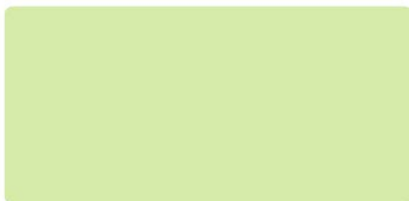
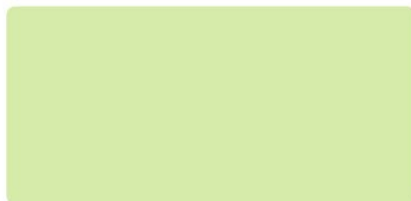
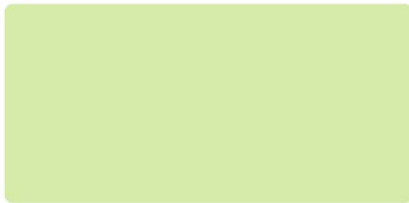
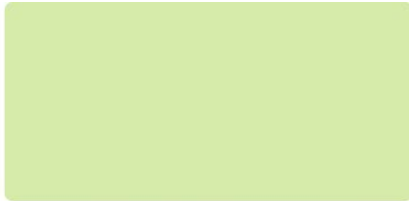




LOCAL FOODS, LOCAL PLACES

Technical Assistance Program



Local Foods, Local Places
Community Action Plan
for Detroit, Michigan
November 2017



For more information about Local Foods, Local Places visit:

<https://www.epa.gov/smartgrowth/local-foods-local-places>

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Community Story

Detroit Public School Community District (DPSCD; Detroit Public Schools until 2015) services more than 50,000 students in 115 schools across the entirety of Detroit, making it the largest school district in Michigan.¹ The district is a fraction of its peak size though, which in 1966 was almost 300,000 students in 370 schools throughout the city.² Since that time, the population of Detroit has shrunk by 1.15 million people, public school enrollment has declined by 84 percent, and DPSCD has closed more than two hundred schools.

Over the course of the last few decades, the district's primary objective to educate youth has been challenged by diminishing resources, enrollment dollars going to suburban and charter schools, aging infrastructure, political turmoil, multi-week teacher strikes, and loss of trust in the system and key administrators.³ Significant financial difficulties have resulted in extended periods of state-appointed management, but in 2017, DPSCD started on a new path with new leadership under Superintendent Dr. Nikolai Vitti.

Mackenzie Elementary-Middle School in the Barton-McFarlane neighborhood of Detroit, opened in fall 2012. It is a bright, new facility built on the grounds where the Mackenzie High School stood until 2007. In adapting to current demographics of the city's school-aged population, Mackenzie Elementary-Middle School now offers grades K-8 and has a growing enrollment of more than 1,400 students in the 2017-18 school year. Even though the Mackenzie High School no longer stands, there is an active and proud alumni association that remains engaged in the future of the neighborhood.

Until the 1980s, Barton-McFarlane was a thriving neighborhood with factories and medical supply centers providing jobs for a middle-class neighborhood. Chicago and Wyoming Streets, the border streets of Mackenzie, were the primary shopping corridors. Lifelong residents remember when the grocery store, barbershop, pharmacy, and cleaners were within a 10-minute walk. Starting in the 1980s, however, the factories, medical centers, restaurants, barbershops, and shopping centers began to close. The loss of jobs is reflected in the neighborhood's current unemployment rate of 14 percent, with 22 percent of residents earning less than \$10,000 per year. The housing occupancy rate, however, is at 87 percent, and 30 percent of the population are children under 19 years old. More than 80 percent of the majority African-American students who attend Mackenzie live in poverty.

The high density of the neighborhood and significant number of children make Mackenzie Elementary-Middle School a vital community asset. In addition to the school building itself, the Mackenzie grounds include seven acres of land that have been soil tested for future use, including an outdoor education



Figure 1 – A gleaming hallway and welcome banner in Mackenzie Elementary-Middle School in Detroit, Michigan. Photo credit: Detroit Public School Community District

¹ Detroit Public Schools Community District: *DPSCD Superintendent Nikolai Vitti Unveils New 3 Year Strategic Plan*. Published Oct. 26, 2017.

² Loveland Technologies. "A School District in Crisis: Detroit Public Schools 1842-2015." <https://makeloveland.com/reports/schools#early-history>. Accessed Oct. 29, 2017.

³ Ibid.

Local Foods, Local Places Technical Assistance Workshop

center. For the past year, Mackenzie teachers, students, and FoodCorps Service Members have been nurturing elements of this outdoor learning space. Spurred by the success of neighboring Drew Farm (a DPSCD initiative), community stakeholders see the opportunity to engage students, families, and the neighborhood and increase local food access via student farm-to-school growing, community gardening, and education workshops focused on healthy food. There is one grocery store and no parks within a two-mile radius of Mackenzie. Therefore, the property represents an exciting foundation to strengthen and expand active living and healthy eating opportunities in the Barton-McFarlane neighborhood.



Figure 2 – Just out the back door of Mackenzie Elementary-Middle School in Detroit, Michigan, several acres of land await redevelopment into distinct educational, agricultural, and recreational areas. Photo credit: Holly Fowler (Northbound Ventures)

In 2016, the DPSCD Office of School Nutrition requested assistance through the **Local Foods, Local Places** technical assistance program to develop an action plan for the Mackenzie Elementary-Middle School and its community. A workshop would provide more robust feedback to establish an outdoor education center at Mackenzie School with agriculture at its center, enhance recreational spaces on school grounds, and improve connectivity between the school and the Barton-McFarlane neighborhood. The community's goals are compatible with the program, which aims to create:

- More economic opportunities for local farmers and businesses.
- Better access to healthy, local food, especially among disadvantaged groups.
- Revitalized downtowns, main streets, and neighborhoods.

The Local Foods, Local Places program is supported by the U.S. Environmental Protection Agency (EPA), the U.S. Department of Agriculture (USDA), the U.S. Department of Transportation, the Centers for Disease Control and Prevention, the U.S. Department of Housing and Urban Development, the Appalachian Regional Commission, and the Delta Regional Authority.

Detroit was one of 24 communities across the United States selected to participate in the program in 2017. The community pulled together a Local Foods, Local Places steering committee to help the technical assistance team and federal partners prepare for a workshop in Detroit. The steering committee members helped the technical assistance team hone in on a set of three goals for the workshop that are the framework for this action plan. The three goals are:

- **Outdoor Education:** Design and develop an outdoor education center adjacent to the Mackenzie Elementary-Middle School.

- **Connection:** Create new opportunities for community engagement and connectivity between Mackenzie students, their families, and neighborhood residents.
- **Recreation:** Restore and reimagine the recreational spaces adjacent to Mackenzie.

The Local Foods, Local Places steering committee aims to formalize its continued collaboration and involve many other local leaders and organizations as it implements this action plan. The remainder of this report and appendices document the engagement process, the workshop activities, and most importantly, the action plan and next steps for achieving the community’s goals.

Engagement

The technical assistance engagement process for Local Foods, Local Places has three phases, illustrated in *Figure 3* below. The assessment phase consists of three preparation conference calls with the steering committee to establish the workshop goals, agenda, logistics, and stakeholder invitation lists. The convening phase includes the effort’s capstone event—a two-day workshop in the community. The next steps phase includes three follow up conference calls as well as process reporting and documentation.

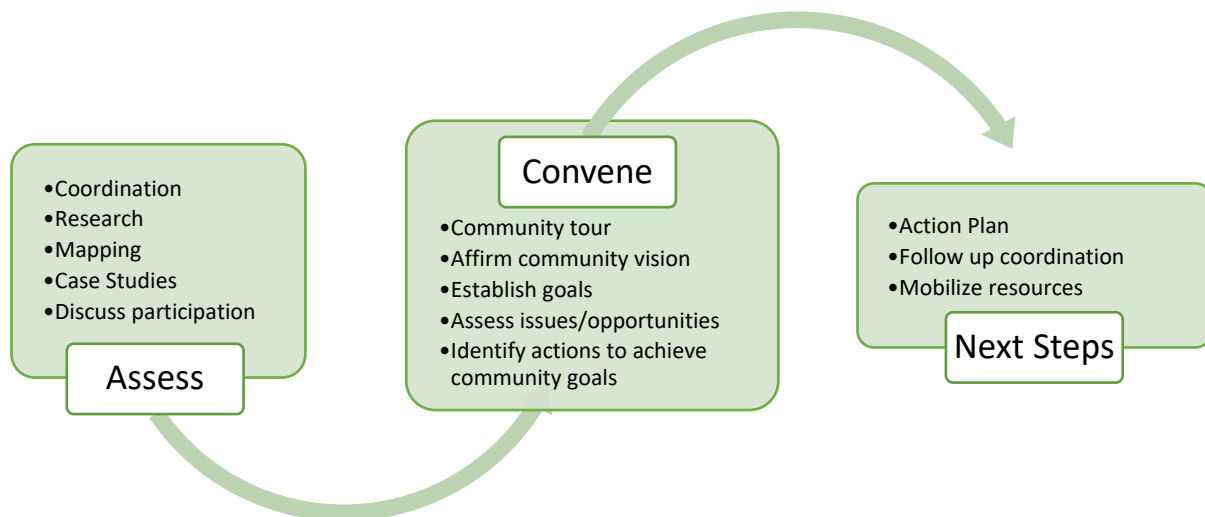


Figure 3 - Local Foods, Local Places Technical Assistance Process Diagram

The Detroit workshop occurred on September 25th-26th, 2017. It began with a welcome lunch with the steering committee members, technical assistance team, and federal partners. Lunch featured locally grown produce from Drew Farm and was prepared by Breithaupt students and served by the DPSCD Office of School Nutrition staff. Lunch was followed by a tour of key community assets described in greater detail below. The first formal session of the workshop—the community meeting—was held in the Mackenzie School cafeteria. The second day of events was held at Drew Transition Center and entailed case studies, community mapping, and an action-planning session. Key stakeholder groups, students, and residents attended the community meeting and all-day working session. The list of workshop participants is provided in **Appendix B**.

Community Tour

The steering committee led a tour of key school district spaces—Drew Transition Center and Mackenzie School to help establish the context for future workshop discussions.

Drew Transition Center is a DPSCD school serving 18- to 26-year-olds with cognitive and physical special needs. It is a USDA Farm-to-School Grant Recipient and home to a 2.5-acre farm that produced 22,000 pounds of fruits and vegetables in 2016. Drew Farm is a leader in farm-to-school food production and serves as an education training center for students, teachers, and families district wide. The success of Drew Farm has allowed the DPSCD Office of School Nutrition team to learn best practices and introduce food grown on-site into the school meal program.

For three years Drew Farm has offered a weekly farm stand selling organically grown produce well below the market value. Drew is approved to accept Supplemental Nutrition Assistance Cards (SNAP) and Double-Up Food Bucks, a statewide initiative to support local farms and provide more affordable, healthy foods. Farm stand customers along with block clubs and neighborhood associations in the area, acknowledge a stark need for healthy food access.

Besides the six hoop houses full of produce and open fields speckled with melons and squash, there are bee hives and rabbits on the farm. There are plans for chickens to join the menagerie too. The group also visited the original entrance to the school, which is now a series of raised beds and a small hoop house. The transformation of the space is the result of leadership from teachers, class time from students in the woodworking program, and education grants secured from corporate sponsors like Lowe's. Many of the plantings on the grounds begin in the gym turned horticultural lab, a valuable asset for the school's science teachers and the farm team.

From Drew, the community tour crossed the road to Mackenzie Elementary-Middle School, where community steering committee members took turns interpreting the many spaces dedicated to outdoor education and recreation. Highlights of the tour included:

- School gardens
- Student farm
- Drainage basin
- Fenced tree space
- Playground
- Football field
- Tennis courts
- Old Mackenzie High School site

Behind the Mackenzie School, several large raised beds are the first indicator of the future outdoor education center. Built in the 2013-14 school year, they are primarily used by science teachers at the school and organized by grade level or function (e.g. pizza garden), but could support additional curriculums (e.g. art, math, creative writing). Just next to this garden area are native plants including wild mulberries, crab apples, and day lilies. At one time, there was an initiative to plant 100 saplings, but the young trees were not adequately marked for groundskeepers or maintained, so all have now

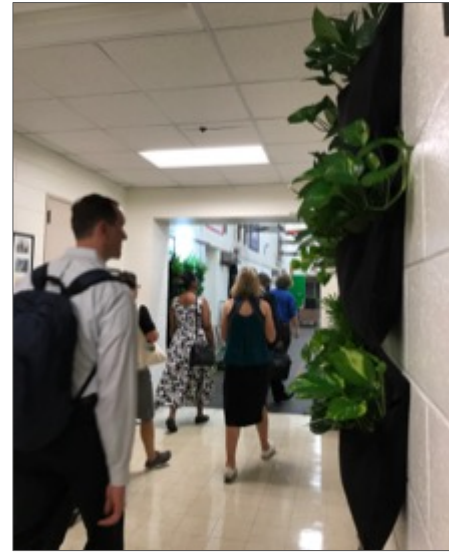


Figure 4 – The community tour heads down a hallway at Drew Transition Center lined with vertical agriculture. Photo credit: Holly Fowler (Northbound Ventures)

perished. The experience highlights the need to introduce signage across the school grounds to clearly indicate specific areas of instruction or recreation.

The tour then crossed through a gap in the hedge and fence, into a large former baseball diamond now occupied by a ½-acre school farm with acorn squash and corn. Now in its second year, the space has avoided vandalism and could be greatly extended. Ideally, infrastructure could be added (e.g. restroom, sinks, covered work benches, tool shed) to facilitate greater production and use by teachers and students. A short walk across an open field brought the group to the newer football field and track. The track is well maintained and used by neighbors for walking as well as organized sports teams. Use of the football field for school team practices and games could be resumed with some stormwater upgrades and turf refurbishment to remove white mesh underlying the grass. One challenge is ensuring open spaces do not become default dog parks as neighbors do bring their pets to run on the grounds. Nearby, past the now empty footprint of the old Mackenzie High School are some overgrown tennis and basketball courts that have fallen into neglect in absence of nets and sustained use, but these could be resurfaced and recovered or transformed for other activities.

Finally, the tour continued around the perimeter of the school to return to the entrance. This provided a view of neighboring streets, residences, and a group of mature shade and fruit trees near the edge of the property, which hold promise as a location to add an interpretative nature walk and/or picnic area in the future. Along much of the route outside the fence though, the sidewalk is overgrown or littered with other obstacles (e.g. trash, dangling overhead wires, downed pole) that make navigating difficult and unsafe, especially for students walking or riding bicycles to school.

More photos of the locations visited during the community tour are presented in **Appendix C**.



Figures 5 & 6 – Left: The first ½ acre of farming at the Mackenzie School. With the guidance of a FoodCorps Service Member, students planted, harvested, and taste tested their harvest of acorn squash and pumpkins in a school-wide cafeteria taste testing to celebrate National Farm-to-School Month in October. Right: Mature trees and remnants of a walking trail that is ready to be revitalized for community use. Photo Credit: Holly Fowler (Northbound Ventures)

Vision and Values

Twenty-six residents and stakeholders attended the first session of the workshop, which was a community meeting, on the evening of September 25th in the Mackenzie cafeteria. Monica DeGarmo of

the DPSCD Office of School Nutrition, welcomed attendees to the event and highlighted efforts to date to advance food-based initiatives and garden programming.

The technical assistance team introduced the Local Foods, Local Places program with a short presentation, connecting its objectives to Detroit’s workshop goals. To provide additional context for the community conversation, the team prepared slides specifically related to food and health in Detroit and the Mackenzie neighborhood specifically covering poverty, unemployment, SNAP eligibility, food insecurity rates, public school student meal participation, health indicators, and grocery store access. A full community profile based on publicly available data sets is in **Appendix A**.

The primary purpose of the community meeting was to hear from residents and other stakeholders about their hopes for the future of food and the potential for an outdoor education center at Mackenzie. The facilitator led attendees through an exercise called “*This I believe...*” designed to evoke statements that capture the vision and values of the Mackenzie School and Barton-McFarlane communities of Detroit. Responses from this exercise are included in Figure 7 and more can be reviewed in **Appendix D**. The visioning exercises also highlighted challenges and opportunities like those in Figure 8 that influence and shape the action plan.

The sharing of ideas by participants affirmed the community’s belief in the value of school gardens and recreational spaces as social and economic platforms. There is considerable, multi-generational, enduring pride in the Mackenzie community. At the same time, attendees had questions about *who* is currently using spaces and *how*. The community meeting concluded with a review of the proposed workshop goals, which received a positive response from participants.

THIS I BELIEVE ...

...ABOUT OUR COMMUNITY

- It can be a place of affordable, healthy food and can host a vibrant food culture including business incubation.
- It presents an opportunity for community building, business development, food/nutrition education and placemaking.
- We are strong, resilient, and will work together; it’s full of love.
- Many people in the community share this vision for the space and will be motivated to bring their skills, relationships, and other assets to the project .

... ABOUT MACKENZIE SCHOOL GROUNDS

- They provide the community with food that is fresh, of value, and they provide it with a high level of hospitality.
- It is a vibrant, gathering place for community
- It has the ability to change lives and build community.
- It can be used as a catalyst for change in the neighborhood and empower students and their families.

Figure 7 - Select responses to the “*This I believe*” exercise

	<ul style="list-style-type: none"> • Outdoor classroom (for both students and community) • Outdoor recreation for all ages (playground, splash pad, horseshoes) • Indoor community center (Activities that keep children occupied in the 5th to 8th grade range) • Sports fields and programing (football, softball, baseball, basketball) • Food production (community garden, orchard, farm, high tunnels) • Food preservation and production (food hub, community kitchen, cooking school) • Events and programs (music, community BBQs, reunions, pavilion, annual farm-to-table meal) • Youth involvement and ownership (design, management, maintenance) • Walkable (inviting murals, walking trails, gateways, shade trees, exercise stations) • Sustainable (solar lights, solar dome, recycling)
	<ul style="list-style-type: none"> • Mission: Finding overlap between school mission and community desires for property (address policy for use of the property) • Safety: Improving perception of safety (lighting, more eyes on the street, more people using space) • Maintenance: Maintaining what's already here (playground, stadium, fruit trees, sidewalks) • Community: Defining who makes up the "community" that will use the space • Communication: Engaging the neighborhood (need new tools, knock on doors) • Buy-In: From the neighborhood and school district/city leadership (measurable results, visual display of a plan) • Funding: For maintenance, planning, infrastructure
	<ul style="list-style-type: none"> • A great central gathering place for the neighborhood "Community Hub" • A positive place for children • The space connects all people that make up the community • Students feel a sense of ownership and pride • Bring the "neighbor" back into the "hood" • People are eating healthier local foods • People are living more active lives • Development of the site spreads to the neighborhood "The Whole Community is in Bloom" • Mackenzie is the most sought after school with a "Graduation Rate of 98%"

Figure 8 – Slides from the workshop capturing perspectives from the community meeting

Local Foods, Local Places Technical Assistance Workshop

The second day of the workshop began with more fresh produce from the garden to augment examples of strategies used by other communities to move forward food system and place-based initiatives. Among the mini-case studies presented for consideration and inspiration for the outdoor learning center at Mackenzie were:

- Green Plate Special, Seattle, Washington.
- Paul Quinn College, We Over Me Farm, Dallas, Texas.
- Civic Garden Center, Green Learning Center, Cincinnati, Ohio.
- Evergreen Brickworks, Toronto, Canada.

Workshop attendees then participated in a brainstorming exercise, working individually and then as a group to generate specific actions to support each of the community's three goals.

Before a break for lunch, participants split into two groups to plot community connections and design ideas for school grounds on enlarged maps of the school and Barton-McFarlane neighborhood. On the neighborhood map, workshop participants labeled assets, key walking and biking routes to and from Mackenzie School, gateways to the property, and walking/biking obstacles that need improvement (infrastructure and vacant properties). On the Mackenzie school map, the group defined and prioritized development needs by six-month increments.

For the rest of the afternoon, groups of workshop attendees self-selected into smaller groups to attend to the important task of filling in the details of actions prioritized for each goal. After several hours of intense collaboration, each group presented its results to everyone. Because not everyone can be at each table for every goal, this is an important part of the workshop for filling in gaps in information and sets the stage for the final exercise of the workshop, which begins the eventual transition from planning to doing. Details of each group's maps are in **Appendix D**.

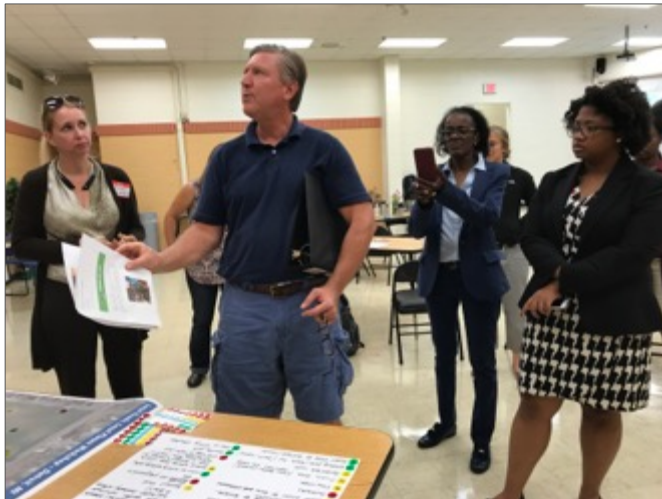


Figure 9 – Workshop participants used an enlarged map of the Mackenzie school grounds to identify priority areas for redevelopment. Photo Credit: Holly Fowler (Northbound Ventures)

In a final exercise, participants stood up one by one and provided an “offer” and an “ask.” Offers capture the one or two things that each person is committed to doing to help move the Local Foods, Local Places process forward and help the Mackenzie community to achieve the goals outlined in the action plan. Community members offer whatever they have the time, capacity, and skills to provide. “Asks” capture what it is that participants need or want from the rest of the group to help move the process forward. This can include help on specific tasks, technical assistance, financial support, or simply continued communication and cooperation from others. The full list of offers and asks is available in **Appendix D**.

Action Plan

The culminating product of the workshop was a community action plan. The plan is organized around five community goals and includes actions the participants brainstormed at the workshop and during follow-up calls. The following action plan matrix helps to identify needed actions, prioritize next steps, and define roles and responsibilities for moving forward. A list of funding resources (**Appendix E**) and references (**Appendix F**) are provided to aid the community in implementing the action plan.

Action Plan Summary

Goal 1: Design and develop an outdoor education center adjacent to the Mackenzie Elementary-Middle School

Action 1.1: Gather input from Mackenzie teachers about anticipated use of a future outdoor education center and recreational spaces

Action 1.2: Gather input from students about anticipated use of a future outdoor education center and recreational spaces

Action 1.3: Meet with Mackenzie Principal Drain and Detroit Public Schools leadership to determine planning, budget, timeline, processes, etc. for development of an outdoor center at Mackenzie

Action 1.4: Throw a garden education event

Action 1.5: Build a pollinator garden near the Mackenzie School entrance

GOAL 2: Create new opportunities for community engagement and connectivity between Mackenzie students, their families, and neighborhood residents

Action 2.1: Conduct a walkability audit of key routes students use to walk to/from school, in conjunction with walk and bike to school week

Action 2.2: Present the Action Plan to the Parent Teacher Association (PTA); provide a suggestion box for public input on preferred interaction with the Mackenzie Community

Action 2.3: Hold a Slow Roll bike tour event in the Mackenzie neighborhood featuring food trucks, games, and community visioning tools for capturing ideas about engagement opportunities

Action 2.4: Paint highly visible and fun crosswalks at key gateways to the school property as a first step to a broader neighborhood beautification program using murals and student/community-driven public art

Action 2.5: Establish clear and effective procedures for using indoor and outdoor space at Mackenzie School for community uses, and clarify what uses are allowed

GOAL 3: Restore and maintain recreational and open spaces adjacent to Mackenzie

Action 3.1: Convene a meeting of Mackenzie Athletics coaches; organized teams/clubs in the community; individuals that currently practice, play, or exercise on Mackenzie grounds; and groundskeeping

Action 3.2: Mow the grass and clean up the property

Action 3.3: Request water line/drainage maps from city of Detroit for Mackenzie property and NRCS; contact DTE about downed power line/pole

Action 3.4: Formalize the Mackenzie external environment by creating signage to identify current outdoor spaces used by teachers, athletics, and the community

GOAL 1: Design and develop an outdoor education center adjacent to the Mackenzie Elementary-Middle School

The large size of the Mackenzie School property presents a unique opportunity to significantly increase classroom capacity for teachers and students by creating intentional space for environmental education and programming outside of the current school structure. A handful of garden beds on the site already provide an engagement tool for students, but increasing their number and diversifying what is produced will allow more students to use these spaces for more subject lessons more frequently. Adding clear pathways, informational signage, seating, covered work space, tools, and utilities (e.g. sinks and restrooms) will further enhance the functionality of the grounds for collaboration, reflection, and skills-building activities. A well-equipped, thoughtfully designed, facilitated, and carefully maintained “center” will enable more holistic pedagogy, beautify the school property, enhance the attractiveness of the neighborhood, and inspire all those that interact with the space.

Action 1.1: Gather input from Mackenzie teachers about anticipated use of a future outdoor education center and recreational spaces	
What this is and why it is important	Teachers will have valuable insights about curriculum needs and ideas about learning strategies that will work best in an outdoor space.
Measures of success	<ul style="list-style-type: none"> • Teachers actively documenting, sharing and discussing ideas • Number of teachers engaged / ranked by interest • Ask/survey about project development • Classroom activity maps
Timeframe	1-3 months
Lead	<ul style="list-style-type: none"> • Charlotte Gale • Christine Brownfield • Kelly Landin
Supporting cast	<ul style="list-style-type: none"> • Teachers (e.g. Felicia Branch, Lizzie King) • Monica DeGarmo • Current Mackenzie Elementary-Middle administrators (e.g. Jason Drain, Rosa Glover-Adams) • Kristine Hahn (facilitator)
Costs and/or resources needed	<ul style="list-style-type: none"> • Time • Teacher schedules • Room reservation for meeting • Process for capturing input
Possible funding sources	N/A

Action 1.2: Gather input from students about anticipated use of a future outdoor education center and recreational spaces	
What this is and why it is important	Students have ideas of what they would like to see be part of the learning center as well. Their engagement will establish a sense of ownership and entice use. Their involvement will create a sense of legacy, feeling that they were part of the history of the school. Empowering students to ask one another for their ideas about the project creates leadership opportunities.
Measures of success	<ul style="list-style-type: none"> • Student participation/“taking up for it” • Visible/tangible input/idea reporting • Focus group or student leadership team is formed • Garden mentorship program formed
Timeframe	1-3 months
Lead	<ul style="list-style-type: none"> • Derek Hightower and Zharia Akeen • Kelly Landin • Christine Brownfield (designing outdoor curriculum)
Supporting cast	<ul style="list-style-type: none"> • Student council • Sports teams (baseball players) • Coach Perry • Girls basketball coach (Shalenda Hamson) • Ms. Porich (Healthy Kids Club) • Garden Club members/advisors
Costs and/or resources needed	Time, schedules, determine format for capturing input
Possible funding sources	N/A

Action 1.3: Meet with Mackenzie Principal Drain and Detroit Public Schools leadership to determine planning, budget, timeline, processes, etc. for development of an outdoor center at Mackenzie	
What this is and why it is important	This is an opportunity to learn more about what is possible, how processes work, what additional partners need to be involved, and what redevelopment plans already exist for the Mackenzie property. Success of the action plan depends on the support of school administrators.
Measures of success	<ul style="list-style-type: none"> • Getting a meeting with dedicated time and the right person or people • List of yes/no/priorities/standards from them (next steps) • 2nd meeting
Timeframe	4-6 months
Lead	Monica DeGarmo

Action 1.3: Meet with Mackenzie Principal Drain and Detroit Public Schools leadership to determine planning, budget, timeline, processes, etc. for development of an outdoor center at Mackenzie	
Supporting cast	Version of Local Foods, Local Places steering committee that agrees to manage the action plan implementation process: <ul style="list-style-type: none"> • Lisa Philips, Principal at Cass Tech • Sidney Vincent, Director, Office of School Nutrition • Kristie Ford, Dept. Head for Science (whole district) • Deborah Hunter-Harvall, Chair of Curriculum Committee, School Board • Alycia Meriweather, Deputy Superintendent (former Dept. of Science Head)
Costs and/or resources needed	<ul style="list-style-type: none"> • Time, patience, persistence • Put together a really good presentation that includes: why outdoor education is important, benefits to students <p><i>Presentation development resources: Children and Nature Network and Green Schoolyards America</i></p>
Possible funding sources	N/A

Action 1.4: Throw a garden education event	
What this is and why it is important	A special event can serve many functions: catalyze engagement, generate positive press for future fundraising, motivate administration, provide skills development, offer seed/plant sale, recruit volunteers, ease permitting process
Measures of success	<ul style="list-style-type: none"> • Participation (# of people who attend) • Positive feedback/responses from attendees • People or organizations that want to get involved as a result • Detroit Free Press story
Timeframe	Ready for May 2018
Lead	<ul style="list-style-type: none"> • Healthy School Wellness Team (TBD - some combination of parent, teacher, staff, student from Mackenzie) • Derek Hightower
Supporting cast	<ul style="list-style-type: none"> • MSU Extension • Matt Hargis • Food Corps members • Office of School Nutrition • Emerging leaders among teachers and students • Brandy Lane, Professional Event Planner (WillUParty) • Kristine Hahn and Deirdre Hope to connect to master gardeners • Mona Ali • Dean Hay

Action 1.4: Throw a garden education event	
Costs and/or resources needed	<ul style="list-style-type: none"> • Class/workshop design • Best practices of Harvest Festival • DPS High School announcements • Time • Event planning guidance • Materials depending (e.g. seed packets, parents) • Volunteers
Possible funding sources	National Gardening Association; donations (e.g. seeds)

Action 1.5: Build a pollinator garden near the Mackenzie School entrance	
What this is and why it is important	<p>Currently there is a ½-acre vacant green space near the entrance to Mackenzie at the corner of Chicago W and Wyoming Avenue. Transforming this area into a pollinator garden would add valuable outdoor cross-curricular education space, especially for the 4th-6th grade earth science curriculum that focuses on cross-exploration using forests, prairies, and rivers and birds, bees, and butterflies. A pollinator garden would also support the health and continuation of other urban agriculture on or around the school property. Bringing a garden to the front of the school would make the outdoor education center more visible to the community as a whole and with adequate funding, its establishment could be a participatory event integrated with other activities (e.g. garden event) around Earth Week in April.</p>
Measures of success	<ul style="list-style-type: none"> • Funding for garden raised • Garden built • Participant engagement with garden, during build and after (# organizations, teachers, students, community members)
Timeframe	Ready to plant in April 2018 (<i>Alternatively October 2018</i>)
Lead	Dean Hay
Supporting cast	<ul style="list-style-type: none"> • Jac Kyle, Sierra Club • Christine Brownfield • Kristine Hahn
Costs and/or resources needed	<p>Options</p> <p>1) \$800: Seed and installation (lower cost, but requires professional to operate a seed spreader and rototiller; seed mixes tend to include invasive species that need to be managed closely to ensure the garden takes)</p> <p>2) \$3500 – 4000: Plugs and plants (higher cost, but lower maintenance and provides the opportunity for building the garden to be participatory with some responsible oversight)</p>

Action 1.5: Build a pollinator garden near the Mackenzie School entrance

Possible funding sources	<ul style="list-style-type: none"> • National Gardening Association • Whole Kids Foundation School Garden Grant Program • Lowe’s Toolbox for Education Grants • Scott’s The Pollinator Promise • Home Depot’s Building Healthy Communities Grant Program • The Lorrie Otto Seeds for Education Fund • More (http://www.americainbloom.org/resources/Grant-Opportunities.aspx)
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GOAL 2: Create new opportunities for community engagement and connectivity between Mackenzie students, their families, and neighborhood residents

Mackenzie is a public asset situated in a neighborhood that has previously supported both thriving businesses and densely populated residential streets. Currently, vacant buildings and deferred maintenance have created gaps in social touchpoints and blighted the landscape. These changes keep people from enjoying the neighborhood fully and inhibit the ability for neighbors and the school community to interact more frequently. Mackenzie can be central to repairing the social fabric of the neighborhood by serving as a clean, safe, central place, where the community can gather for intergenerational social events, neighborhood meetings, and recreational activities, particularly during the many hours that the building or grounds are not in use for school functions. The Barton-McFarlane Neighborhood Association is a key partner, mobilized and ready to support the restoration and development of the many acres around Mackenzie that in turn could provide walking paths, an urban orchard, community growing space, and environmental solutions (e.g. using native plants for storm water management) for the benefit of all.

Action 2.1: Conduct a walkability audit of key routes students use to walk to/from school, in conjunction with walk and bike to school week

What this is and why it is important	Students need to feel safe going to/from school each day. Being able to walk, bicycle, or scooter at least once or twice a day provides valuable exercise and increases time outdoors, both of which are associated with improved health. Experiencing a neighborhood outside of a car raises awareness and connection to the community (e.g. ability to talk to others along the route).
Measures of success	<ul style="list-style-type: none"> • More kids walking or biking to school (#) • Amount of time spent outside utilizing school assets (minutes)
Timeframe	<ul style="list-style-type: none"> • Short –term: Conduct a survey walk/bike to school; crowdsource walk obstacles from students • Medium –term: Springtime; connect to Earth Week or Safe Routes to Schools—National Bike/Walk to School Day—May 9, 2018

Action 2.1: Conduct a walkability audit of key routes students use to walk to/from school, in conjunction with walk and bike to school week	
Lead	<ul style="list-style-type: none"> • Safe Route to Schools – Detroit Partnership (contact person?) • Detroit Biking Coalition • Charlotte Gale • Jeannette Cushway, FoodCorps Service Member at Wayne State focused on physical education and based at Mackenzie
Supporting cast	<ul style="list-style-type: none"> • Little Field & Elmira Block Groups • Barton – McFarlane Neighborhood Association • Detroit Greenways Coalition (Todd Scott, ED) • Local churches • City Planning and Sustainability Departments • Neighborhood businesses
Costs and/or resources needed	<ul style="list-style-type: none"> • A facilitator with expertise in walk audits • Low-cost staff involvement <p><i>EPA’s Walkability Workbook:</i></p> <ul style="list-style-type: none"> • Walkability Workbook (PDF) – Tool developed through the Building Blocks for Sustainable Communities Program to guide communities in assessing the pedestrian environment and forming a vision for short- and long-term improvements to sidewalks and streets. <p><i>Additional resources from other organizations:</i></p> <ul style="list-style-type: none"> • http://www.aarp.org/livable-communities/getting-around/info-2014/aarp-walk-audit-tool-kit.html • http://www.pedbikeinfo.org/planning/tools_audits.cfm • http://archive.saferoutesinfo.org/sites/default/files/walkabilitychecklist.pdf <p><i>Resources for Bike and Walk to School Day:</i></p> <ul style="list-style-type: none"> • http://www.walkbiketoschool.org/ • https://www.saferoutespartnership.org/
Possible funding sources	America Walks 2017 Community Change Micro Grant (due Nov. 10, 2017)

Action 2.2: Present the Action Plan to the Parent Teacher Association (PTA); provide a suggestion box for public input on preferred interaction with the Mackenzie Community	
What this is and why it is important	There needs to be a better understanding of how both parents and the general public interact with Mackenzie and solicit their feedback on how engagement between groups could be improved and/or increased.
Measures of success	<ul style="list-style-type: none"> • Contact made with PTA • Suggestion box established • List of 3-4 priorities synthesized from parent survey (possibly conducted through drop-off) or suggestions received

Action 2.2: Present the Action Plan to the Parent Teacher Association (PTA); provide a suggestion box for public input on preferred interaction with the Mackenzie Community	
Timeframe	Short
Lead	<ul style="list-style-type: none"> • Steering committee with Charlotte Gale lead on PTA • Kelly Landin • Christine Brownfield
Supporting cast	<ul style="list-style-type: none"> • PTA Leadership • Mackenzie administration • Student Council and Student Leadership Committee (outreach for public involvement)
Costs and/or resources needed	<ul style="list-style-type: none"> • Time on PTA agenda • Time on community • Suggestion box and cards or other method for capturing feedback • Communication/outreach about request for feedback
Possible funding sources	N/A

Action 2.3: Hold a Slow Roll bike tour event in the Mackenzie neighborhood featuring food trucks, games, and community visioning tools for capturing ideas about engagement opportunities	
What this is and why it is important	A Slow Roll bike tour can demonstrate the potential of Mackenzie to bring people together and will raise awareness of intentions to better connect the school with the community. The event is also an opportunity to gather information from riders about street conditions. Advance notice to block clubs and neighborhood associations is important to build communication exchange and engage the neighborhood, even folks who are not riding.
Measures of success	<ul style="list-style-type: none"> • Participation (# and diversity of groups represented) • Information generated and connections made as a result of the event
Timeframe	Sometime in spring; there is a DPS/Slow Roll each week
Lead	Monica DeGarmo
Supporting cast	<ul style="list-style-type: none"> • Slow Roll • Block clubs • Barton-McFarlane Neighborhood Association • Detroit Biking Coalition • DPCSD Communications • Detroit Police Department to block streets/keep riders safe
Costs and/or resources needed	<ul style="list-style-type: none"> • Free event; low cost of custodial staff and organizing • Property at Mackenzie might be challenging (small parking lot) for Slow Roll vendors and rider parking; might need to set-up at Drew and route around Mackenzie.
Possible funding sources	N/A

Action 2.4: Paint highly visible and fun crosswalks at key gateways to the school property as a first step to a broader neighborhood beautification program using murals and student/community-driven public art	
What this is and why it is important	Introducing visual cues (e.g. designated bike lane, bright crosswalks) around Mackenzie can encourage bike/pedestrian use of roads, increase safety, and also beautify the streets and grounds surrounding the school. These changes can help improve perceptions of the area. Engaging students and community members in the development of artwork will build pride and a sense of ownership, while offering opportunities for interaction among different groups.
Measures of success	<ul style="list-style-type: none"> • The first installation • Before/after survey of walking/biking to school • Number of citizens or artists engaged
Timeframe	<ul style="list-style-type: none"> • Medium (spring/summer) • Long (expansion of a program)
Lead	Steering committee will identify a representative from the Local Foods, Local Places process and an art teacher (Mr. Rice) or someone to work with the city
Supporting cast	<ul style="list-style-type: none"> • Art students/artists • Eastern Market (contracts for mural there) • Detroit Public Works
Costs and/or resources needed	Medium for materials/paint (Look into paint type)
Possible funding sources	<ul style="list-style-type: none"> • Eastern Market Community Mural Selection • Our Town grant program, National Endowment for the Arts: https://www.arts.gov/grants-organizations/our-town/introduction

Action 2.5: Establish clear and effective procedures for using indoor and outdoor space at Mackenzie School for community uses, and clarify what uses are allowed	
What this is and why it is important	Procedures exist, but they are not perceived as being friendly to non-DPS users of the Mackenzie grounds (e.g. block clubs have to request use online for a fee). Having a clear process and rules consistently applied will build goodwill and trust with the neighborhood and ensure there is equal access for all.
Measures of success	Increase number of events and/or programs for the community on school property
Timeframe	Short term
Lead	<ul style="list-style-type: none"> • Monica DeGarmo • Steering committee reaches out to Helen Sidberry, Community Use Director at DPS

Action 2.5: Establish clear and effective procedures for using indoor and outdoor space at Mackenzie School for community uses, and clarify what uses are allowed	
Supporting cast	<ul style="list-style-type: none"> • Neighborhood associations and block groups • Detroit Food Policy Council • Mona Ali • District Manager for the area
Costs and/or resources needed	Research and organization
Possible funding sources	N/A

GOAL 3: Restore and maintain recreational and open spaces adjacent to Mackenzie

School athletic programs teach team-building, build strong bodies, enable leadership experience, and provide valuable, structured, non-classroom time for youth. Well-maintained and diverse recreational spaces enhance the value of schools and neighborhoods, encourage active lifestyles, and bring people together. The extensive grounds at Mackenzie hold the potential to support a variety of organized and organic (e.g. pick-up games, stroll with a friend) recreational pursuits (e.g. football, track, basketball, baseball, softball, nature-based walking paths) for students and community members alike. As there is no formal green space within a two-mile radius of the school, the twelve acres of Mackenzie can be intentionally designed to serve as the “community’s park.”

Action 3.1: Convene a meeting of Mackenzie Athletics coaches; organized teams/clubs in the community; individuals that currently practice, play, or exercise on Mackenzie grounds; and groundskeeping	
What this is and why it is important	It is important to engage the groups that currently use and manage the Mackenzie grounds to understand what design and functions are necessary and what is desired in order to make the spaces and facilities most beneficial to a variety of users (e.g. school teams, community club sports, nearby residents)
Measures of success	<ul style="list-style-type: none"> • Representation of stakeholders in decision-making • Demand for different spaces documented with details of design requirements and anticipated scheduling (e.g. who will use it when)
Timeframe	School year 2017-18
Lead	<ul style="list-style-type: none"> • Alvin Ward, Director of DPS Athletics • Coach Tezz
Supporting cast	<ul style="list-style-type: none"> • Police Athletic League • Sports clubs
Costs and/or resources needed	Football field maintenance
Possible funding sources	Wayne State – Reviving Baseball in Inner Cities grant

Action 3.2: Mow the grass and clean up the property	
What this is and why it is important	Mowing the grass and keeping the grounds clear of trash are baseline maintenance activities for establishing the area around Mackenzie as suitable and safe for use. With a nominal amount of effort and cost, the area can be kept tidy, which will help to rebuild trust, pride, and a sense of safety. It sends a message that something is intentionally planned and progress is happening.
Measures of success	<ul style="list-style-type: none"> • List of maintenance needs created • Contract specifics/terms/responsible parties for maintenance activities identified • Responsible parties engaged to review list of requested maintenance • Long-term maintenance plan established for cleanup and planting slow-growing/native plants.
Timeframe	<ul style="list-style-type: none"> • List of requested maintenance (1-2 months) • Research and engagement (3-4 months) • Cleanup and maintenance (by early spring for Slow Roll and Garden events) • Long-term maintenance plan developed (School Year 2018-19)
Lead	<ul style="list-style-type: none"> • Monica DeGarmo • Matt Hargis
Supporting cast	<ul style="list-style-type: none"> • Garden Collaborative • School groundskeeping and maintenance service provider/staff • Green Corps • Felicia Venable, Senior Executive Director of Operations • Principal Drain • School Board members • Dr. Nikolai Vitti, Superintendent of DPSCD • City of Detroit Department of Public Works
Costs and/or resources needed	<ul style="list-style-type: none"> • Some equipment (mowing – in house) • Dumpster (debris removal) • Trash cans for the long-term
Possible funding sources	City of Detroit Department of Public Works (trash cans?)

Action 3.3: Request water line/drainage maps from City of Detroit for Mackenzie property and NRCS; contact DTE about downed power line/pole	
What this is and why it is important	A first step to planning redevelopment of the Mackenzie grounds is to understand physical and structural elements that will impact future activities on the property.
Measures of success	<ul style="list-style-type: none"> • Contact made with NRCS and County Conservation District • Contact made with the Water Department • Maps/assessments received

Action 3.3: Request water line/drainage maps from City of Detroit for Mackenzie property and NRCS; contact DTE about downed power line/pole	
Timeframe	<ul style="list-style-type: none"> Initial contact in 1 month Resolution as soon as possible
Lead	<ul style="list-style-type: none"> Monica DeGarmo Matt Hargis
Supporting cast	<ul style="list-style-type: none"> Jon Grosshans, EPA Region 5 Sidney Vincent, DPCSD – Office of School Nutrition Natural Resource Conservation Service Michigan County Conservation District Water Department
Costs and/or resources needed	N/A
Possible funding sources	N/A

Action 3.4: Formalize the Mackenzie external environment by creating signage to identify current outdoor spaces used by teachers, athletics, and the community	
What this is and why it is important	<p>Adding signage to current outdoor spaces (e.g. raised beds, larger garden beds) that explains what they are, what’s happening with each, who used the space, etc. will help students, teachers, school staff and vendors, and the community better understand. As the space matures, signage may be added that shows the history of the place or how spaces are used today. Community members have expressed that they would be more committed to maintenance and development of the space if they understood its different functions. Signage would help to prevent mow overs of plantings and may lower vandalism.</p>
Measures of success	<ul style="list-style-type: none"> Signs are placed at gate between teacher parking lot and field, next to raised garden beds and at other important locations Receive feedback from community about project (e.g. information learned from signs) Less vandalism and trash
Timeframe	Ready for spring (April 1 st)
Lead	<ul style="list-style-type: none"> Charlotte Gale Jeannette Cushway, Wayne State Food Crops Service member
Supporting cast	<ul style="list-style-type: none"> Garden Collaborative Drew Carpentry Shop Teachers (e.g. Mr. Rice, Kelly Landin, Christine Brownfield) Principal Drain and school administrators Payne groundskeeping service vendor Students (Derek Hightower, Zharia Akeen and others to help make the signs) Felicia Venable, Senior Executive Director of Operations Michael Craig

Action 3.4: Formalize the Mackenzie external environment by creating signage to identify current outdoor spaces used by teachers, athletics, and the community	
Costs and/or resources needed	\$500 – Sign materials (e.g. chalkboard paint, printing, wooden stakes, poster board)
Possible funding sources	<ul style="list-style-type: none">• Donation from Home Depot and/or Lowe’s• Office of School Nutrition Budget requisition process• Class time

Appendices

- Appendix A – Community Data Profile
- Appendix B – Workshop Participants
- Appendix C – Workshop Photo Album
- Appendix D – Workshop Feedback and Mapping Activities
- Appendix E – Funding Resources
- Appendix F – References