



INSPIRE

Investing in Neighborhoods and Schools to Promote
Improvement, Revitalization, and Excellence

Fort Worthington Elementary/Middle School INSPIRE PLAN



November 2016





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Letter from the Director

Greetings,

It is with great pleasure that I share the Fort Worthington Elementary/Middle School INSPIRE plan. I want to express sincere thanks to Mayor Stephanie Rawlings-Blake for, early on, recognizing the importance of leveraging the historic billion-dollar 21st Century School Buildings Program to promote a larger neighborhood revitalization agenda. Without her leadership and strong support, the Planning Department would not have been in a position to spearhead this critical multi-agency, multi-partner initiative.

INSPIRE plans are created through a collaboration with many stakeholder partners including neighborhood residents, organizations, businesses, and developers; the philanthropic community; anchor institutions; City agencies; and more. Together we are maximizing the impact around the modernized schools so that when the doors open for students on their first day, there will be a noticeable difference in the neighborhood surrounding the new 21st Century facility.

Every division of the Department of Planning has been involved either in developing the INSPIRE plan or in supporting the 21st Century School process. From offering urban design, architecture, and landscape design expertise, to identifying opportunities to increase access to healthy food or to secure a site and funding resources for a community garden, my team has been committed to working with others to develop the highest-quality school and site plans and INSPIRE recommendations that will strengthen the connection between neighborhoods and schools.

Our commitment doesn't end here. INSPIRE plans provide a roadmap to achieve goals around housing, environmental sustainability, safety, sanitation, transportation, and health. We will continue to work with our partners – public agencies, institutions, businesses, non-profits, philanthropy, neighborhood organizations and residents – to achieve holistic progress towards the community's aspirations.

Sincerely,



Thomas J. Stosur
Director of Planning
City of Baltimore

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Overview and Introduction

21st Century School Buildings Program

21st Century School Buildings Renovation/Replacement – Phase I

INSPIRE Mission and Objectives

INSPIRE Process

21st Century School Buildings Program

In the fall of 2010, groundwork was laid to address Baltimore City's aging and inadequate public school buildings. Community, education advocacy groups, the school system, and other stakeholders built a coalition of support for legislation and funding to modernize all of Baltimore's public schools. The promise of replaced and renovated schools is meant to help transform student opportunities and achievement, provide jobs and resources to families, and help revitalize neighborhoods.

The 21st Century School Buildings Program (the Program) will support excellence in teaching and learning with flexible and adaptable space, learning areas designed for interaction and collaboration, and technology-equipped classrooms, enabling students to meet today's—and tomorrow's—high standards, and will provide communities with a shared public resource that will enrich their neighborhoods. Baltimore City will benefit for decades to come from this historic effort to provide the healthy, safe, efficient, and modern school buildings all children deserve. As a result, students in Baltimore City Public Schools will benefit from:

- Replaced or renovated school buildings across the city;
- School environments that support teaching and learning to prepare students for college and career success;
- Schools that become hubs of resources supporting entire communities;
- Modern, efficient, and inspiring educational facilities that also provide recreation and community use; and
- Partnerships that encourage businesses and neighborhood residents to connect with their local schools.

All of the major renovation and replacement projects in the Program will meet or exceed U.S. Green Building Council's LEED-Silver standard. LEED stands for Leadership in Energy and Environmental Design; LEED-certified buildings are resource-efficient and save operating costs. Each school design team works with a sustainability consultant, to ensure certification.

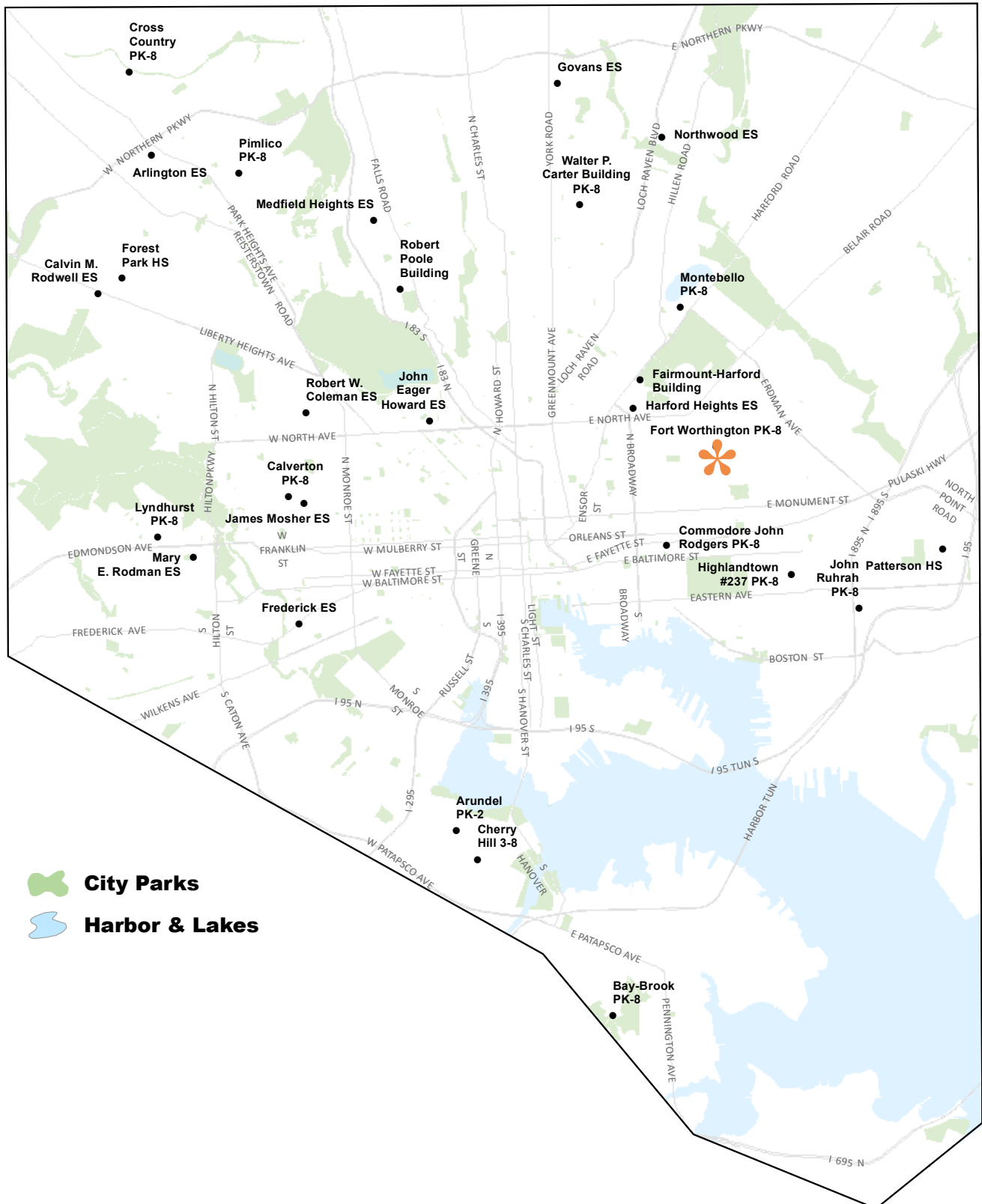
Financing and Administering the Program

The Baltimore City Public School System Construction and Revitalization Act of 2013 resulted in a partnership between the City of Baltimore, the State of Maryland, and Baltimore City Public Schools, financing a program that is leveraging \$60 million/year to provide approximately \$1 billion in bond proceeds for school construction issued by the Maryland Stadium Authority. Additionally, The City of Baltimore, Baltimore City Public Schools, the Interagency Committee on Public School Construction, and Maryland Stadium Authority are partnering through a Memorandum of Understanding in order to manage and oversee the plan.

School construction is typically funded by municipalities and states on a project-by-project basis. Alternative financing for school construction using this method for the Program allows Baltimore City Public Schools to expedite the process of significantly renovating or replacing 23-28 school buildings over a seven year period.

Find out more about 21st Century Schools Building Program, partnerships, school project statuses, community engagement, job/contract opportunities, and more at <http://baltimore21stcenturyschools.org>.

21st Century School Buildings Renovation/Replacement – Phase 1



INSPIRE Mission and Objectives



Each modernized 21st Century school represents tens of millions of dollars of public investment into the neighborhood it serves.

To leverage this investment, and to enhance the connection between the schools and the surrounding neighborhoods, the Department of Planning launched a new program called INSPIRE, which stands for Investing in Neighborhoods and Schools to Promote Improvement, Revitalization, and Excellence. This planning program focuses on the neighborhoods surrounding each of the schools, specifically the quarter-mile around the schools.

Focusing on a Quarter-Mile

Focusing on a limited geographic area allows plans to concentrate impact around the school so that assets and investments support the school as a community resource, build on each other, and continue to expand further into the neighborhood. Recommendations in the plan don't simply stop at a quarter-mile marker; a guiding principle however, is considering concentration of impact. In this way, the INSPIRE plans respond to the aspirations of the neighborhood and school stakeholders in a way that is achievable.

Making an Impact

INSPIRE plans seek to lead to improvements in the



environment and in the quality of life for students, their families, and neighborhood residents. The plans will also articulate the community's long-term vision for guiding private investment, and address environmental, social, and economic conditions.

To achieve this, there are two categories of recommendations.

- To strengthen the connection between the school and community, the first set of recommendations focuses on blocks that have been designated as "primary walking routes." Standard improvements along these routes will help ensure that students and other community members have safer and more walkable access to the school. See page 23 for details.
- To address environmental, social, and economic conditions, and to help guide future investment, the second set of recommendations is divided into six goals. While all INSPIRE plans start with the same goals, community stakeholders help prioritize them; strategies and recommendations are developed in response to their input.
 - Invest in housing and market-strengthening development opportunities
 - Improve safety
 - Improve sanitation

- Create environmentally-sustainable neighborhoods
- Create opportunities for health and wellness
- Create connections and access

Implementing the Plans

Implementing recommendations that have been developed in partnership with community stakeholders is arguably the most important step. Throughout the planning process, the Department of Planning has met with City agencies, neighborhood stakeholders, and others who are critical partners in ensuring that recommendations become reality.

City agencies and others have committed to start making improvements by allocating staffing resources

and capital dollars, and the Department of Planning is using General Obligation Bond funding (currently five million dollars for Fiscal Year 2016 and Fiscal Year 2017) to support improvements along the primary walking routes and community-selected projects. In some cases, recommendations highlight efforts already happening, or suggest programmatic partnerships. In others, stakeholders can decide to organize neighbors to implement a recommendation. Full implementation of the plans requires the engagement of the private market, anchor institutions, and the philanthropic community. The plans provide clear priorities to guide that investment.

Pages 42-46 contains implementation tables for all of the recommendations, and shows commitments that have already been made.

INSPIRE Process

The Planning Department works with community members, school stakeholders, City agencies, citywide organizations, and others to guide the INSPIRE process. Throughout the process we LISTEN, CREATE, and DELIVER.

- **LISTEN: Gathering Information**

Community stakeholders, Department of Planning staff, and other City agency staff examine existing conditions around the school and identify strengths, weaknesses, and opportunities. The Department of Planning reviews neighborhood history and plans, collects demographic data, conducts walking tours with an INSPIRE Steering Committee, convenes workshops, and conducts surveys to gather information from stakeholders.

- **CREATE: Drafting and Reviewing Recommendations**

Based on stakeholder input, Department of Planning staff drafts recommendations. Relevant City agency representatives will help identify where agencies can coordinate. Draft recommendations are shared with stakeholders, and are revised and prioritized.

- **DELIVER: Writing, Reviewing, and Executing the Plan**

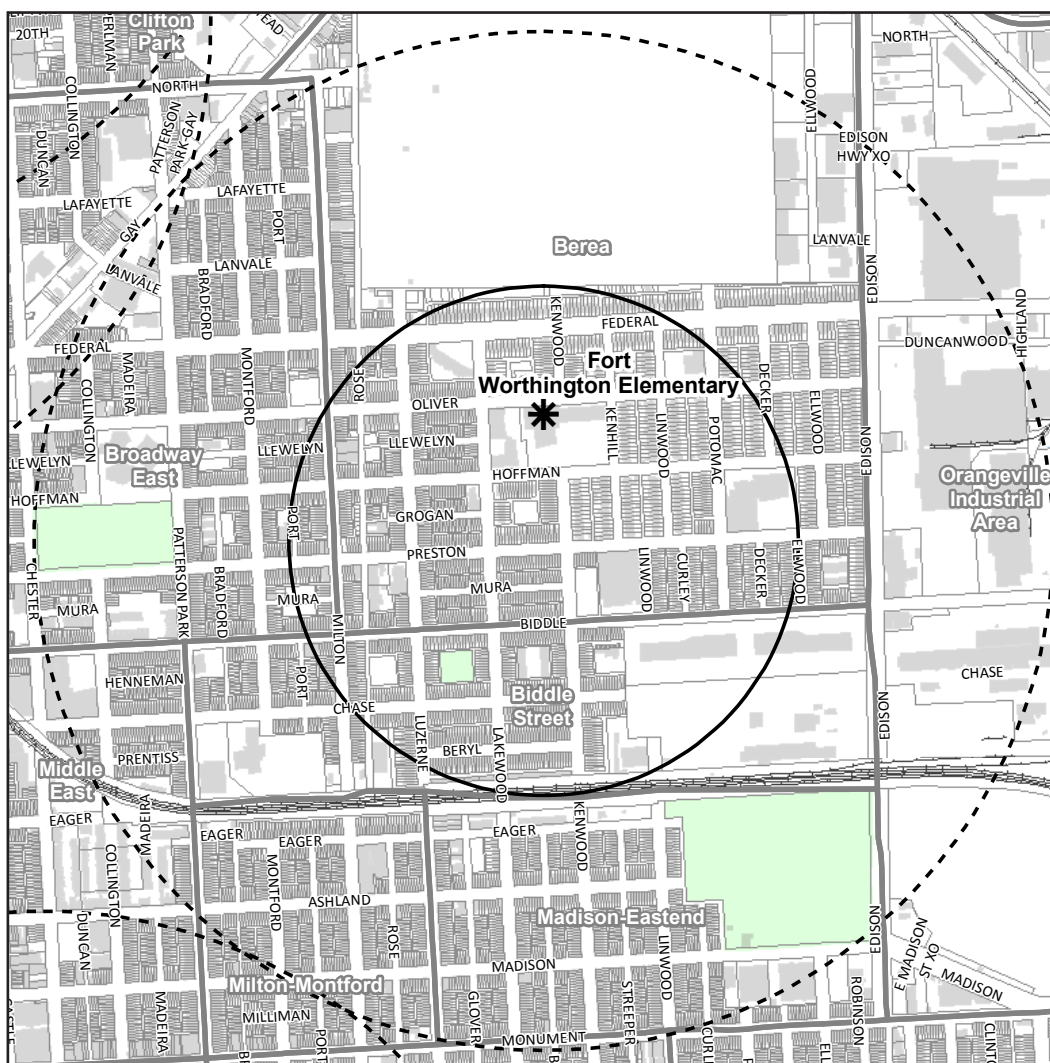
Department of Planning staff write the INSPIRE plan and share it with the community. After the plan is reviewed by the community, it is submitted to the Planning Commission for adoption.

This chart depicts the general process flow, although each planning process is unique.



INSPIRE Planning Area Background

Fort Worthington Elementary/Middle School is located in the Berea neighborhood of East Baltimore at 2701 East Oliver Street. The INSPIRE Plan area encompasses the neighborhoods within a half-mile around the school although the primary focus is on the quarter-mile around the school. This area includes the entire Berea and Biddle Street neighborhoods, and portions of the Broadway East, Madison-Eastend, Middle East, and Milton-Montford neighborhoods. There is one other operating Baltimore City Public School building within the plan area: Lakewood, which will remain open for pre- kindergarten and kindergarten students. The Dr. Rayner Browne building has closed and many of the students have been re-zoned to Fort Worthington.



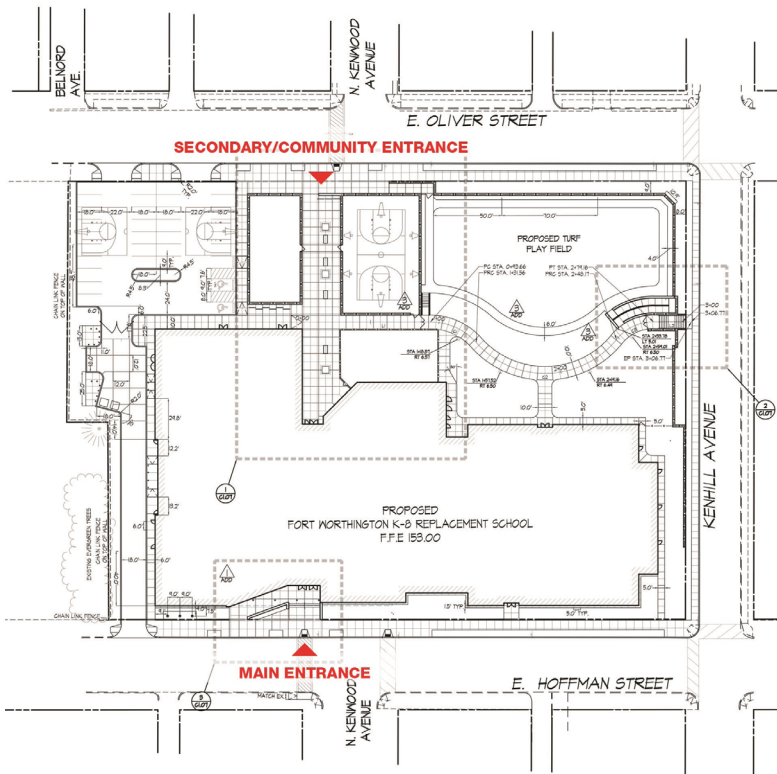
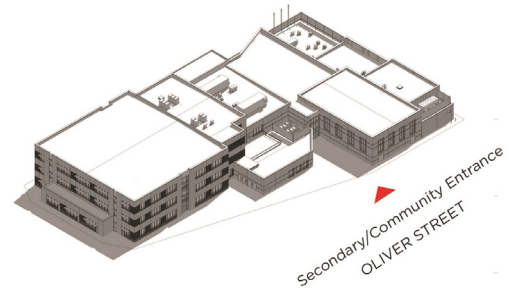
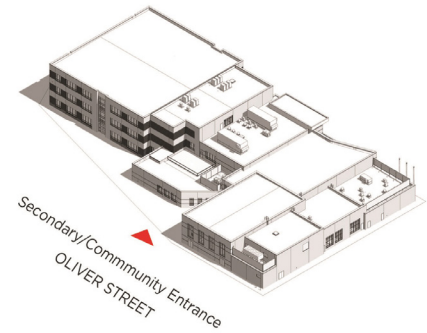
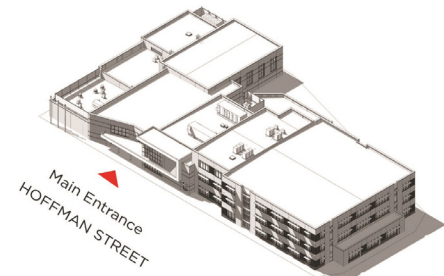
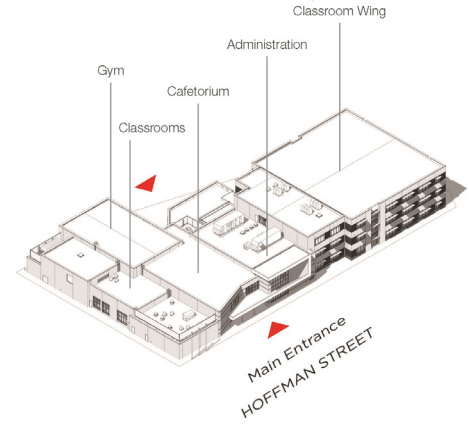
Fort Worthington Elementary/Middle School Modernization

Students attending Fort Worthington Elementary/Middle School in the 2017-2018 school year will occupy one of the first 21st Century school buildings to open as part of the program. The new building, designed by Grimm + Parker and constructed by Gilbane, will replace the old 1964 building. The school building and site improvements represent a \$37 million investment in the community.

The new school building and site will be vastly different from the old school in many ways. In addition to including flexible and adaptable space, learning areas designed for interaction and collaboration, and technology-equipped classrooms, these are some of the highlights:

- The new building will be significantly larger than the old building – going from approximately 75,000 sf to approximately 103,000 sf. With capacity for up to 700 students, this will accommodate twice the number of students as the old building.
- The educational program at Fort Worthington will serve students from kindergarten through eighth grade. This is an expansion from the previous programming which served students from first through fifth grades.
- The school will be located on the south end of the property, with the primary academic entrance on East Hoffman, rather than Oliver. This aligns better with the new site grading, and also provides a more direct entrance to the large number of students coming from the south of the school.
- To make the school available as a public resource to be shared with the neighboring community, there will be a controlled school-partner access and separate community entrances open during designated times.
- To provide space for recreation services – a need that was previously met by the recreation center connected to the school – Baltimore City Department of Recreation and Parks (BCRP) has entered into a Memorandum of Understanding with Baltimore City Public Schools (City Schools), allowing the agency to operate programming in designated spaces within the school building. City Schools and BCRP are in the process of developing an individual Licensing Agreement to determine specifically how the community/partnership and cooperative use spaces will be used and scheduled.
- BCRP and the Y of Central Maryland (the leading Community School Agency), will have access to shared spaces like the Community Learning Center, the large partner conference room, gym, and exterior basketball courts and walking track during non-academic hours and on weekends. BCRP will have the ability to schedule those spaces for community and public use through the governing MOU and Licensing Agreement. BCRP will also have its own office, kitchenette, and storage space within the community/partnership space.
- To meet the needs of BCRP, the gym floor is made of an epoxy-based system; a surface suitable for multiple uses including basketball, roller skating, and other activities.

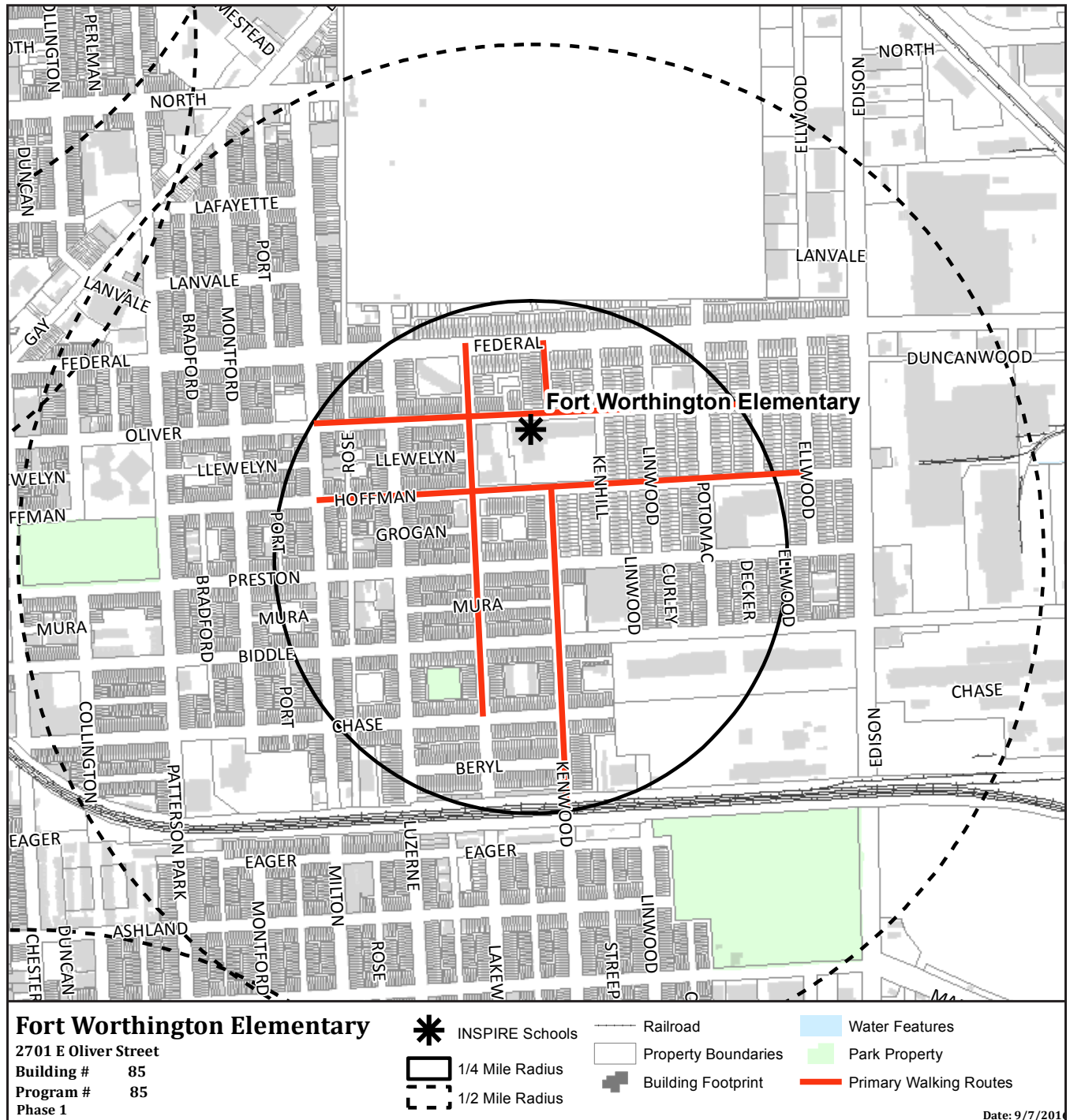
Rendering, Site Plan, and Isometric Drawings



Primary Routes to School

The map below identifies the perimeters around Fort Worthington and the primary routes leading to the school. The main walking routes used by students to

travel to and from school were identified as Oliver, Hoffman, Lakewood, and Kenwood Streets.



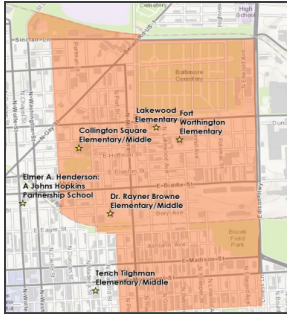
Neighborhood History

The Berea Neighborhood of Baltimore is mainly a residential neighborhood with rowhouses dating back to 1885. It is part of the Berea/Biddle Street National Historic District. There are several historical architectural styles of rowhouses in Berea, these include houses reflecting Italianate influence; Renaissance Revival swellfront houses; “Marble Houses” with decorative marble lintels, sills, steps, and basements; houses of the Daylight and porch-front types; and postwar rowhouses of Colonial Revival design. Historically this neighborhood was the last bit of land to be developed within the old 1851 Baltimore City boundaries.

Much of the land remained undeveloped until the period after World War I because it was the location of active brickyards. When significant numbers of houses began to be built in the 1920s they were designed in the then-popular “Daylight” style, with front porches and a two-room-wide by two-room-deep floor plan,

allowing sunlight into every room. These new homes, influenced by the suburban housing trends in the early 20th century, appealed to many of the immigrant families who had first settled along the alley streets of East Baltimore in the area surrounding Johns Hopkins Hospital beginning in the 1870s and 1880s. By the early 1900s and beyond, many of these same families were able to move northeast into what is now Berea, and into more spacious and modern houses, usually with front porches, in a much less congested neighborhood surrounded by parks and expansive stretches of open land, including two major cemeteries.

The citywide trend towards suburbanization continued in the Historic District in the 1940s, as block after block of Colonial Revival-style red brick rowhouses – all with small front lawns – filled the northeastern quadrant of Berea. Today, this portion of the area is the most stable with the highest rate of homeownership.

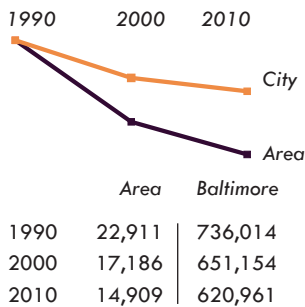


Key City and Neighborhood Data

The charts below depict data from the Census Tracts highlighted in this map (Census Tracts 802, 803.01, 803.02, 804, 701, and 702). Source: U.S. Census Bureau 2010-2014 American Community Survey.

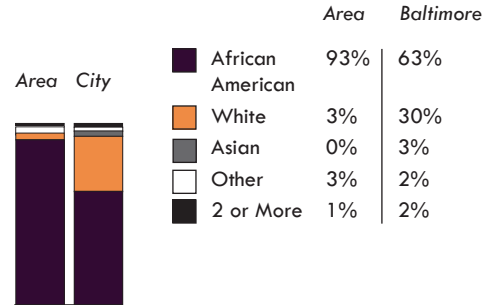
Figures may not sum to 100 percent due to rounding.

Population Change

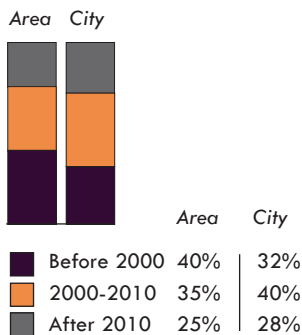


The city has sustained long-term losses that are flattening out. The plan area population is continuing to decline.

Race

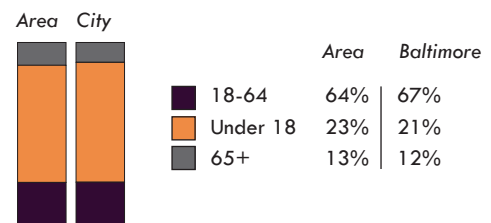


Residence Established

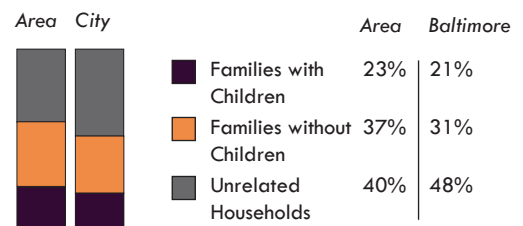


There are a number of long-term residents in the plan area; 40% of households have lived there since before 2000.

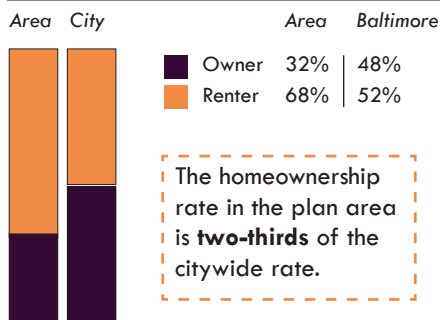
Age



Household Structure

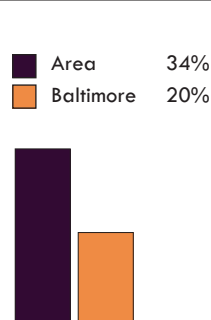


Housing Occupancy

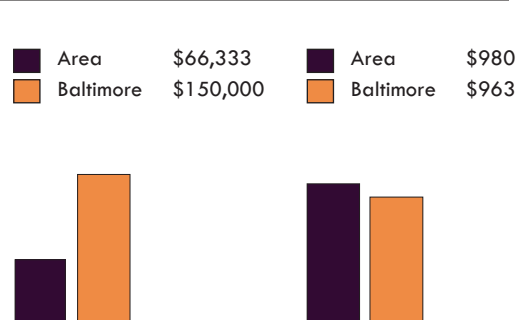


The homeownership rate in the plan area is **two-thirds** of the citywide rate.

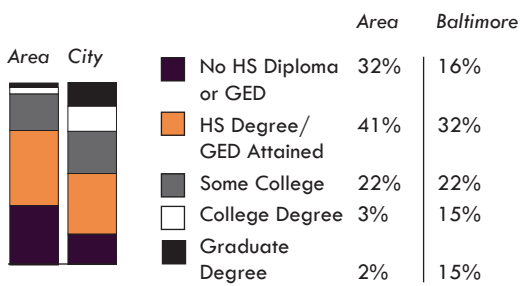
Average Vacancy Rate



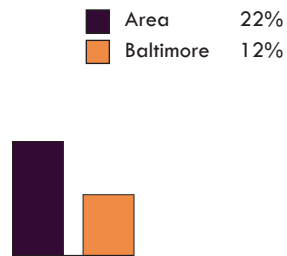
Median Housing Sales and Rent



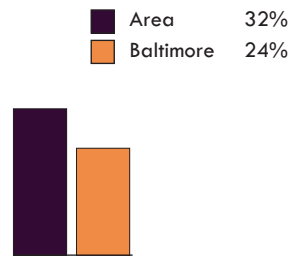
Educational Attainment



Unemployment Rate

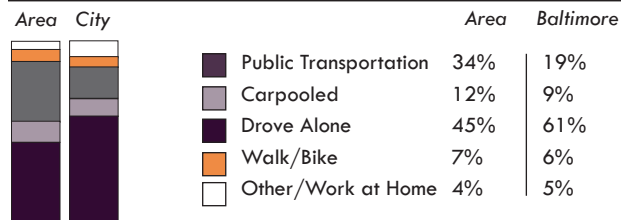


Poverty Rate

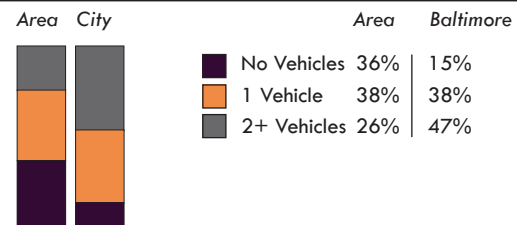


More than two-thirds of area residents have earned a high school diploma or a GED (68%)- a **slightly lower rate** than residents citywide (85%). The rate of higher educational attainment in Cherry Hill is significantly lower.

Journey to Work



Vehicle Availability



The percentage of households in the plan area without access to a car is more than **double the rate citywide**. More than twice as many households in the area carpool to get to work, and 34% of households use public transportation.

Percentage of Population Living in a Food Desert



Neighborhood Observations

Housing

The INSPIRE plan area includes the Berea and Biddle Street neighborhoods, and portions of the Broadway East, Madison-Eastend, Middle East, and Milton-Montford neighborhoods. Berea, where the school is located, is stable and benefits from a large number of long-term homeowners but is surrounded by less stable areas with more vacancy and less homeownership. The challenge is to preserve and strengthen stable areas while developing creative strategies to improve the less stable areas and combat the spread of disinvestment.

The neighborhoods around Fort Worthington are comprised of a variety of different styles of rowhouses. The Berea community immediately surrounds the school and spreads to the east with primarily two-story homes that are set back from the street with a front yard and/or porch. These are the more stable blocks with very few vacant houses. To the west of Lakewood and south of the railroad tracks are the older three-story rowhomes with no front yards or porches. These areas have many more vacant homes and a lower rate of home ownership.

Milton Avenue, a major corridor on the western edge of the plan area, suffers from a high number of vacant properties and pockets of retail that contribute to negative activity. The relative weakness of this highly-traveled corridor damages the perception of the community and detracts from the more stable areas. Developing effective strategies to strengthen this corridor and preserve the stable areas is key to supporting neighborhood revitalization throughout the plan area.

Sanitation

Another essential component of neighborhood revital-

ization is improving overall quality of life. Sanitation and public safety were the quality-of-life issues that came up most often in community meetings – especially in the areas mentioned above that have higher vacancy rates and less so in the area immediately surrounding the school.

Development Opportunities

The former Dr. Rayner Browne school site sits at 1000 North Montford Avenue. The school site has been turned over to the City for repurposing as it is no longer needed by Baltimore City Public Schools. It is adjacent to a vacant grocery store parcel. Together, these two properties present a large site which could be redeveloped.

Recreation and Open Space

The now-demolished Fort Worthington School building housed a community recreation center which served as an anchor in the Berea neighborhood for years. It is important that activities such as community meetings and events, basketball, and other recreational activities for people of all ages will be available in the new school building. To this end, community members, BCRP, and the City Schools are developing a shared-use agreement for after-school activities in the various shared spaces planned in the new building.

There are two City-owned parks in the neighborhoods around Fort Worthington, offering a variety of outdoor recreation opportunities. Both need improvements to become true assets to the residents. Luzerne Avenue Park is a small inner block park in the southwest portion of the study area between Lakewood and Luzerne and Biddle and Chase Streets. This park includes a playground which should be promoted for community use. However the park needs regular maintenance and

monitoring for illegal dumping. Bocek Park sits on the southeast border of the plan area just south of the rail road tracks. The park includes fields, but many residents have complained that the park is over-run with drug and gang activity and is in need of improvements. There is also an opportunity to better connect Bocek Park to the neighborhoods to its north with better signage and a more defined entrance on the northern entry way from the Madison-Eastend neighborhood.

There are several vacant lots throughout the area which offer opportunities for additional community managed open space. The community has adopted one of these lots as a community garden and there are opportunities for improvements to other vacant lots throughout the neighborhood through the Growing Green Initiative.

Transportation

The plan area is bordered by Federal Street to the north, Milton to the west, and Edison Highway to the east; it is bisected by Preston Street. These are the primary through-routes for vehicles in the area. Community residents voiced concerns about the speed of traffic along Federal and Preston Streets. Additionally there were concerns about truck traffic along Federal and Oliver Streets which are not designated truck routes. The demographic analysis of the plan area shows that there is low car ownership in this portion of the city. Additionally, many students within the Fort Worthington school zone do not qualify for school bus service. These factors, along with safety concerns, point to the need to develop solutions to make travel to and from school safer for children, especially in the winter months when it gets dark early.

Existing Plans and Recent Developments

There are no existing neighborhood master plans in the plan area; however, there are development plans for nearby sites that could make an impact on the INSPIRE area. In the southwest corner of the INSPIRE area sits the former Hoen Lithograph Building at 2101 East Biddle Street. This building is proposed for mixed-use redevelopment.

In the southern portion of the plan area – just below the railroad tracks, along Eager Street – Historic East Baltimore Community Action Coalition has renovated several rowhouses and has plans to renovate more. They are also working with the City to create an enhanced community greenspace along the railroad tracks on the 2400-block of Eager Street where a block of rowhouses was deconstructed.

INSPIRE Recommendations

Recommendation Development and Overview

Standard Improvements – Primary Walking Routes

Goals, Strategies, and Recommendations – Fort Worthington Elementary/Middle School Planning Area

Recommendation Development and Overview

Between September 2014 and March 2015, Department of Planning staff worked with members of the school and neighborhood communities to better understand their neighborhood experiences, concerns, and needs. Through community workshops, surveys, and walking tours, stakeholders have helped inform the recommendations presented here. Feedback from over 100 residents and stakeholders informed the plan.

- 46 people participated in a workshop on October 23, 2014, including representatives from the school, neighborhood, and stakeholder organizations.
- On February 13, 2015, Department of Planning staff met with two Fort Worthington 4th grade classes to talk with students about their experiences and needs related to the surrounding neighborhood.
- Department of Planning administered a survey to parents, family members, and teachers at pick-up and drop-off times in front of the school; distributed it at a Berea Eastside Neighborhood Association meeting; and made it available online. DOP received 50 responses.
- In two separate Berea Eastside Neighborhood Association meetings in May and June 2016, Department of Planning staff discussed the



INSPIRE Recommendation Report with members of the community. At the second meeting, community members gave their full support for the recommendations.

Staff from City agencies, including the Department of Planning, Housing and Community Development, Department of Transportation, Department of Recreation and Parks, and the Department of Public Works also participated in meetings and/or the walking tour, and worked with the Planning Department staff to address stakeholder priorities.

Standard Improvements – Primary Walking Routes

Ensuring that students and other community members have safe and attractive pedestrian access to the school is critical to strengthening the connection between the school and community. Therefore, one part of each INSPIRE plan is a focus on the blocks that have been designated as the “primary walking routes.” See page 14 for the primary routes map.



The Department of Planning used BCPS student/school zone data, and worked with community members, school staff, and crossing guards, and the

Department of Transportation, to identify the predominant routes that students use to get to and from the school. Within the ¼-mile INSPIRE planning area, blocks on these routes have been designated as the primary walking routes. These blocks are being prioritized for consistent streetscape improvements that will

occur prior to the school reopening. They have also been designated as Safe Routes to School routes, and will be marked with the City’s Safe Routes to School wayfinding footprints.

Through commitments from many City agencies, these key improvements will be made along the primary walking routes:

- Bringing sidewalks up to a safe and standard condition
- Repainting or adding crosswalks
- Installing or repairing ADA ramps at intersections
- Marking Safe Routes to School footprints
- Assessing crossing guard deployment
- Pruning and planting street trees
- Assessing street lighting
- Boarding open vacant buildings
- Picking up trash and maintaining vacant lots

The Implementation Table on page 42 provides additional details.

Goals, Strategies, and Recommendations – Fort Worthington Elementary/Middle School Planning Area

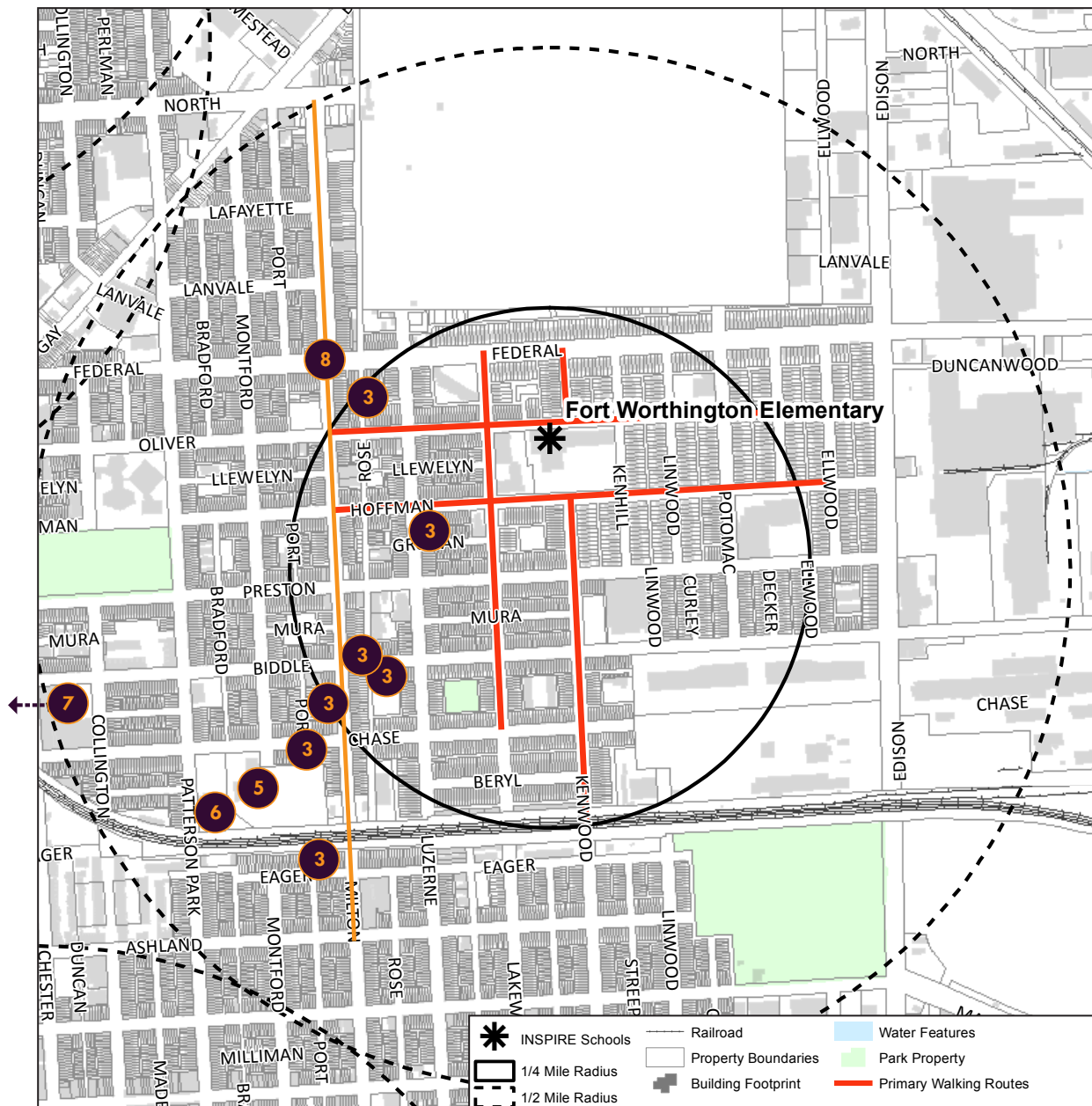
The recommendations presented in the remainder of this report are in addition to those that address the issues along the primary walking routes, listed on page 23. Recommendations presented in this section have been informed by community workshops, surveys, and walking tours. Many recommendations described could easily fit under more than one goal.

Recommendations for the Fort Worthington Elementary/Middle School Planning Area fall under these goals and strategies:

- Invest in Housing and Market-Strengthening Development Opportunities
 - Support and Increase Homeownership
 - Remove Blight
 - Create and Maintain High-Quality Rental Housing
 - Promote Large-scale and Strategic Development Opportunities
- Create Sustainable Neighborhoods
 - Turn Blighted Vacant Lots into Positive Uses and Contribute to the Green Network
 - Enhance Greening through Resident Engagement
- Improve Sanitation
 - Keep the Neighborhoods Clean
- Improving Resident Safety
 - Improve Lighting in the Neighborhoods
 - Work with the Eastern Police District
- Create Opportunities for Health and Wellness
 - Increase Use of Parks and Playgrounds
- Creating Connections and Access
 - Improve Walking and Biking Access and Safety in Neighborhoods
- Create Connections and Access
 - Improve Walking and Biking Access and Safety in Neighborhoods

INVEST IN HOUSING AND MARKET-STRENGTHENING DEVELOPMENT OPPORTUNITIES

Build on the strong homeownership base immediately surrounding the school, and build confidence in the neighborhood.



Support and Increase Homeownership

1. Promote homeowner assistance programs to help current and new owners maintain and improve their homes.

The INSPIRE area includes a large number of stable longtime homeowners. As these homeowners age, it can be difficult for them to maintain and make improvements to their properties. This can lead to some houses on otherwise stable blocks to fall into disrepair and detract from the appeal of the rest of the block. Programs run by the City and area non-profits that can help these homeowners maintain their properties should be promoted within the plan area to connect people with available resources.

- **1a.** Connect homeowners with the programs available through Baltimore Housing's Green, Healthy and Sustainable Homes initiative
- **1b.** Promote the Baltimore Energy Challenge to educate homeowners about getting Home Energy Audits and help with weatherization



2. Use the momentum of the existing Vacants to Value Community Development Clusters to spur further investment in the INSPIRE area.

There are several Vacants to Value Community Development Clusters within the study area. These are identified areas where Baltimore Housing and Community Development (HCD) is working strategically with private developers to rehabilitate vacant houses

for homeownership opportunities. As development in these clusters reduces the number of vacant and derelict properties in the community, and strengthens the market, HCD should continue ongoing receivership when opportunities arise and promote nearby development opportunities to interested developers to encourage further revitalization. Consider opportunities, such as through Live Baltimore, to market the area.

- **2a.** Identify vacant properties suitable for receivership and file suit
- **2b.** Update information on Live Baltimore website; ID other marketing opportunities

Remove Blight

3. Use strategic whole-block demolition to remove the most blighted vacant buildings.

A major detraction from the attractiveness of this area for current residents, potential residents, and visitors is the large number of dilapidated and vacant buildings in certain portions of the plan area. Blighted properties which are not suitable for renovation should be prioritized for strategic demolition, and appropriate greening treatment options should be identified and implemented. See Appendix A for a map and list of planned demolition which has been funded through fiscal year 2016. Information about future demolition clusters will be available on the Baltimore Housing website when decisions are finalized.

Create and Maintain High-Quality Rental Housing

4. Work with agencies and organizations to develop policies and programs to incentivize good landlords to maintain rental units in the neighborhood.

With over 60% of households living in rental housing, it is important to incentivize development and management of high-quality rental properties. Programs to offer financial or other benefits to encourage responsible landlord behavior should be created.

Promote Large-scale and Strategic Development Opportunities



5. Explore reuse of the Dr. Rayner Browne School Building.

The Dr. Rayner Brown School closed at the end of the 2015 school year, and Baltimore City Public Schools has “surplussed” the building so that it can be used in a productive way that benefits the community. The school site is adjacent to a vacant property, and could be combined to form a larger parcel for redevelopment.

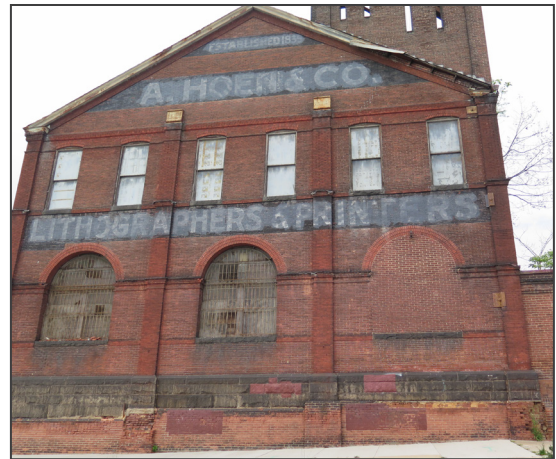
6. Support the redevelopment of the site of the former grocery store adjacent to the Dr. Rayner Browne building.

The site of the former Super Pride grocery store is adjacent to the Dr. Rayner Browne school building and the two sites could possibly be combined to provide a larger redevelopment site. HCD filed receivership on this property. As a result of this action, the owner has sold the property to a new owner who is equipped to rehabilitate the site. HCD should continue to work with the new owners to support its redevelopment.

7. Support redevelopment of the Hoen building.

The Hoen Building is a large historic building located at 2101 East Biddle Street that has been vacant since 1981. In 2015, Cross Street Partners and City

Life Builders were awarded the right to redevelop the property through the City’s Vacant to Values program. The partnership plans to develop a mix of residential and commercial space, including office space for nonprofits, a production kitchen and a cafe and bakery. HCD should continue to work with the developers to support this project so that it comes to fruition.



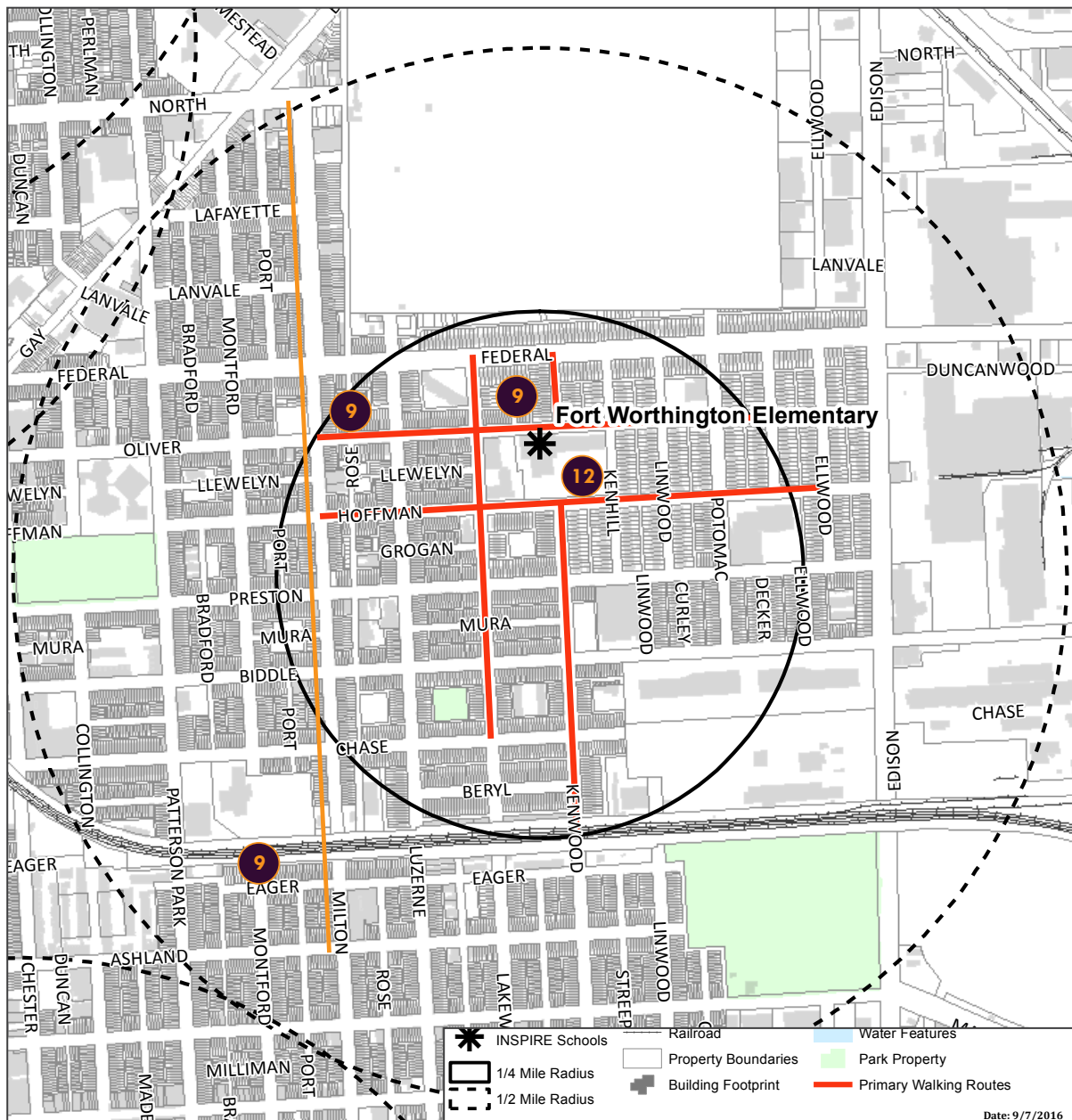
8. Develop short-term strategies to improve Milton Avenue from Gay Street to Ashland Avenue.

Milton Avenue is a main route through the east side of the city, and in many ways serves as the “front door” to the INSPIRE area. Unfortunately, years of disinvestment has led to high residential and commercial vacancy rates along Milton Avenue; the few operating business that remain contribute to the negative perceptions of the area. This struggling corridor gives a bad perception to the much stronger neighborhoods that lie to the east of it, including around Fort Worthington. Steps need to be taken to improve the perception and aesthetic appeal of Milton Avenue.

- **8a.** Beautify vacant buildings along Milton Avenue through community-based art projects
- **8b.** Demolish buildings on high-vacancy blocks which have been identified as appropriate for strategic demolition (see Appendix A)
- **8c.** Beautify the vacant lot at the northeast corner of Milton Avenue and Preston Street by pursuing an art project and creating a community-managed greenspace on this lot.

CREATING ENVIRONMENTALLY-SUSTAINABLE NEIGHBORHOODS

Improve the natural environment.



INSPIRE Community Project

The interior lot between the 2700-blocks of Oliver and Federal Streets is City-owned and has been identified by residents as an ideal location for a community garden. The Planning Department and the Office of Sustainability have begun working with the community on improvements to the lot including:



a vegetable stand, a shed for tools

and equipment, and a deck. DOP is working with the Departments of Public Works and General Services

to install water access. The Berea Eastside Neighborhood Association has adopted the lot through the City's adopt-a-lot program and offered to be the primary steward for the community garden. There is also an opportunity to partner with the school to incorporate aspects of gardening into the curriculum or as an extra-curricular activity and allow the school to utilize the garden as an educational tool.

Turn Blighted Vacant Lots into Positive Uses and Contribute to the Green Network

9. Develop neighborhood greening projects to turn vacant lots into community assets through the Growing Green Initiative.

Several vacant lots spread throughout the planning area could be transformed into community assets. Turning them into attractively landscaped lots or community gathering areas can help prevent them from becoming illegal dumping targets. Community members have expressed the desire to create a community garden on one of the lots and are working with the Office of Sustainability to further develop this idea, as well as possible improvements on other vacant lots in the planning area. These, and other, opportunities can help inform the City's Green Network Plan that is being created. Specific locations include the following:

- **9a.** The interior lot between 2700-blocks of Oliver and Federal Streets is City-owned and has been identified by residents as an ideal location for a community garden.

- **9b.** The 1500-block of North Rose Street (both sides of this block) was recently demolished by the City to remove blighted vacant properties. Residents could work with the Growing Green Initiative to develop a Community-Managed Open Space greening plan for these lots. Potential uses include a community garden or a pocket-park with tree plantings or public art.
- **9c.** The 2400-block of East Eager Street was recently demolished by the City; the Historic East Baltimore Community Action Coalition has begun to create an enhanced green space with tree plantings, public art gathering spaces, and walking paths.

Enhance Greening through Resident Engagement

10. Plant and maintain new street trees along identified streets.

Certain blocks in the planning area have very few street trees; this detracts from walkability and the

aesthetic appeal of these blocks. Trees contribute to a more pedestrian-friendly experience by providing shade and color. Additionally, trees positively impact



the quality of life in a neighborhood and have been shown to help increase property values. Once trees are planted it is important that they get off to a healthy start with regular watering in the first two years and trimming when necessary. Community members could adopt some nearby trees and agree to water them in the first two years. On blocks where community members are not able to adopt trees, the community can partner with a non-profit such as Baltimore Tree Trust which works with Youthworks summer employees to provide watering and maintenance for street trees. See Appendix A for a map.

11. Establish a “Bloom Your Block”-style competition that enhances community pride while residents have fun maintaining and beautifying properties.

“Bloom Your Block”-style competitions engage residents in a fun way to maintain properties and increase neighborhood spirit. Neighbors or blocks of neighbors compete for titles such as Most Green/Beautified Block and Best Community Managed Open Space.

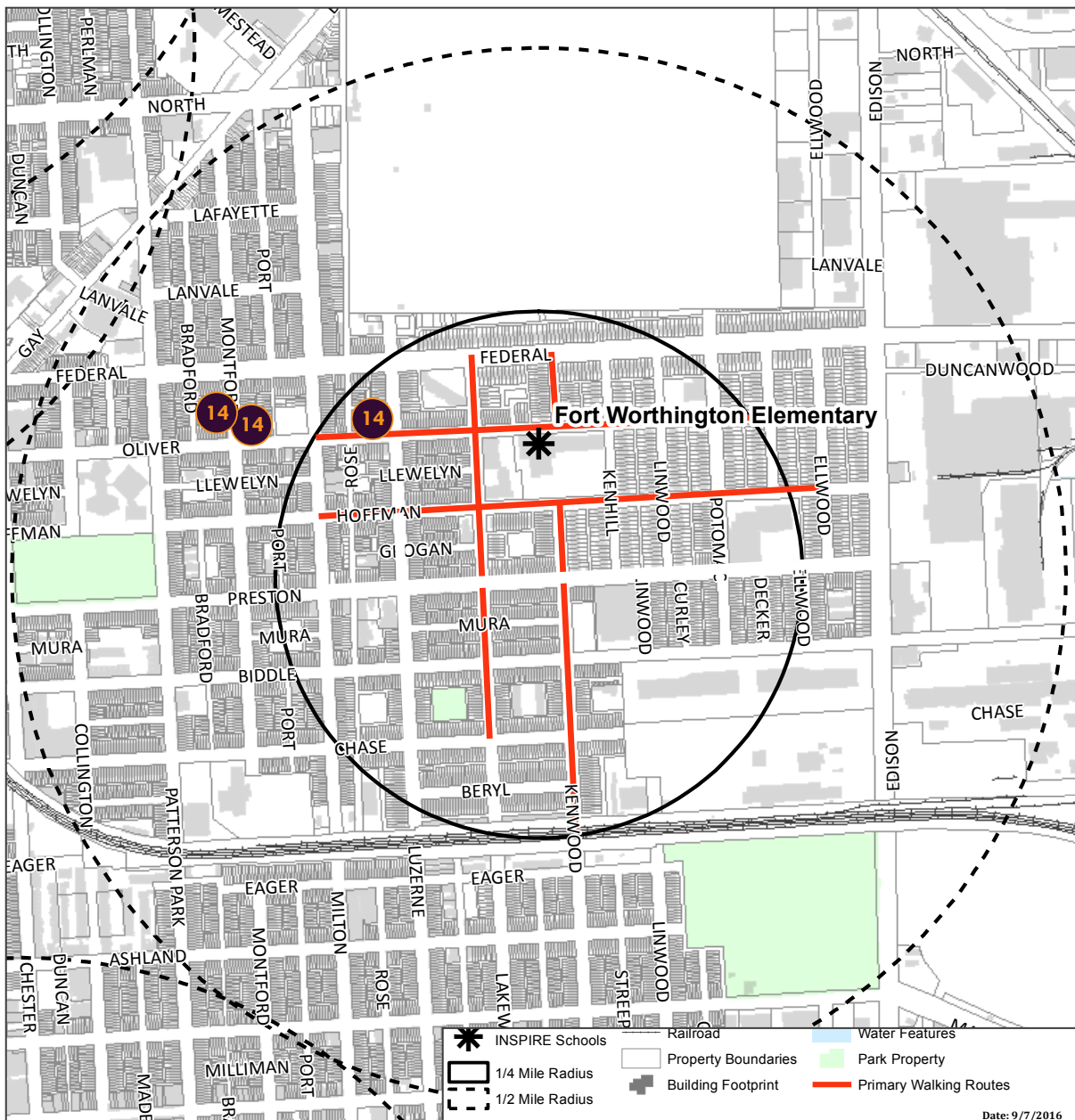


12. Explore opportunities for Fort Worthington Elementary/Middle School to become a “Green School.”

The City’s Office of Sustainability offers a Green, Healthy, Smart challenge grant program for student-led sustainability projects. There are ample opportunities in the community to identify projects of interest.

IMPROVE SANITATION

*Protect residents and the environment
by keeping the neighborhood clean.*



Keep the Neighborhoods Clean

13. Implement a Code Enforcement Zone Strategy for the west side of the INSPIRE plan area.

The greatest number of sanitation issues are found in the western portion of the INSPIRE area, west of Luzerne Avenue. This area also has a high vacancy rate. Housing inspectors should be placed on a proactive rotating schedule for zones in the plan area. This method helps to ensure consistent enforcement of sanitation regulations by focusing on blocks with the highest occurrence of sanitation issues.



14. Address illegal dumping and clean-up dumping hotspots and dirty alleys.

Many of the vacant lots and alleys throughout the plan area are targets for illegal household trash and commercial dumping. In addition to being unattractive, the trash attracts rats and may contain dangerous materials. This presents health concerns for the community. In addition to residents reporting dumping to the 311 system, the community should work with the Department of Housing and Community Development's Code Enforcement Division to identify repeat dumping sites and evaluate whether camera installation is appropriate to aid with deterrence and enforcement. Some of the dumping locations include:

- 2600-block of East Oliver Street
- 1500 North Montford Avenue

15. Educate residents, landlords, and businesses about proper trash and recycling storage and disposal.

A common complaint is that trash is not properly stored and put out for pick-up in some portions of the plan area. Areas with consistent sanitation violations should be targeted with increased efforts to educate all residents about the proper storage of trash and recycling and when it can be put out for pick-up as well as informing landlords of their responsibilities regarding their tenants' trash storage.



16. Develop community led initiatives to address trash and litter problems.

The community should continue their efforts to address trash and litter in their neighborhoods as well as develop new community-led initiatives. Examples of initiatives include neighborhood adoption of trash-cans in key areas to discourage littering, organizing frequent block clean-ups through community organizations, and coordinating reporting and tracking of problem properties through the City's 311 system. Waterfront Partnership's Healthy Harbor Initiative (HHI) can work with Fort Worthington and area residents, organizations, and businesses to develop community-led trash reduction and clean-up strategies. As a community in the Harris Creek watershed, HHI has resources to work with the school and other stakeholders to provide opportunities to learn about and protect the watershed.

17. Apply to participate in the City's Care-A-Lot program to clean and maintain vacant lots.

Area community groups should apply to be compensated to maintain vacant lots through the City's Care-a-Lot program. Through the Growing Green Initiative (GGI) the City's Office of Sustainability created the Care-a-Lot program to support community groups and organizations in the cleaning, maintaining, and beautifying of otherwise vacant small parcels in Baltimore City.

GGI has partnered with the Parks & People Foundation to provide NGOs, churches or faith-based organizations, CDCs, or neighborhood associations with a stipend to maintain vacant lots in their neighborhoods. Groups can apply and select up to 25 lots in their neighborhood that are currently grass vacant lots, and will be paid \$20 per lot cleaned and cut ten times throughout the season. Groups could be eligible for \$5,000 total for the season.

*Create a positive and safe environment for current and future residents
– addressing real and perceived safety concerns.*



Implement Crime Prevention through Environmental Design (CPTED) practices

Crime Prevention Through Environmental Design (CPTED) is a multidisciplinary approach to deterring criminal behavior that focuses on changing how places are laid out, and how they look and feel. Basic principles include “natural surveillance,” and “territoriality,” which looks at how signage and maintenance suggest that a space is cared for.

18. Evaluate lighting levels and make improvements to make streets safer within the quarter-mile plan area.



Many residents discussed how dark their streets are at night, which makes them feel unsafe. Parents also voiced their concern about their children walking home from school in the dark in winter. In addition to assessing the school perimeter and primary walking routes for adequate lighting, the Department of Transportation should evaluate lighting levels throughout

the neighborhood. One critical route for improved lighting is the Kenwood Street underpass that connects children walking to school from the southern neighborhoods, under the railroad tracks.

19. Secure vacant buildings to prevent access by the public.

Unsecured vacant buildings can be used for criminal activities such as stashing drugs, squatting, or dumping. The City’s Department of Public Works is responsible for securing vacant building to ensure that they do not attract these types of activities. Residents should report any unsecured vacant buildings to the City’s 311 system to ensure that they are secured promptly.

Engage Eastern Police District

20. Work with the Eastern Police District’s major and patrolling officers, and the Mayor’s Office of Criminal Justice, to develop recommendations for public safety improvements and effective community policing strategies to foster relationships.

The INSPIRE area is located in the Eastern Police District. In this area there are a number of issues that must be addressed in order to make the neighborhoods safe for the children attending Fort Worthington and for the residents and visitors. Residents have brought up the following issues:

- Major drug activity on western edge of the neighborhood especially along Milton Avenue
- Drug and gang activity in Bocek Park
- Gang activity southeast of Fort Worthington
- Dogs off-leash

Improve and create new places for residents to safely play, recreate, and come together; provide better access to healthy foods.



Increase Use of Parks and Playgrounds

21. Create partnerships to increase activity programming at Bocek Park.

Bocek Park, consisting primarily of flat, multi-purpose playfields, is located less than one-half mile southeast of the school, and just south of the railroad tracks. The park could be a positive neighborhood amenity, however a common complaint from residents is that it has been overrun by criminal activities. The community should work with the City to increase use of the park for positive activities and to take back ownership of the park for neighborhood activities. This might include working with the Department of Recreation and Parks on upgrades and programming, the Police and Health departments on activities, and community organizations on regular public events. This could help to improve safety and perception in the park.

22. Improve the northwest entrance of Bocek Park and create a better connection between the park and the neighborhoods.



The small entrance to Bocek Park, at the end of Eager Street, is somewhat hidden. Improving this entrance could increase use of the park by residents from the areas immediately north and west of the park. These improvements will be part of a capital redevelopment project for the whole park. BCRP is requesting funding for this project in the FY 18-19 capital budget. Ideas to consider include the following:

- **22a.** Place park identification signage at the Eager Street entrance.
- **22b.** Add directional signage in the nearby neighborhoods and common routes to the park to promote usage of the park by nearby residents.



23. Proactively monitor Luzerne Park and its playground for illegal dumping.

Luzerne Park is a small inner-block park which includes a playground and serves as an amenity for the surrounding neighborhood residents. The park is in good condition but has been a target for illegal dumping. Regularly monitoring of the park and reporting any illegal dumping immediately will help keep the park maintained in a clean and safe manner for community use.

Create a Healthy Food Environment

24. Use recreation program space and school for meal programs.

Between the school and recreation center, Fort Worthington has served meals to children beyond the school day through the Summer Food Service Program (SFSP) and Afterschool Meal Program, and to seniors. These programs should be reinstated when the school is reopened and recreation activities resume. One goal of the summer meal program is to efficiently provide food to people in need; increasing participation at each existing site, rather than having numerous small sites

disbursed around a community helps achieve this. The new school could serve as an ideal program site for this neighborhood. Additionally, recreation centers that participate in summer and/or afterschool meals may have the opportunity to open and serve meals to children during times of emergency when schools may otherwise be closed.

25. Encourage healthy food retail, especially at stores near schools.

Although Fort Worthington students come from neighborhoods that have corner stores, there are only a few stores in the INSPIRE area. Residents and store owners could partner with the Health Department in future planning for the Baltimarket Healthy Corner Store Program to engage a store nearby in providing increased amounts of healthy foods and snacks. Currently, the program only operates in West Baltimore, but has plans to expand to East Baltimore in about two years.

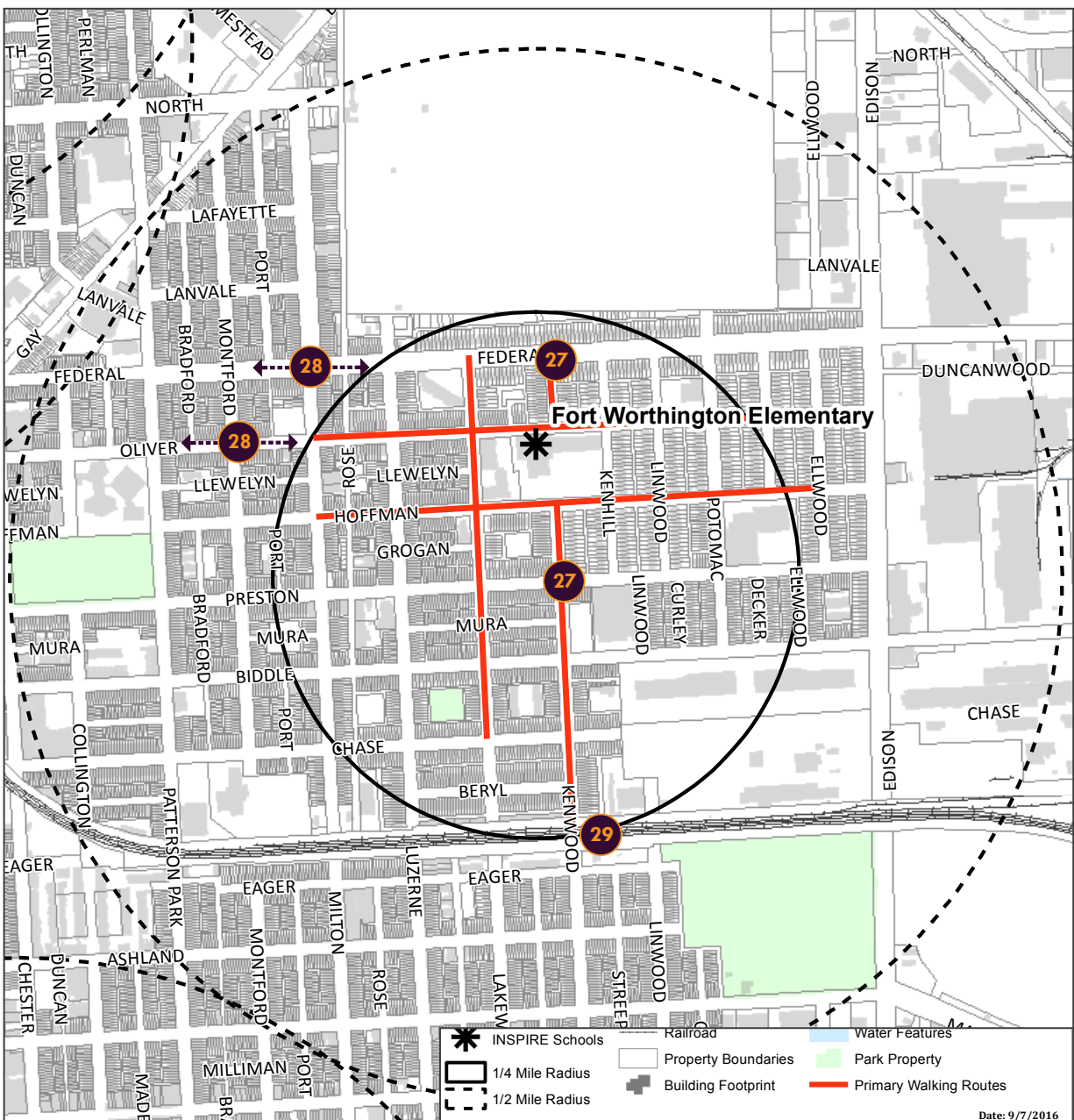


26. Engage with nearby Real Food Farm.

Real Food Farm is located in Clifton Park and has a secondary site just south of the park. The farm has a mobile market that brings produce out into the community on a planned weekly route, that comes close to but does not stop in Berea. There may be opportunities to have the route make a stop at the school or another nearby location.

CREATE CONNECTIONS AND ACCESS

*Connect residents safely and efficiently to the places
they need and want to go.*



Improve Walking and Biking Access and Safety in Neighborhoods

27. Calm traffic near the school, along Federal and Preston Streets.

The community has identified Federal and Preston Streets as routes where high speed is creating a safety hazard for pedestrians. The Department of Transportation should set up a speed indicator device along these routes immediately before and after the school opens, and then evaluate appropriate traffic calming measures.

- **27a.** Evaluate streets to determine appropriate traffic-calming measures.
- **27b.** Make improvements to calm traffic.



28. Enforce truck routes especially along Oliver and Federal streets.

Truck drivers often use streets which are not designated truck routes, especially along Oliver and Federal Streets. The Baltimore City Department of Transportation (DOT) should work with police to determine what can be done regarding enforcement of the routes to move trucks off of Federal and Oliver streets.

29. Improve pedestrian safety for students traveling to school from the southern portion of the plan area which requires crossing the underpass below the train tracks.

Most children who will attend Fort Worthington Elementary/Middle School will come from further than one-half mile away, but not further than one mile,

and are not bused to school. Additionally, many students living near the now-closed Dr. Rayner Browne Elementary/Middle School will attend Fort Worthington when it reopens. This means more students will be walking from south of the train tracks. DOT and DOP should pursue strategies to improve pedestrian safety for these students, families, and community members. Strategies could include the following:

- **29a.** Explore options with the City and with CSX to install lighting under the train underpass at Lakewood where there is none
- **29b.** DOT will analyze a recent 4-way stop evaluation conducted in the neighborhood to determine pedestrian safety precautions that can be taken around the train tracks

30. Create a walking school bus, bicycle train, or block captain sentinel program.

With most students likely not qualifying for school bus pickup, measures should be developed to ensure safety for children during travel to and from school. Explore models and opportunities for walking school buses (a group of children walking with one or more adults), bicycle trains (a group of children biking with adults), and block captain sentinel programs. See Appendix D for more information.



31. Explore ways to accommodate safe bicycle travel to school and in the neighborhood.

Students who want to bike to school should have a safe, easy way to do so. In addition to assessing opportunities along the school perimeter and primary routes, look at the Baltimore City Bike Master Plan to identify other possible methods to make biking safer.

Plan Implementation

INSPIRE plans are already beginning to be implemented. Although not everything can happen right away, the Department of Planning is committed to continuing to work with community members to see recommendations become reality.

The Department of Planning, community stakeholders, and others should continuously refer to this section to hold each other accountable. This section:

- Sets forth a time frame for implementation
- Identifies lead and support agencies/organizations
- Estimates the cost of implementation and identified or potential funding sources
- Identifies commitments already made

As part of completing the plan, City agencies have already made some funding and staffing commitments. Complete implementation however, will require more resources.

We believe that the significant investment in Fort Worthington Elementary/Middle School, in addition to the commitments represented in these tables, can encourage additional resources.

Timeframe

Short: 0-2 years

Medium: 3-5 years

Long: 5+ years

Estimated Cost of Improvements

\$ = Less than \$5,000

\$ = \$5,001-\$50,000

\$\$\$ = \$50,001-\$250,000

\$\$\$\$ = \$250,001 - \$500,000

\$\$\$\$\$ = More than \$500,000

Lead Responsibility

Baltimore City Agencies

BCRP: Recreation and Parks

BCPD: Police Department

DGS: Department of General Services

DOP: Department of Planning

DOT: Department of Transportation

DPW: Department of Public Works

HCD: Housing and Community Development

Other

CBO: Community-Based Organization

Private: Philanthropy, anchor institutions, investors, etc.

Community: Residents, groups, businesses, etc.

Implementing Standard Improvements

| Recommendations & Actions | Timeframe | Lead Responsibility | Estimated Cost | Funding |
|---|---|----------------------------------|----------------|-------------------|
| Repair sidewalk deficiencies – not including tree/utility damage | By summer 2017 | DOT | \$\$\$ | INSPIRE GO Bonds |
| Repair sidewalk deficiencies – tree/utility damage | By summer 2017 | DOT | \$\$ | DOT |
| Repair curb deficiencies | By summer 2017 | DOT | \$\$ | DOT |
| Repair/install ADA ramps at intersections | By summer 2017 | DOT | \$\$\$ | DOT |
| Dig tree pits | By summer 2017 | DOT | \$\$ | INSPIRE GO Bonds |
| Repaint or add crosswalks: Kenhill Avenue/East Oliver Street, E. Hoffman Street/Lakewood Avenue, E. Hoffman Street/N. Kenwood Avenue, Kenhill Avenue/E. Hoffman Street | By SY 2017-18 | DOT | \$\$-\$\$\$ | DOT |
| Assess crossing guard allocation | Before SY and in first weeks | DOT | N/A | N/A |
| Asses speed near school and along primary routes (here or just for specific problems?) | Before SY | DOT | N/A | N/A |
| Install school signage | | DOT | \$ | DOT |
| Post speed signs and speed sentry | 1-2 weeks before and after school opening | DOT | N/A | N/A |
| Replace street light bulbs with LED bulbs | Phase III | DOT | N/A | DOT |
| Replace broken or inadequate light poles | | DOT | TBD | TBD |
| Conduct Safe Routes to School Training | Before SY or in first weeks | DOT | N/A | N/A |
| Remove and replace dead street trees | Summer-Fall 2017 | BCRP | \$\$ | BCRP |
| Plant new street trees | Summer-Fall 2017 | BCRP, Baltimore Tree Trust (BTT) | \$\$\$ | BCRP, BTT |
| Proactive pruning | Ongoing | BCRP | \$\$ | BCRP |
| Board vacant and accessible properties | By SY 17-18; Ongoing | HCD, DPW | \$ | DPW |
| Employ strategic code enforcement strategies within the Vacants to Value Community Development Cluster (e.g. receivership) | | HCD, DPW | N/A | N/A |
| Demolish vacant buildings which have already been funded in the quarter-mile radius. | | HCD | \$\$\$\$\$ | HCD, Project CORE |
| Clean and mow vacant lots | By SY 17-18; Ongoing | HCD, DPW | TBD | DPW |
| Conduct a Clean Sweep along entire primary walking routes | Summer 2017 | DPW | \$ | DPW |

Implementing Fort Worthington Area Recommendations

Investing in Housing and Market-Strengthening Development Opportunities

| Recommendation & Actions | Type of Action | Timeframe | Lead Responsibility | Estimated Cost | Potential Funding |
|--|-------------------------------|----------------|---|---------------------|------------------------------|
| Support and Increase Homeownership | | | | | |
| 1. Promote homeowner assistance programs to help current and new owners maintain and improve their homes. | Operating | Short | HCD | N/A | Operating Budget |
| 1a. Connect homeowners with the programs available through Baltimore Housing's Green, Healthy and Sustainable Homes division by sharing program information at community association meetings, community events, and through the school. | Operating | Ongoing | HCD, DOP | \$ | Operating Budget |
| 1b. Promote the Baltimore Energy Challenge to educate homeowners about lowering energy bills by sharing program information at community association meetings, community events, and through the school. | Operating | Short | HCD, DOP | \$ | Philanthropy |
| 2. Use the momentum of the existing Vacants to Value Community Development Clusters to spur further investment in the INSPIRE area. | | | | | |
| 2a. Identify vacant properties suitable for receivership and file suit | Operating | Ongoing | HCD | N/A | N/A |
| 2b. Update information on Live Baltimore website; ID other marketing opportunities | | Short | DOP, BENA | N/A | N/A |
| Remove Blight | | | | | |
| 3. Use strategic whole-block demolition to remove the most blighted vacant buildings. | Capital | Short | HCD | \$\$\$\$-\$\$\$\$\$ | Project CORE, Capital Budget |
| Create and Maintain High-Quality Rental Housing | | | | | |
| 4. Examine existing policies and programs; work with agencies and organizations to develop and implement a toolkit to incentivize good landlords to maintain rental units in the neighborhood. | Policy | Short | DOP, HCD, Advocacy organizations | N/A | N/A |
| Promote Large-scale and Strategic Development Opportunities | | | | | |
| 5. Explore reuse or demolition of the Dr. Rayner Browne School Building. | Planning | Short | HCD | N/A | N/A |
| 6. Support the redevelopment of the site of the former grocery store adjacent to the Dr. Rayner Browne building. | Policy | Short - Medium | HCD, DOP | N/A | N/A |
| 7. Support redevelopment of the Hoen building. | Planning, Policy | Short | HCD | N/A | N/A |
| 8. Develop short-term strategies to improve Milton Avenue from Gay Street to Ashland Avenue. | | | | | |
| 8a. Beautify vacant buildings along Milton Avenue through community-based art projects | Operating, Community | Short | Community Groups, BOPA | TBD | Grants |
| 8b. Demolish high-vacancy blocks along Milton Avenue which have been identified as appropriate for strategic demolition | Capital | Short - Medium | HCD | TBD | Capital Budget |
| 8c. Beautify vacant lot at the northeast corner of Milton Avenue and Preston Street by pursuing an art project and creation of passive greenspace | Capital, Operating, Community | Short | Community Groups, DOP, GGI, BOPA | \$\$ | Capital Budget, Grants |

Creating Sustainable Neighborhoods

| Recommendation & Actions | Type of Action | Timeframe | Lead Responsibility | Estimated Cost | Potential Funding |
|--|----------------------|----------------|--------------------------------------|----------------|----------------------------------|
| Turn Blighted Vacant Lots into Positive Uses and Contribute to the Green Network | | | | | |
| 9. Develop neighborhood greening projects to turn vacant lots into community assets through the Growing Green Initiative. | | | | | |
| 9a. Assist with the creation of a community garden and gathering space at the City-owned interior lot between 2700-blocks of Oliver and Federal Streets. | Capital, Community | Short | DOP, BENA, GGI | \$\$\$ | INSPIRE GO Bonds, Capital Budget |
| 9b. Develop a greening and community art plan for the lots on both sides of the 1500-block of North Rose Street. | Operating, Community | Medium | DOP, Community Groups, GGI | \$\$\$ | INSPIRE GO Bonds, Capital Budget |
| 9c. Create an enhanced green space with tree plantings on the vacant lots on the 2400-block of East Eager Street | Operating, Community | Short | HEBCAC, GGI, DOT | \$\$\$ | Grants |
| Enhance Greening through Resident Engagement | | | | | |
| 10. Plant and maintain new street trees along identified streets | Capital | Short - Medium | Tree Baltimore, Baltimore Tree Trust | \$\$\$ | Grants |
| 11. Establish a “Bloom Your Block”-style competition that enhances community pride while residents have fun maintaining and beautifying properties. | Community | Short - Medium | Community Groups | \$ | Grants |
| 12. Explore opportunities for Fort Worthington Elementary-Middle School to become a “Green School.” | Community Operating | Short | Fort Worthington School, DOP | N/A | N/A |

Improving Sanitation

| Recommendation & Actions | Type of Action | Timeframe | Lead Responsibility | Estimated Cost | Potential Funding |
|---|-------------------|-----------|--|----------------|--------------------------|
| Keep the Neighborhoods Clean | | | | | |
| 13. Implement a Code Enforcement Zone Strategy for the west side of the INSPIRE plan area. | Operating | Ongoing | HCD | N/A | N/A |
| 14. Address illegal dumping and clean-up dumping hotspots and dirty alleys. Some of the dumping locations include: <ul style="list-style-type: none"> 2600-block of East Oliver Street 2400 East Oliver Street (corner vacant parcel) 1500 North Montford Avenue | Operating | Ongoing | DPW, HCD | N/A | N/A |
| 15. Educate residents, landlords, and businesses about proper trash and recycling storage and disposal, by sharing information at community association meetings, community events, and door-to-door in high violation areas. | Operating, Policy | Ongoing | DPW, Community Groups | N/A | N/A |
| 16. Develop community led initiatives to address trash and litter problems. | Community | Short | Community Groups, DPW, Fort Worthington, Waterfront Partnership | \$ | Grants, Operating Budget |
| 17. Apply to participate in the City’s Care-A-Lot program to clean and maintain vacant lots. | Community | Ongoing | Community Groups | N/A | N/A |

Improving Resident Safety

| Recommendation & Actions | Type of Action | Timeframe | Lead Responsibility | Estimated Cost | Potential Funding |
|---|--------------------|----------------|-------------------------------------|----------------|-------------------|
| Implement Crime Prevention through Environmental Design (CPTED) practices | | | | | |
| 18. Evaluate lighting levels and make improvements to make streets safer within the quarter-mile plan area. | Operating, Capital | Short - Medium | DOT | N/A | Capital budget |
| 19. Secure vacant buildings to prevent access by the public. | Operating | Ongoing | HCD, DPW | N/A | N/A |
| Engage Eastern Police District | | | | | |
| 20. Work with the Eastern Police District (major and patrolling officers), and the Mayor's Office of Criminal Justice, to develop recommendations for public safety improvements and effective community policing strategies to foster relationships. | Planning, Policy | Short | BPD, DOP Community Groups | N/A | N/A |

Creating Opportunities for Health and Wellness

| Recommendation & Actions | Type of Action | Timeframe | Lead Responsibility | Estimated Cost | Potential Funding |
|--|----------------------|----------------|---|----------------|--------------------------|
| Increase Use of Parks and Playgrounds | | | | | |
| 21. Create partnerships to increase activity programming at Bocek Park. | Operating, Community | Short - Medium | BCRP, Community Groups | \$ | Grants, Operating Budget |
| 22. Improve the northwest entrance of Bocek Park and create a better connection between the park and the neighborhoods. | | | | | |
| 22a. Place park identification signage at the Eager Street entrance. | Capital | Medium | BCRP | \$ | Capital Budget |
| 22b. Add directional signage in the nearby neighborhoods and common routes to the park to promote usage of the park by nearby residents. | Capital | Medium | DOT | \$ | Capital Budget |
| 23. Proactively monitor Luzerne Park and its playground for illegal dumping. | Operating | Ongoing | BCRP | N/A | N/A |
| Enhance Healthy Food Environment | | | | | |
| 24. Use recreation program space and school for meal programs. | Operating | Short | BCRP, School | N/A | N/A |
| 25. Encourage healthy food retail, especially at stores near schools. | Policy | Short | DOP, BDC, Health | N/A | N/A |
| 26. Engage with nearby Real Food Farm. | Operating | Short | Community Groups, Real Food Farm, School | N/A | N/A |

Creating Opportunities for Health and Wellness

| Recommendation & Actions | Type of Action | Timeframe | Lead Responsibility | Estimated Cost | Potential Funding |
|---|----------------|----------------|---|----------------|---------------------------------------|
| Improve Walking and Biking Access and Safety in Neighborhoods | | | | | |
| 27. Calm traffic near the school, along Federal and Preston Streets. | | | | | |
| 27a. Evaluate streets to determine appropriate traffic-calming measures | Operating | Short | DOT | TBD | N/A |
| 27b. Make improvements to calm traffic | Capital | Short - Medium | DOT | TBD | Capital Budget |
| 28. Enforce truck routes especially along Oliver and Federal streets. | Operating | Ongoing | BPD, DOT | N/A | N/A |
| 29. Improve pedestrian safety for students traveling to school from the southern portion of the plan area which requires crossing the underpass below the train tracks. | | | | | |
| 29a. Explore options with the City and with CSX to install lighting under the train underpass at Lakewood where there is none | Capital | Short - Medium | DOP, DOT, CSX | TBD | INSPIRE GO Bonds, Capital Budget, CSX |
| 29b. Analyze the 4-way stop evaluation conducted in the neighborhood to determine pedestrian safety precautions that can be taken around the train tracks | Operating | | DOT | TBD | DOT |
| 30. Create a walking school bus, bicycle train, or block captain sentinel program. | Community | Ongoing | Community Groups, Fort Worthington | N/A | N/A |
| 31. Explore ways to accommodate safe bicycle travel to school and in the neighborhood. | Operating | Short - Medium | DOT | TBD | TBD |

Appendix A: Maps

Vacant Properties and Funded Demolition

**Vacant Properties and Vacants to Value
Community Development Clusters**

Tree Planting Sites

311 Calls - Dirty Streets and Alleys

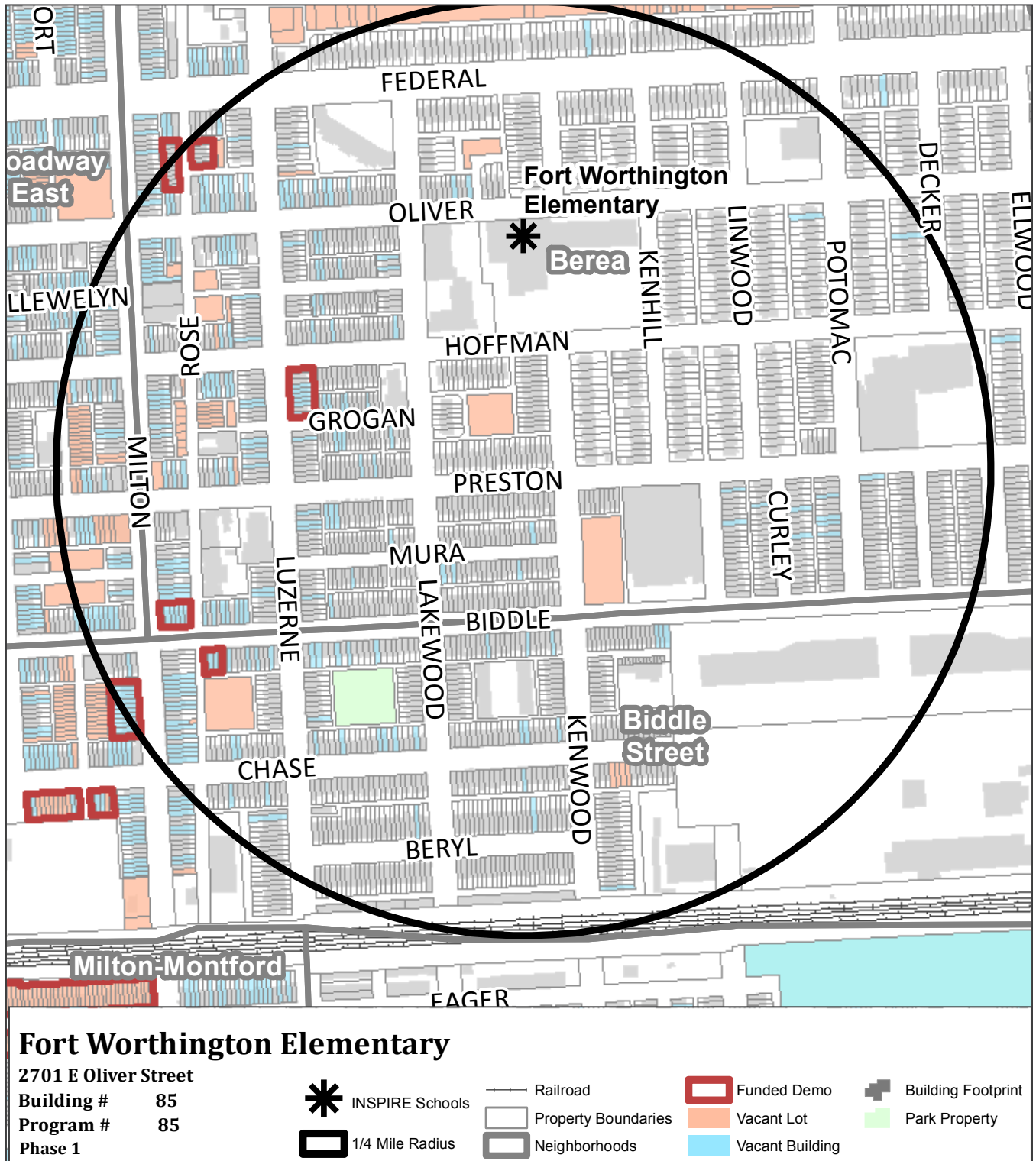
Part 1 Crime Incidents

Food Environment

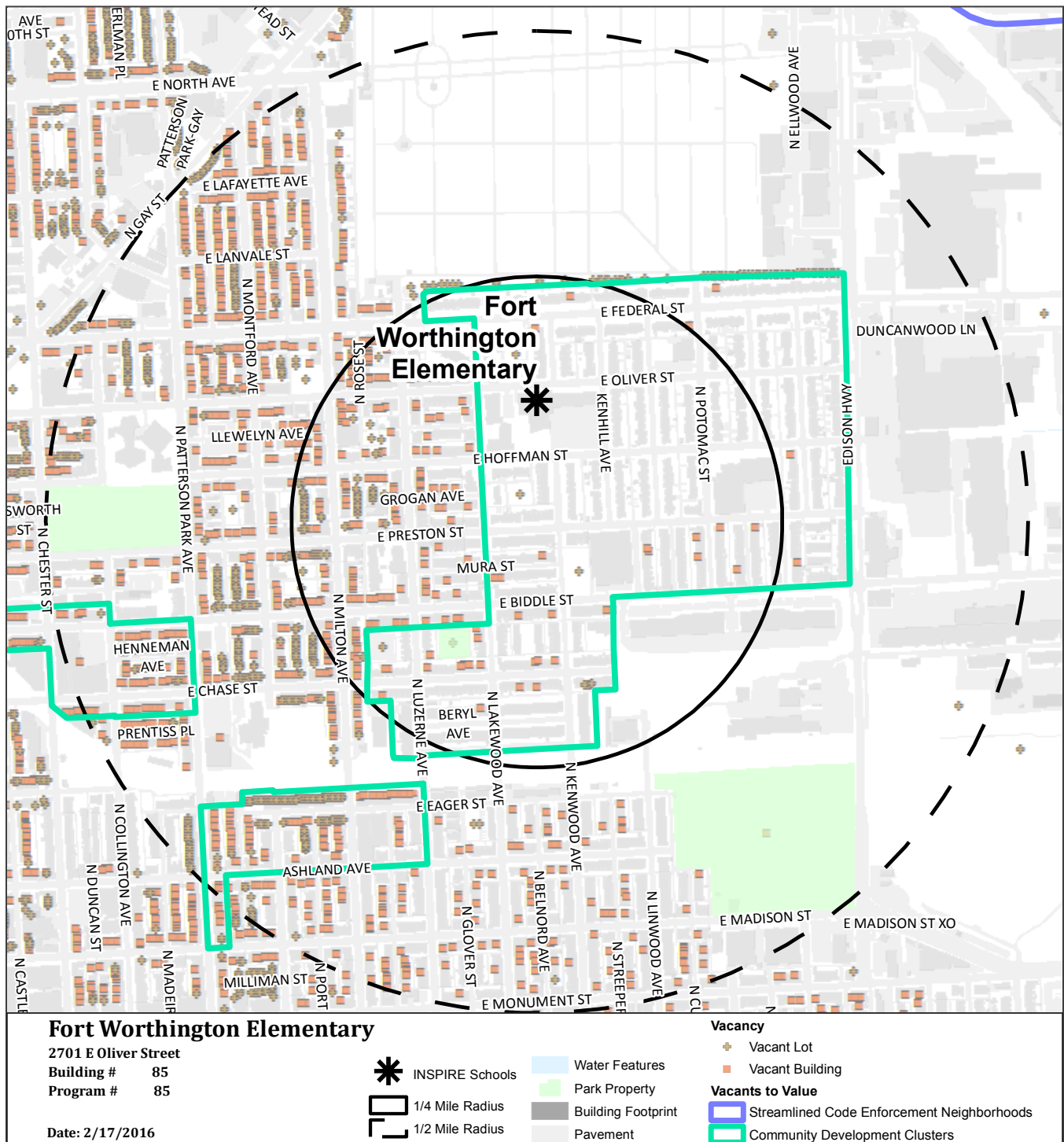
Vacant Properties and Funded Demolition

The map below shows planned demolition that has been funded through fiscal year 2016 (July 2016).

Information about future demolition clusters will be available on the Baltimore Housing website when decisions are finalized.

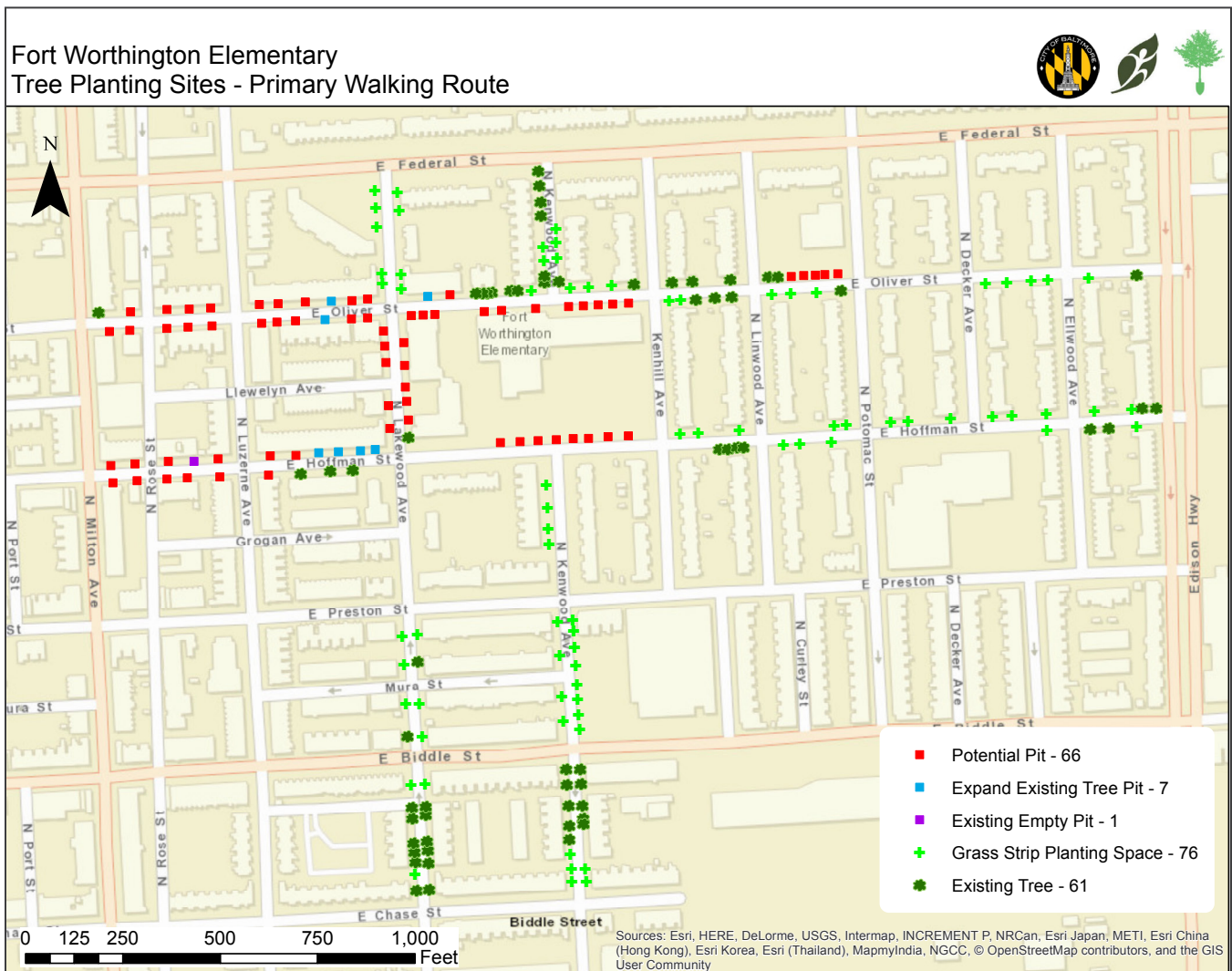


Vacant Properties and Vacants to Value Community Development Clusters

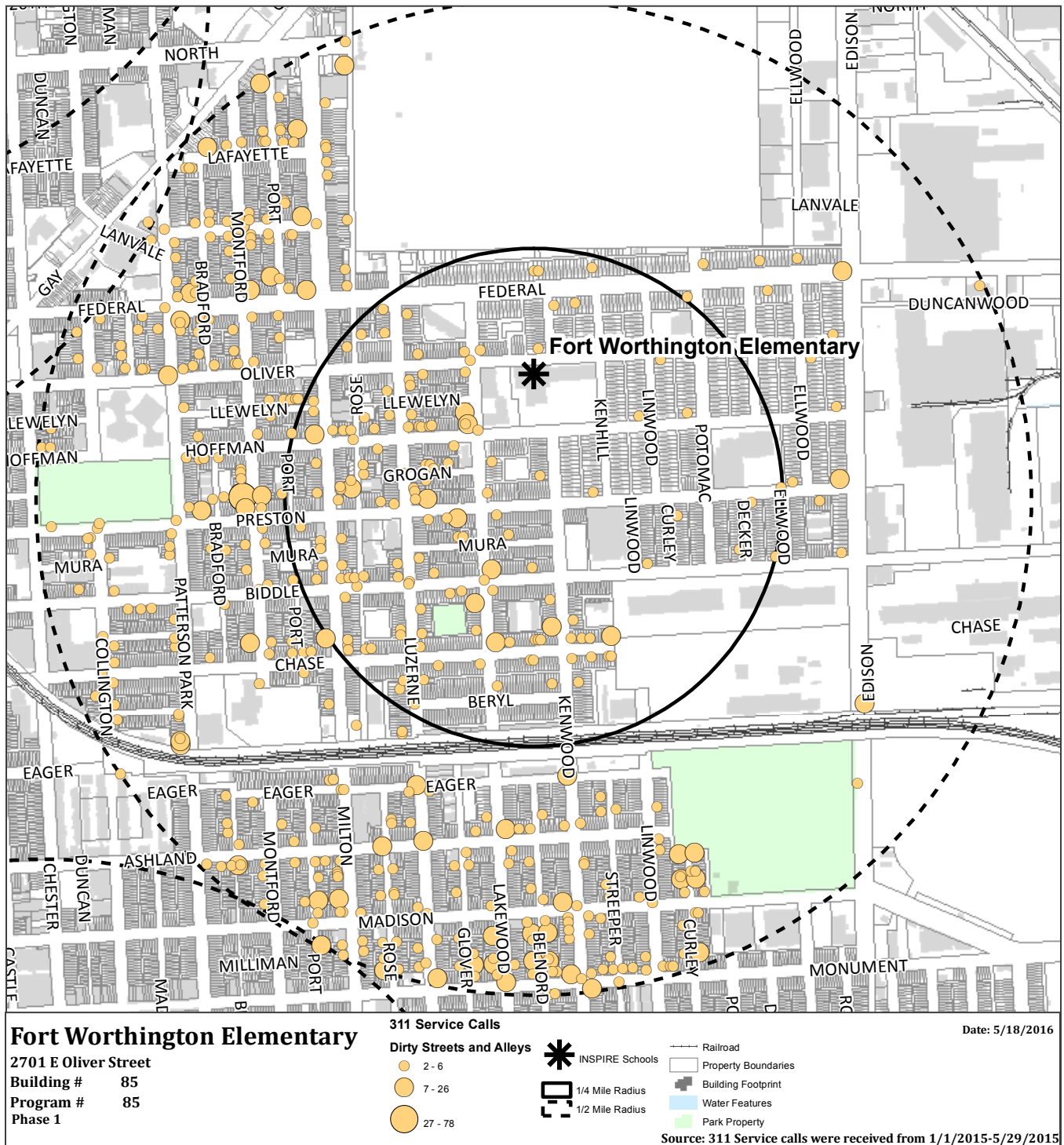


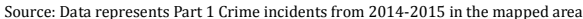
Tree Planting Sites

The map below shows potential tree planting sites, as assessed by Tree Baltimore and Baltimore Tree Trust. Further assessment will take place to determine final sites.



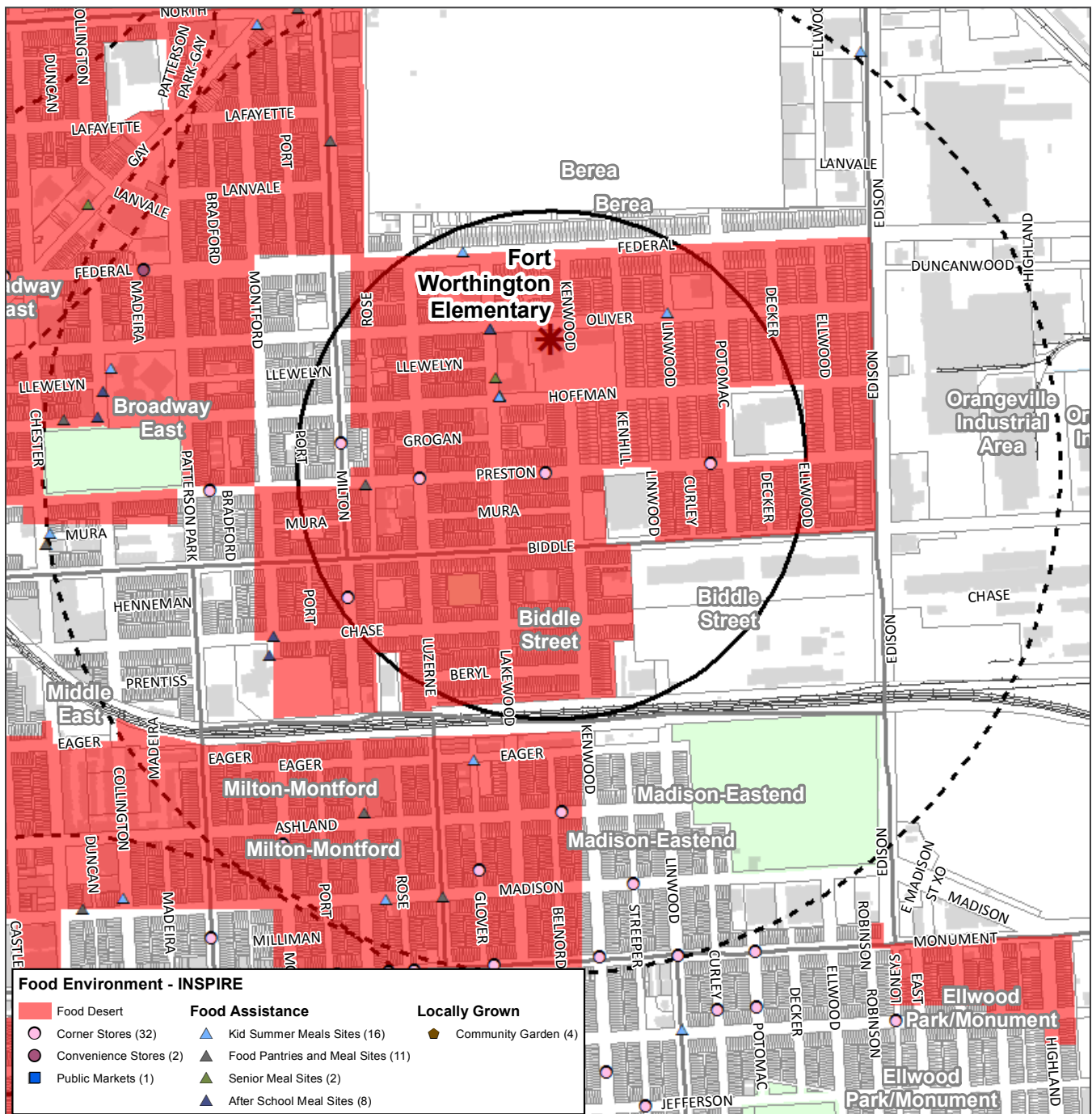
311 Calls – Dirty Streets and Alleys (January-May 2015)





Food Environment

The Food Environment Map includes food retail, food assistance, and food production. It does not include establishments such as restaurants.



Appendix B: Public Input

From August 2014 to early March 2015, planning staff worked with residents to better understand their neighborhood experiences, concerns, and needs. The following is a summary of stakeholder comments collected from community workshops, a student workshop, and surveys.

INSPIRE Workshop – October 23, 2014

Forty-six people participated in the first INSPIRE workshop, including representatives from the school, neighborhood, and stakeholder organizations. The following **Strengths (S), Weaknesses (W), and Opportunities (O)** were recorded:

| | |
|--|---|
| <i>Community</i> | |
| S | Weekly community dinners at school |
| S | Active community groups; long-term residents |
| S | High voter turn-out |
| S | School manages a recycling program engaging youth in a positive community activity |
| O | Better promotion of weekly community dinners to get more participation |
| <i>Transportation</i> | |
| W | Low car ownership; many in-zone students don't qualify for school busing |
| W | Need alternative transportation options for students due to safety concerns and bad weather – especially for students previously zoned for Dr. Rayner Brown |
| W | Need more crossing guards and stop signs |
| W | Need more enforcement of truck routes, especially along Oliver and Federal |
| W | Marked crosswalks needed |
| <i>Crime & Nuisances</i> | |
| W | Major drug activity on eastern edge of the neighborhood, especially along Milton |
| W | Gang activity southeast of school |
| W | Trash disposal and dumping |
| W | Dogs off-leash |
| <i>Recreation & Open Space</i> | |
| S | Recreation Center at school is an anchor for the community and greatly needed |
| W | Frank C. Bocek park is over-run with drug and gang activity |
| O | Want to expand opportunities for positive recreation for all ages |
| O | Opportunities for community gardens or other community managed open space |
| <i>Commercial Development & Housing</i> | |
| W | Need to address high vacancy along Milton Ave. and east side of neighborhood |
| O | Nodes of commercial along Milton need to be strengthened |
| O | Several large old, industrial buildings throughout the neighborhood |

Student Workshop – February 13, 2015

Two Fort Worthington 4th grade class students participated in a workshop to share their experiences and needs related to the neighborhood surrounding the school.

| | | | |
|---|---|---|------------|
| What is your favorite place in the neighborhood? | | | |
| School: 25% | Park: 19% | Store: 14% | |
| Pool/Sports Facility: 11% | Other: 31% | | |
| What is your least favorite place in the neighborhood? | | | |
| Park/Playground: 22% | Field/Courts: 8% | Stores: 17% | Alleys: 8% |
| Houses: 8% | Other (backyard, home, gang areas, etc.): 36% | | |
| What do you like to do in your neighborhood? | | | |
| General play (ride bikes, play outside, go on walks): 36% | | Facilities play (pool, football, basketball): 31% | |
| Play in park: 8% | | Other: 25% | |
| How will the new school improve my neighborhood? | | | |
| They may not do the stuff they do around kids | | It will be a better place to learn | |
| More space, more fun, more grass | | A lot of kids will start going to school | |
| It will be better because people will want to come here | | The new school will not improve my neighborhood | |
| A clean neighborhood | | | |
| If I could add one thing to my neighborhood it would be... | | | |
| Better home for the people | | To get school supplies store | |
| A library | | I would add a sports center | |
| A mall and a food place | | More space | |
| A pool and the zoo and the museum and rich people | | A lot of friends | |

Survey Responses

A survey administered to student parents, family members, teachers, and community members – in person and online – received fifty responses.

| | | | |
|---|--------------------|--|------------|
| <i>General</i> | | | |
| Which neighborhood do you live in? | | | |
| Berea: 79% | Biddle Street: 16% | Broadway East: 1% | Oliver: 1% |
| | | | |
| Do you have a child at Fort Worthington? | | | |
| Yes: 35% | | No: 65% | |
| | | | |
| <i>Safety</i> | | | |
| 64% reported feeling safe (57%) or very safe (7%) walking in the neighborhood. | | | |
| | | | |
| Those who reported feeling unsafe (33%) or very unsafe (4%) said they felt the most unsafe in these locations: | | | |
| Preston Street, Milton Ave due to drugs and the dealers | | The general area at the most; always a shooting close by on the East side of town | |
| Drugs, Methadone Clinic, people doing drugs in front of you | | Biddle and Luzerne, Milton and Biddle, Patterson Park and Preston congested with various artists | |
| Preston and Potomac Street; a liquor store on Preston | | Areas with boarded up houses outside of a 3 or 4 block radius; People hanging out | |
| Luzerene/Oliver | | | |
| | | | |
| What would make you feel safer in the neighborhood? | | | |
| More police or some type of neighborhood watch | | So far, I'm okay with the neighborhood | |
| Lighting and homeowners | | Keep corner clear of trespassers | |
| More policemen on foot | | More peoples to care about each other | |
| Clean neighborhood; no loitering, police presence | | Community that I always lived in; grew up here; lived in the community for 57 years | |
| The lights in Fort Worthington's playground need to be ON AT ALL TIMES. | | Street lights on Hoffman go out too often | |
| More patrol officers. Stop assuming that because we live not that far from the Eastern | | District Police Station that it's safe. Make people shovel their sidewalks | |

| | |
|---|---|
| Transportation | |
| 70% of the respondents' households own a vehicle. | |
| How do you get around (for school, social activities, worship, etc.)? | |
| Driving alone: 23 responses | Public transportation: 15 responses |
| Walking: 16 responses | Carpooling: 4 responses |
| Taking a taxi: 4 responses | Using a hack: 1 response |
| Biking: 1 response | |
| How does your child usually get to school? | |
| Walking: 16 responses | Driven: 6 responses |
| School bus: 1 response | Carpooling: 1 responses |
| Is there anything that makes it difficult for you or your child to walk and/or bike throughout the neighborhood? | |
| Needs something to block off alley's; cars drive too fast through the alleys during the a.m. when we walk to school; Unruly drivers | Not now, we walk everyday to school. But when the school moves, it will be hard to get to the new school by walking. |
| Icy Road/Snow | No crossing guard to Biddle St. |
| Looking out for pit bull running around or group of young people acting out | All of the sidewalks are not the same width so sometimes I will walk in the street |
| Some bad or seemingly unsafe area; deteriorating alleys | It's a long walk through sometimes rough neighborhoods. In addition, when it snows nobody shovels so my grandson has to walk in the street. Very unsafe! |
| Walking time | |
| Quality of Life | |
| The majority of respondents rated the neighborhood as a "fair" to "good" place to raise children. | |
| What are the major challenges that you face in raising your children in the neighborhood? | |
| Lack of positive activities for kids | |
| A lot of kids around hanging out too late | Unsupervised children |
| Better schooling; More activities after school; State of the art recreation center, Science Center, Art Center | Children getting older want to follow crowd; Children can't play in Luzerne Park due to drug dealers mingling in the area; Not enough positive activity to occupy kids. |
| Poor Recreation; Poor Education | Not enough activities after school; My grandson needs better technology and text books |
| Violence | |
| Crime; loitering on the street corner; Drug Dealers | Violence, Shooting, Killing |
| Gang fighting or picking; Police picking on certain kids | Crime in surrounding neighborhoods |
| Other | |
| Too much neighborhood blight, abandoned buildings, trash and debri on the streets. | Less homeowners and too many section 8 homes. Section 8 we don't need |
| Safe environment; Alleys not clean so children can play | |
| If you could change one thing to your neighborhood to help improve it what would it be? | |
| Recreation/Youth Activity | |

| | |
|---|--|
| Decent neighborhood park | Activities for youth; sports leagues; a safe and clean playground |
| Improve playground areas | New school and recreation center |
| I would like to see positive men and women engage our youth in positive activity | |
| <i>Neighborhood Vitality</i> | |
| A full service supermarket with a parking lot | Rehab vacant homes |
| Bring life back to the neighborhood | I would clean up the 1200-block of Decker Ave. Everyone knows that is a drug corner. No police, no progress. |
| Clean alleys and bus stops | Rat Abatement |
| Encourage homeownership; less Section 8 and renters | |
| <i>Community Cohesion</i> | |
| Love and peace in the neighborhood | More unity in the community |
| Stop crime | |
| | |
| <i>What do you like most about your neighborhood?</i> | |
| <i>Peaceful</i> | |
| Peaceful, quiet | It's quiet. It's usually well kept by the homeowners |
| <i>Community of Neighbors</i> | |
| Respectful neighbors | The feeling of a home grown community |
| Neighbors who are polite, courteous, and know how to co-habitat and work together | Meeting with community of Berea to have open discussions about the community |
| Homeowners that have invested and care more about their community | People who you went to school with knowing the family history such as family members |
| <i>Location/Accessibility</i> | |
| It's good in close to bus stops, stores, and schools | Close to local hospitals, downtown & access to local highways |
| Easy to get to a lot of places (shopping, church, neighbors) | Shopping and convenience stores are not too hard to get to |

Appendix C: Programs & Initiatives

This Appendix contains information about, and links to, the programs and initiatives mentioned in this plan.

Baltimore Food Policy Initiative (BFPI) is an intergovernmental collaboration between the Department of Planning, Office of Sustainability, Baltimore City Health Department, and Baltimore Development Corporation. It was founded in 2010 to “improve health outcomes by increasing access to healthy affordable food in Baltimore City’s food deserts”. With each agency lending its expertise, the City creates comprehensive strategies that tackle food access from many perspectives, and implements programs and policies with multi-sector support. Interested parties can contact BFPI through the Planning Department to learn more about food-related issues in Baltimore.

www.baltimoresustainability.org/projects/baltimore-food-policy-initiative/

Baltimarket Healthy Corner Store Program works with store owners and with communities to make healthy food available in corner stores. The Healthy Corner Store Program is a part of Baltimarket, a suite of community-based food access and food justice programs through the Baltimore City Health Department (BCHD).

www.baltimarket.org/healthy-corner-stores/

Baltimore Tree Trust (BTT) is a 501(c)(3) non profit organization committed to restoring the city’s urban forest and making Baltimore a healthier and more beautiful place to live through increased tree plantings, tree stewardship, community engagement, public education, advocacy, and research. BTT works to restore Baltimore’s aging tree canopy by collaborating with the city’s TreeBaltimore program, nonprofit partners, private landowners, city residents, and businesses.

<http://baltimoretreetrust.org/>

Blue Water Baltimore is a not-for-profit organization with a mission to restore the quality of Baltimore’s rivers, streams and harbor to foster a healthy environment, a strong economy, and thriving communities. Blue Water

Baltimore mobilizes volunteers to monitor the Baltimore area streams for pollution; organizes trash cleanups, plants trees on public land, and provides a helping hand to property owners who want to do their part to reduce runoff from their properties. Blue Water Baltimore advocates for stronger laws for clean water.

<http://www.bluewaterbaltimore.org/>

Care-a-Lot is a program of the City’s Office of Sustainability/Growing Green Initiative (GGI). It was created to support community groups and organizations in the cleaning, maintaining, and beautifying of otherwise vacant small parcels in Baltimore City.

<http://www.baltimoresustainability.org/projects/growing-green-initiative/growing-green-initiative-competition/>

Clean Corps Baltimore is a peer-to-peer network of city neighborhoods, working in partnership with the City and nonprofits to reduce trash and litter in their communities. Clean Corp distributes information and resources to city residents who are committed to having clean streets and alleys; train engaged community leaders to provide them with the tools and knowledge necessary to educate their neighbors; and engage them in community cleanups, art projects, and advocacy.

cleancorpsbaltimore.org

Crime Prevention through Environmental Design (CPTED) is a multidisciplinary approach to deterring criminal behavior that focuses on changing how places are laid out, and how they look and feel. Basic principles include “natural surveillance,” and “territoriality,” which looks at how signage and maintenance suggest that a space is cared for. According to the Local Initiative’s Support Corporation’s Community Safety Initiative, good use of CPTED requires input from multiple people, including users of a space who might have varied perceptions of what makes it feel scary or safe, as well as property managers, community developers, and law enforcement personnel who bring different information and resources to conversations about crime.

<http://www.cpted.net>

The Green Network Plan will be a collective vision for Baltimore to revitalize communities by creating an interconnected system of greenspaces throughout the city. The planning process will bring together City agencies, residents, neighborhood partners and Baltimore businesses to transform vacant properties into community assets such as recreation areas, trails, and urban gardens.

<http://www.baltimoresustainability.org/projects/green-network/>

The Growing Green Initiative is a City-led effort to use sustainable, innovative, and cost-effective practices for stabilizing and

holding land for redevelopment, and reusing vacant land to green neighborhoods, reduce stormwater runoff, grow food, and create community spaces that mitigate the negative impacts of vacant properties and set the stage for growing Baltimore.

<http://www.baltimoresustainability.org/projects/growing-green-initiative/>

Healthy Neighborhoods helps strong but undervalued Baltimore neighborhoods increase home values, market their communities, create high standards for property improvements, and forge strong connections among neighbors. The initiative provides capital for rehabilitation and purchase of homes, funding community-based projects, marketing neighborhoods to homebuyers and developers, and creating partnerships between neighborhood organizations, non-profits, and lenders.

<http://www.healthyneighborhoods.org/>

Safe Routes to School programs operate throughout the country, including here in Baltimore City and throughout the state of Maryland. The purpose of this program is to substantially improve safety for students in grades K-8 who walk and bike to school. The three main goals of the program are: to enable and encourage children, including those with disabilities, to walk and bike to school; to make biking and walking to school a safer and more appealing transportation choice, thereby encouraging a healthy and active lifestyle from an early age; and to aid the planning and building of projects and activities that will improve safety and reduce traffic, fuel consumption, and air pollution nearby primary and middle schools.

Vacants to Value is Mayor Rawlings-Blake's initiative to clean up and redevelop vacant properties, help raise property values, create community amenities, increase local tax revenue, and attract new residents and businesses.

<http://www.vacantstovalue.org/>

A walking school bus is a group of children walking to school with one or more adults. That may sound simple, and that is part of the appeal. It can be as informal as two families taking turns walking their children to school or as structured as a planned route with meeting points, a timetable and a schedule of trained volunteers. A variation on the walking school bus is a bicycle train where a group of children and adult leaders ride together to school.

http://guide.saferoutesinfo.org/walking_school_bus/