

Partners Achieving Community Transformation (PACT)

Blueprint for Community Investment

SUBCOMMITTEE REPORTS

June 2012



*JOBS &
ECONOMIC
IMPACT*



*SAFE, VIBRANT
& ACCESSIBLE
NEIGHBORHOODS*



*HEALTH &
WELLNESS*



HOUSING



EDUCATION

Contents

Introduction..... 1

Jobs & Economic Impact 3

Safe, Vibrant & Accessible Neighborhoods..... 7

Health & Wellness 11

Housing..... 17

Education 29

INTRODUCTION

Partners Achieving Community Transformation (PACT) is a partnership between The Ohio State University Wexner Medical Center, The City of Columbus and the Columbus Metropolitan Housing Authority. The goal of PACT is to recreate a vibrant and thriving community in the Near East neighborhood of Columbus, Ohio, specifically areas within the 43203 and parts of the 43205 zip codes.

PACT created five subcommittees in the summer of 2011 to provide community-based input and recommendations to be considered for inclusion in the blueprint for community investment. The five subcommittees are:

- Jobs & Economic Impact;
- Safe, Vibrant & Accessible Neighborhoods;
- Health & Wellness;
- Housing; and
- Education.

Each subcommittee met monthly to discuss issues, opportunities, and challenges within the study area. Their efforts included both research and interviewing local experts. Working together, each subcommittee developed a series of recommendations and priorities. These findings will be further developed by the consultant team and incorporated into the final plan.

JOBS & ECONOMIC IMPACT

1. **Connections with K-12 education** to prepare young people not interested in traditional college for alternative pathways into the workforce
 - a. A majority of students in the PACT geography are not attending schools in the East High School feeder pattern, strategies to reach young people outside of the school setting are necessary
 - b. Leverage the health expertise at the Ohio State Medical Center to create a “Health Sciences Pathway” for students in the neighborhood at East High School
 - i. *Internships, career exploration opportunities, relevant course materials (science and math) for high school students; and exploration opportunities for K-8 students to get experiential learning about health sciences careers*

2. **Job creation as a focus.** Much of the current workforce programming in the area focuses on placing people into jobs. This is a worthy effort, but it could be balanced with creation
 - a. The creation of jobs in construction and other contracted services as a result of the physical redevelopment in the future
 - b. Contracting and vendor opportunities for existing local businesses and stakeholders; including those within the PACT geography and broader community
 - c. Follow people placed in jobs as a result of redevelopment to find out if they are able to maintain jobs on a long term basis
 - d. The restored citizen population must be addressed as the re-enter the community; this population is growing in the geography. Seek funding opportunities to fund opportunities for this group
 - e. Entrepreneurship and microenterprise strategies to encourage stakeholders to be job creators and address the needs of their community
 - i. *Perhaps using unused classroom spaces in schools for incubator space or training space*
 - f. Jobs could be created through the employment of community members to do community patrols; this also addresses the goal of increased safety

3. **Education and training** targeted to occupations in growth industries to prepare interested people for sustainable jobs; with a focus on certification and credential attainment
 - a. COWIC has identified the following industries as emerging areas:
 - i. *Manufacturing—reference I-670 corridor plan for potential ideas for businesses that would be attracted to come*

5. **Set a goal for local employment.** Currently between 2-3% of people living in the community also work in the community or people working in the community also live here. The following are short-term and realistic goals:
 - a. 4% of the neighborhood population that live here should be employed here
 - b. 6% of the neighborhood workforce should live here

6. **Partnerships with unions** to fund workforce related strategies. Including the unions in the planning process and encourage their investment via “National AFL-CIO Housing Investment Trust” funds. The union(s) is the voice of the working class, including more than trades but also police, fire, nurses, manufacturing, etc.
 - a. Identifying opportunities to help increase sustainable diversity in Unions and job opportunities. Unions need to be challenged to hire diversity; and to encourage diverse members to complete apprenticeship programs
 - b. Unions should be invited to be financial partners for the Blueprint

SAFE, VIBRANT & ACCESSIBLE NEIGHBORHOODS

NEIGHBORHOOD VIBRANCY

Goal: Create a vibrant, destination community that attracts private investment and visitors while respecting the history and residential character of the district.

Objective: *Develop strategically located active, accessible business nodes and corridors that create a sense of community cohesiveness and connectivity.*

- Activity nodes should consider clusters of businesses, entertainment, services and restaurants
- Priority locations should be:
 - > *Mount Vernon Plaza area*
 - > *Lincoln Theater area*
 - > *Taylor Ave area*
- Create “cul-de-sac” areas by closing access points to major streets such as Long and Mt. Vernon Ave.
 - > *Access points can be developed into nodes of commercial activity*
 - > *Cul-de-sac areas can be hubs of neighborhood activity*
 - > *Retool zoning regulations to allow for home based business in cul-de-sac areas*
- Work with the Mt. Vernon District Improvement Association (MVADIA), the Long Street Businessmen’s Association (LSBA) and other area businesses to gather input on ways to support existing and attract new businesses.
- Consider the creation of a special improvement district (SID) that addresses issues of cleanliness, safety, marketing, etc.
 - > *SID organization can be the unifying organization that provides guidance on event scheduling, architectural review, etc.*
- Create opportunities for open air cafes/restaurants

Objective: *Develop a specialize set of targeted economic development tools (that are only available within the Project Area) that would promote the development of a diverse, mixed used district.*

- Develop focused economic development programs that:
 - > *Attract growing entrepreneurs in a variety of industry sectors such as service, technology, education, medical and retail*
- Create a tax increment financing district that supports the improvements of public infrastructure such as parks, street lighting, etc

- Develop a technology “corridor” by using the city’s fiber infrastructure
 - > *Discount the price of this critical infrastructure as an incentive for business location/expansion within the district*
- Consider the use of tax credits to encourage the rehabilitation of existing commercial buildings
- Develop a special commercial building improvement program that subsidizes the cost of internal and external improvements
- Special consideration should be given to “legacy” residents and businesses to ensure their participation in the process

Objective: Create and implement community standards and a “sense of place” that promote a livable, enjoyable environment.

- Community standards should address:
 - > *Illegal and illicit behaviors*
 - > *Appropriate sound levels*
 - > *Litter*
 - > *Loitering*
 - > *Property maintenance standards*
- Visually connect the community using landscape design and development standards that honor the past and support the future vision of the area
 - > *Implement an aggressive tree planting program throughout the community*
 - > *Improve the streetscape, pedestrian environment with street lighting, hard and soft scape materials and way finding*
- Encourage the development of urban farming opportunities by residents and urban farming enterprises
- Connect the community through open space venues
 - > *Enhance open space opportunities and improve existing recreation centers and public parks*
 - > *Open spaces and parks should encourage regular use with seating, programming and beautification*
- Create one recognizable and acceptable identity for the area
- Provide more regional event offerings in the arts, entertainment and education
- Ensure the connectivity of existing institutional stakeholders such as churches to participate in the redevelopment and revitalization of the area

NEIGHBORHOOD **ACCESSIBILITY**

Goal: To enhance the quality of life for those that live, work, visit and do business within the area by providing safe and adequate access to internal and external community assets.

Objective: *While promoting the use of various modes of mobility do ensure the safe interaction between pedestrians, vehicles and bicycles*

- Implement best use strategies to support bicycle transportation (i.e. protected bike lanes)
- Provide appropriate screening from traffic and curb cuts for elderly, children and disabled walkers

Objective: *Ensure the public transportation linkage of local residents to regional employment centers*

Objective: *Continue to support the walkability of the area by connecting internal nodes of activity by enhancing street lighting, sitting areas, etc*

Objective: *Improve the flow of vehicle traffic by reassessing the need for traffic control such as signalization and four-way stop signs*

Objective: *Improve the sightlines at major intersections such as Taylor Ave. and Mt. Vernon Ave.*

Objective: *Expose the area to a greater audience by holding more regional fairs, festivals and cultural events*

NEIGHBORHOOD **SAFETY**

The perceived and actual safety of the area is critical to the marketing of the area as a neighborhood of choice. A safe environment will attract new businesses and residents, and return former businesses and residents to the area. In order to increase safety in the area, we have identified transformative ideas to be a catalyst for the neighborhood's culture around safety:

- A community P.R.I.D.E center be located on Mt. Vernon Ave and Champion. This will allow more of a police presence and be able to assist with code enforcement on vacation properties and abandon buildings.
- Crosswalks and lighting should be made more visible for motorists and pedestrians on main intersections.
- Façade improvements around local businesses in the district. Abandoned properties renovations, to allow residents to feel safe walking through the community

HEALTH & WELLNESS

In 2011, the Partnership for Achieving Community Transformation (PACT) was formed to advance and positively impact the health, economic vitality, neighborhood safety and education performance of the Near East neighborhood of Columbus, Ohio. PACT was founded as a partnership between The Ohio State University, the City of Columbus, and the Columbus Metropolitan Housing Authority (CMHA), and is comprised of an advisory board and distinct subcommittees of community stakeholders.

According to the most recent community health assessment conducted in 2004 by the Columbus Public Health Department, the PACT area has continually experienced some of the poorest health outcomes in all of Franklin County, Ohio: 66% are overweight or obese, 36% have high blood pressure, 17% indicate issues with food security, and only 14% report consuming the USDA daily recommended servings of fruits and vegetables. Given these and other reported indicators of poor health, transforming the health outcomes of this area was made a critical priority in all forthcoming development plans. In order to ensure its priority status, the PACT Health & Wellness Committee was tasked with assuming the primary responsibility for creating evidence-based tactics for improving the community health.

As a result, the PACT Health & Wellness identified three principal domains of focus: Prevention, Education & Resource Development and Access to Care. These three components materialized based on a series of community conversations, stakeholder focus group responses and evidence-based best practices for reaching and sustaining optimal population health.

PREVENTION

P4 Medicine Personalized Health Assessment Kiosk

The Ohio State University Wexner Medical Center, in partnership with the Columbus Public Health Department, will make personalized health assessments available to area residents with the consultation from a community health navigator.

The Goals of the P4 Personalized Health Assessment are:

1. Based on validated questionnaire, provide accurate, feedback on the health status of the participant in (5) health domains: nutrition, physical activity, stress management, sleep and family health history/genomics
2. Offer biometric health screenings for primary indicators of health status: BMI, cholesterol level, blood glucose, blood pressure and body fat

3. Results of PHA and biometric data will be used by health navigator to guide resident to appropriate community resources and necessary services

FUNDING SOURCE

Needs to be determined

Community Incentive Campaign

The Near East purchase and participation incentives will empower individuals and families to take participate in maintaining and improving their health through a multi-faceted outreach approach, creating a culture of health and wellness.

The Goals of the Community Incentive Campaign are:

1. Create an environment where healthy choices are the default selection; and are covertly and overtly integrated into practices in which residents are already participating
2. Healthy meal preparation resource “kits” available at point-of-sale
3. Private businesses offer savings or rewards programs for healthy purchases/practices
4. “Health & Wellness Passport” program to allow stakeholders to enroll in a program to receive rewards for healthy behaviors from area agencies and businesses
5. Health education information strategically, integrated, timed and located to meet needs of residents

RESOURCE DISTRIBUTION & NAVIGATION

Community Health Navigator

Community Health Navigator (CHN) is a frontline public health worker who is a trusted community stakeholder and possesses an acute understanding of the health needs, living conditions and cultural norms of the target community. The CHN serves as a liaison and intermediary between health resources and residents to facilitate access to services. A CHN builds capacity by focusing on increasing health knowledge and self-sufficiency through a range of practices which typically involve: outreach, community education, informal counseling, social support, and advocacy.

The Goals of Community Health Navigators for the PACT area:

1. Train church health ministries to lead this programming throughout the community
2. Act as a resource for basic health information and community resources by assisting patients and families in accessing those resources
3. Communicate patient-specific health status information to providers as needed and in accordance with a specific plan of care
4. Assist/educate patients in navigating health care system (e.g., scheduling and keeping appointments, translation, transportation arrangements, communicating with providers, etc.)
5. Conduct regular visits (clinic or home) with patients in accordance with community Health program guidelines and plan of care
6. Teach patients how to find and utilize community resources independently
7. Assist all health care providers involved in the patient's care to ensure patient understanding and acceptance with provider care plans
8. Teach patients to manage chronic illnesses and resolve acute medical conditions through health education and patient empowerment

Resource Information “Hot Spots”

Resource Information “Hot Spots” are strategically located neighborhood locales frequented by residents, which are supplied with basic health education, information about community health resources, and health-related events. Locations may include: barber shops, hair salons, churches, agencies, restaurants and markets.

The Goals of the Resource Information Hot Spots:

1. Provide information about health related resources and practices for optimal
2. Expand the MyColumbus phone application to map out health and wellness resources on the Near East Side as a pilot, and potentially expanding this category across the city
3. Develop and maintain a resource list of providers and other services

FUNDING SOURCE

To be determined

ACCESS TO CARE

Ohio State University Wexner Medical Center East Hospital ER Diversion Program

University Hospital East has begun investigating the development of a program to divert patients to appropriate sources of care and reduce Emergency Room visits for needs other than emergency. The Health & Wellness Subcommittee endorses a program that informs people of available resources and directs them to appropriate and ongoing care. There was not information readily available about the proposed programming at the time of this report.

Ohio State University's Wexner Medical Center Health Benefit Fund

Ohio State University's Wexner Medical Center Health Benefit Fund wants to create a federal and university-funded program that would offer health-insurance benefits to an estimated 9,150 uninsured Columbus residents.

It is one of three proposals in Ohio to expand Medicaid-like benefits to those without coverage. Two of those proposals, which need federal approval, would extend coverage to about 30,000 Ohioans in the Columbus and Cleveland areas at a cost of more than \$150 million annually; details of a proposal from Montgomery County, home of Dayton, weren't immediately available yesterday.

Those three waiver programs could represent a key test in advance of the federal government's planned expansion in January 2014 of Medicaid.

Wexner Medical Center hopes to enroll Columbus residents in its program as early as Oct. 1. The program, which would cost an estimated \$65 million over 15 months, would target uninsured people who live in four ZIP codes near university hospital facilities: 43201, 43203, 43205 and 43211.

Within those ZIP codes, the program would cover people who are 19 to 64 years old and have incomes below 133 percent of the federal poverty level, regardless of whether they have children. The proposed program would cover 22 percent of those eligible in Franklin County,

About \$1,000 of every insured person's premium goes toward health care for the uninsured, and any program that prevents unnecessary hospitalizations or inappropriate use of emergency departments helps control those costs.

FUNDING SOURCE

The Ohio State University Wexner Medical Center
Other sources?

References/Resources

Columbus Public Health Department Near East Health Assessment (2004):

http://publichealth.columbus.gov/uploadedFiles/Public_Health/Content_Editors/Center_for_Assessment_and_Preparedness/Assessment_and_Surveillance/Reports_and_Files/HNP%20NearEast%2004.pdf

<http://www.innovations.ahrq.gov/content.aspx?id=3354>

<http://www.nursing.ohio.gov/CommunityHealthWorkers.htm>

<http://www.raconline.org/communityhealth/chw/>

<http://www.med.wright.edu/chc/programs/ochwa>

http://www.lagcc.cuny.edu/uploadedFiles/ACE/Programs/Career_Ladders_in_Allied_Health/doc/P4-OH-Kappesser.pdf

On behalf of the PACT Housing Subcommittee¹, Co-Chairs **Lela Boykin & Abigail Mack** respectfully submits Transformative Ideas for Housing for the PACT planning area (special thanks to Christy Rogers, Kirwan Institute and to Zach Crafton, Homeport volunteer, for technical and administrative assistance).

The subcommittee's transformative ideas are grouped into three broad categories: Resident Empowerment (A), Incentivizing Mixed-Income Development (B), and Defining the Design, Character and Use in Neighborhood Sub-Areas (C).

A. DEVELOP THE CAPACITY, INFRASTRUCTURE & RESOURCES FOR RESIDENTS (EXISTING AND NEW) TO MANAGE HOUSING CHANGE

1. **Establish a “Housing Resource Center.”** Provide for the establishment, resourcing, staffing and marketing of a Housing Resource Center that serves as an individual and neighborhood advocate and guide to housing issues and resources. The Center would be a useful and effective “one-stop” shop for current and prospective housing developers providing information and resources regarding the neighborhood. The Center Staff would coordinate individual and community participation in the development, rental, lease, repair, sale, administration and marketing of diverse housing products and tenures. The staff would guide current and prospective residents to appropriate, safe, and equitable finance, repair, contracting, sales, leasing, rental, upkeep, grants, preservation, funding, products and processes.
 - **Identify key staff functions.** As a starting point, in addition to helping residents navigate housing programs and services in the target area, staff could be responsible for the following: communications/marketing, referrals to other services and programs, tracking housing sales/transfers from the auditor's website, providing a “welcome packet,” working with realtors, conducting resident training, fundraising/identifying other resources to leverage.
 - **Consider pairing the Housing Resource Center with other needs.** The creation of a “Welcome Center” that offers housing services, plus other information/referrals and services, would provide current and prospective residents a convenient source of neighborhood-specific information, and act as a point-of-introduction to those unfamiliar with area. The Welcome Center could initially be located within an existing organization's office (i.e. Neighborhood Pride Center at 1393 East Broad Street?) that focuses on neighborhood advocacy until a permanent location is established. The

¹ Roster of committee members attached (if available).

- current PACT office, the Charles, or the Poindexter community center are potential locations. In addition, the Housing (or Welcome) Center could be the home of the Poindexter History preservation project.
- **Create permanent staff position(s)** once the Center’s location, primary services and processes have been identified. Dedicated staff position(s) will ensure that the Housing Resource Center is able to meet the demand for services and information in a timely fashion, for the course of the anticipated 10-year PACT investment.
 - **Utilize the Housing Resource Center for rotating service days** from providers already in the area such as East Columbus Development Company (ECDC), Homeport, the Affordable Housing Trust, etc. This would both expedite the creation of the Center and provide a period of time to evaluate and refine the Center’s processes and services. Certain issues could be hosted on specific days, for example, Mondays could host Housing Resources, Tuesdays could be Heath & Wellness, etc.
 - **Develop a voluntary “Community Covenant” that residents are invited to sign.** Collaborate with the neighborhood/civic associations, church leadership, realtors, and title agencies to develop and distribute a voluntary covenant that encourages mutual responsibility, respect, and care with regards to self, family, street, and neighborhood. Promote discussion of values that contribute to inclusiveness, service leadership, and positive social cohesion. Include specific expectations regarding the maintenance of home, home-based business, and yard, and behavior towards property, pets, and persons.
2. **Promote Opportunities for Community Land and Resource Stewardship:** Ensure that residents are included in and have influence over neighborhood land use decisions. Existing residents are directly impacted by land use decisions made by individuals, businesses and organizations. Establishing formally recognized groups to represent neighborhood residents would make certain that their ideas and concerns are taken into consideration.
- **Structure Community Input into City and County Land Bank Decisions,** by establishing a board of directors that requires resident and low-income household representatives. This helps guarantee that existing and low-income residents are able to have a voice in the decision-making process as it relates to the (re)use of the neighborhood’s vacant and abandoned properties.
 - **Create permanently affordable housing** using a Community Land Trust model or other mechanisms to guarantee that a certain number of homes remain affordable to moderate- and low-income home buyers and tenants.
 - **Promote and facilitate “green” building, rehabilitation, and repair.**

3. **Augment the capacity of existing programs and entities:** Focus on augmenting the capacity of existing programs and entities (perhaps by using a portion of the OSU commitment and other funds) in the target geography. For example, “Senior Options” already exists; if the program were funded by an additional amount, that additional amount would be available only to households within the PACT target geography. The goal is to leverage existing staff, programs, and funding.
- **American Dream Downpayment Initiative (ADDI):** Downpayment assistance to purchase a first home in the City of Columbus & Columbus School District.
 - **Chores Program:** The Chores program assists senior citizens and/or disabled persons with minor repairs to their homes. These repairs must be for the safety and/or health of the senior or disabled person.
 - **Deaf Modification Program:** Special housing needs for deaf and hard of hearing individuals.
 - **Emergency Repair Program:** The Emergency Repair program provides for the immediate correction of an emergency condition that has been determined to present an imminent danger to the health and/or safety of the occupants of residential property in the City of Columbus including heating, plumbing, and electrical repairs.
 - **Home Modification Program:** Special housing needs to enable accessibility.
 - **Home Safe and Sound Program:** The mission of the Home Safe and Sound program is to preserve decent, safe and sanitary housing for low and moderate income residents in Columbus neighborhoods.
 - **Homeownership Development Program (HDP):** Developer/Builder assistance to construct or rehabilitate homes in the Neighborhood Investment Districts.
 - **Lead Safe Columbus:** Lead-based paint hazard control work (interior and exterior).
 - **Rental Housing Production and Preservation Program (RHPP):** Developer/builder assistance for rehabilitation or new construction of affordable multi-family rental housing
 - **Tool Library:** The Rebuilding Together Central Ohio Tool Library is a tool-lending library that is located in Columbus, Ohio. The Tool Library was created by the City of Columbus in 1976, using a Federal Community Development Block Grant. In March 2009, Rebuilding Together Central Ohio took over operation of the library. The RTCO Tool Library offers over 200 different types of and over 4,500 individual hand and power tools.
 - **Tax Abatement Modification:** Consider augmenting existing tax abatement programs, or developing new tax abatement policies for existing property owners. The goal is to protect the capacity of existing owners to stay and benefit from new investment in the neighborhood. For example,

one could **fix taxes at a flat rate** based on current value and condition until sale. Increases in home value due to owner improvements would have to be taken into consideration when setting an individual's fixed tax rate. (While this was the most popular idea among community participants to protect existing residents from the burden of increased property taxes, it may not be as feasible as other alternative tax abatement modifications due to its inability to take into consideration the myriad factors that contribute to equity gains.) Another option is to **cap the percent increase** that an existing owner's property's taxes can be raised, one that is reasonable to the City, but does not present an excessive financial burden to existing owners. Third, taxes could be **abated until sale of the property**, to be paid out of equity gains. If no equity gains to increased value then theoretically, there would be no additional taxes.

- **Others:** Not all programs are listed here. The PACT plan could also leverage the Neighborhood Improvement District (“NID”)status; utilize OHFA homeownership programs, etc.

B. INCENTIVIZE PUBLIC AND PRIVATE INVESTMENT

1. **Incentivize Private Investment:** Create mechanisms to induce the private market to invest in both owner occupied and rental properties, for a wide variety of incomes and family sizes. It is critical that the private market has a strong presence in the neighborhood to complement and strengthen investments being made by the public sector, non-profits, current owners and other organizations. Offering a wide variety of incentives that appeal to the diverse interests of the private market will attract private investment in housing products that might otherwise be ignored. These incentives could include:
 - **Donation of properties** from a Land Bank (holding the deed in escrow, and released when work is complete to the agreed up on level).
 - **Creation of a PACT-focused Land Bank/Development Entity.** The Land Bank Entity would identify properties to be included in the program and market these to the private market. Suitable candidates with interests in these properties would enter into an agreement with the Land Bank that would allow these candidates to become owners of the properties once the terms of the agreement are successfully completed.
 - **Sponsor Development Gap.** A “development gap” is the difference between the market value of a home after investment and the amount of investment needed to develop or renovate the property. The Housing Resource Center, City of Columbus or other contracted experts could assist or manage the program. Make funding available to for profit and non-profit developers who create approved housing opportunities. Use a portion of the OSU commitment, HDP, Housing Preservation funds and other sources.

- **Create a pipeline of tenants** for approved safe, sanitary and decent housing. Establishing that a demand for rental housing exists to the private market may incentivize those interested in investing in rental properties. Tenants seeking housing could apply at the Housing Resource Center. Landlords could register their properties at the Housing Resource Center after some sort of formal certification. Tenants and Landlords could then be matched or searchable by characteristics, such as bedroom numbers sought, etc. Offer free marketing and reduced cost legal/contract services as an incentive. The concept could be modified to accommodate both market rate and Section 8 rentals, providing landlord training and assistance to incentivize Section 8 participation. Consider using CPO or CMHA for rental administration.
 - **Create responsible, appropriate, targeted loan products** for residents and property owners with low interest or other special terms to increase investment. Loans could be for acquisition and construction loans. The staff of the Housing Resource Center could help administer or refer clients to lenders. The Huntington Home Town Mortgage is one existing example.
 - **Offer grants for historic preservation activities** that follow agreed-upon guidelines to incentivize appropriate investment. These grants could help cover the difference in cost incurred by using historically accurate materials and designs to maintain and/or replace architectural features instead of utilizing modern methods and materials. For example, a Historic Window program could be established that would provide a grant to cover the difference between replacing worn windows with vinyl widows and restoring or replacing with historically appropriate windows.
 - **Create an entrepreneurial “owner-occupant/landlord” model** to address the abundance of multifamily homes in the neighborhood. The program could help with financing and renovation, as well as provide technical assistance to owner-occupied doubles (i.e. learn how to become landlords for the other units in their building).
 - **Promote mixed-use housing** along the commercial corridors and commercial nodes of the neighborhood in order to restore density and support local economic development. Specifically, Long Street and Mount Vernon Avenue present opportunities for this model.
 - **Promote mixed-income developments and neighborhoods.**
 - **Follow up on CRA obligations of local lenders.**
 - **Consider linking housing with other family needs, like early childhood education.**
2. **Support Public Investment:** Create or support mechanisms to accelerate the creation of housing and neighborhood revitalization activities by existing and successful housing developers, CDCs and nonprofits. Invest in both owner-occupied and rental housing development for a variety of income levels.

- **Increase commitments or leverage support** to continue or expand current or planned developments and proposed developments, including North of Broad, the Scholar House, etc.
- **Support the application of the Low Income Housing Tax Credit** using a scattered site rehab, single family long term lease-purchase model. This tool is most appropriate to the areas in the neighborhood with lower property values and poorer housing stock conditions as an immediate mechanism to renovate larger portfolios of housing. After year 15, the homes are converted to ownership. An experienced, locally invested developer is most appropriate to ensure long term stewardship of the project.

C. THE PLANNER SHOULD CREATE A PROCESS TO DEFINE THE DESIGN, CHARACTER AND USE IN PACT SUB-AREAS

1. **Facilitate Sub-Area Community Charrettes and produce specific pattern books for each area with phased recommendations.** Communicate respect for the historic fabric of the community, in terms of both people and place. Balance the requirements of new development and new products with careful tending of valuable and unique historical and community amenities, in order to develop a vibrant, diverse, welcoming and authentic community. The master planner should promote and provide a collaborative, inclusive, thoughtful, phased development process. While we acknowledge that the Taylor Avenue Corridor will be an initial focus of the PACT project, the planner should also provide a street-by-street assessment of the surrounding target geography, and should make recommendations regarding the timing of each phase and the particular product mix appropriate to each street, taking into account its current and historical character. Special attention should be paid to opportunity sites, including **Poindexter Village, Taylor Avenue Corridor, the Edna, the Monroe Cluster**, and other properties. For each designated area, questions to consider include:
 - What types of housing are present?
 - What are the needs in the sub-area? (i.e. loans, in-fill single family, rental, etc.)
 - Are there opportunity sites in the sub-area?
 - Is housing what we would want to see on the site? What about other uses?
 - If housing is selected to go on the site:
 - > What type of housing might be appropriate? Single family, multi-family, mixed use.
 - > What type of tenure would we like to see? Rental, home ownership, lease-purchase, etc.

- > What income restrictions would we like to see? Percentage of restricted units (if any), income levels (50% AMI Rental v.s. 80% AMI v.s. Market rate rental?, etc.)
- > What design guidance would we like to provide? Historically appropriate? Return to the original street layout following traditional neighborhood design grid? Brick? Wood? Density? Setbacks? Etc.
- > See for example the 20th Street Pattern book.

2. **The Planner should utilize the following *Identification of and Housing Recommendations for PACT Sub-Areas* developed by the co-chairs:**

Sub-Area 1 (Trinity)

Note: It was determined that Sub-Area 1 (Trinity), Sub-Area 2 (Sawyer), and Sub-Area 3 (Woodland Park North) share similar housing stocks and many of the same neighborhood characteristics. The housing recommendations and development strategies for these three Sub-Areas mirror one another.

AREA BOUNDARIES

- To the North: Leonard Ave.
- To the East: St. Clair Ave. to Old Leonard Ave. and also N. Monroe Ave. to Old Leonard Ave.
- To the South: Mt. Vernon Ave.
- To the West: I-71

RECOMMENDATIONS

- Provide rehab grants for both rental and owner-occupied housing to improve the overall quality of the housing stock while maintaining the neighborhood context.
- Utilize existing and create new mechanisms and programs to incentivize public and private investment (i.e. donation of Land Bank properties, utilize development gap funding, special loan products, creating a pipeline of tenants, etc.).
- Utilize strategic demolition to remove housing that is not viable for rehab projects and/or poses a threat to residents to improve the safety and aesthetics of the neighborhood. Identify whether the parcel is a good candidate for infill development or should remain unimproved (i.e. as a side lot, pocket park, etc.).
- Partner with the Land Bank to create opportunities for larger-scale acquisitions of land for redevelopment projects.
- Use LIHTC as a tool to create affordable housing on land acquisitions.
- Ensure that grants and incentives are available to both the public and private sector and can be used for rental and owner-occupied housing.

Sub-Area 2 (Sawyer)

AREA BOUNDARIES

- To the North: I-670
- To the East: 20th to Atcheson St. and also Trevitt St. to Atcheson St.
- To the South: Mt. Vernon Ave.
- To the West: St. Clair Ave. to Old Leonard Ave. and also N. Monroe Ave. to Old Leonard Ave.

RECOMMENDATIONS

- Public housing comprises much of Sub-Area 2 (Sawyer), therefore, no further recommendations were considered.

Sub-Area 3 (Saunders Park)

AREA BOUNDARIES

- To the North: Leonard Ave.
- To the East: Taylor Ave.
- To the South: Mt. Vernon Ave.
- To the West: N. 20th to Atcheson St. and also Trevitt St. to Atcheson St.

RECOMMENDATIONS

- Provide rehab grants for both rental and owner-occupied housing to improve the overall quality of the housing stock while maintaining the neighborhood context.
- Utilize existing and create new mechanisms and programs to incentivize public and private investment (i.e. donation of Land Bank properties, utilize development gap funding, special loan products, creating a pipeline of tenants, etc.).
- Utilize strategic demolition to remove housing that is not viable for rehab projects and/or poses a threat to residents to improve the safety and aesthetics of the neighborhood. Identify whether the parcel is a good candidate for infill development or should remain unimproved (i.e. as a side lot, pocket park, etc.).
- Partner with the Land Bank to create opportunities for larger-scale acquisitions of land for redevelopment projects.
- Use LIHTC as a tool to create affordable housing on land acquisitions.
- Ensure that grants and incentives are available to both the public and private sector and can be used for rental and owner-occupied housing.

Sub-Area 4 (Woodland Park North)—Same recommendations for Saunders Park & Trinity

AREA BOUNDARIES

- To the North: Leonard Ave.
- To the East: Eastern boundary of PACT geography
- To the South: Greenway Ave.
- To the West: Taylor Ave.

RECOMMENDATIONS

- Provide rehab grants for both rental and owner-occupied housing to improve the overall quality of the housing stock while maintaining the neighborhood context.
- Utilize existing and create new mechanisms and programs to incentivize public and private investment (i.e. donation of Land Bank properties, utilize development gap funding, special loan products, creating a pipeline of tenants, etc.).
- Utilize strategic demolition to remove housing that is not viable for rehab projects and/or poses a threat to residents to improve the safety and aesthetics of the neighborhood. Identify whether the parcel is a good candidate for infill development or should remain unimproved (i.e. as a side lot, pocket park, etc.).
- Partner with the Land Bank to create opportunities for larger-scale acquisitions of land for redevelopment projects.
- Use LIHTC as a tool to create affordable housing on land acquisitions.
- Ensure that grants and incentives are available to both the public and private sector and can be used for rental and owner-occupied housing.

Sub-Area 5 (Woodland Park South)

Note: Sub-Area 5 (Woodland Park South and Sub-Area 7 (OTENA / MONROE / NOBO SOLO) share similar characteristics and thus similar recommendations.

AREA BOUNDARIES

- To the North: Greenway Ave.
- To the East: Eastern boundary of PACT geography
- To the South: Broad St.
- To the West: Taylor Ave.

RECOMMENDATIONS

- Provide historic preservation grants to protect and maintain architecturally significant housing

- Create incentives for owner-occupied housing opportunities.
- Offer incentives for both the creation and rehab of multifamily housing that can be used as rental properties.
- Maintain affordable housing options to allow current residents to stay in the community by having mixed-income rental options.

Sub-Area 6 (Poindexter Village / OSU)

AREA BOUNDARIES

- To the North: Mt. Vernon Ave.
- To the East: Taylor Ave.
- To the South: Long St.
- To the West: N. 22nd St.

RECOMMENDATIONS

- Focus on targeted infill and rehab of existing housing immediately adjacent to OSU and the Poindexter Village site.
- Develop senior housing.
- Provide mixed-income and mixed-tenure housing opportunities.
- Restore the original neighborhood grid to create a traditional neighborhood layout instead of the current fragmented grid in place.
- Consider preservation of one building from Poindexter Village, on or off-site, and provide an appropriate recognition of its history.
- Create mixed-tenure housing opportunities and development both single and multifamily housing.

Sub-Area 7 (King Lincoln / NOBO)

AREA BOUNDARIES

- To the North: Mt. Vernon Ave.
- To the East: N. 22nd St.
- To the South: Long St.
- To the West: I-71

RECOMMENDATIONS

- Utilize and build off of the strategies being employed in the North of Broad neighborhood and focusing on expanding these efforts westward.

Area 8 (OTENA / MONROE / NOBO SOLO)

AREA BOUNDARIES

- To the North: Long St.
- To the East: Taylor Ave.
- To the South: Broad St.
- To the West: I-71

RECOMMENDATIONS

- Provide historic preservation grants to protect and maintain architecturally significant housing
- Create incentives for owner-occupied housing opportunities.
- Offer incentives for both the creation and rehab of multifamily housing that can be used as rental properties.
- Maintain affordable housing options to allow current residents to stay in the community by having mixed-income rental options.
- Create programs to rehab and maintain multifamily and row-house structures to help maintain the neighborhood character.

OTHER RECOMMENDATIONS

- Focus on commercial corridors and nodes, some could be mixed-use with residential units above store fronts:
 - > Broadwin
 - > Edna
 - > Franklin Park Medical Center
 - > Champion and Long
 - > Utilize strategic code enforcement on the Maryland Corridor.
- Focus on Opportunity Sites:
 - > Broadwin
 - > Taylor Ave
 - > Monroe Cluster
 - > Edna- mixed-income
 - > Strategic analysis of church controlled property
 - > Second Baptist Church -17th and 18th & long

The recommendations are broken into three areas:

1. “Building Blocks” are the necessary foundations for success. These include:
 - A community model for early childhood education and development that connects parents/ caregivers, providers, and K12 educators.
 - A K-12 culture of academic success and preparation.
 - A connected, engaged community.
2. “Primary Objectives” identify important means to achieve the building blocks.
3. “Tactical Components” represent concrete approaches to achieving the primary objectives. Those in green represent tactics currently underway; blue tactics are new or significantly revamped ideas.

CREATING AN “EDUCATION DESTINATION” IN THE PACT GEOGRAPHY: **PACT EDUCATION SUBCOMMITTEE RECOMMENDATIONS**

Partners Achieving Community Transformation (PACT) is a partnership including The Ohio State University, the City of Columbus, and the Columbus Metropolitan Housing Authority to revitalize the city’s historic near east side. Bounded by I-71 on the west, 670 on the north, Woodland Park Avenue on the east, and East Broad Street on the south, the vision for the PACT area is “[t]o create a healthy, financially and environmentally sustainable community where residents have access to safe and affordable housing, quality healthcare and education, and employment opportunities. To that end, PACT is committed to working with the community so the area’s neighborhood redevelopment efforts build on its rich tradition and incorporate current residents’ needs and expectations.

Education in the PACT Area

The Near East Side’s celebrated history involves a significant focus on education, as exemplified by the proud history of Columbus East High School. With an alumni list that includes such notables as James Thurber and football great Chic Harley (Ohio State University Stadium is “The House That Harley Built”), the school has stood since 1922 as a testament to the community’s belief in its young people. Just west of the PACT area is Columbus State Community College, Ohio’s largest community college and a vibrant part of the extensive central Ohio education community. The Ohio State University has identified its commitment to the neighborhood through OSU East Hospital and the African American and African Studies (AAAS) Community Extension Center

Columbus City Schools is an active part of the PACT geography, with eight schools serving over 2800 students, nearly 5% of the district's entire enrollment. Together, these schools enroll more students than the districts of Grandview Heights (1092) and nearby Bexley (2130) and nearly as many as Whitehall (2818) and Hamilton Local (3005). Five of the schools in the PACT zone, Eastgate Elementary School, Ohio Avenue Elementary School, Trevitt Elementary School, Champion Middle School, and East High School form a complete K-12 feeder pattern. The other three CCS buildings in the PACT area are specialty schools designed to serve students from across the district, including Monroe Alternative Middle School, Beatty Park Elementary (special education focus), and Clearbrook Middle School (focused on students who have emotional disturbance).

Ten year ago, this neighborhood was home to some of the city's most outdated school buildings. Today, the East High feeder pattern is the only one where all five school buildings have been completely rebuilt or renovated, at a cost of more than \$80 million. These schools have state-of-the-art science and computer labs, security systems, and are designed for community use both after school and year-round.

In addition to the Columbus City schools, there are private and charter school options for K-12 students in or near the area. Perhaps most notable among those are Mansion Day School (preK-grade 5, 110 students); St Charles Preparatory School (grades 9-12, 652 boys); the Columbus Collegiate Academy (grades 6-7, 100 students); and the Charles School at Ohio Dominican University (grades 9-11, 290 students).

In considering early care and education available to our youngest children in the PACT neighborhood, we turn to the most recent information available from Learn4Life which identifies 12 early childhood centers (five of which are rated as Step Up to Quality or Start Smart centers), six family child care locations, and two CCS Special Needs pre-schools in the 43203 zip code. Census data identify 952 children ages 0-5 in 43203; roughly 650 children are enrolled in the sites mentioned above.

THE COLUMBUS CITY SCHOOLS IN THE PACT NEIGHBORHOOD

Students who attend Columbus City Schools may attend the school they are assigned to geographically or may opt to attend other schools in the district (certain requirements apply). In the PACT area the most recent data available shows that 47.5% of CCS students living in the PACT area attend their geographically assigned school in the East feeder pattern. This percentage is not outside the norm for neighborhoods in the Columbus City Schools district. Just as students from the PACT area attend schools outside their geographic assignment, other students from other areas of the city choose to attend schools within the PACT area.

According to the state's 2010-11 report card, student enrollment in the PACT area schools is as follows:

- East High School: 622
- Champion Middle School: 282
- Monroe Alternative Middle School: 428
- Clearbrook Middle School: 70 (note: Clearbrook will be moving to S. High St. in the 2013-14 school year)
- Beatty Park Elementary School: 126
- Eastgate Elementary School: 316
- Ohio Avenue Elementary School: 378
- Trevitt Elementary School: 270

In 2010-11, all eight district schools in the PACT area had higher rates of students who are economically disadvantaged than did the district as a whole: 85.9% to 98.5% of the students in the PACT CCS schools are economically disadvantaged, compared to the district average of 82%.

72% to 82.7% of the students were enrolled in the same building for the entire academic year. The district average is 80.2%. Two of the five feeder pattern schools were above the district average: Eastgate (82.7%) and Ohio Avenue (81.8%).

CCS has 118 school buildings overall. Twenty-eight of those are currently rated as "Excellent" or "Effective." None of the schools located in the PACT area achieved an "Excellent" or "Effective" rating for the 2010-11 school year (Source: 2011 State Report Card).

The five schools in the East High feeder pattern performed as follows on the 2010-11 state report card:

- Eastgate, Ohio Avenue, and Trevitt Elementary Schools were rated "In School Improvement," "Academic Watch," and "Academic Emergency," respectively. Eastgate students overall exceeded one year of academic progress (the state's value-added rating) while Ohio Avenue and Trevitt did not. None of the three met state requirements for adequate yearly progress (AYP).
- Champion Middle School was rated "Academic Emergency", did not meet value-added, and did not make AYP. Notably, although overall achievement levels are lower than state and district targets, Champion has seen significant gains in 6th grade reading and mathematics, in 7th grade mathematics, and in 8th grade reading, mathematics, and science.
- East High School was rated "In School Improvement" and did not meet AYP. There is no value-added measure for high schools at this time. The graduation rate was 67.9%.

The three specialty schools in the area performed as follows on the 2010-11 state report card:

- Beatty Park Elementary was rated “Academic Emergency” and did not meet AYP. The school met the value-added measure.
- Clearbrook Middle School was rated “Academic Emergency” and did not meet AYP. It met value-added.
- Monroe Alternative Middle School was rated “In Continuous Improvement,” did not meet AYP, and met value-added.

SELECT CHARTER SCHOOLS NEAR THE PACT AREA

The Charles School is located on the edge of the Ohio Dominican University campus. A member of the Graham family of schools, the Charles School was rated “Effective” on the 2010-11 state report card. TCS is a five-year Early College High School in partnership with Ohio Dominican University and combines an accelerated academic program with experiential learning. Students are drawn from across the metro area. Students who are economically disadvantaged comprise just over 61% of the student population. On the 10th grade OAT (2010-11), just over 90% of students were proficient in reading, nearly 82% were proficient in math, almost 95% were proficient in writing and slightly more than 79% were proficient in social studies. The state minimum passage rate was not achieved in science, where almost 70% of students were proficient.

The Columbus Collegiate Academy recently moved to the Near East side from a former location in Weinland Park. Designated “Effective” on its 2010-11 state report card, CCA is part of the United Schools Network and serves approximately 100 students in grades 6-8. Less than half of the students come from the PACT or near-PACT area. Economically disadvantaged students make up 93.4% of the student population. Just over 85% of 6th graders were proficient on the OAT in reading (2010-11); slightly more than 72% were proficient in math. In 7th grade, almost 83% were proficient in reading and almost 90% were proficient in math.

SELECT PRIVATE SCHOOLS IN OR NEAR THE PACT AREA (SEE ACCOMPANYING SCHOOL PROFILES)

Mansion Day School serves approximately 100 kindergarten through fifth grade students. Students are drawn from across the city. Students at Mansion Day are tested with Stanford Achievement Tests, with 100% of students in Kindergarten, 1st, and 5th grades scored at or above grade level in math and reading. Test scores in other grades range from 85% in 3rd grade math to 92% in 4th grade math (all scores from 2009-10).

St. Charles Preparatory School is a Catholic school serving young men in grades 9-12. Students are drawn from across the metro area. To remain enrolled at St. Charles, students must maintain at least a 2.0 GPA after their sophomore year. The 2009-10 average ACT score (composite) was 28.8. There is a strong focus on AP courses, with 319 exams taken in 2010 and 93% achieving scores that would allow college credit.

Community Resources Related to Education

The PACT area is fortunate in the number and types of education-related community resources available to residents, including the following examples:

- The Columbus Metropolitan Library’s Martin Luther King Library (also includes literacy classes through the Columbus Literacy Council)
- The King Arts Complex
- Franklin Park and Franklin Park Conservatory
- Jazz Arts Group
- Columbus Urban League
- COSI
- The Eldon and Elsie Ward Family YMCA
- Lincoln Theatre
- St Vincent Family Centers
- numerous programs offered through multiple human services providers

PACT Education Subcommittee Findings

Note: The PACT Education Subcommittee met more than 20 times and two full- day tours of area schools and education-related programs were held for subcommittee members. Findings and recommendations were developed and discussed across the course of several subcommittee meetings.

The findings and recommendations of the PACT Education Subcommittee derive extensively from the following sources of information:

- On November 10 and November 17, 2011, members of the 32-member PACT Education Subcommittee visited:
 - > Three Columbus City Schools including Trevitt Elementary, Champion Middle, and East High Schools,
 - > Two private schools including Mansion Day and St. Charles Preparatory Schools,
 - > Two early learning programs, St. Phillips Head Start and Columbus Early Learning Center
 - > Two after-school programs including the Columbus Urban League, and the Martin Luther King, Jr. Branch of the Columbus Metropolitan Library after school programs.
- On January 24, 2012, members of the Education Subcommittee and guests from UWCO, I Know I Can, and the Columbus City Schools Higher Education Partnership met at Columbus State Community College with President David Harrison and members of his staff to discuss matriculation , retention, and graduation of individuals in the 43203 zip code.

- In the fall of 2011, Community Conversations were held by the five PACT Subcommittees. The information from those conversations was shared at the PACT Launch on January 8, 2012. The Subcommittee discussed and had access to these findings during the creation of these recommendations.
- Data regarding achievement and student population were obtained from Community Research Partners, the Ohio Department of Education, and Columbus City Schools. Community Research Partners joined the Subcommittee as part of its role with the PACT Planning Team, providing information related to school attendance patterns.
- Discussions of the PACT Education Subcommittee.

FINDINGS

- A. Many residents and community leaders are unaware of progress being made in local schools. This information is often unavailable on the websites of the schools or the district (Sources: PACT Education Subcommittee Community Conversations, Fall 2011; the PACT zone education tours).
- B. During the past two years, United Way of Central Ohio's Columbus KIDS program has been using learning checkups to assess children's development and to identify when referrals for developmental delays behavior problems and speech, hearing or vision problems among preschoolers. In the 43203 zip code, 241 preschool-aged children have been assessed. Approximately one-third of the children needed referral for additional screening or services on at least one of the six measures (communication, gross motor, fine motor, problem solving, and personal-social, and socio-emotional). The most common reason children were flagged is for social-emotional concerns: approximately 20% were identified as in need of further social-emotional assessment (Source: Columbus KIDS, United Way of Central Ohio).
- C. The committee visited early childhood programs eager to synch their programs with the district's expectations for kindergarten students. However, individuals working in these programs felt they often did not know what the district expects and were unclear about who they should contact at the district (Source: The PACT zone education tours, 11/10/11 and 11/17/11). Columbus City Schools works with sites and shares the interest in synching programs and expectations.
- D. Columbus City Schools has identified grade-specific targets for math and reading improvement, designed to increase test scores over four years to the state passage level or above. Meeting the district goals will require significant change in the achievement levels at the PACT-area schools. For example, 10th graders' math proficiency scores were at 56.7% last year, with a state requirement of 75%; Champion's 7th grade reading scores were at 24.7% with a state require-

ment of 75% Trevitt's third grade reading scores were at 31.4% with a state requirement of 75%.

- E. Students in Columbus City Schools have the option of attending schools outside their geographic school assignment area. In the PACT area, 47.5% of the CCS students attend their assigned neighborhood school. This is reasonably comparable to the percentage of attendance by geographic assignment in other neighborhoods (Source: Community Research Partners). However, this is a particularly important finding. It suggests that any educational efforts in the PACT area must take into account the considerable numbers of children and young people attending non-East feeder pattern schools. It also points to the fact that there are significant numbers of children from outside of the PACT area attending PACT-area schools. A portion of these attend the schools because of geographic assignment; however, students from other parts of the district choose to attend PACT-area schools, which is a positive.
- F. There is little information available about what guides parents/caregivers in the area as they choose the schools for their children.
- G. The committee visited the Homework Help Center at the Columbus Metropolitan Library and the after school program at the Columbus Urban League. Librarians provide copies of textbooks and a place for supervised study. But the library and Urban League are not always aware of homework assignments in area schools. These programs want to be more supportive of and would like to be increase awareness of assignments and reading lists (Source: The PACT zone education tours, 11/10/11 and 11/17/11).
- H. In the 2010-2011 school year, more than 85% of PACT area students were economically disadvantaged. Their families face many problems that schools alone are not equipped to meet (Source: Ohio Department of Education). Many teachers and principals are unaware of resources available for students.
- I. Area residents have lower levels of educational attainment than the city average. Many high school graduates would be the first in their families to attend college.
- J. In the last academic year, 17 East High students (from 11th and 12th grades) were enrolled in English post-secondary enrollment options through Hocking College; three were part of the DeVry Advantage Academy. No other PSEO enrollment occurred during that time, at any other institution.
- K. The majority of recent East High graduates who choose to matriculate to college attend Columbus State. Wright State, Central State, and the University of Toledo are also selected. Two students from 43203 entered Ohio State as first year freshmen in the fall of 2011; a total of 12 students from 43203 entered OSU last fall and all were still enrolled spring quarter.
- L. 83 % of Columbus State students entering from high school have to take a remedial course. The rate is 99.9% in the 43203 zip code covering the PACT neighborhood. Of the 939 students entering Columbus State from the 43203 zip code

during the past five years, only one was prepared to take college-level math; all of the other 938 students needed to take a remedial course.

- M. Of the 939 students entering Columbus State from the 43203 zip code during the past five years, 62 students earned 70 degrees or certificates, a rate of 6.6%. An unknown number took courses that may have resulted in employment, transfer to another college, or a promotion.

THE TRANSFORMATIVE IDEA: **CREATE A CRADLE-TO-CAREER “EDUCATION DESTINATION” IN THE PACT GEOGRAPHY.**

The PACT Education Subcommittee is committed to building a culture of pride and partnership in the PACT neighborhood. A strong, neighborhood-focused education focus brings energy, creativity, and vitality to the neighborhood and builds a positive belief in our community and ourselves. The recommendations contained herein begin with our children’s earliest days, progress through their school years and postsecondary education, and undergird their career choices. The recommendations require strong, consistent partnerships; effective, passionate educators; involved, empowered, parents; and a community that is fully invested in its schools.

PACT Education Subcommittee members strongly encourage the Planning Team and all groups that are part of PACT to provide ongoing updates concerning the work of the Planning Group and the recommendations of the subcommittees.

Expected outcomes from the “Education Destination:”

- A culture of pride in the neighborhood
- A positive spotlight on the neighborhood and its residents
- Increased parent/caregiver involvement in children’s education
- Achievement of CCS math and reading goals in PACT schools
- Increased early literacy
- Increased matriculation and persistence in postsecondary education
- Improved skills for employability among PACT young people
- Significant enrollment growth at Champion and East
- Improved school attendance
- Decreased behavior incidents in schools
- Governance model that encourages community involvement

Ties to local and state policy efforts

- The implementation of the new Common Core standards is a powerful opportunity to align preschool and elementary expectations.
- Academic achievement efforts tie tightly to CCS district achievement goals.
- Academic and social efforts reinforce the CCS East High feeder system.
- Connections among CCS schools, private schools, and charter schools in and

near the PACT area complement state-level efforts to improve ties between various types of schools.

- An aligned Pre-K through primary grade assessment, referral, and data analysis system provides developmentally appropriate addressal of the emerging state and local focus on early literacy.
- The need for expanded, intentionally connected pathways to post-secondary education provide evidence for adjustment of the state’s PSEO policy and procedures.
- Data analysis and alignment efforts tie closely to the regional college access initiative currently underway in central Ohio.
- A community-based advisory board strengthens positive community involvement, reduces disenfranchisement, and helps alleviate other concerns that may lead to “parent trigger” options in other communities.

CREATING AN “EDUCATION DESTINATION” IN THE PACT AREA

The table below identifies important components for the Education Destination:

- “Building Blocks” are the necessary foundations for success. These include:
 1. A community model for early childhood education and development that connects parents/ caregivers, providers, and K-12 educators.
 2. A K-12 culture of academic success and preparation.
 3. A connected, engaged community.
- “Primary Objectives” identify important means to achieve the building blocks.
- “Tactical Components” represent concrete approaches to achieving the primary objectives. Those in green represent tactics currently underway; blue tactics are new or significantly revamped ideas.

	PRIMARY OBJECTIVE	TACTICAL COMPONENTS
BUILDING BLOCK	1. A COMMUNITY MODEL FOR EARLY CHILDHOOD EDUCATION AND DEVELOPMENT THAT CONNECTS PARENTS/ CAREGIVERS, PROVIDERS, AND K-12 EDUCATORS.	
	<p><i>Build a system of services and support for children ages 0-5 and their parents/caregivers that creates a strong early learning foundation.</i></p>	<p>Increase participation in existing efforts to enhance parent education and engagement, particularly those utilizing home visits, structured activities, and modeling of effective child development practices.</p> <ul style="list-style-type: none"> • Promote well baby care, healthy growth and development, and appropriate parenting practices by continuing and expanding the Mom2Be program which focuses on healthy foods, prenatal care, and on reducing maternal depression.. • Partner with the county's Help Me Grow program to provide home visits for children ages 0-3 and families where developmental needs have been identified, and coordinate referrals and follow-up services. • Continue Columbus KIDS efforts to provide screenings, referrals and learning check-ups for pre-schoolers and build ongoing relationships with parents and caregivers. • Continue neighborhood involvement with the Columbus Metropolitan Library's Ready to Read Corps to conduct story times, organize workshops that focus on pre-reading skills, circulate books and materials, and sign-up children and adults for library cards. <hr/> <p>Create parent center(s) in a neighborhood institution(s) that will serve as a parent welcome center; early care and education, school, and community resource information center; parent education/training center; and networking center for parents. The Center will also provide referrals related for parents based on their specific needs for job training and placement; health care; financial assistance; transportation; and housing assistance/information.</p> <ul style="list-style-type: none"> • Work with faith-based institutions, and community organizations to provide ongoing sessions that provide hands-on experiences to enhance children's language, problem solving and exploratory learning and to teach parents and care givers about age appropriate activities and child development, nutrition, health, and play. • Offer activity kits for parents and children to continue to develop fine motor and other skills at home. Provide opportunities for parent support in a comfortable, interactive group setting. • Provide opportunities to model appropriate child development practices through play by implementing "Play Adventure" experiences for parents and their children <hr/> <p>Improve the quality of child care options in the neighborhood:</p> <ul style="list-style-type: none"> • Increase the number of Step Up to Quality early learning sites in the PACT geography. • Work closely with Action for Children on curriculum alignment and shared professional development opportunities at the pre-K level, including home care providers as well as centers • Connect home care providers and early learning centers around appropriate shared activities such as field trips.

PRIMARY OBJECTIVE	TACTICAL COMPONENTS
<p><i>Reduce fragmentation and build connections between early childhood education and K-3 schooling levels.</i></p>	<p>Clarify and align academic and socio-emotional expectations between early childhood centers and kindergarten.</p> <p>Working with early learning sites, Columbus City Schools, and other schools in the area, Implement an early childhood-K12 data-sharing model utilizing the Learning Circle model that includes Columbus Kids assessments and other data pertinent to kindergarten readiness and educational success.</p> <p>This will:</p> <ul style="list-style-type: none"> • Positively impact kindergarten readiness by aligning early childhood experiences and services with kindergarten preparation; • Reduce fragmentation of records and aligns services by providing information to all stakeholders; • Identify and update a child's developmental milestones, services, and enrollment in early childhood programs; • Provide ready-to-use, quick impact interventions for parents and providers that are based on a child's specific needs; • Provide ready-to-use, quick impact interventions for parents and providers that are based on a child's specific needs; • Align the child's early childhood and pre-school experiences with kindergarten success; • Assist in kindergarten assessment. <p>Coordinate professional development that reaches vertically and horizontally and that includes public, private, charter, and early education professionals.</p> <p>Increase and embed communication between schools and early education sites.</p>
<p>BUILDING BLOCK</p>	<p>2. A K-12 CULTURE OF ACADEMIC SUCCESS AND PREPARATION. <small>NOTE: THE COLUMBUS CITY SCHOOL SYSTEM OPERATES EIGHT SCHOOLS IN THE PACT ZIP CODE AND IS THE PRINCIPAL EDUCATOR FOR THE AREA'S YOUNG PEOPLE.</small></p>
	<p><i>Clearly articulate the strategy for CCS' East High feeder pattern in order to provide an aligned, complementary family of schools.</i></p> <p>Support CCS in its efforts to create a health sciences/STEM-based approach in the East High feeder system.</p> <ul style="list-style-type: none"> • As appropriate for each grade level K-8, incorporate mastery-based learning, an extended school day, and an emphasis on creativity and critical thinking (for further information, see practices in use in the Linden feeder pattern, at central Ohio elementary schools participating in the Ohio STEM Learning Network, and at Worthington's Phoenix Middle School). • Implement a "cohort model" at East High School similar to that at the Metro School. This approach builds readiness for/involvement in early college coursework and is based on the expectation that students will earn college credit while in high school. The cohort model: • Reduces the need for remediation. • Increase stability within the student population. • Builds mutual academic and emotional support that leads to increased success and completion levels. • Includes mastery and project-based "gateway" requirements for student progress. • Incorporates collaborative and "real-life" problem-based learning opportunities. • Links to community resources (e.g. Franklin Park, OSU East; Jazz Arts Group; many others) for program offerings and internships for student credit and pay. • Provides clearly defined student pathways to college and career that include targeted participation in early college coursework. <p>Increase college matriculation and reduce post-secondary remediation.</p> <ul style="list-style-type: none"> • Work closely with The Ohio State University/OSU East and Columbus State Community College to develop explicit pathways for matriculation into post-secondary education . • Initiate a remediation-reduction program similar to the Columbus State/Reynoldsburg program, including College Prep Math and other subjects, as appropriate. • Engage K-12 teachers and administrators in unpacking CSCC, OSU, and HEP partner data to identify and address persistent academic challenges for PACT area students. This work requires close attention to student privacy rights.

PRIMARY OBJECTIVE	TACTICAL COMPONENTS
	<p>As part of the STEM pathway, develop career/technical training and linkages to workforce development.</p> <ul style="list-style-type: none"> • Work with OSU East and local employers to develop career pathways, internships, and training programs for non-college-bound East high students
<p><i>Foster partnerships among Columbus City Schools, charter schools in/close to the PACT neighborhood, and private schools in/close to the PACT neighborhood.</i></p>	<p>Develop an ongoing Principals' Consortium to regularly bring together principals/directors from area schools.</p> <ul style="list-style-type: none"> • Work together to build a strong middle school approach in the area. • Share information about curricular approaches of the area schools. • As applicable, identify the particular niches of each school to better understand the appropriate “fit” for various children in the neighborhood and guide parent choice. • Develop shared professional development opportunities for administrators and staff. • Identify community-based approaches to build parent engagement. • Develop realistic approaches to mobility issues related to student transfer in and among the schools, including expelled students as well as voluntary transfers. <p>Link curricular and community resources (e.g. OSU East; arts community; Franklin Park; etc) in co-curricular programming.</p> <ul style="list-style-type: none"> • Implement consistent, ongoing methods for sharing curricular information and homework assignments between schools and libraries/afterschool programs.
<p><i>Stabilize educator turnover.</i></p>	<p>Conduct an annual review of staff mobility in PACT-area schools to assist in identifying trends and solutions.</p>
<p><i>Empower and educate parents, encourage parent involvement in their children’s classrooms and schools, and progressively broaden involvement to include involvement in and with the community.</i></p>	<p>Direct parents toward practical, accessible tools that help them uplift their education and the education of their children.</p> <ul style="list-style-type: none"> • Work with I Know I Can, particularly as re: Blueprint: College and Blueprint College 2.0 • Arm Parent Consultants with Know How to Go information and materials. • Provide Parent-to-Parent training for Parent Consultants and other parent advocates to assist area parents in understanding child needs and development. • Increase Parent Consultant positions in PACT area CCS schools and incorporate the Parent Consultant model in area charter and private schools. • Provide professional development for educators to help them assist parents with parenting and basic skills development. • Incorporate parent/caregiver involvement in experiential/problem-based learning activities.

BUILDING BLOCK

3. A CONNECTED, ENGAGED COMMUNITY

<p><i>Build neighborhood connections to the local schools.</i></p>	<p>Draw from the Columbus' Neighborhood Commission model and the Neighborhood School Development model to create a Community Engagement Committee focused on CCS' East High School feeder pattern schools (Eastgate, Ohio Avenue, and Trevitt/Beatty Elementary Schools, Champion Middle and East High Schools) and the other schools in/near the area.</p> <ul style="list-style-type: none"> • Connect to other neighborhood efforts (e.g. arts efforts, workforce initiatives, housing development, social service provision). • Involve community institutions such as OSU Hospital, area churches, and residents. • Provide experience to develop emerging leaders for Columbus. <p>Develop a resource guide for educators that identifies human services available to assist PACT students and families in addressing non-academic barriers to success.</p> <p>Engage human services providers active in the PACT area in conducting a needs assessment to identify and address non-academic barriers that are prevalent among families and also among post-secondary students in the PACT area.</p> <p>Work with human services providers and other community partners to provide financial literacy materials and programs for students and families.</p>
--	--

PRIMARY OBJECTIVE	TACTICAL COMPONENTS
<p><i>Build ownership of PACT-area schools.</i></p>	<p>Educate school staff and community leaders about progress being made through posters for visitors, websites, and social media.</p>
	<p>Survey neighborhood parents about how they make school choices for their children (a model exists for Weinland Park in which 346 interviews were conducted; the principal finding indicated that parents use the internet as a screening tool for choosing schools).</p>
	<p>Seek new opportunities for residents to be in the schools and on school grounds (e.g. wellness offerings, arts opportunities, workforce fairs, social service involvement, community fairs, etc).</p>
	<p>Develop aligned opportunities for PACT area artists, employers, and agencies to work with students on service learning partnerships.</p>
	<p>Capitalize on existing pride in the history of East High band, athletics, and alumni.</p>
	<p>Schedule periodic in-service exchanges where educators can meet with faith and social service providers to learn about available services.</p>