

## **1. Central Program & Service Directory**

### **Project Description:**

The Central Program & Service Directory would provide a resource to residents of the Central community informing them of the existing programs and services available for children and their families. The Directory would include basic information about programs, contact names and phone numbers, links to websites if applicable, enrollment and eligibility information, etc.

To be the most effective, this directory should be made available in an easily updatable print version and also downloadable online. There should also be a mechanism for updating information on a regular basis, such as when programs have waiting list, hours change, contact information changes, etc.

Distribution could be handled through schools, in libraries and other public meeting places, door-to-door, etc.

### **Alignment with Promise Solutions:**

This Directory would help improve the educational outcomes for youth in Central as it would assist parents/guardians to connect their children with needed resources and enrichment opportunities.

### **Key Considerations:**

- Would we only include organizations/programs located in the Central Promise Zone or all services that are available to Central neighborhood families in the city/county?
- Until we develop our standards of excellence, should we include a statement such as "The inclusion of resources within this directory is not meant to imply an endorsement of any organization, program or the services provided"? For future updates, I would advocate for a "Promise approved" designation for those meeting high standards.
- Updates and distribution channels are very important components of this Directory. It would not be very useful if it was not continuously updated with new information or in the hands of those who need it.
- We could easily work through a community-based organization(s) to develop the information and a plan for continuous updating
- Could potentially be a youth development/youth employment project
- Would align nicely with a community mapping project & Schools Report (see Define Central Promise Zone) as we could map these community assets in the neighborhood)

### **Anticipated Timeline**

- Information gathering-- January 2011
- Design and Printing—February 2011
- On-Line update capabilities—February 2011
- Updates-- Quarterly

### **Impact**

A Directory is a useful tool in building community collaboration. Community agencies/organizations, schools and other partners can collaborate with one another to develop a comprehensive guide that broadly reflects the wide array of resources available in a community. It would provide a means for cross-program referral and would both enhance communication and promote collaborative working relationships. It would help families by providing an easily navigable means of connecting to resources in the community.

## 2. Define the Central Promise Zone

### Project Description:

In consideration of the fact that the CCPN does not encompass all of the Central SPA or Ward 5, there is a need to communicate to the residents and other stakeholders what geography we have targeted as the CCPN. A very quick way to do this is to distribute widely the map that was developed for the Promise Neighborhood Proposal.

We could also consider:

Community Asset Mapping, which we could do as a youth project. There are several good examples of this type of work. The asset map could be as simple as identifying local of services offered within the community. This could be printed as part of the Community Resource Directory. There are many organizations that have expertise in community asset mapping.

"Cartoon-style" map done by a graphic artist that would be an artistic representation of the neighborhood. Think the large Cleveland or other big city maps that graph the community institutions. We could develop these in many sizes, even make posters.

### Alignment with Promise Solutions

Could use with as a youth employment opportunity.

### Key Considerations

- Choosing the right organization to run this project
- Will take staff time/coordination
- If we wanted the visual arts type map will have to identify an artist
- The very quick win would be wide distribution of a general map, the community building model would be an asset map

### Anticipated Timeline

Either of the additional enhancements to the existing maps could take 6 months to develop.

### Impact-

It is important to clearly communicate the boundaries of the CCPN. Beyond that, it would be a value to the community to map the assets in some fashion using proven strategies to do so. There are multiple resources such as NPI, the Cuyahoga County Planning Commission, Tri-C, CWRU that could work with community residents to actively participate.

### **3. Demographic Report on Schools in Central**

#### **Project Description:**

The development of a report on the schools in CCPN would be an important tool for residents in the community and also for the broader Cleveland community who might not be familiar with Central. It could also be useful when seeking national funding.

The project would include four key components:

- Basic demographics of the student body, to provide a picture of who are the students attending these schools.
- Scatter-gram of the students residencies, to provide a clear picture of where the students live
- Information about the school's performance/ state report card- including measures of AYP
- Information about the ATP for each school (Optional?)

The report would be printed in limited quantities and also made available on-line on the Promise Neighborhoods Website.

#### **Alignment with Promise Solutions:**

There is not a direct alignment with the solutions, although would potentially assist in gaining broader recognition and community support for CCPN.

#### **Key Considerations:**

- Would the schools be resistant to our highlighting of poor performance (even though this is public information)?
- Do we have enough detailed information about what the ATP means for each school, especially since Marion-Sterling is officially in "monitor" status- we could leave that part out.
- Is there any downside to making this information readily available?
- Easy grant/contract to CWRU (scattergram and demographics) – Grad student? But we'll need to work on design/layout.
- Could we just have copies of the three school report cards and hand those out instead?

#### **Anticipated Timeline:**

Could be completed by end of 2010 if started by December 31.

#### **Impact:**

Since all of this information (except for scattergram of student residence) is publicly available in the school report card from the state, this would be a very quick way to compile information into one report.

## 4. Rain Garden Project

### Project Description:

Plan, develop and construct demonstration rain gardens at each of the three partner schools, with future plans to construct more extensive gardens, storm water collection. Rain gardens are landscaped areas – using deep-rooted native plants and grasses - located to receive water runoff from hard surfaces such as a roof, sidewalk or parking lot. Rain gardens are used to slow down the runoff of the water from these surfaces and allow them to seep naturally into the ground to prevent pollution from entering into storm drains and area waterways and finally Lake Erie.

### Alignment with Promise Solutions:

The project would enhance the science education of the students. Students would learn about water and soil conservation in a real world setting. Students would learn about runoff, water pollution and the benefits of rain gardens, as well as about native plants and the interconnectivity of watersheds to Lake Erie.

### Key Considerations:

- Finding suitable locations at each of the schools to install the demonstration rain gardens
- School permissions, teacher- student buy in – highlight the school's "credit" for creating garden and adding issue to curriculum
- Who will do the building? Choosing an organization is important though the Northeast Ohio Regional Sewer District and/or OSU extension may be willing to help/coordinate/project manage the construction

### Anticipated Timeline:

The planning aspect of the project could begin right away. OSU extension staff and experts from the Northeast Ohio Regional Sewer district would help determine the best spots at each of the schools. After suitable sites are located, planning – outside and inside the school - would begin. NEORS is developing school curriculum. Actual construction of the gardens couldn't start until the early spring for maybe one, with another school getting it in late summer to coincide with beginning of school year.

### Impact:

Rain gardens will engage students; make them interested in science, environmental issues. They are designed to make it through drought and summer vacations. Are attractive and offer four-season discussions, as well as draw butterflies and native and migrating birds.

## 5. Branding the Promise Project

### **Project Description:**

The project is now referred to as the Cleveland Central Promise Neighborhood. By bringing together youth, residents, and others in the neighborhood to discuss, brain storm and suggest new names or a tag line that could be used would make the project and the services and programs being designed easily identifiable. Could work in concert with the project - Define the Central Promise Zone - and the "mapping" of the neighborhood.

### **Alignment with Promise Solutions:**

No direct alignment, but the process could bring about more cohesive, tighter community with a stake in how their neighborhood is referred to.

### **Key Considerations:**

- Choosing the right organization to run the project
- Numerous meeting will have to be held around the neighborhood
- Needs underlying services and programs to create brand
- Will take staff time/coordination
- Coordinating it with the Defining Central Promise Zone
- Rolling out the brand or tag line – as well as the map - with events, light pole flags, sidewalk chalking, etc., bus placards, billboards

### **Anticipated Timeline:**

Could take six plus months. Need actual services, programs to build brand around

### **Impact:**

It could have a strong impact. Residents and others will "own" the brand and tagline and it could help build cohesiveness/identity of the neighborhood in a new way and those residents, businesses and others that fall inside it.

## 6. Provide mentors for more students in the CCPN

### **Project Description:**

The suggested quick win is to provide mentors for students who reside in the CCPN. The 2 most important components of successful mentoring programs are the quality of the match and the longevity of the match. A model that 'recruits' mentors via the workplace may create the pool of mentors needed to meet the needs of more of the students in the zone.

### **Alignment with Promise Solutions:**

The expansion of quality mentoring program opportunities with the capacity to address these two components by providing mentors that meet with students at least twice a month over a long period of time is in alignment with the goals of Promise. Increased mentoring opportunities for students exposes students to careers and workplace etiquette and increases the quality of their value for their own education- both of which lead to successful academic outcomes addressed in the Promise Neighborhood grant program.

### **Key Considerations:**

- Financial resources for training, activities and transportation of student participants, as well as staff to monitor the effectiveness of the matches would be required
- Students need a long term relationship with their mentors to help them through key transition areas (8<sup>th</sup>-9<sup>th</sup> grade, high school to post-secondary).
- There are many organizations in Central that could provide mentors.

### **Anticipated Timeline:**

It is anticipated that some degree of expansion could be planned including a relevant analysis of costs within 90-days, recruitment of participating partner organizations and workplace mentors, and school, community and family support could be secured in another 90 days, and training could occur over the summer so that the welcome and orientation activities could occur in August and the activities could begin the next school year.

### **Impact:**

The impact of this opportunity is that more students at 1 school and ultimately more middle grade students across the CCPN could have quality mentor relationships and enhanced exposure to career opportunities within a calendar year. The result of this participation should be increased appreciation for academic instruction and improved self esteem and motivation that would improve their classroom performance and decrease their engagement in negative social activities.

## 7. Buy Paper/ Supplies for Partner Schools

### **Project Description:**

It has been brought to the attention of many, that schools are currently underfunded in their budgets to adequately purchase supplies and materials that can augment the classroom experiences of students. These materials include copy paper, pencils, folders, notebooks and basic supplies that could enhance student's ability to perform better in class.

### **Alignment with Promise Solutions:**

Activities that promote academic achievement are aligned with the goals of the Federal Promise program. Clearly students are more successful when they are prepared to participate in classroom discussions.

### **Key Considerations:**

It will be important to identify other needs that exist at each individual school, as they all might not have the exact same needs. There should be some latitude for schools to determine other types of supplies that might be needed, such as reading materials, calculators, book covers, or even backpacks for students.

Costs for exposure outings could also be considered in this category. These could include admission fees, transportation costs or similar items that promote experiential learning through field trips.

### **Anticipated Timeline:**

A set amount could be determined for each partner school within 90 days, and schools can also identify their needs within that same time frame. Materials can be purchased as soon as these decisions are made, as long as the funds are available.

### **Impact:**

Well equipped schools and students would be the quick win in this instance. Staff apparently provides some of these materials out of their personal funds, and it is believed that the CCPN can assist schools in meeting some of these most basic needs, of students.

## 8. Implement SPARK at George Washington Carver School

### Project Description:

Implement the Supporting Partnerships to Assure Ready Kids (SPARK) program at George Washington Carver. SPARK is a home-based pre-kindergarten ready program for 4-year old children. Carver is the only school in the zone that does not have a current pre-K program.

### Alignment with Promise Solutions:

This program enhances the early childhood system in the county and adds to the continuum of services currently available. Developing early literacy skills before entering school is critical to a child's development and future academic success and is aligned with the goals of the Promise grant.

### Key Considerations:

- The Literacy Cooperative contracts with **Heights Parent Center** to provide in-home services to families with pre-k students to help prepare them for kindergarten success.
- CMSD is open to having the program at Carver which is the only one of the CCPN partner schools that does not have pre-K programming.
- Implementation partners are willing to support this work; however parents and community organizations would need to be engaged in the planning process to ensure that parents are open to this service.
- We would also have to determine the demand and identify other sites where students may be receiving pre-k services in the community.
- There might be a need to work with local daycare providers to recruit for the program and to mitigate any perceptions of undue competition.
- It would have to be determined if there are funds for long-term intervention in Central

### Anticipated Timeline:

The program has began in two other CMSD schools so we could learn from some of their implementation challenges to successfully plan for this expansion within 90 days. It is unlikely that this program would be up and running in January when the second semester starts.

## 9. Promise Youth Philanthropy Program

### **Project Description:**

The suggested “quick-win” is a youth directed philanthropic effort to benefit the residents of the Central Promise Neighborhood. The intent of the project is to foster and support philanthropic efforts that are community driven to benefit the Central neighborhood. Unique to the project is the utilization of youth and the ability to integrate career exposure opportunities in the non-profit sector for students. Financial resources would be allocated to support “youth-directed philanthropic activities, events, projects and or programs that align with the vision of Promise. Each school in the Central Promise Neighborhood Zone (Marion Sterling, George Washington Carver and Carl & Louis Stokes Academy) would receive funding to allocate across various approved projects and activities. This effort is anticipated to be modeled after the John F. Mott Youth Distribution Committee program, coordinated by United Way Services of Greater Cleveland, the TrueMart program and or similar program models.

### **Alignment with Promise:**

This proposed “quick-win” has the ability to align with and support any one or multiple segments of the Promise pipeline and its associated solutions. Students proposed activities, projects, programs and events would require a clear community benefit that correlates to any of the ten target indicators for both academic and family and community support.

### **Key Considerations:**

- Establishment of “youth distribution committee” for each participating school(s)
- Advisory support (SOCF staff, parent, teacher, resident, volunteers)
- Guidance, criteria for proposals and awards
- Allotment of funds per school
- Accountability and reporting
- Coordination and collaboration between CMSD, SOCF and community

### **Anticipated Timeline:**

It is anticipated that the Youth Philanthropy Program can be planned for and implemented within 90-days; allowing youth 0-6 months to execute programs, projects, events and activities. The Promise Youth Philanthropy Program can either be a onetime effort executed over a designated time-frame or a sustainable model that builds community, fosters transformation and yields positive outcomes in Central for years into the future.

### **Impact:**

The impact of this quick-win is multi-faceted. In general, the program can further engage schools and residents, empower students, advance resident/community-based solutions, strengthen human and social capital and provide sustainable community benefit. Each approved project or activity will have a defined community benefit that supports the vision of Promise. Collectively the effort will further the transformation of the Central Neighborhood and create and sustain opportunity for all that live in Central.

## 10. TRI-C Metro as a Neighborhood Resource Center

### **Project Description:**

The suggested quick-win, seeks to utilize an existing asset in the Central Neighborhood, Cuyahoga Community College Metro (Tri-C) Campus and identify opportunities to repurpose space to support and meet the needs of the residents in Central. Similar models such as "Schools as Community Resources", have been successfully implemented in (6) Cleveland Metropolitan School District Schools by Neighborhood Leadership Institute. The model looks to use already existing resources in neighborhoods like schools, to serve multi-purpose functions outside of its normal operating hours. Overall, these neighborhood resources become community gathering places and centers of life-long learning. It is envisioned that parts of the Tri-C Metro Campus can be positioned to better support the social, economic development and educational needs of the community. An example is the utilization of the newly built Center for Creative Arts as a community movie house, to show family-friendly and youth focused films at free or reduced cost on weekends. Another consideration is the conversion of Tri-C's computer lab(s) into cyber-cafes where students and parents can have access to state of the art technology and acquire formal and informal technology based skills that can support them academically and in career. Utilizing Tri-C Metro as a resource in this and other ways can also give way to options and opportunities for seasonal and short-term employment, such as ticket-takers, concessions, management, audio-visual support, peer web instructors, janitorial/housekeeping support among others.

### **Alignment with Promise Solutions:**

The required indicators for the Promise pipeline speak specifically to access to 21<sup>st</sup> Century Learning Tools, Family and Community Supporting Learning and academic success from Kindergarten to College or Career. Leveraging opportunities to use the Tri-C Metro Campus as a specific resource for the Central Neighborhood directly aligns with the vision of Promise.

### **Key Considerations:**

- Understanding Cuyahoga Community College's capability to serve as a Neighborhood Resource
- Alignment of community need with opportunities at Tri-C
- Community / resident accessibility to Tri-C
- Potential barriers to implementation (policy, funding, infrastructure and capacity)

### **Anticipated Timeline:**

It is anticipated that Tri-C as a Neighborhood Resource Center can be planned and piloted within 3-6 months. Various activities can be phased in over a period of time. Ultimately, it is believed that the effort can develop into a sustainable model. The success of this potential quick-win is anticipated to directly support outcomes for the entire Promise pipeline of solutions, in particular: academic achievement, school attendance, graduation, post-secondary education, students having a caring adult in their life.

### **Impact:**

The impact of the program, as demonstrated in the *Schools as Neighborhood Resource Centers* model is rich. It will strengthen the social fabric of Central. It will increase access and visibility of the local community college among residents; it can impact community stability and safety and generate opportunities for life-long learning and potentially jobs.

## **11. Step Up to Quality Rating**

### **Project Description:**

The period of 0-5 years of age is evidenced to be a significant period of growth and development that heavily impacts the health and education trajectory of our young children. It is suggested that all providers serving young children acquire and adhere to, STEP UP TO QUALITY ratings. The 3-star rating system sets a standard of excellence among childcare and early learning providers. This quick-win will develop an infrastructure of excellence, supporting quality care and early learning experiences for all children living and being served in the Central neighborhood. Achieving the rating will be an on-going and gradual process for providers.

### **Alignment with Promise Solutions:**

The pipeline touches and supports children from prenatal to college or career. Advancing this quick-win aligns directly with and supports outcomes at the beginning of the Central Promise Neighborhood Pipeline. Whether it's developing age appropriate functions among our young children or ensuring they participate in early learning experiences, this quick-win supports all of the above and more.

### **Anticipated Timeline:**

In working towards having all childcare and early learning providers in Central achieve STEP UP TO QUALITY rating; short-term planning is necessary. It is anticipated that with 90-days a recommended plan for propelling providers to this standard of excellence.

### **Key Considerations:**

- Recruiting and retaining qualified staff
- Incentiving all providers to move towards standards
- Structural and facility limitations
- Salary stability
- Training and capacity building

### **Impact:**

Creating a sustainable childhood and early education infrastructure by calling for all providers to achieve STEP UP TO QUALITY status ensures that our children will have the best start in life. Supporting and sustaining provider's initiation and progress in STEP UP TO QUALITY will positively impact Central's young children. It will create a service community of excellence, it will redefine quality, it will enhance childcare and early learning experiences and impact children's outcomes. Most importantly it will ensure that all of Central's children are read for kindergarten and poised for a lifetime of learning and academic achievement.

## **12. Insuring all Central Kids (SCHIP)**

### **Project Description:**

The proposed quick-win is to obtain 100% enrollment of children 0-19 and pregnant women living in Central that meet eligibility requirements into SCHIP, Ohio's Medicaid Insurance program for children. Locally known as Healthy Start, Healthy Families, the program provides access to services like: doctor visits, prescriptions, hospital care, immunizations, vision and dental care, substance abuse, mental health services and more. Healthy Start covers children (up to age 19) in families with income at or below 200% of the federal poverty level (FPL). The program also covers pregnant women (any age) in families with income at or below 200% of the FPL and certain children younger than age 21 aging out of the foster care system. Pregnant women are eligible for Healthy Start coverage during the entire pregnancy and up to 60 days after the baby is born. Babies born to mothers on Healthy Start are automatically eligible for free health coverage for one full year from the date of birth.

### **Alignment with Promise Solutions:**

The Promise pipeline begins at the point of prenatal and continues through college or career. Covering all children and pregnant women through SCHIP supports two of the ten targets, children are ready for kindergarten and children are healthy.

### **Key Considerations:**

- Identifying uninsured pregnant women and children in Central
- Enrollment access points and enrollment support
- Enrollment schedules
- Incentivizing enrollment

### **Anticipated Timeline:**

Over a 3-6 month period, it is anticipated that an accurate assessment of the number of uninsured pregnant women and children in central can be identified. Additionally a coordinated system for enrollment and possible incentives should be achievable within this time frame as well.

### **Impact:**

Ensuring that all children and pregnant women in Central are insured removes the barrier of access to care as it relates to having insurance. Beyond that, it can raise the value and prioritization of health in the neighborhood and ensure children can get a healthy start in life.

### **13. Free Healthy Afterschool Snack**

#### **Project Description**

It is suggested that free healthy snacks be made available to all kids in the Central Promise Neighborhood Zone. We know that children are receiving the majority of their calories at school through breakfast and lunch programs. A healthy nutritionally balanced snack would be provided to all kids to supplement their dietary needs and reduce food insecurity after kids leave school during the week.

#### **Alignment with Promise Solutions:**

The pipeline seeks to ensure that all kids eat 5 fruits and vegetables a day. Providing free healthy snacks increases student's exposure and access to a variety of fruits and vegetables that may be unavailable in their homes or local grocers.

#### **Key Considerations:**

- Storage and distribution of snacks
- Access points for distribution
- Development of "menu"
- Overlap/duplication of service
- Awareness
- Parent and kid buy-in

#### **Impact**

The issue of hunger remains real and pervasive in Central. Providing free healthy snacks to all kids' after-school reduces food insecurity, increases access and consumption of fruits and vegetables and supports healthy physical development for kids. In addition, sound nutrition among children is linked to better academic performance.

## **14. Water Cycle – Summer Jobs Program**

### **Project Description**

The City of Cleveland employs hundreds of youth throughout the summer through the Mayor's Summer Youth Employment Program. It is proposed that employment opportunities are increased for youth in Central by expanding the Water Cycle program. The program provides a 4-week paid experience for youth, placing them with organizations that expose youth to green, sustainable job opportunities.

### **Alignment with Promise Solutions:**

Core to Promise is academic achievement and success that will lead kids into college or career. Youth employment opportunities that lean toward green and sustainability reinforce math and science skills strengthen life skills and exposes students to 21<sup>st</sup> century jobs.

### **Key Considerations:**

- Partners (businesses, organizations)
- Eligibility criteria and application process
- Laboratory space
- Capacity

### **Impact:**

Providing employment opportunities of this nature for youth in Central has the potential of supporting academic performance among students, reducing violence and supporting basic economic needs of youth and families.