



Solution Action Group Recommendations

June 2011

**Saint Paul Promise Neighborhood
Solution Action Groups**

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Solution Action Groups Background Information

Saint Paul Promise Neighborhood Solution Action Groups Introduction

As part of the Saint Paul Promise Neighborhood planning process, six Solution Action Groups (SAGs) were formed to identify issues and develop strategies to achieve the goal of ensuring that all children in the Promise Neighborhood succeed in school in and life. Five of the six SAGs focused on a particular age group and the sixth focused on the community in general:

Early Childhood	High School Age
Elementary	Post-Secondary Ages
Middle School	Community Building

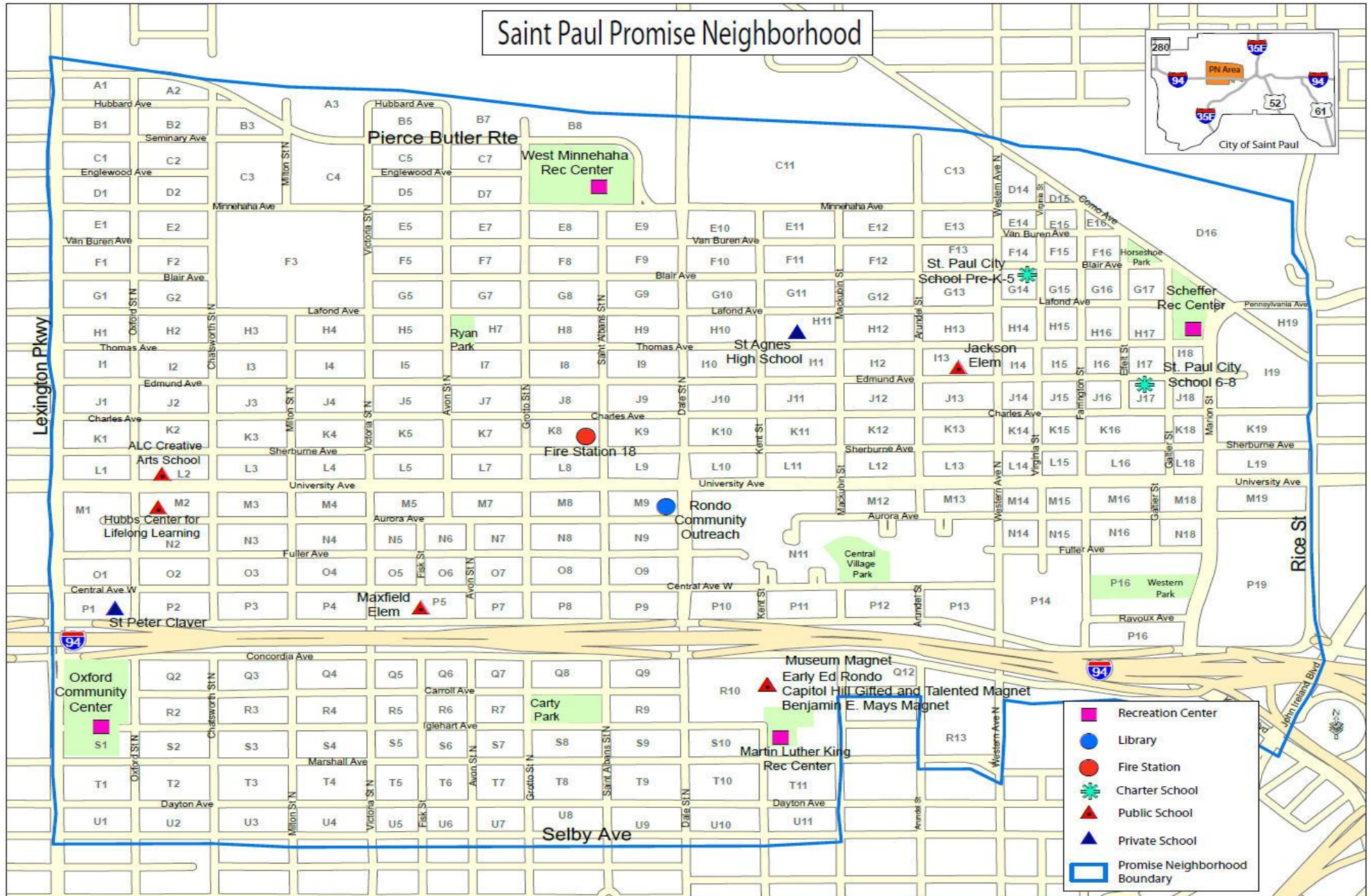
This notebook contains the work developed by these six Solution Action Groups and the approximately 120 people who served on them over the six months stretching from January to June, 2011. Between fifteen and twenty five people participated in each group and the groups met twice monthly.

The diversity of perspectives offered by the participants is reflected in these materials. The principles, ideas and recommendations contained herein are made available to community members, organizations and institutions that will play important roles in implementing the Saint Paul Promise Neighborhood. Therefore they are organized to facilitate access on several levels. The “Principles” were developed to guide all the activities that are part of the Promise Neighborhood. The “Crosscutting Solutions” are general ideas that echoed through each SAG’s work. The individual recommendations of each of the six SAGs are also included here as they provide distinctive insight into the discussion and thinking behind the various solutions.

The materials are presented in this way in order to honor the range of opinions and perspectives that the SAGs presented. A short summary could not do that. The community members, organizations and institutions that take the next steps in the development of the Saint Paul Promise Neighborhood are called upon to make full use of the breadth of that thinking, using these materials as a resource.

Thank you to all the SAG participants, to the chairs, the recorders and the facilitators and to the other staff who participated in the creation of this work. It provides a solid foundation for the future.

Saint Paul Promise Neighborhood Map



Participants

Saint Paul Promise Neighborhood Solution Action Group Participants January-June 2011

Early Childhood

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Tamar Ghidalia
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Nara Topp
Mary Vanderwert
Carolyn Veesper-Egbide
Linda Weber
Laurel Wills
Regina Williams
Barbara Yates (Chair)

Elementary Age

Kara Arzamendia
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William Baker
Marian Brown-Moore
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Jeanne Connelly
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Chreese Jones
Tseebleej Lee
Christina McCoy
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Amanda Moua
Sylvia Perez
Paul Quigle
Sam Schultz
Maggie Smith
Stephanie Stull
Zong Vang (Chair)
Kenya Walker
Leann West
Kathy Zanner

Middle School

Carol Bauer
Leonard Cain
Derrick Cooper
Jackie Cooper
Desirée Culpitt
Adrienne Diercks
Christine Evans
Angela Folch
Mary Her
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**Saint Paul Promise Neighborhood
Solution Action Group Participants
January-June 2011**

High School

Roger Barr
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Ryan Elliott

Donna Evans
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Nathan Giles
Ashley Hanson
Regina Harris
Robin Henderson
Kelly Henriksen
Robin Hickman
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Charles Newell
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Post-Secondary

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Donald Easton-Brooks
Readus Fletcher

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Rick Heydinger
Darcel Hill
Patrice Howard
Brandon Jones
Dora Jones
Ann Ledy
Robert Lewis
Tracene Marshall
Lynn Murphy

Bauz Nengchu
Jonathan Palmer
Mitchell Rubinstein
Sterline Saran Cryer
Ryan T. Scott
Marvin Scroggins
Nao Thao
Mark Thompson
Pahoua Yang

Community Building

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Charles Dana
Charles Ellis (Chair)
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Dorii Gboli
La'Terry Green
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Donald Ingram
Gala Ingram

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Acooa Lee
KaMille Lolar
Margaret Lovejoy
Nigel Martin
Cheryl Mayberry
Judy Parr
Heather Peterson
Paula Peterson
Kirsten Pratt
Andre Richardson
Berneen Rudolph
Anthony Schmitz
Larry Soderholm
Baraka Tura

Jackie Turner
Bao Vang
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Principles

Saint Paul Promise Neighborhood Principles Emerging from the Work of the Solution Action Groups

The Promise Neighborhood planning and implementation efforts are part of a dynamic process. The Solution Action Groups believe that the following principles are important to any and all Promise Neighborhood plans and activities.

- Building trust by building relationships
 - Fostering pride and stability in community and nurturing community ownership, leadership and participation
 - Creating holistic, multidimensional approaches that meet the unique needs of each family and each child
 - Ensuring culturally appropriate services
 - Ensuring the accessibility of programs, services and resources considering information, location, transportation
 - Recognizing families as the most important asset
 - Supporting parent and family engagement by building their skills and empowering them to be involved in the education of their children
 - Ensuring attention is paid to life skills in addition to academic performance
 - Focusing on prevention and early intervention strategies
-

“To change the conversation, change who is in the conversation.”

Crosscutting Solutions

Saint Paul Promise Neighborhood Solution Action Groups

Crosscutting Solutions

June 20, 2011

The following is a list of Crosscutting Solutions that are based on the recurring themes and priorities that emerged from the six Solution Action Groups' specific work. The document provides a pathway to understanding the many ways in which solutions relate to one another or to multiple age groups. All of the individual solutions generated by the Solution Action Groups were categorized, to the extent possible, within these crosscutting solutions. Several individual recommendations are cross-referenced as they relate to more than one of these crosscutting solutions.

The Crosscutting Solutions do not replace the work of the individual Solution Action Groups. It is critical to refer to the final Supporting Materials from each Solution Action Group for the additional context and detail of their work.

The Crosscutting Solutions are:

1. Support asset-based informal and formal neighborhood associations.
2. Ensure community liaisons and connectors for families.
3. Foster connections to caring adults for youth and young adults.
4. Create Community Hubs.
5. Ensure parent and community engagement in schools and at the district level.
6. Create shared accountability and promote positive interactions with city and county systems.
7. Engage businesses, faith communities and community members in supporting youth learning and achievement.
8. Coordinate out-of-school opportunities for children and youth.
9. Coordinate successful transitions for children, youth and young adults.
10. Support parents and adult development.
11. Promote community development and accountability.
12. Promote a safe, healthy and beautiful neighborhood.
13. Address youth and family challenges and crises.
14. Improve transportation options.
15. Ensure safe, healthy, stable mixed-income housing.
16. Ensure comprehensive, culturally-appropriate health care.

Upon receiving a draft of this document, Solution Action Group participants engaged in small group discussions focused on one of the Crosscutting Solutions. Their comments are provided in italics following each Crosscutting Solution.

There were also reflections on general aspects of the document that are not necessarily relevant to any one of the recommended solutions. These suggestions, listed below, should be considered when referring to the various recommendations.

- *Promise Neighborhood leaders should work to ensure that the community will accept the sought after goals (i.e., the Promise) of the initiative and will work as partners to ensure that all goals are achieved. It is essential that all members of the community help define, consider, understand, and accept their role in the overall success of this community as a whole. The vibrancy of this community is not solely dependent on an organization, institution, or political representative. At all levels, community members must be seen as partners that are critical to its success.*
- *Elders from the community should be invited into all Promise Neighborhood efforts. There is much wisdom to be found within this community at all stages and ages. Connections to those immediately impacted as well as those with a vested interest in the health of this community should be sought.*
- *A focus on engaging businesses in all aspects of the Promise Neighborhood initiative should be seen as both a strategy and tactic for success.*
- *The recommended solutions are meant to serve as guidance for the planning of the Promise Neighborhood, but Solution Action Groups advised on aspects of implementation as well. Much of this detail can be found in the supporting materials for each Solution Action Group included in this notebook.*
- *This document, although informed and shaped by representatives of the community at large, may not be expressed in language that fully reflects the different wording used by various Solution Action Group members. Making sure to seek out community representatives for advice on crafting language appropriate to communicate efforts initiated in the Promise Neighborhood is an important step for future implementation activities.*

1. Support asset-based informal and formal neighborhood associations. Almost unanimously, Solution Action Groups identified the need for more neighborhood groups in the Promise Neighborhood. The neighborhood groups need to be asset-based, local, and diverse in structure. In part because the Promise Neighborhood is a collection of small communities (not all geographically-based), the term “block club” should be avoided to describe these groups to allow for diverse models that respond to the needs of individual communities. However, the Promise Neighborhood must still ensure that all of the geography of the neighborhood is included in one neighborhood group or another.

Having more neighborhood groups will promote neighborhood stability (Solution # 16 Stable Housing) and can provide the base structure for many other solutions. For example, these groups can organize regular neighborhood events to build and celebrate community (Solution #11 Promote Community Engagement). They can share phone and email lists with neighbors to support connections. They could incorporate neighborhood watch aspects and promote sitting on stoops and front-yard gardening so neighbors have increased contact with one another (Solution #12 Safe and Healthy Environment). They can be called upon to create block-based intergenerational chore programs so youth can help older or disabled residents while building relationships and ensuring a beautiful environment (Solution #13 Beautiful Environment). They can organize neighborhood farmers markets and healthy progressive dinners. (Solution #12 Safe and Healthy Environment.)

The neighborhood groups can also provide the underlying structure for peer-to-peer support systems for parents, giving families an opportunity to “adopt” each other to encourage social support and joint problem solving (Solution #10 Supporting Parents). These connections may be especially important for immigrant families. Similarly, the neighborhood groups can be called upon to ensure that children and youth have close relationships with adults (Solution #3 Mentoring) as well as informal, safe, caring places and homes where they can go when needed (Solution #12 Safe and Healthy Environment).

SAG members believe this is a solution that can be readily implemented as the largest “resource” needed is the people of the Promise Neighborhood. A primary goal would be for these groups to be as self-sustaining as possible. However, there was some discussion that formal organizations have a facilitation role, that some of what is needed is beyond what neighbors can provide without limited support. For example, leaders from the groups could be brought together to share best practices. The District Councils will likely be an asset in this work as they currently help to organize neighborhood-based block clubs, but the solutions generated focus on the need for more groups and for different models and arrangements.

The Solution Action Groups did not discuss this Crosscutting Solution further.

2. Ensure community liaisons and connectors for families. There is a need for liaisons and connectors to Promise Neighborhood families across content areas of children’s lives. In the area of Health, liaisons are needed to help enroll families in health care plans, assess health issues, encourage annual check-ups, educate on chronic illness and disease management, promote healthy lifestyles, conduct outreach to pregnant women, and generally help families navigate the health care system. Liaisons could also help families assess the seriousness of a health issue and arrange transportation to help families access health care (Solution #17 Health Care).

In the area of Education, liaisons can mentor families, assisting them in finding affordable quality child care or helping families understand how they can be involved in their children’s education (e.g., navigating parent conferences). Liaisons could also help families advocate for their children in the schools, assisting families to understand what they can expect from the education system for their children (Solution #10 Support Parents).

In an effort to create Caring/Safe Environments, connectors could help families connect in positive ways with public systems like the police. “Beat walkers” could work with the police to communicate with community residents, build trust and identify emerging issues or problem areas (Solution #6 Accountability and Interactions with City Systems). In the area of Housing, connectors could help families find and stay in affordable and healthy housing. In the area of Employment/Vocation, it was suggested that liaisons be available to help young adults develop action plans to transition from high school to post-secondary, college, vocational and technical opportunities. They could also help students identify appropriate support and resources for their next steps (Solution #9 Successful Transitions).

Most of the discussions about liaisons defined these roles as persons in the community who are connected to residents, are trusted, and who listen, respond and make connections with relevant community assets. However, other types of liaisons are also needed—this latter type being persons within community asset organizations who respond to the liaisons and families and make the requested connections to the appropriate services or people.

Outreach to families by liaisons needs to be frequent and culturally appropriate. Liaisons should come from the Promise Neighborhood and represent the diversity of the community. Families may be more comfortable working with liaisons who have experienced the struggles of parenting and who have similar life stories to the families with whom they work. Liaisons may be volunteers or professionals, but volunteers would need to be offered incentives, appropriate training and ongoing support.

Comments from Solution Action Group discussions

What do you like about how this solution is presented?

- Cultural relationships with those who come from same background*
- Using talents/existing resources within community*
- Beat walkers with police*
- Finding affordable housing*
- Transition to high school, college, vocational, & technical opportunities*

How might you edit the presentation of this solution?

- How implemented and where housed? Need to think long-term about this.*
- Have culturally appropriate volunteers and responsive to people's needs where they are*
- Need to look like who they are serving*
- Well-paid staff and permanent (well trained and supported)*
- Needs ongoing sustainable financial support*

What new insights do you have about the solution as a result of your discussion?

- Use volunteers /internships from local colleges and universities.*
- Need financial literacy for residents.*
- Importance of owning your own business for children by using local business partners*
- Include elders from community*
- Strategic goals /rules of engagement/scope of practice for those in this role.*

3. Foster connections to caring adults for youth and young adults. The Promise Neighborhood must ensure that each child and youth has at least one caring, connected adult in his/her life. In the Elementary School years, these relationships should focus on the development of the whole child (rather than task-based mentoring). Programs that offer mentors to young children are already in the Promise Neighborhood, but there is agreement that the existing programs need to be better coordinated with each other, and need additional resources to expand.

There was widespread agreement that there need to be more opportunities for older youth to mentor younger youth and that these opportunities could be readily implemented and would be effective. It is believed that these relationships will create positive peer connections and leadership opportunities.

Mentors were discussed as being needed for older youth in a variety of ways, often in relation to helping youth with transitions (Solution #9 Successful Transitions). For example, mentors could help youth who may drop out of school make a more informed choice and know what resources are available. Mentors were also mentioned as helping older youth with their careers and post-secondary goals. For example, the Chamber of Commerce could provide mentors to guide small business endeavors by Promise Neighborhood youths (Solution #7 Engaging Community in Supporting Learning). High school graduates should be connected to a mentor for two years after graduation.

Solution Action Groups discussing mentors for older youth expressed some concern about simply expanding more traditional mentoring programs in the Promise Neighborhood. One concern focused on ensuring that mentors are very intentionally supporting youth to stay on purposeful paths, connected directly to career and post-secondary goals. Another concern was about the interaction model offered by more established programs, calling instead for more flexibility and non-traditional opportunities for interaction. A third concern focused on an overall understanding of who a mentor is, suggesting that the term has become rather narrow and identified with programs that deliver a product. This concern lamented the idea of individuals coming around a few hours a week or month but not working into the fabric of or addressing the real problems of the lives of youth.

Existing programs were also critiqued for primarily involving people from backgrounds with which Promise Neighborhood youth cannot identify and who have not lived through the realities of the youths' lives. Existing mentoring programs exclude people with criminal backgrounds or other serious issues who are often people with the most to teach youth because of their own experiences and mistakes. Mentoring is not tutoring either. Instead, mentoring should be seen as cultural and inherent in the community. Youth need to connect with people who have made it through the kind of challenges and problems the youth face, and who can share that experience with them. Mentors are caring, loving adults that guide a young person through life with direction and advice to help make that youth a better person; someone who will share their own experiences to help that young person navigate through life. Mentoring should not be defined by a time schedule, a label, or training. For both younger and older youth, there was a call for mentor/mentee pairs to be from the same culture and speak the same language.

Comments from Solution Action Group discussions

What do you like about how this solution is presented?

- Narrative*
- It crosses all groups as a needed resource*
- Last paragraph-look into existing programs that are doing this already*
- Older to younger mentoring*
- Cultural training*

How might you edit the presentation of this solution?

- There is a need for volunteers*
- Flexibility is important, but it still needs to be structured*
- This mentor needs to be trusted*
- More focus on school-age youth. It is not exclusively about college/career. Youth need mentors in all life experiences.*
- A mentor isn't meant to be a parent, they're meant to be an outside advisor with fresh eyes; neutral position*
- Middle school youth-about prevention not correction*
- Mentoring structured so that people with criminal records can share their valuable experiences.*
- Caring adult=outside of family*
- Not a baby sitter*

What new insights do you have about the solution as a result of your discussion?

- Use what we have to learn/reshape resources to become more useful.*
- Use them as our strength to create an ideal-reshape to meet needs of community*
- It's important to have mentors. Equally important to communicate the value of mentors with youth. Even if resources are provided, how do we get them to take advantage of it?*
- Effective ways to recruit mentors from community.*
- Include culturally appropriate mentors or programs in areas that increase skills and address cultural barriers and also assess further ongoing support and needs of child*
- Take a holistic approach looking at emotional health, behavioral health and environmental, social, educational needs of the child or young adults. Need to support the entire family.*

4. Create community hubs. Again and again, Promise Neighborhood community members speak of needing to know where to access information and resources, and connect with their neighbors. Solution Action Groups recommend creating community “hubs.” The recommendation is not for just one Promise Neighborhood hub, but several to reflect that the Promise Neighborhood is a collection of communities and to keep the hubs geographically focused. Hubs may not necessarily be physical locations, but the idea includes a concept of centrality, visibility and accessibility. The key element is that a hub brings people together and makes information, individual help and services accessible and convenient. At the hubs, all Promise Neighborhood residents could access services and resources with explanations, maps, guides and volunteers. The hubs could utilize the United Way’s 2-1-1 information hotline. They need to be open during convenient hours, such as the evenings and weekends.

There were several areas in which the hubs were seen as having a critical role. First, the hubs could serve parents, formal and informal early childhood educators and caregivers, giving them a place to access critical information about and resources for early childhood development, but also to connect with other caregivers. In this area, it was also suggested that the hubs provide a two-way street, perhaps engaging in outreach to caregivers as well (Solution #9 Successful Transitions).

Second, in the area of Housing, SAG members recommended that the hubs have a special focus on helping families and community residents with housing needs, providing multi-lingual housing and transition support teams, or providing a central place for a community-based coalition of city services, housing organizations and residents addressing housing issues. The Eastside Neighborhood Development Center was seen as a good model for this idea. Hubs could also provide access to a clearinghouse that inventories all available affordable housing in the Promise Neighborhood.

Third, in the area of Employment/Vocation, hubs were mentioned as a place where youth, young adults and community residents could go to access job and career information and gain assistance in career assessment and training needs. Coordinators at the hubs could help young adults develop action plans to transition from high school to post-secondary, college, vocational and technical opportunities (Solution #4 Community Hubs and Solution #9 Successful Transitions). The hubs could also include resources to help students apply for financial aid and post-secondary guidance.

Comments from Solution Action Group discussions

What do you like about how this solution is presented?

- The key element forms the basis of this solution*
- Bring people together and makes information, help and services accessible and convenient*
- Key element is concept of centrality, visibility, and accessibility*
- 10,000 foot view of SAG hub-related solutions (shows the big picture)*

How might you edit the presentation of this solution?

- It’s just not comprehensive enough*
- Transparency (i.e. unbiased triage for families) missing*
- Not enough detail in description. Could visuals be included? Needs to be less ambiguous*
- Needs a stronger early childhood focus as prevention and a way to develop relationships and really build positive futures for children and families*

- Worth exploring the implementation of the connector idea of the Northside Achievement Zone in Minneapolis
- Describe the collaboration/blending of services/resources to break down barriers to access and high quality
- Hub could help families become better consumers.
- Evaluation of services must be included.
- Needs more details on what the hub does and how it is organized.
- The education piece needs to be clarified, college access particularly
- Need for some centralization as well as decentralization is not addressed.
- Need for more streamlined coordination for “central hub” and “satellite hub”

What new insights do you have about the solution as a result of your discussion?

- Hubs would look more like a hub with spokes
- Not just streamlining services, about identifying organizations with high competency and a proven track record.
- Evaluation of both agencies and how families/individuals are experiencing delivery of those services. Make sure services are improved, not just connecting people to them
- Organizational development for agencies to improve their delivery of services-which would help families who receive but also agencies as an opportunity for future funding. Spread the services over a number of organizations.
- Professional development
- One place, easily identifiable, clarity for families’ about what is next.
- Should the hub be a central “one-stop” location for services or a place where everyone can gain access or learn about existing organizations?
- Combine resources that exist to create a more comprehensive resource
- Should the hub be physical/virtual?
- What do we include at the hub and when does it get too big?
- Need to figure out which resources exist that we can send individuals to and which ones we need to create
- How do we reach out to the PN about the hub and its functions?

5. Ensure parent and community engagement in schools and at the district level. Schools must be an integral part of any community building effort for children. Teachers, principals and the other caring adults in the school system have a great deal of knowledge and insight into what motivates and works for children. Parents and schools must be partners in the education of children. Schools often function as the bedrock of the community. To foster school and community collaboration, schools should host community events, inviting all community members (not just families whose children attend the school) where school leaders are present and engaged. The Promise Neighborhood must recognize that some of the schools that serve neighborhood children are private or charter schools, and these schools must also be engaged in community building efforts.

Student teacher ratios must be lower, especially for Promise Neighborhood children. There must be a focus on teacher stability in the schools—perhaps teachers are asked to make four-year commitments in the Promise Neighborhood schools. There should be preferred hiring practices for Promise Neighborhood residents for school staff, including afterschool coordinators, volunteers and

paraprofessionals. The schools need to be intentional about ensuring parents and other Promise Neighborhood residents are in the schools often, perhaps by offering incentives for volunteering or attending teacher conferences. Each child should have regular (monthly?) face-to-face meetings with teachers and parents and significant adults in children's lives to track student's progress toward goals, families' needs, etc. It was also suggested that the Promise Neighborhood ensure schools are held publicly accountable for student success and failure by posting the number of students failing classes as a public record and giving specific charges to different groups to address.

The Promise Neighborhood should ensure that developmental screening and assessments from 0-7 years are being completed and used for every Promise Neighborhood child. This includes a comprehensive Kindergarten assessment across all pre-K settings. The elementary schools must work with all early childhood programs to support seamless transitions between pre-K and Kindergarten (Solution #9 Successful Transitions).

The Promise Neighborhood should work with the schools to ensure curricula, instructional methods and teacher training, evaluation and incentive system supports the learning and advancement of Promise Neighborhood children in particular. This could include ensuring alternative ways of learning (e.g., arts-based programs, especially those that reflect the culture of the students). All curricula and instructional practices must be culturally appropriate and professional development should use the Intercultural Development Inventory. The schools should use thematic instruction and curricula integrated across subjects to inspire children's individual interests, and instruction and curricula should incentivize creativity and innovation rather than "teaching to the test."

Solution Action Group members believe there is too much focus placed on the Minnesota Comprehensive Assessments (MCAs) by the schools, while at the same time they recognize the significance of these tests. They recommend that the Promise Neighborhood help families understand the importance of the MCAs and how they can prepare their children for them. Suggestions for this included: hold a MCA kickoff right after winter break, introduce families to the MCA curriculum, provide students with tips on how to prepare and take the test effectively, and offer a program to help older students prepare for the MCA tests.

School settings play a critical role in children's social-emotional development. The traditional public schools must continue to implement and expand the Positive Behavioral Interventions and Support (PBIS) model of discipline, as it is positive and proactive. The Promise Neighborhood should ensure that schools provide early, intensive interventions for students with experienced staff and improve the counseling system so students are supported through graduation (Solution #17 Ensuring Comprehensive Health Care).

Finally, there were many solutions that include having the schools add curricula components to address additional aspects of Promise Neighborhood children's lives. For example, to further children and youth's Employment/Vocation goals, schools could provide curriculum opportunities that allow children from Kindergarten on to begin post-secondary career development and activities. The Promise

Neighborhood could work with schools and other partners to provide more student leadership, job shadowing, mentoring and career exploration activities. Schools can promote more service-learning opportunities, and begin teaching “soft skills” in junior and senior high school aimed at work ethic, customer service, etc. The Promise Neighborhood can coordinate integrating the arts into extended school day programming that focuses on vocational skill building. The Promise Neighborhood can also coordinate career fairs in the schools and support extending programs that prepare students for college admissions and to younger years (Solution #9 Supporting Transitions).

To influence children and youth health, the Promise Neighborhood can work with the schools and community organizations to promote exercise and healthy lifestyle choices during school and after school hours, all year long. For example, a “Let’s Get Moving” effort before school begins and/or before/after lunch breaks can be introduced. Exercise can be integrated with core curricula and across disciplines and schools can replace unhealthy food choices with healthy ones. The Promise Neighborhood should also coordinate having the schools provide universal breakfast and lunch, and summer food programs.

Comments from Solution Action Group discussions

What do you like about how this solution is presented?

- Parents are partners
 - Parents need to be informed and involved and included
 - Understanding goals and support them at home as well
 - Working with all schools
 - Creating teacher stability
 - Student leadership & community service (opportunities for students to get involved)
 - Community partners to get involved with families
 - Appreciate art-based curriculum (inclusive of all areas-music & art)
 - Early Education preparation and the importance of readiness
 - Social emotional development critical role
 - PBIS framework very supportive
 - Hire from within the community
 - Having incentives to create a different culture around community/parent engagement (None of the traditional incentives)
 - Emphasis on flexibility – Includes:
 - Culturally appropriate community members, and
 - Scheduling meetings (parent/teacher) using:
 - Creative/innovative methods - Facebook/Twitter, Skype, ichat, phone conferences, texting
 - Child care during meetings
 - Transportation for meetings
 - Student/Teacher ratio needs to be lowered
 - Having members of the community in the school and involved in how the school functions.
- Alternative ways of learning*
- Regular face-to-face meetings including children, teachers, and significant adults

How might you edit the presentation of this solution?

- Need more depth--what's done differently?*
- Addressing immediate needs of hard-core urban, high poverty-language learning community-need survival over transitional.*
- Tier III behavior beyond PBIS to address immediate social needs and student success*
- Preferred hiring means incentives for hire & bonus on goal success & year-end achievement (out of Union)*
- Hired from community is great support but is experience there to promote success?*
- Parents need to understand importance of MCA's but need to support student learning over 'success on the test'.*
- Child success needs to be measured prior to 3rd & MCA's so appropriate interventions are provided ahead of time to be ready for testing*
- Not enough cultural understanding to be able to support specific family needs.*
- A lot of professional development will be required*
- Holding schools accountable is fine but it would be devastating to child and community to post failures and promote failures not success.*
- Pre-K setting should be required for all children. If students do not attend Pre-K, the efforts should be made to get them in school*
- Having teachers that produce positive results to stay with students throughout K-6, middle school, high school.*
- "Outside of the box" thinking about scheduling parent/teacher conferences*
- Stability of teaching staff??? – Results vs. stability? What if the current teachers are not achieving the results?*
- Take out "making school failures public"*

What new insights do you have about the solution as a result of your discussion?

- Mentions a lot of things but not enough depth of solutions*
- Touches on good ideas but none of them are new good ideas.*
- Needs to be more respectful of cultural/family traditions (i.e. some cultures will not put their child to bed by 7:30pm on testing nights)*
- Needs to be more declarative of need for Early Childhood interventions & child/school readiness*
- Need to address opportunities to meet community & promote trust so they want to succeed & understand it takes effort to break the historical chain.*
- Introduce the idea of looping/cycling with teachers*
- Alternative learning and cultural awareness*
- Professional development from teachers*
- Parents are the students' first teachers*
- Nine month schooling has disadvantages that could be addressed by year round schooling with extra breaks.*

6. Create shared accountability and promote positive interactions with city and county systems.

Community relations with formal city and county institutions (law enforcement, housing and human services) need to be improved. Community liaisons and connectors can engage with these systems to represent and advocate for a community perspective (Solution #2 Community Liaisons). However, the institutions must also ensure that they are accountable to the community. Someone internally must be

assigned to respond to the community's needs. Hiring practices must ensure front-line workers reflect the youth of the Promise Neighborhood and have appropriate skills to work with at-risk youth.

Solution Action Group members focused on community relations with the police. Community policing strategies must be used, especially during afterschool hours. Police could engage in more positive interactions with Promise Neighborhood children and youth, like "catching you doing good" and giving children bike helmets or coupons to local businesses, or organizing sports leagues for older Promise Neighborhood youth. Security patrols need to be more visible and more frequent. More connections need to be made on college campuses. The police also need to work with neighborhood groups (Solution #1 Neighborhood Groups) as well as the community liaisons (Solution #2 Community Liaisons) to encourage open communication and build trust.

Comments from Solution Action Group discussions

What do you like about how this solution is presented?

- There wasn't much in here to like*
- Talking about paying attention to the "good" kids. Not generalizing about the kids as a whole (as being bad or not teachable)*

How might you edit the presentation of this solution?

- Who would monitor the hiring practices?*
- The City and County must engage the community more and make sure they are addressing the community needs*

What new insights do you have about the solution as a result of your discussion?

- Community members must participate in "security patrols" to ensure they are visible and a source of pride in their neighborhood*
- Law enforcement must engage positively with the community – Shop with a Cop, safe ride-alongs with children to see what an officer does, etc.*

7. Engage businesses, faith communities and community members in supporting youth learning and achievement. This solution is a call to action to the entire Promise Neighborhood to engage in supporting children and youth's academic successes and creating a "community of learning". For younger youth, this was captured in the idea of "every day learning in every day places". Early learning environments can be created in businesses, libraries and other community buildings where children can play and learn. For example, an ABC chart can be painted in a bus shelter, or businesses like barber shops can have corners with well-chosen books or art materials. Doctors can "prescribe" reading and give a book to a child at annual check-ups, such as Reach Out & Read provides. Churches and other community-based organizations could weave math, science and reading into structured interactions with Promise Neighborhood youth. Neighbors can be encouraged to offer safe, informal ways for youth to gain early work experience (e.g., babysitting, yard work, etc.).

The community could reward students' academic successes with "achiever dollars" to be spent in local stores. Reading programs could provide rewards to students who read a certain amount of books.

Businesses could provide scholarships to help pay sports fees and equipment and support a community bike library. Businesses, faith communities and community members can also be called upon to ensure that Promise Neighborhood youth have necessary school supplies each fall.

For older youth in the Promise Neighborhood, businesses and other organizations can offer youth volunteer, internship, apprenticeship and employment opportunities. Some of these opportunities could specifically be targeted at fulfilling other Promise Neighborhood goals (e.g., youth could be employed in “Clean Squads” to create and restore green spaces in the summer). There could be more opportunities for service-learning and project-based learning in collaboration with external organizations. Entrepreneur and vocational clubs can be supported in the schools.

Incentives for local business investments can also be developed and implemented. Local businesses can be incentivized to create jobs with livable wages and hire workers from within the Promise Neighborhood.

Finally, the Promise Neighborhood needs to help bridge the digital divide, ensuring free Wi-Fi across the community and computer access for families. Perhaps a computer donation program can be created with businesses and local organizations who are upgrading their technology.

Comments from Solution Action Group discussions

What do you like about how this solution is presented?

- Not much here, too segmented, it's the 'leftovers', too broad.
- Embed these players in other key solutions (e.g. 8, 9, 11, 17)
- Unidimensional (i.e. business-to-kid-to-church-to-kid). What about collaboration & solutions involving multiple partners?
- Youth learning achievement too narrow
- Suggest definition of 'Youth Success' (see Youth Community Connections work)
- City of St Paul/School District/Sprockets—Creativity, There's a gazillion ways
- Too tactical
- Its optimism
- The community-based solutions and incentives: achiever dollars (for books, music, etc.), everybody pitching in, barber shop/church
- Reading incentives
- Experiential learning/community learning/everyday learning in everyday places (like Frogtown farms/gardens)
- Free WIFI

How might you edit the presentation of this solution?

- Embed these players in other key solutions (e.g. 8, 9, 11, 17)
- 11 and 7 could be combined
- These players can support learning & development cradle to college at home, in school and in the community
- Talk more about creative engagement of all players for web of solution
- A bit too much going on
- It's too broad
- Needs more focus on the specific stakeholders

- More emphasis on the specific age groups – elementary, middle school, & high school youth
- Asking faith and businesses for resources of time and space
- Think more holistically about how to do this.

What new insights do you have about the solution as a result of your discussion?

- Each ‘sectors’ support for parents kids, youth over ‘the life cycle’ will be unique, the potential for the web of support.
- Engagement with=approaching these partners open to their ideas (as read feels very unilateral=“get them involved”)
- This is a ‘meta-solution’ or principal.
- Proactively engage all stakeholders especially businesses, faith communities, community with solutions.
- Templates that are not prescriptive
- Short-term volunteer/work experience would be good for younger kids – examples: working with churches, doing menial tasks
- Communication with high school kids is hard. How can we solve this?
 - Also with middle school and grade school kids
 - How do you teach kids to be responsible communicators? (e.g., responding to facebook)

8. Coordinate out-of-school opportunities for children and youth. The Promise Neighborhood must ensure community organizations offer more classes, activities and events supporting children and youth. These activities need to be more affordable, and need to be offered afterschool, on weekends and in the summer. Adult and youth programming should be aligned so family members can participate concurrently, as well as providing opportunities for family members to participate together (e.g., volunteering). Incentives for participation could be offered, especially to older youth (e.g., participation in extracurricular activities as a graduation requirement). Post-secondary youth from the Promise Neighborhood should be assigned to leadership roles for the community activities and events, but all community residents should be recruited to volunteer. There needs to be much better awareness of and access to these opportunities (Solution #4 Community Hubs and Solution #15 Improve Transportation Options). Information needs to be distributed to all families and registration days should be organized within the community.

The Promise Neighborhood should ensure extended school day and before or afterschool programs for homework, tutoring and supplementary instruction are widely available and accessible. Neighborhood “homework centers” that are in housing units or within walking distance, have adult supervision, and are open afterschool and in the evenings could be created. Neighborhood groups could also help create and sustain block or neighborhood-based study groups (Solution #1 Neighborhood Groups). Other community members could be recruited to volunteer in tutoring programs (Solution #7 Engage Community Members in Supporting Youth Learning).

There were suggestions to make sure out-of-school time programs are more academically rigorous, but also that there are more programs that address other aspects of children, youth and families’ lives. For example, afterschool programming could be health-focused (e.g., sports, cooking/nutrition) with incentives for participation including a nutritious dinner (Solution #12 Healthy Environment).

Programming connecting youth with the arts could also be expanded. Many of the suggestions for more formal classes and opportunities for older students focused on service-learning, internships, and career and vocational training and employment (Solution #9 Successful Transitions).

For older youth, there also is a need to ensure there are safe, reliable environments with caring adults where youth can drop-in and hang out. This seems to be less about organizing specific, formal “classes” for teens, and more about creating spaces where they in particular feel welcome and want to be. This suggestion complements the call to ensure that the Neighborhood Groups (see Solution #1) provide youth with informal, safe places to go when needed in that this is a call to also ensure that there are more formal, safe places for them to go when needed. These more formal places could also offer teens limited resources, like help with homework or assistance for homeless youth. Some of these places exist, but there are not enough of them.

All of these opportunities must consider the holistic needs of children and youth, coordinating efforts with other community organizations to ensure various needs are being met. For example, summer programs should connect with food programs to ensure the children and youth they serve have access to healthy food choices during the summer.

Comments from Solution Action Group discussions

What do you like about how this solution is presented?

- St Paul Nutritional Services is already providing healthy foods and they have partnered up with Parks & Rec to provide free meals to 18+/youth.
- Utilize Federal reimburse meal/snack program in the after school program so students get full meals when they stay
- Presentation is good. Covers academic, enrichment and them physical space but more ‘enrichment’ and less ‘traditional’ academics.
- Likes the more classes, activities, events portion and that it should be more affordable, intensive and varied.
- The arts program
- Programs that address other aspects of children, youth, and families’ lives (besides strict academics)

How might you edit the presentation of this solution?

- More than snack. Some kids eat @ 10:55am, get home and parents aren’t home or they have to go elsewhere so they don’t eat until late, late. Feed them a meal.
- In addition to arts, integrate technology
- More cultural classes and native language literacy. This would help bring in families/parents but classes have to be ‘fun’!
- More ‘social/therapeutic’ groups to after school time to alleviate stigma, doesn’t disrupt instructional time
- Age appropriate fieldtrips, doesn’t necessarily have to be geared towards ‘career.’
- Extend summer school programming to match school day (8:35-:05 with air conditioning)
- Take out “... make sure out-of-school programs are more academically rigorous” (in 1st sentence of the 3rd paragraph)
- Include physical activities

- Parents need to be assured that their kids are safe in these programs
- The various afterschool program directors and staff need to know each other and work together to coordinate efforts, not just add more programs

What new insights do you have about the solution as a result of your discussion?

- There needs to be some sort of 'sex education' workshop/class for 12+ age outside of school, on weekends called 'Life choices' we don't have anything educating youths about this or GLBT.
- Make sure enrichment isn't only for adolescence. Needs to accommodate all grades/age. Because if you don't have activities for all children/youth some can't stay or attend.
- Make sure after school needs to be focused on 'practice' not standard learning. Success is not only academics.
- Community members need to be recruited/educated to participate in keeping the promise
- Youth programs/organizations need to know each other – need to connect with each other, like they once did
- Continuum of learning for youth and development of community
- Mentors can come from anywhere that reflects the community needs

9. Support successful transitions for children, youth and young adults. To create a pipeline of true cradle-to-career support that will not let any child fall through cracks, attention must be paid to the transitions between one life stage to another. The Promise Neighborhood must support and coordinate efforts to ensure this. This represents both a solution and a strategy in that focusing on preparing and helping youth with transitions is an intentional way to work with youth and address critical junctures in their lives.

The first step is focusing on the first five years of children's lives, when there is enormous potential to influence brain development and prepare children to enter Kindergarten ready to learn and achieve success. First, the Promise Neighborhood must recognize and support parents and family members in their roles (Solution #10 Support Parents). This includes reaching out to and promoting prenatal care for pregnant women, and then using a holistic approach with them after birth. Home visiting programs for families with infants and young children should be supported and coordinated, as should early childhood parent education, like ECFE. The Promise Neighborhood should also help coordinate early childhood education and care options. This would include: increasing the availability and access to high quality education and care; ensuring available care meets individual family needs; helping families find quality child care options (Solution #2 Community Liaisons and Solution #4 Community Hubs); ensuring scholarships to early education and care for all; and ensuring stability for children in high quality care with bridge funds. Finally, the Promise Neighborhood should ensure elementary schools are working in partnership with early childhood programs to facilitate the transition to school.

Then, the Promise Neighborhood should support and coordinate programs that facilitate students' transitions from elementary to middle school, from middle to high school, and from high school to post-secondary and career options. Intention and coordination must go into preparing for this last transition, often with efforts beginning when children are young. For example, starting in elementary school, children and youth can learn life skills, like financial literacy. The Promise Neighborhood can also work with schools and other community partners to provide more student leadership, job shadowing,

mentoring, service-learning, and career exploration activities. The Promise Neighborhood can coordinate career fairs in the schools, support extending programs that prepare students for college admissions and to younger years, and bring professors to high schools and high school students to colleges to experience post-secondary education first-hand (Solution #5 School Reform).

The Promise Neighborhood must not solely focus on college as the only post-secondary option. All vocational and career options must be presented and supported. Every student should work with a mentor to set clear post-secondary goals and then be assisted in accomplishing those goals (Solution #3 Coordinate Mentors). Many types of community organizations must be engaged in this endeavor (Solution #8 Coordinate Out-of-School Time). The Promise Neighborhood should also ensure access to information about post-secondary scholarships and guidance and support services like financial and student loan counseling (Solution #4 Community Hubs). Finally, the Promise Neighborhood could coordinate efforts to help young adults get on more financially secure paths, providing education about and access to financial opportunities like individual development and savings accounts.

Comments from Solution Action Group discussions

What do you like about how this solution is presented?

- Encompasses cradle-to-career support*
- Learning life skills and involving community partners at an early level*
- Bring world to students*
- Help coordinate care-inclusive of home visiting to center-based*
- Assures coordination of services. Provides scholarships-ensuring stability for children.*
- The focus on supporting successful transitions*

How might you edit the presentation of this solution?

- More specificity on describing transitions between school ages. There are many transitions in life that should be included: mobility, changes in schools, jobs, etc. More details on describing transitions and available supports needed.*
- ‘Increase’ availability and access to quality education and care should read ‘ensure’ Detail what schools working in partnership with early childhood programs*
- Transition issues for post-secondary individuals need to be included, a time when youth fall through the cracks*
- Nothing is mentioned about middle school transitions, another time when kids fall through the cracks*
- Include ways to support families so they can find solutions to transition issues for their children*

What new insights do you have about the solution as a result of your discussion?

- What happens to family/parent support after early childhood?*
- Why develop community mentors and not support parents in that role?*
- Seems like family transitions is dropped when child enters school.*
- Should include varied options for parents.*
- In middle school and college, it is not just “education.” A lot of other things are going on that youth need help with that are not reflected here, issues around developmental stages, physical changes, sexuality, etc.*

-There is a need for coordination to help youth ages 12 on through post-secondary to get good advice/counseling.

10. Support parents and adult development. The Promise Neighborhood must first recognize and support parents and family members as children’s primary educators and influences. Parents must be supported in their roles as parents in a holistic and culturally appropriate way. During the first five years of their children’s lives, this means reaching out to and promoting prenatal care for pregnant women, and then promoting early childhood parent education, like Baby College and ECFE (Solution # 9 Successful Transitions). It also includes providing community liaisons who help families connect to community resources and services and advocate for themselves in all areas of their lives (Solution #2 Community Liaisons, Solution #4 Community Hub, and Solution #6 Shared Accountability with Public Institutions).

Once children enter elementary school, the Promise Neighborhood should work with schools and community organizations to ensure families are empowered to help their children achieve academic success. It should not be assumed that parents know how to model this behavior. Parents should be given specific information on what they need to focus on for each child and offered opportunities to learn how to help their children with homework. Parents and family members should be in the schools often, perhaps offered incentives for volunteering or attending teacher conferences (Solution #5 School Reform). Community liaisons can work with families to help them advocate for their children in the schools, understand how they can be involved in their children’s education (e.g., navigating a teacher conference) and know what they can expect from the education system for their children (Solution #2 Community Liaisons). There also could be educational opportunities for parents and family members to focus on their roles in their children’s lives (e.g., Parent Academy for parents of elementary age children, a middle school version of ECFE with a parent circle group and a middle school student group).

But the Promise Neighborhood must also recognize and support parents and other adults in the Promise Neighborhood as individuals who need assistance achieving life goals and aspirations. This would include helping adults attain GEDs and other educational degrees and certifications. Other suggestions include: providing coaching and support related to getting and keeping a job; promoting entrepreneurial learning opportunities; coordinating networking opportunities; increasing trade and technical training opportunities; creating training and internship programs that expose community members to new careers; addressing barriers to sustainable employment (including child care, health care, and transportation needs); providing support for job appropriate clothing; and coordinating community partnerships to communicate training and job opportunities with social media, print, online, etc. The Promise Neighborhood could also encourage family-friendly work environments.

In addition, there is a need for more classes to help parents and families learn general life skills like English as a Second Language and financial literacy, and also on practical topics like auto repair, pipe sweating, canning, etc. This would help to create a “community of learning” and enable parents and adults to model the value of education.

Other educational opportunities for Promise Neighborhood parents and families must be specific to certain aspects of their lives. For example, in the area of housing, families need access to education on environmental health triggers and healthy housing; renter's rights; home repair and maintenance; and foreclosure prevention. In the Health area, health care and exercise providers could partner to offer classes for families on nutrition, food preparation, cooperative cooking, exercise, health promotion, injury prevention, etc. All of these opportunities and classes must be culturally responsive and should be offered in community locations like the schools or Rondo library. Transportation to them must be made available.

Comments from Solution Action Group discussions

What do you like about how this solution is presented?

- Systematically presented from birth through high school.*
- Paragraph 3 has multiple solutions for education, empowerment, career opportunities, training, job skills, and addressing barriers for families to sustain for success.*
- Emphasis on a cultural appropriate and holistic supports for families and parents*
- Articulates that parents do not necessarily have the skills or knowledge or information to parent their children well or model appropriate behavior.*
- There was nothing the Middle School/High School/Post-Secondary SAG members liked about how this solution was presented.*

How might you edit the presentation of this solution?

- Attendance of children should be monitored by school and community support organizations*
- One –on-one home visits by culturally appropriate person*
- Getting parent buy-in to importance of attendance and punctuality*
- Parents need systematic support getting children to school at all and on-time (e.g. cultural specific family advocate. Family educator)*
- Financial literacy needs to be included as a solution to give skills and knowledge for parent development (for all ages too)*
- Add solutions that are culturally relevant to the population. Different solutions are needed for different situations.*
- Need living wage jobs as a long-term goal, but meanwhile help parents have living wage jobs*
- Combine GED and ESL classes.*
- Get parents to be accountable.*

What new insights do you have about the solution as a result of your discussion?

- Nine month schooling has disadvantages that could be addressed by year round schooling with extra breaks.*
- Culturally specific liaison that visits the home is critical for student success.*
- Who is our client? It is the children. This seems lost in this narrative*
- There needs to be a holistic approach from cradle to grave*
- What are the solutions that support the child?? Parents need to know advocacy skills and how to help and support their children.*
- It should be clear to parents how the Promise Neighborhood will help their child be mentored to have longer goals.*

11. Promote community development and accountability. Throughout the Solution Action Group process, there were conversations and demands that the Promise Neighborhood be something that the community owns and actively shapes. The Promise Neighborhood must ensure residents are engaged in the decisions and activities that shape their community. This includes helping to build and promote ownership, community, pride, engagement as well as a belief in the future of the community and residents' ability to help determine that future. Many of the other solutions, like those which engage neighborhood groups and community organizations to organize more community events (Solution #1 Neighborhood Groups and Solution #7 Engage Community in Supporting Youth Learning), are connected to this solution, but this is also a call to the Promise Neighborhood to be intentional in continuing to build community connections and awareness and to reach out to all corners of the neighborhood and provide listening sessions and community meetings. The Promise Neighborhood has to figure out how to *be* in this community, not just what it will *do* in the community. The community's trust is a critical but tenuous element and it must be acknowledged as one that will take time to foster.

Additional specific suggestions for implementing this solution included developing the leadership capacity of Promise Neighborhood residents. There should be particular emphasis placed on opportunities for youth development and leadership. The Promise Neighborhood should also develop a long-term Advisory Council for the Promise Neighborhood (with parents representing fifty percent of the council) and create a Youth Advisory Board for a continuous, trusted and empowered youth voice in the Promise Neighborhood. Community service by all, especially children, youth and young adults, must be promoted often. Finally, there was a call for voter registration and education and coordinated get out the vote efforts.

Comments from Solution Action Group discussions

What do you like about how this solution is presented?

- The Concept of ownership through active participation (self aware, bottom up, community based collaboration)*
- Responsibility based on collective view of the need for change.*
- The concept is good, necessary, and needed!*

How might you edit the presentation of this solution?

- Employing marketing/communication/tools to educate stakeholders and community leaders*
- Building relationships to get to responsibility (trust, accessibility, nurturing community leadership, ownership and stability)*
- Clear high and shared expectations*
- It needs to be written in the words of the people to represent the fabric of their lives. The language is extremely academic and will not engage/resonate with the people of the neighborhood!*

What new insights do you have about the solution as a result of your discussion?

- Need for an active strategic plan to create collective engagement of all stakeholders and community.*
- That, ironically, this solution is not being felt with the very process that gave birth to it.*
- We haven't done community building/ needed trust building here with each other.*

12. Promote a safe, healthy and beautiful neighborhood. This solution has many aspects to it. First, the Promise Neighborhood must be a place where children and youth are safe being out in the community. The Promise Neighborhood must work with the neighborhood groups and mentors (Solution #1 Neighborhood Groups and Solution #3 Mentors) to ensure a community of support for children and youth, a sense of “we all watch out for each other’s children”. The neighborhood groups would also be called upon to ensure that there are safe, caring places for children and youth to go when needed. Neighborhood groups could form neighborhood watch efforts, keeping an eye on areas where safety issues may arise and working with community liaisons to communicate concerns and build trust with law enforcement (Solution #2 Community Liaisons and Solution #6 Shared Accountability with Public Institutions). The Promise Neighborhood must also coordinate efforts with community organizations, schools, healthcare providers, child welfare organizations, and law enforcement to promote child and youth safety.

A safe environment also includes improving the safety of playgrounds and their equipment; improving the lighting on the streets and alleys; repairing sidewalks for walking, bike riding and skating; creating new walkways, bike paths, indoor play spaces and green space to run and play and encourage active living and connections among neighbors; installing flashing pedestrian lights and traffic calming measures, especially along University Avenue; and installing 911 call buttons in bus shelters. The Promise Neighborhood can coordinate efforts to ensure housing is safe and in good repair. Families with young children can be offered free home safety audits (Solution #16 Safe Housing).

Many of the safety measures to the Promise Neighborhood environment would also help encourage residents to be more active and healthy (Solution #17 Ensure Comprehensive Health Care). The Promise Neighborhood should ensure that fitness and recreational activities are accessible and appropriate for diverse communities and age groups. School buildings should be available to students to use during school breaks to stay active.

The Promise Neighborhood should also ensure access to healthy food choices with community gardens, urban farming, farmers markets, and improving food options at local stores and food shelves. For example, convenience stores in the Promise Neighborhood could be offered incentives for stocking fruits and vegetables. Each school could build a community garden to teach urban farming, with food used for school lunches. Community garden events could be offered all year long: spring planting festivals, summer garden maintenance and fall community harvesting festivals. Local hot houses, plant stores and master gardeners could be engaged to guide and give to the efforts. Community organizations could offer students farming, marketing and cooking skill apprenticeships with neighborhood gardeners.

Aesthetic improvements to the Promise Neighborhood would better connect residents to space, inspire more pride in the neighborhood and, along with safety improvements, help ensure the sustainability of the Promise Neighborhood as a place people want to live over the long-term. There were many suggestions for this, including installing public art, redeveloping vacant lots into green spaces, creating community gardens, and hosting more community events, activities and festivals. Youth must be involved in all of these efforts. Neighborhood groups, businesses, faith communities, and community

members also have a role to play (Solution #1 Neighborhood Groups and Solution #7 Engage Businesses, Faith Groups and Community Members).

Efforts to keep the Promise Neighborhood clean should also be improved. There need to be more garbage cans on the corners and they need to be emptied more frequently. The streets need to be plowed and cleaned more frequently. Residents also need to take more ownership for keeping their blocks clean. The neighborhood groups (Solution #1 Neighborhood Groups) could provide a structure for accomplishing this. There were also suggestions to engage the youth of the Promise Neighborhood in these efforts. For example, youth could be employed in "Clean Squads" to create and restore green spaces in the summer (Solution #8 Coordinate Out-of-School Time). They could also help beautify with plants and keep the neighborhoods clean through service learning projects.

Comments from Solution Action Group discussions

What do you like about how this solution is presented?

- Creating infrastructures-bike paths, street lines, making roads safer, traffic signs, looking at incorporating trails when redo or building roads.*
- Simple ideas with longevity in this solution.*
- The basics of safe streets/spaces – lighting, parks, etc.*
- Local gardens, farming incentives*
- Engaging youth and beyond in the community – including income and jobs*
- Need for connections among neighbors - community liaisons*
- Events to celebrate – cultural diversity*
- Fitness and recreation that is culturally diverse*
- The important thing is activities are about connecting to the neighborhood/community*
- Community events focused about the community*
- Engaging businesses and the arts*
- Ensuring sustainability – a place to live for the long-term*
- Creating a "place" to be*

How might you edit the presentation of this solution?

- Short and long term solutions need to be developed*
- Add process to involve community in decisions and planning to make sure activities are appropriate and what is needed*
- Move "The Promise Neighborhood can coordinate efforts to ensure housing is safe and in good repair" (2nd paragraph) to housing (crosscutting solution #16)*
- Law enforcement – issue with their role of "helper" and "trusted." Need to be trained/members of the community*
- Ensure community participation: in planning, installing and maintaining efforts, takes ownership, and provide economic incentives*
- Add how to capture/represent the beauty of the diverse neighborhood*
- Cleaning/cleanup – it's better to present it as and develop neighborhood stewardship and develop ongoing pride every day rather than events*
- RSVP – City involvement – sidewalks, parks, conservation, and planning*

What new insights do you have about the solution as a result of your discussion?

- Teen youth engage in promoting fitness and recreation activities
- Teen youth employment opportunities
- 1 hour of aerobic activity (health versus recreational activities)
- Class on growing gardens/benefits of this
- Add missing economic development-employment job skills to community garden
- Maybe this section, "Safe and Healthy" can be incorporated into each of the other appropriate sections?
- Safety – make distinct the issues of public spaces/private (home) spaces
- Integrate efforts into larger city planning and policies and focus on the solutions' longevity so they will be sustained in the community
- Educate youth – use internships, have them serve on committees to get exposure to government/city planning processes
- Some of these ideas may be very expensive

13. Address youth and family challenges and crises. The Promise Neighborhood must support and coordinate efforts to address youth and family challenges and crises by community organizations and public institutions. These efforts include (but are not limited to) programs that offer 24-hour, 7-day crisis programs for families in conflict; those that assess whether and address when children have been sexually abused; those that provide culturally-specific mental health programs; and those that offer transitional housing and emergency services (like child care and transportation) for families and teens who may become, are, or have recently been homeless. The Promise Neighborhood should support existing coalitions of crisis response providers and coordinate new ones in service areas that do not have coalitions.

Comments from Solution Action Group discussions

What do you like about how this solution is presented?

- 1st Statement is excellent

How might you edit the presentation of this solution?

- 1st Sentence-clarifies solution
- We need to create coalitions as well as identify informal existing coalition. Perhaps a hub, a infrastructure for communication: cultural between providers as well as link to families.
- Specific supports and formal providers system
- Must improve how sexual abuse is responded to.

What new insights do you have about the solution as a result of your discussion?

- The following elements need to be created.
 - Emergency child care/crisis nursery
 - Shelters domestic abuse homeless, teenage, respite care for children with high needs
- Put transportation in another solution.
- Current funding models exclude people that don't 'fit' into their categories of service. Those people get lost/forgotten/crises grows. Centralize a database of options for specific crisis response. We need a response that can attend to immediate crisis and allow for long-term support to repair family and keep it tact. 'Flex funds' allow for filling in the gaps. Our neighborhood includes assets and

existing services. People need a centralized starting point, rather than multiple #'s to call. Identify school staff that will be part of the coalition.

14. Improve transportation options. This includes bettering the environment to encourage children, youth and residents to travel by foot (Solution #12 Safe Environment). As Jackson and Maxfield become community schools and draw more children from their surrounding neighborhoods, there is going to be more of a need to ensure that children can walk to school safely. In addition, formal transportation options that children, youth and residents can use in the Promise Neighborhood must be expanded. Several solutions suggested providing transportation options for children and youth to travel between their schools and community organizations like recreational centers, the library and other places they frequent for programming (Solution #8 Coordinate Out-of-School Time). There was a call for the recently created Circulator Bus to serve all members of families, not just youth, and for it to expand to the entire Promise Neighborhood, ensuring access to central places that support families and youth.

The Solution Action Groups did not discuss this Crosscutting Solution further.

15. Ensure safe, healthy, stable mixed-income housing. There is broad agreement that the Promise Neighborhood needs a quality supply of affordable housing as children and youth success requires a stable home environment. In addition, there must be housing for mixed-income levels so that as people's resources or families grow, they can stay in the neighborhood. Cultural differences in housing preferences must be understood and honored. Suggestions for improving the housing stock include accelerating programs for bringing vacant housing back to occupancy as rental or owner occupied residences; coordinating incentives to developers and landlords to provide affordable, mixed-income housing; and coordinating state, city and county cooperation in addressing other relevant issues. After reviewing the community data research on Promise Neighborhood families' incomes, the suggestion was made to prioritize efforts to promote stable rental housing – recognizing that home ownership may not be an immediate reality for many families.

To ensure housing is safe and healthy, the Promise Neighborhood could work with the city and community organizations to increase enforcement of the regulations that require that Certificate of Occupancies are kept current; improve housing violation enforcements; create a program that verifies rental properties are appropriately maintained; conduct lead, asbestos and radon testing in homes; and incentivize landlords to remove lead, asbestos and asthma triggers from rental housing (Solution #6 Shared Accountability with Public Institutions).

In addition, families need assistance finding and accessing appropriate housing. Community liaisons could help with this (Solution #2 Community Liaisons). The Promise Neighborhood should develop a clearinghouse that inventories the available affordable housing in the neighborhood. This could be accessible at hub sites (Solution #4 Community Hubs). The Promise Neighborhood could also advocate for increasing housing voucher availability and prioritizing Promise Neighborhood families for vouchers, as the Northside Achievement Zone has done in Minneapolis.

The Promise Neighborhood should coordinate support services for renters, homeowners, potential owners. Those services would include: utility assistance; eviction protections and prevention; foreclosure protection; home loan programs; loan pools to cover rent/mortgage discrepancies with landlords, realtors and contractors; and mediation services. The Promise Neighborhood can also coordinate educational opportunities to address families' housing needs (Solution #10 Support Parents). Educational needs in this area include: training on environmental health triggers and healthy housing; renter's rights; home repair and maintenance; foreclosure prevention; and financial literacy related to home/property rental or ownership and maintenance issues. Some of these educational opportunities can be offered, perhaps as service-learning opportunities, to youth and young adults in the Promise Neighborhood so as to start them on a path toward eventual homeownership.

Comments from Solution Action Group discussions

What do you like about how this solution is presented?

- Like overall commitment to everyone needs a safe, stable health, mixed income place to call home.*
- Emphases on rental housing*
- Create access and knowledge to much needed services to maintain current housing situation*
- Attention to cultural differences*
- Deal with current situation with vacant housing*
- City and county work with landlords or owners to create a stable, safe housing situation.*

How might you edit the presentation of this solution?

- Plan needs who gets services, how is it provide what do they provide, how much does it cost*
- This is an excellent comprehensive statement of desired outcomes but doesn't provide solutions to who would provide services and prioritizing which segments would be address first. What are the priorities?*
- Needs address policies and what changes need to take place*
- Housing organization need come together to be effective players in the civic circles-programs (state and Fed reg.)*

What new insights do you have about the solution as a result of your discussion?

- Central corridor will be an influence on housing choices-gentrification*
- Need to attract developers to bring vacant homes up to livable standards*
- How will the reorganization of school system busing have an impact on housing. Increase community school relationship to neighborhood.*

16. Ensure comprehensive, culturally-appropriate health care. The Promise Neighborhood should help to increase the availability of affordable, culturally appropriate, quality, age-appropriate, comprehensive health care. First, the Promise Neighborhood could coordinate efforts to bring more health clinics to the Promise Neighborhood. These clinics must serve the entire family and have flexible hours (afterschool), seven days a week, year-round. They must have sliding fees and serve the uninsured and under-insured. Transportation to the clinics must be available. It was suggested that health clinics partner with schools, especially the colleges, to conduct yearly physical and mental screenings. A mobile health clinic was also suggested as serving some of these needs.

Medical, dental, mental and behavioral health services must be integrated. Clinics should provide free or low-fee prenatal and well-baby care, immunizations, and well-child care (including hearing and vision). In addition, age-appropriate health services, especially for teens, must be readily available. For example, a program like TOP (Teen Outreach Program), which is an evidence-based pregnancy prevention program based on a service learning model, could be implemented by having health clinics partner with youth development and service learning programs.

The Promise Neighborhood can work with community organizations to help more eligible residents access their health insurance options. All community organizations and schools should be trained on and expected to use with families the “Bridges to Benefits” website, which connects families to public work supports like health insurance for which they may be eligible (www.bridgetobenefits.org/). A community pool of financial resources that residents can use in case they do not have insurance (e.g., for glasses) should be developed.

Cultural and generational components to health services and disease management must be addressed appropriately. This is especially true for mental health services. Mental health services must be available in each school and counseling should be expanded from students to families. Health workers must use validated comprehensive developmental assessment and screening tools, which include social-emotional tools.

The Promise Neighborhood can also ensure families are connected to appropriate health services. Community liaisons can help enroll families in health care plans, promote prenatal care, assess health issues, encourage annual check-ups, educate on chronic illness and disease management (especially diabetes and asthma), promote healthy lifestyles, and generally help families navigate the health care systems. Liaisons could also help families assess the seriousness of a health issue and arrange transportation to help families access health care (Solution #2 Community Liaisons).

The Promise Neighborhood can coordinate efforts to conduct community health outreach. Outreach is needed on specific health issues like STD education and screening, chemical dependency treatment and counseling. In addition, annual health fairs can bring together health care providers, educators, and other community-based organizations to address families’ needs. Health centers' and clinics' can recruit and hire more health care workers who are from the community itself. Strategies for healthy living should be promoted in various languages on local radio and television stations.

Comments from Solution Action Group discussions

What do you like about how this solution is presented?

-All inclusive

-Multi-layers: preventive care, acute care, chronic care, across ages

How might you edit the presentation of this solution?

-Be more specific with regard to staffing requirements: physicians, nurse practitioners, physician assistants, case managers (what background would this position require), RNs, LPNs

-What locations? Should there be one or many mobile clinics? What will these look like?

What new insights do you have about the solution as a result of your discussion?

-This requires a multi-dimensional approach including public, private and commercial entities. (e.g. Public health dept, existing clinics: community health center and private; pharmacies, education system (university, school)...faith communities

Priorities of the Six Solution Action Groups

During one meeting, Solution Action Group participants identified the top three solutions they believed are the highest priority for the Promise Neighborhood. Participants chose from the solutions that their own Solution Action Group had recommended, not from solutions across all six groups. Not all participants were present during this meeting and each Solution Action Group used a slightly different prioritization process. The priority solutions are as follows:

Early Childhood

1. Holistic approach to early childhood
2. Connect/integrate pre-K/K-12 to facilitate transitions
3. Increase and continue funding for educational qualities as defined by evidence-based practices birth to high school graduation.
4. Increase access to high quality education/care.
5. Provide holistic health education
6. Incentive-based, culturally-sensitive parents classes in the community.
7. Effective parent-parent mentors.
8. Access to healthy food (gardens, stores, food shelves). Promotion of breastfeeding and maternal nutrition. Food preparation/nutrition literacy/Operation front line Head Start, faith orgs, etc.
9. Health Centers/primary care clinics—function like and become certified as HCH. High quality “whole child”/family-centered health care. Evidence-based practice! Culturally competent. Patient-centered care! Reach Out and Read (evidence-based early literacy program in all health centers.
10. Assure that all health centers use validated developmental screening tools (0-5) including social-emotional tools (outreach issue), and act on screening results (early intervention) as needed.
11. Health access to health care insurance (Portico Health Net), transportation, community health workers, interpreters in clinics. “Access” = comprehension, two-way communication.
12. Create an Early Childhood Center/hub as an intergenerational family resource center. One stop shop. Promotion of health strategies in various languages on public television and radio.
13. Coordinate/streamline targeted home visiting programs to highest risk families. Children are in nurturing safe homes (free of abuse/neglect). Circle of parents, PCA MN.
14. Promotion of early prenatal care for pregnant women.
15. Create an Early Childhood Community hub through which families and caregivers can access services, resources and information.
16. To assure a healthy and safe physical environment at home and in the community.
17. School and community collaboration (Caring/Safe Environment)
18. Stability in housing—children have consistent housing as defined by their culture.
19. Child care program for children experiencing homelessness.

Elementary School

1. Create and encourage more neighborhood and community involvement/block clubs.
2. Develop more and better low-income housing.
3. Provide more student leadership, job shadowing, mentoring and career exploration activities starting at Kindergarten or 3rd grade.
4. Improve mental health services for students and families.

5. Promote reading and availability of books (Reach Out and Read)
6. Expand after and before school tutoring and enrichment programs and more afterschool activities more academically rigorous.
7. Engage entire community in student learning/every day learning in every day places.
8. Provide/expand programs that focus on social and emotional development.
9. Place an emphasis on summer learning.
10. Develop/expand mentor programs.
11. Create more opportunities for student service-learning.
12. Ensure curricula and teaching methods are appropriate for PN students in particular.
13. Improve/maintain physical appearance of the Promise Neighborhood.
14. Improve transportation options.
15. Offer assistance to families to prevent foreclosure.
16. Address cultural and generational components to health services and disease management.
17. Establish community health centers.

Middle School

1) *Mentoring – (9 votes)* Developing mentorship programs using peer-to-peer mentors, grade-level-up-to-grade-level-down mentors, as well as community resident mentors and other volunteers. Develop mentorship program for middle school students to work with younger children. A PN Youth Mentoring Collaborative – developed, planned, and implemented by PN residents. This would involve outreach to T.C. colleges, arts organizations, businesses, and professional sports teams to attract culturally specific mentors for MS youth. "Community-based" mentoring options, with supportive adult volunteer spending time with youth at least once a week for at least one year.

Following are a number of quotes from participants on what mentoring meant to them:

- The real definition of mentoring has to be cultural and is inherent in the community. It is a feeling that is associated with a loving parent or a good friend. It has no borders or boundaries for what is good for the child.
- It is a presence so that when kids walk in they make a connection because of that presence. The kids see something in the mentor they want and the mentor sees something in the kids they want to encourage.
- Kids need to connect with people who have made it through the kind of challenges and problems they are faced with, and who can share that experience with them. They need to have mentors they can identify with and who can identify with them.
- Mentors are caring, loving adults that guide a young person through life with direction and advice to help make that youth a better person; someone who will share their own experiences to help that young person navigate through life

2) *Safe homes to go to if no one is home and/or block parents (6 votes)*

Safe place for kids to talk to neutral adult and get help. Improves the child's perception of other people and gives a positive outlook of the community at large. Possible Assets: MLK, Oxford/Jimmy Lee, Minnehaha Rec Ctr, Parks and Rec, Fire houses, schools, Wilder, churches if open, friends' homes, Freeport.

3) A multilingual, one-stop-shop housing support center where residents could get help (4 votes) with: avoiding foreclosure, moving into new housing within the PN, the legalities of purchasing a home, home upkeep and how to maintain property value, understanding landlord responsibilities and renters rights, how to deal with out-of-compliance landlords, etc. Have two or three offices spread out in the PN zone, preferably in a residential house setting instead of a business office. Why?: Because it will give a wide spectrum of PN parents support they need to keep from moving out (or being forced out) of their neighborhood, providing increased stability for PN middle school youth.

One Stop – exists with Common bond & CAPRW, Camphor United Methodist financial management course-Karen Carey Bonner. Fairlending coalition-St. Paul group already started.

4) Preferred hiring of PN residents as recruitment practice in schools (It must be intentional - Afterschool, volunteers, paraprofessionals, etc. combined with the solution parents, family and community members in schools daily. (5 votes when solutions are combined) Aligns with use of local mentors. Provides role models from within the community. Community needs to develop producers to create this change. Learning Design Program-Job training positions within schools to help residents find jobs and gain experience and resources to further education. Inviting parent to be involved in the child's education.

To ensure that the student is properly equipped to start school with peers. Cultural Wellness Center – Is already established & has a successful model that can help & advocate for families who have numerous issues that keep them from becoming involved in their child's education. Perhaps they need to build capacity and further training to address the diverse needs of community.

5) A stable home where a child has resided for 5 years or more. To provide families with homes that are affordable, according to their income and the ability to maintain the necessities that will help and provide parents the ability to offer their youth comfort, sustenance, and stability. Because stability is a stepping stone to health and comfort when youth know that there is the consistency of where they live, and where day-to-day they feel safe and loved. (4 votes when combining the 2 solutions of stable home and affordable homes)

The following received 2 votes each:

1) TOP (Teen Outreach Program) –Evidence-based pregnancy prevention program based on service learning model. Curriculum and program already existing, but need for more funding and agreed upon need to reach more MS youth. Agreement that the need and value is great. Data are excellent and it is research-based. We should use this as an opportunity to provide mandatory units on safe sex - practical safe sex, condoms, etc. not just abstinence. This unit should also focus on helping students understand sex and who's actually having it and what it means, the emotions behind it, perhaps effective counseling for students - we can teach the science, but they also need to understand the sociology/psychology.

Possible Asset: Family Tree Clinic; TOP – great pregnancy prevention AND service learning. Service learning component also makes TOP a high quality solution. Could be facilitated by Family Tree Clinic partnered with other youth development programs, service learning programs (YWCA). More discussion about safe sex/sexuality in community groups, i.e. after schools.

2) Have a family health provider or access to affordable, quality health providers to PN families/middle school students. Possible clinics in schools partnerships/Assets: Open Cities Clinic, Family Tree, Face-to-Face, Ramsey County, Wilder, and Westside Community Health Services. A healthy student will attend school regularly and will excel if permitted. Clinics are in all high schools in St. Paul. Have outreach workers from Face-To-Face, Family Tree, & Safe Zone come to middle schools. Put up posters. Use text messaging to reach kids. Linking students w/existing surveys. Wilder survey says 100% have access to Health Care insurance & providers. Is that an accurate reflection?

High School

1. Employment and vocation: Solution #2 Connect students to opportunities that already exist (Sprockets, etc.)
2. Housing: Solution #3 Life skills classes-financial literacy/information on how to rent/lease/resources/guidance w/youth family responsibility (translate information)
3. Caring and Safe Environment: Solution #8 Increased presence of and involvement in the arts. Involvement in arts related activities and more specifically, arts activities that result in permanent or temporary public art connect people to place. Because there is such a transitory youth community in the PN, might it be beneficial to provide activities that connect young people to place and to one another. This could include artmaking, increasing involvement in community activities like parades or community gardens, public exhibitions of young artists artwork, etc.
4. Health: Solutions #1, #2 and #10 Combined Health and wellness outreach-awareness of clinics available and services available-bringing services to schools and community
5. #6 and #9 Reduction of unhealthy options during school lunches and educate on moderation and healthy choices
6. Education: #6 Tutoring/higher expectations. Build higher expectations for all students among all adults. Develop volunteer program to tutor any student in any subject they need help in. Build peer acceptance and support for academic tutoring.
7. Education: #13 Awareness and Information provided to all students about out of school time opportunities available to them in the community and school giving encouragement to all students to participate. Access to learning opportunities 3-6pm after school in community by providing busing from schools to community based organizations
8. Education #15 Also find a way to involve mentors from the community to target these populations with support
9. Education #20 After school tutoring programs with transportation included

Post-Secondary

1. Education: High school students and their families will work with a Promise Neighborhood (PN) coordinator (s) to develop an action plan that outlines individual needs in order to create viable bridge from high school to post-secondary, colleges, vocational, and technical opportunities. The coordinator will also work to identify the appropriate support and resources in order to help students succeed.

Services will be available in a one-stop location at convenient hours such as evenings and weekends to meet the needs of residents of the PN. Will include individual career assessment; understanding self/aptitudes/interests.

2. Increase number of health care clinics in the Promise Neighborhood.

Community Building

<ul style="list-style-type: none"> • Increase the number of children enrolled in evidence based early child education programming (in classroom settings and at home) • Build organic institutions to encourage stronger community ties (block clubs, nbrhd-local assets, homework center, health facilities/gym, child care) • Increase standards for property mgmt (among property owners, city depts., as well)
<ul style="list-style-type: none"> • Financial Literacy • Industry Certified hands-on practical trainings that lead to employment, certification, credential and academic credits • Encourage coop housing, increase employment, reduce tuition or cap it
<ul style="list-style-type: none"> • Care/Safe 7C -Teach parents how to help their children navigate successfully the educational system with incentives until they learn how important it is to develop these parenting skills • Care/Safe 6 A/B - Reduce/eliminate costs of students in enrichment activities and incentive participation to develop the behaviors • Education 7A - Reward high achievement
<ul style="list-style-type: none"> • Property mgmt accountability and using existing orgs to create capacity to accomplish enforcement of standards • Decrease wait time for bringing vacant housing back to occupancy as rental or occupied residences
<ul style="list-style-type: none"> • Decentralize the planning process to create more opportunity for community involvement and participation • Reach out to CDC, district planning councils, and neighborhood block clubs to create outreach strategies • Build trust
<ul style="list-style-type: none"> • Adapt/Create/Borrow renter’s checklist; teach parents what healthy housing includes (via ECFE, healthy clinic check-ups) • ID pot of money to help people near foreclosure to stay in their housing (private and public partnerships) • Window replacements to remove lead
<ul style="list-style-type: none"> • Greening or rehabbing and building state of the art St Paul PHA housing properties, high rises, townhomes • Incentive of family/households to implement early childcare preparation • Local businesses and organizations create livable wage on the job training
<ul style="list-style-type: none"> • Hubs of service • Liaison Navigator • Ensure availability of affordable housing voucher availability
<ul style="list-style-type: none"> • Early childhood development programs (effective) • Parent involvement in children’s education (incentives sound great) • Adult education (there are a high number of adults who lack HS diploma/GED which hinders them to pursue their future career (once they get GED, they could get training)

<ul style="list-style-type: none"> • Increase parental involvement in school (6B/C) • Address barriers to sustainable employment (3A, 5F) • Support learning outside of school hours (4A)
<ul style="list-style-type: none"> • Education • Health • Caring/Safe Environment
<ul style="list-style-type: none"> • Education 1A- Older students mentoring younger students • Health 4C – green space used for urban farming • Employment 5F – youth job training and employment
<ul style="list-style-type: none"> • Create safe streets and neighborhoods • Improve and increase stable rental housing • Support youth employment
<ul style="list-style-type: none"> • Support learning outside of school hours • Peer-to-peer support system for parents • Employment supports for parents/adults in promise neighborhoods
<ul style="list-style-type: none"> • Education 6 – increase parental involvement in schools • Health – Create community health workers • Block based/community based health/wellness programs – nutrition/exercise/life balance
<ul style="list-style-type: none"> • Strong neighborhood hub at rec centers for dispersal of info/services in multiple languages • Community health workers to spread info door-to-door on health, education, job opportunities • Requirement that any group providing services through PN have at least one board member who lives in PN

Early Childhood SAG Supporting Materials

Early Childhood Solution Action Group Priority Solutions

Education	Parenting	Health	Caring and Safe Environment	Housing
S1 Holistic Approach	S1 Provide Holistic Health Education	<p>S1. Access to healthy food. (gardens, stores, food shelves)</p> <p>Promotion of breastfeeding and maternal nutrition</p> <p>Food preparation/ nutrition literacy</p> <p>Operation front line Head Start/ Faith org/etc.</p>	S1. Create an Early Childhood Community hub through which families and caregivers can access services, resources and information.	S2. Stability – Children have consistent housing as defined by their culture
S3 Connect/ Integrate Pre-K/K-12 to facilitate transitions	S2 Incentive-based, culturally sensitive parenting classes in the community	<p>S3. Health Centers / Primary Care Clinics— function like and become certified as HCH---</p> <ul style="list-style-type: none"> • High quality “whole child”/ family-centered health care—evidence-based practice! • Culturally Competent <p>*Patient-Centered Care!</p> <p>Reach Out and Read (evidence-based early literacy program in all health centers</p>	S3. To assure a healthy and safe physical environment at home and in the community	S4. Child care program for children experiencing homelessness
S4 Increase and continue funding for educational qualities as defined by evidence based practices birth to high school graduation.	S4 Effective Parent-Parent Mentors	S4. Assure that all health centers use validated developmental screening tools (0-5) including social-emotional tools (outreach issue), and act on screening results (early intervention, as needed.	S4. School and community collaboration	

Education	Parenting	Health	Caring and Safe Environment	Housing
S5 Increase access to high quality education/care		S5. Health Access to <ul style="list-style-type: none"> • Health care insurance • (Portico Health Net) • Transportation • Community Health Workers assist) • Interpreters in clinics (“access” = comprehension, two-way communication)		
		S6. Create an Early Childhood center/Hub at an Inter-Generational Family Resource Center One stop shop Promotion of health strategies in various languages on public television & radio		
		S7.Coordinate/streamline targeted home visiting programs to highest risk families Children are in nurturing safe homes (free of abuse/neglect)-Circle of Parents, PCA MN		
		S.8 Promotion of early prenatal care for pregnant women.		

June 16, 2011

Early Childhood Asset Profile

Solutions	Solution Asset Profile
<p>Education</p> <p>S1 Holistic Approach</p> <p>S2 Increased collaboration among partners/program</p> <p>S3 Connect/Integrate Pre-K/K-12 to facilitate transitions</p> <p>S4 Increase and continue funding for educational qualities as defined by evidence based practices birth to high school graduation.</p> <p>S5 Increase access to high quality education/care</p>	<ul style="list-style-type: none"> • Culturally specific/multicultural/experienced with diverse communities/multilingual/ • Comprehensive services • Capacity to manage and share data/ administrator, • Quality information via data driven practices(access and evaluate)/metric driven • competent staff/ ongoing professional development/continuous improvement/credentials/staff oversight/assessment • strong proven leadership • capacity collaboration/mechanism for community/parent engagement • Space • Leadership/strong proven/track record/family focused/program review • Culture of collaboration/community partners • Adequate capacity to serve and nimble/potential to expand • Universal program that can serve all children regardless of income • High quality program
<p>Parenting</p> <p>S1 Provide Holistic Health Education</p> <p>S2 Incentive-based, culturally sensitive parenting classes in the community</p> <p>S3 Parent advocates in every SPPN school, or in community-based locations</p> <p>S4 Effective Parent-Parent Mentors</p> <p>S5 Devise a multi-language communication tool for informing parents of child care options.</p> <p>S6 School/home or library program for literacy joint parent and child certificates and/or graduation, tutors</p>	<ul style="list-style-type: none"> • Meet person where they are at/family focused • Culturally sensitive/competent • Knowledgeable/experienced in parent education with outcomes • Competent experienced staff • Evidence-based with fidelity • Community knowledge • Experience and collaboration with all early childhood issues • Well versed in community resources and services • Collaboration/community services collaboration • Someone who has done advocacy work training parents to advocate for themselves and their families • Parent and family mentors/parent advisory/empowering parents • Flex hours of service, accessibility • Ability to help parents create support groups, networks, block clubs, etc. • Agency experienced in multi-faceted program delivery/supporting parents • Sustainability/on-going over time from birth-5 services • Help parents create community • Connection to parents, parent advisory, parent mentors • Parent literacy, legal, financial, health and education • Parent/child mental health, availability of mental health services.

Solutions	Solution Asset Profile
<p>Health</p> <p>S1 Access to healthy food</p> <p>S2 Safe outdoor play spaces/playgrounds & safe, accessible indoor play spaces</p> <p>Access to healthy food</p> <p>S4 High quality 'whole child' /family centered health care</p> <p>S5 healthcare Access & transportation</p> <p>S6 Create an early childhood center/hub at an inter-generational family resource center</p>	<ul style="list-style-type: none"> • Food selection/teach how to cook healthy • Transportation • Ability to have home visitors/nurse home visits • Health care professionals on staff/advisory capacity • Care of whole child • Locally based education about (SI) • Coordination/collaboration partnerships/Collaborate/connect with schools and clinics • Link resources • Screening and assessment • Prenatal care/doula service/Dr/nurses • Health literacy
<p>Health S3 Centers/Primary Care Clinics</p>	<ul style="list-style-type: none"> • Affordability • Transportation for clients
<p>Housing</p> <p>S1 Support-increase number of supportive opportunities and maintain a safe environment</p> <p>S2 Stability-Children have consistent housing as defined by their culture</p> <p>S3 Habitability-housing is habitable: safe and free of infestation and of recurring problems</p> <p>S4 Childcare program for children experiencing homelessness</p>	<ul style="list-style-type: none"> • Knowledgeable/competent/influential leadership • Aware of supply and demand of neighborhood • Reputation/presence in the field • Support structure for spectrum/phased in stages/ homeless to home ownership • Collaboration • Predatory lending, educate on options • Providing opportunities to encourage homeownership • Financial management • Teach financial, homeownership literacy • Land bank/ Incentives for people who work in PN to live there. • Slush fund, families have access to \$ to stay in their homes/support for people that are not habitable, make them safe • Renovation money, defer payment • Manage renting/someone who helps families with legal/renter rights • Habitat • Address 1500 abandoned homes

Solutions	Solution Asset Profile
<p>Caring/Safe Environment</p> <p>S1 Create and EC Community HUB through which families and caregivers can access services, resources and information</p> <p>S2 Create early learning environments in businesses, libraries, and other community buildings for children to play and learn</p> <p>S3 Assure a healthy and safe physical environment at home and in the community</p> <p>S4 School and community collaboration</p>	<ul style="list-style-type: none"> • Community buildings/ police/businesses are kid friendly • Collaboration between law enforcement and community • Catalyst for creating change to help organizations to be more kid friendly • Support/organize community building relationships and activities/build trust • Cross sector collaboration with good leadership/kid friendly advocates • Leadership-team of leaders • Collaboration and Better relations between community and law enforcement/all on the same team • Assure safe way to school • Neighborhood watch/ invested in community/strong neighbor investment • Presence in the community • Community awareness of activities to protect children/vigilance-communitywide education on child safety • Convening the neighborhood/community organizing • Promote healthy environment through multiple ways of communicating • Communitywide accountability • Build relationships with each other and service providers • Resources available for community to share and use

Early Childhood Detailed Solutions

Education Solutions

S1. Holistic Approach

- Serving parents and children 0-5 (multi-languages)
- Community based school wrap around approach
- One stop shop for resources needed
- Home visiting
- Surround children with the parent/teacher school approach
- Stabilize children in high quality care (bridge funds)

R1. Hub could serve parents, formal, and informal early childhood educators and caregivers; it does not necessarily mean “center” (implying one-way, “come to” only), but rather a two way relationship in which those from this hub are equally if not more “out” in the community.

With the right release of info on intake form, agencies could collectively work together to meet the needs of clients.

R2. Holistic family systems address the social and economic needs of the entire family to stabilize the home environment. With the connections to needed resources such as food, transportation, language support, housing, mental health and medical services this would allow the parent to focus on the child educational needs. IMPACT: More engaged child and parent 2) parent feels more empowered 3) increase attendance of child and more participation of parent.

P1. Stakeholder planning on front-end (includes clients / users and service provider); consider “alike” as well as cross-sectional planning groups.

Intake forms should be designed to facilitate inter-agency coordination and communication.

- User-centered approach
- Explore pros and cons / what worked/ challenges of MPS Redesign Family Resource Centers such as Andersen, Northstar, etc.

P2. Single application for parents for publicly funded programs. Second tier for referral to high quality programs (private).

P3. Braided & blend funding.

P4. Hub or one-stop shop across the neighborhood concepts---like housing, health, employment, bungalow project training for FFN providers (Abbott NW Hospital), and all EC services (SEE document entitled “Early Childhood Solution Group Input”).

S2. Increased collaboration among partners/program

- Schools working with Early Childhood program

R2. Reduce confusion on the ground for parents. Some examples include: a) multiple home visitors; b) multiple social workers (i.e. work force, mental health)

P2. Reduce barriers to collaboration. Some include: a) data privacy; b) competition for dollars; c) rules associated with funding streams sometimes are not in alignment and need ways to reconcile; d) organizational requirements

S3. Connect/Integrate Pre-K/K-12 (NOTE: this was changed during discussion to K-3) system to facilitate transitions (I think s2, 3, and 7 got collapsed. I suggest coordinated and comprehensive 0-5 screening, assessment, & data-driven, student / family centered programming)

-Schools working in partnership with Early Childhood Programs

-Common data base-preK-K3 tool

R3. Makes for earlier use of data and more effective transitions

P3. Educate administrators on the importance of linking Pre-K and K. Develop list of action steps for administrators to implement to support a seamless transition between PreK & K. Set up meeting with area superintendents.

Decide amongst partners who is responsible, accountable, and in-charge of the transition between PreK and Kindergarten. (NT added)

S4. Increase and continue funding for quality educational qualities as defined by evidence based practices birth to high school graduation.

R4. More children served successfully by schools.

P4. Blend and braid funding.

Create a “transformational” educational environment through collaboration and partnerships (Systematic change throughout the community) with the impact measures developed.

S5. Increase access to high quality education/care

-Scholarship for early education as defined by evidence based practices for all

-Effective teachers

-Designed to meet individual family needs.

-Offer bridge funding to stabilize children in child care.

R5. Participation in high quality education based on evidence based practices improves life outcomes for children

P5 Use CLASS assessment across setting along with Professional Development to support implementation

Coaching/mentor for EC providers across settings

S6. Life Long learning/adult basic education/family literacy

-ELL Classes

-Multicultural education

R6. Parent involvement improves child academic outcomes.

P6. Family engagement. Parent accountability: a) participation expectations; b) incentives/ consequences for parent involvement.

Parent empowerment to support advocacy of their children.

S7. Coordinated screening and assessment capturing from 0-7 years.

-R7. Data will help track lags in development and enable prevention/early intervention.

A data system from birth to graduation would allow seamless services for children. Support program accountability.

- P7-Implement comprehensive K assessment
- Early detection and screening for entering special education.
- Common assessment across all pre-K settings.
- Common battery of tools that looks at social/emotional, language and literacy, numeracy, mental health, and tools for parents like parenting stress index

S8. More tools & resources to support 'everyday learning' in 'everyday places' (e.g. free books (Project Outreach & Read)Educational television (how to use)

- R8. Non-formal learning equally (if not more) important. Community supports culture of learning.
- P8 Bring in the business community, churches, community clinics, libraries, local media, parks and rec; develop and disseminate tools, get sponsors to maintain steady stream of resources,

Parenting

S1. Provide holistic health education in the community at the Early Childhood Center. (Prenatal-3rd grade, including Baby College) Public Health does some.

R-Children tend to have better academic outcomes when their health needs are met, including physical, dental, and mental health. Providing on-site or easily accessible health information for parents may lead to an increase in parent awareness of childhood health issues. This increased knowledge may result in more children receiving preventative and needed care, which will likely have an impact on school success.

P- 1. Determine the need in the community. Is this a services that is needed? Get feedback from community members. If more health education is needed, determine program partners, best service options to meet the needs of families, and clarify if existing programs can meet the need or if a new program should be created

S2. Incentive based, culturally sensitive parenting classes in the community (Pre and Postnatal, ECFE, Head Start, Home visits)

R-Parenting classes can help parents feel more connected to and supported by other parents. Such programming can also increase parents' knowledge about child development and effective parenting strategies. These benefits may result in improved parent-child relationships and-consequently-higher school achievement. Incentives, such as door prizes, give-a-ways, free memberships to area museums, and fieldtrips can motivate parents to participate in such groups, especially when families have limited resources.

P- Determine who will provide parenting classes and where. Will a group of agencies come together to sponsor the groups or will one agency be primarily responsible? Could various culture-specific agencies sponsor/host/provide a group? What model of parenting group will be most effective?

S3. Parent advocates in every SPPN school, or in community-based locations. (ECFE, Head Start, and child care centers)

R- Parent Advocates can work with parents on issues that may be having a large impact on family well-being, such as housing, employment, and mental health. A Parent Advocate can help parents develop goals and find resources to address such issues. In addition, as parents build relationships with the Advocate, they may begin to feel more connected to their community.

P-Determine which programs are already providing such services. Are enough families receiving already existing Parent Advocate Services? Do community members feel like this is a need in the neighborhood? If so, determine how to get families connected to existing programs. Does a new program need to be developed to assure that more parents can access an Advocate? Can programs collaborate more effectively? For example, if a family has children attending Head Start AND SPPS, can the family receive parent Advocate services from one of those programs? Can the community Parent Advocates receive similar training around community needs and issues? In other words, parent advocates may work for different agencies but have similar training. It is also essential to assure that Parent Advocates represent the language and cultural diversity of the neighborhood.

S4 Effective Parent-Parent Mentors. For all: education, health, housing, caring/safe environment, parenting (find out what people want).

R- Parents often feel more comfortable working with people whom they know have though the struggles of parenting. Mentor parents can be parents in the community who have navigated through systems, such as schools, health, and housing, and provide support and consultation to their peers. It may be easier for some people to hear suggestions from people whom they can relate to and who have similar life stories.

P-Determine if community members support this service. Do they feel it would be useful? Determine where the mentors would be housed; for example, do all education programs in the neighborhood provide mentors? Does just one program offer the mentors? For example, should a mentor be offered to families through public health? Determine if these would be paid or volunteer positions.

S5. Devise a multi-language communication tool for informing parents of child care options (RCC does)

R- Parents need services delivered in their native language to assure success in finding qualified child care.

P- Explore what Resources for Child Caring has already done by way of devising a multi-language communication tool, and avoid re-inventing the wheel. Add or delete any procedures/edit any materials to fit the needs and intent of SPPN in collaboration with RCC.

S6. School/home or library program for literacy Joint parent and child certificates and/or graduation, tutors

R- Grandparents, parents, and children have a natural coming-together place in the public library, which can be used to teach literacy to all generations of English Language Learners. Simultaneous training can strengthen learning across generations, increasing the ability to function in American society, and closing the gap between what children know (often more than the elders) and what their parents and grandparents know.

P- Explore what the Rondo Library has in place for literacy programs for all ages, and check for comprehensiveness of the program. Add or delete procedures/edit materials to fit the needs and intent of SPPN, in collaboration with St. Paul Libraries. The largest hub for ELL and GED programming is in the HUBBS Center in the Promise Neighborhood. In addition we might talk about Family Literacy programs (like those provided by ECFE) that address ELL needs of families in a more holistic approach.

Health/Mental Health/Dental Solutions

S1. Access to healthy food. (gardens, stores, food shelves, Promotion of Breastfeeding and maternal nutrition)

R1. Back to Basics! Healthful food and drink---Healthy body and mind. Developing Brains need nourishment!

P1.

A. Community gardens-Provision of free or low-cost seeds, supplies and the assistance of experienced or master gardeners. (U of MN Extension, Agri or Food Corp Partnerships)

B. Neighborhood Farmer's Markets and Food Co-ops and Corner Stores.

C. Community dinner events (schools, community centers, food shelves, etc.) with commodity give away, cooking demonstrations, recipes and mini-nutrition lessons. (Modeled after the Maxfield Elementary School family dinner nights.)

D. Engage larger stores (Cub, Target, etc.) in arranging aisles / healthier food choices.

E. Engage local MN food corporations (Gen Mills, Pillsbury, Michaels Foods, PepsiCo, etc.) in nutrition literacy / education---schools, faith communities, ECFE, Hub, stores, YMCA, Public Service Centers, TV PSA's, etc.

F. Special Food Stamps with Incentives, Nutrition information---helping pregnant women and families access WIC

G. Track BMI data in health clinics / EMRs (along with height and weight)

H. Public education campaign (see below) to include nutritional literacy, breastfeeding

I. Dental health campaign, relative to healthy eating choices

S2.Safe outdoor play spaces/playgrounds (and bike trails) & safe, accessible indoor play spaces

R2. Learn through Play! Exercise and Movement!

P2. Re-Examine City Parks and Community Center Play Spaces (indoor) with an Early Childhood "Eye" (expertise)

A. Build (per safety standards) jungle gyms, swings, sports courts (adapted for young children), baby pools, bicycle trails and children's cycling areas in city parks and/or school playgrounds. Safety fencing with baby gates.

B. Community use of school gyms and recreations centers with extended and weekend hours with organized activities for children and their families.

C. Indoor---MN Children's Museum, Science Museum of MN---public shuttle bus route, with family friendly driver and stroller area. (Hertz or Avis donate an old passenger airport shuttle.)

S3. Food preparation/nutrition literacy -Operation front line HeadStart/Faith org/etc.)

R3. See above

P3. See above

S4. Health Centers/Primary Care Clinics—function like and become certified as HCH---INCLUDE behavioral health

R4. High quality “whole child” / family-centered health care—evidence-based practice! Patient-Centered Care! It’s logical to make better use of the electronic medical record for population health, as well as individual health and clinic finances.

P4 / P7.. “Health Care Home” (HCH) infrastructure support collaborative---state, plus 3rd party payors---to fund care coordinator and multi-lingual community health worker / health educator positions to support / track health indicators for young children / families. Infrastructure (IT “informatics” Support / Electronic record) to flag adherence to routine check-up recommended schedule (e.g. immunizations, growth measurements, developmental / social-emotional and maternal depression screens, hearing & vision screen, dental check and fluoride varnish, etc.). HCH Personnel to support families in overcoming barriers to adherence. Offer incentives for keeping prenatal and well-child health exam appointments.

Public Health Nurse home visits for all pregnant women and families with children 0-6 years old in order to assist with application for healthcare coverage using Portico Health Net, guidance in selecting a health care home, encouragement in following the recommended schedule of prenatal and well-child health exams and immunizations.

S5. Assure that all health centers use validated developmental screening tools (0-5) including social-emotional tools (outreach issue), and act on screening results (early intervention, as needed).

R5. Results are better with validated tools.

P5. Funding / Infrastructure to ensure ALL child-health centers and home-based primary care services use (and training on how to use) validated, standardized developmental (including social-emotional and M-CHAT Autism) screening tools (MN Dept of Health website) and have IT / Personnel support to bill for use of these tools, and follow-up on results. All clinics have ready access to **Help Me Grow** (early intervention)

S6. Reach Out and Read (evidence-based early literacy program in all health centers)

R6. Parent-Child book-sharing stimulates language development, school readiness

P6. All clinics participate in Reach Out and Read program (funding/fund-raising for book inventory and health provider training)

S7. Multi-cultural health education-Community health worker “corps”, “Problem-solver”, “care coordinator”, or “care navigator”---(personnel to help families “operationalize” early childhood health recommendations, personnel to help families with needs assessment and to overcome barriers)

R7. Culturally Competent--Patient-Centered Care!

P4 / P7.. “Health Care Home” (HCH) infrastructure support collaborative---state, plus 3rd party payors---to fund care coordinator and multi-lingual community health worker / health educator positions to support / track health indicators for young children / families. Infrastructure (IT “informatics” Support / Electronic record) to flag adherence to routine check-up recommended schedule (e.g. immunizations, growth measurements, developmental / social-emotional and maternal depression screens, hearing & vision screen, dental check and fluoride varnish, etc.).

HCH Personnel to support families in overcoming barriers to adherence. Offer incentives for keeping prenatal and well-child health exam appointments.

Public Health Nurse home visits for all pregnant women and families with children 0-6 years old in order to assist with application for healthcare coverage using Portico Health Net, guidance in selecting a health care home, encouragement in following the recommended schedule of prenatal and well-child health exams and immunizations.

S8. Health Access to

a. Health care insurance (Portico Health Net)

b. Transportation (Interpreters / Community Health Workers assist)

c. Interpreters in clinics (“access” = comprehension, two-way communication)

P8.

- a. Portico Health Net, MVNA, TV/Radio —eligibility education for families, information about free vaccines, free/sliding scale clinics
- b. Clinic educate patients during check-out or registration. Community needs assessment re: transportation to health appts, play spaces, food stores, etc.
- c. Extra supports for older caregivers (grandparents caring for young children) to access services
- d. Health career promotion at the high school / young adult level

S9. Create an Early Childhood center/Hub at an Inter-Generational Family Resource Center

R9. One stop shopping for early childhood

P9. Establish (enhance existing) Inter-Generational Family Resource Centers (with Early Childhood “Hub”) where trained family workers/advocates would help families determine their needs and facilitate connections to appropriate resources. An individual plan would be developed for each family that would be evaluated and updated at regular intervals.

Public Education Campaign: General recognition that safe housing can be a health issue for young children---hygiene, injury prevention. TV/Radio PSA’s, Local Cable TV, print media.

Public Education Campaign: General recognition that Parenting practices have marked impact on emotional / mental, as well as physical health and growth. TV PSA’s, Local Cable TV, print media.

S10. Coordinate/streamline targeted home visiting programs to highest risk families

R10/ R11. Start early—post partum—evidence based—upstream prevention

P10 / P11. Infrastructure for identification of families, funding of evidence-based model programs.

Public Health Nurse home visits for all pregnant women and families with children 0-6 years old in order to assist with application for healthcare coverage using Portico Health Net, guidance in selecting a health care home, encouragement in following the recommended schedule of prenatal and well-child health exams and immunizations.

S12. Promotion of health strategies in various languages on public television & radio.

R12. See above-P9

P12. See above—P9

S13. Promotion of early prenatal care for pregnant women.

R13. Prenatal brain development

P13. Engage obstetrics and family medicine clinics in early identification of high risk women---public education campaigns---MOFAS (fetal alcohol / drug prevention)---good nutrition (promotion of breastfeeding, WIC access)---exercise during pregnancy. Programs for pregnant/parenting teens in secondary schools that would provide health education and parenting skills. Targeted Home Visiting—see above.

Caring/Safe Environment

S1. Create an Early Childhood Community hub through which families and caregivers can access services, resources and information.

R1. We believe this idea will be covered by the Education Group.

S2: To create early learning environments in businesses, libraries, and other community buildings for children to play and learn.

R2. Decades of research supports the critical importance of providing opportunities for children to learn through play in order to maximize their early childhood development. Providing early learning environments can be as simple as creating a special place in the corner of a waiting room, a store or laundromat with well-chosen books, art materials or simple toys for young children to play with. Ideally, a volunteer could be available to watch the children or it could be in the same room as the parent. Or, a more elaborate early learning environment could be designed through collaboration between community partners, such as the partnership between Minnesota Children’s Museum and St. Paul Public Library, which resulted in a very popular and effective early learning environment in Sun Ray Library on St. Paul’s east side. These environments stimulate creativity and imagination in children, which are integral to building cognitive and social/emotional skills, crucial components of school readiness.

These environments offer not only learning through play for the children, but also provides parents with ideas for activities to do with their children while waiting or shopping and reinforces the awareness of the critical importance of adult interaction and support in the success of all children. It also highlights the importance of children in our society and the need to be ever mindful of adults’ responsibility to provide ongoing, meaningful early learning experiences that help prepare children for success in school and in life.

P2. Convene a planning group that includes representatives of the Minnesota Children’s Museum, Promise Neighborhood leaders, businesses, libraries, city officials, etc. to explore ideas for both the Minnesota Children’s Museum level of early learning environment, and the smaller, simpler concepts for use in businesses, and other organizations. Potential funding and other pertinent issues will be explored.

Information about neighborhood learning centers should take a number of avenues for communication including visuals, media spots, materials in a number of languages, fairs or community gathering sessions on area learning centers for young children and families.

S3: To assure a healthy and safe physical environment at home and in the community.

R3. All children not only need, but also deserve, a healthy and safe physical environment wherever they are—at home, or out in the community. Safe includes being free from emotional, sexual or physical harm, and an abusive, threatening, or neglectful climate. All children also need at least one consistent adult in their lives to go to for unconditional love and support, which also creates a safe environment. Healthy includes not only proper food and exercise, but a nurturing, positive, dependable support system at home or in the community. Without a healthy and safe environment, children simply cannot develop to their full potential. We, as adults, need to assure that every child is fully supported--protected, encouraged and provided for, in order to develop into a secure, well-adjusted, confident, contributing adult.

All adults need to be aware of the welfare of the children around them and create a system of safety nets so children don't fall through the cracks.

P3. While prevention of injuries, intentional or not, should be the primary focus of our efforts, school personnel and healthcare givers, child welfare organizations and law enforcement need to communicate with each other regularly to assure follow-up when there is an incident that harms a child. Organizations who provide mentors for students—i.e., Boys and Girls clubs, and after school programs--that serve the Promise Neighborhood area could collaborate to create their own tracking system to protect every child in the neighborhood.

Information about keeping children safe should take a number of avenues for communication including visuals, media spots, materials in a number of languages, fairs or community gathering sessions on safety for young children and families.

S4. School and community collaboration

R4. Because children spend a significant portion of their time in schools it is essential that the school is an integral part of any community building efforts for children. Teachers, principals and the other caring adults in children's lives through the school system have a great deal of knowledge and insight into what motivates and works for their children. Parents see the school system as a partner in the educating of their children and rely on their expertise--therefore this expertise must be tapped and integrated. Schools often function as the bedrock of the community; they can host community events and are a known entity within the community. At the same time the community services available to children and families greatly impact children's learning. Without well-fed children who are safe from abuse and have good living conditions, children are unable to learn. Schools need the surrounding community services to provide for the basic needs of children and their families so that learning can become a higher priority in the families' life.

P4. Hosting community events at the school (neighborhood meetings, health screenings, girl scout meetings, etc. . .), while inviting school leaders to participate in and offer expertise at these events would be one way to continue to foster school and community collaboration.

Information about school/community events should take a number of avenues for communication including visuals, media spots, and materials in a number of languages, fairs or community gathering sessions on school and community collaboration.

S5. Transportation is available as needed.

R5. With the lack of a comprehensive transportation system in St. Paul and the widespread array of services across a large geographic area, many families can not reach the services and help that they need to be successful.

P5. Emergence of the light rail will help to alleviate some of this burden, but a low-cost circulator that could provide transportation to medical appointments, social service appointments, community meetings, community activities or afterschool events may allow broader participation of the community in activities.

Information about transportation should take a number of avenues for communication including visuals, media spots, materials in a number of languages, fairs or community gathering sessions on transportation for families with young children.

Housing Solutions

S1. Support-increase number of supportive opportunities and maintain a safe environment.

R1. According to a Wilder study (2009), homelessness is especially traumatic for children. It exposes them to toxic levels of stress, e.g. violence, inadequate nutrition and sleep, disrupted relationships. These have a negative impact on physical and emotional growth and children's ability to learn.

P1. Establish a coalition of programs/organizations whose purpose it is to support families' opportunities for consistent housing. This could include the City of Saint Paul, CommonBond, Greater Frogtown Community Development Corporation, Jeremiah Program, Lutheran Social Service, Model Cities, My Home, Inc., Ramsey County, SPPS, Saint Paul Urban League, Wilder Foundation, YWCA of St. Paul, Habitat for Humanity, HAP, PPL, and privately owned properties that provide low-income housing to families. Also establish a coalition of programs & organizations whose purpose it is to support families' opportunities for safe housing. This could include the Department of Safety and Inspections, Safe Haven, and others as appropriate. Information about availability of house should take a number of avenues for communication such as visuals, media spots, materials in a number of languages, fairs or community gathering sessions on housing for young children and families

S2. Stability – Children have consistent housing as defined by their culture.

R1. According to a Wilder study (2009), homelessness is especially traumatic for children. It exposes them to toxic levels of stress, e.g. violence, inadequate nutrition and sleep, disrupted relationships. These have a negative impact on physical and emotional growth and children's ability to learn.

P2. Put in place supports that ensure families with children, especially under the age of 5, have consistent, safe housing. (See P1)

S3. Habitability – housing is habitable: safe and free of infestation and of recurring problems.

R3. Unintentional injury is the leading cause of death in children ages 1-4 in the United States in 2007. Many of these injuries take place at home or in the neighborhood.

Housing that is safe and in good repair can also prevent injuries and keep children safe. As a minimum for housing standards, the Federal Housing Administration looks at the following for consideration of funding the sale of a home.

Cracking or peeling of lead-based paint and water staining are cosmetic issues that could indicate roof leaks or potential lead poisoning. Adequate, unobstructed entry and exit into and from the home allow for safe emergency evacuation. Proper electrical systems and working outlets reduce the risk of fires. Major systems, such as plumbing, heating and air, must be operational. There should be no significant roof or structural damage, which reduces the risk of collapse and property damage. Septic systems must function properly, to reduce sanitary health hazards. Poor drainage is an issue, since it can result in damage to the foundation and structural integrity of the home.

Parents need information and some materials in making their homes safe for their children. Outlet covers, storage for chemicals, safe space for cooking and appropriate toys for children are just some of the equipment needs.

Children this age need to be protected especially from injuries to their brains so safety equipment such as bike helmets, sturdy car seats/restraints, playgrounds with equipment that is in good repair and appropriate to the age and size of children need to be readily available to children and their families.

P3. A coalition for safe homes and parks in the neighborhood should be convened to get a better idea about the availability and condition of homes. Representatives from the Federal Housing Administration, Public Housing, Public Health, Community Action Partnership, St. Paul Recreation and others with expertise in safety and housing should be consulted for their expertise and knowledge of the homes in the Promise Neighborhood. See P1.

Ensuring the availability of safety gear for children should be explored either through the Park and Rec Department, the schools, Public Health or in the Hub concept being considered by this SAG group.

Information about safety for parents should take a number of avenues for communication.

Visuals, media spots, materials in a number of languages, fairs or community gathering sessions on safety for young children and families.

Systems for ensuring that expectant families and those with very young children have environments that are safe and healthy either through home visiting programs through Public Health or other means to have a regular look at homes should be explored.

[Safe Kids Minnesota State](#)

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S4. Child care program for children experiencing homelessness.

R4. The fastest growing homeless population in Ramsey County is very young children. This is especially concerning for the community because children's development at this age is critical for their lifelong success and for their being able to contribute to our community. Children experiencing homelessness are especially vulnerable to disruptions to their development which can have detrimental long term effects.

Children need consistent, skilled, compassionate caregivers, predictable routines, developmentally appropriate activities to promote development, healthy food, activity and rest and positive interaction with their peers. Parents need relief from parenting duties to seek housing, employment or other services for their families. Parents also need help in knowing how to support their children through this very stressful time in their family's life.

The Maplewood Family Service Center is currently serving single women and families in their facility. The Family Place serves families during the daytime hours at their facility in Downtown Saint Paul. In both sites, when there are children not involved in school, they must be with their parent(s) at all times even though the parents may be busy trying to find housing, jobs or other supports for their family.

There are adequate numbers and need for a child care program that could meet the needs of these vulnerable children.

P4. A group of programs including the St. Paul Public Schools (ECFE, School Readiness and homeless liaison), Head Start, Children's Home Society, Catholic Charities, Ramsey County, The Family Place, LifeTrack Resources, Resources for Child Caring and others have convened and explored potential for a program such as this. Funding and location stopped the actual implementation of this program. Reconvening this group under the umbrella of Promise Neighborhood would save time in design and implementation. A description of a potential program is available from this group.

Funding through Child Care Assistance Program, Head Start, Heading Home programs, medical assistance, Catholic Charities, private philanthropists or others should be explored to support the program.

Information about the child care opportunity should take a number of avenues for communication. Visuals, media spots, materials in a number of languages, fairs or community gathering sessions on child care for young children and families experiencing homelessness.

June 16, 2011

Elementary Age SAG Supporting Materials

Elementary Age Solution Action Group
Visioning: What do we want the Promise Neighborhood to be
for Elementary age children?
March 2011

In small groups members discussed their vision of what they wanted the PN to look like or be like for elementary age children. The visions are as follows:

Group #1:

- Children engaged in learning using their senses and bodies; an abundance of resources, materials, and manipulatives around them for their learning
- Parents, family members, and community members present in the classes and the school.
- Constant communication exchanged between adult family members and school staff in a mutually supporting home/school relationship
- Access to the following resources by kids and their families: a park, clinic, farmers market, library, community center, and other kinds of programming to engage in learning – all encouraging kids' and parents' involvement, all located nearby

Group #2: An economically stable, strong community-oriented, green-centered village.

Group #3:

- Kids support each other, work together, help each other out
- Safe streets for mothers, their babies and children
- Kids have an "I can do it," competent frame of mind, believe they can accomplish what they want
- Children have the goal of a high school diploma, understand the paths a high school degree can lead them to
- A multi-generational support system, and
- A healthy neighborhood with: healthy children, clean air, no trash on the ground, houses that are healthy to live in, and safe places to get out and bike and do physical activities

Group #4's:

- Engaged
- Dreams and goals
- Community pride
- Accountability
- Being active
- Sustainability
- Being free/feeling safe, and
- Fun – the community has to be fun for kids

Solution Action Group Indicators for Elementary Age (02/11)

	Education	Health	Housing	Caring Safe Environment	Employment/Vocation
Elementary	<ul style="list-style-type: none"> • 3rd grade reading proficiency • <i>3rd grade math proficiency?</i> • <i>Can MAP testing be used too?</i> • Attendance rates • <i>Measure of office referrals/suspensions</i> • Children who changed schools (<i>Stability issue. Why worded negatively?</i>) • Parent/family member (<i>guardian/mentor/ caring adults?</i>) attends parent/teacher conferences • Parent/family member regularly reads to child • Parent/family member regularly assists with homework • Parent/family member regularly talks with child's teacher 	<ul style="list-style-type: none"> • 6-10 yr olds with regular health care provider • Children this age group with 60+ minutes of moderate to vigorous physical activity (<i>daily? per week?</i>) • Children this age group who consume 5+ fruits & vegetables daily • Children this age group with very good to excellent health (<i>How is this defined?</i>) • <i>Measures of chronic disease management (e.g., diabetes, asthma)?</i> • <i>Measure of mental health?</i> • <i>Measure of oral health?</i> 	<ul style="list-style-type: none"> • Children living in same house (<i>home?</i>) past 5 years (<i>Why 5 years? Doesn't seem realistic in this economy.</i>) • Children with home or school access to internet • <i>Children have a place to do school work in their home environment</i> • <i>Measure of housing quality/safety?</i> • <i>How many kids are homeless?</i> 	<ul style="list-style-type: none"> • Children who feel safe at school • Children who feel safe traveling to & from school • Children threatened or physically assaulted (<i>Why worded negatively?</i>) • <i>Public goods (libraries, rec centers, etc.) are accessible to children?</i> 	<ul style="list-style-type: none"> • <i>Children have higher education aspirations</i> • <i>Children have service learning/ leadership/ community building opportunities</i>

Bold: Indicators provided to Elementary SAG by Wilder 1/11

Italics: Additions/changes/questions proposed by Elementary SAG

Additional: (1) Has a "Quality of Life" index been considered? Would include transportation, livable wages, etc. Ask Community group if they have a recommendation about this. (2) Where are the parents?

Elementary Age Solution Action Group
Categorized Recommended Solutions
May 2011

EDUCATION

Category 1: Solutions that are actionable, important and are known to be effective in improving the lives of children and their families. (One EA SAG member rated this entire section as one of the top three priorities.)

- 1. Engage entire community in student learning.**
 - a. **Help provide students with necessary academic supplies.** Donate backpacks and school supplies in August. (Some discussion that this is already done and should not be a priority for the Promise Neighborhood. All agreed that the PN needs to make sure it continues to happen though.)
 - b. **Promote reading and availability of books to children.** Expand Reach Out and Read to every health clinic in the neighborhood. Through this program, doctors prescribe reading and talk about literacy and give books. (This is a very actionable, easy solution to implement. All of the players are already in place, they just need to be coordinated. Three EA SAG members rated this as a top three priority.)
- 2. Provide/expand programs that focus on social and emotional development.** Includes continuing the PBIS model of discipline, which has just begun in SPPS schools; using early intensive intervention with experienced staff for children's needs; and improving the school counseling system so students feel supported through graduation. (This already happens through programs like Primary Project, but there are unmet needs. Need to offer therapy in school settings and retain school counselors. One EA SAG member rated this as one of the top three priorities.)
- 3. Expand before and afterschool tutoring and enrichment programs and make afterschool activities more academically rigorous.** (This was an important need stated in the community survey. Many services are in place but they needed added capacity to serve more. Three EA SAG members rated this as one of the top three priorities.)
- 4. Place an emphasis on summer learning.** Intentionally connect youth with summer experiences that provide academic remediation, opportunities for students to explore their passions and foster a love for learning. (This is already happening, but there needs to be better coordination and access and there are unmet needs. More financial resources could expand Freedom Schools, offer tuition to other programs. Two of the EA SAG members rated this as one of the top three priorities.)
- 5. Develop/expand mentor programs.** (These already exist in the PN, but there are unmet needs and there needs to be better coordination amongst the different programs. More financial resources are needed to expand the programs. More mentors who match mentees in culture and primary language are needed. Could also have high school students mentor elementary students. More on this in the Caring/Safe Environments Section. One of the EA SAG members rated this as one of the top three priorities, as it appeared in the Education Section.)

(Note that solutions that EA SAG members rated as one of the top three priorities for the Saint Paul Promise Neighborhood have been highlighted in red.)

6. **Empower parents to help their children with academic success.** Ideas include providing school conference navigators who offer on-on-one mentoring to encourage family participation in conferences, before and day of the conference. This may be especially important for the Hmong community. Also discussion about the importance of Parent Academy. And schools could make daily homework assignments (including worksheets and homework packets) readily available on-line and in print so they can be readily accessed by parents, library staff, after-school program staff and mentors. (Programs that address this already exist, but they need to be co-located in the Promise Neighborhood. These programs used to be available, so they could be revived and be more intentional.)
7. **Offer parents more education to learn life skills (e.g., second language, financial literacy).** (These already exist, but they need more financial resources to expand and address the unmet needs. Transportation to the existing programs is also a problem. They also could be offered in the neighborhood schools and at Rondo Library.)
8. **Prepare students and families for MCA exams.** Focus on educating families about the importance of the MCA tests and how to help their children prepare for them. This is especially important in light of cultural biases of the tests. Hold a MCA kickoff right after Christmas break. Introduce families to a MCA curriculum. Provide students with tips on how to prepare and take the test effectively. (Some discussion that there is already enough focus on the tests, so this should not be a priority of the Promise Neighborhood. However, others felt that the PN has a role in awareness and education about the tests, given the importance placed on the tests.)

Category 2: Solutions that are important, but the impact may not be as great and a little more work needs to be done on determining how to implement them.

1. **Create more opportunities for student service-learning.** (There are great models elsewhere, but needs coordination in the PN. Definite unmet needs here. One EA SAG member rated this as one of the top three priorities.)

Category 3: Solutions that are important, but significantly more work needs to be done in determining how to implement them.

1. **Ensure curricula and teaching methods used are appropriate for PN students in particular.** Use culturally competent instructional practices, e.g., professional development using Intercultural Development Inventory. Cater to different learning styles. Use thematic instruction/curricula integrated across subjects. (This was put in Category 3 because there is a belief that there are significant bureaucratic barriers, given the new school district plan. One of the EA SAG members rated this as one of the top three priorities.)
2. **Engage entire community in student learning.** Encourage learning opportunities everywhere in the PN, like how a Hennepin County courthouse has ABCs painted on the floor, but also expand project-based learning in collaboration with external organizations. (This will take a concerted, intentional effort to get buy-in from the rest of the community. Three EA SAG members rated this as one of the top three priorities.)
3. **Upgrade school facilities.** For example, classrooms are too small for growing class sizes.

(Note that solutions that EA SAG members rated as one of the top three priorities for the Saint Paul Promise Neighborhood have been highlighted in red.)

CARING/SAFE ENVIRONMENTS

Category 1: Solutions that are actionable, important and are known to be effective in improving the lives of children and their families.

1. **Create and encourage more neighborhood and community involvement/block clubs.** These can be/include the following: more opportunities for parents to engage in the community with their children; neighborhood watch programs (used to be a “God Squad” of church lay members who played this role); phone and email lists for neighbors; block parties/neighborhood events that draw people from across ethnic and linguistic lines; progressive dinners; engage youth and families in helping keep their blocks/neighborhoods clean. Community clean-up days. (Eight EA SAG members, half of the group who voted, rated this as a top three priority.)
2. **Improve/maintain physical appearance of Promise Neighborhood.** Garbage should be picked up and streets should be plowed more frequently. (This will require more local government funding. One EA SAG member rated this as a top three priority.)
3. **Build more playgrounds, update equipment at existing playgrounds, build safety fences.** (This will require more local government funding.)
4. **Improve relations between residents and government workers and systems (police, fire, social services).** Change hiring requirements for front-line employees who work directly with youth to reflect the youth and ensure staff have skills and knowledge about the needs of at-risk youth (including children of color and GLBT). Improve community relations with police, for example implement police promotion of “caught you doing good”—win a bike, helmet, coupon for Dairy Queen, etc. Security patrols need to be visible often to help create a good image for security and we need neighborhood liaisons like “beat walkers” who focus on relationship building, visibility and trust.
5. **Establish and improve upon mentoring programs.** Includes connected, caring adults who are well-versed and have connections to resources and promotes youth leadership. Recommendation to use Frogtown agencies as mentor programs. (The current programs, including Big Brothers Big Sisters, Boys and Girls Club and Freedom Schools, need coordination and resources to expand. Mentors need more community events in the Promise Neighborhood they can bring the youth to. Office space in the Promise Neighborhood for staff from some of these organizations would also help. Could implement an approach similar to Northside Achievement Zone: determined they would work with three evidence-based mentoring programs, Big Brothers Big Sisters, Kinship of Minneapolis, and Bolder Options and then the three mentoring organizations work together to find funding (with the support of NAZ), recruit volunteers who live in the Zone, and match children with a mentor. The families enrolled in the program select which mentoring agency they want to work with. This started in January and has worked well for all agencies involved. NAZ has a data-base which mentoring staff access to help match children and agencies. Another approach would be to provide peer-mentoring in the schools, using high school students to serve as mentors to elementary age students. BBBS does this already in several schools in St. Paul as an afterschool program. It’s a proven model that works well, but needs more funding to expand to additional schools. One EA SAG member rated this as one of the top three priorities.)

(Note that solutions that EA SAG members rated as one of the top three priorities for the Saint Paul Promise Neighborhood have been highlighted in red.)

Category 2: Solutions that are important, but the impact may not be as great and a little more work needs to be done on determining how to implement them.

1. Locate social services in the neighborhood, not downtown or across town.

Category 3: Solutions that are important, but significantly more work needs to be done in determining how to implement them.

1. **Improve physical appearance of Promise Neighborhood.** Need more lighting. Need garbage cans on corners. Bus shelters on University need 911 call buttons. (This will require more local government funding.)
2. **Improve transportation options.** This would include a shuttle system that connects schools, the library, recreation centers, afterschool programs, etc. but *not the city bus*. Also a transportation system for younger kids like a bus but a van system. (This will require significant additional financial resources. One EA SAG member rated this as a top three priority.)

(Note that solutions that EA SAG members rated as one of the top three priorities for the Saint Paul Promise Neighborhood have been highlighted in red.)

HOUSING

Category 1: Solutions that are actionable, important and are known to be effective in improving the lives of children and their families.

1. Offer assistance to help pay for utilities.

Category 2: Solutions that are important, but the impact may not be as great and a little more work needs to be done on determining how to implement them.

1. **Offer assistance to families to prevent foreclosure.** (System needs to be changed to protect homeowners. One EA SAG member rated this as a top three priority.)
2. **Offer financial literacy training to parents.** Must make sure it is culturally relevant. (Lutheran Social Services does this in Minneapolis.)
3. **Offer eviction protections and prevention.**
4. **Enforce housing violations.** City must improve their enforcement efforts. Could also create a Housing Corps who would know codes and support safe living environments.
5. **Support neighborhood “safe houses” for kids in transition.** (For example, support the work of Face to Face.)
6. **Provide transportation for youth, like the Circulator Bus, which can shuttle them to and from homes after school and weekends.**
7. **Offer education on renters’ right.** Include information on where they can report problems and violations. Also develop a program to verify that rental properties are appropriately maintained, free of mold, infestation, lead, unsafe behavior by tenants.
8. **Offer education on home maintenance and repair.** Make this available to adults, but include a service-learning component for youth as well.

Category 3: Solutions that are important, but significantly more work needs to be done in determining how to implement them.

1. **Develop more and better low-income housing.** (This is imperative to address to secure a stable home environment for the children of the Promise Neighborhood. Their school achievement depends on it, especially now that Jackson and Maxfield are neighborhood schools. These two schools used to be able to keep the same students but change the students’ transportation when families moved around. That won’t be possible anymore. Eight EA SAG members, half of those who voted, rated this as a top three priority.)
2. **Convert some of the existing housing stock (due to high foreclosure rates) to low-income housing opportunities.** (Would need resources to pay for the rehabilitation costs and then to offer mortgages with low or no interest rates.)
3. **Increase assistance for rent and mortgages**
4. **Assist with relocation options and housing transitions.** A community person should support residents in finding what housing they need so they stay in the Promise Neighborhood. Could also help families find housing when the family make-up changes.
5. **Assist with transition from homelessness to housing for families.** This is significant.
6. **Take on the legal challenges in housing rights.**

(Note that solutions that EA SAG members rated as one of the top three priorities for the Saint Paul Promise Neighborhood have been highlighted in red.)

HEALTH

Category 1: Solutions that are actionable, important and are known to be effective in improving the lives of children and their families.

- 1. Encourage personal fitness by all PN residents.** Promote exercise during school and after school hours. Develop opportunities for students to use buildings during school breaks to stay active. Provide education about healthy choices all year long. (Programs currently exist, but they require expansion and perhaps more staffing.)
- 2. Improve parks and sidewalks.** Parks need paved areas and climbing equipment. Repair sidewalks on residential streets for walking, riding, skating. (Parks exist, but need beautification.)
- 3. Provide classes about healthy food choices** (e.g., teach parents about limitations of processed foods). Ensure a cultural/ethnic component to nutrition education (e.g., Hmong use rice as a staple). (Connect with current resources like Mississippi Market, Community Education classes. This is very actionable.)
- 4. Address cultural and generational components to health services and disease management.** (One EA SAG member rated this as one of the top three priorities.)
- 5. Improve mental health services for students and families.** Provide developmentally appropriate comprehensive assessments of physical, mental and emotional health for students and guardians. Ensure mental health services are in each school (including therapy, primary project, Kofi/Hlub Zoo, parent/child groups, parent mental health services, Incredible Years). Counseling should be expanded from students to families. (SPPS, Ramsey County and Wilder all do this in places, but expansion is needed. Four EA SAG members rated this as one of the top three priorities.)

Category 2: Solutions that are important, but the impact may not be as great and a little more work needs to be done on determining how to implement them.

- 1. Develop/expand community gardening** Spring: planting festivals, summer: maintenance and how to, fall: community harvesting festival that includes serving food from the garden and give recipes to families. (Connect with current resources like Frogtown Farm, Mississippi Market, Ramsey County Master Gardeners.)
- 2. Provide healthy eating choices at school**
- 3. Provide universal breakfast and lunch, and in the summer.** (Exists already, but not universal for all kids. Connect with Second Harvest to provide summer food programs.)
- 4. Provide free or discounted immunizations at local schools.** (The Health Department and school do this, but record keeping and better communication are musts.)

(Note that solutions that EA SAG members rated as one of the top three priorities for the Saint Paul Promise Neighborhood have been highlighted in red.)

Category 3: Solutions that are important, but significantly more work needs to be done in determining how to implement them.

1. **Promote clean air in the Promise Neighborhood.** Conduct air quality monitoring and posting. No smoking in public places, indoors or out. (Work with city and businesses. May need to pass a city ordinance.)
2. **Create a home visiting “block nurse” program** to help with connections to health services, call-in questions and transportation needs. Visit children with asthma every three months. (Would require newly developed program.)
3. **Establish a community health centers** that include medical, dental, mental health services as well as health promotion, education screenings, outreach, referral and case management. Health access needs to be year-round. Flexible hours, seven days a week, more afterschool hours available so doesn’t conflict with school. Sliding fee. Inclusive for entire family. (There is a real issue with feasibility here. One EA SAG member rated this as one of the top three priorities.)
4. **Create a mobile health unit.** (Would need to develop a new model for this.)

(Note that solutions that EA SAG members rated as one of the top three priorities for the Saint Paul Promise Neighborhood have been highlighted in red.)

EMPLOYMENT/VOCATION

Category 1: Solutions that are actionable, important and are known to be effective in improving the lives of children and their families.

- 1. Adopt/provide curriculum opportunities that allow children from Kindergarten on to begin post-secondary career development and activities.** These need to be both during and after school. Can include service-learning component (e.g., STEM). Extend college admission programs like Admission Possible or Upward Bound to younger years. Get Ready is at Jackson, starting in 4th grade. Also NYLL. (There are time constraints and time pressure during the school day so this may be hard to incorporate during the school day. Will need to provide schools with incentives to do this.)
- 2. Provide more student leadership, job shadowing, mentoring and career exploration activities starting at Kindergarten or 3rd grade.** This could include providing whole-child mentoring (as opposed to task-based mentoring) to elementary-age children and mentoring kids with small business projects. Could provide part-time employment opportunities to community members to do this. (Need to make sure this is accomplished in a developmentally-appropriate and consistent way. BBBS, Junior Achievement, Exchange City exist with good models. Six of the EA SAG members rated this as one of the top three priorities.)

Category 2: Solutions that are important, but the impact may not be as great and a little more work needs to be done on determining how to implement them.

- 1. Increase access to technology for everyone.** Provide free Wi-Fi in PN and develop a program that gives computers to families. The Gates Foundation may be a resource. Could also make computer labs in schools available during more hours. (There was much agreement that just offering free Wi-Fi doesn't help if you don't also provide families with computers, which is costly. Making computer labs in schools available will require staffing them.)

Category 3: Solutions that are important, but significantly more work needs to be done in determining how to implement them. None.

Small group decided not to categorize:

- 1. Offer more family supports for employment services to parents.** This could include classes like ESL, job skills, technology etc.; community-wide job board; community clothing room; providing interviewing information; and encouraging family-friendly work environments. (The group felt the PN should identify existing resources but not put the schools in competition with them. Operation Warm?)

(Note that solutions that EA SAG members rated as one of the top three priorities for the Saint Paul Promise Neighborhood have been highlighted in red.)

Middle School Age SAG Supporting Materials

Envision Success for Middle School Youth

What does success look like and what would indicate success?

February 9, 2011

Each group draw a picture on poster paper of what success looks like for middle school children and then list indicators that show if it has been achieved.

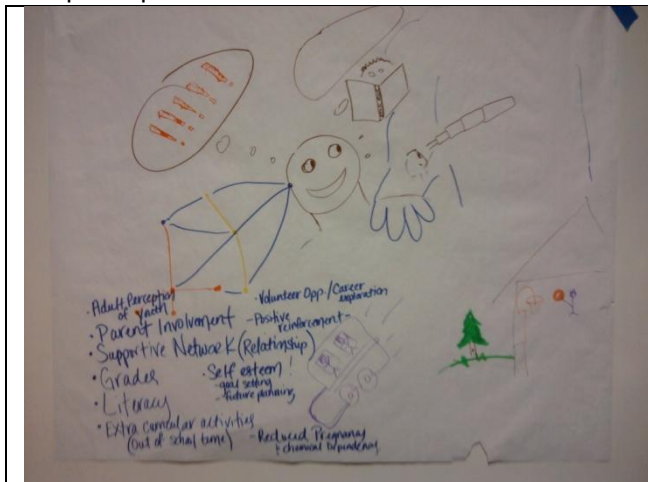
Group 1 Report



What a successful middle school child looks like:

- Has an inquiring mind and a thirst for knowledge
- Strong academics
- Love of reading and friends/peers to share it with
- Peaceful conflict resolution
- A loving home with family members that care
- A safety net of people to catch child if falling
- Involved in the community, volunteers, helps to “pay it forward”
- Has a healthy body and lifestyle

Group 2 Report



What a successful middle school child looks like:

- Child is happy, feels good about own identity
- Has a future
- Has a guiding hand
- Strong literacy, reading for one’s own self
- Explores for one’s self
- Has transportation that facilitates self exploration
- Has spaces to be themselves – open green spaces, community centers

Group 3 Report

	<p>What a successful middle school child looks like:</p> <ul style="list-style-type: none"> • Main support comes from own home • Parents require doing homework first • Child feels secure in and has own place at home • Has access to community centers or other places where child can ask for and receive help • Is well prepared for high school • Has positive, healthy friendships • Lives in a good house • Lives in a good neighborhood where positive things happen • Has good health care
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Group 4 Report

	<p>What a successful middle school child looks like:</p> <ul style="list-style-type: none"> • Home environment supports school success • Home is a stable place • Family does not move around a lot • Has positive, inspiring role models from the community in the classroom • Has access to agencies or programs that support positive behavior and are there to help with problems • Lives in a healthy environment
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Group 4 also discussed using the school as a locus point for other community services.

Other discussion points brought up:

- A lot of prisoners go to prison and get educated. They can be mentors in the schools
- Black male children need to identify with black male role models
- Teachers in the schools need to look like the students, not just the people who come in once a week
- Teachers and parents both have the responsibility to hold our children accountable for their learning and their behavior

Indicators for Middle School Youth (02/17/11) (orange type indicates suggestions by SAG 2/9/11)

Across indicators: it we recommended that perception data from the child – taking the time to ask kids “How do you feel about (__indicator__)” be included.

	Education	Health	Housing	Caring / Safe Environment	Employment / Vocation
Middle School	<ul style="list-style-type: none"> • 8th grade reading proficiency • Attendance rates • Children who changed schools • Parent/family member attends parent/teacher conferences • Parent/family member regularly assists with homework • Parent/family member regularly talks with child’s teacher • Increased math and science scores • Parents/family/community members in the classroom that students recognize as from their own community, who are culturally specific, to teach and assist in the students’ learning. 	<ul style="list-style-type: none"> • 11-12 yr olds with regular health care provider • Children this age group with 60+ minutes of moderate to vigorous physical activity • Children this age group who consume 5+ fruits & vegetables daily • Children this age group with very good to excellent health • Mental health (Can be measured by: referrals for depression, suicide attempts, or other referrals from mandated reporters) • Reduced pregnancies • Reduced chemical dependency for child and parents/guardians • Low rate of children in jails and the juvenile justice system (<i>this might fit better under another heading?</i>) 	<ul style="list-style-type: none"> • Children living in same house past 5 years • Children with home or school access to internet 	<ul style="list-style-type: none"> • Children who feel safe at school • Children who feel safe traveling to & from school • Children with caring adult in the home, school, and/or community 	<ul style="list-style-type: none"> • Exploration of careers through volunteer programs, apprenticeships or internships • After school programs that facilitate the successes we described • Activities that could lead to careers such as service learning, community service – working with seniors, helping the environment, etc. • Volunteer rates

Changes to Categorized Levels of Readiness and/or Comments to the PN Middle School Age SAG Recommended Solutions
– From the May 25, 2011 meeting

Category 1: Important, Ready to be Implemented, Actionable: These solutions are important to the community, we have the assets and resources to take action now, and we believe they will be effective.

Category 2: Important and Ready to be Implemented But in Need of Additional Resources: These solutions meet the same criteria as Category 1 but some additional resources are needed—either an existing asset need more to expand or provide service in a target area or an asset needs to be found to organize and implement a desired solution.

Category 3: Solutions in Need of Further Development: These solutions need additional research or community discussion to determine the best way to move toward implementation.

NOTE: Changes/discussion at the May 25, 2011 meeting will be in RED font. Possible assets from past MS work in PURPLE font.

EDUCATION

Theme 1 – Ensure education reflects the students and their communities

Solution	Why is it a possible solution for PN Middle School Youth? + Comments and Possible Assets	Estimated # of youth that would be served	Category#	What's the first thing that needs to happen to move the solution into action? + Comments
1 – Preferred hiring of PN residents as <u>recruitment practice</u> in schools. It must be intentional. (Afterschool, volunteers, paraprofessionals, etc.) – Desiree Culpitt	Aligns with use of local mentors. Provides role models from within the community.	150+	2	Community needs to develop producers to create this change. Learning Design Program-Job training positions within schools to help residents find jobs and gain experience and resources to further education. Inviting parent to be involved in the child's education.
2 – Parents, family and community members in schools – daily. – Vaughn Larry	To insure that the student is properly equipped to start school with peers.	150+	2	Cultural Wellness Center – Is already established & has a successful model that can help & advocate for families who have numerous issues that keep them from becoming involved in their child's education. They maybe need to build capacity and further training to address the diverse needs of community.

Solution	Why is it a possible solution for PN Middle School Youth? + Comments and Possible Assets	Estimated # of youth that would be served	Category#	What's the first thing that needs to happen to move the solution into action? + Comments
3 – To provide aspects of education that reflects the students that are receiving the lessons. Let art reflect the culture of students, etc. – Dennis Presley	The reflection of who you are and the achievements and history that created success for similar individuals is a necessity of creating leadership and success! Possible assets: Ordway, Project Success, Penumbra, Hmong Cultural Center, CHAT, Art-US.	150+	2	Cultural specificity to reflect all core subjects and art. There are many programs in the community. There needs to be collaborators to bring these programs into the schools.
4 – Boost children's self esteem and self worth and respect the people around	Words Are Power program; Loving Spirit Life Coaching Academy See possible assets for #3	1-20	2	There are current programs that help with these issues. We would need to identify these programs and identify how to build capacity to provide service
5 – A program to help transition from grammar school to middle school.		150+	2	Urgent need to help children transition. There are existing curricula, however it needs to be further developed and assessed to see if it is working. Include students, leaders, & stakeholders to help develop or modify model to ensure that this program is effectively preparing students. ----- This is <i>potentially</i> a resource since there is a curriculum already developed [name?]. I believe the curric should be evaluated and compared to other resources that may be out there. I think the idea of this solution is good – it's just a ? of establishing whether this is the BEST solution. If it is, then it becomes a matter of finding the best way to implement it. – Carol Bauer
6 – Developing mentorship programs using peer-to-peer mentors, grade-level-up-to-grade-level-down mentors, as well as community resident mentors and other volunteers	See section of 5/25/11 meeting notes relating to issues of mentoring and mentor programs* Possible assets: Bolder Options, Project Success, Big Brothers, Big Sisters and see Mentoring Partnerships of MN www.mpmn.org.	-	2	This already exists, however it need to be enhanced. Will need training for youth and community residents or volunteers.

Theme 2 – Provide networking and resources for families/parents to support their child’s education

Solution	Why is it a possible solution for PN Middle School Youth? + Comments and Possible Assets	Estimated # of youth that would be served	Category#	What’s the first thing that needs to happen to move the solution into action? + Comments
7 – Middle school version of an ECFE program [MSFE?] with parent study group/circle group and a middle school student group.	SPPS has been successful with ECFE. Create it for middle school. It will provide peer-to-peer learning for the students	–	2	<p>ECFE has a model. A curriculum would have to be developed to adapt to middle school age students.</p> <p>FAST program (Wilder) - the parents that I heard talk about that program were very clear about how much they learned and how much more connected they were to their young adolescent children.</p> <p>Parent Power that GeoVanne Ford at NdCaD has is effective - again costly. But for his program to work there needs to be that outreach effort ... door to door... really reaching the parents that are not looking for this sort of thing... but often get really engaged once they get started.</p>
8 – Parents and family members assist with the students’ homework regularly. – Vaughn Larry	To insure that the student will excel and to engage the family in the education of its children Proposal to change to a “1”. Group decided to keep as a “2”. Too many parents are not prepared or able to assist with their children’s homework regularly, especially around math. They need more preparation to do this. Content and, especially for math, methodologies have changed since they were in MS themselves. Parents also need support and training to work effectively as advocates for their children. Examples are the African American parent support group at the library (Circle of Parents, a program of Prevent Child Abuse MN) and the parent support group at Washington MS.	150+	2	Library, Project Voice, Cultural Wellness Center – these assets exist; we would just need to identify ways for them to build capacity.
9 – Regular (one time per month?) face-to-face meetings with significant adults in students’ lives with advisory teacher to track homework, family support needs, students’ goals, etc. Students should be required to be present at these meetings – maybe can learn how to facilitate these sessions.		??	2	Evaluate & research whether other schools or districts have developed a model that works. There are Charter schools that are already doing this.

Theme 3 – Extended school day that provides supplementary instruction and multidisciplinary options

Solution	Why is it a possible solution for PN Middle School Youth? + Comments and Possible Assets	Estimated # of youth that would be served	Category#	What's the first thing that needs to happen to move the solution into action? + Comments
10 – Develop extended school day program for homework and supplementary instruction. – Julie Jochom Gartrell	Help with homework; Safe place to do their work. Possible Assets: Mentors, Youth Express, YMCA, Rondo Library, Community Churches, Rec Centers, Como Park, Science Museum, SPPS mentors, YMCA/YWCA, Penumbra, The Loft, Hmong Cultural Center	150+	3	Extended school day will be implemented however, need further development too. Look at other schools in area. Extended day program in the neighborhood for MS age or whatever school PN kids go to.
11 – A program that helps kids with the MCA test.	Group decided to change to a “1.” Programs exist currently, during and after school in all SPPS. Capacity is there. Information about them doesn’t always reach parents.	150+	2 1	1) Need help with MCA – need a creative and effective approach to engage students 2) emphasis on the village 3) cultural identity emphasis to engage young adults
12 – Sites available for homework help, tutoring, extended day – Elona Street-Stewart	Youth are scattered throughout the school day and afterschool activities in safe locations provide opportunities to extend learning and supervised social activities See #10 for possible assets	10-200	3	Find grants and funding to help make home accessible to internet.

HEALTH

Theme 1 – Access to growing and eating healthy food

Solution	Why is it a possible solution for PN Middle School Youth? + Comments and Possible Assets	Estimated # of youth that would be served	Category #	What's the first thing that needs to happen to move the solution into action? + Comments
13 – Create and support neighborhood and cultural gardeners to grow and sell fresh, nutritious produce to PN families	Middle school students can develop farming, marketing, and cooking skills by apprenticeship with neighborhood gardeners – Frogtown CSA, Frogtown Farm, Hmong CSA, and Youth Farm. Also would provide access to healthy food.	50-100	2	<p>Identify organizations & need start up costs - need PR to organize people & get people to work w/co-ops for food. Need to get kids involved in growing food in community design center. Navigator has a role here also.</p> <p>Suggest that we simply help promote the farmer's markets that already exist in the area and also work with co-ops in the area to try and provide a reasonable discount to low-income families. As well as promote simple recipes for using the food found at farmer's markets and co-ops. Many people eat what they know, so it needs to become a lesson in changing dietary habits for children and adults. Healthy cooking classes perhaps.</p>
14 – Eliminate sugar from school menus	High school students can mentor/teach middle school students.	1-20		This doesn't translate right. Would like this one to be removed from list. Belongs in a different arena of decision making.
15 – Proper nourishment – Vaughn Larry	<p>A well fed child is often very healthy and ready to learn. *Free or reduced rate breakfast and lunch "1" because free and reduced lunch already available in SPPS schools. (Also, SPPS has the Breakfast to Go Plan.) "2" because of need for education on what constitutes good nutrition and on how to shop and cook in ways that support good nutrition for youth.</p>	150	1-2	<p>Too broad a statement. Family education needed. How would you regulate that in someone's home? Get role models that kids would look up to, i.e. prof athletes, & have incentives. This is more a focus for the Schools and govt programs like WIC. Also there's the issue of not having access to good full service grocery stores.</p>

Theme 2 – Access to affordable, quality health care providers

Solution	Why is it a possible solution for PN Middle School Youth? + Comments and Possible Assets	Estimated # of youth that would be served	Category #	What's the first thing that needs to happen to move the solution into action? + Comments
<p>16 – Have a family health provider or access to affordable, quality health providers to PN families/middle school students. Possible clinics in schools partnerships:</p> <ul style="list-style-type: none"> • Open Cities Clinic • Family Tree • Face-to-Face • Westside Community Health Services – Vaughn Larry 	<p>A healthy student will attend school regularly and will excel if permitted.</p> <p>Possible Assets: Ramsey County, SPPS, Wilder, Family Tree.</p>	150+	1-2 ----- 2	<p>Clinics are in all high schools in St. Paul. Have outreach workers from Face-To-Face, Family Tree, & Safe Zone come to middle schools. Put up posters. Use text messaging to reach kids.</p> <p>-----</p> <p>Linking students w/existing surveys. Wilder survey says 100% have access to HC ins & providers. Is that an accurate reflection?</p>
<p>17 – Referrals to Thad Wilderson and Associates (located in PN) for African American middle school students – inform schools, teachers, principals – Jocelyn Wiedow</p>	<p>African American specific mental health services</p>	20-50	-----	<p>Lots of MS kids confused – MH counselors needed - ? Counselor needs to get known & be trusted <u>first</u></p> <p>-----</p> <p>Don't know about who Thad Wilderson & Associates are – need more education & investigation about MH services in PN</p>

Theme 3 – Exercise and physical activity

Solution	Why is it a possible solution for PN Middle School Youth? + Comments and Possible Assets	Estimated # of youth that would be served	Category #	What's the first thing that needs to happen to move the solution into action? + Comments
<p>18 – Having a “Let’s Get Moving” effort in all middle school classes – this is the movement that First Lady Michele Obama is working on – before school begins and/or before/after lunch break – building physical activity back in during the school day to reduce obesity now and in the future into adulthood. – Jackie Cooper</p> <p>Also, Blue Cross Blue Shield program called “Do” http://www.do-groove.com</p>	<p>Because it is a national movement that needs to be endorsed by the SPPS to help children be more focused on exercise being good for them, starting early so it carries into adulthood.</p> <p>Possible Assets: Rec Ctrs, SPPS, Mentors (Bolder Options) school and rec sports, YMCA/YWCA.</p>	150+	1-2 -----	<p>Resources available – just need everyone thinking about 60 min/day. Use Wii, Dance Dance Revolution, Hip Hop Video – use in after school programming. Needs to be affordable and have transportation</p> <p>-----</p> <p>Teacher training about program – where is the money coming from because some schools are cutting phy ed programs – schools would have to make time in kids schedule every day to fit in 60 min exercise in school. Might need more work.</p>
<p>19 – 60 minutes of vigorous physical activity – gym, recess, every day when at school. Develop teacher training on how to integrate physical exercise with core curriculum and across disciplines – Vaughn Larry</p>	<p>Helps the children maintain a healthy physical body and be ready to learn.</p>	150+	1-2 ---	<p>Ditto.[18 & 19 bundled together]</p> <p>-----</p> <p>Ditto – 18,19, & 21 bundled together</p>
<p>20 – Community Partners Bike Library – Program Nuts and Bolts. Sibley Bike Depot 712 University Ave. – Vaughn Larry</p>	<p>It will provide 220 bicycles, fully equipped for transportation purposes, for 6-month loan, to low-wealth community members. Also provides classes in safe cycling, bike maintenance and commuting.</p>	150+	1 -----	<p>Good idea! Add lessons to teach bike riding.</p> <p>-----</p> <p>Seems to be up and running</p>
<p>21 – Exercise and nutrition classes – Bev Wittgenstein</p>	<p>YIM – Youth In Motion – YWCA Summer Food Program – Rec Centers, ArtsUS, Loaves & Fishes</p>	50-100	1-2	<p>Teacher training about program – where is the money coming from because some schools are cutting phy ed programs – schools would have to make time in kids schedule every day to fit in 60 min exercise in school. Might need more work.</p>

Theme 3 – Exercise and physical activity (continued)

Solution	Why is it a possible solution for PN Middle School Youth? + Comments and Possible Assets	Estimated # of youth that would be served	Category #	What's the first thing that needs to happen to move the solution into action? + Comments
22 – Ensure opportunities for equipment/fee scholarships to help with school-based sports fees. (Booster type for middle schools) – Jocelyn Wiedow	Ensure that kids who want to play sports are able to play organized sports	50-100	2-3 ----	Needs Navigator. School sports – & needs other sports: ultimate Frisbee golf, biking. Need \$\$ to support – find supporters for the 1 st 50 t-shirts – and needs \$\$ for sports physicals. SPPS Sup is planning an audit of sports ----- A lot of people would support it & there is a need. Need more \$\$ to continue providing scholarships

Theme 4 – Teen pregnancy prevention

Solution	Why is it a possible solution for PN Middle School Youth? + Comments and Possible Assets	Estimated # of youth that would be served	Category #	What's the first thing that needs to happen to move the solution into action? + Comments
23 – TOP (Teen Outreach Program) – pregnancy prevention. Could be facilitated by Family Tree Clinic partnered with other youth development programs, service learning programs (YWCA) – Jocelyn Wiedow	Evidence-based pregnancy prevention program based on service learning model Keep as a "2." It is a "1" as far as the curriculum and program already existing, but a "2" because of need for more funding and agreed upon need to reach more MS youth. Agreement that the need and value is great. Data is excellent and it is <u>research-based</u> . Service learning component also makes TOP a high quality solution. Possible Asset: Family Tree Clinic	50-100 or 100-150 if done in conjunction with schools	2 ----	TOP – great pregnancy prevention <u>AND</u> service learning ----- Is the existing program good? – More discussion about safe sex/sexuality in community groups, i.e. after schools ----- We should use this as an opportunity to provide mandatory units on safe sex - practical safe sex, condoms, etc. not just abstinence. This unit should also focus on helping students understand sex and who's actually having it and what it means, the emotions behind it, perhaps effective counseling for students - we can teach the science, but they also need to understand the sociology/psychology.

Housing

Theme 1 – Education, resources, and support services for homeowners and renters

Solution	Why is it a possible solution for PN Middle School Youth? + Comments and Possible Assets	Estimated # of youth that would be served	Category #	What's the first thing that needs to happen to move the solution into action? + Comments
24 – A multilingual, one-stop-shop housing support center where residents could get help with: avoiding foreclosure, moving into new housing within the PN, the legalities of purchasing a home, home upkeep and how to maintain property value, understanding landlord responsibilities and renters rights, how to deal with out-of-compliance landlords, etc. Have two or three offices spread out in the PN zone, preferably in a residential house setting instead of a business office. – Lennie Major	Because it will give a wide spectrum of PN parents support they need to keep from moving out (or being forced out) of their neighborhood, providing increased stability for PN middle school youth.	150+	2	One Stop – exists with Common bond & CAPRW, Camphor United Methodist financial management course-Karen Carey Bonner. Fairlending coalition-St. Paul group already started.
25 – Model Cities – Mary Her	Housing programs, case management services, and youth development programs	20-50	1-2	Model Cities has case management & youth – see www.modelcities.org . Need to evaluate the quality of this program
26 – Homeowner/tenant workshops and transition support to create neighborhood residency and buildings control for improved quality – Elona Street-Stewart	Provides greater hands-on experience of ownership and neighborhood safety	50-100	2	Community Ed classes – home improvement. Use Neighborhood Watch.
27 – St. Paul foreclosure prevention education	St. Paul Foreclosure Prevention Program Question – What other programs are out there to help with foreclosure prevention? Where can PN residents turn to get help? Comment – make sure to partner up with the SP Fair Lending Coalition.	100-150	1	Same or similar to #24? Program in place. Needed more public awareness and solutions to obstacles of transportation/convenience of meetings. Possibly easy access at local community center, libraries or schools.
28 – Provide school-based housing resources to include transitional housing and emergency services	Middle school youth who may be homeless are affected	–	2	Family Service Centers in or around schools – with Navigator. Navigator is KEY. Examples: Cultural Wellness Center, Ach Plus Schools

Theme 2 – Affordable and stable housing

Solution	Why is it a possible solution for PN Middle School Youth? + Comments and Possible Assets	Estimated # of youth that would be served	Category #	What's the first thing that needs to happen to move the solution into action? + Comments
29 – A stable home where a child has resided for 5 years or more. – Vaughn Larry	Youth get to go to a school where they have friends and relationships with teachers, elders, and the community	150+		
30 – To provide families with homes that are affordable according to their income and the ability to maintain the necessities that will help and provide parents the ability to offer their youth comfort, sustenance, and stability. – Dennis Presley Sr.	Because stability is a stepping stone to health and comfort when youth know that there is the consistency of where they live, and where day-to-day they feel safe and loved.	20-50		
31 – Encouraging the purchase of 4-plex or multiple family dwellings to allow families to live in part of the home and rent the other part(s) for the mortgage. – Jackie Cooper	Families are living together in order to keep from moving and to help in supporting each other. Renting to PN parents similar to how Asian/Hmong families do. An inventory of all the housing stock has already been happening. We need to make sure all that information is available.	1-20	3	
<i>Age appropriate homeless shelters with counselors and perhaps a focus on reuniting families</i>	Group decided to cut , as currently homeless shelters are not structured in terms of “age appropriate” for MS youth exclusively and are primarily set up for families			

Theme 3 – Preparing youth for home ownership

Solution	Why is it a possible solution for PN Middle School Youth? + Comments and Possible Assets	Estimated # of youth that would be served	Category #	What's the first thing that needs to happen to move the solution into action? + Comments
<p>32 – Financial literacy training for middle school age youth. It is essential to their understanding of what becoming a future homeowner means. . – Jackie Cooper [<i>from group discussion</i>] Offer through math and other curriculum in the schools. Camphor United Methodist Church for financial planning. Also Junior Achievement</p>	<p>Education/knowledge on how to budget, saving for home down payments, transferring of wealth, how to keep homes in the family.</p>	<p>150+</p>	<p>2</p>	<p>Financial literacy examples: CAPRW- for adults, Youth Job Corps-Summer Jobs. Get a curriculum out to providers such as those who teach Red Cross babysitting. ----- Offer through math and other curriculum in the schools. Camphor United Methodist for financial planning. Also, Jr. Achievement</p>

Theme 4 – Home computer access

Solution	Why is it a possible solution for PN Middle School Youth? + Comments and Possible Assets	Estimated # of youth that would be served	Category #	What's the first thing that needs to happen to move the solution into action? + Comments
<p><u>33A</u> – Access to internet at home and a home computer – Vaughn Larry</p>	<p>A lot of work is done on computers.</p>	<p>150+</p>	<p>2</p>	<p>PCs for People is a resource that is already in place. All schools and homes should have computers and computer literacy should be mandatory education.</p>
<p><u>33B</u> – access to Smart phones</p>	<p>Students can check on assignments, take quizzes, communicate with teacher and peers about their schoolwork on them; students already use and are oriented positively towards them Comment: Can have local businesses donate used [cell or smart] phones</p>		<p>2</p>	<p>Smart phones or iPods are cheaper than computers. Also, computers outdate too fast. Kids use the phones for accessing info. Nancy Dome – see SPPS Courageous Conversations</p>

CARING/SAFE ENVIRONMENT

Theme 1 – Safe and supportive local sites in neighborhoods

Solution	Why is it a possible solution for PN Middle School Youth? + Comments and Possible Assets	Estimated # of youth that would be served	Category #	What's the first thing that needs to happen to move the solution into action? + Comments
34 – Create Youth Advisory Board for continuous youth voice/empowerment in the PN – Desiree Culpitt	This will give youth ownership and value in the direction and success of the Promise Neighborhood	20-50 main 150+ Secondary	3	Homework answers do not reference specific programs. Other programs to be developed into the neighborhood could be 4H, public achievement, Cedar/Riverside
35 – Safe homes to go to if no one is home – Vaughn Larry	Improves the child's perception of other people and gives a positive outlook of the community at large. <u>Combine/merge with # 36</u> Possible Assets: MLK, Oxford/Jimmy Lee, Minnehaha Rec Ctr, Parks and Rec,	50-100	1	A lot of programs are in place: fire houses, schools, Wilder, churches if open, friends' homes, Freeport
36 – Block parents	Safe place for kids to talk to neutral adult and get help <u>Combine/merge with # 35</u>	–	1	There are a lot of adults who look after the neighborhood. A lot of busy bodies.
37 – Family partner program for immigrant (ESL) families (family to family mentors)	Immediate access to help, coaching with people who can and will help	?	2	There are some programs like Learning Dreams, but there needs to be more resources to reach all participants.
38 – Support recreation centers with aligned adult and youth programming so the entire family could participate – Desiree Culpitt	Supportive family network	150+	3	There is youth programming & adult programming, but they are not coordinated. There are no youth-focused family implemented programs.
39 – Family activities – Bev Wittgenstein	YWCA, rec centers, Hallie Q Brown, churches <u>Combine/merge with #40 – Change both to a "1"</u>	150+	2 1	Strong programs at YWCA, rec centers, HQ Brown, & churches, but there is a demand for more.
40 – Free Port – Derrick Cooper	Because it's a safe place for kids to go and hang out, meet new people and get help with homework, etc. Also to help find homes or shelter. <u>Combine/merge with #39 – Change both to a "1"</u>	100-150	2 1	Relates mostly to 35 & 36. But for this to be up to 100+ youth served it needs more resources.

Theme 2 – Accessible Culturally-Specific and Crisis Resources

Solution	Why is it a possible solution for PN Middle School Youth? + Comments and Possible Assets	Estimated # of youth that would be served	Category #	What's the first thing that needs to happen to move the solution into action? + Comments
41 – Ramsey County children’s Crisis Response St. Paul Youth Services – Mary Her	This is a 24-hr, 7-day a week crisis program that helps children and families who are in conflict. – Mental Health assessments	50-100	1	Already exiting program with positive results
42 – Midwest Children’s Resource Center – Mary Her	This is a program that assesses children or youth who have been sexually abused.	20-50	1	Ditto # 41
43 – Ain Dah Yung (Native American Shelter for youth – not limited by race) – Mary Her	Provides shelter for homeless youth and the community	20-50	1	Ditto # 41
44 – Wilder Foundation	Culturally specific: mental health clinical programs, school success resources, youth leadership programs, housing resources	20-50	1	Ditto # 41

Theme 3 – Transportation and lighting

Solution	Why is it a possible solution for PN Middle School Youth?	Estimated # of youth that would be served	Category #	What's the first thing that needs to happen to move the solution into action? + Comments
45 – Safe route from school and to school (bus?) – Vaughn Larry	Lets the children know that it’s safe for them.	150+	2	Questions about accessibility to bus stop (bad sidewalks)
46 – The Circulator Bus is operational in the Summit-University community – Jackie Cooper	Providing the necessary transportation for youth to get to and from activities within the community after school.	100-150	1	Operational. Make sure the circulator stops at internet hotspots like the Rondo Library and provide internet coaching/tutors and after school homework help at these hot spots for students who do not have access at home.
47 – Flashing Pedestrian lights for main crossing points in neighborhood – Desiree Culpitt	Create/encourage walkable community	150+	3	Addresses accessibility of walkways. Need to engage public works to implement. Is one of many needed physical street improvements including stop signs, pavement paint, etc.

Theme 4 – Mentoring and mentorship programs

Solution	Why is it a possible solution for PN Middle School Youth? + Comments and Possible Assets	Estimated # of youth that would be served	Category #	What's the first thing that needs to happen to move the solution into action? + Comments
<p>48 – Develop mentorship program for middle school students to work with younger children. – Julie Jochom Gartrell</p>	<p>Creates positive peer connections. Creates positive leadership opportunities</p> <p>See section of 5/25/11 meeting notes relating to issues of mentoring and mentor programs*</p> <p>Possible assets: Bolder Options, Project Success, Big Brothers, Big Sisters and see Mentoring Partnerships of MN www.mpmn.org.</p>	<p>150+ if infused in MS program</p>	<p>3</p>	<p>Idea is great but we need to identify best fit model, what is focus, etc. There is a great need.</p>
<p>49a – A PN Youth Mentoring Collaborative – developed, planned, and implemented by PN residents. This would involve outreach to T.C. colleges, arts organizations, businesses, and professional sports teams to attract culturally specific mentors for MS youth.</p>	<p>Middle school is a critical time for youth to have support and guidance from trustworthy adults to help them make healthy everyday decisions and reinforce positive values. This is especially true with youth from non-majority cultures that need to see and experience models of success from people like themselves who have come from the same kinds of environments/neighborhoods they are from.</p> <p>See section of 5/25/11 meeting notes relating to issues of mentoring and mentor programs*</p> <p>Possible assets: Bolder Options, Project Success, Big Brothers, Big Sisters and see Mentoring Partnerships of MN www.mpmn.org.</p>	<p>150+</p>	<p>3</p>	<p>Similar answer as for #48 but can reference Big Brothers/Big Sisters, mentoring partnerships of MN</p>
<p>49b – "Community-based" mentoring options, with supportive adult volunteer spending time with youth at least once a week for at least one year.</p>	<p><i>Mentoring shows to have great impact on school success, simply because it boosts confidence and gives the student someone who is asking after them.</i></p> <p>See section of 5/25/11 meeting notes relating to issues of mentoring and mentor programs*</p> <p>Possible assets: Bolder Options, Project Success, Big Brothers, Big Sisters and see Mentoring Partnerships of MN www.mpmn.org.</p>			<p><i>Here's a resource that gives research on the power of mentoring and also lists credentialed programs in our area. Mentoring Partnership of Minnesota http://www.mpmn.org/.</i></p>

EMPLOYMENT/VOCATION

Theme I – Expose Youth to Careers and Provide Opportunities for Work Experience

Solution	Why is it a possible solution for PN Middle School Youth? + Comments and Possible Assets	Estimated # of youth that would be served	Category #	What's the first thing that needs to happen to move the solution into action? + Comments
50 – St. Paul Connections for Middle School youth – Bev Wittgenstein	Exposure to careers. This is currently in SPPS high schools and should be modified for middle school youth.	150+	2 -----	Older HS students might be able to mentor MS students in the process. Replicate St. Paul Connections for MS students. ----- Get a hold of the people who run St. Paul Connections to learn how it is set up and administered and find out from them: 1) what would be involved in expanding it for MS students, and 2) if they would be willing to be involved in the effort.
51 – Youth Express – it's in progress now, hands on classes – Derrick Cooper	Because it gives kids opportunities for work experience, getting the feel of a job, and they can get school credit for it	50-100	2 -----	Identify if available currently for MS. Replicate for other neighborhoods in PN ----- Same as with #50 - Get a hold of the people who run Youth Express to learn how it is set up and administered and find out from them: 1) what would be involved in expanding it for MS students, and 2) if they would be willing to be involved in the effort.
52 – Clubs with a vocational focus - Bev Wittgenstein	Examples – Police Explorers, Civil Air Patrol Cadets Suggestion to move to a “2” Discussion: There are probably many potential vocationally focused clubs that have not been developed due to no one contacting the representative organizations with the idea. Other barriers are transportation and cost. Group decided to keep it as a “3”	100-150	3 -----	Needs a lot of development – maybe in after school programs. Jr. Achievement ----- Need to find out if Police Explorers, Civil Air Patrol Cadets already are available and open for MS involvement. But the potential scope of clubs with a vocational is huge and wide-ranging. Do thorough search for other similar clubs already going. Then brainstorm other possibilities of clubs with vocational focus and begin making contacts with representative organizations of those areas.

Solution	Why is it a possible solution for PN Middle School Youth? + Comments and Possible Assets	Estimated # of youth that would be served	Category #	What's the first thing that needs to happen to move the solution into action? + Comments
53 – Student run businesses – giving them the feel of starting and running their own business, being an entrepreneur	Youth Express, Urban 4-H, Chamber of Commerce, Lemonade Day	150+	1-2 -----	There are some programs – Murray MS does yard work/snow shoveling. Mpls Cookie Cart – a model for our MS kids. ----- Some of the organizations named (col. 2) might have some MS student-run business activities going on but probably not for 150 PN youth. Contact them to find out. Ask them to expand and/or support a PN specific MS youth-run business venture?
54 – Sustainable career-choices activities (School year-long and through the summer) – Internships and career ships. In summer, unpaid internships are provided through non-profits, government, and corporations – Jackie Cooper	Giving opportunities for youth to acquire necessary jobs skills and experience, responsibility and discipline, and work environment skills such as teamwork, reporting to work on time, etc.	–	2 ----	Utilize community business for job fairs – involve colleges for careers or vocational info. ----- Probably very low level of internships and careerships currently for PN MS youth through non-profits, gov't, and corporations. MS school guidance or councilor offices might know. Also check HS guidance offices for info on organizations offering internships and careerships with HS youth and approach them with idea of doing same for PN MS youth.
55 – Jobs for young people	YJC – 14-years-old to 21, summer jobs – City, County, water parks (private), scorekeeper for Parks & Recreations games, babysitting, lawn mowing, raking leaves, shoveling snow	150+	2 ----- 2	There are summer jobs through Parks & Rec. Need to provide more opportunities. See #53. Chore service. ----- Contact City, County offices, Parks & Recreations, MLK Center, Hmong community organizations, community development organizations, churches to see if they already have jobs offerings for MS youth. If yes, improve communications to get the info out into the PN community. If no, encourage their doing so.

Theme 2 – Jobs and Job Training for Parents

Solution	Why is it a possible solution for PN Middle School Youth? + Comments and Possible Assets	Estimated # of youth that would be served	Category #	What's the First thing that needs to happen to move the solution into action? + Comments
56 – Job/Vocation training for students and parents – having work force solutions within Ramsey County. Provide this service to them during scheduled times at the workforce centers. – Jackie Cooper	Provides job and vocational training for youth and their parents who are unemployed	50-100	3 -----	Needs more development. ----- Not in place currently. Get a hold of Ramsey Co. commissioner Toni Carter and run the idea by her for feedback and direction.
57 – Living wage jobs for parents - Vaughn Larry	It could help the child when the parents are less stressed about money.	150+	3	HUGE ISSUE – too big - but provide community members access to trainings to better career opportunities

Theme 3 – Service Learning and Volunteering

Solution	Why is it a possible solution for PN Middle School Youth? + Comments and Possible Assets	Estimated # of youth that would be served	Category #	What's the First thing that needs to happen to move the solution into action? + Comments
58 – Activities that include service learning and volunteering – Vaughn Larry	Because of the need to broaden a middle school child's perception of people and the community that they live in. Possible Assets: Public Achievement	150+	1-2	Many opportunities but barriers to access them such as transportation.
59 – Service Learning – Bev Wittgenstein	Already in the SPPS – but should be incorporated in the curriculum. Youth are exposed to areas of work using what they are learning in the schools.	150+	2	Work w/colleges & universities in the community.

Solution	Why is it a possible solution for PN Middle School Youth? + Comments and Possible Assets	Estimated # of youth that would be served	Category #	What's the First thing that needs to happen to move the solution into action? + Comments
60 – Integrate the arts into extended school-day programming that focuses on vocational skill building – Julie Jocho Gartrell	<ul style="list-style-type: none"> • Vocational training • Results oriented work • Could focus on cultural competencies 	150+	2 ----	Accessibility to extended day is a need. ----- Find out what kind of extended school-day arts programming is already being offered at nearby middle schools that lead to vocational skill building. Then contact various arts organizations and schools to try to facilitate expanded opportunities.
61 – Walker West Music Academy – Mary Her <u>Suggestion for new description: Out of school arts experiences, such as the Walker West Music Academy</u>	Affordable music lessons There are many other arts programs that should be mentioned along with Walker West as part of this solution, (i.e./Possible Assets: Arts-US, YWCA, SteppingStone, YWCA, Boys and Girl Scouts, Save our Sons, Youth Express, The Loft, Hmong Cultural Center, etc.) Suggestion to change solution to include a broader description.	20-50	1-2 -----	Additional grant/scholarships needed and transportation. Bring program into schools or community centers. ----- Contact Walker West to find out what they already offer. Work with them to develop a plan specifically for PN MS youth.
62 – Summer Arts Jobs – 14 years old+ – Bev Wittgenstein	Compass. For youth at this age, getting inspired through experiencing the arts can lead to careers and jobs.	20-50	2	There are some existing programs, i.e. Arts Plus – Concordia College. Younger students who have been through camps could become youth leaders.

Solution Priorities

In reviewing the February 9 “Envisioning Success for Middle School Youth,” the group refined indicators (February 23rd meeting), and in light of the discussions over the past months, members were asked: What still excites you? What seems really important in order to achieve the visions and the goals of the Promise Neighborhood for middle school youth? **They were then asked to select the 3 solutions that are the most important to realizing our visions for MS youth and ones that we would be able to tell if there was change from our indicators.** Choices were ranked first through third. The table below shows the results of choices for members’ top three MS solutions.

Solution #(s)	Description(s)	Ranked 1 st	Ranked 2 nd	Ranked 3 rd	Un-ranked
EDUCATION					
1	Preferred hiring of PN residents as <u>recruitment</u> practice in schools, community programs, and youth leadership roles. It must be intentional. (Afterschool, volunteers, paraprofessionals, etc.)	I	I		
2	Parents, family and community members in schools – daily.	II	I		
3	To provide aspects of education that reflects the students that are receiving the lessons. Let art reflect the culture of students, etc.	I			
5	A program to help transition from grammar school to middle school.	I			
6/48/49a & b [Note: 5 of the 10 vote sheets specify community or culturally specific mentors]	6 – Developing mentorship programs using peer-to-peer mentors, grade-level-up-to-grade-level-down mentors, as well as community resident mentors and other volunteers/ 48 – Develop mentorship program for middle school students to work with younger children. 49a – A PN Youth Mentoring Collaborative – developed, planned, and implemented by PN residents. This would involve outreach to T.C. colleges, arts organizations, businesses, and professional sports teams to attract culturally specific mentors for MS youth./ 49b – <i>“Community-based” mentoring options, with supportive adult volunteer spending time with youth at least once a week for at least one year.</i> <u>[NOTE – See discussion at the bottom of this document about mentorship what SAG members mean by mentorship]</u>	IIII	III		II
7	Middle school version of an ECFE program [MSFE?] with parent study group/circle group and a middle school student group.			I	
9	Regular (one time per month?) face-to-face meetings with significant adults in students’ lives with advisory teacher to track homework, family support needs, students’ goals, etc. Students should be required to be present at these meetings – maybe can learn how to facilitate these sessions.		I		
10	Develop extended school day program for homework and supplementary instruction.	I			

Solution #(s)	Description(s)	Ranked 1 st	Ranked 2 nd	Ranked 3 rd	Un-ranked
HEALTH					
13	Create and support neighborhood and cultural gardeners to grow and sell fresh, nutritious produce to PN families	I			
16	Have a family health provider or access to affordable, quality health providers to PN families/middle school students.	I	I		
17	African American specific mental health services – Referrals to Thad Wilderson and Associates (located in PN) for African American middle school students – inform schools, teachers, principals			I	
18/19	18 – Having a “Let’s Get Moving” effort in all middle school classes – this is the movement that First Lady Michele Obama is working on – before school begins and/or before/after lunch break – building physical activity back in during the school day to reduce obesity now and in the future into adulthood./60 minutes of vigorous physical activity – gym, recess, every day when at school. Develop teacher training on how to integrate physical exercise with core curriculum and across disciplines		I		
23	TOP (Teen Outreach Program) – pregnancy prevention. Could be facilitated by Family Tree Clinic partnered with other youth development programs, service learning programs (YWCA)	I	I		
HOUSING					
24	A multilingual, one-stop-shop housing support center where residents could get help with: avoiding foreclosure, moving into new housing within the PN, the legalities of purchasing a home, home upkeep and how to maintain property value, understanding landlord responsibilities and renters rights, how to deal with out-of-compliance landlords, etc. Have two or three offices spread out in the PN zone, preferably in a residential house setting instead of a business office.	II		I	I
28	Provide school-based housing resources to include transitional housing and emergency services				I
29	A stable home where a child has resided for 5 years or more.		I		I
30	To provide families with homes that are affordable according to their income and the ability to maintain the necessities that will help and provide parents the ability to offer their youth comfort, sustenance, and stability.			I	I
33A	Access to internet at home and a home computer.			I	
CARING/SAFE ENVIRONMENT					
35/36	35 – Safe homes to go to if no one is home/36 – Block parents	I	I	III	I
39	Family activities (YWCA, rec centers, Hallie Q Brown, churches, etc.)			I	
37	Family partner program for immigrant (ESL) families (family to family mentors)		I		
44	Wilder Foundation’s Culturally specific <u>mental health clinical programs</u>		I		

Solution #(s)	Description(s)	Ranked 1 st	Ranked 2 nd	Ranked 3 rd	Un-ranked
EMPLOYMENT/VOCATION					
45	Safe route from school and to school (bus?)			I	
48,49a, 49b	See above #6 for comments and votes				
53	Student run businesses – giving them the feel of starting and running their own business, being an entrepreneur		I		
54	Sustainable career-choices activities (School year-long and through the summer) – Internships and career ships. In summer, unpaid internships are provided through non-profits, government, and corporations	I			
50/58/59/62	50 – St. Paul Connections for Middle School youth (Exposure to careers/58 – Activities that include service learning and volunteering /59 – Service Learning /62 – Summer Arts Jobs – 14 years old+				I

Discussion – Issues and Description of Appropriate MENTORING for PN MS Youth

- Concern amongst group members about a narrow view of mentoring seen often over the years, i.e., individuals coming around a few hours a week or month but not working into the fabric of or really being part of the lives of PN youth
- The term mentoring today has become very commercial – it is identified with programs that deliver a product, a service like giving haircuts. Mentoring is not defined by a time schedule or a label or training.
- Existing programs usually involve people coming from backgrounds PN kids cannot identify with and who have not lived through the realities of their mentees’ lives.
- Existing mentoring programs exclude people with criminal backgrounds or other serious issues who are often people with the most to teach youth because of their experiences and mistakes
- Mentoring is not tutoring

Explanations/definitions proposed by the group for Mentoring:

- The real definition of mentoring has to be cultural and is inherent in the community. It is a feeling that is associated with a loving parent or a good friend. It has no borders or boundaries for what is good for the child.
- It is a presence so that when kids walk in they make a connection because of that presence. The kids see something in the mentor they want and the mentor sees something in the kids they want to encourage.
- Kids need to connect with people who have made it through the kind of challenges and problems they are faced with, and who can share that experience with them. They need to have mentors they can identify with and who can identify with them.
- Mentors are caring, loving adults that guide a young person through life with direction and advice to help make that youth a better person; someone who will share their own experiences to help that young person navigate through life

High School Age SAG Supporting Materials

Saint Paul Promise Neighborhood: High School Solution Action Group

Vision(s) of success for high school youth. The following Guiding Principles were developed and agreed upon by the group to help guide their work going forward.

Our Vision of Success

- Holistic approach exposing youth to opportunities and pathways in safe and nurturing environments
- Empower self-motivation and participation in the community
- 100% Graduation
- Reconnect to richness and power of culture, history and identity ...where they come from they can see where they can go
- Kids and adults are connected to a sense of hope and have resources to get there

- **Holistic approach exposing youth to opportunities and pathways in safe and nurturing environments**
 - Firsthand experience
 - Guiding to help focus
 - Too many options
 - More detail of what success is
 - Relationships at and on multiple levels
 - Better relationships lead to better outcomes

- **Empower self-motivation and participation in the community**
 - Suggests responsibility or accountability
 - Customize to individual
 - He who conceals the disease can't expect to be cured (proverb)

- **100 % Graduation**
 - successful graduation rate with a relationship with mentors, parents, positive adults, positive sense of identity

- **Reconnect to richness and power of culture, history and identity ...where they come from they can see where they can go**
 - Develops values
 - Value self
 - Mutual respect
 - Need to be careful with language

- **Kids and adults are connected to a sense of hope and have resources to get there**
 - Solutions for whole family needed

Indicators for High School(01/28/11)

	Education	Health	Housing	Caring/Safe Environment	Employment/Vocation
High School	<ul style="list-style-type: none"> • Attendance rates • On time graduation • Children who changed schools • Parent/family member attends parent/teacher conferences • Parent/family member regularly assists with homework • Parent/family member regularly talks with child's teacher 	<ul style="list-style-type: none"> • 14-17 yr olds with regular health care provider • Children this age group with 60+ minutes of moderate to vigorous physical activity • Children this age group who consume 5+ fruits & vegetables daily • Children this age group with very good to excellent health 	<ul style="list-style-type: none"> • Children living in same house past 5 years • Children with home or school access to internet 	<ul style="list-style-type: none"> • Children who feel safe at school • Children who feel safe traveling to & from school • Children with caring adult in the home, school, and/or community 	<ul style="list-style-type: none"> •

HIGH SCHOOL SAG INDICATORS (updated 3-9-11)
The following matrix reflects the association between:

Federal Guidelines	HS SAG Group	You think is most important
<i>Provided by Federal government and meant to indicate that when these are occurring, the potential for success is highest.</i>	<i>These are guidelines created by the High School SAG which they believe can be used to indicate the potential for success of youth.</i>	<i>The indicators created by the group were then reviewed with indicators in this column being put forth as those most important to be considered when assessing the potential for success.</i>

EDUCATION		
Federal Guidelines	HS SAG Group	You think is most Important
Attendance rates	Increase attendance rates	
On time graduation	100% on time graduation	100% on time graduation
Children who changed schools	Increased support for transitional students	
Parent/family member attends parent/teacher conferences	Higher participation in: Parent/family member attends parent/teacher conferences	Higher participation in: Parent/family member attends parent/teacher conferences
Parent/family member regularly assists with homework	Higher participation in: Parent/family member regularly assists with homework	Higher participation in: Parent/family member regularly assists with homework
Parent/family member regularly talks with child's teacher	Higher participation in: Parent/family member regularly talks with child's teacher (more teacher outreach-timely)	Higher participation in: Parent/family member regularly talks with child's teacher (more teacher outreach-timely)
	Increase attendance rates-GPA increase	Increase attendance rates-GPA increase
	Decrease student school transfers	
	Increased opportunities for career/future exploration	
	Higher enrollment/attendance of honors opportunities	
	Push of middle achievers to more rigorous opportunities	
	Continued education/enrichment during summer	
	Availability of community parent tutoring	Availability of community parent tutoring
	Campus visits	
	Focus on higher education and/or college preparation	
	Post-graduation preparation	
	Connected career resource centers between schools	
	Increased cultural awareness in schools	Increased cultural awareness in schools
	Post-secondary education rates/college bound	
	After school programs in the schools	
	Achievement gap (closing)	
	Reduction of suspensions	
	Math and science achievement	Math and science achievement
	No schools on AYP list	
	ACT and SAT scores (and/or % taking tests)	
	Decreasing rate of students who are 'held back'	
	Access to alternative learning style instruction	Access to alternative learning style instruction
	Quality of teacher/student interactions	Quality of teacher/student interactions

HEALTH		
Federal Guidelines	HS SAG Group	You think is most Important
14-17 yr olds with regular health care provider		
Children this age group with 60+ minutes of moderate to vigorous physical activity		
Children this age group who consume 5+ fruits & vegetables daily		
Children this age group with very good to excellent health		
	Have insurance/sliding scale/low cost	Have insurance/sliding scale/low cost
	Participation in organized sports-independent	Participation in organized sports-independent
	Average TV/computer time	Average TV/computer time
	School lunch quality and student use of said	School lunch quality and student use of said
	PE program and utilization by students/60 Mins. per day	PE program and utilization by students/60 Mins. per day
	School absence	Emotional/spiritual
	Access to mental health-building awareness to mental health issues and opportunities and increase support systems	Access to mental health-building awareness to mental health issues and opportunities and increase support systems
	Use or regular dentist-basis/sliding scale/low cost/free	Use or regular dentist-basis/sliding scale/low cost/free
	Nutritional education at home	Nutritional education at home
	Sex education	Sex education-drug/substance-abstinence-implications
	Implement /fund youth violence prevention act that incorporates many at risk indicators	Implement /fund youth violence prevention act that incorporates many at risk indicators
	Increased opportunities to learn positive food and nutrition practices	
	Free physicals, information to health screenings	Free physicals, information to health screenings
	Low cost use of community fitness center	
	Sunlight in each classroom	Sunlight in each classroom

HOUSING		
Federal Guidelines	HS SAG Group	You think is most Important
Children living in same house past 5 years		
Children with home or school access to internet	Wi-fi access	Wi-fi access
	Stability (adults)	Stability (adults)
	Affordable (eating, rent, etc.)	Affordable (eating, rent, etc.)
	Safe, clean, comfortable	Safe, clean, comfortable
	Mixed income housing/mixed use properties (retail/housing)	Mixed income housing/mixed use properties (retail/housing)
	Phone, water, utilities-stable, quality	Phone, water, utilities-stable, quality
	Availability	Availability
	Guaranteed transportation to/from school/home	Guaranteed transportation to/from school/home
	Homeless students	
	Lead free houses	
	Home ownership	
	Home vacancy	
	Occupant/#bedrooms	
	Adults in home are employed	Adults in home are employed
	Family structure/foundation	
	City rehab/CDC partnership	
	Foreclosure intervention-rent stabilization	Foreclosure intervention-rent stabilization
	Tools for increased knowledge of budgets, billing, etc.	Tools for increased knowledge of budgets, billing, etc.
	Kids living in stable homes with positive healthy options	Kids living in stable homes with positive healthy options

CARING / SAFE ENVIRONMENT		
Federal Guidelines	HS SAG Group	You think is most Important
Children who feel safe at school		
Children who feel safe traveling to and from school		
Children with caring adult in the home, school, and/or community		Children with caring adult in the home, school, and/or community
	School 'behavior incident' reports/ juvenile delinquency decrease	
	Student survey	Student survey
	Teacher survey	
	Student usage of counseling services	
	Peer-to-peer accountability	
	Crime prevention/decrease in crime overall	Crime prevention/decrease in crime overall
	Understanding of youth development (by all adults)	Understanding of youth development (by all adults and vice versa)
	Safe playgrounds, libraries, etc. (drug free zone)	Safe playgrounds, libraries, etc. (drug free zone)
	Decrease stress in adults and youth	Decrease stress in adults and youth
	3+ adults in their life	
	Open door policies in community for teens to 'drop in" (hospitals, churches, community centers)	Open door policies in community for teens to 'drop in" (hospitals, churches, community centers)

EMPLOYMENT / VOCATION

Federal Guidelines	HS SAG Group	You think is most Important
	Entrepreneur opportunities for youth	
	Kids know about: Invest Assessments, Volunteer rates, Availability of paid internships, resume' services, youth leadership programs, workforce center connections with youth	
	Employability skills-increased opportunities to learn skills for employment; resources for skill building	
	Teaching networking skills-increase opportunities to learn networking skills; resources increase exposing and considering career pathways	
	Embedded career education in learning-increased understanding of career pathways	
	Job training opportunities-number of jobs/job training/internships/mentorship (needs to be youth specific)	
	100% have resumes upon graduation	100% have resumes upon graduation
	Can fill out a job application	Can fill out a job application
	Exposure to professional environments	Exposure to professional environments
	Bank account skills/financial literacy	Bank account skills/financial literacy
	Employment rate/vocational programs for both sexes (part time)	

OTHER		
Federal Guidelines	HS SAG Group	You think is most Important
	Increased events and activities that are geographically focused and community based	
	Increased recycling and waste clean-up and reduction	
	Targeted communication of resources to teens-popularizing	Targeted communication of resources to teens-popularizing
	Civic engagement in their community and broader community	
	Teen parents	
	Access to public transportation	Access to public transportation
	Having a driver's license or state ID (lower cost or free programs for students)	Having a driver's license or state ID (lower cost or free programs for students)
	Access to after school programming	Access to after school programming
	Book reading rates	
	Stress reduction methods/education	
	People are proud of their neighborhood	People are proud of their neighborhood
	Positive advertisements	
	Zoning initiatives that decrease unhealthy influences	
	Art-opportunities for involvement in non-traditional learning (arts, sports, leadership opportunities, job-training)	Art-opportunities for involvement in non-traditional learning (arts, sports, leadership opportunities, job-training)
	Mentorship-build opportunities and implement structure	
	College Access Program-build awareness and increase opportunities	College Access Program-build awareness and increase opportunities
	Increase partnerships/relationships across organizations, school, government ,groups	Increase partnerships/relationships across organizations, school, government ,groups

**St Paul Promise Neighborhood High School Solution Action Group's
Recommended Solutions, March 23 meeting**

KEY: * =Emailed/not at meeting S=Solution R=Rationale N=Number of youth served =new additions not fully vetted by

Education Solutions	Health Solutions	Housing Solutions	Caring/Safe Environment	Employment/Vocation
S1 Differentiation of instruction alternative ways of learning for example arts-based learning programs	S1. Health & wellness outreach/ Community clinic partnerships/ STD Education a& screening/CD treatment & counseling	S1. Affordable mixed income housing/new buildings and negotiation/incentives for landlords to provide affordable/ mixed income housing	S1. Promise Neighborhood connectors/liaisons/PN Information Center (compilation of resources in community w/explanations. maps, guides, volunteers)/block leader from the community. Go-to for residents, orgs, case managers, hotline-United Way 21/ distributed to all houses, orgs, and businesses.	S1. All students have a 'post secondary plan'. How to: Community Career Centers, resume writing, career exploration, internships, job shadowing, volunteer opportunities, on the job training, apprenticeships, go to college, go to arm service, local businesses could and should support all of these elements. Mandatory internship during summer or school year to expose students to careers. Training & development/ Employment readiness & resume writing assistance/soft skill trainings.
S2 Drop outs. Have some sort of optional step/resource for students feeling as if they want to drop out. This way they can make a more informed choice/know the resources they can take advantage of.	S2.Affordable health care clinics specializing in teen health care issues, including mental health	S2. Teen drop in center. Students should have a place to study either at home or another place, including at a teen drop-in center. Not only studying but resources & fun. Teen leadership of drip-in centers. Silo locations or various orgs. Offer tutoring, resources, & fun.	S2. Student administered surveys & discussions on the 'Measure of safeness" w/in a school environment.	S2. All students involved in a college access program (i.e.: Multicultural Achievers YMCA, TRIO, AVID, Admission Possible)
S3. Every student participates in summer enrichment program. Information is distributed to families with high school students. There is summer enrichment sign up/registration days organized in community.	S3. Track health insurance (schools, clinics, etc.) enrollment and if uninsured, screen for MNCare & MA eligibility & help with enrollment	S3. Life skills classes-financial literacy/information on how to rent/lease/resources/guidance w/youth family responsibility (translate information)	S3. Build a sense of spirituality within the community. Build a sense of hope throughout the PN, a sense of community.	S3. Access to hands on job skill experiences in school, local businesses and internships. Set up an apprentice program matching teens with local businesses.

Education Solutions	Health Solutions	Housing Solutions	Caring/Safe Environment	Employment/Vocation
S4. Financial Literacy training	S4. School clinics do yearly physicals & mental health screenings.	*S4 Figure out if there are kids who ever homeless and sleep outside. If so make sure to develop a program for them to have GUARANTEED HOUSING. I'm not sure what this would be, but it could be good if people signed up to be providers of emergency housing and then teens could go there in case the shelters were filled up. I can't imagine a teen staying outside, although I'm not sure about whether this happens a lot or not.	S4. Better utilize existing safe environments in the community (YMCA, YWCA, Recreation centers, community center) to offer consistent drop in program opportunities for youth with caring adult mentors and law enforcement coordinate efforts thru partnerships with other organizations. Coordinate community mentorship effort combining the various mentoring programs already existing in the community. A caring/safe environment is the product of successful programs in the other categories.	S4. Resume writing/Career center in all HSs. Volunteers to help in training students in resume writing and job interview skills. Career exploration and/or training as part of high school curriculum-can be connected to the neighborhood.
S5. College. All students have a post secondary plan, those that need a member to develop a plan get one.(college access, parent meeting/college fair)	S5. Physical education (at least 3-5 hours of cardio per week) either during the school day or after school for every student.	*S5 Financial Literacy and home ownership plan	S5. Voter Registration	S5. Community based /impacted population/owned businesses/ economic development
S6. Tutoring/higher expectations Build higher expectations for all students among all adults. Develop volunteer program to tutor any student in any subject they need help in. Build peer acceptance and support for academic tutoring.	S6. Eliminate unhealthy food choices not just add healthy choices.	*S6 Tutoring onsite	*S6. Have a neighborhood watch on the bus line where people occasionally deal drugs. If people commit to checking the bus stop once a day and we vary who checks it on the hour, it could work. The volunteers will be encouraged to call the police given suspicious activity to know it down.	*S6 Teens can be linked with resources to volunteer at different jobs/businesses in the promise neighborhood.

Education Solutions	Health Solutions	Housing Solutions	Caring/Safe Environment	Employment/Vocation
S7.Sensitivity & diversity training.	*S7 Come up with a community pool of financial resources where people can go in case they don't have insurance (ESPECIALLY FOR KIDS!)	*S7 Community care and property clean ups	*S7. Talk to Police about trouble spots in terms of drug dealing and gang activity, so we can put neighborhood residents or volunteers from the community in a position to impact those areas and become more present there.	*S7Career Academies and Career Beginnings are listed as evidence based programs. I am still unclear as to what is available in the promise hood, but have heard about job corps and a few others. Could this asset include resume/cover letter, job prep, interviewing skills, internship resources, oversight of internships, mentorship opportunities and more? Would PN businesses host internships if given a structure to work with and a coach/person to assist them in finding success? Might the job corp hire and train young people to work with staff to develop community assets like gardens and art? I believe that these might increase opportunities for young people.
S8. Curriculum that cultural specific/cultural competency	*S8 Wikipedia states that 8 million children are not covered under Medicaid and that 5 million are eligible. At the very least we should inform parents of this free service because children might be missing this very important service.		*S8 Increased presence of and involvement in the arts. Involvement in arts related activities and more specifically, arts activities that result in permanent or temporary public art connect people to place. Because there is such a transitory youth community in the PN, might it be beneficial to provide activities that connect young people to place and to one another. This could include art making, increasing involvement in community activities like parades or community gardens, public exhibitions of young artists artwork, etc.	*S8 Employment training
S9. Embrace institution building	*S9 Access to healthy "fresh" food		*S9 Parenting Classes	*S9 Employment/internships

Education Solutions	Health Solutions	Housing Solutions	Caring/Safe Environment	Employment/Vocation
S10. Entire village engaged	*S10 Free Check-ups and medication to teens		*S10 Teacher and youth worker cultural competency classes	*S10 Trade school opportunities
S11. Leadership/Engagement meetings at schools	*S11 Fitness programs		*S11 More local crime watch teams	
S12. Every student required in one extra-curricular activity (job/ internship/sport/club) sponsored by PN, as graduation requirement classes.				
S13 Awareness and Information provided to all students about out of school time opportunities available to them in the community and school giving encouragement to all students to participate. Access to learning opportunities 3-6pm after school in community by providing busing from schools to community based organizations				
*S14 Let the number of students failing classes be a matter of public record, and give specific charges for different groups to address the struggling students in pieces.				
*S15 Also find a way to involve mentors from the community to target these populations with support				
*S16 Teleconferencing for school conferences.				
*S17 Accountable Mentoring. More than one mentor per student, who are responsible for making sure the student gets act together.				

Education Solutions	Health Solutions	Housing Solutions	Caring/Safe Environment	Employment/Vocation
*S18 Parental Involvement (volunteers and support groups) PN parental recruit and outreach in schools				
*S19 Broader curriculum for teachers to choose from				
*S20 After school tutoring which includes transportation				
*S21 Peer Mentors				

Education Solutions	Health Solutions	Housing Solutions	Caring/Safe Environment	Employment/Vocation
Why is this important? Rationale	Why is this important? Rationale	Why is this important? Rationale	Why is this important? Rationale	Why is this important? Rationale
R1.To accommodate different learning styles engaging, interactive education	R1. Healthy body/mind/soul	R1.Changes perceptions of “love-income” housing /increase % of families that stay in the same home	R1.	R1. If the community is working that would assist in removing barriers.
R2. “Catch some of those that may fall through the net”-not forcing them to return to school, but to mentor/counsel them-so they have someone that hears them.	R2.	R2. Somewhere safe for youth to spend time and get resources. Need a place to study.	R2.More accurate information.	R2. Achievement gap & college access statics affecting youth of color.
R3.To continue education through summer, where lots of education is lost.	R3.Access to affordable health care	R3. Stability & pride in community	R3. Done through a sense of high expectations in the community and people holding others accountable for their actions.	R3. Students need to be able to pair both academic in class instruction with real experiences in order to understand and best prepare themselves for the world of work. Introduce teens to role models & community members to provide information on future careers, skill development (keep it local)

Education Solutions	Health Solutions	Housing Solutions	Caring/Safe Environment	Employment/Vocation
Why is this important? Rationale	Why is this important? Rationale	Why is this important? Rationale	Why is this important? Rationale	Why is this important? Rationale
R4.	R4.	R4. Transitional supportive housing for teens /increased availability and awareness. Houses/buildings in foreclosure are “cleared” and made available for purchase at low prices (More “dollar homes”).	R4.Safe places are needed and coordination of services is lacking.	R4. Encourage post-grad planning
R5.	R5. Childhood obesity is an epidemic		R5.	R5.
R6.Kids will meet the expectations we have of them.	R6.		*R6 This would be a simple way of involving people in a small scale effort that makes a big difference and helping them to buy into more of what the promise neighborhood is all about.	*R6 Lots of kids are looking for volunteer hours and need work experience but many can't pay. This would allow for kids to build their resumes and also help the community out!
R7.	*R7.Because a lot of people need things like glasses or other things and may not be able to get it.		*R7 If kids see positive role models in area where previously there were none; they may be more likely to change their behaviors.	*R7
R8.People impacted (focus population/target community) must be a part of ensuring their own destiny, must contribute/co-own process/product.	*R8 Going through the schools is the best way to ensure that Medicaid is met. They do a great job of ensuring that people get free or reduced lunch so why not Medicaid?		*R8	
R9.				
R10. The community impacted must be a part of ensuring their own destiny				
R11. This is why this year is important. Connections to resources.				
R12.				

Education Solutions	Health Solutions	Housing Solutions	Caring/Safe Environment	Employment/Vocation
Why is this important? Rationale	Why is this important? Rationale	Why is this important? Rationale	Why is this important? Rationale	Why is this important? Rationale
R13. Youth will be more engaged in learning during out of school time and aware of opportunities. Students will have a safe place to be with positive role models to continue learning between 3-6pm. Students do not currently have transportation to get to CBO's afterschool to engage in youth development.				
*R14.If we know which students are failing, we can then go ahead and try to reach them and make sure that every one of the "ASSETS" is accountable for at least one student so they have multiple positive influences in their life.				
*R15				
*R16Find a way for parents to connect with their teachers over the internet via Skype or Gmail in order to help with those who may be unable to come to conferences for various reasons.				
*R17 MIGHT be another nonprofit, has lots of problems but ask me if you are interested in learning more!				

Education Solutions	Health Solutions	Housing Solutions	Caring/Safe Environment	Employment/Vocation
Number of Youth served	Number of Youth served	Number of Youth served	Number of Youth served	Number of Youth served
N1. 150+ N2. N3. 150+ ALL N4. N5.150+ N6. 150+ N7. N8. N9. N10. N11. N12. N13. 150+ *N14 *N15 *N16 *N17	N1. N2. N3. N4. 150+ N5. 150+ N6. *N7. *N8.	N1. N2. 150+ N3. N4.	N1. N2. 150+ N3. N4. N5. *N6. *N7. *N8.	N1. N2. 150+ N3. 150+ N4. 150+ N5. *N6. *N7.
Overall	*Centralized base of knowledge about teens. Every time a teenager moves into the neighborhood or hits 13, there could be a guide for the student/parents, or some sort of orientation to ensure that they hear about the MOST relevant services to them. I'm not sure what this is but it would be cool to see if at all possible.			
Overall	*The U of M did a study where they were able to predict who would graduate from high school with 77% accuracy.			
Other	*Resource Center- In the hopes of communicating to community members about all of the new, existing and changing resources in the community, might there be a place where residents could go to connect? A sort of hub where they will get connected to resources based on their interests/needs/wants? This way, assets can be exposed and recorded.			

Explanation of format:

Topic Area (Education, Employment, Health, Housing, Caring/Safe Environment)	
Comprehensive SAG Summary: This is taken from the document entitled <i>Preliminary Suggested Solutions for the Promise Neighborhood Solution Action Groups</i> available on the PN webpage. It was created after our initial recommendations were completed and shared with the Promise Neighborhood Advisory Board to give them an idea of the work completed and where we were collectively headed. A specific effort was made to coalesce the work of all SAG's and provide a 'higher altitude' view of the solutions within each topic area. It is hoped that each bullet reflects the incorporation of recommendations of each SAG as much as possible.	
Category I: Actionable and requiring minimal development	
Solution # and description	Step 1: This is a suggested first step that could be taken to help this solution get started.
Category II: Actionable but in need of additional development	
Solution # and description	Step 1: This is a suggested first step that could be taken to help this solution get started.
Category III: Solutions in need of significant development for desired impact	
Solution # and description	Step 1: This is a suggested first step that could be taken to help this solution get started.

Education

Comprehensive SAG Summary:

- Empower parents to help their children with academic success
- Better prepare children before they come to school
- Provide mentoring programs for children, youth and young adults
- Ensure curricula, instructional methods and teacher training, evaluation and incentive system supports learning and advancement of PN children in particular.
- Support learning outside of school hours year-round
- Increase collaboration among community organizations and schools to create a “community of learning”
- Increase neighborhood-based learning opportunities for parents (family enrichment and adult education programming.)
- Implement holistic, community-based wrap-around approach to children’s and youth’s education and social/emotional needs.
- Set post-secondary goals for every student and assist them in accomplishing those goals.

Category I:

Actionable and requiring minimal development

Solution #2 Drop outs. Have some sort of optional step/resource for students feeling as if they want to drop out. This way they can make a more informed choice/know the resources they can take advantage of.	Step 1: Identify reasons for dropping out
Solution #3 Every student participates in summer enrichment program. Information is distributed to families with high school students. There is summer enrichment sign up/registration days organized in community.	Step 1: Actually determining reasons for participation and barriers. Include opportunities to our resource center (built under caring environment) building awareness of opportunities.
Solution #6 Tutoring/higher expectations. Build higher expectations for all students among all adults. Develop volunteer program to tutor any student in any subject they need help in. Build peer acceptance and support for academic tutoring.	Step 1: Reach out to SPPSF or/and local colleges to secure more consistent/regular and quality tutors for <u>everyone</u> in schools
Solution #7 Sensitivity & diversity training.	Step 1: The existing sensitivity and diversity training does already exist, however it needs to be assessed for effectiveness.
Solution #9 & 10 should be combined #9 Embrace institution building #10 Entire village engaged	Step 1: Engage and rebuild community institutions embracing entire village
Solution #11 Leadership/Engagement meetings at schools	
Solution #13 Awareness and Information provided to all students about out of school time opportunities available to them in the community and school giving encouragement to all students to participate. Access to learning opportunities 3-6pm after school in community by providing busing from schools to community based organizations	
Solution #15 Also find a way to involve mentors from the community to target these populations with support	

Category II:

Actionable but in need of additional development

Solution #2 Drop outs. Have some sort of optional step/resource for students feeling as if they want to drop out. This way they can make a more informed choice/know the resources they can take advantage of.

Solution #5 College. All students have a post secondary plan, those that need a member to develop a plan get one.(college access, parent meeting/college fair)

Solution #6 Tutoring/higher expectations
Build higher expectations for all students among all adults. Develop volunteer program to tutor any student in any subject they need help in. Build peer acceptance and support for academic tutoring.

Step 1: Ensure college planning tools/college and career planning center is in every school and at least one community organization

Category III:

Solutions in need of significant development for desired impact

Solution #1 Differentiation of instruction alternative ways of learning for example arts-based learning programs

Step 1: Awareness building at arts organization that provide arts learning and connecting schools to teaching artists-providing funding. **Step 3** In school: rediscovering educator creativity-flexibility in teaching and standards challenging current structure of classroom time

Solution #12 Every student required in one extra-curricular activity (job/internship/sport/club) sponsored by PN, as graduation requirement classes.

Solutions not yet categorized: 14, 16, 17, 18, 19, 20, 21

Caring and Safe Environment

Comprehensive SAG Summary:

- Create a “home/school liaison” to increase school/community connections
- Organize healthy, active, supportive block and community associations
- Create and support services and activities in the PN that support families and community-building
- Ensure healthy, safe and welcoming environments at home and in the community
- Create a central hub where families can access services and resources
- Improve relations between residents and government workers (police, fire, social services)
- Improve transportation options
- Improve the physical appearance of the promise Neighborhood
- Promote voter registration in the Promise Neighborhood

Category I:

Actionable and requiring minimal development

Solution #2 Student administered surveys & discussions on the ‘Measure of safeness” w/in a school environment.

Step 1: Student SAG could consider an implementation plan and implementation possibilities. (a course evaluation with no adults)

Solution #3 Build a sense of spirituality within the community. Build a sense of hope throughout the PN, a sense of community. *(note: One group had this as a Category III recommendation)*

Step 1: We feel this connects to Solution #1; We also note that this solution is pretty nebulous-we focused on hope starting with community connections and awareness. Step 1: Reaching out to all corners of the neighborhood and providing listening sessions and community meetings-(be safe in approach) Trust is a product of time.

Solution #4 Better utilize existing safe environments in the community (YMCA, YWCA, Recreation centers, community center) to offer consistent drop in program opportunities for youth with caring adult mentors and law enforcement coordinate efforts thru partnerships with other organizations. Coordinate community mentorship effort combining the various mentoring programs already existing in the community. A caring/safe environment is the product of successful programs in the other categories.

Step 1: Circulator system. Step 1: circulator bus access-increase awareness; encourage cross-coordination of programming-scheduling overlaps avoided and programming overlap-sprockets (this is starting to happen already)-connect circulator and sprockets sites (2)

Solution #5 Voter Registration *(note: It is thought that this solution should be regarded as multifaceted and can be found in category I and III.)*

This is more about civic engagement? Could we support/encourage more involvement in volunteering; engaging idealism; education of issues outside the classroom; education on the impact of the vote beyond the government to party structure-have a group which focuses on systemic voter education.

Step 1: Opportunities for being on track to vote (All 18yr olds in PN are registered to vote);

Caring and Safe Environment (continued)

Category I: (continued)

Actionable and requiring minimal development

Solution #6 Have a neighborhood watch on the bus line where people occasionally deal drugs. If people commit to checking the bus stop once a day, and we vary who checks it on the hour, it could work. The volunteers will be encouraged to call the police given suspicious activity to know it down. *(note: It is thought that this solution should be combined with #7 & 11 with #7 being a category II and #11 being a category III.)*

Step 1: In relation to category I, 1) Information could be distributed to neighborhood regarding crime 1 sheets-at watch and prevention-what to do 2) Provide a course on how to form and facilitate a neighborhood watch.

Solution #8 Increased presence of and involvement in the arts. Involvement in arts related activities and more specifically, arts activities that result in permanent or temporary public art connect people to place. Because there is such a transitory youth community in the PN, might it be beneficial to provide activities that connect young people to place and to one another. This could include artmaking, increasing involvement in community activities like parades or community gardens, public exhibitions of young artists artwork, etc.

Connect to the central corridor project

Solution #10 Teacher and youth worker cultural competency classes

Access what already exists

Category II:

Actionable but in need of additional development

Solution #1 Promise Neighborhood connectors/liaisons/ PN Information Center (compilation of resources in community w/explanations. maps, guides, volunteers)/ block leader from the community. Go-to for residents, orgs, case managers, hotline-United Way 21/distributed to all houses, orgs, and businesses.

Step 1: We feel this could be done on multiple scales- could start small and become bigger.
 -Block leaders=easier than operating a “center” or central resource location
 -1st step: resource manual made available; and/or small resource center housed within an existing program structure-Rondo or Hubbs

Solution #8 Increased presence of and involvement in the arts.

Step 1: Art crawl - student call for artwork displayed in University Avenue exhibition-all businesses could show work and also have an event/evening where people come out, meander and view work.

Caring and Safe Environment (continued)

Category III:

Solutions in need of significant development for desired impact

Solution #3 Build a sense of spirituality within the community. Build a sense of hope throughout the PN, a sense of community.	Trust is a product of time.
Solution #5 Voter Registration	Changing curriculum - Curriculum adjustment to acknowledge complexities of two party systems and better understand the issues and agendas; marketing toward voter registration (believed to be a category III)
Solution #7 Talk to Police about trouble spots in terms of drug dealing and gang activity, so we can put neighborhood residents or volunteers from the community in a position to impact those areas and become more present there.	
Solution #11 More local crime watch teams	

Health Solutions

Comprehensive SAG Summary:

- Create Improve healthcare outreach and connect families to health services
- Increase access to affordable, quality, culturally appropriate, comprehensive healthcare
- Promote exercise and fitness for all PN residents
- Promote community-based, healthy nutrition throughout the Promise Neighborhood
- Improve chronic disease prevention and management

Category I:

Actionable and requiring minimal development

Solution	
Solution	
Solution	
Solution	
Solution	

Category II:

Actionable but in need of additional development

Solution	
Solution	
Solution	
Solution	
Solution	

Category III:

Solutions in need of significant development for desired impact

Solution	
Solution	
Solution	
Solution	
Solution	

Housing Solutions

Comprehensive SAG Summary:

- Increase supportive services for homeowners and renters
- Ensure availability of affordable housing for all families and young adults
- Retain and increase home ownership
- Offer education and resources to homeowners and renters
- Ensure safe and healthy housing

Category I:

Actionable and requiring minimal development

Solution	
Solution	
Solution	
Solution	
Solution	

Category II:

Actionable but in need of additional development

Solution	
Solution	
Solution	
Solution	
Solution	

Category III:

Solutions in need of significant development for desired impact

Solution	
Solution	
Solution	
Solution	
Solution	

Employment/Vocation Solutions

Comprehensive SAG Summary:

- Provide employment support for parents/adults in Promise neighborhood
- Address barriers to sustainable employment, including child care, health care, and transportation needs
- Leverage public and private spending to create incentives for local investment
- Support youth higher education and employment aspirations, in and out of school
- Increase access to technology for everyone

Category I:

Actionable and requiring minimal development

Solution	
Solution	
Solution	
Solution	
Solution	

Category II:

Actionable but in need of additional development

Solution	
Solution	
Solution	
Solution	
Solution	

Category III:

Solutions in need of significant development for desired impact

Solution	
Solution	
Solution	
Solution	
Solution	

The Following solutions are *Category I* solutions from each of the 5 topic areas. Please cast your votes for the solution(s) that you feel are most important to enact in order to best ensure success of children and families in the Promise Neighborhood. When choosing, please consider what the vision for success of our group was described as (*Holistic approach exposing youth to opportunities and pathways in safe and nurturing environments; Empower self motivation and participation in the community; 100% graduation rate, Reconnect to richness and power of culture, history and identity; Kids and adults are connected to a sense of hope and have resources to get there.*) and also consider those things you believe will have the greatest impact either short term or long term. Finally, consider your passion and wisdom about these solutions!

* You will need to cast votes for three separate solutions rather than three votes for one solution, for example.

** Solutions in the Housing topic area were not categorized as I, II, or III by the group.

EDUCATION SOLUTIONS:

Solution #1 Differentiation of instruction. Alternative ways of learning for example arts-based learning
Solution #2 Drop outs. Have some sort of optional step/resource for students feeling as if they want to drop out. This way they can make a more informed choice/know the resources they can take advantage of
Solution #3 Every student participates in summer enrichment program. Information is distributed to families with high school students. There is summer enrichment sign up/registration days organized in community.
Solution #4 Financial Literacy Training
Solution #5 College. All students have a post secondary plan
Solution #6 Tutoring/higher expectations. Build higher expectations for all students among all adults. Develop volunteer program to tutor any student in any subject they need help in. Build peer acceptance and support for academic tutoring.
Solution #7 Sensitivity & diversity training for school staff
Solution #8 Curriculum that is cultural specific and grounded in cultural competency
Solution #9 & 10 should be combined #9 Embrace institution building #10 Entire village engaged
Solution #11 Leadership/Engagement meetings at schools
Solution #12 Every student required to participate in one extra-curricular activity per week
Solution #13 Awareness and Information provided to all students about out of school time opportunities available to them in the community and school giving encouragement to all students to participate. Access to learning opportunities 3-6pm after school in community by providing busing from schools to community based organizations
Solution #14 Student success or failure a matter of public record
Solution #15 Also find a way to involve mentors from the community to target these populations with support
Solution #16 Offering alternative conferencing opportunities for families
Solution #17 Accountable mentoring for students
Solution #18 Parental Involvement and engagement with and by schools
Solution #19 Broader curriculum for teachers to choose from
Solution #20 After school tutoring programs with transportation included
Solution #21 Peer mentoring

CARING AND SAFE ENVIRONMENT:

Solution #1 Promise Neighborhood connectors/liasons/PN Information center
Solution #2 Student administered surveys & discussions on the ‘Measure of safeness” w/in a school environment
Solution #3 Build a sense of spirituality within the community. Build a sense of hope throughout the PN, a sense of community. <i>(note: One group had this as a Category III recommendation)</i>
Solution #4 Better utilize existing safe environments in the community (YMCA, YWCA, Recreation centers, community center) to offer consistent drop in program opportunities for youth with caring adult mentors and law enforcement coordinate efforts thru partnerships with other organizations. Coordinate community mentorship effort combining the various mentoring programs already existing in the community. A caring/safe environment is the product of successful programs in the other categories.
Solution #5 Voter Registration <i>(note: It is thought that this solution should be regarded as multifaceted and can be found in category I and III.)</i> This is more about civic engagement? Could we support/encourage more involvement in volunteering; engaging idealism; education of issues outside the classroom; education on the impact of the vote beyond the government to party structure- have a group which focuses on systemic voter education?
Solution #6 Have a neighborhood watch on the bus line where people occasionally deal drugs. If people commit to checking the bus stop once a day and we vary who checks it on the hour, it could work. The volunteers will be encouraged to call the police given suspicious activity to know it down. <i>(note: It is thought that this solution should be combined with #7 & 11 with #7 being a category II and #11 being a category III.)</i>
Solution #7 Better relations with Law Enforcement
Solution #8 Increased presence of and involvement in the arts. Involvement in arts related activities and more specifically, arts activities that result in permanent or temporary public art connect people to place. Because there is such a transitory youth community in the PN, might it be beneficial to provide activities that connect young people to place and to one another. This could include art making, increasing involvement in community activities like parades or community gardens, public exhibitions of young artists artwork, etc.
Solution #9 Parenting Classes
Solution #10 Teacher and youth worker cultural competency classes
Solution #11 More local crime watch teams

HEALTH:

<p>Solution #1, #2 and #10 Combined Health and wellness outreach-awareness of clinics available and services available-bringing services to schools and community</p>
<p>Solution #3 and #8 Combined Track health insurance information; easy to access if asked for at student registration for uninsured, provide information for MN care, etc.</p>
<p>Solution #5 and #11 Combined Greater awareness of afterschool opt-in opportunities for physical activities for youth (e.g. Bolder options)</p>
<p>Solution #5 Physical Education: At least 3-5 hours of cardio per week either during the school day or after school for every student</p>
<p>Solution #6 and #9 Combined Reduction of unhealthy options during school lunches and educate on moderation and healthy choices</p>
<p>Solution #4 School clinics do physicals and mental health screenings</p>
<p>All Solutions: Complete a comprehensive assessment of what is already being done (community orgs, faith based groups, school curriculum, clinics, etc.)</p>

EMPLOYMENT AND VOCATION:

<p>Solution #1 Ensuring all students know what exists</p>
<p>Solution #1, #2, #3 and #7 combined Connect students to opportunities that already exist (Sprockets, etc.)</p>
<p>Solution #2 All Students involved in college access program (i.e. Multicultural Achievers, YMCA/YWCA, TRIO, AVID, Admission Possible, Genesys Works) Note: There was significant debate about the need to shift language for this solution so as not to be solely focused on college access programs but perhaps to also include employment readiness. Language was not clarified.</p>
<p>Solution #5 Community based employers supporting impacted community through hiring practices. Supporting more local business ownership and economic development.</p>
<p>Solution #6 Linking teens with resources to volunteer at different jobs/businesses in the PN.</p>
<p>Solution #1 Ensuring all students know what exists</p>

HOUSING:

Solution #1 Affordable mixed income housing/new buildings and negotiation/incentives for landlords to provide affordable/mixed income housing
Solution #2 Teen drop in center. Students should have a place to study either at home or another place, including at a teen drop-in center. Not only studying but resources & fun. Teen leadership of drip-in centers. Silo locations or various orgs. Offer tutoring, resources, & fun.
Solution #3 Life skills classes-financial literacy/information on how to rent/lease/resources/guidance w/youth family responsibility (translate information)
Solution #4 Figure out if there are kids who ever homeless and sleep outside. If so make sure to develop a program for them to have GUARANTEED HOUSING. I'm not sure what this would be, but it could be good if people signed up to be providers of emergency housing and then teens could go there in case the shelters were filled up. I can't imagine a teen staying outside, although I'm not sure about whether this happens a lot or not.
Solution #5 Financial Literacy and home ownership plan
Solution #6 Tutoring onsite
Solution #7 Community care and property clean ups

Post-Secondary Age SAG Supporting Materials

Post-Secondary Solution Action Group Priority Solutions

Education
<p>Solution 1: High school students and their families will work with a Promise Neighborhood (PN) coordinator (s) to develop an action plan that outlines individual needs in order to create viable bridge from high school to post-secondary, colleges, vocational, and technical opportunities. The coordinator will also work to identify the appropriate support and resources in order to help students succeed. Services will be available in a one-stop location at convenient hours such as evenings and weekends to meet the needs of residents of the PN.</p>
Employment
<p>Solution1: Individual career assessment; understanding self/aptitudes/interests</p> <p>Rationale:</p> <ul style="list-style-type: none">• Help students find direction in college career/studies• Increased access to employment/vocational guidance; accessibility for guidance for emp./PS decisions <p>Process:</p> <ul style="list-style-type: none">• Adopt computer software in community centers and schools for career assessments• Increase awareness of on-campus career/counseling services. Aptitude testing widely available at community college• Neutral “Broker” organization to facilitate collaboration between residents/emp. Services/guidance services

June 16, 2011

Post-Secondary Asset Profile

Interviewing organization – framework of job description (experience, knowledge, expertise)

Education S1

focuses on hiring within the community
demonstrated experience
culturally competent/diverse staff/diversity in leadership of organization
Knowledge/respect of community needs
Deep knowledge of ALL facets of PS education
Knowledge of Financial aid
Understands youth developmental theories 12-25
Innovative
Accountable to Community
Understand needs in HS to get to college
Experience w/Community Outreach
Collaboration with financial institutions and foundations
Physical location in the community
Experience launching start-ups
Ability to manage political dynamics
Creative PR/Communications
Community Advisory
Board/Resources/Govt/private sector
Independent of educational institution
Ability to relate to the young people
Governed by PN
Well-funded/financially solvent
Transparent
Attention to sustainability
Systems/Networks/Coordination
Utilizing volunteers
Strong relations w/local business
Background academic/developmental/career assessment
Strong administration

Employment S7

Strong relations w/local business and unions
Financial literacy
Assess job market
Strong understanding of education and experiential education
Staff/Volunteers/Clients from the local community
Knowledgeable
Well balanced distribution of resources of jobs/skills/focus PN
Respect for target population
Sector initiatives – flexible/responsive
Independent of industry influence
Transparent
Politically savvy
Competent in social media
Advocate/recruit/business and economic development
Balanced approach to big business/small business/entrepreneurial business

**Post-Secondary Solution Action Group
Evidence-Based & Best Practice Options**

Education

Solution 1

Admission Possible
Harlem Children's Zone – foundation, principles
NDCAD
Power of You
Destination 2010
Genesis Works
Pathways to Careers
AVID
Capital Preparatory Magnet School – Steve Perry
University Preparatory Academy in Detroit - Doug Ross
Charter School – Chicago – Bob
Posse Program
PSEO
TRIO

Employment

Solution1

Metro State
HIRED
Employment Action Center
Lifetrack Resources
TC Rise
Hmong American Partnership
Women Venture
Workforce Center
Job Corp
PPL
YouthBuild
Ujamaa Place
Genesis Works
LOC – Labor Opportunities in Construction
OIC
PROBIE - contractor training
Successful Career Counseling in Schools
Goodwill
Dept. Employment & Economic Development
Mentorships
Solution7:
NDC – Neighborhood Development Center
MCCD
RISE
Women Venture
YWCA
U of M and Lifetrack

Post-Secondary Detailed Solutions

Education Solution

Solution: High school students and their families will work with a Promise Neighborhood (PN) coordinator (s) to develop an action plan that outlines individual needs in order to create viable bridge from high school to post-secondary, colleges, vocational, and technical opportunities. The coordinator will also work to identify the appropriate support and resources in order to help students succeed. Services will be available in a one-stop location at convenient hours such as evenings and weekends to meet the needs of residents of the PN.

Rationale: We believe there is a direct correlation between Geoffrey Canada's hands on approach in the Harlem Children Zone and the success of his organization. PN needs to be proactive and as intentional/intrusive in working with the PN students. Also, if at all possible the coordinator(s) should come from PN and they should represent the diversity of the community.

Process: The following areas should be addressed:

- Assessment of academic needs
- Career guidance
- Assist students in attain their GED and adjudication
- Assistance in Identifying post high school opportunities for the PN students
- Assistance in helping students identify apprenticeships and involvement in trade unions
- Assistance in any type of application process leading to post high school opportunities
- Help for students to prepare for college entrance exams e.g. ACT SAT, and two year colleges placement exams for math, reading and chemistry,
- Collaboration with academic enrichment programs e.g. TRIO programs, Admission Possible, YMCA
- Identification of opportunities for students in high school to gain college credits e.g. PSEO , College in the Schools, IB,AP courses
- Work with students on Financial Literacy
- Creation of a Scholarship Bank
- Identification of and arrangements for meeting peer and career mentors
- Identification of courses offered in the community that can help to enhance students personal and academic development
- Collaboration with local faith based organizations and other community assets
- Assistance in helping the PN members become proficient in the broad array of information technology
- Identify opportunities for PN to integrate industrial green and sustainable energy

Health

Solution₁: Integrate health services into schools

Rationale:

- * Establish healthcare w/in schools promotes preventive care, reduce health cost for families, decrease ER visits, increase accessibility
- * Creates an ally to health care, Colleges provide health care for this group at a reduce/feasible cost
- * Increase access to affordable healthcare

* Providing preventive care in schools gets students accustomed to routine check-ups, reduces stigma of check-ups, reduces fear of health-care providers, healthy communities – healthy kids

Process:

* Personal health and healthy living a part of HS, partnerships w/family health, onsite monthly check-ups, eye exams, dental

* PN develops a partnership w/colleges or colleges can collaborate w/insurance providers, therefore students can go anywhere and get services at a reduced rate

* Partnerships b/t community clinics, schools, health ins. Companies, state, city, county, kids

* Education around healthy living, health classes at Rec. centers, community clinics, Health workers go to health fairs 1x/month @ schools

Solution₂: Increase number of clinics in the PN

Rationale:

* Need more clinics that serve no insurance or under insured clients

* Better health overall, positive impact on student achievement, improve life outcomes, more access to basic care, reduce stigma – clinics and doctors look like them

Process:

* Community outreach to retired medical prof., Est. of in neighborhood clinics

* Research on clinic who provide these services (like Open Cities). Figure out how they operate and if they would like to create satellite site

* More money needed; create tax credits for establishing a clinic, partnerships to build/establish clinics

Solution₃: Urban Farming Initiatives

Rationale:

* Builds relationships, creates craft/skill, and it is a business. Creates coping, healing, and empowerment. Closes age gap and forces people out of the house

* Cheaper than store bought, organic is healthier/locally grown, builds family and community connections, neighbors make money, earn income, learn business skills

Process:

* Adopt urban farming curriculum model [Growing Power Inc.](#) – Will Allen. Collaboration with professional, production markets, hot houses/green houses

* Consult w/local TC farmers, Consult w/Ramsey County for land, Consult w/organization w/land (Wilder), Consult w/U of M Ag. Department

* Need land – Use Wilder Site, Do on school grounds, Use School Forest (law?)

Solution₄: More people getting preventive care

Rationale: Increase in nutrition literacy

Housing Solutions

Solution₁: Develop clearinghouse that creates an inventory of available, affordable housing

Rationale:

* Combine solutions 1 and 2

* College and individuals not living w/parents need assistance locating housing and choosing roommates, if needed

Process:

* Locate and identify housing providers, share info w/colleges and universities

* Establish foundations to cover rent/mortgage discrepancies w/realtors and contractors

Solution₃: Offer educational programs to promote respect for property/personal self-esteem

Rationale: Individuals need to learn how to be good tenants and neighbors and know their rights so that they are able to make informed decisions to avoid negatively impacting their future

Process: 2 hour orientation required to use clearinghouse as described above

Solution₄: Offer mediation services to ensure stable housing

Rationale: Many housing issues can be resolved by early intervention

Process: Services to be provided by clearinghouse

Solution₅: General financial literacy related to home /property ownership/rental, maintenance, up-keep, decision-making

Rationale: Making informed decisions to increase home/rental/property retention and stability and safe and clean communities and better money management

Process: Organization working between financial institutions, residents, and schools to educate, manage above issues

Caring & Safe Environment

Solution₁: Clean neighborhoods – Youth groups do the work

Rationale:

* Clean neighborhoods correlate with low crime rates

* Filth can cause disease and unwanted vermin

Process:

* Implement Service Learning project for colleges

* Clean-up and beautifying – like planting flowers

Solution₂: Positive relationships w/Police, law enforcement

Rationale:

* Necessary for safe neighborhood

* Better about reporting crime, no fear of police

Process:

* PN fair w/Police hosting events/ beats in PN so people get to know officers

* Extend existing programs to campus/expand awareness of on-campus security

Solution₃: Community based events – Young adults need to feel connected

Rationale:

* Ties into #1

* Like social network, Young adults plan, meet others

Process:

* Increase # of community events, assign # of PS to leadership roles in these activities

* Know people, reduce violence

Solution₄: Parents have access to culturally appropriate education and support services

Rationale: More appropriate in education area

Solution₅: Young adults involved in mentoring programs

Rationale: See peer mentor in education area

Solution₆: Daycare facilities w/in schools

Solution₇: Create more green space surrounding PN schools

Employment

Solution₁: Individual career assessment; understanding self/aptitudes/interests

Rationale:

- * Help students find direction in college career/studies
- * Increased access to employment/vocational guidance; accessibility for guidance for emp./PS decisions

Process:

- * Adopt computer software in community centers and schools for career assessments
- * Increase awareness of on-campus career/counseling services. Aptitude testing widely available at community college
- * Neutral “Broker” organization to facilitate collaboration between residents/emp. Services/guidance services

Solution₂: Financial Literacy – understanding economic systems/job market

Rationale:

- * Help students choose careers that are viable – understand what options are available in choosing a career path

Process:

- * Internships w/local accounting firms, banks that focus on financial stability w/learning – teaching model
- * Existing information on MN DEED; in college career/counseling services

Solution₃: Ongoing guidance –particularly between 1st and 2nd years PS

Rationale: We think this reads as retention and belongs in education area

Solution₄: Mentors

Rationale: Networking skills, socializing in the occupation or profession

Process: Staff & organizations of existing programs w/focus on obtaining mentors working/living in PN

Solution₅: Interns

Rationale: Students can stay in familiar neighborhood while doing internship. Opportunity to contribute to community, potential savings for student: close.

Process: Encourage PN businesses to partner w/colleges /universities to make these opportunities available to students from PN

Solution₆: Pre-professional skills

Rationale: Students need basic computer literacy, understanding of professional workplace decorum to be successful.

Process: MNDEED – Neighborhood steer groups of students here

Solution₇: More entrepreneurial resource/training programs

Navigational Skills

Solution₁: Develop capacity and interest in PS students for community service Employers/community leaders mentor students (toastmasters)

Rationale:

* Giving back to the community, increase civic engagement, student achievement, teaches soft skills and team work, learn important “non-school” skills, good job prep, learn manners

Process:

* Investigate existing curricula, infuse summer programs, integrate w/schools, bring in corp. HR professionals, offer in-school workshops, connect w/Vision for Life

Solution₂: Create opportunities

Giving back can be time, money, or skills; make it a requirement, coaching and mentoring

Rationale: Numbers 1 & 2 are very similar

Process: Develop existing programs in schools, more electives, focus on “Dress for Success”

Solution₃: Develop financial literacy skills

Rationale: Learn about money early, not taught at home. “I have been shown how to spend my money, but not how to invest/save it”

Process: Field Trip to BizTown – connect to schools;

Topics: Learn early, focus on importance of credit, budgeting, financial skills curricula, insurance, learn how to shop around, financial coaching (volunteers, bankers, insurance co.)
Develop curriculum, bring to kids

Solution₄: Develop leadership capacity of PS young adults to be powerful and shaper of their lives and community

Rationale: Democracy needs change agents to build stronger communities. In addition, when people can make clear connections between their efforts and success, hope, and the future, they increase their engagement and motivation to enact individual and community change.

Process: Research empowerment and capacity build initiatives. Engage a collaborative of institutions (Humphrey Institute), Organizations, Academic, Community members to focus on this

Community Building SAG Supporting Materials

CATEGORY #1

Important and ready to be implemented: These solutions are important to the community; we have the assets and resources to take action now; and we believe they will be effective.

Education

1. **Provide mentoring opportunities for children and families that support them to pursue the careers they are interested in.**
 - a. Ensure that peer mentoring of older students for younger students is available.
4. **Support learning outside of school hours.**
 - b. Provide youth enrichment opportunities at recreation centers or after hours at schools in art, music, dance, theater, etc.
Note: Sprockets is already actively working on this.
5. **Provide neighborhood-based family enrichment and adult education programming.**
 - a. Offer learning opportunities on practical topics like auto repair, pipe sweating, canning, etc. This creates a “community of learning” and helps parents to model the value of education.
Note: Community Education.
 - b. Provide robust services that address needs for remedial adult education, basic reading, GED, etc.
Note: Hubbs Center.
 - e. Offer enrichment opportunities that families can participate in together, i.e. moms and babies.
6. **Increase parental involvement in school.**
 - b. Ensure that schools are a welcoming environment for all families.
 - c. Communicate the importance of a partnership between schools, families, and community.
Note: Expanding circulator after school hours will help to accomplish this goal.
8. **Invest in early childhood education.**
 - a. Hire qualified early childhood teachers with a passion for the work.

Health

3. **Promote exercise and fitness through community organizations.**
 - a. Partner with health care and exercise providers to offer classes for families at schools and recreation centers on nutrition, exercise, health promotion, injury prevention, etc.
Note: Outreach from schools/recreation centers to health care organizations is needed.
 - c. Offer health focused after-school programming, i.e. sports, cooking/nutrition, with incentives for participation including a nutritious dinner.
Note: Offer opportunity to health care organizations to provide classes on preventing chronic disease, obesity, etc.

4. Promote healthy nutrition through creation of community gardens, farmers markets, etc.

- a. Create community garden at each PN school used to teach urban farming, with food used for school lunches.

Note: Work with school district to promote idea. Resources (i.e. land, seeds, etc.) are already available.

- b. Organize neighborhood farmers markets, with fall gatherings, recipe exchanges, etc.

Note: Some already exist – expand current locations, add new sites. Engage local Hmong farmers, etc.

5. Provide health promotion through the schools, community centers, etc.

- a. Schools offer educational opportunities on healthy lifestyle choices.

Note: This is already being done – focus needs to be on increasing parental involvement to promote healthy lifestyle.

- b. Offer well-checks for early diagnosis of diabetes and provide diabetes/obesity prevention programs.

Note: Build awareness; do better promotion of existing opportunities.

- c. Organize annual health and safety fairs bringing together health care providers, educators, offering immunizations, etc.

Note: Promote existing opportunities.

Caring/Safe Environments

1. Organize healthy, active, supportive block associations.

- a. Bring block association leaders together to share best practices.

Note: Use District Councils to take ownership, promotion of block clubs.

- c. Planned community-wide, block-based, regular events, i.e. walk night, game night, etc.

Note: Do better job of marketing/doing outreach about current events.

5. Create a “home/school liaison” to increase school/community connections.

- b. Outreach to parents should be culturally appropriate.

Note: Simple translated information, materials from school in multiple languages, robocalls interpreted for low-literacy and ESL populations.

6. Offer affordable recreation activities.

- c. Work with Police and Fire Department to coordinate sport leagues.

Note: Already have Police Athletic League; program would be more effective with more community volunteers.

7. Create peer-to-peer support systems for parents.

- c. Offer “Parent for Success” classes for current and expectant parents with incentives for participation.

Note: Increase marketing and coordination of existing programs.

8. Create safe streets and neighborhoods.

- e. Promote stoop sitting, front yard gardening, keeping four season porches, on-street parking, etc. to promote interaction and keep eyes on the street.

Note: More coordination through District Councils – information, promotional campaigns.

Housing

2. Improve the stability of existing rental housing.

- a. Create programs that help renters stay in current housing, and home owners avoid foreclosure.

Note: Community Stabilization Project/St. Paul Fair Lending Coalition is already doing this work; more community awareness of programs is needed; framing as a “community issue.”

- b. Accelerate programs for bringing vacant housing back to occupancy as rental or owner occupied residences, this will increase home ownership and pride in neighborhood.

Note: Community organizations exist to address this issue; focus on preventative measures to keep people in their homes before they become vacant.

3. Ensure safe and healthy housing.

- a. Support Department of Safety & Inspections to keep Certificate of Occupancy current. Incentivize landlords to remove lead, asthma triggers from rental housing; increase frequency of rental inspections.

Note: Maintain regulations to ensure regular housing inspections occur on a timely basis; city ordinances needed to hold city accountable.

- d. Offer low-interest home improvement loans and direct assistance.

Note: Promote existing programs.

4. Create coalition of city services, housing organizations, and residents to address housing issues.

- a. Get the word out through community gatherings that people are not alone in their concerns.

Note: Promote existing District Council “community concerns” meetings; Block parties/social gatherings to unite neighbors; ask elders to serve as “block ambassadors”; utilize existing organizations (i.e. Aurora St. Anthony Community Development Corporation).

- b. Establish a community-based housing support group that would provide a variety of resources including tenant advocacy and resources, e.g. East Side Development is a strong example – work with existing neighborhood CDCs to replicate.

- c. Organize informal community groups so that neighbors know each other and can help maintain stable communities.

Employment/Vocation

3. Address barriers to sustainable employment.

- a. Support affordable and flexible childcare options.

Note: Places of employment need to be more involved; 1-800# or central location for information about childcare options or information distributed via snail mail to the community.

- c. Provide support for job appropriate clothing, etc.

Note: Get information out into the community – there are many programs/locations offering this service but community isn’t aware or has difficulty getting to the program.

5. Support youth employment aspirations.

- d. Utilize representative from “If You Can See It, You Can Be It” project offered by Firefighters United.

- f. Expand Twin Cities RISE type programs for youth training and employment in PN.

CATEGORY #2

Important and ready to be implemented but in need of additional resources: These solutions meet the same criteria as Category 1 but some additional resources are needed – either an existing asset needs to expand or move to provide service in the target area or a service provider needs to be found to organize and implement a desired solution.

Education

4. Support learning outside of school hours.

- b. Designate “neighborhood based homework centers” that are within walking distance, have adult supervision, and provide a space for kids to study in the evenings.

Note: Create in schools, churches and recreation centers.

6. Increase parental involvement in school.

- a. Provide incentives for parent involvement in the classroom.

7. Provide rewards/recognition for high achieving students.

- a. Create a “village concept” where students receive “achiever dollars” that they can spend in local community stores.
- b. Offer book reading programs that provide rewards to students who reading a certain amount and passing comprehension quiz.

Health

1. Create community health workers to connect families to health services “Promise Neighborhood workers”.

- a. Create a cadre of Community Health Workers to enroll neighbors in health care plans, educate on chronic illness, injury prevention, do outreach to pregnant women.

Note: Need trained volunteers; coordinating organization. Free training is currently available.

2. Increase access to affordable, culturally specific health services, i.e. medical, dental, behavioral health.

- b. Ensure access to at least an annual health check-up.
- c. Provide free/low-fee prenatal and well-baby care.
- d. Train and inform all about the “Bridge to Benefits” website.

Note: Programs likely exist, but we need to help families tap into them; coordinate programs better.

3. Promote exercise and fitness through community organizations.

- b. Increase amount of safe, designated walkways, bikeways, and green space.
- d. Ensure that fitness/recreational activities are accessible and appropriate for diverse communities and age groups.
- e. Create block-based health/nutrition programs, cooperative cooking, play groups, etc.

4. Promote healthy nutrition through creation of community gardens, farmers markets, etc.

- c. Increase green space used for urban farming.

Note: Commitment from City to increase urban farm space. Engage U of M in the process (they’ve previously expressed interest.) Consider using Wilder 919 Lafond Campus as urban farm/park.

- d. Create incentives for convenience stores throughout the community to stock fruits and vegetables.

Caring/Safe Environments

- 1. Organize healthy, active, supportive block associations.**
 - b. Asset-based community development block clubs.
- 2. Create “safe houses” where people can go if they feel unsafe or need help, resources, etc.**
- 4. Offer youth volunteer/internship/employment opportunities that improve the neighborhood.**
 - b. Create “Clean Squads” offering summer employment to create and restore green spaces.
 - c. Create block-based intergenerational chore programs with youth doing chores for older or disabled residents, supports aging in place, builds relationships, etc.
- 5. Create a “home/school liaison” to increase school/community connections.**
 - a. Liaison should visit each family at home 1x per month.
- 6. Offer affordable recreation activities.**
 - a. Free/low-cost summer and weekend enrichment activities with incentives for participation.
 - b. Make recreation centers more affordable to local residents.
- 7. Create peer-to-peer support systems for parents.**
 - a. Create parent support groups/mentoring pairs to encourage social support and joint problem solving.
- 8. Create safe streets and neighborhoods.**
 - a. Ensure well-lit streets and alleys.
 - b. Create safe walkways, bikeable streets, areas to play and run, to encourage active living and connections among neighbors.
 - d. Install traffic calming measures in the 4 blocks adjacent to University Avenue to ensure streets are safe for neighbors.
 - e. Create a “sense of relief” from the urban environment by redeveloping vacant lots into green spaces.
Note: Lower bureaucratic barriers; engage existing gardening groups.
 - f. Adopt community policing strategies especially during after-school hours.

Housing

- 1. Ensure availability of affordable housing for all families.**
 - a. Increase voucher availability and prioritize PN families for affordable housing vouchers.
Note: MPHA is reallocating vouchers for NAZ, a similar process may be able to be negotiated with SPHA for the PN.
- 3. Ensure safe and healthy housing.**
 - b. Offer education programs on home repair/home safety to make repairs affordable and understandable for residents.
 - e. Create PN safety teams at no cost to residents to address lead, radon, asbestos; install smoke and CO2 detectors.
 - g. All parents are provided education on healthy housing, tenant rights, environmental health triggers, etc.

Employment/Vocation

- 4. Community partnerships to communicate training and job opportunities.**
 - a. Social media, print, online, etc.
- 5. Support youth employment aspirations.**
 - g. Afterschool programming for middle school students covering financial literacy, career exploration, etc.
 - j. Promote safe, informal ways for youth to gain early work experience, i.e. babysitting, yard work, etc.

CATEGORY #3

Solutions in need of further development: These solutions need additional research or community discussion to determine the best way to move toward implementation.

Education

- 2. Create Promise Neighborhood “liaison/navigator” role.**
 - a. Assign a liaison to every family to mentor, facilitate, advocate.
 - b. Mentor/liaisons could be assigned by grade/gender, i.e. one for all girls in 3rd grade.
 - c. Mentor/liaison would be a “resource person” providing information about the community and the school system.
- 3. Reform the teacher training, evaluation, and incentive system.**
 - a. Stop “teaching to the test” – incent creativity and innovation.
 - b. Ask teachers to make 4 year commitment to serve in PN schools.
 - c. Increase the number of teachers, decrease the number of students per classroom.
- 4. Support learning outside of school hours.**
 - c. Provide incentives for participation in after-school programming focused on academics, library use, technology use, etc.
 - a. Create block-based study support groups.
- 5. Provide neighborhood-based family enrichment and adult education programming.**
 - c. Provide community education on financial literacy.
 - d. Support immigrant parents to become literate in their native language.
- 8. Invest in early childhood education.**
 - b. Re-open Storefront Early Childhood Family Education on University Avenue.

Health

- 1. Create community health workers to connect families to health services “Promise Neighborhood workers”.**
 - b. Assign a health worker/mentor/liaison to each family in the community.

Caring/Safe Environments

- 1. Organize healthy, active, supportive block associations.**
 - d. Give neighborhood leaders the skills they need to settle disputes.
- 3. Expand neighborhood circulator bus.**
 - f. Ensure access to “hubs of service” that support families and youth.
 - g. Offer affordable transportation to youth and young adults.
- 7. Create peer-to-peer support systems for parents.**
 - b. Families “adopting” each other to provide support, etc.

- d. Parent to parent mentors.

Housing

1. Ensure availability of affordable housing for all families.

- b. End homelessness for families with children by prioritizing state, city, and county cooperation, children need stable housing.
- c. Create a mix of housing types on every block to attract people at different life stages and household composition.

2. Improve and increase stable rental housing.

- c. City of St. Paul create affordable home ownership and investment opportunities for people already living in the neighborhood, i.e. target PN residents for home ownership of NSP or vacant properties.
- d. Provide vouchers or incentives to landlords that promote making improvements to rental housing, staying in compliance with codes, etc.

3. Ensure safe and healthy housing.

- f. Empower renters to work with their landlords and the city to improve their housing.

Employment/Vocation

1. Provide employment support for parents/adults in Promise Neighborhood.

- b. Provide coaching and support related to getting a job, keeping a job, starting a business, etc.
- c. Networking opportunities to help people connect to others in their community who could support them/they could support.
- d. Increase trade and technical training opportunities.
- e. Create training and internship programs that increase community members' exposure to new careers.

2. Leverage public and private spending to create incentives for local investment.

- f. Incentivize local businesses to create living wage jobs, hire local workers, and start new businesses.

3. Address barriers to sustainable employment.

- g. Ensure accessible transportation.

5. Support youth employment aspirations.

- a. Use local/small businesses as job training sites in exchange for business development services.
- h. Provide career mentoring for high school and post-secondary students through mentors from local businesses, faith communities, Chamber of Commerce, etc.
- i. Financial literacy taught in grades 4-12 with concurrent classes for parents afterschool.
- e. Begin teaching "soft skills" in junior and senior high school aimed at work ethic, customer service, etc.
- h. Sponsored internships for high school and post-secondary students.
- i. Create entrepreneurs club for youth.

Solutions Across Categories

1. **Build a comprehensive Coalition of Community Partners, i.e. nonprofits, social service providers, positioned to provide resources to the Promise Neighborhood by sharing resource, programs, information, core competencies, and funding.**
2. **Create locally-based “hubs” of service.**
3. **Incentivize participation in activities by youth and adults, organizations, systems, etc.**
4. **Create supports/services/connections block-by-block, the more localized the more effective.**
5. **Create an effective communication strategy so that families know what is happening in the community and can take advantage of new and existing resources.**

General Advice

1. **Adopt culturally sensitive approaches to understanding community needs/barriers.**
2. **Ensure community ownership and buy-in through grassroots engagement of PN community.**
 - a. Identify community leaders – start now!
 - b. Educate community organizations
 - c. Determine what the compelling factors are to incent PN residents to participate
 - d. Change the venue for community gatherings to create opportunities for engagement by community
 - e. Ensure that community members feel this is “Happening with Us – Not to Us”
3. **Ensure our work is well-organized and clearly communicated.**
 - a. Create a full-scale communications plan.
 - b. Publicize successes – tell the story.
4. **Develop long-term advisory council**
 - a. Include culturally specific organization representatives
 - b. 50% of representatives are parents from PN
5. **Build Trust**
 - a. Among agencies
 - b. Among neighbors
 - c. Between schools and parents
 - d. Offer on-going trust-building activities
6. **Organize around a peer-to-peer model**
 - a. Engage local businesses, parents mentoring parents, block clubs, faith communities, etc.
7. **Create partnerships between funding organizations to ensure that when innovations are developed they are sustainable and do not get cut.**
8. **Parent engagement must be integrated into every program serving young people in the PN.**
9. **Offer measureable, outcome-based programming**
10. **Identify currently available and effective programs, arrange them to meet needs and then expand as needed to meet the needs of all children.**