13:12,800 --> 00:13:16,100

program was just not enough and so they

decided that they would like to form an

138

00:13:16,100 --> 00:13:21,920

alumni group. So that speaks to the

program and its ability to to grow with

139

00:13:21,920 --> 00:13:27,590

what parents or rather to respond to our

parents need and so that alumni group is

140

00:13:27,590 --> 00:13:32,600

pretty strong and quite robust. So my

role is as an evaluator and I collect

141

00:13:32,600 --> 00:13:40,330

all kinds of data and look at what

parents and families are experiencing, I

142

00:13:40,330 --> 00:13:48,110

collect mostly qualitative data but also

quantitate data on just routine

143

00:13:48,110 --> 00:13:52,220

things that they do, how they feel about

things, what they think about things, how

144

00:13:52,220 --> 00:13:55,400

they put you know and look at how they

perceptions around things change over

145

00:13:55,400 --> 00:14:04,970

time. So key components so so this

presentation, long story is all about

146

00:14:04,970 --> 00:14:08,840

social capital and the role social

capital place in the lives of

147
00:14:08,840 --> 00:14:13,940
these parents and so just to define
social capital you know when you talk

148
00:14:13,940 --> 00:14:25,400
about social capital we're talking about
really we're talking about relationships

149
00:14:25,400 --> 00:14:29,480
with each other, they to be talking about
membership within groups, the level of

150
00:14:29,480 --> 00:14:35,060
participation, we're talking about
norms and cohesion within groups, we're

151
00:14:35,060 --> 00:14:39,240
talking about engagement, whether that's
through volunteerism or

152
00:14:39,240 --> 00:14:45,000

other means, we're talking about

neighborhood connections, and we're

153
00:14:45,000 --> 00:14:49,020
talking about collaborations between

families and friends, or developing

154
00:14:49,020 --> 00:14:54,390
friendships and so on and maybe even

political connections and that comes

155
00:14:54,390 --> 00:15:00,480
from the general body of knowledge on

social capital. When we think about

156
00:15:00,480 --> 00:15:07,589
social capital, there is we typically

talk about bonding social capital. We

157
00:15:07,589 --> 00:15:12,839
know each other, we work together all the

time, we might be of the same ethnic

158

00:15:12,839 --> 00:15:18,660

group. It's easy to have those kind of

natural bonds. We talk about bridging

159

00:15:18,660 --> 00:15:22,920

social capital where we are less

familiar with each other but there's

160

00:15:22,920 --> 00:15:27,899

something that connects us and some

reason for us to be connected and so we

161

00:15:27,899 --> 00:15:32,550

decide to form alliances and

relationships around those kinds of

162

00:15:32,550 --> 00:15:40,920

things and then we also know that - excuse

me - that there are linkages, and linkages

163

00:15:40,920 --> 00:15:46,649

really are where you have people or

groups who are within a particular group

164

00:15:46,649 --> 00:15:50,640

but they're on the fringes of that group.

So sometimes we're very poor or even

165

00:15:50,640 --> 00:15:56,520

folks who are higher up on the social

socio-economic scale who are peripheral

166

00:15:56,520 --> 00:16:02,250

to what we do, but uncertainty as in

certain cases may come in to support and

167

00:16:02,250 --> 00:16:09,810

effort or so on or to lend their voice

to a particular situation and so when

168

00:16:09,810 --> 00:16:13,500

examples of social capital and I'm sure

we're all familiar with these I'm going

169

00:16:13,500 --> 00:16:18,890

to name a few where we share information,

we share resources, we share experiences,

170

00:16:18,890 --> 00:16:23,610

we have victories and failures but we

commiserate with each other or we

171

00:16:23,610 --> 00:16:28,430

celebrate and so on. It's information

about jobs, It's information on how to

172

00:16:28,430 --> 00:16:33,779

access people and get jobs, who the good

babysitter's are in the community if

173

00:16:33,779 --> 00:16:42,480

you're new to it and so on and what we

know from our data and from the research

174

00:16:42,480 --> 00:16:48,010

in general is that women tend to remain

more connected than

175

00:16:48,010 --> 00:16:55,650

so say all that to say that TOTS has

been very instrumental in developing

176

00:16:55,650 --> 00:17:03,820

social capital within this network and

so how does social capital show up for

177

00:17:03,820 --> 00:17:09,850

parents? One is these new relationships

that they form the level of social

178

00:17:09,850 --> 00:17:16,270

isolation is highly reduced. They are

more trusting of other people, where

179

00:17:16,270 --> 00:17:21,220

parents wouldn't let somebody babysit

their child ever, they can now do that.

180

00:17:21,220 --> 00:17:28,300

Which means that they can also you know

go and look for a job if they you know

181

00:17:28,300 --> 00:17:33,370

felt the need to do so or required to do

so. That they have reduced sized social

182

00:17:33,370 --> 00:17:41,050

isolation and that they have not just in

group social capital but they have

183

00:17:41,050 --> 00:17:46,870

organizational social capital and they

have multiple levels within the TOTS

184

00:17:46,870 --> 00:17:53,920

staff but in the people who come to work

with them as guest speakers and so on. So

185

00:17:53,920 --> 00:17:58,150

that extends the social capital to other

organizations as well. So on that note I

186

00:17:58,150 --> 00:18:00,720

will take questions. [...] I know that we have a recent initiative in Dayton, the pre-k program where there's taxes now

187

00:18:14,900 --> 00:18:23,559

or funding, what is your opinion on that?
I think it's necessary because if

188

00:18:23,559 --> 00:18:28,270

children start behind the curve it
remains that way and they're less likely

189

00:18:28,270 --> 00:18:34,860

there's all kinds of impacts of not
finishing school and having low

190

00:18:34,860 --> 00:18:41,710

graduation rates and so on. Excuse me. So,
so those kinds of things are necessary.

191

00:18:41,710 --> 00:18:48,370

The question for me would be how are
they orchestrating the project and so

192

00:18:48,370 --> 00:18:52,870

are they building things like social
capital, are they paying attention to the

193

00:18:52,870 --> 00:18:59,530

needs of students, or are they certain

levels that are going to it's going to

194

00:18:59,530 --> 00:19:04,929

work for a certain level of students

ability and not for for others? So I

195

00:19:04,929 --> 00:19:10,960

think that there needs to be multiple

approaches to engaging people I also

196

00:19:10,960 --> 00:19:14,679

think they need to engage families

because when parents are involved and it

197

00:19:14,679 --> 00:19:20,290

takes some time and effort when parents are involved, programs tend to

198

00:19:20,290 --> 00:19:27,429

have longevity, they tend to be supported,

parents are learning as well and you

199

00:19:27,429 --> 00:19:30,790

know you can send a child to school but

they also have to go home and if there's

200

00:19:30,790 --> 00:19:35,320

inconsistent messaging it makes it

harder to accomplish the task, so it

201

00:19:35,320 --> 00:19:39,070

really needs to be a community-wide

effort and the other thing that I think

202

00:19:39,070 --> 00:19:43,210

that needs to happen is that we often

have these programs and and you know a

203

00:19:43,210 --> 00:19:46,900

few people know about them but the

community needs to know about them. So

204

00:19:46,900 --> 00:19:50,799

that every where these people are being

celebrated for what they're doing, you

205

00:19:50,799 --> 00:19:54,549

can always ask questions, you know, in

saying how's it going, you can offer

206

00:19:54,549 --> 00:19:59,710

support in all kinds of ways, and so I

think those are the kinds of things that

207

00:19:59,710 --> 00:20:16,710

make things stick and and helping to be

supported. Does Head start not exist anymore? Is that gone? Head start, it is, it is, you know,

208

00:20:16,710 --> 00:20:25,570

sometimes we get into bureaucratic

frameworks and then if you and I you

209

00:20:25,570 --> 00:20:32,330

know, let me just say we work with MVC DC

and MVC DCs

210

00:20:32,330 --> 00:20:38,320

the Head Start provider in this area but

even at MVC DC they recognize that they

211
00:20:38,320 --> 00:20:44,360
they are bound by certain things within
the federal statutes and so on and so

212
00:20:44,360 --> 00:20:50,210
TOTS offers a way to kind of explore, to
be more creative, and so on. So they are a

213
00:20:50,210 --> 00:20:55,450
partner for us so that tells you that
all is not as well as it should be.

214
00:20:55,450 --> 00:21:04,429
However, we rely on Head start to
provide a great deal of really pertinent

215
00:21:04,429 --> 00:21:11,929
information and programming that even
the curriculum that we're using is a shift

216
00:21:11,929 --> 00:21:14,929

from some of the things that they've

done so there's some things that we're

217

00:21:14,929 --> 00:21:18,919

pulling in, and other things that we are

trying and seeing are being quite

218

00:21:18,919 --> 00:21:24,519

effective. Thank you. You're welcome.