

The following are proposals for the Southside Quality of Life Plan (SSQoLP)

Challenge: Diversity/Inclusion, Inequality/Equity, Sustainability

Plan: A Diversity Task Force. Create a task force the goal of which would be to make sure *all* of the south side demographics are included/represented in the plan, and on other task forces and at current and future meetings. Enabling inclusion and reducing and eradicating inequalities is needed to meet and sustain the highest qualities of life in the Southside.

Rationale: Information in the SSQoLP “By the Numbers” data sheet presents clear benchmarks in areas such as race, gender, age, socio-economic status, etc. This will help the task force establish clear and measurable goals. Latin@ 13.7% 11.3% Black 1,205 Families in poverty ??% Population under 18

- *Action:* Interview, hire, train and monitor residents who live (not work, but live) in SSQoLP area. The number, qualities, job title, and intent/job description will be discussed.
 - A minimum of 4 persons is proposed. These persons will mainly be local indigents who will be both "associate" community-builders, and the community builder’s grassroots advisory board/council. These intentional efforts, with measurable goals and comprehensive involvement of low-income SSQoLP residents of all colors, will foster the plan's sustainability.

Rationale: Intentional actions to actualize diversity and inclusion in our SSQoLP need to be taken in order to combat the legacy of racial segregation on the south side. This legacy did not start this century: “There were three Klan cells in Indianapolis: Brightwood, Fountain Square, and Riverside.”

~ Henry J. Richardson, Indiana legislator and local attorney

See Distribution of Klan strength, 1923 map of Indianapolis

- <http://kinumedia.org/vorcreatex2/wp-content/uploads/2012/12/1923-Klan-Indy-distribution-data.pdf>

Read comments on our south side’s legacy of racism by UIndy’s Dr. Michael Cartwright

- <http://kinumedia.org/vorcreatex2/wp-content/uploads/2012/12/Rich-local-Southside-heritage-lives-on-in-forgotten-areas.pdf>

Even today, Indianapolis is one of the 21 most segregated US cities. Note the low percentage of African Americans south of Washington St. on the map.

- <http://www.businessinsider.com/most-segregated-cities-census-maps-2013-4>
- <https://www.flickr.com/photos/walkingsf/5560477952/in/album-72157626354149574/>

Rationale: The typical associations made regarding the “community development” (i.e. urban renewal/neighborhood improvement) of so-called “distressed” or “down at the heels” urban neighborhoods with the displacement of original residents (i.e. gentrification) is disconcerting. Why? What are considered progressive (even sophisticated) actions to “lift” depressed urban areas can actually reproduce color and class inequalities. For a local example, just review what’s happened to Hosbrook St. in Fountain Square. Hosbrook runs parallel to Virginia Ave. from Woodlawn to I-65. Hosbrook has been the home of the Ft. Sq. Black folks for over a century...until now. Has gentrification erased that history?

Commentary: We cannot even begin to disassociate the landscape of “community development” on the Southside from the lens of race and class by risking underestimating the general power of race/class ideology in Indianapolis and our south side in particular.

And the invisible racialized landscape that’s the Southside of Indy, and perpetuation of the status quo via current “community development” (urban renewal/gentrification) must be deconstructed and measurable actions taken toward inclusion/equity as a result of this dismantling. See “Unpacking the invisible knapsack” <https://www.youtube.com/watch?v=DRnoddGTMTY>

Enlightened community conversations about white and class privilege which challenge communities along and across color lines and levels of class can foster productive dialogue our SSQoLP needs in order have high quality of life levels. This is especially the case with UIndy faculty and administration living in SSQoLP area or a part of the plan/ing.

- *Challenge:* I challenge staff, LISC leaders, UIndy staff to take the 2-day training by the Racial Equity Institute to reveal the hidden class and race issues that plague the south side and the city as a whole. Opportunities with Indy Public Schools are coming up. Sessions will be held June 28-29 and June 30-July The next sessions will be from July 19-20 and July 21-22.

Issue: The SSQoLP cannot define the Southside simply by material conditions or the narrowly defined and ideologically distorted “community development” discourses that seek to actually transpose (in some cases to displace) the community and its culture and replace it with “better blocks” or “improved” poor people. The dilemma for SSQoLP is that concern for certain material forms which are used to define the Southside’s traditionally neglected/disinvested areas as “run down” or “depressed” are currently resurrected to legitimize the social-cultural and political displacement/s related to urban renewal. This avoids the sticky questions of how such “alterations” have a powerful contemporary legacy of perpetuating inequalities--ironically the same disparities that will limit the valuable “qualities of life” the SSQoLP intends.

Issue: Gentrification and a community’s quality of life: helpful, harmful, neutral....?

- *Actions:* A community-wide discussion on the benefits/limitation of gentrification
 - *Read* ”Why Indianapolis is a test case for a fairer form of gentrification.” How realistic is the view writer/student Cara Courage portrays in her story about current south side urban renewal as a “...fairer form of gentrification.” Ironically, having “fairer” forms of gentrification imply that gentrification is inherently unfair.
<http://www.theguardian.com/cities/2015/aug/21/indianapolis-gentrification-arts-big-car-jim-walker-fountain-square-garfield-park>
 - *View:* “Where Ya Been Pg. 2 (Non For Profit Sector)” –an interpretation by local hip hop artists of the current gentrification of the north west side (30th/Clifton) of Indianapolis
<https://www.youtube.com/watch?v=E08NtLWmysM>
 - Read the March 11 Indy *Recorder* piece, “Neighborhood revitalization or secret gentrification: Are developers looking to drive out low income residents?”
http://www.indianapolisrecorder.com/news/article_5fdbef2-e6eb-11e5-9c2c-cb4d7f7621da.html

Commentary: “In this context, we think it particularly relevant to examine the varying degrees of gentrifying redevelopment along ~~Cultural Trail~~ [Shelby Street]. The impact of redevelopment along the ~~trail~~ [street] is not restricted to investment, in-migration, and revamped buildings. It spills over into surrounding neighborhoods, presumably generating higher rents and real-estate costs, as well as new forms of social life. Two generations of urban researchers have described this process of gentrification and the toll it has taken on successive generations of city dwellers. Long-time city watcher Sharon Zukin describes the process whereby ‘places for cool cultural consumption develop an attractive image for an unlikely neighborhood, which then sparks a commercial revival, a residential influx of people with money, and, finally, the building of new luxury apartments with extravagant rent.’ The kind of ‘cool’ cultural consumption Zukin writes about can take many shapes. It is often characterized by trendy nightspots replacing neighborhood pubs, upscale boutiques replacing corner stores, and cafes replacing greasy spoons. In this model—which the ~~trail~~ QoLP and its [Big Car] arts program promote—cultural consumption leads the way for the transformation of neighborhoods into hotspots for real-estate

speculation while displacing existing residents and established modes of social life. The burdens of these displacements fall disproportionately on small property owners and renters and, in the context of ~~center~~ city [Southside Indianapolis] African Americans [and low-income whites]. These displacements have been an ongoing feature of the city's political economy since at least the 1960s, generating the kind of resentment, distrust, and opposition that [not only] derailed *E Pluribus Unum* [but created opposition to some QoL initiatives]." ~ Paraphrased and rendered relevant to this discussion from: "Placing *E Pluribus Unum* on the Indianapolis Cultural Trail" *Indiana Magazine of History*, March 2014, Vol. 110, # 1, pp 47-69. Dwyer & McCourt. p. 47. <http://kinumedia.org/vorcreatex2/wp-content/uploads/2016/03/Placing-E-Pluribus-Unum-on-Indy-Cultural-Trail-March-2014.pdf>

Commentary: In regard to the Shelby Street Cultural Corridor Project (<https://vimeo.com/160039434>), these questions must be asked: From whose perspective is Shelby Street being defined? Whose "culture" is being discussed? In fact, where are the years of research showing, "Using artist-led creative place-making will bring sustainable and equitable community development"? From whose stand point are the terms "revitalize" and "equitable" being defined in the video? *Cui bono*, who benefits from describing the possible/future Shelby St/Southern Ave area as "...edgy and creative and on the rise"?

Issue: The development of mixed income areas as a reason for "improving" the quality of life for urban low-income people. The jury is still out on this concept according to "Income mixing across scales."

- <http://www.urban.org/sites/default/files/alfresco/publication-pdfs/412998-Income-Mixing-across-Scales-Rationale-Trends-Policies-Practice-and-Research-for-More-Inclusive-Neighborhoods-and-Metropolitan-Areas.PDF>

Issue: Inequality is making us sick. All research: neuro-science, public health, social epidemiology, the medical field, each say the biggest threat to health, comfort, and happiness experienced by an individual or group is *inequality*. "Unnatural Causes: Is Inequality Making Us Sick?" is a PBS series examining the role of social determinants of health in creating health inequalities and health disparities in the US. http://www.unnaturalcauses.org/about_the_series.php Based on extensive research explores how class and racism can have greater impacts on one's health outcomes than genetics or personal behavior.

Actions: Appreciate that the levels of the quality of life in the SSQoLP area are inversely proportional to the levels of its inequalities. Inequalities must be revealed, faced, confronted, and eradicated.

Factors around inequalities also affect the educational outcomes of urban schools and students. See Prof Jeff Duncan-Andrade: "Growing Roses in Concrete." <https://www.youtube.com/watch?v=59ci9vOqbQ8>

Issue: How does SSQoLP involve the white working-class which makes up a significant part of SSQoLP area and who are *not* traditionally engaged in or engaged by local QoL plans?

- *Action:* [Watch Full Episodes Online of PBS NewsHour on PBS | Murray: Elites Should Teach Working Class How to Live](#). Have SSQoLP staff and the convener take [Do you live in a bubble? A quiz](#). I scored a 65.
- *Action:* Foster a collaboration between the SSQoLP and the Southeast Working-Class Task Force.

Challenge: A Business/Workforce Development Task Force representing perspectives and interests of both employers and workers

Plan: Mandate the Business/Workforce Development Task Force (BWTF) have a sustained membership of SSQoLP residents representing the perspective of working folks towards the name/concept and intent of BWTF.

Have BWFT work closely with the variety of unions located in southeast and south side QoLP areas to enable authentic workforce empowerment such as: transportation co-ops; a job/employment phone-line;

worker owned business/es; worker-administered job training programs; and, via a pro-active stance, collaborations with southeast and south side public schools. See *Education Task Force* below.

- *Action:* Validate the legacy of worker own and managed business on the south side of Indianapolis by organizing, gathering start-up funding, and proving training for low-income residents to start and sustain worker owned and managed businesses in SSQoLP area.
 - <http://kinumedia.org/vorcreatex2/wp-content/uploads/2016/03/The-Columbia-Conserve-Co.-A-southeast-Indianapolis-business-owned-and-managed-by-workers.pdf>

Challenge: Reduce and eradicate the 20% level of poverty in the SSQoLP area

Plan: Anti-poverty Task Force: The purpose of the task force will be easing and eradicating poverty in the SSQoLP area. Collaboration is recommended among the SSQoLP, the UIndy Zink Poverty Institute, and the Southeast QoLP's Southeast Working-Class Task Force (SWC).

Since the fall of 2009, when the Southeast Poverty Study Circle (SEPSC) organizers Angie and Tori Calvert began holding community meetings about the causes and solutions to poverty, the southeast area has been the Indianapolis leader in analysis and solutions to local poverty issue by homegrown neighborhood residents.

“If a society can't help the many who are poor, it can't save the few who are rich.” ~ JFK

Rationale: Understanding and appreciating that reducing and getting rid of poverty in the southeast side of Indy will benefit *all* southeast area residents, SEPSC produced a documentary, “Who owns poverty?” and introduced it to the public in the spring of 2014. <https://www.youtube.com/watch?v=RrQjaXBLC1I>

Challenge: Enabling the partnerships among SSQoLP area public schools to ease and eradicate poverty.

The 2 proposals below are from the SWC. They are based on the idea that urban schools are particularly situated to ease and eradicate poverty and other social toxins which are said to interfere with the success of urban schools. To the extent that these factors do interfere, successful urban schools must go beyond the use of providers and programs intended to help students put up with poverty until they graduate and move, enlightened urban schools must ease and eradicate these limiting and harmful factors.

“The purpose of education is not to escape poverty; the purpose of education is to end it.”

~ Prof. Duncan-Andrade

- *Action:* Review and critique the comprehensive vision for urban school reform and the ideas that urban schools are places to contest inequalities. These papers argue that if south side public schools merely get students out of poverty, then the circumstances of poverty experienced daily by students and their families will continue to be around to continue negatively affecting that school's future enrollments.
- When urban schools have an anti-poverty curriculum, students use higher order thinking skills and problems solving actions to improve their neighborhood as they acquire the academics needed for career, college, and citizenship. It is a win-win situation for all stakeholders.
 - <http://kinumedia.org/vorcreatex2/wp-content/uploads/2016/03/A-comprehensive-vision-for-urban-school-reform.pdf>
 - <http://kinumedia.org/vorcreatex2/wp-content/uploads/2016/03/Urban-schools-as-sites-to-contest-poverty.pdf>

Issue: The relationship between poverty and housing. Without stable housing, human flourishing is impossible.

- *Action:* Take seriously the recommendations of Matthew Desmond, author of *Evicted: Poverty and Profit in the American City*. He proves that eviction is too commonplace and undermines self, family, and community, bearing down disproportionately hard on women with children.
 - <http://www.c-span.org/video/?405981-1/book-discussion-evicted>

Challenge: Making the Education Task Force relevant to all SSQoLP students and their families

Plan: Traditionally, many urban students do well in school, or at least do well enough to graduate. To make this task force a viable part of the SSQoLP, we have to meet the needs of *all* Southside students--and with intention, the more disaffected and resistant students. Pertinent schools are No. 72 and Manual.

Rationale: Add a History of Labor to the curriculum. The low-income SSQoLP families and students (who traditionally have done poorly in school) will respect education because they are now made aware of the history of their family, friends, co-workers, and communities in the actions of the working-class regarding child labor, a shorter work week, improved working conditions, better pay, etc. They see the relevance of schooling since they now know they are being educated in their own self-interest and not in the interests of some other entity. Also see Finn's, *Literacy with an attitude: Educating working-class children in their own self-interest*.

- *Action:* Collaborate with the SSQoLP Anti-Poverty Task Force and implement the proposed anti-poverty curriculum in SSQoLP public schools.
- *Action:* Embrace and actualize the transformational community schools proposal. An urban school that is a community school that is “transformational” will be a school where students, families and the school’s neighborhood are self-determined. Schools slowly become more self-reliant and self-governing, producing their own teachers, principals, police, social workers, dentists/doctors/nurses, lawyers, business owners, labor councils, and city, county and state representatives.
 - <http://kinumedia.org/vorcreatex2/wp-content/uploads/2012/11/Transformational-Community-Schools-Advancing-from-dependency-to-self-reliance-and-self-determination.pdf>
- *Action:* View and actualize the recommendations of Dr. Jeffery Duncan-Andrade from his lecture, “Growing Roses in Concrete” where he explains to educators how to make urban education relevant to disaffected urban students <https://www.youtube.com/watch?v=59ci9vOqbQ8>.
- *Action:* Read and critique “Resisters-Rejectors-and-Ridas-How-to-make-urban-schools-work-for-disengaged-students-and-critically-conscious-teachers” at <http://kinumedia.org/vorcreatex2/wp-content/uploads/2012/11/Resisters-Rejectors-and-Ridas-How-to-make-urban-schools-work-for-disengaged-students-and-critically-conscious-teachers.pdf>

Parents: Move parents from participation to engagement to empowerment by advancing parent involvement from being “fans” of the team to team “owners.”

- *Action:* Collaborate with Parent Power. Since 2010, Parent Power is a local group of parent, teacher and community members organized with the intent of empowering parents to own and run their particular public schools. To Parent Power, parents are not only taxpayers who pay the wages of all school personnel and as constituents vote in or out school boards and the state superintendent, but they are the parent(s)/guardian(s) of the students in schools

- *Action:* Review and critique Parent Power’s “Talking Points” which are endorsed by Parents Across America. Also review and critique Parent Power’s “Levels of Parental Involvement”
 - <http://parentsacrossamerica.org/wp-content/uploads/2014/01/Parent-Power-TALKING-POINTS.pdf>
 - <http://kinumedia.org/vorcreatex2/wp-content/uploads/2016/03/The-Levels-of-Parental-Involvement.pdf>

Special Education: If a student is deemed Special Ed., they get an Individualized Learning Plan (IEP). Special services and attention are provided to help the student deal with their deficiencies and/or issues according to the diagnosis. For example, a 6th grader who is reading at the 3rd grade level will get help to read at grade level. General behavior issues and more a serious diagnosis such as ADHD or mental retardation each call for an IEP.

- *Action:* Since IEPs are based on a deficit model of a student--what they have trouble with or what they “can’t do” compared to the standards--a Strength-Based IEP (S-B IEP) is suggested. In addition to the student’s Special Ed status, a S-B IEP will also “diagnose” the student’s strengths and interests, emphasizing what they “can do” and thus providing services to help that student’s self-actualization. In some instances, a student may not be able to meet all Indiana’s academic standards and on time; yet, a strength-based approach can create possibilities where the student leaves school with experiences meeting their own standards, developing their passions--fulfilling their uniqueness.
 - <http://kinumedia.org/vorcreatex2/wp-content/uploads/2016/03/Strength-Based-Individualized-Learning-Plan-Summary.pdf>

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