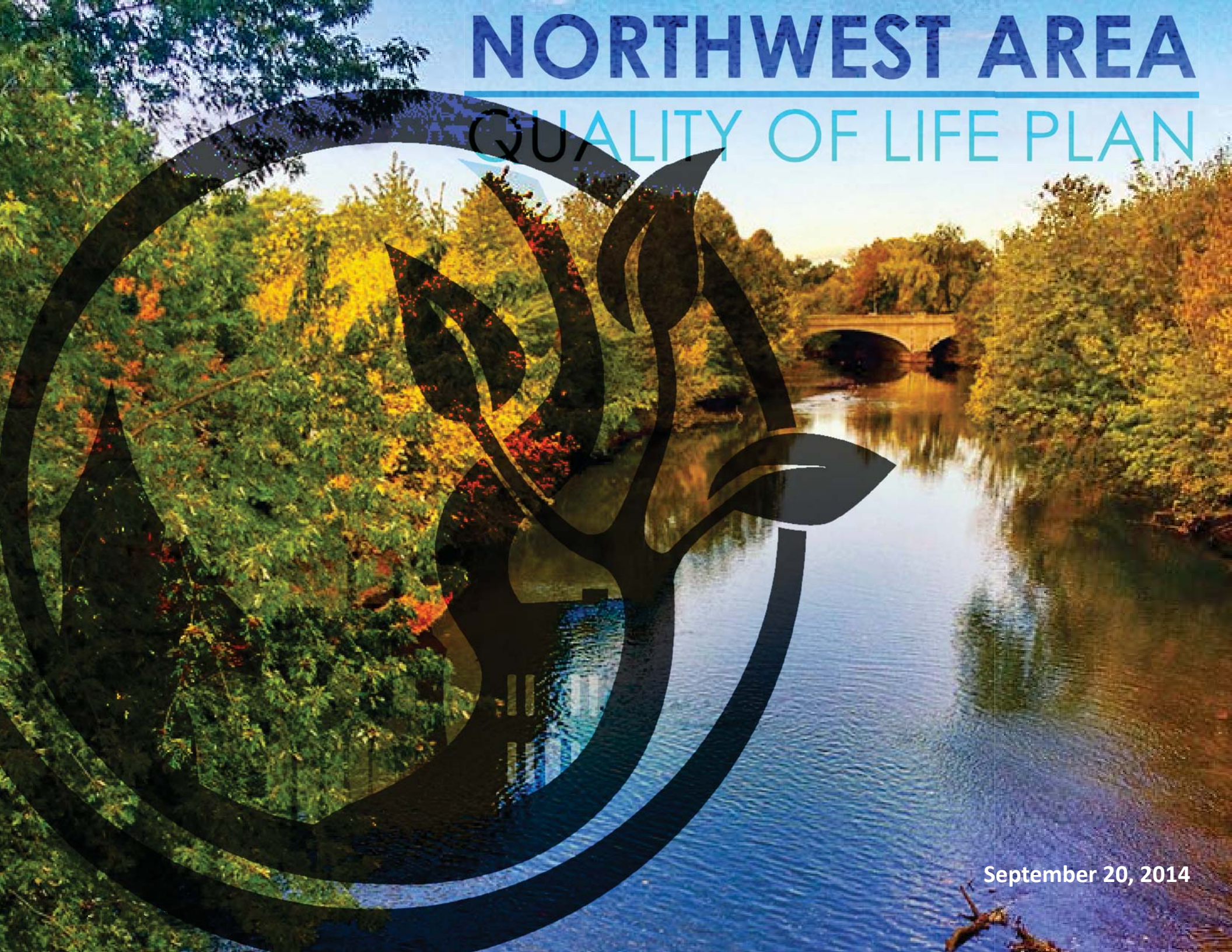


NORTHWEST AREA

QUALITY OF LIFE PLAN



September 20, 2014



NORTHWEST AREA QUALITY OF LIFE PLAN

September 20, 2014

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It Started With A Sticker

It all started with a little green sticker. A group of us were near the White River when we first asked our community to declare, “I want _____ in my neighborhood.”

Fill in the blank at will.



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INTRODUCTION



INTRODUCTION

January 18, 2014 set the stage for the Northwest Area's new adventure. On that day, braving cold winds and blizzard-like conditions, 348 residents joined together on "Vision to Action Day" to lay the foundation for a brighter future in our community. More important than the discussion of what is right or wrong with our community, was our willingness to come together and craft a vision for how we are going to get there.

As we have seen throughout the city of Indianapolis, when communities come together, transformation is right around the corner. By nurturing relationships between our neighbors, local businesses and other community stakeholders in the public and private sectors, we envision our community bursting with vibrant residents, quality schools, lively businesses and service organizations assisting our residents in need. We envision a more connected place that breathes life into all those that live, work and worship in the Northwest Area because we have built a strong connections between the residents and stakeholders to create a renewed sense of community.

The impact of the Quality of Life Plan has been transformative for neighborhoods within Indianapolis and around the United States. From the development of the Chase Legacy Center during the Near Eastside QOL Plan and the creation of the Mid-Town TIF to the countless projects turning the SEND community into a cultural and destination hub, the promise for success in the Northwest Area is high. It's our time to shine as we reshape and rebuild our community!



LIVING THE LEGACY



WHAT IS A QUALITY OF LIFE PLAN?



IT ALL STARTED...

It all started with a little green sticker by the river when we simply first asked our community to declare, “I want _____ in my neighborhood.” Fill in the blank at will.

And declare we did.
Loud and clear.

We talked about our youth, our parks, peace in the community. We put on three or four or more stickers (issues) at a time and walked up to our neighbors to talk about the stickers we had in common. We began to do more than just talk about what was wrong with our neighborhoods, but talk about we were going to do about it. . . together. And then the sticker met Mr. Henry Perkins. When asked what would he like to see happen, he simply stated, “Someone to clean-up the dump behind my house. I see them do it late at night, but I am too old now to chase them off or clean it up.”

An article in the Northwest News community newsletter outlined Mr. Perkins’ plight and challenged neighbors for solutions by asking, “What are we going to do about this?”. Angry and outraged citizens came together to find solutions on October 11th, 2013 our first effort as the Northwest Area community was to champion two “Indy Do Day” projects. In addition to cleaning many dump sites, including the one behind the Perkins’ home, we began to build a park located across from an elementary school. This greenspace housed a

community garden. However, the sticker was not done with its work. As time moved on, this little sticker morphed into a project that more than 1,500 of our area school kids worked on. People on the street would recognize the sticker and say, “My kid loved that project at school.”

Moving at a rapid pace, this little green sticker became the catalyst for big change. And on January 18th, 2014, we showed up in numbers to take back our community and plant the seeds of our tomorrow, despite a beckoning blizzard.

The moral of the story, is that anything and anyone, even something as small and insignificant as a little green sticker with a simple question, can have a big impact. The result of all these questions and answers has resulted in the Northwest Area Quality of Life Plan.

This plan reflects the hopes and dreams of the future we as community plan to build. This is more than a community wish list, it is a community to do list. And today all who review this plan and those in the future are called to action to come together and make it happen.

So, how did we get here?



“An article in the Northwest Community News. . .challenged neighbors for solutions by asking, “What are we going to do about this?”



WHAT IS A QOL?

WHAT IS A QUALITY OF LIFE PLAN?

A quality of life plan is just what it sounds like - a plan for improving the quality of life in our community. Our Quality of Life Plan was created by the people and organizations of Northwest Area. Residents, businesses, nonprofit organizations and other community stakeholders came together to talk about the community we want to have; how we can create it; who will do the work; how much it will cost; and from where the resources to do it will come. All of this hard work and collective thought has been brought together into the Northwest Area QOL.

WHAT IS IT USED FOR?

A Quality of Life Plan helps neighbors and stakeholders come to agreement as to how to make their community better and come together to make it happen. The plan is a living document. It is updated periodically to capture changing conditions, new opportunities and shifts in neighborhood priorities. This shared vision and the collective experience of the group work to unite residents in the cause of improving neighborhood quality of life. Quality of Life Plans also attract potential investors and stakeholders who will contribute resources to move the community forward. Neighborhoods that have plans tend to receive more financial and non-financial resources for their needs than neighborhoods that don't.

WHO IS IT FOR? WHO IS INCLUDED?

Our Quality of Life Plan is first and foremost for the benefit of the people who live, work and worship in our community. Everyone who has a stake in the future of the neighborhood is included, and hopefully, will be actively involved... this includes residents, businesses, schools, churches, and nonprofits. It means people, young and old, of any color or religion, highly educated or not, low income or high income, male or female. If you have a stake in our community's future, the plan is for you.

HOW CAN I GET INVOLVED?

Getting involved is easy. In fact, it's absolutely critical that as many residents and stakeholders in our community be involved as possible. The more people that provide input to the plan, the better the implementation will go. There are many opportunities to support initiatives already presented in the plan, as well as incorporate new opportunities. We don't ask you to do everything, but pick one issue or project you really care about and give your time. You'd be amazed at what 1-2 hours of your time weekly or about 5-10 hours monthly can do to transform our community.

WHAT MAKES THIS PLANNING PROCESS DIFFERENT THAN ONES BEFORE IT?

This Quality of Life Plan is community initiated, driven and sustained. Unlike previous community planning approaches which were designed and lead by efforts outside our community; this plan is for the people, by the people. We have taken charge to create our vision for our own community. Moving forward, we'll continue to embrace residents and other community stakeholders, as well as local, regional and national partners to implement and realize our vision. Often community plans designed without residential input, participation and support lack the credibility and stamina required to be successful in benefiting and strengthening the neighborhood. When community plans are made without giving residents the opportunity for input and opportunities to participate and support, they are lower quality and don't result in much benefit for the neighborhood. Our strategy for success is that the momentum and positive community engagement that is the foundation of our plan will continue throughout the throughout the implementation process.

WHAT IS A QOL?

WHO IS PAYING FOR IT?

The money to pay for the creation of the Northwest Area Quality of Life Plan comes from four sources: City of Indianapolis, Local Initiatives Support Corporation (LISC), Central Indiana Community Fund (CICF) and Indianapolis Neighborhood Housing Partnership (INHP). Our Councilman, Vop Osili, worked with residents and community stakeholders, and Flanner House to persuade these organizations to support our a quality of life planning process.

WHO STARTED THIS AND WHY?

Many residents in our community have been involved in quality of life planning in other neighborhoods and have seen the positive things that can come from them. The idea of having a plan for the Northwest Area has been explored for several years. Several neighborhood organizations and other community stakeholders came together and committed to work together to create a plan for improving our community. This plan would be more than just words and wishes on paper, but a blueprint we use to make a good neighborhood into a great neighborhood.

WHY IS IT IMPORTANT TO OUR COMMUNITY?

A quality of life plan, can be very helpful to our community in many different ways.

- It helps our community find a shared vision and strategy making real change..
- It makes it easier for funders, companies, the City of Indianapolis and individuals outside our community to partner with our community and make resources available by giving them a roadmap to the improvements we want to see happen. Whether the improvements are better schools, new housing, community gardens, less crime or more out of school recreational and educational opportunities for our youth, a Quality of Life Plan helps us make the case.
- Neighborhoods with a Quality of Life Plan that have broad neighborhood support and resident actively working on it get more resources than neighborhoods that don't.

WHAT OTHER NEIGHBORHOODS IN INDIANAPOLIS HAVE A QOL?

Quality of Life Plans have been created for many neighborhoods, both in Indianapolis and other cities as well. Here in Indianapolis, the following neighborhood areas have quality of life plans.

- Near West
- West Side
- Southeast
- Near Eastside
- Crooked Creek
- BRAG
- Mid North



OUR PROCESS

JULY 2013

Community builder selected by neighborhood leadership

SEPTEMBER 2013

Neighborhood engagement project begins at Riverside Parade and Fried Green Tomato Festival

NOVEMBER 2013

Participation numbers skyrocket!

20

NWA Memorandum of Understanding signed by 20 leaders of institutions, businesses, churches, and resident groups



Steering Committee formed with 63 participants at the first meeting

63

AUGUST 2013

Community Outreach Plan created

OCTOBER 2013

Resident Henry Perkins and community members come together to find solutions for an illegal dump site threatening a community garden and nearby school. Neighbors championed two "Indy Do Day" projects to remove several illegal dump sites and build a park!

DECEMBER 2013

75% of the community is canvassed - despite the snowiest winter in recent years!

THE FUTURE

JANUARY 2014

Training neighbors for Vision to Action Day workshop facilitation with assistance of Indianapolis Neighborhood Resource Center and Purdue Extension. Blizzard like conditions force early shutdown, but event hosts 350 neighbors and over 438 for event week.

MARCH 2014

Super Tuesdays begin. NWA QOL presents at two public health conferences by Carolyn Mughee (Ph.d. candidate from IUPUI School of Public Health) and Bringle Showcase.

438 people
attend Vision
to Action Day

438

3000+

3000 +
people
reached!

FEBRUARY 2014

Taking information from Vision to Action Day to move forward with action plans.

MAY 2014

1300+ children from five elementary schools for total of 3000+ people participate in neighborland project exploring the type of community they would like to live in. Early Action Grant winners announced.

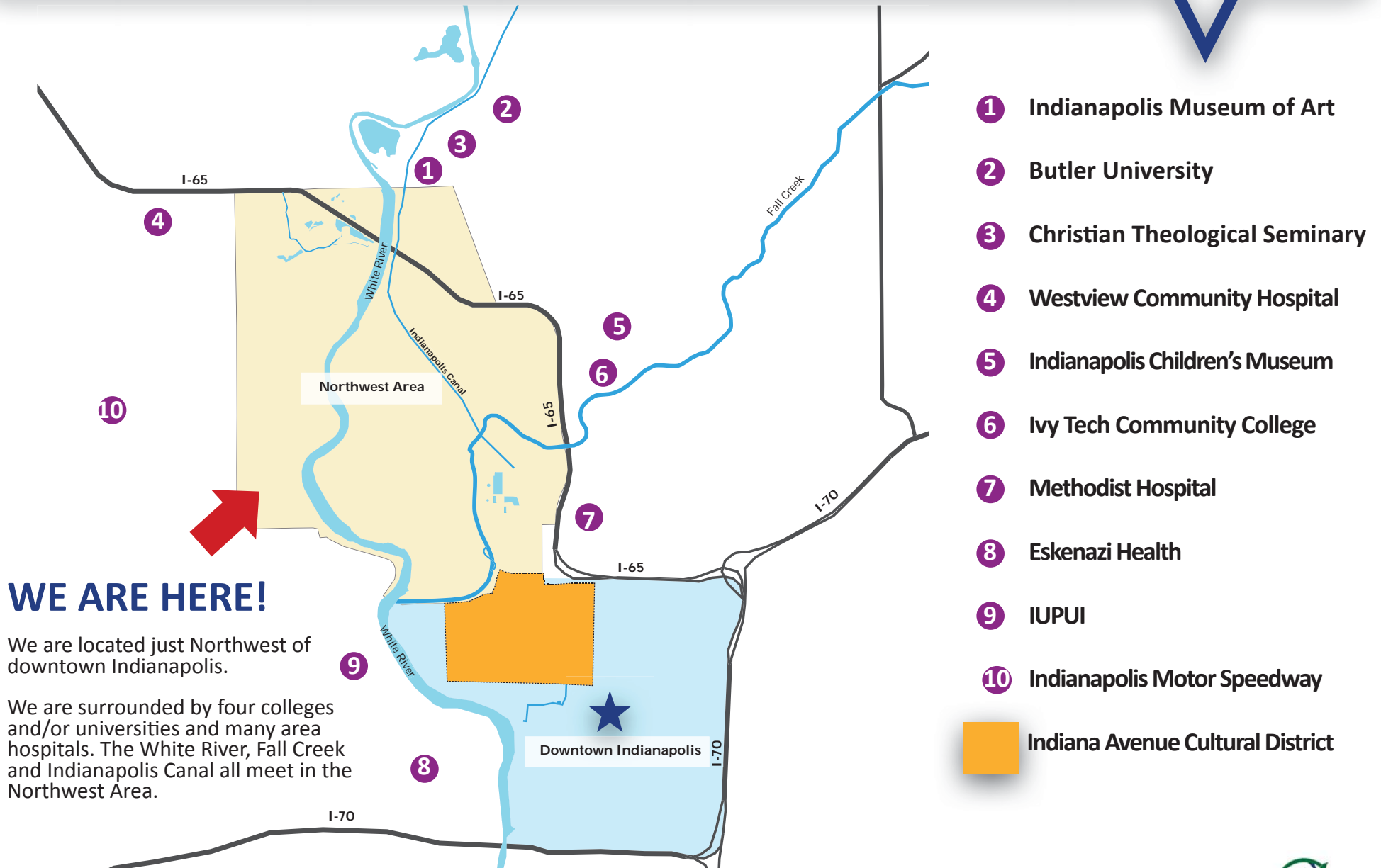
Early Action Grants went to the following projects: The Food Forest, Community Garden, Youth Basketball Program, Beyond Lemonade Stand (Youth



A group of children and adults are gathered around a raised garden bed in a park. A woman in a pink shirt is leaning over the bed, pointing at the plants. Several children in school uniforms are looking at the plants. In the background, there are trees and a grassy area. A yellow speech bubble with a blue gradient contains the text "THE NORTHWEST AREA".

THE NORTHWEST AREA

THE NORTHWEST AREA | We Are Here



WE ARE HERE!

We are located just Northwest of downtown Indianapolis.

We are surrounded by four colleges and/or universities and many area hospitals. The White River, Fall Creek and Indianapolis Canal all meet in the Northwest Area.



THE NORTHWEST AREA | Community Places





- 1 KW30 Neighborhood Association
- 2 Marian University
- 3 Golden Hill Neighborhood Association
- 4 Rivers Edge Community
- 5 Northwest Neighborhood Planning Development Corp.
- 6 Northwest Civil Association
- 7 Neighbors Helping Neighbors
- 8 Center for Leadership Development
- 9 Flanner House
- 10 Midtown Economic Development Industrial Corp.
- 11 Flanner House Homes
- 12 Crispus Attucks Museum
- 13 Westside Neighborhood Association
- 14 Riverside Civic League
- 15 Cold Springs Estates

THE NORTHWEST AREA | Nature



LEGEND

-  PARKS AND OPEN SPACE
-  WATERWAY / RIVER



THE HISTORY OF NORTHWEST AREA

THE HISTORY OF OUR FUTURE

Over the past century, the Northwest community has been a place of beauty, prominence, ingenuity and tremendous affluence. Many of the founders and early shapers of Indianapolis made Cold Spring Road their home including James Allison, founder of Allison Engineering, and founding partner of the Indianapolis Motor Speedway, developer of the suburb of Speedway, Frank Wheeler, founder of Wheeler-Schebler Carburetor that sold parts to all of the car makers, & other founding partner of the Indianapolis Motor Speedway. The home of J. K. Lilly, Jr., Indianapolis businessman and philanthropist was just up the road at what is now the IMA.

Against the backdrop of greatness, policies of segregation and exclusion were rampant. The things that made this neighborhood magnificent, such as the riverside amusement park, Indianapolis' Millionaire Row and the Canal, cloaked the social injustices and inequities that were pervasive in Indianapolis during the early part of the 20th century. On one day a year, African Americans were admitted to Riverside Amusement Park, and even then we had to use milk bottle caps instead of money as the currency. Out of the oppression of segregation, the resilient spirit of residents, ministers and civic leaders fostered some of the Indianapolis most significant citizens and contributions. Charlie Wiggins, a NW area African American who was known as "the mechanic of choice" by many of the race car drivers, could not race at the Speedway so created the Black & Gold Race which allowed black drivers to compete at the Fair Grounds. Crispus Attucks High School, opened in 1927 as the first high school for African Americans. Most Attucks staff were actually college professors who were unable to find colleges to teach within the confines of segregation so the education was extraordinary and many accomplished African Americans attribute their education as part of their success. Some Attucks alumni include David Baker, composer and professor of music at IU, Oscar Robertson, famous basketball legend, Julia Carson, Congresswoman, Wes Montgomery

“Most Attucks staff were actually college professors who were unable to find colleges to teach within the confines of segregation so the education was extraordinary and many accomplished African Americans attribute their education as part of their success.”



Students from Holy Angels re-enacting their annual Remembrance March for Dr. Martin Luther King, Jr.

THE HISTORY OF NORTHWEST AREA

and Freddie Hubbard, both renown jazz composers.

Flanner House Homes was developed in direct response to segregation as the first sweat equity project in the country and gave African Americans an opportunity to build their house in lieu of a down payment. This model is now used by Habitat for Humanity throughout the world as access to homeownership for many new homebuyers. One hundred and eighty Flanner House homes were built next to Crispus Attucks High School and approximately 80 more homes in Martindale Brightwood.

The impact of the faith community on the neighborhoods of the NW has been important to the community as well. Bishop Garfield Thomas Haywood, the founder of the Pentecostal Church was nationally recognized as social justice advocate and lead one of the few integrated churches in the 1940's. Bonafice Hardin, Associate Pastor at Holy Angels Catholic Church, was the first African American to lead the church which had previously had been segregated. He was the founder of Martin University, Indiana's first college for African American students.

During the 1960's, the NW Area neighborhoods had to respond to the devastation of the construction of I-65. 4,300 households

were displaced and the construction divided the neighborhood, making some pockets inaccessible or difficult to access. The construction, coupled with the migration north for new "suburban" homes and the reduction of street traffic was devastating to the neighborhood forcing many once thriving business to shutter their doors. The neighborhood now is challenged with the effects of disinvestment and is committed to moving forward to implement the strategies outlined in the NW Quality of Life Plan.



Father Boniface Hardin, first African American priest at Holy Angels Church, civil activist, founded Martin University in 1977.



Developed in 1950 in response to the segregated mortgage industry, Flanner House Homes was one of the first "sweat equity projects" in the country where owners helped construct their homes in lieu of a mortgage.



HISTORY

1899

Marshall Walter "Major" Taylor was an American cyclist who won the world 1 mile track cycling championship in 1899 after setting numerous world records and overcoming racial discrimination.



1913

Cold Spring Lane, was Indianapolis' Millionaire Row.



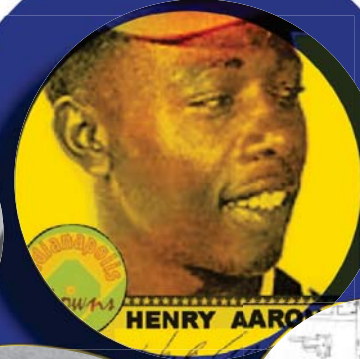
Herman Morgan Health Center in conjunction with IU, Flanner House opens. The first place in the state of Indiana to provide preventative medicine, and public health programs.

1946



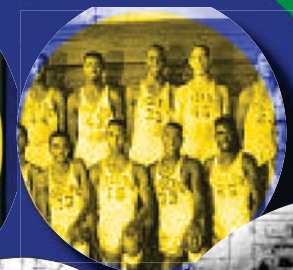
Future Homerun King and Major League Baseball Hall of Famer Hank Aaron started his professional career with the Negro League Indy Clowns at Bush Stadium.

1952



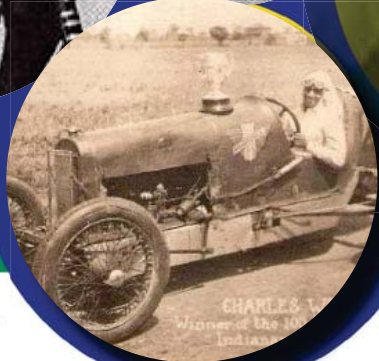
Crispus Attucks High School won basketball state championship. This was Indianapolis' first African American High School, opened in 1927.

1959



1924

Charlie Wiggins was a Northwest Area resident that started the Gold and Glory for African American race car drivers.



1936

Bishop Garfield Thomas Haywood, the founder of the Pentecostal Assemblies of the World, was nationally recognized as social justice advocate and lead one of the few integrated churches in the 1940's.



1960

During the 1960's, the NW Area neighborhoods was devastation of the construction of I-65. 4,300 households were displaced and the construction divided the neighborhood.



THE FUTURE

1970

Riverside Amusement Park
Closes its doors. By 1978 all rides
were sold.

1979

Public Library opens on
Flanner House campus,
becoming one of the nations first
public libraries on a community
center campus.

Many legendary jazz
musicians have played and
lived here.

2000

Rivers Edge
Construction
begins.



1975

Cleo Blackburn retires after 40 years of
leading Flanner House to the
forefront as a national model for
community self-reliance.

1983

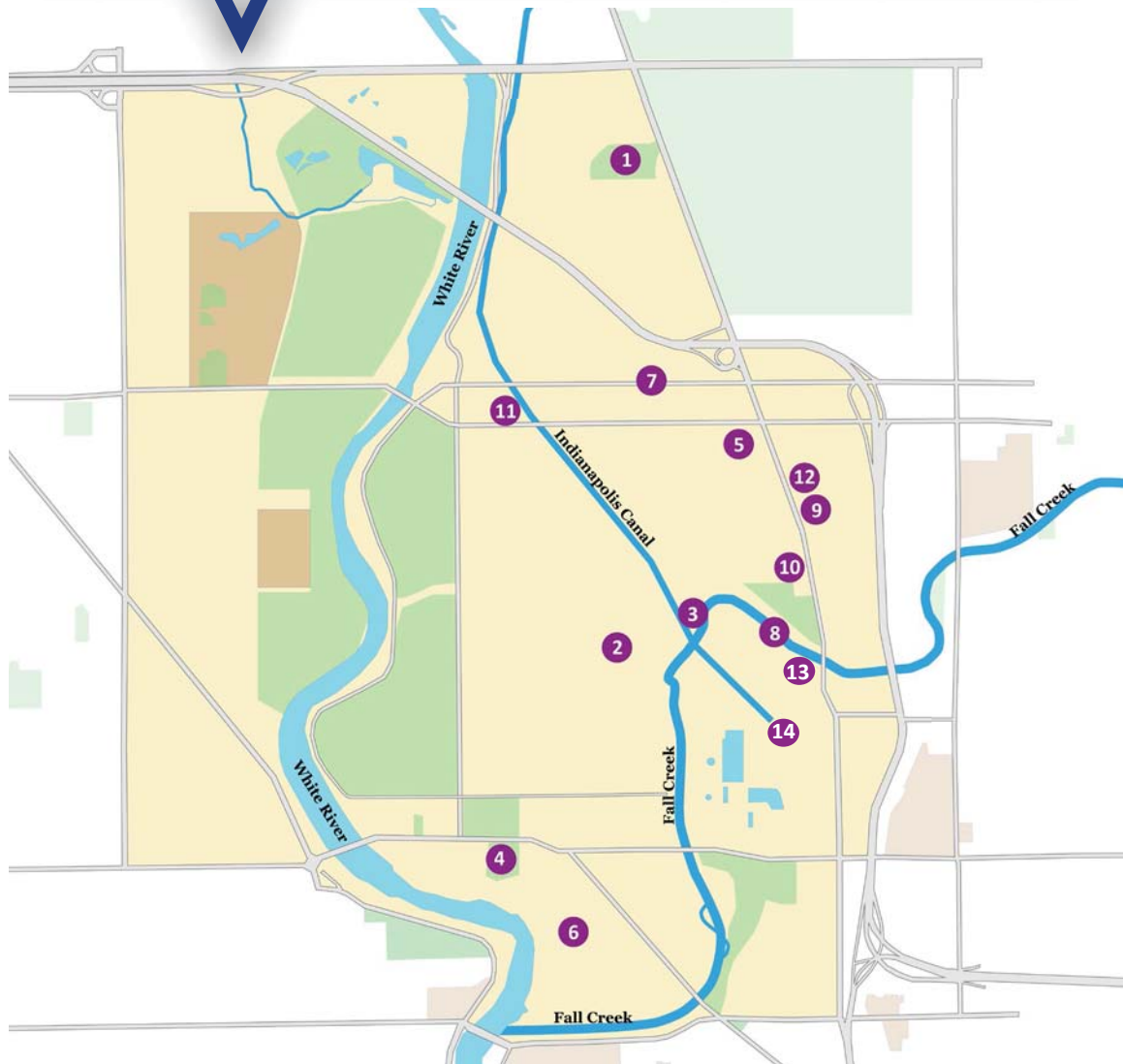
In 1983, the first phase of the restoration,
which housed offices and the Grand Casino Ballroom,
was completed. A \$2.5 million capital campaign raised funds
to restore the famous 944-seat (now 935) Walker Theatre.

2011

Community leaders
worked with City of
Indianapolis to create
the Dr. Martin Luther
King Jr. Street
streetscape.



WE'RE MAKING IT HAPPEN



● Complete ■ In progress ▲ In planning

1



Bertha Ross Park | New updates for intergenerational uses Summer 2014

2



Bryant Heating and Cooling | Demolition of a 20 acres site with planning grant for reuse

3



Burdsal Fire Station | Potential Reuse as a youth and community art space



Bush Stadium Lofts | Innovative design and brand for apartments highlighting "Major League" lifestyle.



Clifton Square | Senior Apartments



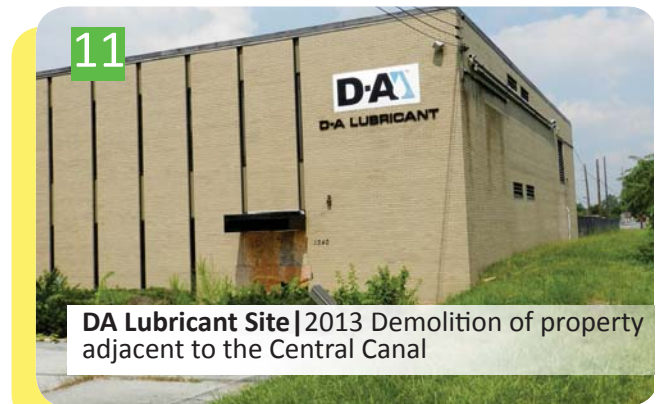
Flanner House | Development and expansion of facility to more than double space capacity



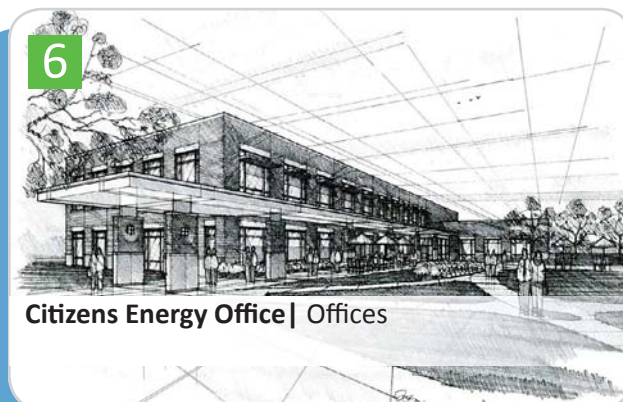
Charlie Wiggins Park | Community designed and constructed park. 300 volunteers lead the charge.



Destination Fall Creek | Expansion efforts to connect to White River Trail



DA Lubricant Site | 2013 Demolition of property adjacent to the Central Canal



Citizens Energy Office | Offices



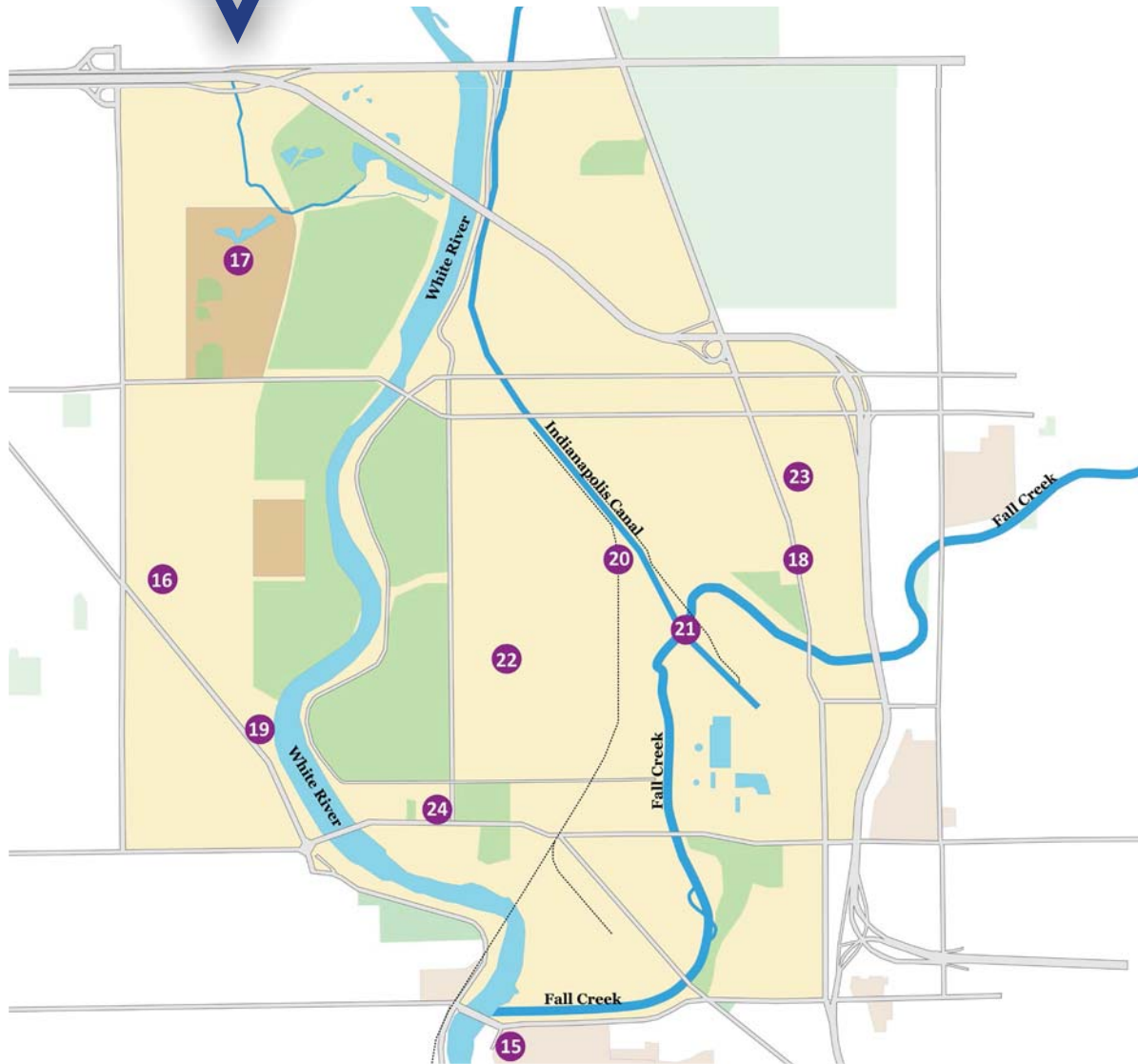
Family Dollar Store | New retail in the area. Opened 2013.



Glen Howard Manor | 48 units of affordable senior housing. Opened 2013.



WE'RE MAKING IT HAPPEN



● Complete ■ In progress ▲ In planning

13



Groundwork USA | Consideration of local chapter national not-for-profit focused on brownfields and greenspaces.

14



15



16



Lafayette Landing | 72 units of affordable housing. Opened 2012.

19



Municipal Garden Water Park | Includes new family-friendly water park.

22



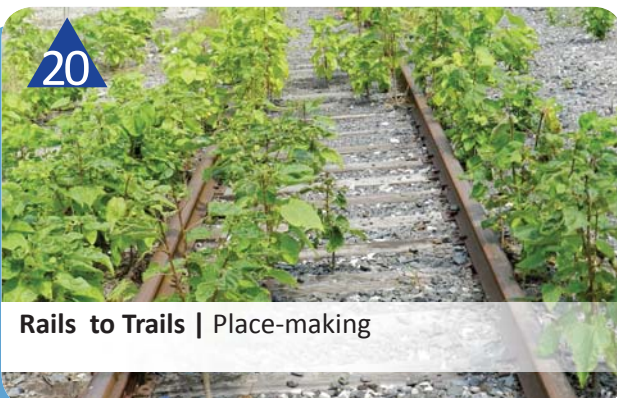
Renew Indy | Hardest Hit Fund Demolition of devastated homes.

17



Marian University | Indiana's 2nd medical school opens in Fall 2013.

20



Rails to Trails | Place-making

23



THE GRINDERY

The Grindery | Co-working space for entrepreneur support

18



MLK Street Scape | Design championed by neighbors celebrates Indianapolis' African Americans. Dedicated in 2011

21



Reconnecting Our Waterways | Opportunity to create new art and cultural spaces and places throughout community.

24



Vision Academy | Literacy-based program opens in Fall 2014.



THE NORTHWEST AREA | Development Opportunities



Burdsal Parkway Fire Station

- ① Bryant Heating & Cooling - 21st & Gent
- ② Burdsal Parkway Fire Station
- ③ Edgemont Church - Edgemont & Harding
- ④ Gas Station - Clifton & 30th Street
- ⑤ Indianapolis Marion County Public Library No. 1 – 30th and Clifton
- ⑥ Two Story Mixed Use - 3400 Clifton

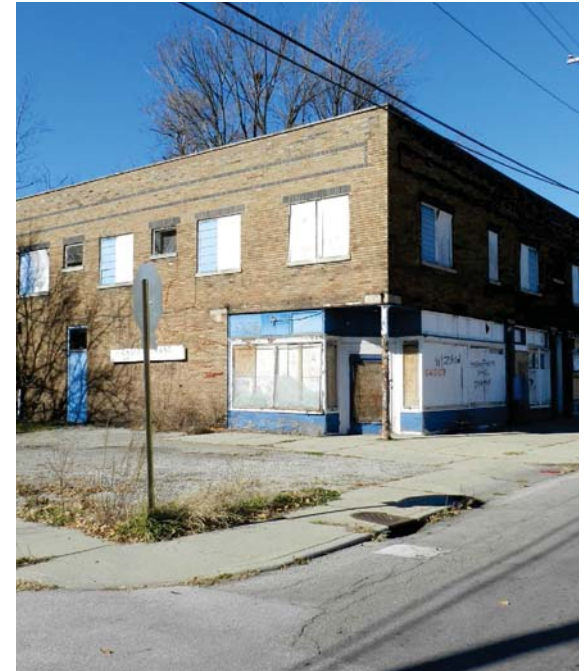
THE NORTHWEST AREA | Development Opportunities



Clifton & 30th - Gas Station



Edgemont Church | Edgemont & Harding



Two-Story Mixed Use | 3400 Cliftone

These spaces represent those that the community has expressed an interest for priority redevelopment.



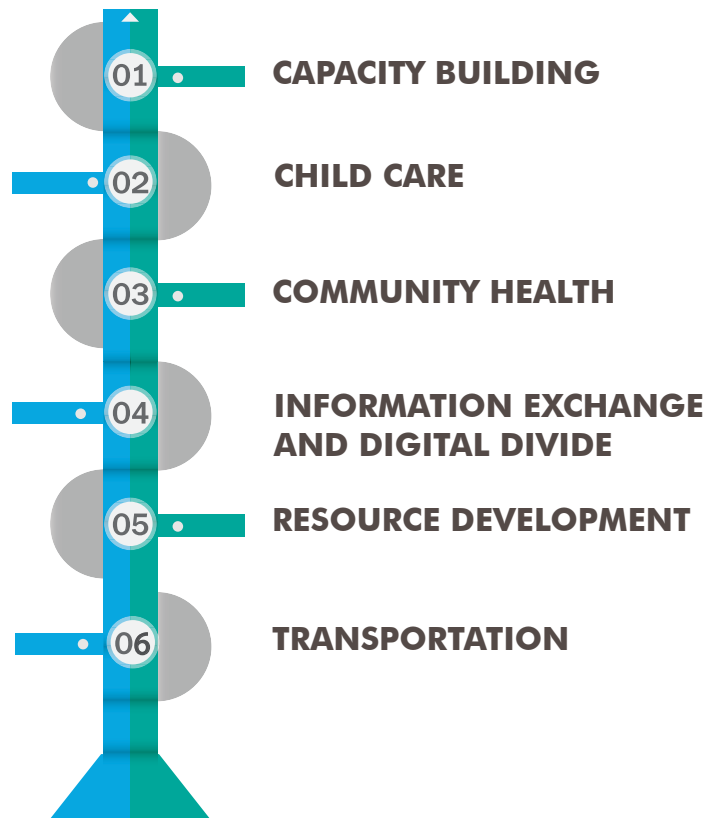


KEYS TO SUCCESS

KEYS TO SUCCESS

KEYS TO SUCCESS

A Quality of Life Plan is a road map towards success for the residents, businesses and other stake holders that live, work, worship and are connected to this community due to family or personal ties. While all progress faces hurdles that must be overcome, there are six common threads that run throughout each aspect of the plan that not only impact the lives of our community members, but the ability to effectively build the future we envision. Addressing these six areas are the keys to success for our community.



KEYS TO SUCCESS

1. CAPACITY BUILDING

As the community moves forward, it is essential that we build the knowledge base and capacity of our area residents and organizations. From developing basic computer skills to educating our residents on Tax Increment Financing (TIF), we must have a multi-pronged plan to provide our residents with the opportunity to learn new skills and develop their community in the direction they want to see it grow. In addition, there is a need to link residents with individuals from various fields in order to build the crucial community connections and relationships.

Our solutions include the following:

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Community Training Academy	Provide monthly workshops around specific topics for the community.	<ol style="list-style-type: none"> 1. Educate community about Training Academy. 2. Identify training needs of community. 3. Identify service providers and existing training resources. 4. Develop training workshops for topics that cannot be outsourced. 5. Connect residents with existing training options. 6. Identify facilities to hold trainings. 7. Set-up monthly training schedule. 	Flanner House	Indianapolis Neighborhood Resource Center, Purdue Extension, United Way, Neighborhood Associations	Years 1-5

KEYS TO SUCCESS

Capacity Building	Work with area neighborhood associations to build capacity and membership.	<ol style="list-style-type: none"> 1. Identify needs of neighborhood associations around Capacity Building. 2. Identify service providers and existing training resources. 3. Develop training workshops for topics that cannot be outsourced. 4. Set-up quarterly community mixers between residents, neighborhood associations, stakeholders and potential sponsors. 	Flanner House	Indianapolis Neighborhood Resource Center, Public Library, Purdue Extension, IUPUI, United Way	Years 1-5
Industry Specific Training	Identify training needs for individuals involved with specific areas of the QOL and assist them with attending subject specific conferences, etc.	<ol style="list-style-type: none"> 1. Identify industry specific training needs of community that align with QOL efforts. 2. Identify service providers and existing training resources. 3. Connect residents with industry specific existing service providers, conferences, etc. 	Flanner House and Marian University	Work One, Power Train, area Skilled Trade Programs	Years 1-5
Partnership Mixers	Quarterly mixers that bring together industry organizations and neighbors and other stakeholders in order to connect around common community concerns and QOL efforts.	<ol style="list-style-type: none"> 1. Educate community about “Monthly Mixers”. 2. Identify partners and businesses - of interest to the community. 3. Identify partners and businesses interested in investing in our community. 4. Identify facilities to hold monthly mixers. 5. Set-up schedule. 	Flanner House	The Grindery, First Baptist North	Years 1-5



KEYS TO SUCCESS

2. CHILD CARE

Access to safe and affordable child care is a concern for families throughout Indianapolis, particularly those located in the Northwest Area. The lack of adequate child care leads to many of our adults being unable to pursue and commit to full-time employment; expand ability to work in higher paying jobs and participate in training and career development opportunities. Currently, our area is without a youth center or an Indy Park after care program. Additionally, the majority of care options in this community are unregulated and only 3 licensed day care centers are within our community's borders. Our solutions are as follows:

Our solutions include the following:

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Increase Certified Childcare Facilities and Paths to Quality Level	Increase certified child care facilities in the area. Currently Northwest Area only has 3 licensed child care centers that have a Level 3 or higher Path's to Quality designation. Work with area service providers to increase their "Path's to Quality" Level Ranking	<ol style="list-style-type: none"> 1. Assess need for care in the area. 2. Assess number of child care providers in the community. 3. Work with established national child care service providers and small businesses to assess sustainability of opening a center in the community. 	Flanner House	Day Nursery, Big Auntie Gills, St. Mary's, other area child care providers	Years 2-5
Annual Childcare Fair	Educate the public on child care options in the community and available assistance to help pay for these services	<ol style="list-style-type: none"> 1. Identify local child care service providers. 2. Identify funding assistance for child care. 3. Educate public at community events and through information distribution about child care options. 	Flanner House	Day Nursery, Big Auntie Gills, St. Mary's and other area child care providers	Years 1-5

KEYS TO SUCCESS

Increase After School Activities	Identify and increase access to after school programming options .	<ol style="list-style-type: none"> 1. Identify and assess local after care service providers. 2. Identify funding assistance for after care programs. 3. Identify after care options that can be incorporated in already existing neighborhood resources such as family centers and faith-based organizations. 4. Educate public at community events and through information distribution about after care options. 	Flanner House	Faith-based programs, Indianapolis Public Schools and other area schools, IMPC, Boys and Girls Clubs	Years 2-5
Increase 24-hour and weekend service options	Develop a 24-hour and weekend service provider for child care needs.	<ol style="list-style-type: none"> 1. Identify existing resources in Northwest Area. 2. Work with area service providers to assess feasibility of weekend/24 hour care. 3. Advocate for centers to have a weekend/overnight option. 4. Work with existing resources to create on-line information system about availability of care. 	Flanner House	Area child care providers, Ivy Tech	Years 3-5



KEYS TO SUCCESS

3. COMMUNITY HEALTH

Health - both as individuals and a group - plays a key role in our ability to succeed as an improving community. Factors such as education, safety, housing, job opportunities and others have just as much impact, if not more, as does access to affordable quality healthcare. As we implement our plan it is crucial to identify and ways to integrate health into those plans.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Community Health Assessment	Develop a community-wide health assessment.	<i>In-Progress. This is being completed as a part of the Brownfield Assessment and Remediation due to the Carrier Bryant site.</i>	IUPUI School of Public Health and Marion County Health Department	IUPUI, Ivy Tech, Butler University, Purdue Extension Service, Indy Parks, Eskenazi Health, Marian University, IU Health	Year 1-2
Integrate Community Health solutions into NWA QOL Initiatives	Once the community health assessment is completed, analyze data and look at ways to incorporate community health solutions into the various NWA QOL Initiatives.	<ol style="list-style-type: none"> 1. Review Health Assessment data collected through Brownfield Assessment and Remediation Process. 2. Outreach to the community to inform them of the results. 3. Work with the community to create solutions to address these health related issues through QOL existing and / or new initiatives and action items. 4. Incorporate efforts to into existing QOL Initiatives. 	IU Health, Marian University, Fairbanks School of Public Health	IUPUI, Ivy Tech, Butler University, Purdue Extension Service, Indy Parks, Eskenazi Health, Marian University, IUPUI Fairbanks School of Public Health	Years 2-5

KEYS TO SUCCESS

Create a grassroots community health network	Encourage different organizations to work together to address health determinants.	<ol style="list-style-type: none"> 1. Community outreach to identify types of access to health resources community needs. 2. Partner with providers to share information and identify how they can support community health and meet the needs expressed by the community. 3. Access the various faith-based and non-profit organizations in the community that can support non-traditional access to health resources. 4. Bring together health providers, community stakeholders and residents to develop a plan to deliver non-traditional methods of delivering health services to the community. 	IU Health, Marian University, Fairbanks School of Public Health	Faith based organizations, IPS and area charter and parochial schools, IUPUI, Ivy Tech, Butler University, Purdue Extension Service, Indy Parks, Eskenazi Health, Marian University, IUPUI Fairbanks School of Public Health	Years 1-5
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KEYS TO SUCCESS

4. INFORMATION EXCHANGE AND DIGITAL DIVIDE

In our technology driven society information is power. The lack of access to information and technology means that our community is hobbled in its efforts to move forward. What is known as the “digital divide” impacts the upward mobility of those in economically distressed areas, which includes portions of the Northwest Area. This is especially important to those that do not have consistent computer access. For these individuals, the “digital divide” creates an environment wherein there exists a lack of access to the tools and technical resources needed to access our new economy.

The Northwest QOL has identified that our community which is comprised of a 6 square mile area has only one free public access space for computer-use, located at the Flanner House Public Library. The library has 12 computers for public use in an area that has approximately 11,000 residents. In addition, the library is not open on the weekends and there are no known cyber cafes in the area. Our library is crucial to the success for this community, but is presently scheduled for closure. This is a serious concern.

The lack of consistent communication currently hampers the ability to adjust quickly and plan accordingly. When major events are planned within our community, it is very difficult to get critical details to our residents. While we were very successful in getting the word out through traditional organizing efforts such as canvassing, flyers and phone blasts, these methods are labor intensive, time consuming, costly and do not adjust quickly or easily to sudden change. In order to succeed on a project of this magnitude and move our community and lives of our residents in the direction they want to go, the digital divide and information issues must be addressed.

Our solutions include:

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Indy Park's Family Center as Information Hubs	Incorporate/expand information centers and computer access into the 3 Indy Park Family facilities (wireless Internet and terminals)	<ol style="list-style-type: none"> 1. Assess various methods of creating a community information hub – digital, paper, hybrid, etc. 2. Community outreach to identify best methods to distribute information into the community. 3. Identify potential partners to donate equipment and/or funding opportunities 4. Assess where to locate in the facility, and how large 5. Create and implement Information Hubs 	Flanner House	Riverside Civic League, Riverside Reunion, neighborhood associations	Years 1-5

KEYS TO SUCCESS

Advocate for Flanner House Library	Mobilize community to advocate for Flanner House Library remaining open	<ol style="list-style-type: none"> 1. Continue to monitor the new IMCPL Strategic Plan as it is implemented 2. Look for opportunities to continue to highlight the impact this library has in this neighborhood in terms of economic empowerment and as a vital youth and adult educational tool 3. Form the Library Committee to continue to research type of services needed in the community as they pertain to use of the library. 	Flanner House	Riverside Reunion, neighborhood associations, MLK Business Revitalization Association, area businesses and organizations	Years 1-5
Increase Access to Local Computer Resources	Identify and assess computer facilities at faith-based and non-profit organizations to develop a plan to open these facilities to the community.	<ol style="list-style-type: none"> 1. Assess computer resources available at Northwest Area businesses, non-profits and faith-based organizations. 2. Advocate for the use of these spaces for the community. 3. Partner with individuals providers to create a work plan opens access to the community, but addresses providers concerns 4. Inform community about computer options 	Flanner House	Neighborhood associations, MLK Business Revitalization Association, area businesses and organizations	Years 1-5
Community Resource Center	Develop a digital and/or paper based community resource center / information exchange to deliver timely and important information to community consistently	<ol style="list-style-type: none"> 1. Assess various methods of creating a community resource center. 2. Community outreach to identify the type of resources residents and stakeholders want and need additional information on 3. Identify potential partners to donate equipment and/or funding opportunities 4. Assess where to locate resource center in the community 5. Based on feedback on the what type of resource center is needed and where in the community, design and develop center 	Flanner House	Neighborhood associations, area businesses and organizations	Years 1-5



KEYS TO SUCCESS

5. RESOURCE DEVELOPMENT

Our community is ripe with many assets and resources that can be leveraged to move our community forward. In order to fully move in the directions we want to see our community develop, we need more resources. As such, the continuous development of partnerships and access to resources is vital. At its most basic level, without consistent and reliable funding, the ability to generate a well thought-out and comprehensive QOL Plan will be dampened.

Key to the success of our QOL Plan is linking the human resources that are inherent in such a diverse neighborhood to outside organizations willing and capable of assisting. We need to continuously reach out to not only neighborhood leaders but all residents, seeking their input by inviting to planning meetings, question and answer sessions, as well as updating all residents on the status of the QOL Plan.

Our solutions include:

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Partnership Development	Continuous Development of partnerships to support area efforts	<ol style="list-style-type: none"> 1. Continually identify potential partners whose interest match with specific Northwest Area QOL Initiatives. 2. Cross reference list with present Northwest Area QOL Action Items. 3. Contact and meet with potential partners. 	Flanner House	Neighborhood associations, MLK Business Revitalization Association, area businesses and organizations, Marian University, IUPUI, Ivy Tech, Butler University, area faith-based organizations	Years 1-5

KEYS TO SUCCESS

Partnership Mixers	<p>Quarterly mixers that bring together industry organizations neighbors and other stakeholders in order to connect around common community concerns and QOL efforts.</p>	<ol style="list-style-type: none"> 1. Create a theme for each mixer 2. Set a schedule for the 12 month cycle 3. Look for potential speakers that support the theme 4. Connect with partners that support specific initiatives and actions items of the Quality of Life Plan 5. Locate space, time and location 6. Hold Mixers 7. Follow-up with potential partners and neighbors on seeing where partnership opportunities can be formed 	<p>Flanner House</p>	<p>Neighborhood associations, MLK Business Revitalization Association, area businesses and organizations, Marian University, IUPUI, Ivy Tech, Butler University, area faith-based organizations</p>	<p>Years 1-5</p>
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KEYS TO SUCCESS

6. TRANSPORTATION

Reliable and adequate transportation is an issue faced by many residents throughout Indianapolis. However, for residents of the Northwest Area QOL boundaries, this issue is further heightened by the fact that many rely on public transportation and lack the means for more sustainable options.

Lack of accessibility to timely and reliable transportation impedes residents' ability to access higher paying jobs and various economic opportunities, as well as other resources found throughout the city. The ability to connect fully to city life increases the capacity of our neighbors to create the outcomes they would like to see happen in our community. Transportation limitations further hampers our community's ability to participate in the QOL implementation process as long commute times on public transportation prevent many from attending meetings.

Our solutions include the following:

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Faith Bus Transport	The Northwest Area has approximately 75 faith-based institutions, many of which have buses and vans for their membership. Working with area faith-based institutions to offer pick-up and drop-off services for designated gathering locations. With this many churches in the community, if a church will commit to at least 1 pick-up/drop-off per month, this would increase options.	<ol style="list-style-type: none"> 1. Assess resources of faith-based institutions. 2. Discuss how to move these into action. 3. Assess feasibility of a faith bus transport. 4. Create a revolving schedule. 5. Pursue funding for fuel and drivers. 6. Assess program yearly and adjust as needed. 7. Develop a standardized guideline for how program operates and market it to the community. 	Flanner House	First Baptist North, Northside New Era Missionary Baptist Church, Mt. Olive Missionary Baptist Church, Pilgrim Baptist Church, Barnes United, Christ Temple Apostolic, and other area faith based organizations, area residents and neighborhood associations	Years 2-5

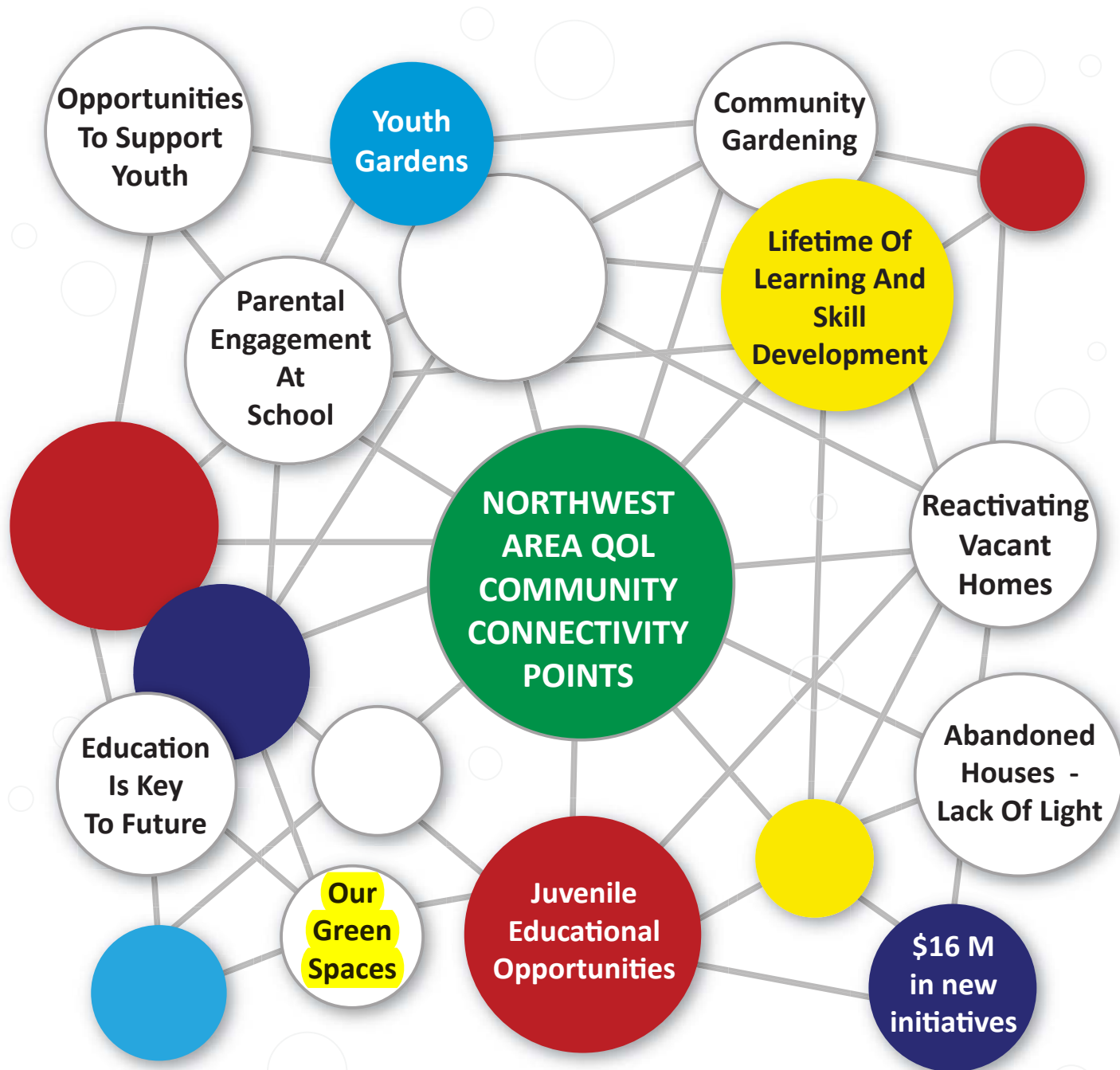
KEYS TO SUCCESS

Ride Share Program	Create a system of ride share programs for major employers. This is presently occurring with the Plainfield Amazon Warehouse facility where individuals can meet-up at the State Fairgrounds to be transported to work. More of these types of pick-up and drop-off coordination efforts are needed, especially to major employment hubs outside Indianapolis proper such as Plainfield.	<ol style="list-style-type: none"> 1. Assess community resources. 2. Discuss how to move these into action. 3. Assess feasibility of a transportation program. 4. Create a revolving schedule. 5. Pursue funding for fuel and drivers. 6. Assess program yearly and adjust as needed. 7. Develop a standardized guideline for how program operates and market it to the community. 	Flanner House	Area faith based organizations, area residents and neighborhood associations, MLK Business Revitalization Association, area businesses, Marian University, Ivy Tech, IUPUI, IndyGo	Years 2-5
Purple Line Advocacy	Participate and advocate for the 38th Street Purple Line.	<ol style="list-style-type: none"> 1. Attend Indy Go meetings around the Purple Line. 2. Advocate for impact of a bus running down MLK to 30th Street. 3. Educate community on the impact. 	Flanner House and Marian University	Marion, Neighborhood associations, MLK Business Revitalization Association, Area Businesses	Years 1-5
Local Cab	Individuals who own cars can pick-up riders at designated areas and take them to other spots within the community for a nominal fee of \$1 per ride. These types of alternative transportation / connector systems are common in large cities such as New York City.	<ol style="list-style-type: none"> 1. Assess community resources. 2. Discuss how to move these into action. 3. Assess feasibility of a transportation program. 4. Create a revolving schedule. 5. Assess program yearly and adjust as needed. 6. Develop a standardized guideline for how program operates and market it to the community. 	Flanner House	Area faith based organizations, area residents and neighborhood associations, MLK Business Revitalization Association, area businesses, Marian University, Ivy Tech, IUPUI, IndyGo	Years 3-5





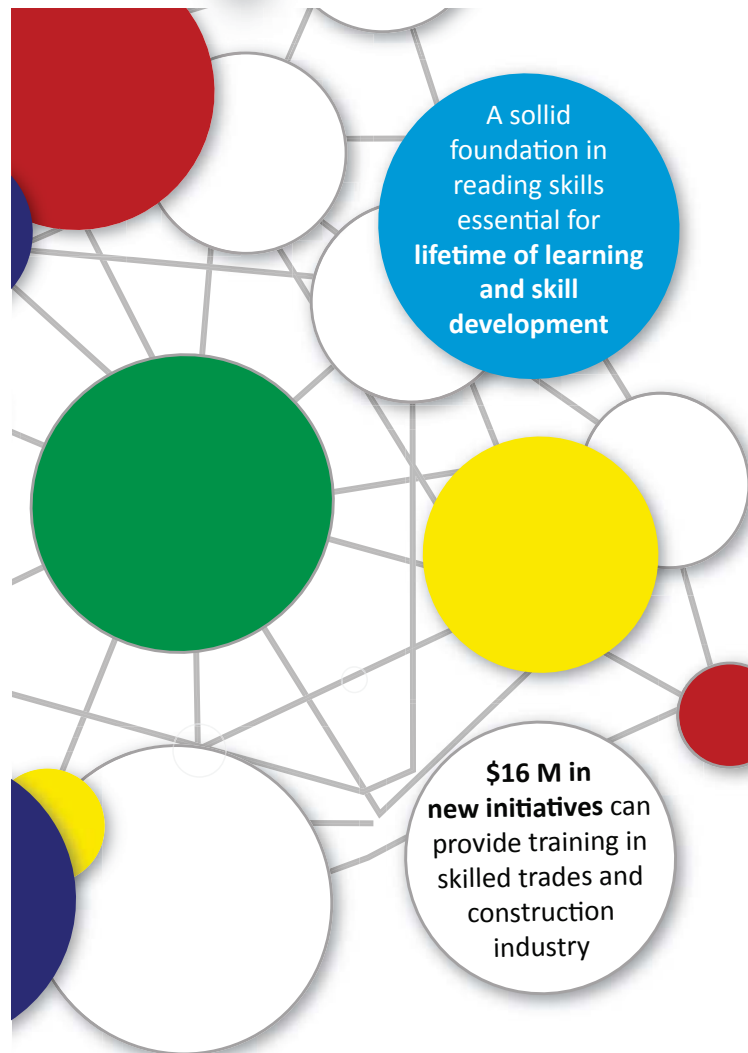
COMMUNITY INITIATIVES



MAKING CONNECTIONS = SOLUTIONS



ADULT EDUCATION AND SKILL DEVELOPMENT



Our Story Now

As Indianapolis continues to grow and our national economy globalizes, it is vital that our community have the skills to compete in the marketplace. Health, technology, skilled trades, aquaponics, construction, and business ownership are just a few options that members of our community can explore as we move to another level of economic stability and independence. Many efforts throughout the QOL initiatives are focused on creating a sustainable community with jobs and economic opportunities. While the average income for our QOL area is \$35,778, the reality is that a significant portion of our community, around **5,700** are underemployed or with a reported income of under \$10,000.00 annually. Service jobs support nearly 28.37% of our residents and their families.

Currently, the federal poverty level of a family of four is \$23,850. However, according to a study performed by Massachusetts Institute of Technology (MIT), it was determined that a family of four living in Indiana required a livable wage of at least \$28.04 per hour, which totals \$58,316 annually which is more than double that of the federal poverty level. For a single-parent household with one child, the parent needs to make \$38,000 per year to live without assistance services. There is currently an issue with high unemployment or underemployment, amongst residents in the Northwest Area community. Top employment issues compiled from discussions with residents include:

- Lack of education
- Lack of job readiness or life skills
- Lack of skills needed to obtain skill-based employment
- Limited access to childcare and after-school care
- Limited access to dependable transportation or public transportation

Low socioeconomic status can affect communities and families in a variety of ways. It can affect the quality of life of families, how families cope with hardships, as well as the

ADULT EDUCATION AND SKILL DEVELOPMENT

resources available in their communities (such as schools, recreational activities, and the level of health care available). Through the development of strong resource network and development advocate, families in our community can achieve the self-sufficiency through training and support that will contribute to an increased self-efficacy and overall stronger community.

In addition, there are many challenges facing formerly incarcerated community members - young and old - once they return to the community. Not only do these men and women face challenges of adjusting to their new life, but the individual's family is also impacted by their return, as well as our community. Our community must also have a system in place to absorb these individuals in a holistic and supportive manner. This will result in reducing recidivism rates and helping to move citizens towards more productive roads that allow more than just survival but create thriving members of society. In 2012 approximately 20% of Marion County's formerly incarcerated adults were released to addresses in the Northwest Area. Many of the main issues facing adults when returning to the community include:

- Stable Housing
- Employment
- Transportation
- Job skill training
- Connection with positive resources

Recent efforts to better support our returning citizens include:

- Ban the Box campaign, which resulted in an ordinance that prohibits City or County agencies and vendors from inquiring into an applicant's conviction history until after the first interview.
- INPACT program is now located at the IMPD Northwest District Headquarters. INPACT places the parole officer directly in the district, which makes a more immediate connection to the community to help individuals get back on their feet.



ADULT EDUCATION AND SKILL DEVELOPMENT

Our Future

Imagine if our community reduced the number of residents who are either unemployed or underemployed by 25% and the residents were able to provide their families with a more stable and financially secure quality of life because now they are earning a livable wage. Once our residents have more capital to make decisions, this increased financial stability will result in many opportunities for our neighbors to invest and benefit from the transformation of our community.

For many families, an increase in their wage along with an understanding of how to maintain or reduce household expenses, results in a positive overall quality of life as they are better able to obtain the resources they need to access healthier food, health care resources and better transportation options just to name a few.

In order for the residents of the Northwest Area community to obtain industry based skill training, there must be an advocate working on behalf of the residents and identifying opportunities for stable employment and training as well as the coordination of a resource network that would provide the residents with assistance with their most basic needs, such as childcare and transportation. The Center for Working Families is a resource center, within the Flanner House Community Center. In working with the Center for Working Families and other strategic community partners, our goal is:

- To provide a starting point for area residents to start receiving industry-based skills education and training;
- Develop a resource network that consists of ancillary support services such as childcare and transportation;
- Identify innovative methods of communicating opportunities and services to the area residents.

The Annie E. Casey Foundation report, *Lessons for a New Context: Workforce Development in an Era of Economic Challenge*, looks at the importance of workforce



ADULT EDUCATION AND SKILL DEVELOPMENT

development in the nation's recovery especially for low income, low-skilled workers. The report cites that to be successful workers need more than employment training. Employer engagement, deep community connections, career advancement, human service supports, industry-driven education, and training, and networks must also be established and opportunities made available. This is important to have integration between public institutions, neighborhood and non-profit organizations to bring about desired results. The basic issues impacting our community workforce as we move forward include:

- **Retention and Advancement:** Requires better up-front training and job matching, along with appropriate and effective supports (child-care, transportation) plus financial incentives for firms and employees. Apprenticeship models can be a way for employers to clarify to workers how incremental skill acquisition can increase productivity.
- **Employment and Jobseeker Customers:** Need to meet the needs of both employers and job seekers in community. Employer driven workforce development means valuing employers as an integral part of program design and operation. Community organizations that offer programs in workforce development are working to foster a longer-term commitment and engagement with the organization, job seekers see community-based workforce development as "home base".
- **Regions, Cities, and Neighborhoods:** Labor markets are regional and not restricted by city jurisdictional boundaries.
- **Race Matters and Labor Markets:** Development of "soft skills" are important and can help better define the job readiness that employers require. Businesses need skills related to critical thinking, written and oral communication, interpersonal qualities, and teamwork. Lack of readiness for today's job market is challenge for employers and job seekers. Recent innovations related to job readiness, supervisory training, changing internal labor market and hiring practices, and diversity training are helping to overcome barriers and build skills of employers and job seekers.
- **Best Practices:** Sector based approach creates employment opportunities within a regional cluster of firms that share markets, technologies, and/or suppliers, requires strong partnership between businesses, community colleges, public workforce institutions, and community groups. Workforce interventions are often not enough for low-income, low-skilled workers as they enter the labor force. Additional economic and social supports are needed. Examples: Seedco's Earnfair Alliance in NYC, Local Initiatives Support Corporation's network of Centers for Working Families (CWF) in Chicago (these are also here in Indianapolis.)
- **Labor Market Reform:** Change in labor market as a whole will help with scale, sustainability, and structural changes needed to create good jobs and accessible career ladders for low-income job seekers.

By providing these residents with training in conjunction with the support services, we can work to remove some of the major barriers, which in many cases limit personal growth and increases in a family's socio-economic status.



ADULT EDUCATION AND SKILL DEVELOPMENT

Our Goals

As we move forward our goals include the following:

1. **Connect residents with job and life skills training opportunities and resources to move to the next economic level.**
2. **Provide intentional job training and entrepreneurial experiences within the Northwest Area**
3. **Develop a network of area resources and services to support formerly incarcerated adults.**



ADULT EDUCATION AND SKILL DEVELOPMENT

GOAL 1: Connect Northwest Area residents with job and life skills training opportunities and resources to move to the next economic level.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Flanner House Center for Working Families	Establish the Flanner House Center for Working Families as the hub for Northwest Area training programs.	<ol style="list-style-type: none"> 1. Establish the Flanner House Center for Working Families as the hub for Northwest Area training programs. 2. Continuously update and connect with additional training options 3. Develop a set of communication tools that will provide information on what, where and when individuals can get access to the Center for Working Families (CWF). 4. Distribute information to our community on a timely basis. 5. Work with other area providers to recruit community members to participate in CWF programs. 6. Work directly with PACE and INPACT to funnel clientele directly into Flanner House CWF. 	Flanner House CWF	DPW, residents, community service projects, residents, area stakeholders and businesses, neighborhood associations, MLK Business Revitalization Association, Keep Indianapolis Beautiful, Habitat for Humanity, Ivy Tech	Years 1-5
Increase Access to GED and Literacy Skills	Connect residents with GED and literacy training.	<ol style="list-style-type: none"> 1. Identify organizations in Northwest Area and city-wide providing GED and literacy training. 2. Community outreach to educate and inform community on availability of resources. 3. Incorporate information about GED and Literacy information into all CWF case management. 4. Work with area schools and faith-based organizations to create opportunities to host literacy and GED training efforts. 	Flanner House CWF	Indy Reads, Flanner House, IPS schools and administration, Holy Angeles, Vision Academy,	Years 1-5



ADULT EDUCATION AND SKILL DEVELOPMENT

Development of Construction and Skill Trades Opportunities	Create a pipeline for residents to work in the upcoming deconstruction and demolition of area abandoned housing.	<ol style="list-style-type: none"> 1. Identify companies in the community working in construction, deconstruction and demolition of residential. 2. Identify skill requirements. 3. Identify organizations that provide the required training and certifications. 4. Connect residents to job skill training and construction jobs through the Flanner House Center for Working Families and Work Force One. 	Flanner House CWF	Flanner House, New Life Development Ministries, Second Helpings, ADAM Program at Northside New Era, Help Indiana, Excel Center, Ivy Tech Community College, Entrepreneurship Development, Employ Indy, Power Train Indy, Work Force One, Dress for Success	Years 1-5
Industry-Driven Education and Training	Connect training opportunities to industry driven and community based initiatives such as construction, hospitality, warehousing, and health care.	<ol style="list-style-type: none"> 1. Identify industry trends and education requirements. 2. Identify training and education providers. 3. Determine if there are requirements for admission. 4. If there is an admission fee investigate scholarship opportunities for residents that cannot afford to pay. 	Flanner House CWF	Flanner House, New Life Development Ministries, Second Helpings, ADAM Program at Northside New Era, Help Indiana, Excel Center, Ivy Tech Community College, Entrepreneurship Development, Employ Indy, Power Train Indy, Work One, Dress for Success, Indianapolis Public Library	Years 1-5

ADULT EDUCATION AND SKILL DEVELOPMENT

Job Readiness, Life and Soft Skill Development Resource Guide	Connect individuals to resource guide that assists them in determining what is the right set of option(s) to meet their needs.	<ol style="list-style-type: none"> 1. Identify resources that provide life and soft skills training such as: <ul style="list-style-type: none"> • Career planning • Computer Skills • Interviewing • Resume Writing • Job Search • Electronic applications • Problem-solving skills • Conflict resolution skills • Coping in workplace • Behavior modification (anger management) • Seeing issues from employer's perspective • Knowing where to turn when difficult issues arise. • Financial Literacy 2. Develop a resource guide with life skills and soft skills resources. 3. Distribute to CWF, INPACT, PACE, and other community information channels. 	Flanner House CWF	Flanner House, Work One, Dress for Success, New Life Development Ministries, Marian University, IUPUI, Ivy Tech, Indianapolis Neighborhood Resource Center	Years 1-5
Job Resource Fair	Annual Resource/Family fair which consists of family activities, resources, and an "out of school fair" for parents to find out about training and programs for themselves in addition to their children.	<ol style="list-style-type: none"> 1. Identify area job fairs and create a community calendar. 2. Communicate calendar to the community. 3. Identify potential employers and service providers for a community job fair. 4. Set job fair to coincide with hiring season. 5. Distribute information into the community utilizing traditional and non-traditional communication and organizing strategies. 	Neighborhood Associations, MLK Business Revitalization Association, Flanner House CWF	DPW, residents, community service projects, residents, area stakeholders and businesses, neighborhood associations, MLK Business Revitalization Association, Keep Indianapolis Beautiful, Habitat for Humanity,	Years 1-5



ADULT EDUCATION AND SKILL DEVELOPMENT

Employment and Training Job Board	Create a digital and printed resource directory with upcoming events, job openings in the area, business advertisements, training and work shops with community partners, transportation and childcare.	<ol style="list-style-type: none"> 1. Develop partnerships with businesses to create an on-going system of activities. 2. Utilize existing job boards either electronic or hard copy. 3. Investigate creating an online option. 4. Create a hard copy option. 5. Utilize the community information hubs as a way of distributing hard copy info to the community. 	Flanner House	Urban League, Indeed, Employ Indy, Flanner House, Power Train, First Baptist Church North	Years 1-5
Wrap Around Services	Connect residents seeking employment through the Center for Working Families (CWF) with agencies that provide social service supports.	<ol style="list-style-type: none"> 1. Identify wrap around service needs of individuals entering workforce and training. 2. Identify resources in the community around: <ul style="list-style-type: none"> • Transportation • Childcare • Rental and utility assistance 3. Communicate information on service providers through CWF, as well as other community information distribution outlets. 	Flanner House	Flanner House and other social service support providers including faith-based organizations	Years 1-5
Public Library as Hub of Adult Skill Development	Utilize the Indianapolis Public to create specific programming to build adult education and skill development.	<ol style="list-style-type: none"> 1. Identify specific training needs for residents. 2. Identify providers for specific programming. 3. Identify online options that can be delivered through the library's technology. 4. Identify additional sites within Northwest Area community to host trainings. 5. Create a schedule of in-house courses. 	Flanner House	Indianapolis Marian Country Public Library – Flanner House branch, Marian University, Flanner House, IUPUI, Ivy Tech, Indy Reads	Years 1-5

ADULT EDUCATION AND SKILL DEVELOPMENT

GOAL 2: Provide intentional entrepreneurial development within the Northwest Area

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Increase Number of Entrepreneurs	Nurture entrepreneurship in the Northwest Area through training and development opportunities.	<ol style="list-style-type: none"> 1. Connect with current entrepreneurial training organizations working in the Northwest Area community as well as the greater Indianapolis community. 2. Consult with local organizations to provide training and mentoring to those seeking to own their own business. 3. Form collaboration model between current businesses and potential business owners. 4. Provide tools for business planning and funding (microloans and other revenue streams). 5. Create online economic development portal that provides real time data on businesses, services, entrepreneurial training opportunities, etc. 	The Grindery	The Grindery, Flanner House, Business Ownership Initiative, Dreamapolis, Flagship	Years 1-5
Senior Workforce Development	Foster professional growth for our senior residents.	<ol style="list-style-type: none"> 1. Provide easily accessible training opportunities for seniors. 2. Establish and publish a comprehensive list of businesses, employers, and other services available to seniors. 3. Match senior with younger member of community. 	Flanner House	The Grindery, Flanner House, Business Ownership Initiative, Dreamapolis, Flagship, Goodwill Industries, Ivy Tech University, Marian University, IUPUI, Butler University, WorkOne	Years 1-5



ADULT EDUCATION AND SKILL DEVELOPMENT

Goal 3: Develop a network of area resources and services to support formerly incarcerated adults.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Adult Re-entry Support Resources	Develop a support pipeline for returning citizens.	<ol style="list-style-type: none"> 1. Identify resources in and adjacent to the Northwest Area community that address the following requirements identified by the Parole Office: <ul style="list-style-type: none"> • GED / Diploma Prep • Life Skills • Housing • Job Training • Substance Abuse and Mental Health Services 2. Develop a catalog of resources for INPACT Officer and to be distributed in community. 3. Connect all INPACT Parolees with PACE Resources. 4. Connect all INPACT Parolees with Skills to Success Life Coach Training at Flanner House, which also includes a Work One Coach. 5. Develop community resources around mental health and support groups for returning adults. 	Northwest Area Re-Entry Support	PACE Indy, INPACT, Flanner House of Indianapolis, New Life Development, Mental Health American of Greater Indianapolis, Christian Theological Counseling Center	Years 1-5

ADULT EDUCATION AND SKILL DEVELOPMENT



ARTS, PARKS AND NATURE



Our Story Now

Our community is blessed with an abundance of parks, natural assets and artists. Fifteen percent (584 out of 3,840 acres) of our QOL community is dedicated to green space. The Northwest Area also houses three of Indy Parks Family Centers, which support the recreational needs of our community and serve as important community gathering spaces. The parks are frequented by many residents and non-residents for a variety of community events and activities.

- On summer Sunday afternoons, **Watkins Park** hosts a lively jazz and blues music series. Crowds as large as 2,000 attend this popular community event.
- **Municipal Gardens** is known throughout the state for its Amateur Athletic Union basketball program. This program brings in boys and girls and their families from across the city and state to our community.
- **Riverside Park** is a unique and much loved regional park that hosts many recreational activities and youth clubs. This park alone is larger than Central Park in New York City.
- Located within the Riverside Regional Park, the **Indy Cycloplex** houses the Major Taylor Velodrome which offers cycling programs for riders of all ages and skill level. The park also includes trails and paths for riding and walking.
- Adjacent to the Indy Cycloplex is the **Nina Mason Pulliam EcoLab**, which is a 70+ acre wetland and urban forest, as well as an historic landscape. The EcoLab is open to the public and also offers environmental science programming throughout the year for all ages.

The greenways of our parks are further magnified by three area golf courses:

- **Riverside Golf Course**
- **Woodstock Country Club**
- **Coffin Golf Course**

ARTS, PARKS AND NATURE

Rethinking how our waterways can become an asset to our community is an important effort given that the Northwest Area is home to three of the six waterways identified by Reconnecting to Our Waterways (ROW) as significant and impactful to Indianapolis.

“ROW is a grassroots initiative designed to reclaim the benefits of Indianapolis’ waterways; to provide opportunities for physical, human, and economic development. It’s about helping neighbors strengthen waterways, and in turn, helping waterways strengthen neighborhoods.”

The three waterways include the White River, which runs right down the middle of our community on a north to south route; the Central Canal, which runs from 38th Street to 16th Street at a south eastwardly direction; and Fall Creek, which is housed primarily in the southeast corner of our territory from Burdsal Parkway to 16th Street.

The Northwest Area QOL is anchored by three important cultural opportunities. Our southeastern territory contains the Indiana Avenue Cultural District and Crispus Attucks Museum, while the Indianapolis Museum of Art is our next door neighbor to the north. The area itself is home to many artists such as Bill Ryder who has created a personal sculpture park at the corner of 35th Street and Clifton. There are also public art works such as two of the 2012 Super Bowl murals from the 46 for XLVI Project, and the work championed by neighbors for the design of Dr. Martin Luther King Jr. Street Corridor.

In 2013 Indy Parks issued a *Request for Information* (RFI) requesting revenue generating ideas for our parks. An important criteria of the RFI was public use of the space. As public dollars tighten around the country, this is an opportunity to think creatively about how to revitalize these assets using private funding and partnerships that can support our parks and community as a whole. The Citizen’s Energy Deep Rock Tunnel Project will heavily impact Watkins Park and will require the closure of part of the park during construction.

Our community is one of the oldest in Indianapolis. This means that for many years industry has operated within our borders, resulting in many older factories and natural



ARTS, PARKS AND NATURE

assets becoming brownfields or land that has had an industrial use and may be contaminated. The neighborhood victory to demolish the Bryant Heating Factory has led to an additional opportunity with the awarding of a Ground Works Grant to address this 19 acre brownfield in the heart of a residential area.

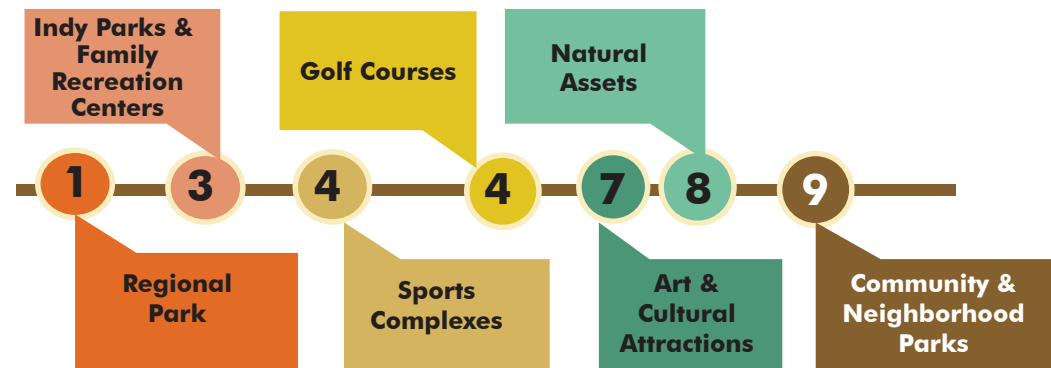
"Reclaiming brownfields and vacant properties for community benefit is central to the work of all Groundwork Trusts. Trusts typically work on smaller brownfield sites in dense, urban neighborhoods that have suffered decades of economic decline and disinvestment—sites with low economic development potential. In most cases, Trusts do not own the land and partner either with private land owners, or local government departments to assess the site's contamination, examine its green potential and then engage neighborhood residents and community/civic groups to devise a feasible reuse plan and long-term ownership and maintenance strategy. They function as a nonprofit "green" consultant to both local government and neighborhoods."

- Ground Works Grant

The addition of this important new program into our community offers unique opportunities to address not only the issues around brownfields, but develop a comprehensive connectivity plan for our community linking together our parks, waterways, natural assets, greenways, open spaces and arts.



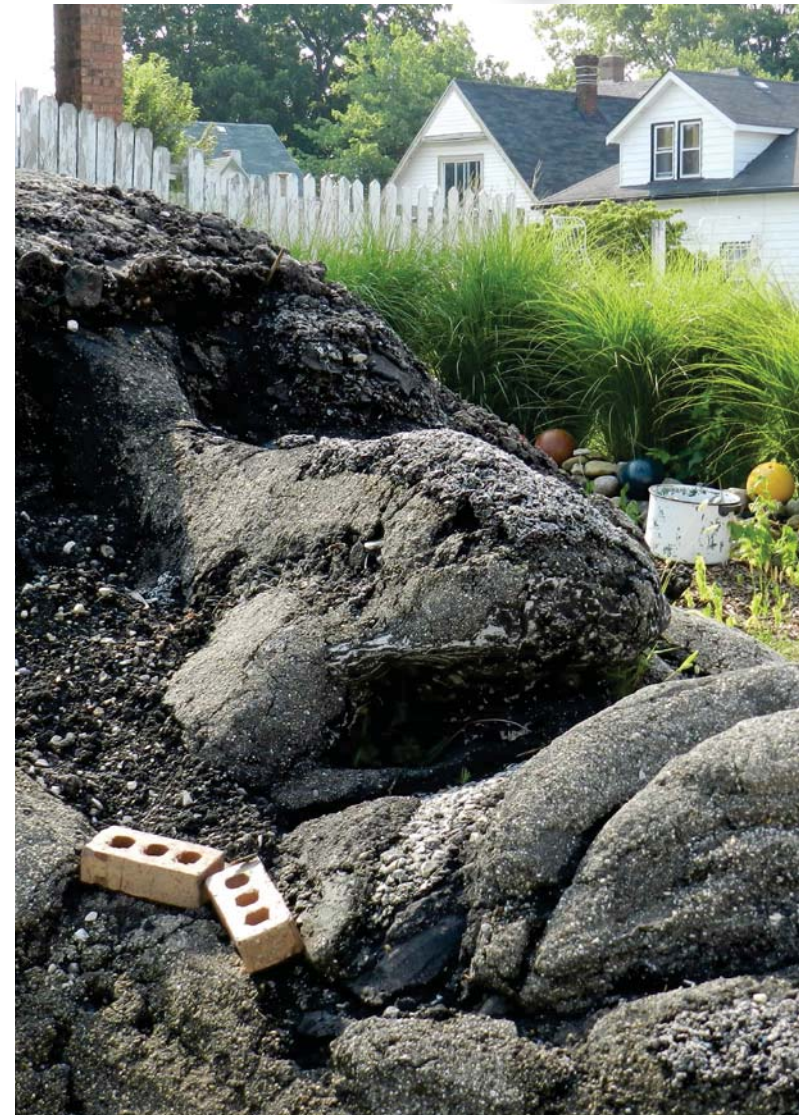
Our Community Has:



ARTS, PARKS AND NATURE

Our Future

We want our public spaces and parks to be vital components in our community and to enhance the quality of life for our residents. We want innovative programming and activities in our parks. Our collective vision around public spaces and parks is to begin to look for ways to expand their capacity and community use. We would also like to see our waterways – the Canal, the White River, and Fall Creek – become viable assets in the community that contribute to our quality of life, sense of community, and economic potential. And last but not least, we envision a community with more cultural and art opportunities integrated throughout in a variety of methods.



ARTS, PARKS AND NATURE

Our Goals

Our goals for our community are as follows:

1. Expand new and specialized programming and services to increase audience participation in the park and accommodate intergenerational use.
2. Improve equipment, wayfinding and infrastructure of the parks.
3. Incorporate more art and cultural activities and spaces throughout the community.
4. Utilize the arts and culture, parks, public spaces and natural assets as a vehicle for economic development.



ARTS, PARKS AND NATURE

Goal 1: Expand new and specialized programming and services to increase audience participation in the park and accommodate intergenerational use.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Build Partnerships	Connect with local businesses, civic and government organizations to develop partnerships to support park development, events and programming.	<ol style="list-style-type: none"> 1. Develop list of potential partners. 2. Cross reference list with park development, events, and programming needs. 3. Contact and meet with potential partners. 	Northwest Area APN Action Team and area businesses, organizations and stakeholders	Variety of program providers	Years 1-5
Programming	Develop new program opportunities to bring alternative revenue streams into the Family Centers.	<ol style="list-style-type: none"> 1. Obtain community input on desired programming and events. 2. Determine which programs and events have or could have a high demand, that people would pay to attend, or that have a potential funding source. 3. Pair programming and event needs with potential partners. 	Northwest Area APN Action Team and area businesses, organizations and stakeholders	Various public and private partners	1-5
All Parks	Work to create community supports to expand service hours of park family centers.	<ol style="list-style-type: none"> 1. Research and Identify potential partners around specific projects . 2. Engage potential partners and request assistance – funding and volunteer hours. 	Northwest Area APN Action Team, Flanner House	Northwest APN Action Team, Indy Parks, Citizens Energy	1-5

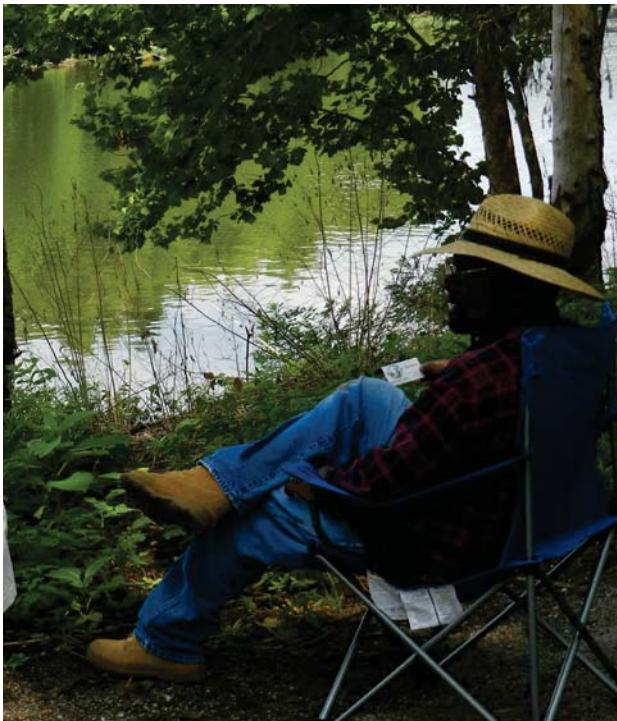


ARTS, PARKS AND NATURE

Sunday in the Park	Plan alternative activities in the Riverside Park for Sunday afternoons in the summer to curb violence in the park.	<ol style="list-style-type: none"> 1. Develop a list of possible activities. 2. Engage key personnel and partners. 3. Determine what materials, support, coordination are needed for each activity. 4. Develop a timeline / schedule of activities beginning with the activities that are easiest, simplest to implement. 	Northwest Area APN Action Team	Northwest Area APN Action Team, RCL, Northwest Area Community Safety Team	2-5
White River Festival	<p>Participate in the annual White River Festival.</p> <p>Submissions to host an event for the Festival are due June</p>	<ol style="list-style-type: none"> 1. Share info about the 2014 WRF events with the community. 2. Organize group participation / attendance at events, especially clean-ups. 3. Review the criteria for hosting an event during the 2015 WRF. 4. Plan an NWA event for the 2015 Festival. 	Northwest Area APN Action Team	Indy Parks, Northwest Area neighborhood associations, MLK Business Revitalization Association, faith-based organizations	2-5
Annual Community Rib Festival	Start an annual Rib Fest in the community.	<ol style="list-style-type: none"> 1. Engage community partners. 2. Determine festival budget. 3. Determine date and alternate date. 4. Select location and secure / reserve it. 5. Acquire necessary permits (alcohol, insurance licenses, etc.). 6. Coordinate utilities. 7. Coordinate transportation and parking. 8. Develop festival branding. 9. Arrange for speakers, live or recorded music. 10. Coordinate / arrange for clean-up. 	AJ Moore, President of Meridian Lodge	Meridian Lodge, Pa and Ma's, Hanks Briskett, BBQ Heaven, other Indy based BBQ organizations	2-5

ARTS, PARKS AND NATURE

Community Resource Center and Tech Hubs	Identify methods to use the Indy Parks Family Centers as information hubs for the entire NWA QOL community.	<ol style="list-style-type: none"> 1. Determine community preferences for obtaining information. 2. Determine how information is disseminated currently. 3. Determine how to get free wifi in all Park Family Centers. 4. Investigate how to get community computing centers established in all Indy Parks Family Centers. 	Northwest Area APN Action Team	Northwest Area APN Action Team and Indy Park	1-5
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ARTS, PARKS AND NATURE

Goal 2: Improve equipment, wayfinding and infrastructure of the parks.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Bertha Ross Park	Park improvement plan – already in progress.	<i>In-Progress Summer 2014</i>	Indy Parks	Indy Parks	Year 1
Municipal Gardens	<i>Spray Park and Ball Room updates: Park improvement plan – already in progress.</i>	<i>In-Progress Summer 2014</i>	Indy Parks	Indy Parks	Year 1
Watkins Park	Clarification on the future of the family center and park due to the Citizens Energy Deep Rock Tunnel schedule.	1. Meet with Citizens Energy Group Community Redevelopment Manager and Indy Parks representative.	Northwest Area APN Action Team	Northwest Area APN Action Team, Indy Parks, Indy Parks Foundation, Citizens Energy, Reconnecting to our Waterworks, Central Indiana Community Foundation, Flanner House, Local Initiatives Support Corporation, Health By Design, Marian University, neighborhood associations and residents.	Years 2-5
Riverside Park	Develop Master Plan for the park to update green space, family center and address wayfinding issues.	1. Engage Indy Parks to determine if they have funding to develop Parks Master Plan. 2. If not, request funding from another community partner or funding source. 3. Release RFP to consultants. 4. Review proposals and select consultant. 5. Participate in the planning process.	Northwest Area APN Action Team	Northwest Area APN Action Team, Indy Parks, Indy Parks Foundation, Citizens Energy, Reconnecting to our Waterworks, Central Indiana Community Foundation, Flanner House, Local Initiatives Support Corporation, Health By Design, Marian University, neighborhood associations and residents.	Years 2-5

ARTS, PARKS AND NATURE

Adult Playground Fitness / Walkway Paths 	Incorporate adult fitness stations into area parks.	<ol style="list-style-type: none"> 1. Secure permission from Indy Parks. 2. Engage community partners and community. 3. Develop fitness station plan. 4. Develop cost estimate. 5. Request funding. 6. Construct / install the stations. 	Cindy Tow	IU Health, IUPUI School of Public Health, Playworks USA, Indy Parks, Marian University	Years 2-5
Disc Golf Course	Incorporate disc golf course into Riverside Park.	<ol style="list-style-type: none"> 1. Secure permission from Indy Parks. 2. Engage community partners and community. 3. Develop disc golf course plan. 4. Develop cost estimate. 5. Request funding. 6. Construct / install the course. 	Cindy Tow	RCL, Indianapolis Disc Golf Club, Marian University, residents	Years 2-5
Alternative Athletic Activities	Increase access to alternative athletic activities such as fishing, archery, biking, motorcar racing, kick ball league, canoeing, kayaking, golfing, etc.	<ol style="list-style-type: none"> 1. Community outreach, locally and regionally, to determine which potential athletic programs to pursue. 2. Connect existing park assets and amenities to potential activities. 3. Look for resources and educators to offer programs. 	Northwest Area APN	Area Indianapolis Public Schools, parochial and charter schools, Indy Parks, Rev Racing, Dirty Dozen Fishing and Hunting, Marian University, Camp Town, Amateur and professional sports clubs, neighborhood associations	Years 1-5



ARTS, PARKS AND NATURE

Goal 3: Incorporate more art and cultural activities and spaces throughout the community.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
NWA Arts Committee	Establish a Community Art Committee (CAC).	1. Notify community about the opportunity to serve on the Community Arts Committee (provide name of contact person) and invite interested parties to a meeting.	LaShawnda Crowe Storm	Neighborhood associations, area artists and residents	Year 1
Indianapolis Black Walk of Fame	Incorporate Indianapolis Black Walk of Fame (IBWF) into the community connectivity plan.	1. Coordinate with the IBWF Committee . 2. Plan the Indianapolis Black Walk of Fame and develop route alignment and outline of subjects.	Daniel Perkins (Indianapolis Black Walk of Fame Committee)	Indianapolis Black Walk of Fame, Indy Parks, DPW, Arts Council of Indianapolis, Central Indiana Community Foundation, Reconnecting to our Waterways	Years 2-5
Art in the Park	Hold an art installation project throughout the entire Northwest Area QOL system and pilot in Riverside Park.	1. Engage community partners. 2. Determine project budget. 3. Develop project timeline. 4. Release a call for artists. 5. Select artists. 6. Announce event. 7. Hold installation coordination meetings. 8. Install the art. 9. Celebrate with art opening.	LaShawnda Crowe Storm	Indy Parks, Arts Council of Indianapolis, Reconnecting to our Waterways, Indianapolis Black Walk of Fame, Indianapolis Museum of Art, Indianapolis Art Center, Big Car	Years 2-5

ARTS, PARKS AND NATURE

Craft Festival	Develop an Annual Craft Festival centered in the community.	<ol style="list-style-type: none"> 1. Engage community partners. 2. Community outreach to area, regional and national crafts persons. 3. Determine annual theme. 4. Plan craft workshops. 5. Determine fees and space allotted to vendors. 6. Determine date. 7. Select location and secure / reserve it. 8. Develop vendor application packet. 9. Distribute packet and publicize festival. 10. Acquire necessary permits (alcohol, insurance licenses, etc.). 11. Coordinate utilities. 12. Coordinate transportation and parking. 13. Arrange for speakers, live or recorded music. 14. Publicize craft festival. 15. Hold craft festival. 16. Coordinate clean-up. 	Carina McDowell, APN Community	Indy Parks, Arts Council of Indianapolis, ROW, Indianapolis Black Walk of Fame, Indianapolis Museum of Art, Indianapolis Art Center, Purdue Extension, Big Car	Years 2-5
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ARTS, PARKS AND NATURE

Annual Quilt Show / Festival at Riverside Park		<ol style="list-style-type: none"> 1. Community outreach to local, regional and national quilters. 2. Determine theme for the year and block of the month to create a raffle quilt. 3. Determine date. 4. Plan workshops for event. 5. Connect with area vendors for space. 6. Arrange for speakers, live or recorded music. 7. Publicize quilt festival. 8. Hold quilt show / festival. 9. Coordinate clean-up. 	Northwest APN, Riverside Quilt Guild	Indiana Quilters, Indy Parks, Arts Council of Indianapolis, ROW, IFAB, Indianapolis Museum of Art, Indianapolis Art Center, Purdue Extension, Big Car	
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ARTS, PARKS AND NATURE

Goal 4: Utilize the arts and culture, parks, public spaces and natural assets as a vehicle for economic development.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Increase income generating opportunities at the parks	Develop new partnerships to develop opportunities to bring alternative revenue streams into the Family Centers.	<ol style="list-style-type: none"> 1. Obtain community input on desired programming and events. 2. Determine which programs and events have or could have a high demand, that people would pay to attend, or that have a potential funding source. 3. Pair programming and event needs with potential partners. 	Northwest APN Action Team and area businesses, organizations and stakeholders	Various public and private partners, neighborhood groups	Years 1-5
Artists Live / Work Space Development	Expand and develop artist live/ work and studio spaces in community.	<ol style="list-style-type: none"> 1. Identify potential sites. 2. Engage mission aligned developers that work with non-profit, artistic and live/work space. 3. Community engagement around impact of artists live/work space in area. 4. Connect with funding opportunities to support development. 	Northwest Area Economic Development, Northwest APN and Community Art Committee	Art Spaces, Local Initiatives Support Corporation, Rebuild Foundation, Central Indiana Community Foundation	Years 3-5
Burdsal Parkway Fire Station	Development of Burdsal Parkway Fire station into a community gathering and arts/creative activity space. <i>(In progress)</i>	<ol style="list-style-type: none"> 1. Continue community engagement and assessment around fire station development. 2. Create RFP for the space to entail creative and community components. 3. Engage mission aligned developers that work with non-profit, artistic and live/work space. 4. Connect with arts and music service providers in the area to explore programming options. 	Flanner House	Art Spaces, Local Initiatives Support Corporation, Rebuild Foundation, Central Indiana Community Foundation, Reconnecting to our Waterways, Indy Parks, Delta Institute	Year 2-5



ARTS, PARKS AND NATURE

Northwest Area Community Connectivity Master Plan	Develop community connectivity master plan connecting area resources and assets including but not limited to schools, the parks, waterways, arts and trail systems (White River, Canal Tow Path and Fall Creek).	<ol style="list-style-type: none"> 1. Engage community partners. 2. Secure funding for plan development. 3. Develop RFP. 4. Release RFP. 5. Review consultant proposals. 6. Select consultant. 7. Work with consultant to develop NWA Community Connectivity Master Plan. 	Northwest Area Economic Development, Northwest Area APN and Community Art Committee	Indy Parks, Flanner House, Local Initiatives Support Corporation, Central Indiana Community Foundation, Health By Design, Marian University, IUPUI, Indianapolis Museum of Art, Christian Theological Seminary, Reconnecting to our Waterways, neighborhood associations and residents.	Years 2-5
Destination Fall Creek Part II	Develop Destination Fall Creek II Implementation Plan for the Fall Creek Corridor from I-65 to the White River.	<ol style="list-style-type: none"> 1. Engage community partners. 2. Secure funding for plan development. 3. Develop RFP. 4. Release RFP. 5. Review consultant proposals. 6. Select consultant. 7. Work with consultant to develop Destination Fall Creek II implementation plan. 	Northwest Area Economic Development, Northwest Area APN and Community Art Committee	Flanner House, Local Initiatives Support Corporation, Central Indiana Community Foundation, Citizens Energy Group, IUPUI, IU Health	Years 3-5

ARTS, PARKS AND NATURE

Northwest Area Greenways	Continuation of Fall Creek Greenway to connect to the White River Greenway at 10 th Street and at Riverside Park via Burdsal Parkway, and construction of Rail-to-Trails along the Canal.	<ol style="list-style-type: none"> 1. Engage community partners. 2. Engage Neighborhood Liaison. 3. Conduct community campaign to encourage the City to conduct the scoping study, develop construction documents, and construct the NWA greenways. 	Northwest Area Economic Development, Northwest Area APN and Community Art Committee	Indy Parks, DPW, City Bicycle and Pedestrian Coordinator, Flanner House	Years 3-5
Creativity Connector	Use temporary and permanent public art projects / installations to connect Indiana Avenue Cultural District to MLK Corridor and Indianapolis Museum of Art.	<ol style="list-style-type: none"> 1. Engage community partners. 2. Develop public art plan for temporary and permanent works. 3. Determine permanent public art sites. 4. Determine project budget. 5. Develop project timeline. 6. Secure funding. 7. Invite artists / Release first call for artists. 8. Select artists. 9. Install the art. 10. Celebrate with opening / First Friday event. 	NWA Economic Development, NWA APN and Community Art Committee	Arts Council of Indianapolis, Central Indiana Community Foundation, IFAB, Indianapolis Museum of Art, daVinci Pursuit, Our Mosaic City, Reconnecting to our Waterways, DPW	Years 3-5
Taggart Memorial Monument	Taggart Memorial restoration and redesign of site.	<ol style="list-style-type: none"> 1. Engage community partners. 2. Engage consultant. 3. Hold community outreach session(s) to gather input on updating concept plan. 4. Have concept plan included in Riverside Park Master Plan. 5. Develop funding strategy / capital campaign to fund design, construction documents, restoration, and installation. 	Peggy Gamlin	Taggart Memorial Foundation, Indiana Landmarks, Indianapolis Historic Preservation Commission, Indy Parks, DPW	Years 5+



COMMUNITY CONNECTIONS



Our Story Now

Community. It is the single factor that unites our residents and stakeholders across all lines. The desire to feel more connected to one another was a clear and consistent message heard throughout our process from our formal 138 deep dive interviews to casual conversations on the streets. There is an evident desire to return to the good old days of blocks parties and neighborhood festivals. We want to live in a place where we could borrow a cup of sugar or simply know who lives two doors down.

All across America, communities far and wide are impacted by this issue. In the Northwest Area there are many issues clamoring for attention, but the number one issue that outweighs all others 2 to 1 is the desire for community...community safety was a distant second. What is clear is that at the root of what we want to see happen in our community is to be connected with each other.

Connections are about more than just building links neighbor-to-neighbor. We envision nurturing better relationships with the greater Indianapolis community as well as national trends impacting communities similar to the Northwest Area. Connecting is also about ensuring that we have the ability to work together and create the future we want to see in our community. This basic connectivity is impacted by the on-going issues around access to and distribution of neighborhood information.

COMMUNITY CONNECTIONS

Our Future

Our task is simple, but has many positive ripples throughout the community for those that live, work, and worship in our area. Together we will build a more connected community and in doing so strengthen and rebuild a sense of community in the Northwest Area.



COMMUNITY CONNECTIONS

Our Goals

Our goals are as follows:

1. **Goal 1: Increase opportunities and activities that build relationships between residents to increase a sense of community.**
2. **Goal 2: Build capacity of residents and a community stakeholders around civic leadership and economic development in order to move their Quality of Life Plan forward.**



COMMUNITY CONNECTIONS

Goal 1: Increase opportunities and activities that build relationships between residents to increase a sense of community.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Northwest Area Community Building Team	Establish the Northwest Area Community Building Teams with the purpose of creating opportunities for neighbors to connect.	<ol style="list-style-type: none"> 1. Hold a community discussion around community building and sense of community. 2. Recruit residents and stakeholders for the committee. 3. Define the goals of the committee. 	Northwest Area Community Builder	Neighborhood associations, faith-based organizations, residents, IU Health, MLK Business Revitalization Association, Center for Leadership Development, Marian University, IUPUI	Years 1-5
Community Help Crew	Help seniors with home repair and property maintenance issues, as well as some community wide beautification efforts.	<ol style="list-style-type: none"> 1. Identify resources that assist with home repair and maintenance. 2. Develop a system of tracking residents that need assistance. 3. Educate community on resources. 4. Distribute resources into the community. 	Northwest Area Housing Committee, Northwest Community	CICOA, Neighborlink, Flanner House, Marian University, IUPUI, Butler University, Christian Theological Seminary, area Indianapolis Public Schools, parochial and charter schools, faith-based organizations, UNWA DC, Neighborhood associations	Years 2-5



COMMUNITY CONNECTIONS

Community Town Hall Meetings	Educate neighbors organize and obtain information about important community topics.	<ol style="list-style-type: none"> 1. Work with neighbors to identify topics and interest of importance to the community 2. Communicate the schedule for community topics for discussion. 3. Locate correct information source, organizations, etc. 4. Plan a quarterly schedule of events. 	Northwest Area Community Building Team	Neighborhood associations, Residents, Flanner House	Years 2-5
Increase community connectivity	Work with residents and area Neighborhood Associations and community organizations to increase community building activities such as block parties, festivals, celebrations, gardens, etc.	<ol style="list-style-type: none"> 1. Provide quarterly meetings with all neighborhood groups. 2. Identify activities already occurring in the community to grow . 3. Identify/ explore possibly new activities and/or brainstorm. 4. Locate partners / sponsors to support events. 5. Look at activities based around the block, then neighborhood, then entire QOL area. 6. Explore ways organizations and community groups can collaborate on activities and festivals in the community. 	Flanner House	IU Health, Indiana Marion County Public Library, Indy Parks, Neighborhood Associations, MLK Business Revitalization Association, residents, area business owners, civic and faith-based organizations, Marian University, IUPUI, Christian Theological Seminary	Years 2-5
Get into the Streets Campaign	Develop monthly walking / canvassing campaign to connect with neighbors.	<ol style="list-style-type: none"> 1. Educate community on importance of getting into the streets and walking our community. 2. Recruit and identify neighbors, associations, organizations and businesses that are willing to canvass the community. 3. Create a walking schedule to canvass neighborhood. 	Northwest Area Community Building Force, Northwest Area Community Builder	Area neighborhood associations, faith-based groups, businesses, residents, Flanner House	Years 1-5

COMMUNITY CONNECTIONS

Oral History Project	Work with youth to teach multi-media and video skills to document the oral history of our elders.	<ol style="list-style-type: none"> 1. Work with Northwest Area Youth Force to identify various ways to document the process 2. Train youth on storytelling and interview techniques. 3. Train youth on necessary technical equipment. 4. Community outreach to inform Northwest Area about opportunity. 5. Identify seniors in the community to be interviewed. 6. Set interview schedule. 	Northwest Area Youth Force , Flanner House	Storytelling Arts of Indiana , KI Eco, Story Corps, Area neighborhood associations, faith-based groups, businesses, residents, Indiana Marion County Public Library, Indy Parks, area senior housing complexes, KI Eco, Arts Council, Indianapolis Arts Center, Storytelling Arts of Indiana, Herron School of Art and Design, Big Car, Arts Council, Marian University, IUPUI	Years 1-5
Community Potlucks	Hold community potluck dinners at various locations throughout the area on a monthly basis.	<ol style="list-style-type: none"> 1. Form a committee to organize dinners, find locations, etc. 2. Invite IMPD, city officials, etc. 3. Locate local talent to showcase at these dinners. 	Northwest Area Community Building Team	Area neighborhood associations, faith-based groups, businesses, residents, MLK Business Revitalization Association, Marion University, Marian University Students, IUPUI	Years 1-5



COMMUNITY CONNECTIONS

Community Cookbook	<p>Create a cookbook using recipes submitted by community members.</p>	<ol style="list-style-type: none"> 1. Find online program to organize and print the cookbook. 2. Sell the book as a fund raiser for early action grants, community programs and celebrations, etc. 	<p>Northwest Area Gardening Association</p>	<p>Area neighborhood associations, faith-based groups, businesses, residents</p>	<p>Years 1-5</p>
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COMMUNITY CONNECTIONS

Goal 2: Build capacity of residents and a community stakeholders around civic leadership and economic development in order to move their Quality of Life Plan forward.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Advocacy	Help neighbors learn organizing skills in order to advocate on important community topics and positions.	<ol style="list-style-type: none"> 1. Work with neighbors to identify topics of interest and importance to the community. 2. Communicate the schedule for community topics for discussion. 3. Locate correct information source, organizations, etc. 	Flanner House	Area neighborhood associations, faith-based groups, businesses, residents, MLK Business Revitalization Association, Marion University, Marian University Students	Years 1-5
Capacity Building and Community Training Academy	Work with residents and neighborhood associations to build their capacity in terms of residential participation and skills / knowledge base.	<ol style="list-style-type: none"> 1. Educate community on importance of capacity building. 2. Identify types of training residents and needs and wants of neighborhood associations. 3. Identify resources and / or develop training 4. Set a schedule for monthly workshops around identified topics. 5. Launch Community Training Academy. 	Flanner House	Indianapolis Neighborhood Resource Center, Purdue Extension, United Way,	Years 1-5
Community Resource and Information System	Develop community resource system to effectively and efficiently deliver information to community.	<ol style="list-style-type: none"> 1. Research variety of community information delivery options (digital, location, paper-based, etc.) 2. Identify community gather spaces and places for effective use. 3. Create build system and pilot in one location for 6 months to a year. 4. Roll out at least 5 systems. 	Flanner House	Area neighborhood associations, faith-based groups, businesses, residents, MLK Business Revitalization Association, Marion University, IUPUI	Years 2-5



COMMUNITY SAFETY AND PEACEBUILDING

Our Story Now

Community Safety has been a major topic throughout our community discussions. Community Safety issues are further amplified by the high concentration of vacant houses in some areas where, when combined with poor street lighting, creates opportunities for crime to occur. As such, the impact of this issue on the lives on our residents and neighborhood is both subtle and overt.

Discussions have ranged from how to keep youth on the straight and narrow to the effect of negative perceptions about our neighborhood on property values to our efforts to move our neighborhood forward. From our elders feeling uncomfortable to participate in daily life, such as taking a stroll in the neighborhood to long time residents willing to remain in the area, community safety is an issue in our community as it is throughout the entire city of Indianapolis.

When assessing safety and a sense of well being in a community, it is important to understand the statistics and impacts. Per IMPD Northwest District, the Northwest Area has seen a 6.91% drop in violent crime (criminal homicide, rape, robbery and aggravated assault) and a 14.01% reduction in property crime (burglary, larceny, vehicle theft, and arson) over the past year. Their data also indicates that property crimes are seven times more likely than violent crime in our community with larceny and burglary topping the list. As of July 6, 2014, Indianapolis has seen 78 homicides. Four (5%) of the homicides occurred in the Northwest Area.

The majority of crime in our community is property related and is concentrated in a few targeted areas. In many cases, these crime “hot zones” coincide with high vacancy rates and missing or diminished street lighting.

This recent uptake in violent crime in the Indianapolis as a whole has lead to a lot of activity around finding solutions. Organizations as diverse as the Forest Manor Multi-Service Center and City of Indianapolis Mayor’s Office are leading the way with the creation of Crime Prevention Plans.



Abandoned houses and lack of light contribute to corridors of crime...no “eye” on the community

COMMUNITY SAFETY AND PEACEBUILDING



**6.9% DROP IN
VIOLENT
CRIME**

**14% DROP IN
PROPERTY
CRIME**

Our Future

Our community will be a place where the pockets of peace continue to grow until they choke out those problem spots in our community. Our neighborhood will be a place where we can walk with ease because the lights are on, abandoned properties are secured; vacant lots are mowed or better yet transformed into community gardens, safe places to gather, new homes and parks. We envision a community wherein the number two concern is not violence reduction and community safety, but what to do with so many enthusiastic new neighbors taking part in the world around them.

Our vision is to build a community that is made safer, by first making the relationships between residents stronger. Creating opportunities to deter crime by addressing and supporting the holistic needs of our community will also help us realize our goal. Our goals encompass examining community safety from a variety of perspectives ranging from prevention strategies for youth (as young as 3rd grade) to support services for formerly incarcerated individuals returning to our communities. Going forward, we will take a 20-year perspective on this issue. We understand that research indicates that the average age of the turning point when youth can begin to get heavily involved in criminal behaviors is 11-14 years of age. Creating and implementing interventions today for that five year old in our community will help to provide a strong foundation of self-value and worth, as well as an alternative to developing future criminal behaviors. Our neighborhood will also offer opportunities for those that have been incarcerated and their families to reduce recidivism.

Overall, our goal is to build a community of peace by developing the required coping and conflict transformation skills. Putting more of these skills into the community means we begin to create a climate of sustainable peace. There are many resources and programs dedicated to crime prevention and “boots on the ground” violence interruption, but few focus on building an environment around relationships and peace. These skills have the ability to impact the community and City of Indianapolis as a whole for years to come and is where our neighborhood’s focus will be placed.



COMMUNITY SAFETY AND PEACEBUILDING

Our Solutions

Our solutions are as follows:

1. **Build neighborhood capacity and connectivity around community safety.**
2. **Use Crime Prevention through Environmental Design Strategies (CPTED) to reduce crime.**
3. **Build a culture around peace by increasing opportunities for conflict transformation, peacebuilding and coping skills training and opportunities throughout the community.**
4. **Increase community knowledge base around crime prevention and legal rights education.**



COMMUNITY SAFETY AND PEACEBUILDING

Goal 1: Build neighborhood capacity and connectivity around community safety.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Establish Northwest Area Peace Squad	Establish the Northwest Area Peace Squad with the purpose of creating opportunities and activities around community safety and peacebuilding.	<ol style="list-style-type: none"> 1. Hold a community discussion around community safety and peacebuilding exploring the principals and what we can do in a community around this issue. 2. Recruit residents and stakeholders for the committee. 3. Define the goals of the committee. 	Northwest Area Community Builder	Neighborhood associations, faith-based organizations, residents, IU Health, MLK Business Revitalization Association, Center for Leadership Development, Ten Point Coalition	Years 1-5
Develop ACES Program	Develop a community roving program where peer coaches go directly into the community and connect with neighbors listening to concerns and providing resources.	<ol style="list-style-type: none"> 1. Recruit 10-15 residents and other stakeholders for peer coaching training. 2. Identify and vet social service, legal and civic resources delivered to community. 3. Develop and vet partnerships. 4. Determine what outreach entails. 5. Organize Neighborhood networking events. 6. Develop ACE Support network of community resources to distribute on ACE Walks. 7. Begin ACE Outreach. 	Val Tate and Kendrick Burrell	Neighborhood associations, faith-based organizations, residents, IU Health, MLK Business Revitalization Association, Center for Leadership Development, Ten Point Coalition	Years 1-5



COMMUNITY SAFETY AND PEACEBUILDING

National Night Out	Increase neighborhood participation in National Nite Out.	<ol style="list-style-type: none"> 1. Educate community on National Nite Out goals. 2. Identify area organizations / people that want to participate. 3. Connect area organizations with the Northwest IMPD District Office, which sponsors this in our area. 4. Determine when and if the Northwest Area QOL area wants to operate an event directly in the community borders in the future. 	Northwest Area Peace Squad	Area faith-based organizations, IMPD, IPS schools and administration, area parochial and charter schools, MLK Business Revitalization Association, Neighborhood associations	Years 2-5
Support for Formerly Incarcerated Individuals	Connect Formerly Incarcerated Individuals with community resources and support.	<ol style="list-style-type: none"> 1. Identify community resources for re-entry support. 2. Identify resources specifically to support for juveniles. 3. Identify resources specifically to support families. 4. Work with adult and juvenile parole/probation officers to connect individuals and their families to resources and opportunities in the community. 5. Develop a community resource guide for parole/probation officers. 	Flanner House, Community Wide Plan	PACE Indy, Parole Office, IMPD, Flanner House, MLK Family Center, faith-based groups, AIM, Use What You Got Ministries	Years 1-5

COMMUNITY SAFETY AND PEACEBUILDING

Crime Watch	Increase Neighborhood Crime Watch groups.	<ol style="list-style-type: none"> 1. Educate community about the opportunity to create a Neighborhood Crime Watch. 2. Identify residents, neighborhood groups and community organizations interested in developing a Crime Watch program for their area. 3. Train neighbors on Crime Watch. 4. Develop a QOL Crime Watch support network. 5. Launch Crime Watch. 	Northwest Area Peace Squad	Neighborhood associations, residents, MLK Business Revitalization Association, IMPD, Marion County Prosecutors office, IUPUI, Marian University	Years 1-5
Community Courts	Develop a community courts system to work in conjunction with schools and parole office to offer alternatives to suspension and assist with community service opportunities in the area.	<ol style="list-style-type: none"> 1. Work with residents, elementary, and high schools, Northwest High School Teen Court and parole office to create a community court. 2. Create a system and process for how the court would operate and what type of offenses could be referred to the court. 3. Identify opportunities for community service in the neighborhood. 4. Identify area residents and stakeholders to participate in the court as jury. 5. Educate community on restorative justice. 6. Incorporate Restorative Justice aspects into the court process. 7. Launch Court. 	Northwest Area Peace Squad	Indianapolis Public Schools and administration, faith-based organizations, Flanner House, OK Program, Christian Legal Clinic, Marian University, IUPUI	Years 3-5



COMMUNITY SAFETY AND PEACEBUILDING

Police and Community Engagement	Create more opportunities for positive police and community engagement.	<ol style="list-style-type: none"> 1. Identify opportunities where IMPD/Marion County/ Sheriff Departments can volunteer in community. 2. Identify opportunities for IMPD/Marion County/ Sheriff Departments' Day of Service opportunities in the community. 3. Identify opportunities provided by IMPD/Marion County/Sheriff Departments and Prosecutors office resources that allow for opportunity for community to connect with law enforcement personnel. 4. Work with neighbors to create a focus groups around what positive police engagement looks like from the residential perspective. 5. Provide information to IMPD/Marion County/Sheriff Departments' leadership. 6. Work with IMPD to find additional common ground on how to integrate more positive engagements into the community. 7. Increase residential participation in the IMPD. 	Northwest Area Peace Squad, neighborhood associations	Indianapolis Public Schools, faith-based groups, IMPD, neighborhood associations, Indy Parks	Years 2-5
Community Unity Activities	Identify and develop programs that support opportunities for positive and constructive community events and activities branded under the idea of peace building. <i>Special interest in developing Midnight Basketball events in the area.</i>	<ol style="list-style-type: none"> 1. Identify opportunities where IMPD/Marion County/ Sheriff Departments can volunteer in community. 2. Identify opportunities for IMPD/Marion County/ Sheriff Departments' Day of Service opportunities in the community. 3. Identify opportunities provided by IMPD/Marion County/Sheriff Departments and Prosecutors office resources that allow for opportunity for community to connect with law enforcement personnel. 4. Work with neighbors in focus groups around what positive police engagement looks like. 5. Work with IMPD to find additional common ground on how to integrate more positive engagements into the community. 	Community Peace Team	Indy Parks, neighborhood associations,	Years 2-5

COMMUNITY SAFETY AND PEACEBUILDING

Goal 2: Use Crime Prevention through Environmental Design Strategies (CPTED) to reduce crime.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Activate Vacant Housing	Activate 200 vacant properties in the community through demolition or rehab of structures. Also develop a plan to replace demolished structures.	<ol style="list-style-type: none"> 1. Identify homes to be demolished based on assessment. 2. Find tool to assess what needs to be done to each home to determine if demolition is necessary or if deconstruction is an option. 3. Assess which properties can and cannot be saved. Look for deconstruction salvage opportunity. 4. Identify resident experts to help assess properties. 5. Create opportunities for residents on demolition crew. 6. Seek demolition funding from Hardest Hit Funds, Community Development Block Grant program funds, HOME funds, TIF and other sources. 	Northwest Area Economic Development and Northwest Area Housing	Neighborhood associations, residents, stakeholders, FH, New Northwest Area Development Organization, Local Initiatives Support Corporation, Central Indiana Community Foundation , Habitat Restore Asset Recycling & Reclamation Services, Reclaimed vintage Industrial, Tim and Julie's Another Fine Mess, Doc's Architectural, Salvage and Reclamation Services, New Life Development Ministries	Years 1-5



COMMUNITY SAFETY AND PEACEBUILDING

Turns on the Lights Campaign	Light all the dark areas of the community.	<ol style="list-style-type: none"> 1. Assess where lights are missing or turned off in the community. 2. Develop a lighting plan that adequately addresses the lack of lighting in areas throughout the neighborhood. 3. Assess costs associated with turning on the lights and find sponsors. 4. Contract with Indianapolis Power and Light to turn on or install needed streetlights throughout the neighborhood. 5. Promote the adoption of street lights by residents through the IPL program for street light adoption (minimum of 8 street lights per neighborhood). 6. Procure estimates for any lighting equipment to be used other than IPL street lights. 7. Secure written approval to install any lights on private and/or residential property. 8. Conduct a vote at a neighborhood organization meeting to officially approve the lighting plan and placement of the lights. 	Northwest Area Economic Development and Community Safety and Peacebuilding Action Teams	Indianapolis Power & Light, City of Indianapolis, neighborhood associations, MLK Business Revitalization Association, faith-based organizations, Flanner House, IU Health, Marian University, IMPD	Years 1-5
Art Projects	Incorporate additional public art spaces into the community.	<ol style="list-style-type: none"> 1. Develop of Community Arts Council for Northwest Area. 2. Identify areas which may be used to activate spaces. 3. Develop a systemic plan of how to develop artistic and creative places in the community as a CPTED device. 4. Identify partners and resources to support art projects. 	Northwest Art Committee	MLK Business Revitalization Association, City of Indianapolis, Indy Parks Department, Indianapolis Museum of Art, Purdue Extension, Big Car, neighborhood associations, Row, Art Spaces, Indianapolis Art Council, area faith-based organizations	Years 2-5

COMMUNITY SAFETY AND PEACEBUILDING

Community Gardens and Playgrounds	Incorporate additional community garden spaces and play spaces into the community. <i>(In-Progress)</i>	<ol style="list-style-type: none"> 1. Develop Community Garden Force for Northwest Area. 2. Identify areas where gardens may be located. 3. Connect with faith-based groups and others about activating their vacant lots. 4. Work with gardeners to get additional education around gardening. 5. Identify partners and resources to support art projects. 6. Work to create projects / events in the garden to draw in community and view these as public community spaces. 	Northwest Area Food Access and Economic Development, Northwest Garden Association	City of Indianapolis, Neighborhood associations, MLK Business Revitalization Association, faith-based organizations, Flanner House, IU Health, Marian University, IMPD	Years 1-5
Establish a Code Enforcement Team	Establish the Northwest Area Peace Squad with the purpose of creating opportunities and activities around community safety and peacebuilding.	<ol style="list-style-type: none"> 1. Hold a community discussion around code enforcement explaining how it works and the various departments. 2. Recruit residents and stakeholders for the committee. 3. Define the goals of the committee. 4. Meet monthly to address code issues. 	Northwest Area Community Builder	Neighborhood associations, faith-based organizations, residents, IU Health, MLK Business Revitalization Association, Center for Leadership Development, Ten Point Coalition	Years 1-5



COMMUNITY SAFETY AND PEACEBUILDING

Goal 3: Build a culture around peace by increasing opportunities for conflict transformation, peacebuilding and coping skills training and opportunities throughout the community.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Pockets of Peace	Identify Pockets of Peace in the community the Northwest Area.	<ol style="list-style-type: none"> 1. Identify Pockets of Peace in the community. 2. Analyze where they are and why they exist 3. Look for strategies to integrate into hot zone areas of the community. 	Northwest Area Economic Development	IUPUI School of Public Health, IMPD, Marion County Prosecutors Office, Neighborhood Associations, faith-based organizations, Marian University	Years 2-5
Increase Conflict Transformation, Peacebuilding and Mediation Skills	Increase opportunities and training for conflict and peacebuilding skills into the community through a variety of avenues such as schools, park facilities, faith-based groups, etc.	<ol style="list-style-type: none"> 1. Identify service providers for conflict and peacebuilding training. 2. Identify variety of tactics that can be used in the community. 3. Educate community on importance of incorporating this into the community. 4. Connect with area front line organizations on such as schools, faith-based organizations, community and youth service providers to discuss options for integration into their programs. 5. Identify partnerships, sponsors and funding options. 6. Integrate into the settings. 	LaShawnda Crowe Storm	School #87, Playworks, Indianapolis Public Schools administration and schools, Indy Parks, Peace Learning, Kroc Institute for International Peacebuilding, Desmond Tutu Center at Christian Theological Seminary, Indianapolis Neighborhood Resource Center, United Way of Central Indiana, faith-based organizations	Years 1-5

COMMUNITY SAFETY AND PEACEBUILDING

Increase Coping and Stress Management Skills	Increase opportunities and training for stress management and coping skills into the community through a variety of avenues such as schools, park facilities, faith-based groups, etc.	<ol style="list-style-type: none"> 1. Identify service providers for stress management and coping skills. 2. Identify variety of tactics that can be used in the community. 3. Educate community on importance of incorporating this into the community. 4. Connect with area front line organizations on such as schools, faith-based organizations, community and youth service providers to discuss options for integration into their programs. 5. Identify partnerships, sponsors and funding options. 6. Integrate into the settings. 	LaShawnda Crowe Storm	School 87, Playworks, Indianapolis Public Schools administration and area IPS, faith-based and private schools, Indy Parks, Christian Theological Counseling Center, Mental Health American of Greater Indianapolis, City Yoga, faith-based providers of mental health	Years 1-5
Youth Violence Prevention Awareness	Educate the community about Youth Violence Prevention Strategies developed by the Center for Disease Control to incorporate more into area youth programming avenues.	<ol style="list-style-type: none"> 1. Distribute information about Youth Violence Prevention Strategies by the CDC to area educators and other youth service providers. 2. Work with area educators and youth service providers to identify and develop strategies for integration of CDC suggestions into youth. 3. Integrate into services and youth environments. 4. Assist area youth service providers to get additional training talking to youth about violence, bullying and peacebuilding training. 	Northwest Area Peace Squad	Indy Parks, Playworks, Indianapolis Public Schools and administration, Holy Angels, Vision Academy, Phalen Leadership Academy, faith-based organizations, Christian Theological Counseling Center, Mental Health American of Greater Indianapolis, area youth programs	Years 1-5



COMMUNITY SAFETY AND PEACEBUILDING

Goal 4: Increase community knowledge base around crime prevention and legal rights education.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Hot Zones Campaign	Identify area crime hot zones.	<ol style="list-style-type: none"> 1. Train residents on how to identify crime activity in the community. 2. Work with residents and community stake holders to create an anonymous tipping system. 3. Relay all information to IMPD. 	Northwest Area Peace Squad	IMPD, Marion County Sheriff's Dept., Marion County Prosecutor's Office, Indianapolis Public Schools, area schools, faith-based, community and youth service providers, neighborhood associations, housing associations	Years 2-5
Crime Prevention Education	Incorporate more crime prevention education opportunities throughout community.	<ol style="list-style-type: none"> 1. Identify service providers for Crime Prevention Education. 2. Connect with area faith-based, neighborhood/homeowners associations, schools, about availability of crime prevention education. 3. Educate residents on Crime Prevention Information. 	Northwest Area Peace Squad, neighborhood associations	IMPD, Marion County Sheriff's Dept., Marion County Prosecutor's Office, Indianapolis Public Schools, area schools, faith-based, community and youth service providers, neighborhood associations, housing associations	Years 1-5

COMMUNITY SAFETY AND PEACEBUILDING

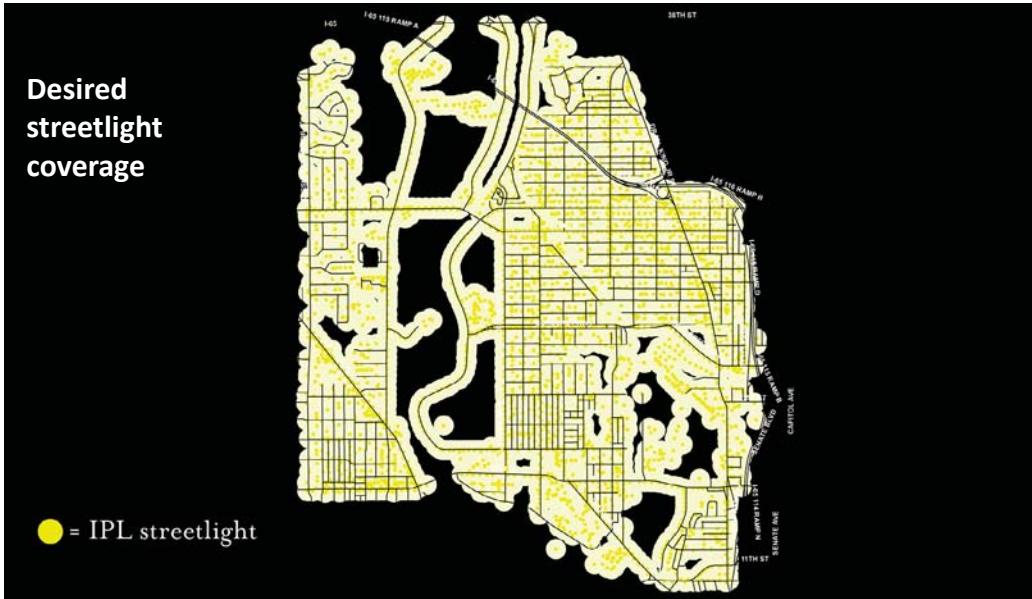
Legal Rights Education	Incorporate more legal rights education opportunities throughout community.	<ol style="list-style-type: none"> 1. Identify service providers for legal rights education. 2. Connect with area faith-based, neighborhood/homeowners associations, schools, about availability of crime prevention education. 3. Educate residents on their legal rights in regards to how to connect with law enforcement. 	Northwest Area Peace Squad	Indianapolis Public Schools, area schools, faith-based, community and youth service providers, neighborhood associations, housing associations	Years 1-5
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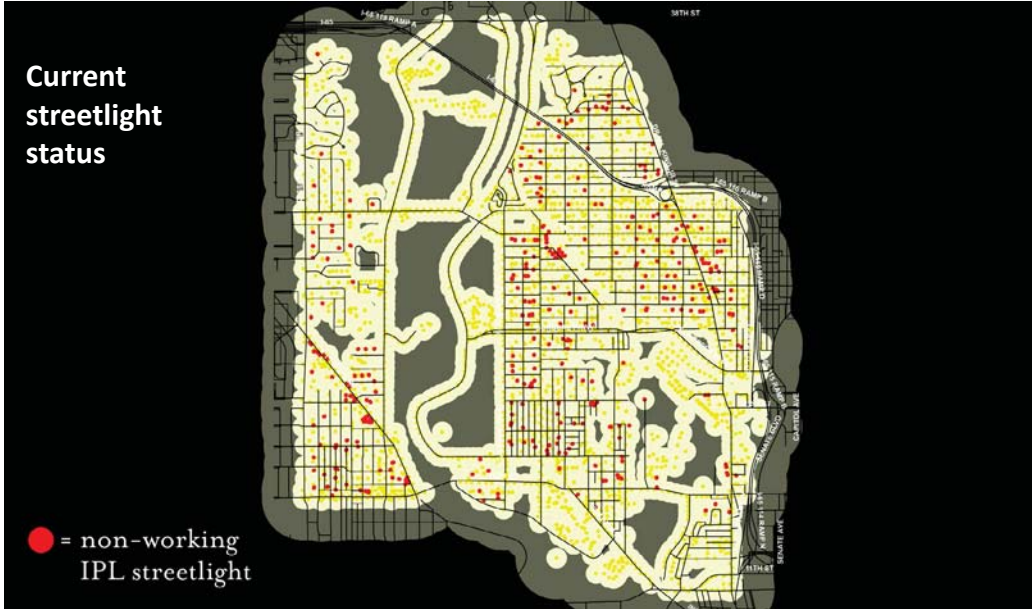
COMMUNITY SAFETY AND PEACEBUILDING



WHAT WE NEED

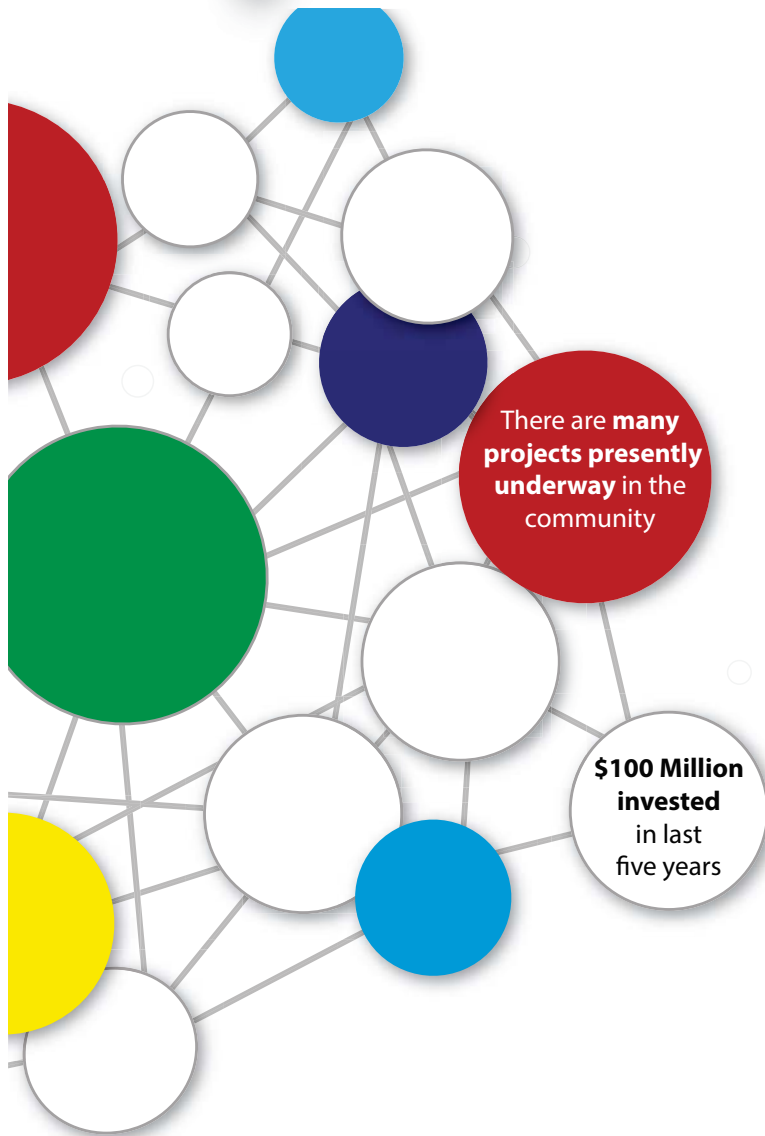


COMMUNITY SAFETY AND PEACEBUILDING



WHAT WE HAVE

ECONOMIC DEVELOPMENT



Our Story Now

Location! Location! Location!

Our community is one of the most desirable locations in Indianapolis. Our six-square miles of natural and urban landscape:

- Has excellent access to local and interstate highways.
- Is located 10 short minutes from the downtown center.
- Is surrounded by five colleges and universities - Butler University, Christian Theological Seminary, Indianapolis University Purdue University Indianapolis (IUPUI), Ivy Tech Community College of Indiana and Marian University.
- Is surrounded by cultural institutions including the Indianapolis Museum of Art, the Madam Walker Theater, the Indiana Avenue Cultural District, the Crispus Attucks Museum, and the Indianapolis Children's Museum are our neighbors.

Vibrant and key city corridors run through our community. 16th Street, one of Indianapolis' main east/west corridors, continues to connect our neighborhoods to Speedway, Fall Creek Place, and Near Northside. The Dr. Martin Luther King Jr. Street Corridor is currently the focus of revitalization efforts with a new streetscape, new senior residences, an active business association, the Center for Leadership Development, a new fire station, recent post office, and community anchors such as Flanner House, the Flanner House Library and Holy Angels Church and Catholic Academy.

The Northwest Area is a community rich with culture and ripe for opportunity. There are several clusters of local small independently owned businesses throughout the area. Some have a long history in the community, while others are more recent due to the new economic opportunities that continue to sprout up as the neighborhood moves towards renewed vitality. Many of these businesses are adjacent to vacant or underutilized properties, which are waiting to be rediscovered and activated with new owners, ideas and resources.

ECONOMIC DEVELOPMENT

Over the past 30 years, our neighborhoods have transformed in many ways. Now viewed as an important asset to our community, the initial development of the I-65 Interstate in the early 70's had a devastating impact on the Northwest Area. During its construction, approximately 4,300 households were displaced. As daily traffic patterns changed and customers were lost, many local businesses eventually had to shutter their doors. After several decades of decline and disinvestment, we are now seeing the beginnings of an economic renaissance as businesses along these corridors and throughout the community start to grow. To further support this growth, there is citywide interest in reimagining vacant industrial properties into new community uses.

This is a community that was formerly the neighborhood of some of Indianapolis' most prominent businesses and citizens. We have a rich tradition of self reliance, perseverance and flexibility to rebound and reshape ourselves. As we move forward, the Northwest Area is poised to be a vibrant place of choice for people to locate their business, find a great neighborhood, enjoy cultural activities, and to work collaboratively to create a renewed sense of community.

We have a history of prominence, productivity, and contributions to the City of Indianapolis that should be elevated and celebrated. The development of the Dr. Martin Luther King Jr. Street Corridor is a salute to Dr. King and the achievements of Indianapolis African American community. The Indiana Avenue Cultural District is within southeastern corner of community and celebrates the rich legacy of the thriving African American businesses along this corridor of where Madame C.J. Walker housed her multimillion dollar hair business. Crispus Attucks High School has been a wellspring of legends such as the great African American basketball coach Ray Crowe. Flanner House Homes is a nationally recognized project that moved African Americans into home ownership at a time when black people were not allowed access to mortgages due to segregation policies. Now is the time to move toward reclaiming, connecting and flourishing our cultural identity. We want to focus on the creation and attraction of locally owned businesses that are reflective of the African American neighbors that make up a significant portion of the Northwest Area community, as well as others.



ECONOMIC DEVELOPMENT

The neighborhoods of the Northwest Area QOL planning area have been planned extensively over the last decade providing a strong framework for the solutions that are outlined in this plan. These previous plans, coupled with the work and ideas laid out in the Northwest Area QOL act as a road map to success for our community. Residents and community stakeholders have contributed to a variety of plans, including but not limited to:

- UNWA TIF Development Plan (2009)
- 30th Street Corridor Plan
- Dr. MLK, Jr. Street Corridor Plan
- UNWA Neighborhood Plan
- Riverside Sub Area Plan
- UNWA Sub Area Plan
- ROW – Canal Plan
- George Kessler Greenway Plan
- Northwest Brownfields

Part of the Northwest Area is designated as a redevelopment area and contains two Tax Increment Finance (TIF) areas that can be accessed to facilitate and attract developments of scale. The borders of the Downtown Consolidated TIF were recently expanded to include the Riverside neighborhood. There is also the UNWA TIF which covers a portion of the community from Burdsal Parkway to 30th Street and from Riverside Blvd to Dr. Martin Luther King Jr. Street.

TIFs, when used properly, can be powerful tools in attracting new investments to the area. We are fortunate that the Downtown TIF has allocated resources for job training and development as well as micro loans available for businesses from \$1,000 to \$50,000. Decisions around both TIF's have traditionally been "downtown". A more thorough understanding by our community about these resources will improve involvement with decisions around dollars generated from their taxes and direct funds to sustainable and impactful neighborhood projects.

Over the last ten years, our community has been impacted by the closure of two organizations that historically were champions for neighborhood improvement.



WE ARE MOVING FORWARD

**24 PROJECTS PRESENTLY ON THE
MOVE AND SIX PROJECTS ON THE
WAY IN THE COMMUNITY.**

ECONOMIC DEVELOPMENT

Both UNWA Inc., and UNWA Development Corporation, which was created to facilitate local development, recently closed their doors to operation. Neighbors are continually challenged in a tight economy and a clear strategy to address the following issues is imperative to maintain and improve the quality of life for area residents by providing resources to support the following efforts:

- Homeowner repair for seniors, disabled and low income home buyers.
- Business development, attraction, and retention including facade grants.
- Entrepreneurship.
- Job Training.
- Reconstruction and activation of the abandoned commercial properties.
- Development of scale that will create new housing opportunities which are needed to support local business.
- Creation of a comprehensive housing strategy.



ECONOMIC DEVELOPMENT

Our Future

The future of this community looks bright. We envision a revitalized neighborhood with both friendly, commercial corridors populated with locally owned, culturally relevant businesses that serve the needs of the community to attract people from other parts of the city. As the “doughnut community” that is surrounded by water, culture, and progress, we are excited by the opportunity to link our commercial corridors with the planning and work that has been done throughout the years.

Water is a resource and an asset to be embraced in a neighborhood. We are surrounded by Fall Creek, the Indianapolis Canal and White River. As we move towards a more economically sufficient community, water becomes one of the avenues to connect us to the cultural and economic opportunities associated with healthy communities. As active participants in Reconnecting to Our Waterways, (ROW), we embrace the ideas that will connect our community to the Indiana Museum of Art, Christian Theological Seminary, and Broad Ripple. We have a tremendous opportunity to create a cultural arts center around the former fire station on Burdsal Parkway, foster relationships to the assets that are associated with growing universities, create linkages to the existing Indianapolis Avenue Cultural District, create cooperative economic opportunities at the former Bryant site, and to celebrate the creative and resilient spirit that has brought the neighborhood through its most challenging times.

We have identified the following areas that should be examined and further developed to move the quality of life for all residents and businesses in our neighborhood to the next level. These items specifically represent the overarching goals and next steps toward the realization of the vision for a culturally diverse, vibrant area - the vision for a community that is attractive to residents and other community stakeholders, as well as visitors, potential business owners and their customers.



ECONOMIC DEVELOPMENT

Our Goals

In order to maximize economic growth in our community, we must expand our knowledge base at the local level of available resources, support local and emerging business in the regrowth of our community, and work collectively to rebrand and market the assets in our community. We must also work to create productive collaborations with public and private funders to support the initiatives. The solutions to create a sustainable and growing economy must be grounded in short and long-term planning. In light of the number of challenges we face, our goals include:

1. **Develop a sustainable development strategy to address the planning and redevelopment of the Northwest Area community.**
2. **Provide entrepreneurial development within the Northwest Area community.**
3. **Utilize food production, art, culture and alternative energy as economic opportunities.**
4. **Maintain and support current area businesses.**
5. **Attract new businesses to the Northwest Area community.**
6. **Educate and advocate for effective usage of TIF in Northwest Area.**
7. **Effectively brand and market the Northwest Area community.**



ECONOMIC DEVELOPMENT

Goal 1: Develop a sustainable development strategy to address the planning and redevelopment of the Northwest Area community.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Development Model	Develop a sustainable development organization to aggressively address the redevelopment of housing, vacant land, and commercial properties.	<ol style="list-style-type: none"> 1. Research a variety of community development models. 2. Redefine how work gets done with existing resources. 3. Identify potential partners. 4. Establish board of advisors to determine direction and priorities, garner support, and reposition funding resources to create momentum for redevelopment. 5. Identify funding resources. 6. Solidify roles or areas of work including affordable housing, market rate housing, demolition, property management, fiscal agency, business development, and marketing, 	Flanner House, Northwest Area Housing Committee	Flanner House, neighborhood associations, residents, stakeholders, Local Initiatives Support Corporation, Indiana Housing Agency	Year 1-5



ECONOMIC DEVELOPMENT

GOAL 2: Provide entrepreneurial development within the Northwest Area community.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Increase Number of entrepreneurs	Nurture entrepreneurship in the Northwest Area through training and development opportunities.	<ol style="list-style-type: none"> 1. Connect with current entrepreneurial training organizations working in the NWA community as well as the greater Indianapolis community. 2. Consult with local organizations to provide training and mentoring to those seeking to own their own business. 3. Form collaboration model between current businesses and potential business owners. 4. Provide tools for business planning and funding (microloans and other revenue streams). 5. Create online economic development portal that provides real time data on businesses, services, entrepreneurial training opportunities, etc. 	The Grindery	The Grindery, Flanner House, Business Ownership Initiative, Dreamapolis, Flagship, Indianapolis Chamber of Commerce, SCORE, Indiana Small Business Development Center, Junior Achievement, 4-H	In Progress
Business Incubation and Growth	Create a business incubator and other physical spaces that can be used to collectively support and launch businesses.	<ol style="list-style-type: none"> 1. Identify property to develop facilities to house small businesses. 2. Identify resources to support programming of training. 3. Identify resources to support construction and build out of space. 	The Grindery, Flanner House	The Grindery, Business Ownership Initiative, Dreamapolis, Goodwill industries, Ivy Tech, Marian University, IUPUI, Butler University	In Progress



ECONOMIC DEVELOPMENT

Senior Workforce Development	Foster professional growth for our senior residents.	<ol style="list-style-type: none"> 1. Provide easily accessible training opportunities for seniors. 2. Establish and publish a comprehensive list of businesses, employers, and other services available to seniors. 3. Match senior with younger member of community. 	Flanner House	The Grindery, Flanner House, Business Ownership Initiative, Dreamapolis, Flagship, Goodwill Industries, Ivy Tech University, Marian University, IUPUI, Butler University, WorkOne	Years 1-5
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ECONOMIC DEVELOPMENT

Goal 3: Utilize food production, art, culture and alternative energy as economic opportunities.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Create Community Arts/ Cultural Center	Reactivate Burdsal fire station.	<ol style="list-style-type: none"> 1. Engage mission aligned developers that work with non-profit, cultural and artistic spaces 2. Community outreach to determine how the space should be configured and programmed to meet community cultural, creative and artistic needs 3. Execute a development that that meets community needs and is within budget 4. Partner with service providers to support community center programming 5. Outreach to notify community of opening of center 6. Set programming for first year 	Flanner House, City Parks	Indiana Museum of Art, Indy Arts Council, Harrison Arts Center, Herron School of Art and Design	Year 1 and 2
Connect the Indiana Avenue Cultural District to Northwest Area Community	Determine feasibility of expanding the Indiana Avenue Cultural District to connect with the Northwest Area community.	<ol style="list-style-type: none"> 1. Determine decision makers regarding expansion of existing district. 2. Consider best practices from other districts. 3. Forums for stakeholders to be informed and gather information and feedback 4. Work with leadership to advocate for expansion. 5. Identify resources to expand cultural opportunities 	Northwest Area Economic Development, Flanner House	Flanner House, City Councilors, Downtown Indy, Inc., Indianapolis Cultural Commission, Central Indiana Community Foundation, Urban League, Indianapolis Arts Council, Walker Theater, Historic Landmarks	Within 1 year



ECONOMIC DEVELOPMENT

Live Work Space	Reactivate properties for potential live work space for entrepreneurs and/or artists.	<ol style="list-style-type: none"> 1. Identify potential sites. 2. Engage mission aligned developers that work with non-profit, and live/work space. 3. Community engagement around impact of entrepreneur live/work space in area. 4. Connect with funding opportunities to support development. 	Northwest Area Economic Development, Northwest Area APN and Community Art Committee	Art Spaces, Local Initiatives Support Corporation, Rebuild Foundation, Central Indiana Community Foundation, Dreamapolis	Years 1-3
Youth Market Gardens	Train teens in basic business skills and how to grow and market produce to the neighborhood.	<ol style="list-style-type: none"> 1. Partner with The Grindery for business classes. 2. Identify vacant lots and/or other locations to plant gardens. 3. Build grow boxes. 4. Find interested neighborhood teens. 5. Find locations in the neighborhood to set up produce stands. 	Carina McDowell	The Grindery, Sanitec, Marian University, IUPUI, Butler University Center for Urban Ecology, 4-H, Future Farmers of America, Indianapolis Public Schools' area schools, The Grindery, BOI, Indy Chamber of Commerce, faith based organization, schools of business, Purdue Extension Service	Year 1-5
Co-op Community Grocery Store	A co-op community owned grocery store.	<ol style="list-style-type: none"> 1. Connect with independently grocery stores to explore how to start-up / manage a grocery. 2. Create a community to research best practices, community interest and buy-in. 3. Connect with area food producers. 	Northwest Area Food Access and Economic Development	Marian University, IUPUI, Butler University Center for Urban Ecology, 4-H, Future Farmers of America, Indianapolis Public Schools' area, faith based organization, schools of business	Years 3-5

ECONOMIC DEVELOPMENT

Co-op Aquaponics Farm	A community owned aquaponics co-op to create job opportunities and feed the community.	<ol style="list-style-type: none"> 1. Connect with Growing Power, Weaver Street Coop, Urban Organics and Evergreen Co-op to explore how to start-up / manage a co-op aquaponics farm. 2. Research best practices, community interest and buy-in. 3. Connect with area food producers. 4. Research methods for distribution and connect with area distributors. 	Northwest Area Food Access and Economic Development	KI Eco, Marian University, IUPUI, Butler University Center for Urban Ecology, 4-H, Future Farmers of America, Indianapolis Public Schools' area, faith based organization, schools of business	Years 2-5
Food Hub	A central location to source and purchase food items, receive those items, repack them and send them out to corner stores, grocery stores, restaurants, and other food vendors.	<ol style="list-style-type: none"> 1. Research best practices from around country. 2. Create a board to locate an appropriate site. 3. Source fresh and processed foods. 4. Approach local food vendors to participate. 	Northwest Area Food Access and Economic Development	Marian University, IUPUI, Butler University Center for Urban Ecology, 4-H, Future Farmers of America, Indianapolis Public Schools' area schools, faith based organization, schools of business, Indiana Fruit Growers, Indiana Vegetable Growers	Years 5+
Live Work Space	Reactivate properties for potential live work space for entrepreneurs and/or artists.	<ol style="list-style-type: none"> 1. Identify potential sites. 2. Engage mission aligned developers that work with non-profit, and live/work space. 3. Community engagement around impact of entrepreneur live/work space in area. 4. Connect with funding opportunities to support development. 	NWA Economic Development, Northwest Area APN and Community Art Committee	Art Spaces, Local Initiatives Support Corporation, Rebuild Foundation, Central Indiana Community Foundation, Dreamapolis	Years 1-3



ECONOMIC DEVELOPMENT

Goal 4: Maintain and support current businesses

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Broader businesses involvement in Business Association	Expand contacts with business in Northwest area.	<ol style="list-style-type: none"> 1. Review the Martin Luther King Revitalization Association (MBRA) current mission. 2. Host regularly scheduled events for business owners. 3. Create data base of active businesses in the NW area. 4. Provide online information to area small business regarding finance, marketing, demographics, permits and incentives for locating within the NW area. 	Flanner House, Northwest Area Economic Development	Indiana Small Business Development Center, Flanner House, MLK Business Revitalization Association, Department of Metropolitan Development, Bond Bank, Develop Indy	Years 1-5
Marketing strategy for business corridors within NW Area	Rebrand & collectively market area business.	<ol style="list-style-type: none"> 1. Engage a consultant to create a brand and supporting marketing materials. Newsletter, website, and ongoing promotions for business. 2. Develop database of a local businesses in the NW Area and establish contact with business owners. 	Northwest Area Economic Development	Flanner House, MLK Business Revitalization Association, Department of Metropolitan Development, Local Initiatives Support Corporation, Central Indiana Community Foundation,	Years 1-5
Public Library as Hub for employers and job training	Utilize the Indianapolis Public Library to create specific programming to build adult education and skill development.	<ol style="list-style-type: none"> 1. Identify specific training needs for residents. 2. Identify providers for specific programming. 3. Identify online options that can be delivered through the library's technology. 4. Identify additional sites within NWA community to host trainings. 5. Create a schedule of in-house courses. 	Flanner House	Indianapolis Marion County Public Library – Flanner House branch, Marian University, Flanner House, IUPUI, Ivy Tech, Indy Reads	Years 1-5

ECONOMIC DEVELOPMENT

Goal 5: Attract new businesses to the Northwest Area community.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Assess current land use	Assess current land use to evaluate the percentage of industrial, residential, commercial and park lands	<ol style="list-style-type: none"> 1. Evaluate current land usage and determine opportunities for commercial growth 2. Categorize available properties and incentives 3. Coordinate with TIF Advisory Council for incentives to attract and grow business 4. Include on available properties and any incentives to GIS system used by corporate locators on City wide website 	Flanner House	Develop Indy, DMD, Local Initiatives Support Corporation, Flanner House,	years 1-5
Brownfield Assessment	Identify and develop a plan to identify brownfields properties and resources for	<ol style="list-style-type: none"> 1. Identify and catalog existing location and number of brownfields in NWA Area 2. Include a brownfields information on commercial site finders website 3. Communicate with developers and stakeholders for most effective usage of space 	Flanner House	DMD, Urban League, Flanner House	In Process



ECONOMIC DEVELOPMENT

Business attraction Plan	Work with a consultant to develop a plan to bring new businesses into the community.	<ol style="list-style-type: none"> 1. Engage a consultant to develop a market study to determine market, identify leakages and unique business opportunities. 2. Utilize current and previous plans and adapt to changing needs 	Flanner House	Flanner House, INSBDC, Indianapolis Neighborhoods Resource Center, Business Ownership Initiative Flagship	Within 1 year
Effectively use economic development tools	Identify and effectively use the available economic development tools such as the UNWA TIF, fiscal agents, etc. to support the forward momentum of the Northwest Area Community	<ol style="list-style-type: none"> 1. Identify which entity is the economic development hub for projects seeking information about incentives to relocate to the NW Area 2. Coordinate with TIF Advisory Council on a regular basis for project review 3. Utilize TIF as incentives as outlined in the Dr. MLK, Jr. TIF guidelines 4. Continue to network with various mission aligned developers and commercial real estate agents 5. Strategically pursue and utilize grants 6. Connect to economic development portal that provides real time data on available commercial properties, incentives, and guidelines for TIF usage for site finders 	Northwest Area Economic Development	DMD, Flanner House, Develop Indy,	Within 1 year



ECONOMIC DEVELOPMENT

Goal 6: Educate and advocate for effective usage of TIF in Northwest Area.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Northwest Area TIF Advisory Board	Convene TIF Advisory Group	<ol style="list-style-type: none"> 1. Identify residents and community stakeholders to plan for TIF Advisory Council 2. Meet with predecessors of previous TIF groups to maintain continuity 3. Develop TIF Advisory Council 4. Collect data on current status of taxes generated from the TIF for future analysis 	Northwest Area Economic Development	Flanner House, Northwest Area Economic Development, Bond Bank, IUPUI	Progress
	Educate community on TIFs in NWA Area	<ol style="list-style-type: none"> 1. Hold multiple community meetings with NW Area residents 2. Invite city planners and other stakeholders to information sessions 	Northwest Area Economic Development	Flanner House, City Councillors	Progress & ongoing
	Advocating for proper usage of UNWA TIF	<ol style="list-style-type: none"> 1. Identify organization that packages economic development incentives for potential development 2. Develop a regular and consistent meeting schedule of TIF Advisory Council 3. Strategically engage City and developers 4. Communicate and report to NW Area in small and large group settings 	Northwest Area Economic Development	Flanner House, DMD	Within 1 year

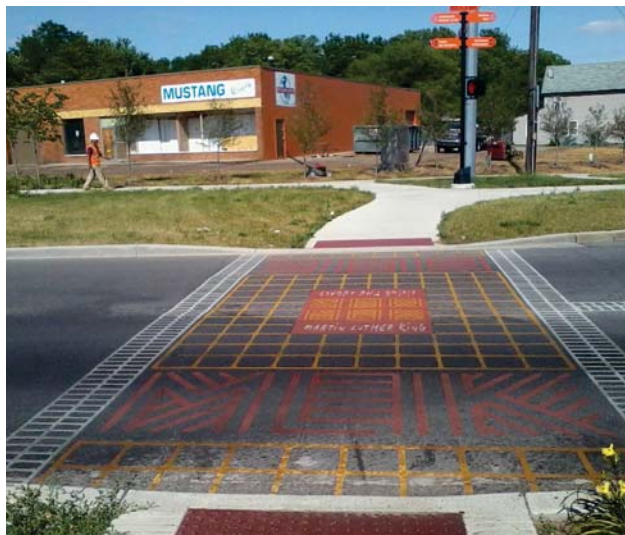


ECONOMIC DEVELOPMENT

Goal 7: Effectively brand and market the Northwest Area community.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Marketing Strategy for NWA Businesses and Housing	Create a marketing strategy for business and housing in the NW area Neighborhood Commercial Corridors	<ol style="list-style-type: none"> 1. Engage a consultant to identify market opportunities 2. Create new for the community brand 3. Market the area for commercial and residential development 4. Invite stakeholders to business meetings to discuss development opportunities 	Flanner House, Northwest Area Economic Development Action Team	Local Initiatives Support Corporation, Central Indiana Community Foundation, Ball State, IUPUI,	Within 1 year
Rebrand Northwest Area	Work area residents and stakeholders to develop an identify and brand for the Northwest Area Community	<ol style="list-style-type: none"> 1. Create a Marketing and Branding Team comprised of business leaders, residents and committed professionals 2. Plan community meetings to further development of community identity 3. Expand the Indiana Avenue Cultural District to cultural opportunities within the Northwest Area 	Flanner House, Northwest Area Economic Development Action Team	Flanner House, Arts Council, Indianapolis Cultural Commission, Downtown Indy, IUPUI	Within 1 year
Beautification	Develop a beautification plan to address unsightly and abandoned areas of the community	<ol style="list-style-type: none"> 1. Document conditions of NW Area in regard to vacant lots, overgrown lawns, sidewalk and infrastructure problems 2. Address concerns w/ Code Enforcement 3. Develop group to schedule regular neighborhood cleanups (quarterly mass cleanup) 4. 	Northwest Area Economic Development	IUPUI, Marian University, MLK Business Revitalization Association	Years 1-5

ECONOMIC DEVELOPMENT



FOOD ACCESS

Our Story Now

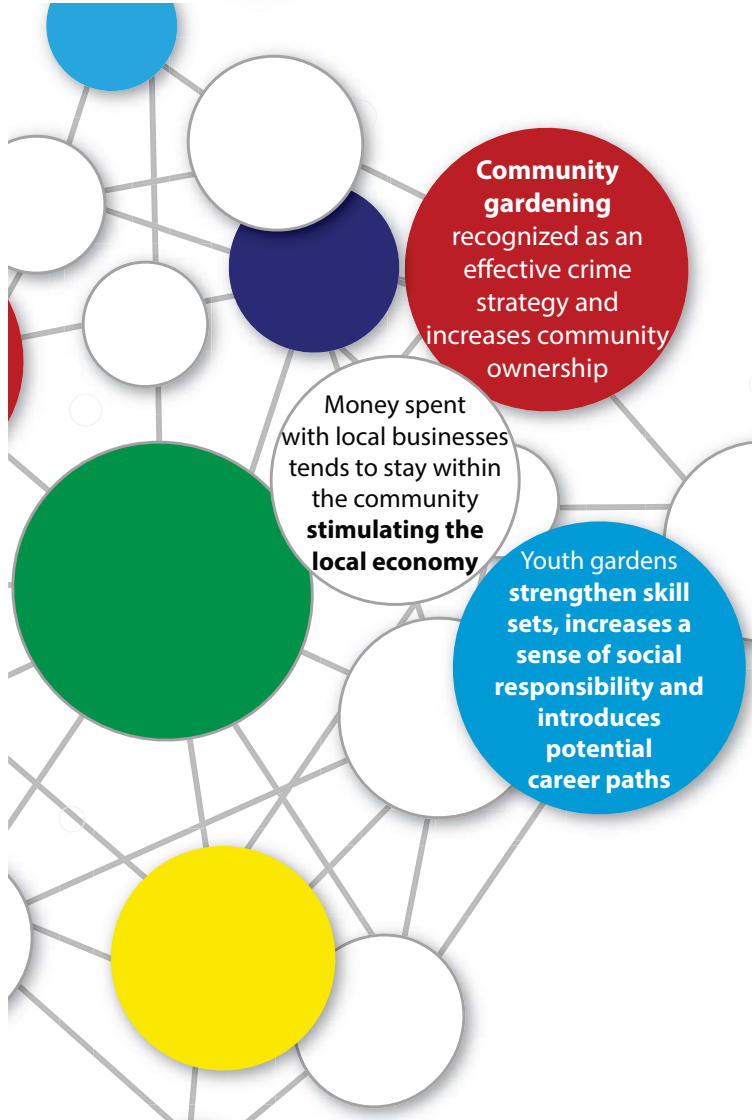
Access to fresh food impacts our community on many levels. With only one grocery store and several small corner stores within our borders, many families must shop outside of our area or at more expensive convenience retailers to meet their nutritional needs. Reliable transportation continues to impact a family's ability to access quality food options as many must rely upon public transportation or others to transport them to the nearest grocery store.

This issue of food deserts is found across the country in neighborhoods affecting obesity rates and other diet related diseases soaring. A food desert is defined by the United States Department of Agriculture as an urban tract with at least 500 people or 33% of the population living at least one mile from the nearest supermarket, supercenter, or large grocery store. Recent research into healthy food access has found:

- Accessing healthy food is a challenge for many families, particularly those living in low-income neighborhoods and communities of color.
- Living closer to a healthy food retailer is among the factors associated with better eating habits and decreased risk for obesity and diet-related diseases.
- Healthy food retailers stimulate economic activity.

As a defined food desert, access to food in general is an issue for many in our community. In this void, food pantries are a vital resource. Families that rely on pantries are more food secure than those households that rarely or never use food pantries. Youth and seniors are able to access a variety of resources to aid in their nutritional needs. Summer Servings, the summer feeding program for youth ages 18 and younger, operated only 7 sites in our community during the 2014 program; while seniors at Flanner House Seniors Program and other sites throughout the area are able to utilize programs like Second Helpings and Meals on Wheels.

In order to transform our food desert into a fruit basket, we must implement multiple approaches to increase access to quality food. Increasing the availability of the number of corner stores and improving the nutritional quality of products at fringe vendors such as convenience stores and gas stations, is one approach. Growing our own food or creating food coops, buying clubs or Community Supported Agriculture (CSA) are other approaches to making sure our neighbors have the necessary access to food options to ensure healthy living in our community.



FOOD ACCESS

Our Future

If our community had easy access to healthy food retailers - what would that look like? Imagine being able to shop for fresh fruit and vegetables at the corner store or retailer or being able to order healthy choices at a local restaurant. Imagine even still what it would mean for children, seniors and all members of our community to be able to have 3 meals a day. Access to quality food means a healthier, more vibrant community.

Overall, the foundation of our future is to enact processes around food justice, which ultimately leads to food sovereignty for our community. Food justice is defined as

“communities exercising their right to grow, sell and eat healthy food. Healthy food is fresh, nutritious, affordable, culturally-appropriate, and grown locally with care for the well-being of the land, workers, and animals. People practicing food justice leads to a strong local food system, self-reliant communities, and a healthy environment”.

Food sovereignty means the people who produce, distribute and consume food are at the center of decisions on food systems and policies. Our aim is to adhere to these philosophies as we rebuild our own food system.

Our vision includes a Northwest Area Gardening Association to support the existing gardens and to aid in the creation of new gardens. This association would create a “brand” for our gardens using signage, benches, etc. It would also be a source to help residents find the nearest community garden or create a new one if there are no nearby gardens close by. We would also create events and workshops, such as urban foraging, beekeeping and planting or harvest festivals and a newsletter to let residents know when these events are scheduled.

Youth Gardens are a tool used across the country for a variety of reasons. These gardens have proven to be a useful in creating spaces where people can gather and to deter crime. They offer adult supervised activity, strengthen math, science and language skills and improve the children’s sense of pride and self-esteem. Most importantly youth can learn healthy eating habits and have a better understanding of where their food comes from. This strategy of integrating the youth into community garden activities has already shown signs of having a multi-layered positive impact on our community. The Sugar Grove-Davis Community Garden located next door to School #44 has resulted in classes assisting with seed preparation as a science project, as well as spending time in the garden to learn about food and tasting fresh vegetables right off the vine. In off school hours, students continue to participate in garden activities and see this as a safe and welcoming space.

Food Forests are a form of permaculture that incorporates edible plants into a park-like setting. The produce from the food forest can be used to teach cooking and canning classes to our community. It can also be used to supplement the nutrition program at each of our public schools or summer feeding program sites, which provide meals to youth 18 and under.



FOOD ACCESS

Community Kitchens are used to teach residents how to prepare healthy, budget conscious meals. For our younger residents, we would also include classes on budgeting, shopping and culinary basics. For our older residents, this would be a social occasion, since many middle aged and elders find it challenging to cook for only one or two people.

A community owned grocery store would increase our access to healthy food. Providing the ability to be more responsive to residents' needs, as well as it would also be a source of community led economic growth and job creation.

Finally, a food hub would bring more jobs into the community. We would be able to leverage greater buying power for corner stores, restaurants and others. A food hub would also be a great place to install a commercial kitchen for the small scale entrepreneur for value added products to be created and distributed.



FOOD ACCESS

Our Goals

Our goals are as follow:

1. Increase overall food access, as well as increase access to fresh produce and healthier food options.
2. Increase knowledge about the food cycle, including growing, preserving, cooking and eating.
3. Food production and activities as an economic opportunity.



FOOD ACCESS

Goal 1: Increase overall food access, as well as increase access to fresh produce and healthier food options.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Community Gardens	Strengthen, improve and increase community gardens.	<ol style="list-style-type: none"> 1. Create a gardening association for the purpose of coordinating efforts and helping area residents or organizations find the nearest garden or creating a new one, as needed. 2. Create a “brand” using signage and benches. 3. Create a newsletter with a calendar of events, garden contact info and articles. 4. Create a training program for interested residents to learn best practices for gardening. 5. Map out existing gardens, both community and private and extend invitations to participate. 	Northwest Area Garden Committee	Wall’s Urban Garden, Miss Mary’s Garden, 27 th Street Garden Sugar Grove Davis Community Garden, First Baptist North Community Garden, Riverside Garden, Marian University, IUPUI, Butler University Center for Urban Ecology, 4-H, Future Farmers of American, Indianapolis Public Schools, faith based organization, schools of business	Year 1
Mobile Farmers’ Market or Produce Stand	Utilize a trailer to market and sell fresh produce.	<ol style="list-style-type: none"> 1. Locate an appropriate trailer for modifications. 2. Locate and contract with interested gardeners in the area. 3. Source additional produce. 4. Double check all appropriate permits, restrictions, fees, insurance, etc. 5. Apply to be a Supplemental Nutrition Assistance Plan and a Women Infants and Children - Food Nutrition & Health Policy vendor 6. Apply for “The Square” portable credit card reader. 7. Find locations in the area where people congregate. 	Northwest Area Garden Committee	IU Health, Green BEAN Delivery, Basic Roots Community Foods, Marian University, IUPUI, Butler University Center for Urban Ecology, 4-H, Future Farmers of American, Indianapolis Public Schools, faith based organization, schools of business, Indiana Small Farmers, Indiana Fruit Growers, Indiana Vegetable Growers	Year 1

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Youth Food Forests <i>(In Progress)</i>	Plant fruit trees and bushes near schools to support learning and supplement food access to students and their families.	<ol style="list-style-type: none"> 1. Identify locations at or near each IPS School, Riverside Park and Watkins Park in our area to house a food forest. 2. Partner with area faith-based organizations to identify potential lots for donation for food forest. 3. Identify suppliers of fruit trees and bushes for donations. 4. Partner with schools to increase. 	Carina McDowell	First Baptist North, Keep Indianapolis Beautiful, Marian University, IUPUI, Butler University Center for Urban Ecology, 4-H, Future Farmers of American, Indianapolis Public Schools, faith based organization, schools of business	Years 1-5, 1/yr
Food Access and Resource Guide	Develop a guide showing food resources and programs such as pantries, SNAP, Purdue Ext., Summer Feeding Programs, etc..	<ol style="list-style-type: none"> 1. Identify local food support programs. 2. Identify specialty programs for youth, seniors and families.. 3. Distribute information and guide to community spaces, such as schools, churches and community centers. 	Northwest Food Access	IU Health, Marion County Health Department, IUPUI School of Public Health, Marian University School of Nursing, MLK Business Revitalization Association, Gleaners and other area food banks..	Years 1-5



FOOD ACCESS

Goal 2: Increase knowledge about the food cycle, including growing, preserving, cooking and eating.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Community Food Forest	A park-like setting planted with edible plants.	<ol style="list-style-type: none"> 1. Write and submit grant application to the fruit tree planting foundation. 2. Assemble community volunteers for training and site prep. 3. Organize planting and workdays. 	Northwest Area Garden Committee	First Baptist North, The Fruit Tree Planting Foundation, Keep Indianapolis Beautiful, Marian University, IUPUI, Butler University Center for Urban Ecology, 4-H, Future Farmers of American, Indianapolis Public Schools, faith based organization, schools of business	Year 1
Community Kitchen	A training program to teach area residents cooking and canning skills.	<ol style="list-style-type: none"> 1. Find suitable locations throughout the area. 2. Apply for a USDA Grant. 3. Partner with a nutritionist and master canner to teach classes. 	Carina McDowell	Marian University, IUPUI, Butler University Center for Urban Ecology, 4-H, Future Farmers of American, Indianapolis Public Schools, faith based organization, schools of business	Years 2-3

FOOD ACCESS

Goal 3: Food production and activities as an economic opportunity.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Youth Market Gardens	Train teens basic business skills to grow and market produce to the neighborhood.	<ol style="list-style-type: none"> 1. Partner with The Grindery for business classes. 2. Build grow boxes on the Sanitec lot. 3. Find interested neighborhood teens. 4. Find locations in the neighborhood to set up produce stands. 	Carina McDowell	The Grindery, Sanitec, Marian University, IUPUI, Butler University Center for Urban Ecology, 4-H, Future Farmers of American, Indianapolis Public Schools, faith based organization, schools of business, Purdue Extension Service	Years 1-5
Co-op Community Grocery Store	A co-op community owned grocery store.	<ol style="list-style-type: none"> 1. Connect with independently grocery stores to explore how to start-up / manage a grocery. 2. Create a community to research best practices, community interest and buy-in. 3. Connect with area food producers. 	Northwest Area Food Access and Economic Development	Marian University, IUPUI, Butler University Center for Urban Ecology, 4-H, Future Farmers of American, Indianapolis Public Schools, faith based organization, schools of business	Years 3-5
Co-op Aquaponics Farm	A community owned aquaponics co-op to create job opportunities and feed the community.	<ol style="list-style-type: none"> 1. Connect with Growing Power, Weaver Street Coop, Urban Organics and Evergreen Co-op to explore how to start-up / manage a co-op aquaponics farm. 2. Research best practices, community interest and buy-in. 3. Connect with area food producers. 4. Research methods for distribution and connect with area distributors. 	Northwest Area Food Access and Economic Development	KI Eco, Marian University, IUPUI, Butler University Center for Urban Ecology, 4-H, Future Farmers of American, Indianapolis Public Schools, faith based organization, schools of business	Years 3-5



FOOD ACCESS

Food Hub	A central location to source and purchase food items, receive those items, repack them and send them out to corner stores, grocery stores, restaurants, and other food vendors.	<ol style="list-style-type: none"> 1. Create a board to locate an appropriate site. 2. Source fresh and processed foods. 3. Approach local food vendors to participate. 	Northwest Area Food Access and Economic Development	Marian University, IUPUI, Butler University Center for Urban Ecology, 4-H, Future Farmers of American, Indianapolis Public Schools, faith based organization, schools of business, Indiana Fruit Growers, Indiana Vegetable Growers	Years 5+
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FOOD ACCESS



HOUSING STRATEGY



Our Story Now

Home is where the heart is! Our community is one of the most desirable locations in Indianapolis --- near major highways, surrounded by several of Indiana's colleges and universities, 10 minutes from downtown and other major retail corridors, next door to the Indiana Museum of Art and anchored by Riverside Park, a regional park larger than Central Park in New York. The Northwest area has a broad variety of housing stock. It has one of the oldest neighborhoods in Indianapolis with homes built in 1800's, lovely mid-century homes, and new homes constructed as recently as 2013. Our neighborhoods are made up of primarily single-family homes and several parks --- a great place for families. As our population ages, a variety of senior living apartment communities have become available with an impressive addition nearing completion at the intersection of 30th and Clifton Streets.

Some notable aspects of our area homes include, but are not limited to :

- Flanner House Homes is on the National Register as a Historic District. The district's 181 houses were built between 1950 and 1959 through an innovative self-help/sweat equity initiative developed by Flanner House of Indianapolis. African American families, who were locked out of conventional mortgage financing were provided with an option to build their own homes. More than half of these homes are still owned by the original builders or their descendants. The Flanner House model of sweat equity in lieu of down payment was later adopted by Habitat for Humanity and is now used worldwide as one option to affordable home ownership.
- River's Edge Community which consists of single-family homes and townhomes is the largest single-housing development in Center Township since World War II.
- Riverside has some of the oldest homes in the city. A large portion of Riverside is located within the Historic Kessler Boulevard System which has lovely wide park-like medians including Burdsal Parkway.

HOUSING STRATEGY

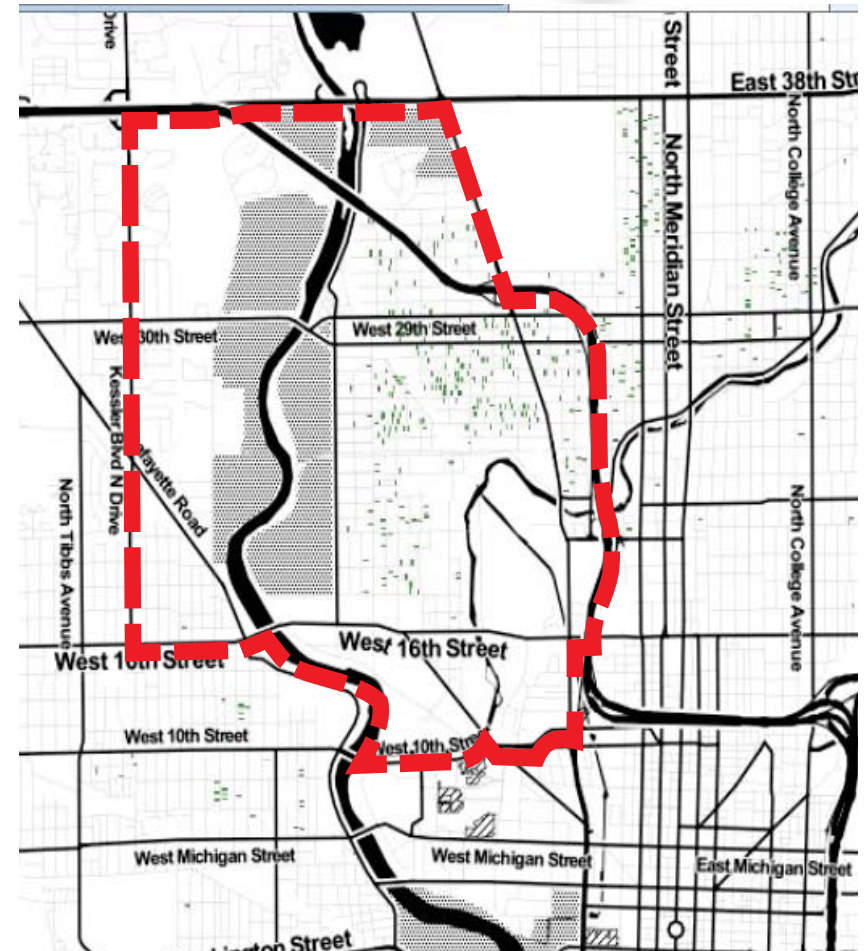
- Our Northwest Area contains dozens of mid-century architecture homes and unique gems such as the river rock homes around Riverside Park.

Despite the many housing opportunities available in the area during the last 20 years, our community has been severely impacted by the shift in population and the loss of residents. Reactivating abandoned homes and providing access to safe, quality affordable housing are a major issue in our community.

Presently, in some parts of the neighborhood, we have a 40% vacancy rate. For our community this means that only two to five houses may be occupied on an entire city block or, the block may be completely vacant. The Indiana Land Bank, now known as the Renew Indy, owns more than 360 vacant houses in our community. That is approximately one-third of the properties currently owned by the City. Add to this list, properties that are sliding into tax sale, in bank foreclosure, or those boarded up by unresponsive owners and the magnitude of the problem becomes very apparent.

Vacant and abandoned properties impacts a variety of issues in our community, especially crime and safety. At present we have 1,667 vacant properties. An abandoned house is defined by the City of Indianapolis - Abandoned Houses Action Plan as follows:

...“abandoned property” is a chronically vacant and uninhabitable unit whose owner is taking no meaningful steps to bring it back into the housing market. Abandonment is different than vacancy, which simply refers to whether a property is occupied or not. Vacancy can be the result of normal turnover and can be temporary or permanent. In contrast, abandonment is characterized by long term or permanent vacancy and by the poor physical condition of a property. To abandon a house is to neglect the responsibilities of ownership related to minimal functional, financial, and physical maintenance of the property.”



One-third of the City's owned abandoned houses are located in the Northwest Area.



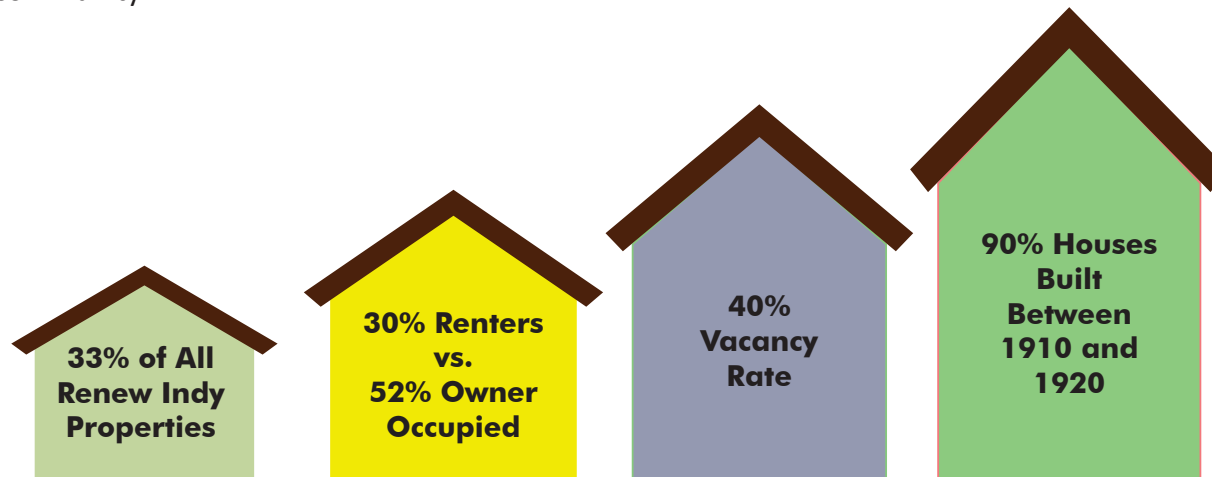
HOUSING STRATEGY

Multiple vacant houses concentrated in an area create zones wherein criminal activity can occur more readily without notice. In addition, these vacant spaces often are also without adequate lighting which again contributes to corridors of criminal activity.

One side effect of vacant and abandoned housing is the reduction in general beauty throughout the community. Boarded-up houses often have lots are overgrown with grass, trees and bushes. Unkempt properties then become great places for illegal dumping. From contractor waste to mounds of garbage, the health of our community is impacted due to the decaying waste which attracts and sustains rodent populations. In other cases contractor waste can contaminate the land. The direct health effects of dumping and the toxics associated with electronic and other trash are unknown.

Fifty-five percent (55%) of our neighbors are over the age of 50. Many of these elderly homeowners are on fixed incomes and may not be able to afford the upkeep of their homes. Traditionally homeowner repair has been financed with government or grant programs. As these funds dry up and the need increases, we have to be diligent about creating alternatives to allow seniors to age safely in their own homes. While more than 52% of our residents own their homes, our community members in rental units are often subjected to landlords who do not maintain the safety and habitability of their properties.

During the last year, the UNWA Community Development Corporation, who traditionally worked on issues relative to housing development and homeowner repair, closed its doors after 30 years in operation. Given the enormity of the housing challenges in this neighborhood, it is critical that decisions be made regarding the type of housing work required (demolition, homeowner repair, reconstruction or rehabilitation, and new construction), who will be directing the work, and how to create more opportunities for long term neighborhood stability including local workforce development on housing activities. We are at a fork in the road. Tremendous opportunities are being presented as we coordinate our talents and resources to redevelop our community.



HOUSING STRATEGY

Our Future

We envision a community wherein vacant properties has been reduced by 50%.

- Our children can play safely.
- Seniors are provided with assistance to maintain their homes.
- New neighbors are welcomed into the neighborhood and encouraged to share their gifts and talents with the neighborhood.
- Landlords become responsive and maintain their properties.
- Vacant lots become great public places such as community gardens, pockets of peace, or other places for people to gather.

Some Ideas to Consider

As we move forward we must embrace alternative methods to increase the option for ownership. Two potential methods include, but are not limited to:

- **Cooperative Housing** is an arrangement in which an apartment building or area of land is owned by a nonprofit organization. Housing coops are often multi-family properties that fall between condominiums and apartments in terms of the agreements. The organization sells shares of ownership to individuals, giving them the right to live in one of the cooperative housing units. Any fees and costs associated with running and maintaining the cooperative are divided among the cooperative's members. In a Cooperative Housing model residents do not technically own their homes. Instead they own a share of the cooperative, which entitles them to live in one of the cooperative's houses or apartments. The primary advantage of housing cooperatives is the pooling of resources to lower costs associated with homeownership.
- **Community Land Trust (CLT)** have been created throughout the country to ensure low and moderate income families benefit from the equity built through home ownership, and at the same time keep the property affordable for current and future residents. By placing land in a Community Land Trust, properties are protected from sudden and unexpected price hikes, ensuring the affordability and stability of costs. In a CLT model individuals are given a long-term lease of land, typically 99 years, for the exclusive use by the individual homeowners, cooperative housing, nonprofit develops and other organizations. As with a traditional property sale, the owner is given a deed or right to ownership for the building on the CLT's land. CLT's are formed by individuals or organizations that come together to form a new not-for-profit and build a base of community support and membership comprised of residents, businesses, political leaders and other community stakeholders.



HOUSING STRATEGY

Our Goals

Our goals include the following:

1. **Create a sustainable development organization to address the planning and redevelopment of housing and vacant land.**
2. **Develop a comprehensive housing program that serves homeowners and renters.**
3. **Expand home ownership opportunities.**
4. **Improve rental property conditions in the community**
5. **Reactivate 200 vacant properties over the next five years.**
6. **Reactivating vacant spaces for productive community use.**



HOUSING STRATEGY

Goal 1: Create a sustainable development organization to address the planning and redevelopment of housing and vacant land.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Development Organization	Develop a sustainable development entity to aggressively address the redevelopment of housing and vacant land.	<ol style="list-style-type: none"> 1. Research a variety of community development models. 2. Redefine how work gets done with existing resources. 3. Identify potential partners. 4. Establish board of advisors to determine direction and priorities, garner support, and reposition funding resources to create momentum for redevelopment. 5. Identify funding resources. 6. Solidify roles or areas of work including affordable housing, market rate housing, demolition, property management, fiscal agency, business development and marketing. 	Northwest Area Housing Committee	Flanner House, Neighborhood associations, residents, stakeholders, Local Initiatives Support Corporation, Central Indiana Community Foundation, Developers, Indianapolis Neighborhood Housing Partnership, Marian University, IU Health	Year 1-5



HOUSING STRATEGY

Goal 2: Develop a comprehensive housing program that serves homeowners and renters.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Develop Housing Strategy	Identify housing consultants to develop a housing strategy.	<ol style="list-style-type: none"> 1. Examine a variety of development strategies around housing and mixed used spaces. 2. Consider alternatives such as housing cooperatives and community land trust as additional options for home ownership. 3. Consider incentives for density, local employment, and other innovations that connect housing to other community objectives. 4. Research generational differences on housing type preferences / needs. 	Northwest Area Housing Committee	Flanner House, Local Initiatives Support Corporation, Central Indiana Community Foundation, Indianapolis Neighborhood Housing Partnership, Marian University, IUPUI, Ball State	Year 1
Attract Responsive & Responsible Developers	Work with developers to match our community vision with potential developers.	<ol style="list-style-type: none"> 1. In Progress – Developers Forum. 2. Develop and distribute housing strategy. 	Northwest Area Housing Committee	Flanner House, New Entity Ursula David Homes, Scott Hillard Kosene, Kosene & Kosene, Brinshore Development, Strategic Capital Partners, Flaherty & Collins, BWI,TWG Dev. LLC., Joe Whitsett, Dennis Dye, DCI Development Group, Riverside Redevelopment	Year 1

HOUSING STRATEGY

Homeowner Repair	Connect Neighbors to existing resources for homeowner repair.	<ol style="list-style-type: none"> 1. Create of list of senior, disabled, low income neighbors needing repairs. 2. Connect residents with resources that may assist with repairs and funding. 3. Educate community on resources available. 4. Find additional resources to address need. 5. Create a adopt a senior program where volunteers can assist seniors or disabled neighbors with needed repairs. 6. Create a summer job training program for students to learn basic construction, and assist homeowners with repairs. 	Northwest Area Housing Committee, Neighborhood Associations	CICOA, Community Action of Greater Indianapolis, Fair Housing, NeighborLink, Federal Home Loan Bank, Reverse Mortgages, Home Equity Loans, World Changers	Years 1-5
Community Education and Awareness	Educate residents about housing and redevelopment.	<ol style="list-style-type: none"> 1. Educate the community on options in terms of housing ownership and housing options/ styles. 2. Take field trips around the city to point out to the residents different community housing options in terms of types of housing to consider. 	Northwest Area Housing Committee	Indianapolis Neighborhood Housing Partnership, Indianapolis Neighborhood Resource Center, Flanner House	Year 1
Preserve the Integrity of Our Historic Homes	Take steps to preserve the integrity of the historic homes in the Northwest Area community.	<ol style="list-style-type: none"> 1. Work to ensure placement on the correct historic designation to ensure the historic architectural value is protected. 2. Consider creating land trust to maintain affordability, historical relevance, and integrity of structures. 	Northwest Area Housing Committee	Flanner House, resident, neighborhood associations, stakeholders	Year 1-5



HOUSING STRATEGY

Develop Housing Design Guidelines	Work with consultant to develop design guidelines for the architectural style and aesthetics for new construction in the Northwest community.	<ol style="list-style-type: none"> 1. Research design guidelines from other neighborhoods 2. Determine standards for NW Area. 3. Communicate standards within development community. 	Northwest Area Housing Committee	Flanner House, Neighborhood associations, residents, stakeholders, Local Initiatives Support Corporation, Central Indiana Community Foundation, Developers, Indianapolis Neighborhood Housing Partnership, Marian University	Year 1
Housing Resources	Identify additional resources for funding demolition and reconstruction.	<ol style="list-style-type: none"> 1. Follow the appropriate procedures for applying for funding from the various funding sources as per their guidelines. 	Northwest Area Housing Committee	FH, New Entity, Local Initiatives Support Corporation, Central Indiana Community Foundation	Year 1-5



HOUSING STRATEGY

Goal 3: Expand area home ownership opportunities.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Community Land Trust Consideration	Create a community land trust to preserve affordable housing options and to empower neighbors about land use decisions.	<ol style="list-style-type: none"> 1. Research other CLT models from around the country . 2. Engage and educate the community about CLTs as a housing option. 3. Evaluate applicability to NW vacant properties. 	Northwest Area Housing Committee	Flanner House	Years 1-3
Housing Cooperative	Create a housing cooperative to provide another opportunity for homeownership costs to be reduced.	<ol style="list-style-type: none"> 1. Engage multi-family developers around Cooperatives as potential model for increased homeownership and neighborhood stability. 	Northwest Area Housing Committee	Flanner House, developers	Years 1-3
Homeownership Education	Provide educational resources to assist community members to become homeowners through both traditional and non-traditional means.	<ol style="list-style-type: none"> 1. Promote and offer on-going housing and credit counseling classes to prepare potential buyers 2. Identify and educate the community on variety of property ownership models, traditional and non-traditional. 3. Identify and educate community on the various homeownership financing options, traditional and non-traditional. 4. Connect community to identified resources and down payment assistance programs to begin the process of becoming homeowners. 	Northwest Area Housing Committee	Indianapolis Neighborhood Housing Partnership, Indianapolis Neighborhood Resource Center, Flanner House, Habitat for Humanity, Neighborhood Assistance Corporation of America	Years 1-5



HOUSING STRATEGY

Goal 4: Improve rental property conditions in the community.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Rental Property Action Team	Increase resident understanding of tenant rights and responsibilities.	<ol style="list-style-type: none"> 1. Offer on-going training on residential tenant rights and responsibilities. 2. Present information to community groups. 3. Distribute information. 4. Create a hotline of problem landlords. 	Northwest Area Housing Committee	Fair Housing, Neighborhood Christian Legal Clinic, ICRC	Year 1 – 5
	Increase and promote responsible landlords.	<ol style="list-style-type: none"> 1. Increase landlord education and training to become better property owners. 2. Work with landlords to create a uniform list of tenant responsibilities. 3. Create a community rating guide of area landlords. 4. Create a NWA Landlord Seal of approval to identify good landlords in the community. 5. Support a landlord registry and inspection process. 	Northwest Area Housing Committee	Raj Dhaliwal, Dan Hubbard, Fair Housing, City Prosecutor's Office	Year 1-5

HOUSING STRATEGY

Goal 5: Reactivate 200 vacant properties over the next five years.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Housing Inventory	Create an inventory of abandoned properties.	<ol style="list-style-type: none"> 1. Community identification of houses to be demolished or preserved. 2. Find or develop an assessment tool to use to determine if demolition or renovation should occur. 3. Find a tool to assess if deconstruction is an option and to what extent? 4. Identify interested residents through the Schools of Success, i.e. IMPACT or PACE. 5. Employ state certified contractors to oversee project. 	Northwest Area Housing Committee	Neighborhood associations, students,	Year 1
	Identify resident experts to help assess properties.	Train assessment team on assessment software.	Northwest Area Housing Committee	Neighborhood associations, residents, stakeholders, contractors	Year 1
Housing Demolition	Develop a demolition plan to remove blighted homes in the Northwest Area community.	Identify organizations/companies doing demolition work in the community. Use standardized evaluation tools for assessments.	Northwest Area Housing Committee	Neighborhood associations, residents, stakeholders	Year 1



HOUSING STRATEGY

Housing Demolition/Deconstruction Crew	Create employment opportunities for residents on demolition crew.	<ol style="list-style-type: none"> 1. Create demolition training program that feeds directly into demolition jobs. 2. Identify companies willing to work specifically with youth and the re-entry population. 3. Create a good neighbor program with all the demolition and deconstruction companies in the area to hire neighborhood residents. 4. Identify organizations/schools offering construction or demolition training. 	Northwest Area Housing Committee	New Life Development Ministries, Workforce One	Year 1
Housing Deconstruction	Reclaim any salvageable materials.	Find partners who will purchase salvaged materials.	Northwest Area Housing Committee	Habitat Restore Asset Recycling & Reclamation Services, Reclaimed vintage Industrial, Tim and Julie's Another Fine Mess, Doc's Architectural, Salvage and Reclamation Services, New Life Development Ministries	Year 1

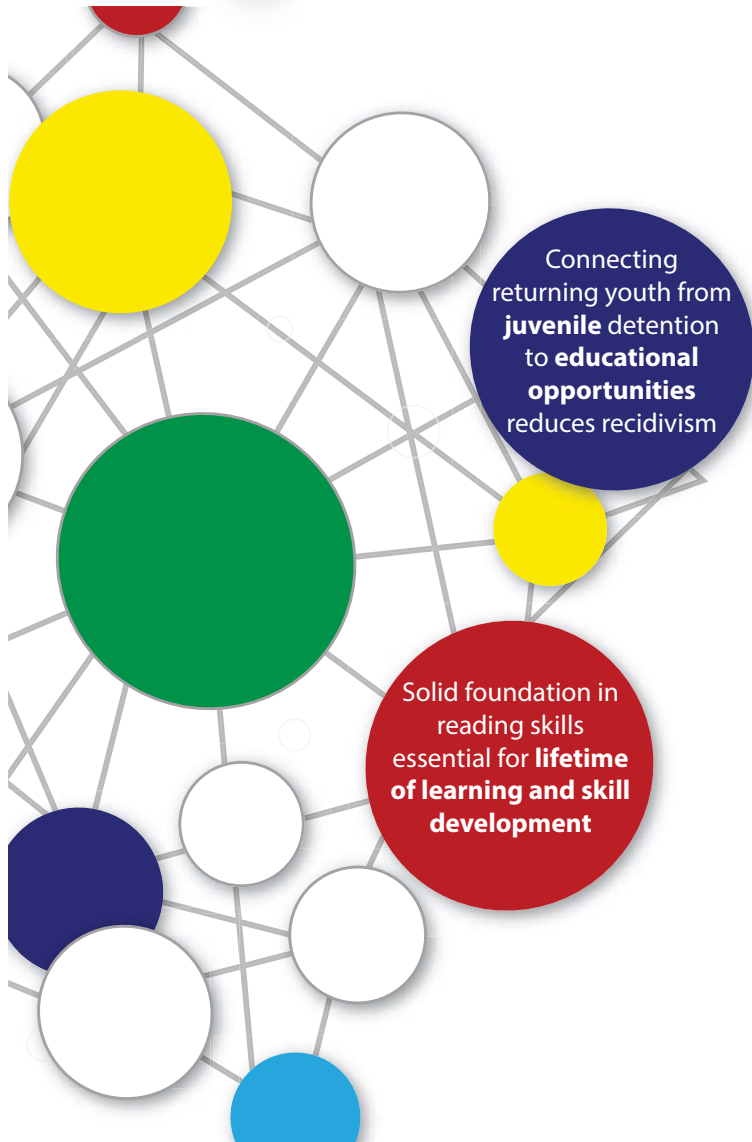
HOUSING STRATEGY

Goal 6: Reactivate vacant spaces for productive community use.

Outcome	Action	Steps	Community Champion	Potential Community \ Partners	Timeline
Clean Community Campaign	Address illegal dump sites in community.	<ol style="list-style-type: none"> 1. Develop a community tool closet for individuals to access resources for community clean-ups. 2. Develop a fund for dumpsters to off-set the costs for neighborhood clean ups 3. Educate residents on steps to take when they see illegal dumping occurring. 4. Create a list of illegal dump sites and track when dumping occurs. 5. Create & publish a list of dumping culprits. 6. Encourage Neighborhood Associations to engage residents in a community cleanup of their area on a quarterly basis. 7. Encourage Neighborhood stakeholders to engage their students, congregations to engage residents in a community cleanup of their area on a quarterly basis. 	Northwest Area Housing Committee	DPW, Residents, Community Service projects, neighborhood associations, MLK Business Revitalization Association, Keep Indianapolis Beautiful, KI Eco Center	Years 1-5
Creative Placemaking	Use Tactical Urbanism and Creative Placemaking principals to activate vacant lots.	<ol style="list-style-type: none"> 1. Identify owner of vacant lots . 2. Community outreach to educate about Tactical Urbanism and Creative Placemaking. 3. Collaborate with artist in the area to create art/projects around the blighted areas. 4. Hold Pop-Up Fairs on the vacant lots. 	Northwest Area Housing Committee	Neighborhood associations, residents, area Indianapolis Public Schools, charter and parochial schools, MLK Business Revitalization Association, Keep Indianapolis Beautiful, Indiana Museum of Art, Arts Council, Big Car, Indianapolis Arts Center	Years 1-5



P-12 EDUCATION



Our Story Now

The Northwest Area Community is home to many diverse school options servicing our Pre-K to 12th grade student population. Although we can count nearly 16 education providers in our area servicing our community, the majority of Northwest Area students attend just three traditional Indianapolis Public Schools (IPS) elementary schools and Northwest High School. These elementary schools also happen to be the largest in terms of population and have faced many challenges. At the start of 2014-2015 at least two of our schools will have new principals.

Despite these hurdles, the hiring of a new IPS Superintendent, Dr. Lewis Ferebee, will have significant impact as many new changes are taking place in the schools. Just a few of the exciting initiatives and successes occurring in the Northwest Area IPS schools include the following:

- Riverside School #44 will be a technology focused program. Beginning in Fall, 2014 each student will have a computer tablet for use in school. The school has received significant upgrades for this program.
- George Washington Carver School #87 uses conflict management and peacebuilding skills as a part of its curriculum, as well as meditation to assist students with coping strategies and stress management.
- Elder W. Diggs School #42 and Northwest High School will be moving in new directions as both will have new leadership at the helm starting with the 2014-2015 school year.
- Elder W. Diggs School #42 Interim Principal implemented policies to reduce suspensions in the schools resulting in a reduction of kids walking out of the classroom and school.
- Clarence L. Farrington School #61 is the largest IPS' elementary school. School #61 started the 2013-2014 school year with a new principal and nearly 75% new staff. In one year this school has had significant strides and is starting make the academic upward climb and turn around.

P-12 EDUCATION

- Shortridge High Schools Drumline won the 2013 State Championship.

Moving into the 2014-2015 school year, IPS will incorporate a number of new initiatives, many of which are district wide. With these new administrations focusing more on working collaboratively with the community, many of these initiatives will directly impact educational concerns expressed by our community. These efforts include the following:

- T3 Initiative (Teacher Turnaround Teams) provides for master level teacher for each grade level that will serve as a mentor for the other grade level teachers. This is vital as many of our educators have indicated the need for mentorship and support.
- Positive Behavior Models methods for discipline are required for each school. Each method chosen by school must be based on program or model that has a proven track record of success in terms of creating positive behaviors and reduced suspensions and expulsion rates.
- Parental Involvement Educator - its sole role is to look for new and innovative ways to engage families with the school.
- Pre-Kindergarten programs are expanding district-wide and are full day. School #44 will add additional classes beginning with the 2014-2015 school year.

For our non-IPS schools, there are also many interesting and new directions.

- Vision Academy is the newest addition to the Challenge Academy system of charter schools and will see its first classes for the fall 2014-2015 school year.
- Phalen Leadership Academy has made significant impact in the community and offers a variety of approaches and programming with educational outcomes one to two grades above student level as result of longer school days and blended learning programs.
- Holy Angels continues to be a pillar of the northwest community as a place for worship and education for more than 100 years.
- Marion County Juvenile Detention center is in the process of creating an in-house charter school, Francis Marian Academy, which will allow detained youth to continue with a quality education. This school will be connected with a traditional charter school managed by one superintendent and providing the same curriculum. This would allow students to transfer credits and continue their education once they've completed their term. This school will open in the 2015-2016 school year.

Even with all these great strides, challenges still exist. Surveys with school administration and interviews with students and their families highlighted the clear need for support to students and families with additional education opportunities outside of school and social services including mental health care access. Our educators also need support to be the best teachers they can be. Throughout the community issues associated with violence and bullying impact the lives of our kids in and out of school.



P-12 EDUCATION

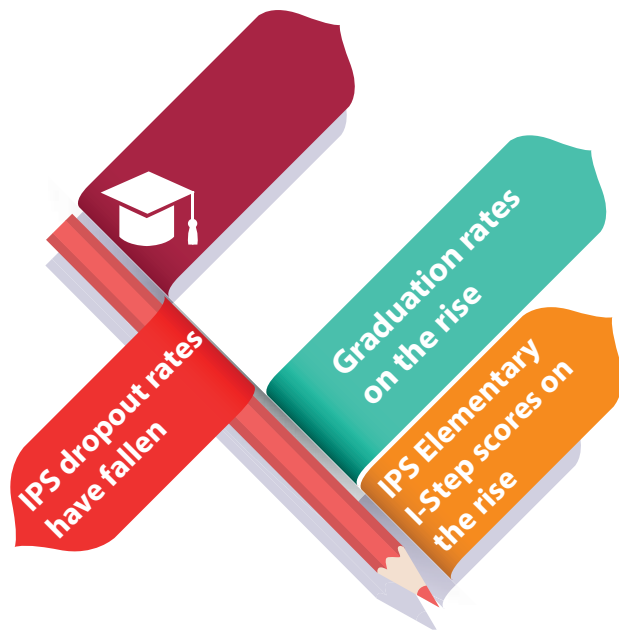
Our Future

Our vision is to develop a community network and partnerships that supports increased educational achievement for our students from Pre-K to 12th grade, as well as focus on holistic youth development. With this in mind we need to also look to supporting our educators to ensure they have the resources, encouragement and assistance to make this happen. Creating opportunities and options for the families of our students to encourage increased family engagement with the school is also key. Our primary focus areas to achieve these outcomes are as follows:

- Community Schools
- Discipline
- Family Engagement
- Resource Development



P-12 EDUCATION

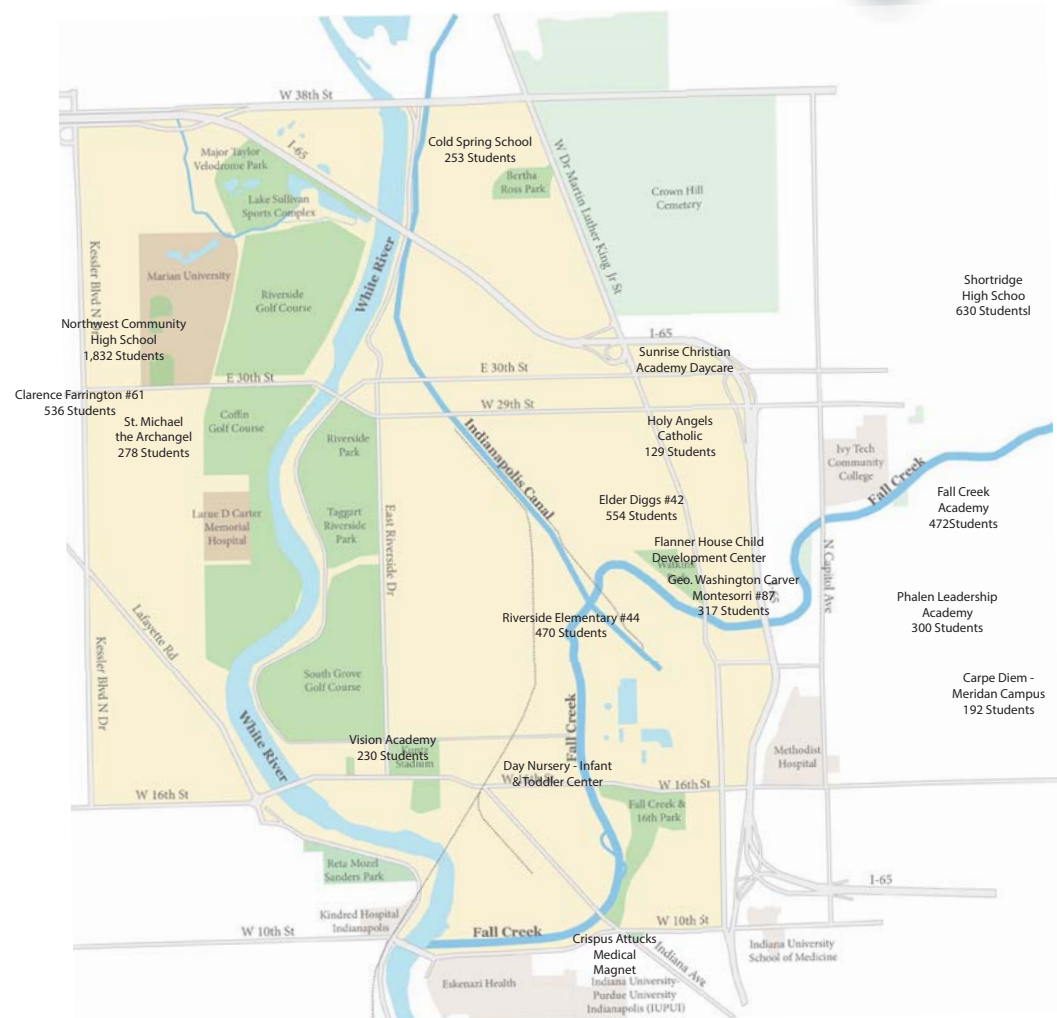


This map only includes elementary, middle and high schools with student enrollment.

There are a variety of Pre-K Programs in the community. Many are run by faith-based organizations and/or are home-based. As such, an accurate count of the variety of resources is not available.

We have included only those programs that are public and/or have a Paths of Quality Level 3 or above certification due to availability of information. Visit www.childcareindiana.org or contact to learn more about Paths of Quality.

www.nwqol.org



P-12 EDUCATION

Our Goals

Our solutions are as follows:

1. Incorporate more Community School models into Northwest Area schools.
2. Partner with education and community resources to reduce suspension rates in area schools.
3. Increase Family Engagement opportunities and positive experiences within area school.
4. Develop and identify education and social services resources to support student, family and school staff needs.
5. Increase access to quality early childhood development and preschool education opportunities.

“Everyone can be great, because *everyone* can serve.”

-Martin Luther King, Jr.



P-12 EDUCATION

Goal 1: Incorporate more Community School models into Northwest Area schools.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Community Schools	Incorporate more community school models into the area schools.	<ol style="list-style-type: none"> 1. Identify national Best Practices for Community Schools. 2. Identify local examples of community schools (George Washington High School, Irvington Community Schools) . 3. Educate community on various types of community schools. 4. Assess area schools to see what if any type of community school models / features / programs they have in place. 5. Examine School #44's Bridges to Success Program to determine Best Practices. It is the most successful program in the city and the school has many community school features. 6. Identify and partner with national and local community school initiatives. 7. Assess the type of community school models / needs for our area schools. Community schools may offer all or a variety of services such as: <ul style="list-style-type: none"> • Adult Education • After School • Community Development • Community Engagement • Early Childhood Services • Family Involvement • Family Support • Mental Health • Physical Health 8. Youth Development. 9. Partner with Indianapolis Public Schools Administration and school principals to incorporate community school features into the programs. 	Northwest Area Education	Indianapolis Public Schools, area charter schools, Coalition for Community Schools, Communities in Schools, Institute for Educational Leadership, IUPUI School of Education, Butler University School of Education, Marian University School of Education, National Center for Community Schools	Years 3-5



P-12 EDUCATION

Goal 2: Partner with education and community resources to reduce suspension rates in area schools.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Advocacy for Discipline Policy Changes	Advocacy to create policy changes around school discipline to create better educational outcomes.	<ol style="list-style-type: none"> 1. Review school policies with administration. 2. Review Best Practices around Restorative Discipline in Schools. 3. Educate parents, schools and community organizations about the Restorative Discipline Practices . 4. Create a community support system to provide/ create alternative discipline options (i.e. of out of school suspension work in a community garden). 5. Meet with Indianapolis Public Schools administration and principals to discuss alternative options and how to incorporate into the school. 	Northwest Area Education	Community organizations, faith based organizations, Indianapolis Public Schools and administration, The Eagles Nest, parochial and charter school administration, parent and youth groups, Stand for Children	Years 1-5
Stress Management and Coping Skills	Incorporate stress management and coping skills into school curricula / activities.	<ol style="list-style-type: none"> 1. Identify stress management, anger and coping skills Best Practices. 2. Identify community service providers. 3. Partner with School Administration and principals to incorporate strategies into the school. 	Northwest Area Education	Area yoga programs, Midtown Mental health, Christian Theological Center, faith-based organizations, etc.	Years 2-5
Conflict Transformation and Peacebuilding Skills	Incorporate Conflict transformation and peacebuilding skills into school curricula / activities.	<ol style="list-style-type: none"> 1. Work with School 87 examining their meditation and conflict training used in their program. 2. Incorporate Playworks Programs into schools. <i>In-Progress. Schools 42, 44, 61, 87 are slated to participate of IPS's pilot initiative.</i> 4. Identify conflict transformation and peacebuilding skills. 5. Identify community service providers. 6. Partner with school administration and principals to incorporate strategies into the school. 	Northwest Area Education	School 87, Playworks, area Indianapolis Public Schools administration and schools, faith-based and private schools, Indy Parks, Christian Theological Counseling Center, Mental Health American of Greater Indianapolis, City Yoga, faith –based providers of mental health	Years 3-5

P-12 EDUCATION

Advocacy Around Disproportionality in School	<p>Advocacy to create policy changes around school discipline to reduce disproportionality in schools in terms of suspensions and expulsions.</p>	<ol style="list-style-type: none"> 1. Review school policies with administration around discipline, suspension. 2. Review Best Practices around restorative discipline in schools. 3. Review data on schools suspension and expulsion rates. 4. Educate parents, schools and community organizations about the restorative discipline practices and disproportionality in discipline in area schools. 5. Create a community support system to provide / create alternative discipline options (i.e. of out of school suspension work in a community garden). 6. Meet with IPS Administration and principals to discuss alternative options and how to incorporate into the school, as well as area parochial and charter schools. 	<p>Northwest Area Education</p>	<p>Community organizations, faith based organizations, Indianapolis Public Schools and administration, The Eagles Nest, parochial and charter school administration, parent and youth groups, Stand for Children</p>	<p>Years 1-5</p>
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P-12 EDUCATION

Goal 3: Increase Family Engagement opportunities and positive experiences within area school.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Parent Connections	Meet parents 'where they are'.	<ol style="list-style-type: none"> 1. Assess and identify family orientation programs / back to school fairs used for each area school. 2. For those schools that need a parent orientation / back to school fair work with them to develop one. 3. Conduct a parent / family skills and interest survey at start of school year. 4. Conduct focus groups to identify barriers and incentives for parental and family participation in school. 	Northwest Area Education	Community organizations, faith based organizations, Indianapolis Public Schools and administration, The Eagles Nest, parochial and charter school administration	Years 1-5
Better Communication Systems	Identify and create better systems of communication between the school and parents/families.	<ol style="list-style-type: none"> 1. Assess communication methods used by each school. 2. Assess preferred modes of communications for parents. 3. Identify the communication gaps. 4. Develop alternatives for participation in the schools for parents based off surveys, interviews and focus groups. 	Northwest Area Education	Community organizations, faith based organizations, Indianapolis Public Schools and administration, The Eagles Nest, parochial and charter school administration	Years 1-5
Positive School Experiences	Create more free and low cost family experiences with the school.	<ol style="list-style-type: none"> 1. Locate sponsors and partners to support free school events. 2. Develop quarterly event programming for large groups free or very, low-cost for the community. 3. Work with schools to see which activities would work with their populations. 4. Develop workshops/activities for parent/child and/or family/child intimate engagement. 	Northwest Area Education	Community organizations, faith based organizations, Indianapolis Public Schools and administration, The Eagles Nest, parochial and charter school administration	Years 1-5

P-12 EDUCATION

Goal 4: Develop and identify education and social services resources to support student, family and school staff needs.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Education Support Access	Develop better access to out of school education activities and services.	<ol style="list-style-type: none"> 1. Identify and assess availability of facilities, education resources and tutoring to community from faith-based and community organizations. 2. Advocate for increased access to faith-based and community resources for Northwest Area QOL Youth. 3. Fill resource gaps (locations, hours of operation, missing resources). 4. Increase access to tutoring services by developing relationships with higher education institutions with a specific target towards Marian University, IUPUI, Butler and Ivy Tech. 5. Coordinate tutoring materials with class curriculum. 6. Develop after school homework assistance sessions and tutoring. 7. Coordinate school-based and community-based options. 8. Increase access to alternative and learning opportunities and programs during intercession and summer breaks. 	Northwest Area Education	Marian University Summer Learning Institute, Community organizations, faith based organizations, Indianapolis Public Schools and administration, The Eagles Nest, parochial and charter school administration, IUPUI School of Education, Butler University School of Education, Marian University School of Education, National Center for Community Schools	Years 1-5



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Vocational and Skilled Trades Education	Develop a west-side skills trade educational option for high school students.	<ol style="list-style-type: none"> 1. Identify skill trade educational opportunities. 2. Research charter schools. 3. Research requirements for vocational training for various – school based vs. On the Job Training vs. journeyman base. 	Lanier Echols, Reverend Kevin Perry	Community organizations, faith based organizations, IPS and school Administration, The Eagles Nest, parochial and charter school administration, IUPUI School of Education, Butler University School of Education, Marian University School of Education, National Center for Community Schools, Marion County Juvenile Court	Years 1-5
Community Resource Guides	Create guides for students that identify existing resources to assist with social service and out-of-school needs.	<ol style="list-style-type: none"> 1. Identify area resources in the following categories. <ul style="list-style-type: none"> • After school, intercession and summer options / opportunities. 2. Identify holistic services for the following issues. <ul style="list-style-type: none"> • Food Access. • Clothing. • Rental and utility assistance. • Safe Places. • Mental Health Care. • Legal 	Northwest Area Education	Community organizations, faith based organizations, IPS and school administration, The Eagles Nest, parochial and charter school administration, IUPUI School of Education, Butler University School of Education, Marian University School of Education,	Year 1-5

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Partnerships	Develop partnerships with national, regional and local businesses, faith-based and community organizations to support extra-curricular programs and services.	<ol style="list-style-type: none"> 1. Identify anchor institutions and businesses, as well as national initiatives. 2. Develop partnerships with area businesses to “Adopt a School” and support social service needs of students’ such a community food pantry, events, clothing exchange.. 	Northwest Area Economic Development Northwest Area Resource Committee, Northwest Area Education, Flanner House	Community organizations, faith based organizations, Indianapolis Public Schools and administration, The Eagles Nest, parochial and charter school administration, IUPUI School of Education, Butler University School of Education, Marian University School of Education, National Center for Community Schools	Year 1-5
Administrative Support	Develop support systems for our school educators and staff.	<ol style="list-style-type: none"> 1. Partner with school administration and staff to explore ways to best support their needs as educators. 2. Keep lines of communication on community resources and events open with the schools. 3. Partner with administration and staff to incorporate conflict transformation, stress management and coping skills into the school day for students and staff. 4. Create yearly community teacher celebrations – community wide or specific to each school. 	Northwest Area Education	Community organizations, faith based organizations, Indianapolis Public Schools and administration, The Eagles Nest, parochial and charter school administration, IUPUI School of Education, Butler University School of Education, Marian University School of Education, National Center for Community Schools	Years 2-5



P-12 EDUCATION

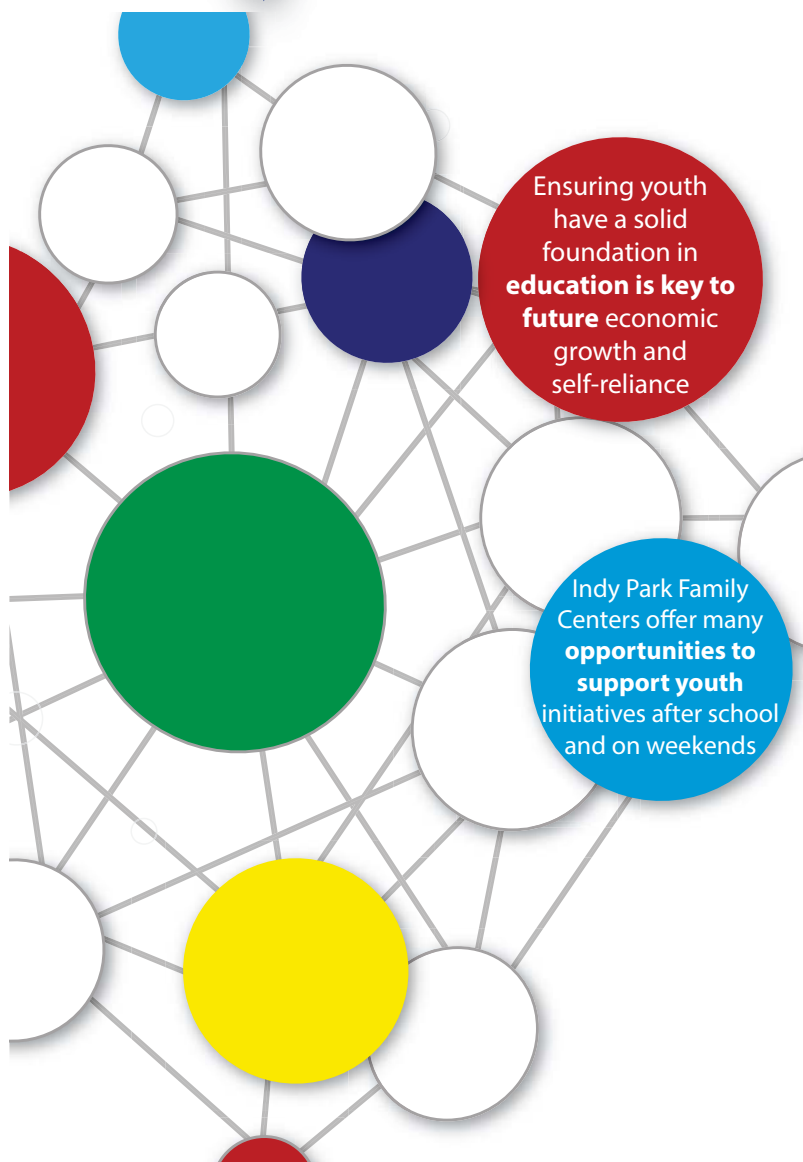
Goal 5: Increase access to quality early childhood development and preschool education opportunities.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Pre-Kindergarten Education Advocacy	Increase certified child care facilities in the area. Currently Northwest Area only has 3 licensed child care centers.	<ol style="list-style-type: none"> 1. Assess need for care in the area. 2. Assess child care and Pre-K providers in the community. 3. Develop education campaign about importance of Pre-K education. 4. Work with established national child care and Pre-K service providers and to assess sustainability of opening additional Pre-K educational opportunities in the community. 5. Create a community directory (digital or print) of area Pre-K providers. 6. Communicate to community Expansion of full day Pre-K opportunities available at School #44. 	Northwest Area Education	Flanner House Child Development Center, Area faith-based organizations, area child care providers, Indianapolis Public Schools, Holy Angels, Indy Parks, IUPUI School of Education, Butler University School of Education, Marian University School of Education, National Center for Community Schools	Years 2-5
Annual Childcare and Pre-Kindergarten Fair	Educate public on child care and pre-k options in the community and available assistance to pay for services.	<ol style="list-style-type: none"> 1. Identify local child care service providers. 2. Identify funding assistance for child care. 3. Educate public at community events and through information distribution about child care options. 	Northwest Area Education	Area faith-based organizations, area child care providers, Indianapolis Public Schools, parochial and charter school administration, The Eagles Nest, Indy Parks, Neighborhood Associations, IUPUI School of Education, Butler University School of Education, Marian University School of Education, National Center for Community Schools	Years 2-5

P-12 EDUCATION



YOUTH DEVELOPMENT



Our Story Now

The youth in the Northwest area are a force to be reckoned with. Although living in a community that has many challenges and few local opportunities, our youth see their community as place of possibilities and future growth.

Our community is a hodge podge ranging from legacy families that have called the Northwest Area home for generations to those new to the Indianapolis community or even the United States. Of the nearly 12,000 residents, approximately 25% of our community are 18 years of age and under. With 3,371 youth access to activities and opportunities is a primary concern for parents and youth alike.

While our community is blessed with three Indy Parks Family Centers (Watkins Park, Municipal Gardens and Riverside Park), we have few other outlets for youth. Given these spaces focus heavily on recreational activities, the need for non-sports related options has been expressed by many area children. Area Boys and Girls Clubs or YMCAs are non-existent and the other facilities are simply too far away for easy and safe access as many are without transportation. Unfortunately, what is very clear here is that our kids need and want to feel safer in their community.

Despite these hurdles, when we listen to the voices of our children, they provide new insight into the future direction of the Northwest Area community. They want to start a recycling program that will eliminate the excessive trash and dumping in the area. They desire to create media cafes in the abandon businesses in the area so that Internet access is available for everyone. They see themselves as the future leaders of our community and want to access leadership and entrepreneurship classes and create a technology center to learn how to build apps that will help the community.

As far as our kids are concerned, all of these things and more are possible. This is the future they are dedicated to creating. They see the potential and it up to the adults to listen, support and guide them as they translate their vision of the future into reality.

YOUTH DEVELOPMENT

Our Future

Our goal is to create a sustainable and holistic system to support positive youth growth which in turn creates opportunities and experiences that have lifelong impact that lead towards successful and positive outcomes. Providing our youth the resources and programs that support this growth is imperative. Equally important are developing systems that sustain positive outcomes for our youth around education, leadership development, health, conflict transformation and peace building skills, as well as increased self knowledge and awareness.

To accomplish these goals the Youth Action Team is divided into two primary categories – Northwest Area Youth Force and Adult Support Crew.

The Adult Support Crew will explore solutions to institutional, systemic and community issues to address pressing needs expressed by youth like increased access to non-sports related activities, like visual or performing arts, business and entrepreneurship. In the Northwest Area Youth Force Teen Council adult members of the Youth Action Force will work directly with the development of youth leaders in our community, bringing together area youth with the resources and opportunities needed to make positive life choices that impact our youth into adulthood.

Northwest Area Youth have expressed the following as being their top concerns:

- Safe places and spaces.
- Access to food.
- Increase in non-sports activities.
- Education and leadership development.
- Entrepreneurship.
- Connecting youth to resources.



**Center for Leadership Development
awarded \$2.3 million in scholarships to
students last year.**



YOUTH DEVELOPMENT

Our Goals

Our solutions include the following:

1. Increase food related knowledge, skills and entrepreneurship opportunities.
2. Develop the leadership skills of area youth to create tomorrow's civic leaders.
3. Increase access to creative and arts-related experiences and opportunities for area youth.
4. Develop entrepreneurship skills among youth in order to develop future business leaders, increase self-reliance and personal economic sustainability.
5. Increase access to safer places and spaces for the youth in the community.
6. Develop a network of area resources and services to support returning juveniles.



YOUTH DEVELOPMENT

Goal 1: Increase food related knowledge, skills and entrepreneurship opportunities.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Increase Food Knowledge of Youth	Work with kids to create projects that increase understanding of the food production cycle - plant/ grow & maintenance / process / sell.	<ol style="list-style-type: none"> 1. Connect with area schools and youth programs to identify youth interested in learning more about food. 2. Assess the type of food skills youth would like to learn about. 3. Develop a series of classes and/or connect with service providers for classes about food issues such as canning, cooking, buying food, trying out new foods, ethnic cuisines, etc. 	Tysha Ahmed / Carina McDowell	Fall Creek Garden, IOGA, Purdue Extension, 4H, Future Farmers of America, area Colleges and Universities, Eskenazi Health , IU Health, Indy Food Council	Ongoing
QOL Youth Market Garden at 21st and Montcalm	Develop a garden strictly managed by the youth as an education and entrepreneurship opportunity.	<ol style="list-style-type: none"> 1. Connect with area schools and youth programs to identify youth interested in gardening, cooking and food. 2. Educate kids about gardening and types of food to grow. 3. Tour other gardens in QOL area and throughout Indy. 4. Plant and manage the garden. 5. Learn business skills and processes for selling food. 	Tysha Ahmed / Carina McDowell	Fall Creek Garden, IOGA, Purdue Extension, 4H, Future Farmers of America, area Colleges and Universities, Eskenazi Health IU Health, The Grindery, KI Eco Center	Years 2-5



YOUTH DEVELOPMENT

Goal 2: Develop the leadership skills of area youth to create tomorrow's civic leaders.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Develop Northwest Area Youth Force Council	Form youth leadership board.	<ol style="list-style-type: none"> 1. Connect with you Northwest Area Youth in the Summer and Fall of 2014 interested in leadership, mentorship and community civic engagement. 2. Identify youth interest. 3. Connect youth with QOL interest areas. 4. Develop training schedule for youth. 5. Recruit. 6. Build youth leadership to hold positions within community boards. 	Patrice Duckett / Northwest Area ASC	CLD, 100 Black Men, Peace Learning Center, MLK Business Revitalization Association	Years 1-5
Increase Area Youth Leadership Development and Mentorship Opportunities	Develop specialized youth leadership training.	<ol style="list-style-type: none"> 1. Identify training opportunities already in Indianapolis around youth development. 2. Explore interests of youth to connect with opportunities. 3. Create a youth organizer training specifically for the Northwest Area. 4. Set-up training schedule. 5. Identify area youth interested in youth leadership opportunities. 	Patrice Duckett / Northwest Area ASC	Indianapolis Neighborhood Resource Center, Indiana Youth Institute, Public Allies, Lacy Leadership Development, AmeriCorps, McCOY, Center for Leadership Development, Area Businesses, Indianapolis Public Schools	Years 1-5

YOUTH DEVELOPMENT

Increase Area Youth Leadership Development and Mentorship Opportunities	Create mentoring relationships with Northwest Area Youth Force and industry specific leaders.	<ol style="list-style-type: none"> 1. Identify youth areas of interest. 2. Identify organizations that may offer mentoring opportunities reflecting youth interest. 3. Connect youth to mentors and shadowing opportunities. 4. Design Career Connect Fair to connect youth to mentoring opportunities. 5. Place students in specialized and existing mentoring programs such as the 100 Black Men of Indianapolis. 6. Recruit community leaders to be mentors. 7. Create a community leadership match program. 	Northwest Area ASC	Indiana Youth Institute, Public Allies, Lacy Leadership Development, AmeriCorps, McCOY, Center for Leadership Development, MLK Business Revitalization Association, area businesses, United Way	Years 1-5
Increase Area Youth Leadership Development and Mentorship Opportunities	Expand participation of Northwest Area QOL Youth in Center for Leadership Development opportunities.	<ol style="list-style-type: none"> 1. Work with CLD to create a scholarship program for Northwest Area QOL area youth to participate. 2. Create a system to funnel youth into CLD trainings. 3. Develop sponsors to support scholarships for CLD training for Northwest Area QOL youth. 4. Engage CLD graduates to engage more youth in the area. 	Northwest Area ASC	Area schools, youth organizations and CLD, MLK Business Revitalization Association, area businesses	Ongoing



YOUTH DEVELOPMENT

Goal 3: Increase access to creative and arts-related experiences and opportunities for area youth.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Increase Art Opportunities for Youth	Expand Indianapolis Art Centers Artreach program.	<i>In-progress. First increase is at Riverside Family Center Summer Camp for Summer 2014. School 42 has this program as well. Moving to include School #44, #61 and #87.</i>	LaShawnda Crowe Storm	Indianapolis Art Center	Years 1-5
	Work with Youth in the design of the upcoming Fire Station Community / Youth / Art Space/music.	<ol style="list-style-type: none"> 1. Connect with area youth interested in the arts. 2. Identify type of training opportunities and uses of the space youth would like to have related to art. 3. Include a resource center with wifi accessibility. 4. Work with area provides arts to create programming for center. 	LaShawnda Crowe Storm	Flanner House of Indianapolis, Dirty Dozen, Boy Scouts, Girl Scouts, Girls, Inc., 4-H, Indiana Museum of Art, Herron School of Art and Design	Years 1-5
	Work with youth to design a multi-media program and create entrepreneurship opportunities from the work.	<ol style="list-style-type: none"> 1. Identify area providers to develop program/curriculum. 2. Identify equipment needs. 3. Obtain partnerships for funding for equipment cost. 4. Outreach to area students to participate 5. Set schedule for program 6. Hold art exhibition of student work. 	Patrice Duckette	Flanner House of Indianapolis, Images by Mark, Indiana Museum of Art, Big Car, IU Health, Indianapolis Art Center, Arts Council of Indianapolis, The Grindery, Herron School of Art and Design	Years 2-5

YOUTH DEVELOPMENT

Mentorship and Support for Area Youth Artists	Organize an art meet-up group to support budding area youth artists. Tour art exhibits.	<ol style="list-style-type: none"> 1. Identify youths interested in the arts. 2. Design monthly meet-up schedule and list of activities to follow the school year. 3. Identify sponsors to support field trips to a surrounding city and/or special exhibit. 4. Develop summer art related opportunities. 	LaShawnda Crowe Storm	Indy Parks, Indy based artists, Indiana Museum of Art, Big Car, Indianapolis Art Center, Arts Council of Indy, area Indianapolis Public Schools, charter and parochial schools, area youth based programs, faith-based programs	Years 2-5
Annual Youth Art Exhibit	Organize an annual Youth Art Exhibit.	<ol style="list-style-type: none"> 1. Connect with area youth interested in the arts. 2. Send out a call for participation to area youth organizations and schools. 3. Identify location for exhibit in community. 4. Identify sponsor to fund awards, scholarships for additional training, materials, etc. 5. Hold event annually in the spring. 	LaShawnda Crowe Storm	Indy based artists, Indiana Museum of Art, Big Car, Indianapolis Art Center, Arts Council of Indy, Prizm, Art material suppliers and manufacturers such as Krylon	Years 2-5



YOUTH DEVELOPMENT

Goal 4: Develop entrepreneurship skills among youth in order to develop future business leaders, increase self-reliance and personal economic sustainability.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Youth Employment Agency	Develop summer opportunities for youth through a youth employment agency.	<ol style="list-style-type: none"> 1. Identify potential employers and summer opportunities and internships. 2. Develop and/or identify training for job readiness and interview skills for youth (applications, interviews, dress, etc.). 3. Interview workshops. 4. Hold Annual Youth Job Fair. 5. Host Employer Meetings. 	Reverend Kevin Perry, The Grindery	The Grindery, Business Ownership Initiative, MLK Business Revitalization Association, area businesses, Lacy Leadership Development, McCOY, Junior Achievement, Chamber of Commerce, Flanner House, Indy Parks (seasonal)	Years 1-5
Increase Life Skill Development	Work with youth to develop basic life skills around employment, finances and education.	<ol style="list-style-type: none"> 1. Opening Bank account. 2. Prepare for college and financial aid. 3. Career development program. 4. Home ownership. 	Reverend Kevin Perry, The Grindery	The Grindery, Business Ownership Initiative, MLK Business Revitalization Association, Area Businesses, Lacy Leadership Development, McCOY, Junior Achievement, Chamber of Commerce, Safe Sex and Self Awareness program	Years 1-5
Entrepreneurship	Work with youth to build business skills and career paths.	<ol style="list-style-type: none"> 1. Connect with area youth interested in learning how to start their own business. 2. Identify potential partners based on interest of the youth. 3. Schedule regular meetings for training and support of business youth. 	Reverend Kevin Perry, The Grindery	Safe Sitter, The Grindery, Montcalm Market Garden	Years 1-5

YOUTH DEVELOPMENT

Civic Engagement	Work with youth to create opportunities for civic engagement.	<ol style="list-style-type: none"> 1. Identify areas of interest of youth coordinate with volunteer opportunities. 2. Identify area volunteer opportunities through schools, faith-based organizations . 3. Connect with city-wide volunteer efforts for youth. 4. Work with youth to create projects for city-wide efforts such as Indy Do Day. 	Northwest Area ASC, Northwest Area Community Building Committee	Faith-based organizations, area schools, community organizations, MLK Business Revitalization Association, Ivy Tech, Marian University,	Years 1-5
Beyond the Lemonade Stand	Work with area youth to develop entrepreneurship skills through the operation and management of two hot dog carts in The Beyond the Lemonade Stand Project.	<ol style="list-style-type: none"> 1. In progress. 2. Project received an Early Action Grant to get started in summer 2014. 3. Analyze Summer 2014 operation 4. Expand for summer 2015. 	Reverend Kevin Perry, The Grindery	The Grindery, First Baptist North, Business Ownership Initiative, MLK Business Revitalization Association, area businesses, Lacy Leadership Development, McCOY, Junior Achievement, Chamber of Commerce	Years 1-5



YOUTH DEVELOPMENT

Goal 5: Increase access to safer places and spaces for the youth in the community.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Increase “Safe Places” Locations in the Northwest Area QOL Community	Increase Participation in the “Safe Places” Programs at area faith-based organizations, community spaces and businesses, as well as create additional havens in the area.	<ol style="list-style-type: none"> 1. Assess number of official and registered “Safe Places” in the Northwest Area community. 2. Assess area faith-based, community organizations and businesses for hours of operations. 3. Community Outreach to educate about the Safe Places program. 4. Recruit interested organizations. 5. Create a directory and map of participating organizations. 6. Distribute information to community through schools, faith-based and community organizations, and youth service providers. 	Northwest Area ASC	Area faith-based organizations, businesses, community groups, youth service providers, Indy Parks, IMPD, Indianapolis Public Schools and area charter and parochial schools	Years 1-5
Swimming and Water Safety	Increase access to swimming classes and water safety courses.	<ol style="list-style-type: none"> 1. Identify Water Safety programs in the area. 2. Identify swimming class resources. 3. Identify national funders that provide funding for swimming classes. 4. Partner with educators to incorporate a Summer Water Safety Program in area schools. 5. Execute program annually. 	Northwest Area AC	Indy Parks, IUPUI Natatorium, YMCA, USA Swimming, area faith-based organizations and businesses, MLK Business Revitalization Association, Marian University	Years 1-5

YOUTH DEVELOPMENT

Increase Conflict Transformation, Peacebuilding and Mediation Skills	Increase opportunities and training for conflict and peacebuilding skills into the community through a variety of avenues such as schools, park facilities, faith-based groups, etc.	<ol style="list-style-type: none"> 1. Identify service providers for conflict and peacebuilding training. 2. Identify variety of tactics that can be used in the community. 3. Educate community on importance of incorporating this into the community. 4. Connect with area front line organizations on such as schools, faith-based organizations, community and youth service providers to discuss options for integration into their programs. 5. Identify partnerships, sponsors and funding options. 6. Integrate into the settings. 	LaShawnda Crowe Storm	School #87, Playworks, Indianapolis Public Schools administration and schools, Indy Parks, Peace Learning, Kroc Institute for International Peacebuilding, Desmond Tutu Center at Christian Theological Seminary, Indianapolis Neighborhood Resource Center, UWCI, faith-based organizations	Years 1-5
Increase Coping and Stress Management Skills	Increase opportunities and training for stress management and coping skills into the community through a variety of avenues such as schools, park facilities, faith-based groups, etc.	<ol style="list-style-type: none"> 1. Identify service providers for stress management and coping skills. 2. Identify variety of tactics that can be used in the community. 3. Educate community on importance of incorporating this into the community. 4. Connect with area front line organizations on such as schools, faith-based organizations, community and youth service providers to discuss options for integration into their programs. 5. Identify partnerships, sponsors and funding options. 6. Integrate into the settings. 	LaShawnda Crowe Storm	School #87, Playworks, Indianapolis Public Schools administration and schools, faith-based and private schools, Indy Parks, Christian Theological Counseling Center, Mental Health American of Greater Indianapolis, City Yoga, faith-based providers of mental health	Years 1-5



YOUTH DEVELOPMENT

Community Unity Activities	<p>Identify and develop programs that support opportunities for positive and constructive community events and activities branded under the idea of peace building.</p> <p><i>Special interest in developing Midnight Basketball events in the area.</i></p>	<ol style="list-style-type: none"> 1. Identify activities that promote collaboration, unity and peacebuilding. 2. Identify community events where information and resources on collaboration, unity and peacebuilding can be presented to the community. 3. Develop quarterly peace parties, where community just gets together. 	<p>Community Peace Team</p>	<p>Indy Parks, Neighborhood associations, area Indianapolis Public Schools, parochial and charter schools, MLK Business Revitalization Association, faith-based organizations</p>	<p>Years 2-5</p>
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YOUTH DEVELOPMENT

Goal 6: Develop a network of area resources and services to support returning juveniles.

Outcome	Action	Steps	Community Champion	Potential Community Partners	Timeline
Juvenile Support	Develop a network of area resources and services to support returning juveniles.	<ol style="list-style-type: none"> Identify resources in Northwest Area and adjacent communities that support juvenile returning citizens with a specific focus around: <ul style="list-style-type: none"> Educational opportunities (traditional and non-traditional). Life Skills. Housing alternatives for youth that cannot return home after release. Identify and develop vocational / occupational program opportunities. Substance Abuse and Mental Health Services. Identify positive community activities and organizations youth can participate in. Promote youth programming that incorporates evidence-based, positive youth development and strength-based practices. Identify additional sources of adult volunteers to serve as mentors. Partner with probation and parole to identify, develop and utilize alternatives to re-incarceration for youth. Educate the public about the needs of youth returning to the community following incarceration. 	Northwest Area Re-Entry Support	PACE, INPACT, Flanner House of Indianapolis, Mental Health American of Greater Indianapolis, Christian Theological Counseling Center, AIM, Juvenile Justice Center, Schools, faith-based organizations	Years 1-5



YOUTH DEVELOPMENT



YOUTH DEVELOPMENT

