

It Takes a **Vision** To Raise a Child
Rochester Children's Zone Community Plan
Improving the Lives of Children in Northeast Rochester
March 2007

Rochester Children’s Zone Community Plan
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I. Executive Summary

The Rochester Children's Zone Vision

Children and families are our number one priority. The Rochester Children's Zone community is vibrant, safe, and culturally diverse. Our partners – resident, education, faith-based, government, business and service – ensure children's and families' economic, educational, social, and political success.

Inspired by the work of Geoffrey Canada in the Harlem Children's Zone, Dr. Manuel J. Rivera, Superintendent of the Rochester City School District, initially spearheaded the *Rochester Children's Zone* Initiative and community planning concept in January 2005. He wanted "24/7" support for the children in seven (7) of the District's higher need schools. In order to better support the students' growth and development in these schools, a community-wide commitment to children was needed. Dr. Rivera identified six elementary schools and Freddie Thomas High School (now comprised of two separate high schools) in the Northeast section of Rochester, which represent approximately 4,255, or 13%, of the Rochester City School District's kindergarten through 12th grade students. However, as a result of this community planning process, this plan focuses on all of the children in the *Rochester Children's Zone*.

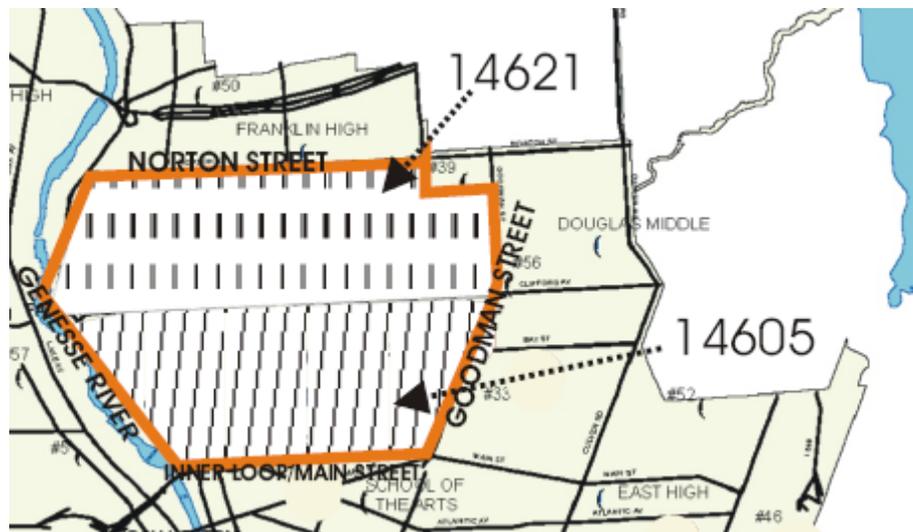
Ownership for and commitment to the *Rochester Children's Zone* Initiative and community planning process was quickly expanded beyond the original concept leader. The Rochester City School District Board of Education endorsed improved community connections and outcomes for Rochester's Northeast students as did the founding members of the Board of the *Rochester Children's Zone, Inc.* (an organization established to facilitate fundraising and broad community ownership for the concept). In addition, as part of the *Education Leadership Council*, the City of Rochester Mayor, Robert Duffy, co-committed to several areas of focus between the City and the District, including the *Rochester Children's Zone* Initiative. What this document highlights is the extent to which the community has committed the time, energy, and futures to realizing the *Rochester Children's Zone vision*.

The *Rochester Children's Zone* Initiative is unlike any ever undertaken by Rochester's Northeast community or anywhere in the City of Rochester. Not only was it conceived to identify and implement strategies and solutions that improve the health, wellness, education, living conditions, livelihoods and futures of children and families in targeted sections of Rochester's Northeast. But also, throughout this multi-month community planning process, there has been strong commitment to engaging parents, youth, residents, politicians, funders, service providers, businesses and community leaders. A point of celebration is that all major decisions throughout the planning process were consensus-based decisions, involving a broad cross-section of individuals. A consensus decision is one that each and every member of the team agrees to and is willing to support and help implement.

While a constant work in progress, commitments to transparency, significant resident representation, stakeholder involvement and collaboration were modeled throughout the year-long community planning process. This involved the key lessons of keeping an open mind, accepting people's skepticism, inquiring into another's concerns, addressing them head on and keeping the process moving forward in a way that is consistent with collaboration. All key community plan participants, and there have been hundreds, were given the opportunity to be heard, and different perspectives were considered. In the event that consensus-based decisions could not be reached, fallback options were identified to support a collaborative process, enable decision-making and allow the work to move forward.

The geographic boundaries of the *Rochester Children's Zone* are Norton Street to the North, Main Street to the South, Goodman Street to the East and Saint Paul Street to the West. Residents of the Northeast report varying experiences and levels of satisfaction with institutions, community reform efforts, schools and service providers. Regardless of perception, the demographic indicators of the Northeast highlight the need for a dramatically better future for families and children in the Northeast part of the City of Rochester. However, the richness of individual and organizational assets, already in existence in the targeted geographic area, create the fertile soil for the *Rochester Children's Zone* Vision to take root.

The Rochester Children's Zone

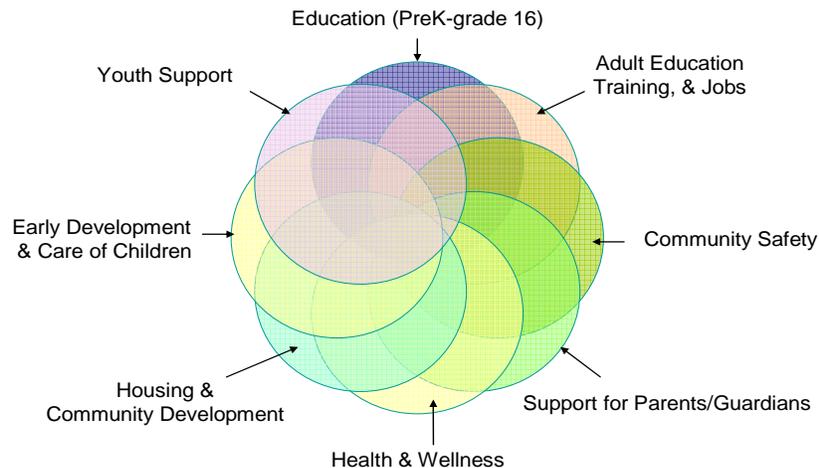


To date, development and implementation of a comprehensive community planning process for the *Rochester Children's Zone* Initiative has involved four phases: 1) design for planning, 2) vision development, 3) problem and asset identification, and 4) strategy formulation. Implementation planning will occur during the spring of 2007. The vision phase began in June 2006 with a kickoff event, while problem and asset identification and strategy formulation were completed in February 2007.

The goals outlined for the *Rochester Children's Zone Community Plan* are as follows:

- Implementing an inclusive planning process for the *Rochester Children's Zone* in partnership with the *Rochester Children's Zone, Inc.*, numerous other community partners, and the Interaction Institute for Social Change
- Creating an inclusive and strategic *Rochester Children's Zone Community Plan* by the end of February 2007
- Maintaining involvement of resident volunteers in community planning
- Securing participant representation as follows: 51% resident involvement on the Strategy Team and 33% resident involvement on each of the eight Work Teams for each meeting
- Crafting a transition plan that will move responsibility for future planning, implementation and governance out of the Rochester City School District by June 2007
- Clarifying the implementation planning (specific annual actions and activities) by Summer 2007

The core of this community plan is broad, ambitious, and long ranging. The *Findings Section* is organized into nine sections: the first of which highlights cross cutting areas of focus, those issues and remedies that apply to two or more Strategic Areas of Focus (highlighted below); and the next eight cover the Strategic Areas of Focus, which are content areas on which we will focus our collective action to realize the *Rochester Children’s Zone Vision*.



The plan encompasses 40 multi-year objectives and 186 strategies, which together represent a call for widespread and deep change within the *Rochester Children’s Zone* community as well as at institutional and policy levels outside of the community. The multi-year objectives and strategies break down as follows:

- Thirteen (13) multi-year objectives and 54 strategies cut across multiple areas of the plan’s focus (these are referred to as “*Cross Cutting*”), including home ownership, economic development, capacity building, neighborhood safety, teen pregnancy, and racial equity
- Two (2) multi-year objectives and eight (8) strategies are highlighted in *Adult Education, Training and Jobs*, including job creation, career development, and geographically accessible career education and training
- Three (3) multi-year objectives and another eight (8) strategies address issues in *Community Safety*, including criminal justice policies and practices, policing, and safe home environments
- Five (5) multi-year objectives and 21 strategies target *Early Development and Care of Children*, including adequate and reliable funding for full-day pre-k, parent / guardian relationships with care providers, education for childcare providers, nurturing children from birth to age three, and school readiness
- Four (4) multi-year objectives and 24 strategies are directly linked to *Education (pre-k-grade 16)*, including accountability; school structure, function, scheduling, and environments; and high school graduation

- Four (4) multi-year objectives and 19 strategies cover the area of *Health & Wellness*, including availability of fresh, affordable, good quality food; access to dental, mental health, and physical health care and insurance; and recreation for children
- Three (3) multi-year objectives and 20 strategies cover *Housing & Community Development*, including real estate, strategic land use, and neighborhood beautification
- Four (4) multi-year objectives and nine (9) strategies are reserved for *Parent / Guardian Support*, including parent and adult literacy; childcare; before and after school care; service integration and effectiveness; and support for expecting and new parents
- Two (2) multi-year objectives and 33 strategies focus on *Youth Support*, including the school and learning environment; employment opportunities; youth leadership; and graduation

It will take at least 10 years to realize the *Rochester Children's Zone* Vision. However, we have no time to waste and many children's lives to shape. Let's get started on what will prove to be a long, arduous, and bountiful journey!

II. Introduction

What are we doing to make sure our kids are self-sufficient members of our community? We are talking about real cultural change in the way we do business with all of the institutions... I would like to see the institutions and systems go through a systems change.

Rochester Children's Zone Strategy Team Member

In order to fully understand and appreciate the systems change that began during the first four phases of the *Rochester Children's Zone* Initiative, this narrative chronicles the shifts in cross-cultural communication that occurred as an organic byproduct of the collaborative processes that guided this undertaking.

The ***Background Section*** fleshes out the purpose of the *Rochester Children's Zone*. It provides an overview of Rochester's Northeast sector, including its many assets and some statistics demanding our attention; it also offers anecdotal evidence of the positive results from this collaborative planning process such as the relationships, teamwork and cohesiveness that have been built. Highlighted in depth are the significant discussions, research, negotiations and debates that guided the planning process – namely, identifying themes, adhering to agreed-upon principles, developing a definition for residents, and recognizing issues (race, faith community, youth, resident involvement). Included in this section is a graphic organizer depicting the organization and process followed by all participants in this initiative and a timeline that chronicles the critical junctures of this effort.

An overall summary of broad goal statements, multi-year objectives and strategies developed is included in the ***Findings Section***. The eight (8) strategic areas of focus identified by a June 2006 kickoff event participants and additional community residents are as follows:

- Adult Education, Training, & Jobs
- Community Safety
- Early Development & Care of Children
- Education (pre-K–grade 16)
- Health & Wellness
- Housing & Community Development
- Parent/Guardian Support
- Youth Support

The Next Steps Section outlines strategies for implementing the *Rochester Children's Zone Community Plan*. Identified first are the first three-month priorities such as fundraising for and communicating about the plan. During implementation planning (the phase that follows), we will delineate annual activities and measures; consider how to best monitor, evaluate and document the success of specific *Rochester Children's Zone* activities; and design the structure and processes for implementation.

The Acknowledgments Section lists key players, volunteers and contributors, including funders, whose participation, time and energy the *Rochester Children's Zone Community Plan* could not have been developed without.

The Research/Sources/References Section contains a comprehensive list of research citations used and makes note of other references and resources.

III. Background

History & Context

The racial/ethnic demographics of the *Rochester Children's Zone* area have changed significantly since the turn of the 20th century. By the mid-1920's, Rochester's Northeast neighborhoods had been settled by immigrant populations of Italian, Polish, German and Jewish descent. When African-American and Latino families began their northern migration during the 1950's, many of them established residence throughout the City of Rochester, including the targeted *Rochester Children's Zone* sector.

The racial unrest and social activism of 1960's America did not bypass Rochester, New York. Participants in the civil rights movement and Vietnam War protests made their voices heard, but the violence of the Joseph Avenue race riots of 1964 altered the psychological and physical landscape of the Northeast neighborhood. Conflict and fear drove the owners of many commercial establishments to close their doors and to relocate their businesses and families in the suburbs.

This middle class exodus to the suburbs continued through the 1980's, leaving behind a resident population, predominantly individuals of color, to struggle with the disinvestment of the City's core and the resulting hardships of discrimination and poverty. The 21st century brought us 9/11 and Hurricane Katrina, and with them, an increased awareness that we need to work together as one community to eliminate the barriers to prosperity that exist for our fellow citizens and to celebrate our common humanity.

Demographic Characteristics of the *Rochester Children's Zone*

The target population for the *Rochester Children's Zone* was identified by a number of emerging demographic factors. Initially, the Rochester City School District noted that some of its most challenged academically-performing schools with the highest concentrations of poverty were clustered in the 14605 and 14621 zip codes (City Sectors 9 and part of 10) – the Northeast section of the City of Rochester.

Upon further inspection, this geographic area also presented the following demographics:

- 42% of the residents were below poverty compared to the citywide poverty of 26%;
- median household income was approximately \$19,000 compared to the citywide income of \$27,000;
- 8.3% of *Rochester Children's Zone* residents were unemployed compared to the 5.4% citywide unemployment rate;
- 68% of households were headed by females compared to 16% city wide; and
- 96% of students were eligible for free or reduced lunch (13% higher than rest of the District).

The richness of individual and organizational assets, already in existence in the targeted geographic area and in the larger community, provides hope and fertile soil for the *Rochester Children's Zone* Initiative to take root. A strengths-based approach to the planning process was used. Creating open dialogue and authentic partnerships between professional and lay people has helped us during this initial community planning process to develop a “We can” attitude. Numerous caring individuals such as crossing guards, safety patrols and in-home daycare providers demonstrate their commitment and compassion for the well-being of individuals in this community and will continue to do so as they help to fully implement the *Rochester Children's Zone Community Plan* over the next several decades.

Businesses, neighborhood organizations, block clubs, churches, cultural organizations, human service agencies – to name a few of the many informal associations and formal institutions that operate in the neighborhood – enhance the intellectual, emotional, social and spiritual quality of residents’ lives. Supporters of the *Rochester Children’s Zone* Initiative realize that its success hinges on their continued collaboration with and support from formal institutions and employers that attempt to meet the needs of the Northeast sector on a daily basis.

The *Rochester Children’s Zone* Community Planning Process & Structure

The *Rochester Children’s Zone* Initiative embraces the role of partners and community in helping improve student achievement and graduation rates, the revitalization of neighborhoods and communities, and the overall well-being of children and families. The rationale for this coordinated and targeted approach is to more effectively deliver integrated services, as well as design innovative strategies, that improve the health, wellness, education, livelihoods, living conditions and futures of children and families in targeted sections of Rochester’s Northeast.

The planning process, once conceived, relied on the formation of the *Rochester Children’s Zone* Design Team, which evolved into the Strategy Team Subcommittee, and then included collaboration among the Strategy Team, Subcommittee, and eight (8) Work Teams. Combined, these volunteers have devoted hundreds of hours to the community planning process, serving on the Strategy Team, the Subcommittee and / or one of the eight Work Teams.

The Subcommittee defined the various planning roles as follows:

- The Strategy Team is a body of more than 100 people, of whom more than 50% are residents. Its role is to make critical decisions about the community plan
- The eight Working Teams established multi-year objectives and developed strategy recommendations for improving *Rochester Children’s Zone* results in each of the eight focus areas. Each Work Team had a resident co-lead, a dedicated community/agency co-lead, a facilitator, a Subcommittee member, and a staff member assigned to support each team’s work. Work Teams sought to have 51% resident participation; however, they continued meeting if 33% of the team members present were residents
- The Subcommittee designs and maintains the integrity of the planning process and organized information for Strategy Team decision making. Their volunteer commitment to the process has included approximately 10 hours per month during the Design Phase (January – June 2006) and 20 hours per month during the next three planning phases (August 2006 – February 2007)



The *Rochester Children's Zone* Subcommittee was formed in January 2006 with resident representatives, as well as those from community-based organizations and other community institutions. Its purpose was defined as follows:

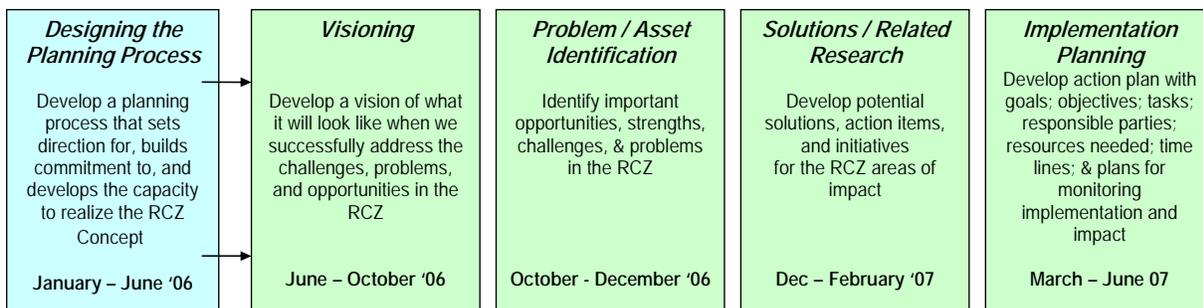
- *We are developing a planning process that will identify strategies / solutions for breaking the cycle of poverty while improving the education of children and supporting the families in Northeast Rochester. It is a collaborative and inclusive process with lots of opportunities for people to participate. We are not making decisions of what will happen in the planning process. People around the table can support and are willing to implement the plan as a definition of success of this Subcommittee. IT IS A FLEXIBLE, SELF CORRECTING PROCESS.*

The ownership for and commitment to the *Rochester Children's Zone* was expanded when the June 2006 Kickoff event occurred and summer 2006 community outreach sought resident input to the vision development. The Strategy Team first convened in August 2006 and Work Teams were launched in October 2006.

The Interaction Institute for Social Change (IISC), based in Cambridge, MA, has helped guide and facilitate this community planning process. Since January 2006, the IISC has provided skilled facilitation, community planning and capacity-building expertise, content management, and training to participants of the *Rochester Children's Zone* planning process. The majority of co-leads, facilitators, Subcommittee members and staff participated in 16 hours of IISC's *Facilitative Leadership®* training, the purpose of which was to build collaborative leadership skills.

The design, development and implementation of this community plan have helped set direction for, build commitment to and develop the capacity to realize the *Rochester Children's Zone* Vision. The design phase and the three planning phases that followed between June 2006 and February 2007 (visioning, problem and asset identification, and strategy formulation) have obtained feedback from a wide range of stakeholders, tapped into shared knowledge and expertise, established lasting agreements and productive relationships, and built commitment to implementing the community plan.

Rochester Children's Zone Community Planning Process



With the publication of this report, the *Rochester Children's Zone* Initiative moves formally into the fifth phase, implementation planning.

Commitment to Resident Engagement

Who was left out? Why were they excluded? What have we learned about ourselves as a society as a result of the inclusion of these previously missing voices?

Strategies of Transformation toward a Multicultural Society: Fulfilling the Story of Democracy.
David T. Abalos

The commitment to resident involvement in the *Rochester Children's Zone* community planning process was a major criterion for creating the Strategy Team and the Work Team structures. The Subcommittee discussed how to recruit and sustain a significant resident presence in the planning process. Three staff people supporting the Subcommittee were charged with doing outreach to residents including the Latino and the faith-based communities. Meals and babysitting were offered for all participants as well as gift cards for resident participants.

The Subcommittee agreed on the following definition for recruiting grassroots-resident participants to both the Strategy Team and Work Teams:

“Residents are the people who live in the Rochester Children's Zone area and / or who operate small community-based businesses or organizations in the Rochester Children's Zone area.”

The essence of resident participation and resident representation is engaging and ensuring inclusion of local people working together to find solutions to problems in their communities.

Principle-Driven Approach

Being principle-driven was a critical component of the way in which the planning process was conceived and executed. The following principles of collaboration were agreed to by Strategy Team, the Subcommittee, and Work Team members:

- Relevant stakeholders must be included in the process
- Participants in a planning process must participate in the design and thus “own” the process
- Commitment of key leaders is critical
- Successful collaborative planning requires an assessment of strengths, assets, and problems
- It is often necessary to “Go Slow to Go Fast”
- Successful collaborative planning requires a commitment to win-win solutions
- Transparency in our communication and decision-making
- The process is flexible and self-correcting because it is evolving as we work together

The IISC helped facilitate this transformation through intensive training and dialogue on consensus decision-making. Their definition is as follows: “A consensus decision is one that each and every member of the team is willing to support and help implement.” All key stakeholders were given the opportunity to be heard, and different perspectives were considered. In the event that consensus-based decisions could not be reached, the teams identified fallback options that still supported a collaborative process and that enabled decisions to be made and the work to move forward. [For the Strategy Team, the fallback option was a supermajority vote of 75%; for the Strategy Team Subcommittee, the fallback option was a representative team of five (5) that was 40% resident.]

Participants in the planning process also recognized from the start that the complexity and significance of race, culture, class and language would affect the *Rochester Children's Zone* Initiative. Somehow the *Rochester Children's Zone Community Plan* development and implementation would have to address how these issues permeate all aspects of the initiative, and discuss them in an open, proactive manner. Community plan participants made a concerted effort to seek a deeper understanding of their own as well as each other's experiences through dialogue, strategy formulation efforts to bring in translators, and most of all, accepting that these problems would not be brought to closure. (For a list of resources used by the participants, see Research/Sources/References).

Trip to Harlem Children's Zone

The vision behind the *Rochester Children's Zone* came from Dr. Manuel Rivera, Superintendent of Rochester City School District, who was inspired by the success of the Harlem Children's Zone and its leader, Geoffrey Canada. Founded in 1970 under a different name, Harlem Children's Zone, Inc. is a pioneering, non-profit, community-based organization that works to enhance the quality of life for children and families in some of New York City's most devastated neighborhoods by providing services to children and families to ensure that all children have the opportunities needed to become successful college graduates. The *Rochester Children's Zone* Subcommittee realized the importance of having residents see first-hand the Harlem Children's Zone. A group of 40 Strategy Team members and staff visited the Harlem Children's Zone in December 2006 where they had the opportunity to meet with Mr. Canada, Harlem Children's Zone staff and tour their facilities.

<i>Some Similarities & Differences between the Rochester Children's Zone and the Harlem Children's Zone</i>	
RCZ	HCZ
Focused on improving the livelihoods of children through better health care, housing, education, employment, support for youth, and support for parents / guardians	Same
Service delivery structure is expected to include a cross section of local providers – including agency, community, city, county, school, individual – and those who agree to <i>Rochester Children's Zone</i> multi-year objectives, strategies, and outcomes	A not-for-profit service delivery organization which runs programs that benefit youth and families
An outgrowth of many existing and past community efforts	Evolved from another program and project, which had been in existence for many years prior to the start of "HCZ"
Outcomes, strategies, and the plan are still under development. We are developing our road map and jointly tailoring the <i>Rochester Children's Zone</i> to fit Rochester's unique strengths & challenges	Is delivering and expanding its services and programs
Was launched within the Rochester City School system itself, had schools as its initial and primary concern, and expanded into the community	Was created outside of, but sought partnership with the New York City Public Schools, and ultimately established charter schools

Taking the time going down was a good team building experience. It is amazing what one person with passion can accomplish. His (Mr. Canada's) commitment to seeing things change in the HCZ is proof that we are going to accomplish great things together. I was able to see the kids in the school and their commitment and diligence was in their eyes and it was great to see.
 ...Rev. Alan Newton

Talk about being blown away. There was a genuine commitment to the HCZ. Canada was no show and no front; this was a lot of hard work.
 ... Shaunta Collier-Santos

They work as a family. The peacemakers had to be role models at all times.
 ...Tyronne Wilmer

Making the claim that Strategy Team members were inspired by their journey to the Harlem Children's Zone would not be an understatement. In particular, seeing how they are different gave them a concrete image and idea of what the Rochester Children's Zone could be. It seemed as if they started to truly believe we could do it.
 ... Joanne Larson

Telling the Story

The *Rochester Children's Zone* Community Planning process proved to be a complex maze of competing expectations, historical accounts, cross-cultural and cross-class relationships, and social policies. As a way of better understanding and sharing this experience, the Subcommittee welcomed the opportunity to work with a trio of ethnographers from the *Warner Graduate School of Education and Human Development* from the University of Rochester who were interested in documenting the *Rochester Children's Zone* process, plan and implementation. Ethnography is social sciences research that documents what's going on in a community, and by design, honors it. The ethnographers were given access to conduct an ethnographic study of the *Rochester Children's Zone* community planning and implementation processes. Because this type of study is observational, rather than evaluative, the ethnography team is chronicling how the *Rochester Children's Zone* evolved and attempting to discover along the way what people's perceptions are of the undertaking, what the process means to the people and how the *Rochester Children's Zone* develops over time.

IV. Findings

How can we rediscover an aspect of community that makes us feel loved and protected in the 21st Century without damaging the psyche and personal freedoms of the individual? Most people embrace the challenge embedded in Eldridge Cleaver's bold statement about being "part of the solution" or a "part of the problem," but the hardest thing in the world is to leap a chasm in two jumps. People can be resistant to change, even when they recognize the need for it.

The following pages are the result of many hours of work by over 450 dedicated and caring individuals committed to making a difference in the future of children in the Rochester Children's Zone neighborhoods. The building of cross-cultural relationships – across service providers, institutions, funders, politicians and residents – was necessary to create new and open dialogues in the general community, and to kindle a new kind of trust and respect. Participants worked hard to put politics aside, embrace and respect cultural diversity and hold children and families at the forefront of the agenda. The multi-year objectives and associated strategies – whether those that cut across the entire ***Rochester Children's Zone Community Plan*** or those that relate to a specific area of focus – demonstrate a bold, ambitious approach to long-overdue collaborative change.

The hope is that the release of this ***Rochester Children's Zone Community Plan*** in March 2007 will bring many more committed individuals and organizations to support ***Rochester Children's Zone*** implementation planning and ultimately the multi-year implementation of this far-reaching community plan. There is a new sense of urgency that we must put children first and do whatever is necessary to turn the tide in their favor for a healthy and productive future.

The implementation and funding of the following broad strategic plan will require wide-spread community commitment, collaboration, cooperation and courage. Once the ***Rochester Children's Zone Community Plan*** has been implemented and the Vision realized, when we ask the community of Northeast Rochester, '*So, how are the children?*' the answer will be, "*Every child is educated, every child is loved, and every child is safe.*"

Focus Area	Multi-Year Objectives	Strategies
<p>“CROSS-CUTTING”</p> <p>APPLIES ACROSS MULTIPLE FOCUS AREAS AND / OR THE ENTIRE PLAN</p>	<p><i>A. Assess and build economic, educational, moral, political, and social capacity and leadership that facilitates Rochester Children’s Zone residents’ implementation of this plan’s objectives and ability to direct the community’s future</i></p>	<ol style="list-style-type: none"> 1. Develop a communication strategy or clearinghouse for information about the <i>Rochester Children’s Zone</i> process and engagement opportunities 2. Develop a community academy that builds leadership and political activism capacity among the residents to lead the <i>Rochester Children’s Zone</i> transformation: <ul style="list-style-type: none"> • Examine existing models (such as Neighbors Building Neighborhoods (NBN), United Way’s African American Leadership & Hispanic Leadership Development programs, etc.*) to determine what exists, what’s working, and what should be enhanced 3. Create easy, accessible opportunities for residents and youth to participate in the community (such as holding meetings on blocks in neighborhoods, in people’s living rooms, varying meeting times to better accommodate residents, etc.*)
	<p><i>B. Increase financial well being, financial responsibility, and family income levels of Rochester Children’s Zone residents</i></p>	<ol style="list-style-type: none"> 4. Create additional living wage jobs in the <i>Rochester Children’s Zone</i> (see also Economic Development below and Adult Education, Training & Jobs) 5. Establish partnerships with landlords to ensure that rental units are of good quality, reflect fair rental levels, and avoid predatory practices 6. Eliminate predatory lending practices (such as through better consumer education and by building awareness of resources available for first-time home buyers, etc.*) 7. Provide financial literacy training for youth and adults 8. Educate residents on establishing and using credit & responsibility for credit worthiness
	<p><i>C. Increase home ownership</i></p>	<ol style="list-style-type: none"> 9. Educate adult & youth residents about home-buying through targeted outreach and information 10. Expand employer-assistance housing programs to help workers to secure home ownership (such as offering down payment assistance, incentives, etc.*) 11. Collaborate with a cross-section of providers to build and /or renovate more quality, affordable, and attractive houses in the Northeast
	<p><i>D. Coordinate economic development within the Rochester Children’s Zone</i></p>	<ol style="list-style-type: none"> 12. Organize a best practices conference that links schools and community development highlighting successful local and national efforts 13. Develop and work with business owners to adhere to a code of conduct (to address loitering, sale of goods, etc.*) 14. Encourage small business growth by working collaboratively (such as community based agencies, neighborhood associations, university small business development centers, City of Rochester, etc.*) 15. Develop an outreach strategy that targets commercial brokers and leasing agents and highlights the density / buying power of the <i>Rochester Children’s Zone</i> geographic area 16. Conduct visioning and design sessions for commercial districts 17. Target City and private resources to commercial districts (such as using a holistic approach that considers housing, social issues, jobs, crime, etc.*) 18. Create secondary economies to increase the dollars that cycle and remain within the neighborhood (such as opening more businesses in the Northeast, establishing business partnerships / sponsorships within the neighborhood, offering tax breaks / incentives, offering for purchase low-cost abandoned building sites, etc.*)

* References made in the Strategies are an expression of public opinion and are illustrative of Work Team and Strategy Team members’ suggestions; these will be further developed during implementation planning (March – June 2007)

<i>Focus Area</i>	<i>Multi- Year Objectives</i>	<i>Strategies</i>
“CROSS-CUTTING” APPLIES ACROSS MULTIPLE FOCUS AREAS AND/OR ENTIRE PLAN	<i>E. Eliminate the social, economic, educational, and political practices that continue the cycle of poverty</i>	19. Identify and eliminate those practices that continue the cycle of poverty
	<i>F. Build the capacity of parents/guardians to advocate for children’s education, growth, and development</i>	20. Build the capacity of parents / guardians to serve as community education advisors and advocates 21. Deliver programming targeted at males / fathers as well as females / mothers
	<i>G. Ensure that all policies and programs promote racial equity to increase the positive impact on all children in the Rochester Children’s Zone</i>	22. Coordinate an initiative that establishes an ongoing dialog about racism and its effects on people, policies, and institutional practices 23. Establish cultural competency training for personnel / staff of service delivery agencies 24. Promote cultural literacy and competency among those who educate and deliver services to children and families
	<i>H. Respond to the unique characteristics of racial, cultural, and language groups when developing programs, delivering programs, & communicating with Rochester Children’s Zone residents</i>	25. Provide timely interpretation / translation services for all language groups at Rochester Children’s Zone based health and human service provider sites 26. Provide multiple opportunities and supports for residents to share information about their unique needs, and to receive accurate, up to date, linguistically appropriate, culturally sensitive services
	<i>I. Improve neighborhood safety:</i> o <i>Strive to eliminate:</i> ▪ <i>homicides</i> ▪ <i>youth related violence–youth perpetrated violence and violence against youth</i> ▪ <i>gang related activity</i> ▪ <i>drug dealing</i> ▪ <i>domestic violence</i>	27. Continue to improve relationships between community residents and the police (such as using 911 when a crime is witnessed, community policing, foot patrols, etc.)* 28. Expand programs that increase pride in cultural identity (such as Teen Covenants, King and Queen College, Freedom School, Borinquen Dance Theatre, etc.)* 29. Train teens to work as “Peace Makers” (such as that practiced in the Harlem Children’s Zone, etc.)* 30. Continue the gun amnesty program 31. Hold candlelight services and rallies to raise community awareness 32. Continue to monitor and evaluate the effectiveness of the youth curfew 33. Increase the neighborhood watch / PAC-TAC / safety patrols’ presence 34. Provide cameras and better street lighting (similar to blue light system used by colleges) 35. Create jobs, training, volunteer, and recreational activities for teens (see also Youth Support) 36. Conduct youth outreach to engage youth not currently attending schools 37. Fully implement youth programs that reduce violence (such as Baby College, Peacemakers, Boys and Girls Club, Pathways to Peace, etc.)* 38. Provide in-school, in-house intervention instead of out-of-school suspensions 39. Increase community policing on high-crime corners 40. Enforce a loitering law

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<i>Focus Area</i>	<i>Multi-Year Objectives</i>	<i>Strategies</i>
“CROSS-CUTTING” APPLIES ACROSS MULTIPLE FOCUS AREAS AND/OR ENTIRE PLAN	<i>J. Address the root causes of teen pregnancy to reduce teen pregnancy</i>	41. Work with teenagers (boys and girls) to establish and achieve positive long-term career and educational goals (such as mentoring, counseling, participating in summer leadership and learning institutes, etc.)* 42. Increase after-school adult supervision 43. Increase effective sex education and abstinence programs for boys and girls 44. Offer more, continuous after-school activities (sports, drama, dance, etc.) for girls and boys 45. Strengthen community norms to promote school completion before parenting
	<i>K. Establish a network of collaborative and interlocking services that respond to needs as defined by residents and produce the best outcomes for children & families in the Rochester Children’s Zone</i>	46. Establish a system that coordinates, monitors, and communicates among various decentralized services that target families
	<i>L. Increase opportunities for the nurturing, supporting, counseling, and healing of those who have themselves or whose families have encountered the negative effects of drug & alcohol addiction, disease, domestic violence, and other violent crime</i>	47. Promote support groups through faith-based and community agencies for families impacted by the negative effects of drug & alcohol addiction, disease, domestic violence, and other violent crime
	<i>M. Establish common community-wide outcomes informed by the Rochester Children’s Zone Community Plan</i>	48. Initiate a collaborative community-wide outcomes’ initiative 49. Align community-supported programs and interventions with the <i>Rochester Children’s Zone Community Plan</i> and outcomes 50. Reduce duplication, and improve coordination, of service delivery without losing its cultural competency.

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<i>Focus Area</i>	<i>Multi-Year Objectives</i>	<i>Strategies</i>
ADULT EDUCATION, TRAINING, & JOBS	<i>N. Create job opportunities for adults that lead to career development</i>	51. More tightly align, coordinate, and match current and future job opportunities with career development and placement (such as the Rochester City School District's <i>Facilities Modernization Project</i> and City of Rochester Renaissance Center, and other major public works projects, etc.)* 52. Provide reliable, accessible, quality public transportation to / from opportunities within and outside of the <i>Rochester Children's Zone</i> 53. Create entrepreneurial job opportunities 54. Develop a pilot adult education, training, and jobs program that personalizes responses and service delivery to the special needs of <i>Rochester Children's Zone</i> residents 55. Communicate and promote adult education, training, and job opportunities in the <i>Rochester Children's Zone</i>
	<i>O. Establish a career & technical school (or satellite), which includes one-stop career center, in the Rochester Children's Zone</i>	56. Form coalitions between various existing service providers and initiatives to deliver job training and career services within the <i>Rochester Children's Zone</i> 57. Create a system to coordinate and provide step-by-step services for each individual 58. Develop multiple hands-on technical and apprenticeship training opportunities

<i>Focus Area</i>	<i>Multi-Year Objectives</i>	<i>Strategies</i>
COMMUNITY SAFETY	<i>P. Provide a "safe home" environment for children</i>	59. Survey parents to determine need for information about child well-being and the best way for receiving such information and services 60. Develop parenting programs including: <ul style="list-style-type: none"> • first time parenting skills • literacy • conflict resolution • anger management 61. Develop nontraditional ways to engage parents (such as home meetings, sporting events, etc.)*
	<i>Q. Eliminate the economic, political, and social forces that lead to lack of safety within the family, community, school, and institutional structures</i>	62. Conduct a "knock sweep" to inform residents about looking out for children and to recruit neighbors' homes as "safe homes" for children 63. Anchor more police in the neighborhood with foot patrols that promote the ideal of supporting a community as friends and neighbors
	<i>R. Assess policies and practices (sentencing, incarceration, detention, data reporting) through a racial equity lens to reduce youth violence, crime, and recidivism (repeating criminal behavior)</i>	64. Identify those criminal justice policies and practices that disproportionately impact racial, ethnic, and gender groups 65. Prioritize and concentrate on those priority interventions that disproportionately impact racial, ethnic, and gender groups 66. Partner with effective program providers to assist with goal setting, securing jobs, developing employability skills, and successful re-entry to school and the community

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<i>Focus Area</i>	<i>Multi-Year Objectives</i>	<i>Strategies</i>
EARLY DEVELOPMENT & CARE OF CHILDREN	<i>S. Nurture every child in the first three years of life</i>	<p>67. Provide home visitation and / or parent mentoring to new mothers</p> <p>68. Research / pilot new approaches to nurture every child (such as a protecting / strengthening families guide)</p> <p>69. Maintain, expand existing evidence-based programs (such as Baby College, Parents as Teachers, Nurse Home Visitor Program, etc.)*</p> <p>70. Ensure that program delivery targets males / fathers as well as females / mothers</p> <p>71. Enroll new parents / guardians in skill building programs for raising proud and confident African American and Latino children (such as Effective Black Parent Program, etc.)*</p> <p>72. Promote language and literacy development in young children, ages 6 and younger through skill building workshops and mentoring for parents / guardians</p>
	<i>T. Ensure that all schools are ready for children and all children are ready for schools</i>	<p>73. Build cultural competency of school personnel</p> <p>74. Welcome families into all schools by:</p> <ul style="list-style-type: none"> • providing access beyond traditional school-day hours • offering supports and activities in families' home languages • developing family resource centers or community schools that rely on families of young children as planners, resources and participants <p>75. Encourage and provide incentives, including release time, paid time and support, for teachers to visit students' homes and families of incoming pre-k and kindergarten students</p> <p>76. Expand existing comprehensive, interdisciplinary, evidenced-based programs such as (HeadStart, etc.)*</p>
	<i>U. Provide adequate and reliable funding to support full-day pre-k for all four year olds and ½ or full day pre-k choices for three year olds</i>	<p>77. Lobby New York State legislature to provide funding for full-day pre-k for four-year olds and for full or ½-day pre-k for 3-year olds, and intensive summer programs</p> <p>78. Lobby New York State legislature to cover cost of transportation, to / from pre-k for children and parents, to support parent involvement</p> <p>79. Increase full-day pre-k for 3 and 4 year olds at <i>Rochester Children's Zone</i> elementary schools and in community agencies</p>
	<i>V. Strengthen parent / guardian relationship with care providers</i>	<p>80. Provide consistent, culturally appropriate information, education, and resources to families (such as importance of early years, characteristics of quality care, availability of pre-k, access to health and child care, etc.)*</p> <p>81. Provide multiple opportunities for residents to share information about their unique needs, and to receive accurate, up to date, linguistically appropriate, culturally sensitive services</p>
	<i>W. Provide support and education for families and childcare providers</i>	<p>82. Provide child care providers with training, education, and materials</p> <p>83. Enhance / integrate subsidy funding</p> <p>84. Promote and facilitate in-neighborhood, timely registration for childcare subsidies</p> <p>85. Promote in-neighborhood information centers</p>

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Focus Area	Multi-Year Objectives	Strategies
EDUCATION (PRE-K TO GRADE 16)	<i>X. Increase the level and degree of accountability among those responsible for the development and well being of all children in the Rochester Children’s Zone</i>	86. Build cultural competency of all those responsible for the development and well-being of children 87. Develop and implement a Community University within the <i>Rochester Children’s Zone</i> for students to learn vocational, technical, arts, entrepreneurial, and workplace skills 88. Build upon and leverage the Rochester City School District’s Hart Street “Parent University program*,” and research other best practices 89. Invite elected and appointed officials to report their involvement and advocacy for the development and well-being of children 90. Bring community agencies, resources, services, and expertise together for the purposes of coordination, quality delivery, and efficiency
	<i>Y. Change the structure and function of schools to increase the quality of and time spent on instruction, and programmatic options / offerings</i>	91. Broaden the curriculum (through adding more arts, career, technology, “hands-on” courses, etc.*) 92. Extend the time spent on instruction by: extending the length of the school day; extending the length of the school year; & eliminating early-release Wednesdays 93. Review research on extended school year / days in other districts, states, countries 94. Decrease class sizes in all grade levels (e.g., students= 15 for pre-k-3 rd ; and 24 for secondary) 95. Promote multi-age groupings and integrated curriculum/team teaching models 96. Increase school-based professional development for instructional staff 97. Provide support to students at critical transition points (e.g., at transition from pre-k to elementary school, and elementary to secondary school)
	<i>Z. Create a welcoming, safe, loving, broadening, and respectful environment for student learning</i>	98. Expand opportunities for teachers to use creative and innovative student-centered instructional methods (such as integrating more hands-on learning activities into the curriculum, etc.*) 99. Support effective parent school engagement (e.g., a parent-teacher hotline) 100. Increase opportunities for parents and teachers to interact (such as social events, movie nights, rallies, etc.*) 101. Recruit and retain quality teachers who reflect the diversity of the student body (such as more African-American and Latino/a teachers, those who come from backgrounds of poverty, etc.*) 102. Support performance-based learning opportunities through community based projects 103. Increase the number of programs that provide extracurricular activities 104. Communicate and implement consistent norms, expectations, and consequences to address physical / verbal abuse in schools 105. Maintain Drug-Free Zones around <i>Rochester Children’s Zone</i> schools 106. Offer a cross section of field trips to support student learning, development, and career planning
	<i>AA. Identify and support points of alignment between the Rochester Children’s Zone Community Plan and the City School District’s strategic plan</i>	107. Work with the District to broaden the schools it designates as <i>Rochester Children Zone</i> schools... so that all schools and children in the geographic area are targeted 108. Partner with the District to achieve 100% graduation, student success in college and employment 109. Support the District’s core values of respect, continuous learning, student centered, diversity, cooperation and collaboration, accountability, responsibility, empowerment, and standards-based 110. Establish common measures and outcomes across the community

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<i>Focus Areas</i>	<i>Multi-Year Objectives</i>	<i>Strategies</i>
HEALTH & WELLNESS	<i>BB. Provide health insurance coverage, a primary care provider, and full access to high-quality and culturally competent health, dental, mental health, and drug & alcohol treatment services</i>	<p>111. Establish the two existing <i>Rochester Children’s Zone</i> health centers (Anthony Jordan and Clinton Family) as one-stop hubs for all physical and mental health services and insurance enrollment</p> <p>112. Provide timely, high-quality interpretation / translation services in all language groups at <i>Rochester Children’s Zone</i>-based health provider sites</p> <p>113. Pilot a Universal Health Insurance program</p> <p>114. Create a “health asset map” with information on all resources & services and make the asset map universally available in the <i>Rochester Children’s Zone</i></p>
	<i>CC. Eliminate health disparities (prevalence, outcomes, & interventions) between racial and cultural groups</i>	<p>115. Include daily physical activity in <i>Rochester Children’s Zone</i> schools for all children</p> <p>116. Assess households – “Healthy Homes Check” – for environmental and other health hazards (such as asthma triggers, lead hazards, etc.*), with follow up to correct problems</p> <p>117. Encourage healthy behaviors within the <i>Rochester Children’s Zone</i> through modification to the school, workplace, and neighborhood environments</p> <p>118. Improve and coordinate existing community plans and efforts that target elimination of the most significant, chronic health disparities (such as diabetes, hypertension, HIV/AIDS, prostate cancer, etc.*)</p> <p>119. Develop asthma action plan with the parents / guardians for those children with chronic asthma problems</p> <p>120. Collaborate with health professionals to provide members of the community with accurate, up to date, linguistically appropriate, culturally sensitive health information that leads to healthier choices</p> <p>121. Ensure that <i>Rochester Children’s Zone</i> residents are aware of increased mental health coverage through “Timothy’s Law”</p> <p>122. Promote greater access to nutrition information and services</p>
	<i>DD. Provide fresh, good quality, affordable, nutritious, and culturally appropriate food within the Rochester Children’s Zone</i>	<p>123. Increase availability of healthy foods in <i>Rochester Children’s Zone</i> schools, mini markets, farmers markets, and through development of more community gardens</p> <p>124. Improve the nutritional content of food served throughout the school day</p> <p>125. Fully implement nutrition programs and community cooking classes (such as, Eat Smart NY, Eat Well and Keep Moving, CATCH, etc.*)</p> <p>126. Implement the Center for Disease Control’s (CDC) School Health Index – as part of the Rochester City School District’s wellness policy – to evaluate and improve the health and wellness of <i>Rochester Children Zone</i> students</p>
	<i>EE. Provide 100% of children in the Children’s Rochester Zone with access to safe, structured, and unstructured recreation</i>	<p>127. Expand affordable after-school and recreation programs in the <i>Rochester Children Zone</i> to meet demand</p> <p>128. Increase and maintain parks and playgrounds in the <i>Rochester Children Zone</i></p> <p>129. Promote community safety to ensure safe outdoor play</p>

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<i>Focus Areas</i>	<i>Multi-Year Objectives</i>	<i>Strategies</i>
HOUSING & COMMUNITY DEVELOPMENT	<i>FF. Strengthen the residential real estate market</i>	130. Educate residents about home-buying 131. Target city and neighborhood resources to invest into specific neighborhoods prioritized through an Request For Proposal process 132. Link real estate development to locations around schools 133. Develop tenant education programs relating to neighborhood standards and appropriate tenant behavior 134. Provide rehabilitation funds for property owners and homeowners (regardless of income) 135. Require building owners who receive rehabilitation dollars to maintain their property to a reasonable standard including the exterior and streetscape 136. Implement positive real estate marketing strategies – promote value 137. Celebrate architectural history 138. Create opportunity for residents to build equity through homeownership; consider equity assurance program 139. Increase landlord / tenant accountability and responsibility through better education and code enforcement
	<i>GG. Build on existing efforts when developing a comprehensive land use strategic plan, which promotes socioeconomic diversity</i>	140. Provide real estate development training for residents so the knowledge base is increased with respect to making decisions about potential projects 141. Involve residents in housing and land-use decisions 142. Hold community planning meetings, with the same agenda, separately in English and Spanish 143. Develop a master plan for the <i>Rochester Children’s Zone</i> with residents, stakeholders, school officials, and City officials that balances residential, commercial, recreational, community uses, and restoration of strategically important and economically appropriate vacant / abandoned houses 144. Strategically decrease housing density through careful and appropriate demolition, and resizing of residential parcels, when possible 145. Increase spacing between houses 146. Enforce zoning laws for home occupancy 147. Develop housing, both new construction and rehab, to a green standards which ensures health, energy-efficient, and environmentally friendly housing
	<i>HH. Promote neighborhood beautification strategies</i>	148. Develop and maintain community gardens 149. Create improved landscaping around homes, businesses, rental properties 150. Provide more effective waste management including better garbage cans in yards and on street (corners) 151. Create a program for businesses to adopt a street and beautify it 152. Conduct an increased number of events to clean up neighborhoods (such as clean sweeps, etc.*)

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<i>Focus Areas</i>	<i>Multi-Year Objectives</i>	<i>Strategies</i>
PARENT / GUARDIAN SUPPORT	<i>II. Increase parent and adult literacy</i>	145. Coordinate and pilot activities in the <i>Rochester Children's Zone</i> that align with and support the objectives and recommendations of the Mayor's Literacy Summit, Literacy Commission, and Literacy Summit White Paper (ensuring that <i>Rochester Children's Zone</i> residents are represented at these tables)
	<i>JJ. Expand access to critical resources for parents (jobs, transportation, day care, after school care)</i>	146. Create and maintain a current community directory / database / asset map of existing services for parents / guardians efforts
	<i>KK. Improve the effectiveness of the ways in which systems communicate and collaborate with parents, and the ways in which parents communicate and collaborate with systems</i>	147. Increase opportunities for parents to learn from one another and about child development 148. Increase awareness of and participation in the Rochester City School District's Parent University 149. Deliver professional development to school-based educators on: <ul style="list-style-type: none"> • Creating welcoming school environment for all children and parents / guardians • Effective models of communicating with a diverse student body and parents / guardians • Epstein's <i>Six Types of Parent Involvement</i>
	<i>LL. Implement a Baby College that provides multi-year support to expectant parents and those raising infants and toddlers</i>	150. Identify funding sources and prospective service providers 151. Secure location and staff 152. Market to expectant parents 153. Deliver services

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<i>Focus Areas</i>	<i>Multi-Year Objectives</i>	<i>Strategies</i>
YOUTH SUPPORT	<i>MM. Increase the high school graduation rate to 100 percent</i>	<p>154. Increase parent support / involvement and accountability by offering parenting classes on:</p> <ul style="list-style-type: none"> • effective communication with children and teens • supporting children to graduation • opportunities available after graduation <p>155. Reduce ratio of student-to-counselor case loads</p> <p>156. Increase community / business involvement in supporting an improved graduation rate</p> <p>157. Revisit Rochester City School District grading policies and align with New York State standards</p> <p>158. Reduce truancy by:</p> <ul style="list-style-type: none"> • Phoning the parents of absent students • Actively finding and returning truant students to school <p>159. Provide more opportunities for students to participate in the development of curriculum</p> <p>160. Establish school policies for students to wear uniforms</p> <p>161. Provide a greater number of smaller school settings, more schools</p> <p>162. Provide greater opportunity for flexibility in curriculum and scheduling</p> <p>163. Improve the appearance and function of learning facilities (such as, attractive, state of the art, clean, etc.)*</p> <p>164. Offer a wider array of course selections</p> <p>165. Decrease class sizes in secondary school courses (through adding more arts, career, technology, “hands-on” courses, etc.)*</p> <p>166. Provide greater classroom-based student support (multiple teachers & highly qualified teachers in all subjects)</p> <p>167. Provide opportunities for stronger teacher student relationships</p> <p>168. Ensure that students have up-to-date books and classroom resources</p> <p>169. Adapt instruction to different student learning styles (such as those outlined by Howard Gardner, etc.)*</p> <p>170. Provide more opportunities for students to enhance test-taking skills</p> <p>171. Increase opportunities for broadening social & cultural awareness (such as via field trips to plays & museums, sports nights involving parents, students, and teachers, etc.)*</p> <p>172. Garner more money for schools in the <i>Rochester Children’s Zone</i></p> <p>173. Incorporate a greater number of effective out-of-school activities designed to enhance learning</p> <p>174. Increase number of college preparatory workshops</p>

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<i>Focus Areas</i>	<i>Multi-Year Objectives</i>	<i>Strategies</i>
YOUTH SUPPORT	<i>NN. Increase leadership development and employment opportunities for youth</i>	<p>175. Involve children from the <i>Rochester Children's Zone</i> in creating promotional products, designs, and messages for the <i>Rochester Children's Zone Initiative</i> (such as flags, T-shirts, websites, etc.)*</p> <p>176. Increase number of businesses that offer summer jobs / internship opportunities</p> <p>177. Increase opportunities for youth to participate in leadership academy programs</p> <p>178. Promote a “job-shadowing” and mentoring program</p> <p>179. Implement activities for parents and children to meet with positive role models (local and national)</p> <p>180. Support “Career Days” program to encourage and motivate students to develop academic and career goals</p> <p>181. Increase the number of arts programs in schools, outside of schools, and in after-school programs (such as dance, drawing, painting, photography, rap, film making, etc.)*</p> <p>182. Enhance school spirit-building activities (such as sports, newspapers, Step Off, choruses, arts, etc.)*</p> <p>183. Increase <i>Rochester Children's Zone</i> full voting youth representation on existing governing bodies (such as school board, school-based planning teams, PTA / PTO, etc.)*</p> <p>184. Increase students’ awareness of the world-of-business (such as Junior Achievement, etc.)*</p> <p>185. Expand opportunities for students to obtain job training (including learning about emerging technologies, growth careers, entrepreneurship, and construction trades, etc.)*</p> <p>186. Increase number of <i>Rochester Works</i> sites in the <i>Rochester Children's Zone</i></p>

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V. Next Steps

The Rochester community must remember that with any major change initiative, we have to allow people to mourn the loss of the past and accept there will follow a period of discomfort through which we must provide support. We have two choices: go back to business as usual, or take a bold leap into the future. We're not turning back. Our immediate next steps are outlined below.

<u>MARCH</u>	<p>Communicating & clarifying future volunteer opportunities</p> <p>Fundraising for and communication about the plan to a variety of local, state, and national audiences</p> <p>Fundraising</p> <ul style="list-style-type: none"> • Writing grants • Meeting with funders • Researching & developing grant opportunities and networks <p>Communication</p> <ul style="list-style-type: none"> • Marketing & Public Relations (Brochures, reports, newsletters, letters, presentation templates, etc.) • Delivering Presentations • Organizing & overseeing Speakers Bureau • Identifying prospective individuals and groups to whom to bring the <i>Rochester Children's Zone Community Plan</i> <p>Community Outreach</p> <ul style="list-style-type: none"> • Reaching out to community members via fliers, neighborhood town meetings, knocking on doors, festivals • Expanding <i>Rochester Children's Zone, Inc.</i> board membership from three existing members to <i>up to</i> nine total members
<u>MARCH</u> <u>~ JUNE</u>	<p>Planning for implementation</p> <p>Developing Annual Action Plan, Evaluation & Monitoring Mechanisms, Service Delivery Mechanisms</p> <p>Analysis & Research</p> <ul style="list-style-type: none"> • Continuing to research trends, reports, interventions, plans, effective strategies (for action planning) • Continuing to read and interpret empirical studies on key <i>Rochester Children's Zone</i> Strategic Areas of Focus • Continuing to collect local reports and data sets <p>Information Management</p> <ul style="list-style-type: none"> • Continuing to capture and disseminate meeting minutes • Collecting and disseminating reports, studies, information gathered through research <p>Logistics</p> <ul style="list-style-type: none"> • Arranging and scheduling meetings, focus groups, speaking engagements, conferences
<u>APRIL</u>	<p>Confirmation (or not) of the New York State budget's inclusion of \$4 million for the <i>Rochester Children's Zone</i> Initiative</p> <p>Begin to transition responsibility out of the Rochester City School District for planning, implementation, and governance of the <i>Rochester Children's Zone</i> Initiative and the Community Plan</p>
<u>MAY</u>	<p><i>Rochester Children's Zone, Inc.</i> (RCZ Board) identification of an executive director to lead the implementation planning and implementation process forward</p>
<u>JUNE</u>	<p>Leadership responsibility transitions out of the District</p>
<u>SEPT</u>	<p>Implementation of plan commences</p>

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VII. Research/Sources/References

Research/Sources/References Section contains a growing list of research citations and references used to help inform strategies for the *Rochester Children's Zone Community Plan*. The investigated relevant programs provided a basis for the development of the multi-year objectives and strategies.

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