

# EDUCATION & COMMUNITY FACILITIES



**Connecting Cleveland  
2020 Citywide Plan**

# EDUCATION & COMMUNITY SERVICES

## OVERVIEW

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It is a widely accepted fact, backed up by many studies, that education plays an enormously important role in the economic success (or failure) of an individual, a community, a city, indeed, of an entire region. A high school graduate will on average earn more in his or her lifetime than a high school dropout; a college graduate, twice as much as someone who has only finished high school; an individual with post-graduate education, even more. Indeed, with the coming of a knowledge- and information-based economy, this will be truer than ever before. What is not as widely realized is that the general *level* of education in a community, or region, or state affects *everybody's* prospects—for better, or for worse. It is a perfect example of how a rising tide lifts all boats, or conversely, of how a drastic lowering of the sea level can leave many boats—even the fastest, best-outfitted, most expertly steered ones—run aground and stranded on the reefs. The most innovative business ideas in the world are worthless without people with the skills to implement them.

**Lifelong Learning Opportunities:** This includes not only children and young adults preparing to enter the work force (and the polling booth) but those already there who are eager to qualify for a better or more challenging opportunity. This, too, is how cities advance.

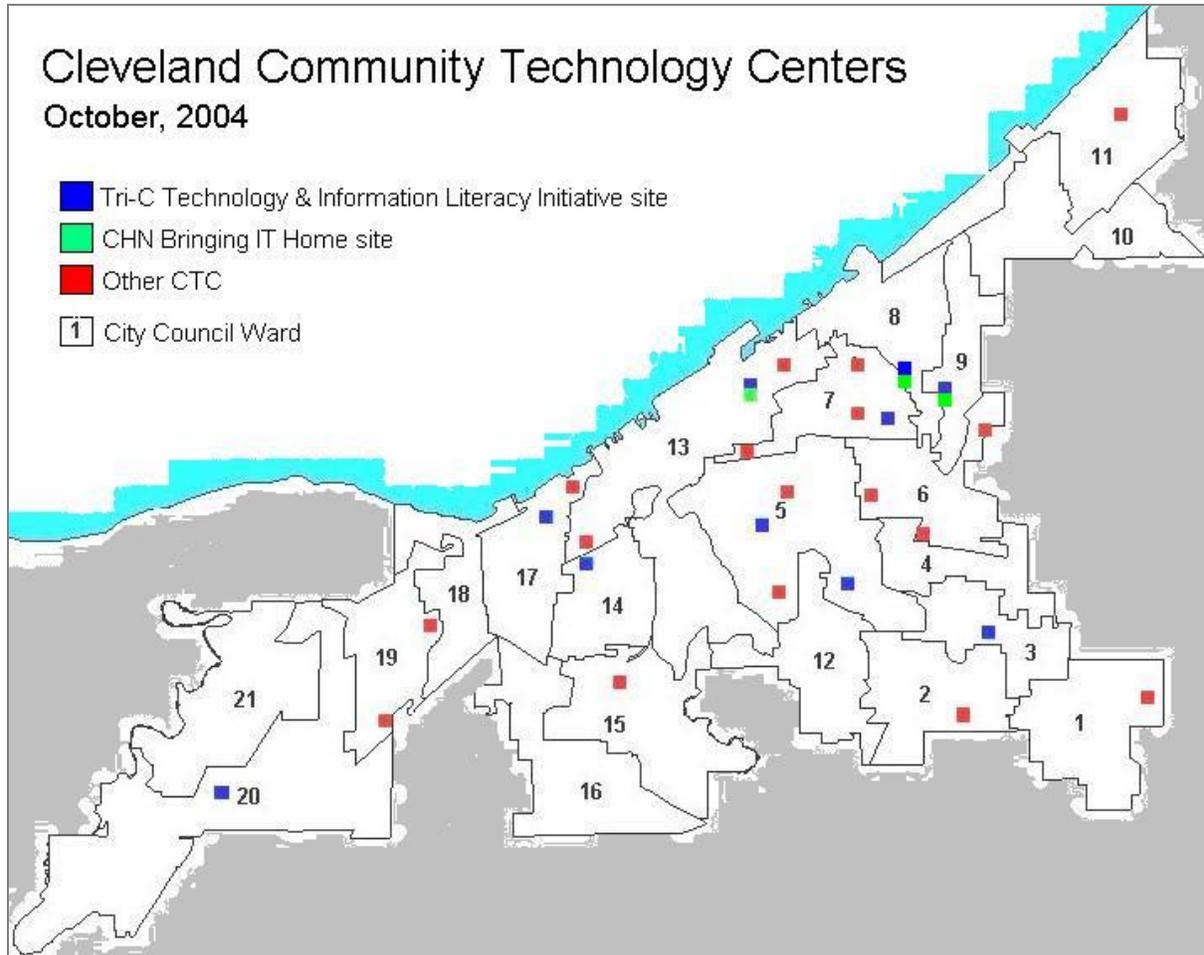


Programs such as Digital Vision are providing life long learning opportunities for all residents by closing the digital divide.

In concept, training centers should be an ideal mechanism for providing residents with the opportunity to learn basic life skills. Unfortunately, the type of training and services provided at many centers here prepare participants only for jobs with minimal wages and minimal opportunities, in today's highly educated workforce. Basic skills are just that: *basic*. Most of these centers don't begin to offer the array of training and skills being taught in formal or private educational facilities such as Cuyahoga Community College, Cleveland State University, Case Western Reserve University or John Carroll University. Until we find ways to give neighborhood residents access to the kind of training that will enable them to claim those jobs—or the skills to successfully launch and build a small business Cleveland will continue to experience high rates of poverty and low rates of educational and entrepreneurial achievement. Education opportunity is only half the key to progress; the other is *access*.

**Figure 1** shows Digital Vision Technology Centers in Cleveland. These centers provide access to computers for individuals and communities lacking computer access or training. The provision of centers such as these offers the opportunities for lifelong learning and allows residents to maximize their potential.

Figure 1



**Revitalizing Public Education:** In the course of the 1990s, the city of Cleveland lost 16,000 married-couple households. Of course, it also welcomed some as new residents. But, this is the telling part, for every person the city gained, our suburban counterparts gained 40 (Source: *In Focus*, a Census 2000 profile published by the Brookings Institution). The principal reason given was married couples that might otherwise *have chosen Cleveland as home* because of other factors are faced with choosing their children over the amenities and unique advantages offered by city life. Their concern for the quality of their children’s education ranks first on the list of potential deal breakers.

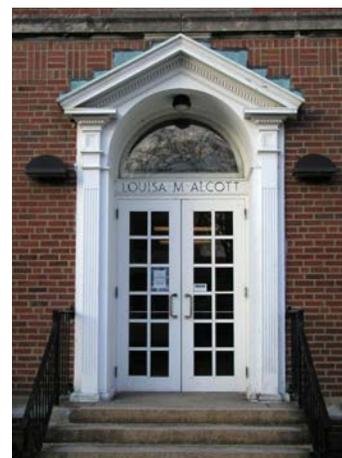
This statistic should be a call to action for local leadership. The time has come to face this reality and take genuinely helpful action—in the form of new policies that will *facilitate* counter actions against this damaging trend, with so much at stake. Among the key factors that must be imaginatively and definitively addressed, if Cleveland is to be able to retain and attract families (and businesses) to the city, are: the condition of school buildings, student-teacher ratios, classroom curriculum, extra-curricular programming, adequate funding, graduation rates and public perception of Cleveland’s public schools. *Failure to address these issues will lead to a further population decline in our city and its neighborhoods.*

Leading the recent initiatives underway in Cleveland is [The CMSD School Building Rehabilitation Plan](#), which is already being implemented with the renovation, replacement or consolidation of all 120 schools within the Cleveland Municipal School District. Many of these structures are indeed worth saving. Constructed in the early part of the 20<sup>th</sup> century, they were not only well constructed, with high quality materials and many elegant touches, but have architectural significant features or in some cases are associated with historical events that have made them important icons in their respective communities (see [CMSD Historic Schools](#)). For many neighborhood residents, these 49 historic schools embody their community's heritage and serve as a symbol of continuity, contributing to a sense of place. In a growing number of urban communities around the U.S., such structures have, in the course of renovation, become vibrant community resource centers used by adults and families after hours for a variety of purposes, to the great benefit of the community. Often, renovating and updating these structures, while preserving and restoring their distinctive features, is not only more cost effective than demolition and replacement, it actually creates more jobs.



*John Hay High School in University Circle is one of the district's historic schools that has been restored due to its architectural & historic significance*

Besides the physical condition of Cleveland's public school buildings, two other key factors in the future of the city's schools that should command the focus—and equally decisive action—of local government, parents, teachers and our school board in the years ahead are the need for improvements in educational resources, and the social conditions that have such a negative impact on CMSD students. As mentioned briefly above, several elementary and middle schools in the District are now in the process of being consolidated to form K-8 schools. This approach will allow students at the vulnerable "middle school" age, who often experience emotional disorientation and anxiety at being pulled from a familiar context and suddenly thrown in with strangers from other neighborhoods, to continue in a more communal and supportive atmosphere like the one found in many small town schools throughout the country. The District's new K-8 program will also enable it to use limited resources more responsibly, which should positively impact future operating budgets.



Louisa M Alcott K-8 school will house elementary, middle, & Junior High School students on one campus; a model typically seen in private institutions.

**Young Adults:** The city of Cleveland also has a large number of young adults of high school or college age (16-24) who are not even enrolled in school, or have some school but no professional degree, and are in fact unemployed. In short, there exists a serious disconnect between that

substantial segment of the population and the enormous opportunities offered by our higher educational facilities.

Although there are no short-term solutions to this huge problem, it is surely beyond disagreement that Cleveland residents desperately need better access to these educational resources. It is no secret that many high school graduates are woefully unprepared to take advantage of the opportunities offered at the college level; what is equally disturbing, however, is that many of the students who are qualified either can't afford to attend college or, once there, or even having made it as far as graduate school, are forced to drop out for financial reasons or because they are needed at home. Not only are individual hopes and dreams being frustrated, but these lives and talents, and what they could have contributed to the community, are being wasted. Year after year, a real chance to break the cycle of poverty and build the more highly educated work force needed to attract and keep new high-tech businesses and the dollars they will generate is being lost.

## TRENDS

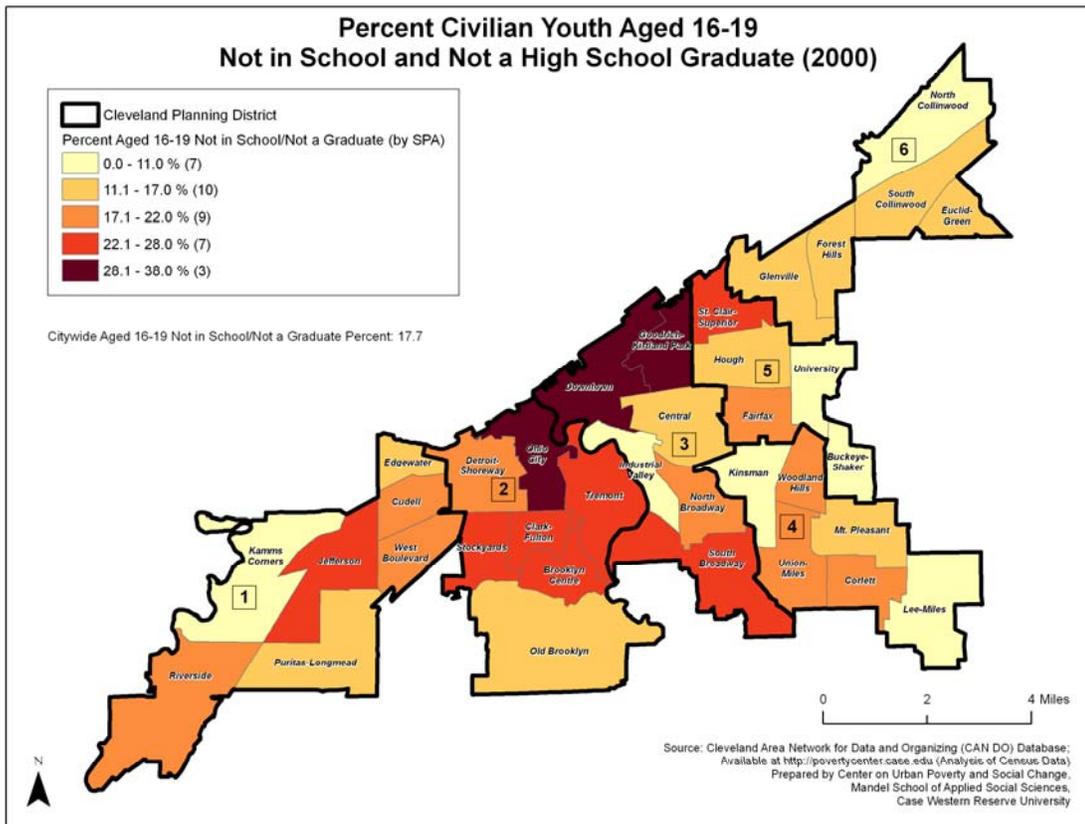
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*A hard look at the numbers and trends that define Cleveland's current situation with respect to the birth rate, educational attendance and attainment will give a clearer picture of the challenge before us, and may also suggest some areas of greatest vulnerability (or opportunity), where connections with appropriate community assets could be helpful:*

- **Families with Children:** In 2000, when the federal census took its once-a-decade “snap shot” of Cleveland’s demographics, 60% of Cleveland families had children under age 18 living at home. Worth noting is the fact that this percentage appeared to be growing at an even faster rate in the city than in Cuyahoga County as a whole. The implications of this trend are sobering, suggesting as they do that in future years (1) more public resources for primary and secondary education may be required, (2) area colleges and technical schools may need to increase their capacity, (3) more jobs may need to be created by the regional economy, and (4) the need for social services also may increase.
- **Teen Births:** In one four-year period, from 1996 to 2000, the average number of births to underage or teen mothers (age 10 to 17) recorded in Cleveland was 24.4 for every 1,000 females in that age cohort—a rate double the county average. It is a documented fact that young women and girls who give birth during their school-age years frequently suffer, as a result, significant economic and social hardships—which tend to drastically limit their educational attainment and employability when these mothers reach adulthood, perpetuating the cycle of multi-generational poverty.
- **School Enrollment:** At the same time, the census revealed, a smaller percentage of Cleveland’s three-to-17-year-olds were enrolled in school (90.2%) than their counterparts county-wide (92.0%). The *percentage* of children enrolled in school is a key figure because it will impact the overall education level of the city’s future workforce (and parents and voters). A low enrollment rate now means that fewer children are *receiving* even a basic education, which will severely limit their employability as adults (as well as their functioning in other important capacities vital to the community’s future).
- **Enrollment, Employment and Unemployment of 16-19 Year Olds:** Though it is lower than the county average, the percentage of 16-19 year olds living in the city that were either employed or enrolled in school climbed from 81.2% in 1990 to about 83.0% by the turn of the century. However, that means that 17% of the city’s 16-19 year olds—an alarming

4,363 persons--were neither in school nor gainfully employed. This indicator is disturbing in another way as well, as it also measures the ability of our *educational system* to retain and train students, and of our *business sector* to provide employment for our graduates. Although improvements are being made in both places, 4,363 is still far too large a number for a community serious about being competitive—much less a good place to live—to accept.

**Figure 2**

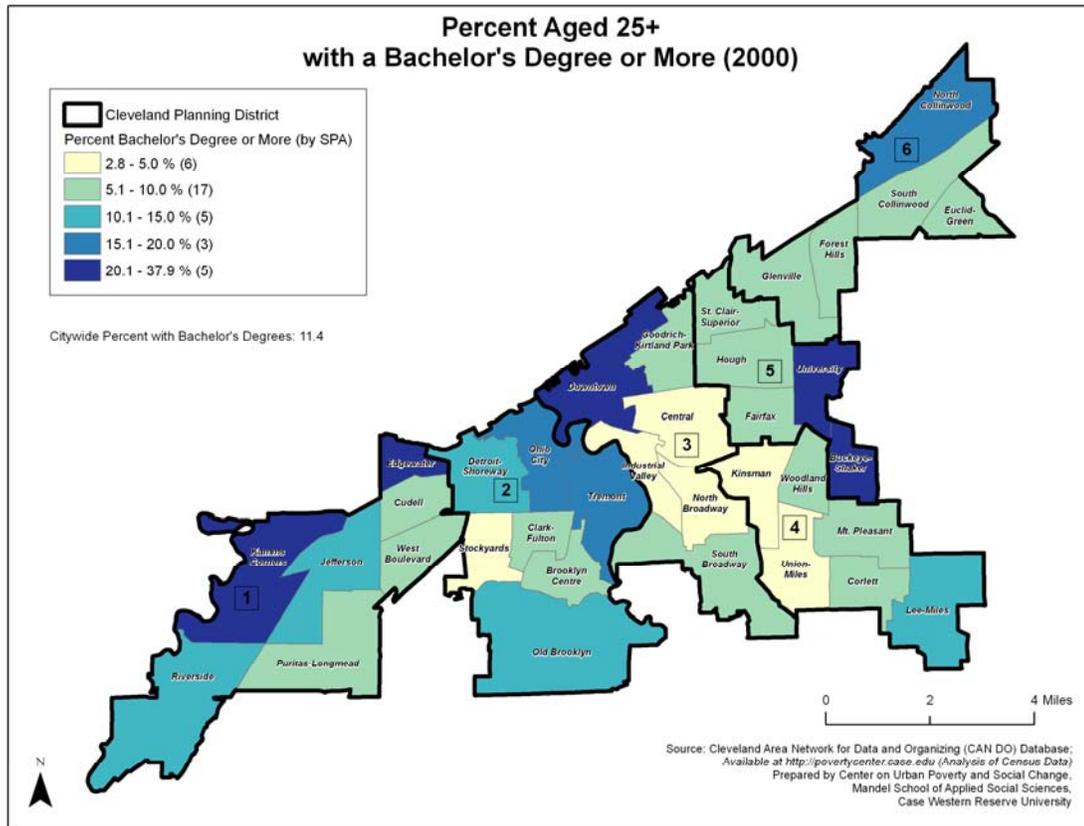


**Figure 2** shows the geographic distribution by neighborhood (by percentage of each neighborhood’s population falling into that age group) of 16-19 year olds who are *neither* currently enrolled in school nor are high school graduates. Seven of the neighborhoods within the city that had significant percentages of youths 16-19 who were neither enrolled in school nor high school graduates, on the other hand, are home to some of the largest youth populations in the city. Though the percentage of young people falling into this category in neighborhoods such as Central and Kinsman may be smaller, so are the hard numbers, due to the fact that these areas have lost much of their population; while in others, such as like Ohio City, Tremont and Jefferson, the larger percentage of youths not enrolled in school or holding diplomas is in some ways offset by the fact that these SPAs also claim a fair percentage of the city’s educated population.

- Educational Attainment, Ages 25-34 BA:** Nationwide, the number of 25-to-34 year olds declined by 8.0% nationwide during the 1990s, primarily due to the aging of the baby boomer generation. In Cleveland, however, this particular cohort shrunk by twice that. At the same time, the share of adults holding college degrees grew only very slowly here, which, taken together with the shrinking size of the 25-34 cohort, contributed to a low

level of residents with degrees. According to the 2000 census, Cleveland ranked 96<sup>th</sup> on the list of the 100 largest U.S. cities in college degree attainment, with only 11% of its population holding bachelor’s or professional degrees. In contrast to the trend that prevails in other cities, however, Cleveland’s low educational attainment rates are not just confined to one specific group. *All* of Cleveland’s minority populations—blacks, economically disadvantaged whites, and Hispanics—appear to suffer from lower than average educational attainment. And “suffer” is the right word here.

**Figure 3**



**Figure 3** shows the distribution by neighborhood of Cleveland residents holding college or professional degrees. Although the overall percentage is low at 11.4%, it’s hard not to notice that, with the exception of Tremont and Ohio City, the neighborhoods with the highest percentages—Downtown, Edgewater, Kamm’s Corners, University, North Collinwood and Buckeye-Shaker—all have something in common: They are all *edge neighborhoods*, communities that border either suburban areas or the waterfront. These neighborhoods also tend to have higher real estate values and amenities unmatched by other SPAs within the central city, thus tending to attract a larger share of highly educated residents. Arguably, Tremont and Ohio City, which also attract this segment of the population, lie along another waterfront, the Cuyahoga River Valley, with its dramatic vistas and views of downtown, which makes the high-lying neighborhoods of the near west side feel like cosmopolitan counterparts to the business center on the opposite bank.

This pattern has led, historically, to a kind of “hopscotch” effect: As central city residents become more affluent, they tend to move in stages from the central core toward the city’s edge, with every economic plateau they reach carrying them further out –and in the process

confirming the axiom “more money, more space, more amenities.” Clevelanders, in other words, continue to associate success with suburban living. Another lesson here might be that new residential developments within the city that give more attention to things like “more space” and “more amenities” might begin to reverse that thinking, and that trend.

- High School Graduation Rates:** In 1998, the graduation rates for students in the Cleveland Municipal School District were the lowest among the region’s 103 public school districts. However, this figure has been steadily rising, from 33 percent in 1999 to 36 percent in 2001. Students who are unable to graduate from high school will find themselves at a severe disadvantage in the job market, not to mention ineligible for college or professional degree programs. But it must not be forgotten that high school graduation rates also impact the overall preparedness of Cleveland’s future work force, and thus interest or lack of interest on the part of companies considering whether to locate, or remain, here. In short, high school graduation rates affect *everybody’s—the entire community’s—*future prospects, and the economic development of the region. Many of the assets on which we hope to build, along with certain taken-for-granted amenities that impact the quality of life in Cleveland, could be in jeopardy, while the need for social services will increase. Each percentage point by which the graduation rate is increased is another building block of the city’s future competitiveness put in place.

**Figure 4**

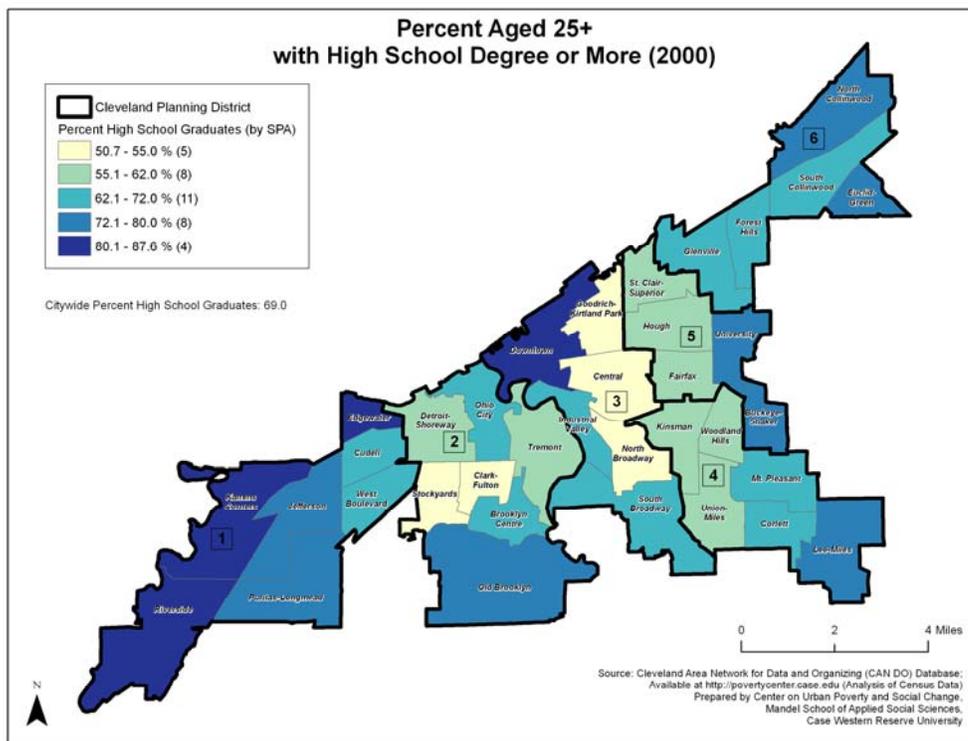


Figure 4 illustrates the percent of individuals age 25 and over with at least a high school diploma. Downtown, Edgewater, Kamm’s Corners and Riverside have the largest percentages of high school graduates.

- Mothers in the Labor Force with Children Under Age Six:** Cleveland had a smaller proportion of mothers in the labor force with children under age six (61.9%) than the county as a whole in 2000. However, comparison with the previous census figures reveals that

Cleveland's rate rose more steeply than the county as a whole since 1990, when only 48.1% of city mothers with children under six were working outside the home. This jump of nearly 14 percentage points in Cleveland was almost half again as high as the increase experienced by the suburbs during the same period. The highest figure was in the Lee-Miles SPA, where almost 81% were employed; the lowest, in the near west side's Ohio City neighborhood, with 48.2%.

*Source: Social Indicators 2003, Case Center for Poverty & Social Change*

The [Federation for Community Solutions](#) provides information to help social service agencies make decisions. In 2003 it issued a social indicators report on childcare which can be accessed [here](#). The report shows the availability of child day care by neighborhood. Neighborhoods such as Lee Harvard which have a high percentage of single working mothers require a great deal of day care options. For other reasons communities such as Central also have high childcare facility needs due to higher percentages of young mothers who are not in the workforce and are of school aged (teen mothers). The city must focus its attention and resources on working with faith-based intuitions to promote programs for teens and adults that teaches and reinforces family values and healthy relationships. The only way to deal with the systemic social problems that often force government to spend monetary and human resources to deal with them is a proactive strategy that includes dealing with the behaviors that lead to social decline. The faith-based community is a critical link to countering the negative social trends that lead to broken families and unwed mothers. The problem has been the lack of acknowledgment of the root problems that contribute to the social and moral decay of our communities.

## ASSETS

*Cleveland's educational infrastructure has several components, none of which can be left out of the equation. The revitalization of the city's public schools justifiably commands the lion's share of attention. But it must not be forgotten that Cleveland's educational resources also comprise a large number of private schools, several colleges and universities, as well as community facilities and training centers. Let us look briefly at each of these community assets, since the work ahead will involve not only taking the necessary steps to maximize the effectiveness of each, but to explore and build useful connections between these entities, and to find ways of creating greater access by the surrounding communities to these valuable programs and facilities.*

### PUBLIC SCHOOLS

- The **Cleveland Municipal School District (CMSD)**, which operates 121 schools, has the responsibility, at any one time, for about 72,000 of the city's future employers, employees, managers, voters and parents. Its work is, quite appropriately, the business of the City and all of its residents, since it is driven by tax dollars and must therefore answer to the mayor and the citizens. Among the dramatic innovations introduced since 1998, when voters



CMSD Administration Building located in downtown Cleveland is the headquarters of the Cleveland Public Schools

gave Cleveland's mayor control of the public schools is a strong focus on the connection between education and a student's eventual livelihood. Six "Career Clusters" have been identified—Arts & Communication, Business & Management, Environmental & Agricultural Systems, Health Services, Human Resources, and Industrial & Engineering Systems; an extensive list of jobs possible in each area have been identified along with the level of education required for each (high school diploma, two-year college or technical school, four-year college and beyond); and help in offering students to identify how their talents and interests correspond. (e.g., "able to dissect smaller pieces from the big picture," "work with critical details" -Industrial & Engineering Systems or "work physically close to people," "respond quickly and clearly in emergencies," "have strong memorization and problem-solving skills" - Health Services Career )

"Career Pathways" for each cluster are laid out in detail, with additional information about what high school courses and subsequent education or special training a student interested in a particular career will need to pursue. The CMSD Web site even provides an Individual Career Planning Guide, with spaces to be filled in, that charts the course—all part of a new effort to get high school students to think about the future they want for themselves and how what they do now will open those doors one by one. A number of schools, some beginning with kindergarten, have developed specialties in particular subject areas such as science (3), foreign languages/international studies (1) or computer technology (5) –nine areas in all—while several others offer special teaching approaches (Montessori, Accelerated Learning, Year-round Classes). Several schools have dress codes. Several offer Enrichment Center programs before and after regular hours.

Proficiency-test scores have improved dramatically. In the critical subjects of math and reading—the keys to so many well-paying careers—the scores of Cleveland's fourth- and sixth-graders have improved *more than twice as fast* as the statewide averages—increasing by an average of more than 160% between 1998 and 2003—and leaving Columbus, Dayton, Cincinnati, Toledo and the rest of Ohio's major urban centers behind. Cleveland's public school graduation rate has gone from 28% to 50.2%, and CMSD now offers a number of Continuing Education programs for adults. Though the system, admittedly, still has a long way to go, these certainly constitute hopeful signs, and new strengths that can be built upon if the funds can be found.

## PRIVATE SCHOOLS

- Cleveland's private or parochial schools have long operated on the K-8 model, and many have fine track records. But private education is not an economically viable option for most of the city's residents, with tuition costs continuing to increase on an annual basis. Indeed, recent years have seen the closing and/or consolidation of several of these "college preparatory" schools. The city of Cleveland is home to three prepschools for boys: **Cleveland Benedictine**, and **St. Ignatius**, and one co-ed high school, **Villa Angela-St. Joseph High School**, formed by the



Benedictine High School is one of three all male high schools within the City of Cleveland serving young men from all over the region

merger in the early 90's of exclusively male St. Joseph High School, and Villa Angela Academy, a high school for girls. The latter, along with the now closed Erievew Catholic, were the longest standing all-female schools in Cleveland. The only options for girls and families able to afford this type of education now exist only in nearby suburbs. Meanwhile, the challenges being faced by public education and the high cost of traditional private institutions, have led to innovative (if controversial) experiments in alternative forms of education throughout the country, and locally, that include magnet schools, charter schools, home schooling, and technical schools, of which Cleveland has its share.

## COLLEGES & UNIVERSITIES

- Few people, asked to guess the number of colleges and universities make Greater Cleveland their home, would guess 22. But that is how many there are, with a combined student population of 143,000. And if you took an expanding compass like the one you used in high school geometry, and stuck the metal end in a map of northeast Ohio at a point just a little further south and east around, say, Akron, and scored a circle with a 50-mile radius, that circle would encompass an even larger number—32 to be precise. *No other region* in the country, outside of New York, can boast so many institutions of higher learning. With such a multitude of educational opportunities right here, this area could



CWRU is a major anchor of University Circle providing degrees and course of study in numerous fields including engineering, law, medicine, businesses, arts and social sciences.

be way ahead of many other parts of the country in earning-power and the generation of new jobs. As a perusal of their respective Web sites attests, **Case Western Reserve University, Cleveland State University, John Carroll University, Ursuline College, Baldwin-Wallace College** and **Cuyahoga Community College** offer unique programs and partnerships that prepare students for work in business and industry and the leading professions as well as in exciting new fields; and, less than an hour's drive away, other distinguished institutions such as **Oberlin College, Kent State University, the University of Akron, Hiram College, Lorain County** and **Lakeland Community Colleges**, and the **College of Wooster** offer outstanding opportunities and innovative curricula.

Seeing our colleges and universities as *community* assets and resources means finding ways to *utilize* them to create a competitive advantage for the residents of the surrounding neighborhoods. It also means spinning off new research and discoveries into new companies and jobs. Unless we can find ways, working with these institutions and other entities here, to give neighborhood residents real access to opportunity at the front end, there will be nobody to take advantage of the opportunities being generated by our universities at the other end. And the great new ideas will, as in the past, have to be taken elsewhere to find the people to turn them into money.

## OTHER RESOURCES

Some other programs or institutions that constitute important educational resources for Cleveland residents include:

- [The Cleveland Public Library](#) (“The People’s University”), with 28 branches and extensive 24-hour on-line services. The main library has 30 miles of bookshelves and 10 million catalogued items and is equipped with the latest electronic resources. Among the first major public libraries in the country to offer 24-hour dial-up access to its online catalogue and various electronic databases, in 1991 the Library was again a national leader by making Internet databases available to the public.
- [The Cuyahoga County Early Childhood Initiative](#), a county-wide collaboration of public, private, and non-profit groups launched in 1999, that seeks to eliminate service gaps and barriers to opportunity for children from birth to age five by improving service coordination and interagency communication. Focusing on effective parenting, child care and child health, this program has, through home visits by a professional nurse to every new or teen mother, identified more than 4,000 children with developmental delays and disabilities and linked them and their families to early intervention services.
- [City Year Cleveland](#), a member of AmeriCorps, recruits young people of all backgrounds, ages 17-24, for a demanding year of community service and leadership development in 16 U.S. communities and Johannesburg, South Africa. (City Year Louisiana, 50 members strong, will be helping to rebuild an area devastated by Hurricane Katrina and serving the needs of displaced children and families.) One of those cities is Cleveland, where [City Year](#) volunteers staff tutoring programs and other services geared to strengthen literacy and improve the academic performance of children in the Cleveland Municipal School District.
- [E City Cleveland](#), founded in 2002 by John Zitner (former president and CEO of a successful Cleveland-based software firm acquired by Xerox Corporation in 1998) in collaboration with the National Foundation for Teaching Entrepreneurship, offers city youths from low-income families an innovative educational program that uses their street smarts, tough minded survival instincts and creativity to help them build the academic, life, technology and business skills they will need to become economically productive members of society. At its Entrepreneurship Preparatory School—which combines a rigorous academic program with a strict disciplinary policy—students, teachers, families and staff maintain a close community through meals, meetings, performances, classes and community service.
- **Cleveland Job Corps and One-Stop System** offers job placement assistance and workforce development services to job seekers and businesses.
- The **Urban Community School**, a non-graded, multicultural school with two campuses founded in 1968 serves the at-risk children of Cleveland’s west side through junior high school. More than 91% of UCS graduates go on to college.
- The [Gestalt Institute of Cleveland](#), an internationally recognized center that trains organizational consultants, psychologists, social workers, teachers, health care providers, and individuals who work with families, children or adolescents in a cutting-edge, integrative approach to facilitating real change and growth.

- **WVIZ /PBS-90.3 WCPN ideastream** and its new **Idea Center** on Playhouse Square, where glass-windowed hallways let school children and others watch shows being produced and edited. WVIZ/PBS ideastream’s Educational Services (ranked the best in Ohio) include helping teachers to teach, and students to learn, with technology-based tools; running workshops that help parents and childcare professionals build effective learning environments for children using public television and other media; providing innovative multiple-media products, interactive video distance learning, and professional development courses online and in workshop settings; and, in partnership with various colleges and universities, college credits. WCPN, northeast Ohio’s NPR station, has won the Society of Professional Journalists’ award for Best News Room Operation several times during the past decade.
- An array of museums and cultural institutions, a number of which operate special outreach or on-site programs for school-age youth. These include two indisputably world-class treasures—the **Cleveland Orchestra** and **Cleveland Museum of Art**—and such nationally recognized cultural venues as the **Cleveland Play House, Great Lakes Theater Festival, Cleveland Opera, Cleveland Music School Settlement, Cleveland Botanical Garden, Cleveland Museum of Natural History, Karamu, Western Reserve Historical Society, Crawford Auto & Aviation Museum, Museum of Contemporary Art (MOCA), Playhouse Square Center, Rainy Institute, the Children’s Museum of Cleveland** and **Cleveland Metroparks Zoo**.

## COMMUNITY HEALTH CARE

Besides such nationally ranked facilities as the **Cleveland Clinic, University Hospitals of Cleveland, and MetroHealth Medical Center**, Cleveland has a number of neighborhood-based facilities that include:

- [Northeast Ohio Neighborhood Health Services Inc. \(NEON\)](#), with facilities in Hough and Collinwood, provides underserved and low-income women with access to a comprehensive array of health care services, including pediatrics, adult medicine, family medicine, geriatric medicine, OB/GYN, family planning, mammography, ultrasound, dentistry, optometry, podiatry and dermatology, along with nutritional, social work, health education and outreach services.
- **Otis Moss Jr. University Hospitals Medical Center**, established in 1997 by Olivet Institutional Baptist Church in conjunction with University Hospitals of Cleveland, provides high quality patient care in a spiritually supportive environment. Offering a wide range of primary and specialty care medical services, including pain management, OB/GYN, pediatrics and rheumatology, features an on-site laboratory.
- [MetroHealth Buckeye Health Center](#) As part of an effort to provide



NEON (Northeast Ohio Neighborhood Health Services) East 123<sup>rd</sup> & Superior Avenue in Forest Hills

neighborhood level medical care to residents in Cleveland Metro Health developed neighborhood health centers throughout neighborhoods citywide. The Buckeye Medical Center completed in 2003 provides multi-specialty services for residents living in the neighborhood. Its programs are built through partnerships with the communities served, and with other development organizations and health providers.

- [The Free Clinic of Greater Cleveland](#) (founded in 1970), one of the few such facilities in the nation to have survived, provides a wide range of services to the working poor at no charge.



The Otis Moss Jr. University Hospitals medical Center in Fairfax provides high quality patient care in a spiritually supportive environment

Other community-based health care resources in Cleveland are listed by neighborhood in the individual district chapters.

## CHALLENGES

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*The challenges facing Cleveland in the area of Education can be summarized as follows:*

- **Deteriorating School Buildings:** Learning is hard enough; but many students must also deal with the daily distraction of a deteriorated setting, windows leaking cold drafts, too little or too much heat, poor lighting or acoustics, outdated facilities, or the threat of collapsing roofs and ceilings. Not to mention the demoralizing message such things send.
- **Still Too Many High School Dropouts:** With nearly 4,500 (or 17%) of the city's 16-19 year-olds neither currently enrolled in school nor gainfully employed, Cleveland's future competitiveness is by that much diminished, and social problems guaranteed, especially in neighbors where the percentage of young people who have removed themselves from the proven path of opportunity is high.
- **Few College or Professional Degrees:** With only 11% of Cleveland's population holding bachelors or professional degrees, putting it 96<sup>th</sup> on the list of the 100 largest U.S. cities, it will be difficult to attract and hold new high-tech industries and well-paying jobs.
- **Alienated or Intimidated Parents:** Many city residents who are now parents of school-age children themselves do not know how to help their children have a successful experience in school, or are uncomfortable entering the school building or engaging staff, because they themselves had a bad experience in school.
- **Lack of Community Support for the Educational Process:** Some communities do not seem to really grasp the implications of their children's success or failure in school for their future employability and success in life, or for the future competitiveness of the city or their own neighborhood. Rejection of recent school levies has forced the lay-off of hundreds of teachers, jeopardizing hard won gains. Extensive research has shown that hiring highly-qualified teachers, and lowering the teacher-student ratio, are key to success.

- **Charter schools draining desperately needed funds:** According to *The Plain Dealer*, Cleveland's charter schools, which are privately-run but tax-funded, "have sucked \$150 million from the school district's operating funds in the last seven years—and are expected to draw off another \$324 million over the next four."
- **Births to Underage or Teen Mothers:** The failure of communities to seriously address the anxieties, unmet needs and self-destructive acting out of their adolescent members results in the removal of a growing segment of our youth from the path to opportunity, deprives the community of the educated workforce it will need to be competitive and prosperous in tomorrow's marketplace, and multiplies the social problems that soak up precious resources.
- **Many Adults with Unmarketable Skills:** Adult residents, or school dropouts, who find themselves with insufficient or outdated skills have inadequate resources to which to turn for the education or specialized training that would qualify them for well-paying jobs with high-tech and other emerging industries.
- **Real or Perceived Lack of Access to Educational Opportunities Beyond High School:** Many public high school students have a real or perceived lack of access to area opportunities for higher education, and sometimes the resources to take advantage of, or fully realize, those opportunities. Some are intimidated by the whole idea of attending a university; for others, college is simply not a reality they can associate with their own lives.
- **Little Exposure to the "Work Culture":** For many school-age children, especially those with few role models and thus little first- or even second-hand experience of the "world of work," the skills they are being taught in school have little connection in their minds with their own ability to succeed in life and have the things they want; career goals tend to be fantasy-fueled (rock star, TV actress, the next LeBron James) or inchoate. No mystery that clothes and having fun seem far more real.
- **Lack of Child Care:** With more mothers with children under the age of six (that is, too young to attend school) forced to seek employment, there is a crucial—and growing—shortage of adequate child care, for which society, and individual communities, will eventually pay a bitter price.
- **Education:** How well we "do Education" will directly affect life here in several areas:
  - Competitiveness: The level of education attained by the city's workforce will, quite simply, be a crucial determiner (or limiter) of Cleveland's (and the region's) ability to compete in the global marketplace. In order to attract, and hold, new high-tech and emerging industries, the city must provide a workforce with the skills and level of sophistication required by these enterprises.
  - Quality of Life: The ability to qualify for and hold a well-paying job is also key, of course, to the quality of life enjoyed by individuals and families. The level of education attained by residents will therefore determine (or limit) the level of prosperity and opportunity not only of the individual involved but of those other family members who are dependent on that individual's earning power, well beyond the year 2020. Nor can the needs of residents who are beyond their formal schooling years be neglected: The fight for quality of life, competitiveness, jobs with new high-tech industries, the ability

of Cleveland residents to move up to more challenging (and better-paying) positions, begins with today's adults.

- Community Health & Stability: Undereducated adults are not only likely to contribute significantly less to the economic base that allows a community to provide the amenities and essential services that make urban life (and neighborhoods) vibrant, and attractive to new residents and businesses, they are more likely to require additional social services. High school graduates are twice as likely to smoke, much less likely to exercise, almost twice as likely to get divorced, as college-educated individuals, and more likely to be unemployed, trapped in low-paying jobs, or inadequately insured. Poor health, bad habits that destroy both individuals' lives and families, crime, and neglect of property can be some of the consequences of inadequate income and unrealized potential. And all of them exact a cost that must be borne by the community, further depleting resources that could have been spent on other things. College graduates, on the other hand, are nearly twice as likely to vote, more than twice as likely to volunteer their time, and much more likely to give blood. The point is that *education is vitally connected to almost everything else.* (Source: *The New York Times*)
- Needed - An Integrated Strategy: This is why the theme of *connectivity* is so critical to our efforts to revitalize the city's Education picture. Just as other sectors—from local employers and to merchants and sports franchises—will be impacted by the success or failure of these efforts, so can they all do things that will help to make the difference. Health care providers, recreational and fitness facilities, universities and community colleges, churches, social service agencies and neighborhood centers, cultural institutions, our school buildings themselves all have important roles to play in the development of the healthy, thoughtful, well educated citizens—parents, voters, entrepreneurs, employees, managers, teachers, civic leaders and care givers—we will need to carry on the life of this community in the years ahead.

If Cleveland is to be truly competitive in the period ahead, each of these challenges must be addressed, as well as the opportunities that present themselves at the present time or loom in the near future—for it is in terms of the city's future that we must all be thinking.

## POLICIES & STRATEGIES

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*The goal of Cleveland's efforts in the area of Education & Community Services is to **connect communities and their institutions in a manner that nurtures the physical, mental and spiritual life of all residents.** The Connecting Cleveland 2020 Plan therefore sets forth a comprehensive set of policies for Education & Community Services that address key issues, along with strategies through which we might take immediate steps toward their implementation. It is imperative, given the seriousness of the situation and the implications of educational attainment for Cleveland's future economic development, that interested entities work together under a coordinated plan.*

- I) **Schools as Community Resources.** Utilize schools as centers for community education, open in the evenings and weekends for use by students as well as other neighborhood residents.
  - a. Insure that school buildings are open to the community, wherever that is feasible, to supplement deficiencies in neighborhood recreation opportunities and educational opportunities for non-school-age individuals.

- b. Initiate programs that utilize school buildings to house new educational initiatives targeted to community residents.

**2) School Design.** Ensure that schools are designed and sited so as to facilitate excellence in education and connections to the surrounding community.

Besides providing better learning (and teaching) environments for students and teachers, making a dramatic and highly visible investment in a neighborhood's school building has been shown to strengthen the connection between a community and the institutions that exist to serve it, encouraging active, mutually beneficial relationships, as well as other investments in the physical condition of the neighborhood.

The new or renovated buildings should fit the character, the needs, and the aspirations of their respective communities. Many may not immediately see the link between physical and social development. But social conditions should dictate how and where we develop our structures (including schools), the design of those facilities, and how limited land resources will be used. All structures should address the physical, social, and economic well being of the people occupying them. Thus, with social indicators as a guide, physical development can be used to help counter negative social trends and address community needs.

The *Connecting Cleveland 2020 Citywide Plan* espouses the principle that physical development should not be driven solely by profit considerations, but also by *the needs of local communities*. Assessing these needs will help us identify opportunities to develop communities that are *sustainable*—that is, where all the parts work together with a minimum waste of energy and resources to support the larger goals of that community. A neighborhood school presents such an opportunity.

- a. Implement the CMSD Physical Redevelopment Plan, insuring that the best possible design quality is achieved on all buildings—with the needs and goals of the local community in mind—preserving, where that proves appropriate and cost-efficient, buildings of historic character or significance.
- b. Identify key opportunities where school buildings can be integrated into natural aspects of the neighborhood such as parks, greenspaces or trails.

**3) Educational Partnerships.** Encourage businesses, institutions, universities and faith-based organizations to partner with local schools in offering diverse education and training opportunities for students and adults.

- a. Encourage Cleveland's business community to take a larger share of responsibility for the education of our future worker/citizens through corporate sponsorships of individual schools and the formation of a corporate, industrial and service sector business organization devoted to constructive and imaginative interaction with school-age children.
- b. Encourage the business community to develop more innovative and sustained relationships with the City's public schools aimed at creating meaningful continuity and connections between students' educational experience and their future opportunities.
- c. Encourage local faith-based institutions to work with schools, particularly in providing counseling at the high school level on teen and adolescent issues such as pre-marital sex, drug use, and alcohol abuse—not merely saying that these things are wrong, or pointing

out the potential consequences for their lives and the lives of other innocent people, but helping them see these things as choices that may well close certain important doors, and shut them out of certain opportunities, forever.

- d. Link corporations, small businesses, churches, hospitals and other agencies to City schools in a host of creative initiatives including mentoring, job shadowing, internships, and site visits to real work places to see first hand what is involved in doing certain jobs, holding a job and working as part of a team on a daily basis.
  - e. Encourage the active participation of the academic community, the church community, and the health & wellness community in the work of neighborhood revitalization. As critical components and examples of the way a community functions and develops, they have much to contribute to the education of tomorrow's worker/citizens.
  - f. Utilize our universities and other higher educational resources to continue attracting talented students from abroad, building on the notion that "Education is the doorway to immigration."
  - g. Ask local groups of alumni from major universities and historically black colleges across the country to create or sponsor opportunities for students currently attending their alma-maters to visit Cleveland, have a work experience here, or interview with local firms, agencies or government offices.
  - h. Link our challenged schools to these world-class institutions by encouraging the latter to give graduate students academic credit for time spent working in the Cleveland Municipal School District.
  - i. Create special arrangements that allow qualified Cleveland high school students to take certain classes at local colleges or universities, thus enabling them to become less intimidated by the idea of college life and more excited about the real opportunities for personal advancement and discovery that exist for them right here in northeast Ohio.
  - j. Work with the Knowledge Works Foundation, the State of Ohio's largest education philanthropy, which is currently developing innovative programs to improve college access and readiness among graduating high school seniors and identifying ways to make higher education more accessible to low-wage workers. The foundation's Ohio Bridges to Opportunity Initiative is seeking to change workforce and education policy and practice so that more low-wage working adults can earn post-secondary credentials and the skills necessary to succeed in a knowledge-based economy.
- 4) Equitable Funding for Schools.** Bring about a statewide system of school funding that responds to the needs of students rather than to the wealth of communities.
- a. Advocate and work with elected officials, business and other influential leaders in Cleveland, Columbus and around the state, as well as with the electorate, to establish such a system
- 5) Education Options.** Provide Cleveland residents, including teens that are neither enrolled in school nor employed, with education options that include traditional schools, magnet schools, training centers, vocational schools, along with public and private institutions.
- a. Encourage and facilitate such alternative opportunities as:

- Business education or training initiatives led by local businesses or foundations
  - Workforce development
  - Specialized training
  - Vocational education
  - Entrepreneurship or business training opportunities for individuals with resources but insufficient preparatory education
  - Restructuring of training and educational programs to focus on business and entrepreneurial education
- b. Create neighborhood educational campuses to promote lifetime learning and provide educational opportunities for adult residents that bring together various educational and training resources in a single accessible location (e.g., Kroc Center). Bringing classrooms to our communities is a critical piece of community and economic development. Education does not have to have stopped after high school for many of our residents. Lifetime learning should be an option for all neighborhood residents. Learning computer and other new skills, training for specific kinds of jobs, learning about community building, or even just expanding one’s horizons or life-coping skills all have the potential to change the lives and prospects of residents—and in the process put Cleveland in a more competitive position, which benefits all of us. The City (and residents) of Cleveland must begin to think of education as a long-term capital investment, like bridge repair or a new roadway, that can create economic benefits in both the short and long term.

The City of Cleveland should therefore promote and, as many cities are now doing, provide places within neighborhoods for this type of activity. Large vacant or abandoned areas such as the 40-acre Coit Road site in South Collinwood, along its border with the city’s Forest Hills community, provide a perfect opportunity for a pilot project. These two neighborhoods have the lowest graduation rates in the city, and unemployment and crime rates that are among the highest in the city. By offering a combination on one campus of education, healthy recreation and job training, a site such as Coit Road could have a major impact on the social and economic condition of this community. It would be, in effect, a haven where the “people element” of community revitalization could be fostered and developed. Not developing the human component will, as we already know, in the long run cost even more.

- 6) Coordinated Neighborhood Services.** Facilitate cooperation between local service providers and community organizations to work at the neighborhood level to address the comprehensive needs of residents for education, training, health care, and social services.
- a. Fund and facilitate community organizing around key issues as part of the work of local CDCs. Local development corporations (CDCs) are a key link between the people in a neighborhood and the institutions, agencies and public officials that serve them. The city’s CDC infrastructure, already in place, could therefore serve as a practical way of connecting communities to pertinent entities through the conversion of selected CDCs into social, as opposed to physical, development entities. Redevelopment in every city neighborhood should be done in a fashion that is conducive to the physical, mental and spiritual wellbeing—and life progress—of its residents. Organizing people around key community goals and circumstances that affect them is thus the first step in improving the quality of life in a neighborhood.
  - b. Encourage community development organizations to begin to look beyond their traditional scope (housing, retail, industrial, and greenspace development) to larger goals and

considerations such as access to health care and job training, or the infusion of technology to facilitate personal development; refocus the mission of CDCs that aren't achieving their physical development objectives to allow more grassroots level interaction with residents and other agencies who deal with social development issues.

- c. Provide accessible, affordable, and high-quality childcare to families residing in the city who need it. Make childcare centers an integrated part of educational campuses and community centers at targeted locations, wherever feasible.

**7) Personal Development.** Create locally based programs that foster personal development and ethics as the foundation for strengthening the social fabric of communities and ensuring a better quality of life for residents.

"Family and individual progress do not take place in a vacuum; they are linked to community progress. All social enterprises—from common security to economic development—are built on relationships of trust and mutual dependence. Given a chance to function properly, families and communities support and sustain one another's best efforts and aspirations."

(Source: *The Cleveland Community-Building Initiative: Four Neighborhoods Begin to Address the Conditions that Maintain Poverty*, Dennis J. Dooley, 1997)

- a. Protect public investment in neighborhoods by creating programs that utilize existing educational and faith-based facilities to teach and foster community-building principles and strategies. Millions of dollars have already been and will be invested in Cleveland communities. These investments must be maintained and protected if communities are to move forward and build on what is there. In particular, community facilities, such as schools, which provide a number of important services in our neighborhoods that impact the quality of life, need a great deal of attention. Because they are no one's personal property, individuals may feel no personal responsibility for their physical condition. If these investments in the community's future are to be protected, "Nobody's buildings" must become "Our buildings."

Therefore, programs and services that promote a strong sense of community and social ethics become essential components of neighborhood progress. Not only can they help stem the kind of socially unacceptable behavior that leads to the breakdown of the community (and spare the City the cost of constantly policing such behavior), but such "community-building" activities can actually help create the kind of grassroots support and spirit of cooperation that makes it possible for a neighborhood to realize and sustain its vision. This Plan has embraced the idea that neighborhood redevelopment should begin with the people who live there: they need to see themselves as the reason, indeed as the collateral, for reinvestment. "Community building" means helping individual residents begin to see their stake in the common good and their part in achieving it, with the result that personal ethics become linked with social ethics and behavior: "I don't destroy school buildings and other investments in our community because me and my family are some of the people whose future these things will impact."

- b. Include residents in the planning process to insure that new or renovated facilities will be seen as addressing, and do in fact address, the community's own sense of its identity and aspirations. The quality, design, and location of these facilities are just as important as the services they provide. Part of the key to achieving what we like to call "a superior quality of life" for our neighborhood is taking the time upfront to determine how these facilities and services fit into the fabric of our neighborhood, both aesthetically and socially. The local

community must be included in that discussion. People who have facilities and services forced upon them, or imposed as it were from above, with all the important choices and decisions already made, rarely tend to feel the same sense of ownership or stake in the success of these enterprises as people who have had a hand in shaping them. "Community building," writes the respected authority Lisbeth Schorr in *Common Purpose: Strengthening Families and Neighborhoods to Rebuild America* (1977), is about "a process of change grounded in local life and priorities. . . .based on the belief that inner-city residents and institutions can and must be primary actors in efforts to solve the problems of their neighborhoods." (See also "Countering Urban Disinvestment through Community-Building Initiatives," by Arthur J. Naparstek and Dennis J. Dooley, in the journal *Social Work*, Sept. 1997; reprinted in *Community Building: Renewal, Well-Being, and Shared Responsibility*, ed. Patricia L. Ewalt et al., NASW Press, Washington, D.C., 1998.)

- c. Facilitate the purchase, renovation and conversion of older, disused structures into neighborhood facilities such as recreation, cultural arts or family resource centers offering other opportunities and resources to help foster individual, family or community progress.
- d. Work with neighborhood schools, libraries and other existing community facilities to provide residents with access to additional services and opportunities for growth of a type not currently available to them, such as guided discussions with practice on subjects like parenting or handling stress, help with job searches, resume preparation, mock job interviews with helpful critiques, or life coaching sessions by experienced individuals willing to volunteer their insights and know-how—any of which could be tied to available reading materials, thus introducing people to another resource and reinforcing their tendency to think of these facilities as resources.

**8) Community Libraries.** Support full-service libraries as centers for lifelong learning and intergenerational learning in each of Cleveland's neighborhoods.

Over the past decade, several Cleveland neighborhoods have acquired access to an extraordinary resource in the form of new computer-equipped libraries, such as the Memorial-Nottingham Branch (North Collinwood) and the Langston Hughes Branch (Glenville) of the Cleveland Public Library. For residents without their own computers, these new information centers constitute a tremendous resource, providing not only access to reading material anywhere in the CleveNet Library System but a connection to the rest of the world. But even such state-of-the-art libraries do not fully remedy the problem of lack of access to all of the resources needed by the residents of city neighborhoods. To help them realize their full potential, we must create a healthy and supportive setting in which people can grow and make Cleveland more competitive; other new and existing neighborhood library facilities must be also be developed.

**9) Community Health Care.** Ensure that medical offices are located so as to supplement full-scale hospitals in serving residents of all Cleveland neighborhoods.

- a. Reinforce community health care needs through partnerships with faith-based institutions and hospitals to create more neighborhood health care facilities in close proximity to seniors and residents who lack adequate medical insurance. (For existing examples of such facilities, see Assets section above.)

**10. Capital Improvements.** Coordinate capital improvements planning between the City and the School District to maximize the effectiveness and efficiency of those expenditures.

Specific opportunities relating to Education are identified in the [Development Opportunities](#) section and within each of the planning district narratives.

## APPENDICES

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### EDUCATIONAL CAMPUSES

An *educational campus* is a cluster of connected buildings that offers the larger community a variety of developmental activities by bringing together many community services such as health care, education, training, workforce development, and business services with opportunities for recreation and spiritual development on one site. When combined on one site, the environment created is a campus-like setting for social development in challenged communities. The combination of social service, educational, and recreational buildings creates an opportunity for lifelong alternatives for youth, seniors, and all segments of the community. An investment in such a campus is an investment in human capital, which ultimately results in more productive residents.

An educational campus, in short, can:

- Serve as an incubator for developing people.
- Eliminate the redundancies in community service.
- Provide education, recreation, training, and spiritual development.
- Offer more than just academic education.
- Generate more federal and state dollars for our neighborhoods.
- Become an educational & training center for all of the residents of the neighborhood.

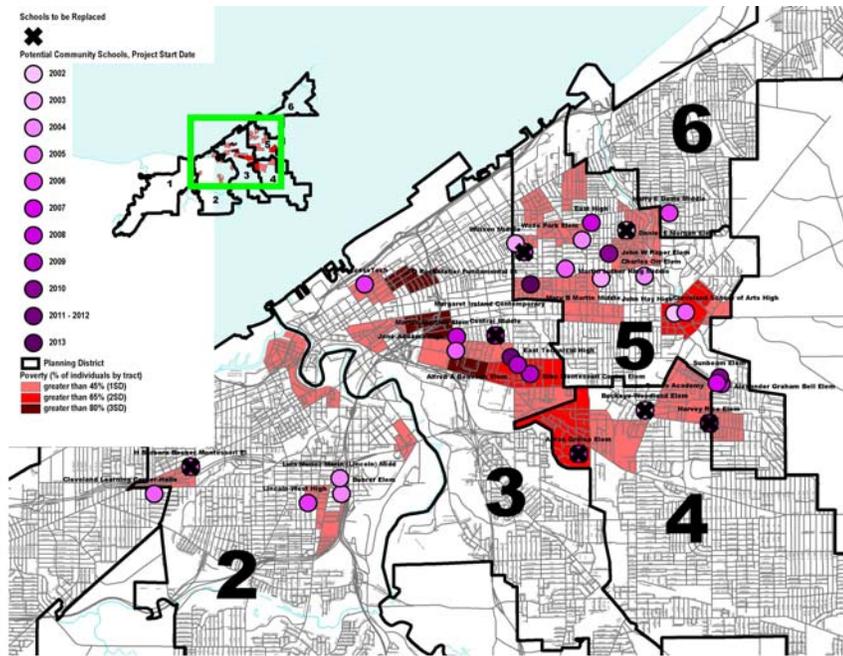
Creating an educational campus requires:

- A large tract of land in a neighborhood.
- Forming partnerships with various entities agencies and organizations.
- Combining the services of many agencies on one campus.

### COMMUNITY CENTERS

The term *community center* refers to a facility that provides opportunities for social interaction through community activities, recreation, community events, education or training (sometimes including Internet-based courses) or other programs, as well as meeting spaces. Community centers may be operated by a paid staff and are proactively determine community needs. They try to be innovative in helping to meet those needs, and a benefit to all groups in the community. They are non-competitive and strive to complement other resources in the community.

Though community centers and educational campuses are somewhat similar in concept, the latter require much more space. A community center typically consists of a single building or, in some cases, a series of connected buildings offering a variety of social activities. Generally, a community center is one component of an *integrated network* of services. It should be inclusive and easily accessible, and encourage active involvement by neighborhoods residents.



To learn more about [community school centers & educational campuses](#) from around the country, go to the [Coalition for Community Schools website](#).

### **LINKING UNIVERSITY & COMMUNITY: A CASE STUDY**

The neighborhoods surrounding the University of Southern California’s University Park and Health Sciences campuses are among the most culturally vibrant and historically significant in the city of Los Angeles. The University Park area, downtown Los Angeles, and the arts & education corridor that connects them are home to an array of outstanding museums, galleries, theaters, sport venues, gardens, libraries, churches and colleges; while the Health Sciences campus and its surrounding neighborhoods are rich with historical landmarks, architectural treasures, public parks, and arts centers.

This unique mix of education and entertainment opportunities, art and culture, past and future—all sitting within a few city miles—draws millions of visitors from all over the world each year. But what makes this exciting cultural and educational destination even more interesting is that it is also a residential neighborhood. Here, living side by side, are not only students, faculty and other professionals, but working people of all types and backgrounds—as culturally diverse a community as you could ask for: a living laboratory of community collaboration that has become an exciting model for urban revitalization. Residents regularly team up with university volunteers to create safe streets and fine schools, making the area, in short, a good place to raise children.

The university, for its part, is committed to using its expertise and influence in government and business circles to address the needs of the people who live, work, study and worship in the neighborhoods surrounding its University Park and Health Sciences campuses, targeting such things as safety issues and educational, cultural and economic opportunities. By forming respectful partnerships and real collaborations with its neighbors that link university and community resources, USC has played a vital (and much appreciated) part in significantly enhancing the quality of life of its neighbors.

This is an example of community building in the best sense: It (1) builds on assets, (2) involves residents in setting goals and shaping strategies to achieve them, (3) targets an area of manageable size with which the residents identify, (4) crafts a neighborhood-specific strategy, (5) brings maximum expertise and resources to solving problems by forging creative partnerships and program linkages, (6) is holistic and integrative in character—acknowledging the interlocking nature of a community’s problems, and (7) structures each initiative in a manner that reinforces community values and builds social and human capital. (See Arthur J. Naparstek and Dennis J. Dooley, *Community Building in Public Housing: Ties that Bind People and Their Communities*, Foreword by Andrew Cuomo, The Urban Institute, Washington, D.C., 1997.) For more details, see the University of Southern California’s Web site: <http://www.usc.edu/>