

## Education Task Force Meeting Minutes – August 27, 2015

8:30 am Tour of Atkinson Elementary School followed by 9:30 a.m. Task Force Meeting

- Welcome by Diane Porter, and introduction of co-lead Anthony Smith
- Introduction of attendees and exercise on what they bring to the table
- Check in on meeting times – morning versus evening. Show of hands indicated preference for morning meetings, but will try to mix it up to be as inclusive as possible.
- This group's recommendations will become part of the overall Russell transformation plan (TP), which will also be adopted by the City as the official neighborhood plan. The TP will serve as a roadmap for future efforts to secure funds and resources to implement the group's recommendations, so it's important that we think of who can implement the work and how we can finance the work as we develop strategies and make recommendations to include in the TP. The Education Task Force's (TF) conversations and recommendations tie into the other TF conversations about housing, neighborhood, and people. Distributed handout on the topics we'll be covering – lot of overlapping pieces.

Set the context for our conversation and the development of Russell's transformation plan with some basic data points (see entire 7/21/15 existing conditions presentation at [www.lmha1.org/Russell\\_PPT\\_July\\_21\\_FINAL2\\_For\\_Posting.pdf](http://www.lmha1.org/Russell_PPT_July_21_FINAL2_For_Posting.pdf))

. A priority focus of the Russell CNI transformation plan is the families who live at Beecher Terrace. In addition, the transformation plan will also address households in the larger Russell neighborhood.

- A total of 1,331 residents in 697 households at Beecher
- 43% of these households have at least one child 18 or younger
- 30% of households have at least one household member with a disability
- 5% of survey respondents reported someone in the household with a criminal background
- While Beecher households nearly have universal health coverage, almost 20% still use ER for their medical care. Strategies like having a nurse practitioner on-site at Atkinson can help address this.
- JCPS data and Beecher resident survey results showed:
  - o 1,189 children who are between 0-5.
  - o 74% of Beecher survey participants said their children are currently enrolled in an early learning program somewhere.
  - o 19 early learning centers in Russell with more than enough slots to accommodate all children. Our strategies need to address early learning opportunities including enrollment, quality and access.
  - o Children in the Russell neighborhood go to 126 different schools, many bussed outside the neighborhood. Transportation is a barrier to both students and parents for further participation and engagement in the school.
  - o Beecher children attend about 50 different schools

- Difficult to address all the schools that Russell's children attend, so we've put a priority on Roosevelt-Perry Elementary. Need to decide if we also want to provide supports to the neighborhood's other three schools - Central HS, and Byck and Coleridge-Taylor Elementary.
- 79% of Beecher survey participant's children are currently in at least one type of enrichment activity either at school, church or a recreational facility.

- Explanation of Dr. Haselton's background and role with the Task Force. Associate Professor and Superintendent in Residence with University of Louisville's College of Education and Human Development. Background in education with a lot of involvement with early childhood development, and U of L's Signature partnership. His scope of work is to develop an educational needs assessment, to develop an education strategy, facilitate the work of the task force, identify evidence-based strategies and produce deliverables including the education component of the Russell CNI transformation plan. Have been receiving, gathering and organizing information into mostly a matrix format. Challenge of determining what programs are already out there, where the duplications are and why, and determining what's working and what is not. Will be visiting the four neighborhood schools over the next month, with a concentration on Roosevelt-Perry.

One component that will likely be a definitive piece of the TP is the greater use of the Early Learning Campus (ELC) at U of L. Have 19 or 20 daycare centers in Russell now, and the goal will be to transform those into child development centers.

Just as the most important element in a school is the quality of the teacher – the most important thing in a child development center is the training, experience and goals of the people who work there. Important for all students to have equitable access to quality programs to help them become kindergarten ready by five. We expect to be offering a certificate program for people who work in those centers, and either bringing them to the ELC or have staff from the ELC go to the centers. ELC achieved national accreditation last year. Hope to hold our next Education TF meeting there. The enterprise could be mutually beneficial to the ELC and TF members. Have had requests from Metro and other daycare centers to share ELC's policies and initiatives.

Also look at prenatal scenarios, where we start engaging and working with mothers-to-be 3 to 6 months prior to the birth to provide them with skills and knowledge to help them get their child as far as they can, as fast as they can. The first year of life is critical to brain development and getting off to a good start. So again, a significant piece of the TF will be early childhood initiatives.

Skill set development is another focal area. A third of residents who would be eligible for high school diplomas don't have one. Will be working at identifying who they are and working with JCPS and Adult Ed on strategies to get them back into a school setting to complete their education.

Working with people to develop the skill sets employers want and value in their employees: people who come to work; are drug and alcohol free, mainly because of safety issues; have basic skill sets – can add, subtract, multiply and divide; basic literacy; good listening skills; can communicate verbally and in

writing; can work independently and as a member of a team. Could develop a skill set program for young people and issue a certificate of completion that they could take to potential employers.

In the education sector some of it will be the academic side and some will be on the developmental side.

Between now and next month, we'll look at programs that have been in place for some time and appear to be working based on research and data - Harlem Children's Zone for example. Have had a number of successful initiatives through the Signature Partnership, but others that weren't successful, so no point trying approaches that don't work.

Workforce development connects back to education – if a goal is to help folks be career ready, making sure that strategies for education align with employment strategies. There will be times that the task forces will be working together to align their work. Everyone invited to attend other TF meetings, and there will also be opportunities to have joint meetings, where we can learn together about multiple topics.

Dr. Hargens – out-of-school time learning and bringing us up to speed on things going on at Roosevelt-Perry.

Concept of out-of-school time learning - learning is the constant – everyone has to learn the same standards - time and support are the variables. How do we make the out-of-school time more valuable and more targeted? We have great partners providing out-of-school time opportunities. The challenge is to make sure we are aligned with the standards. JCPS has put some things into place, for example: if parents sign permission forms, out of school providers can get access to Cascade, which includes current information about the student – are they attending, their current formative assessment, etc. This is a real benefit.

JCPS also does some community-wide out-of-school time itself – the Board committed \$7 million two years ago, so for the last two years they have provided a structure in many of their schools where the buses come back so transportation isn't the barrier to participation, so they can target interventions; used Federal dollars to provide a 3<sup>rd</sup> meal. What we're doing now is trying to determine what interventions mattered and which providers got more of an impact. Working with foundations to fund a data person who would focus just on out-of-school time, measuring the outcomes, and determining which out-of-school time providers are getting more of an impact.

There are priority schools for out-of-school time programs or extended hours.

**CE&S Foundation** funded kindergarten readiness camps. About 50% of kids are coming to school now kindergarten ready. The YMCA is doing some amazing things now with out of school time providers.

What's going on at Roosevelt Perry?

**- Positive behavior intervention support, including a mental health counselor**

Exceptional children education specialist to provide the support that children need

Student response team to go into the classroom to help a student get engaged, or take them out of the classroom temporarily to help get them reengaged. Helping prevent the student from doing something to get them suspended, and subtracting time from their learning. Intent is to keep kids present and maximum their time learning.

**- Literacy plan**

Goal of having all of our kids could be readers by 3<sup>rd</sup> grade, so they can then use reading to learn. Providing time for kids who need help with reading.

**- Professional learning communities**

To ensure that kids are supposed to learn, there is a clarity coach.

Formative assessments – determining if kids know what they are supposed to know, and keeping them growing.

JCPS has great data that shows exactly what the kids can and can't do. What are you going to do with that data though – what are you going to do to mobilize and meet the needs? Children come from different levels and need different supports.

Also working on just who gets assigned to Roosevelt-Perry – who enters after the school year begins, how are they transferred. Drop-ins – 125 students in JCPS schools get moved every time the bell rings.

Moving students into empty seats in District 1 right up until a week before testing; a concern because it impacts accountability results. How do we factor that in and deal with those concerns?

**2013/14 Data on Reading Proficiency at 3<sup>rd</sup> Grade at Roosevelt-Perry (Goal of proficient at 3<sup>rd</sup> grade)**

4 levels

45 students were at the Novice level

14 Apprentice

9 Proficient

5 Distinguished

When we think about what the Russell TP looks like - do we continue things going on at R-P, tweak initiatives, and/or try new ones to lift up those children testing at the novel and apprentice levels.

Dr. Hargans would recommend keeping the buses running through the summer and using the partners to provide engagement enrichment activities, and putting master teachers in R-P with the dogged focus on making sure those novice and apprentice kids become proficient readers.

Reading for comprehension is what we are talking about, not just the ability to phonetically or sight read, which can fool you into thinking you have kids reading. Assessments are more challenging than what they use to be.

For the Russell CNI TP we are talking about what happens in the community and what we are trying to get kids and their families ready for. We are also talking about adult education, employment opportunities, what does it take to get kids ready to walk in the door. Mayor Fischer ran on life long learning and has been working with Tony Peyton and other key partners to put together a cradle-to-career initiative which looks at four pillars (See [www.ed.gov/edblogs/fbnp/cradle-to-career](http://www.ed.gov/edblogs/fbnp/cradle-to-career)) Don't need to recreate the wheel, can build on this initiative that is already in place.

Our partners are Metro United Way, JCPS, 55K/15K and Kentuckiana Works. One step the City has done is to make wireless access and computer labs available and to put extra funding in the City's community centers, including the Baxter Community Center in the heart of Russell, because we know out-of-school time matters. If the City doesn't get it right, we can't expect others to get it right.

How can we help Russell live up to these four pillars of: 1) early childhood education/ kindergarten readiness – goal of having 77% of kids kindergarten ready by 2020 – partnership with Metro United Way; K-12 Success - 90% of kids graduate from high school, and 70% graduate college and career ready by 2020; 3) postsecondary transition and completion goal - 40% of working age adults holding bachelor's degree or higher, and 10% holding associate's degrees, which ties directly into the 55K/15K initiative; and 4) 21<sup>st</sup> Century Workforce and Talent – **how do we improve the median annual wage to the top half of the peer cities (ANTHONY – CAN YOU CLARIFY PLEASE)**

Data showed that the 2013 citywide unemployment rate was 4.5% to 4.9%, whereas Russell's is about 30%. Cannot have a successful, healthy community with that many people not working. It's not that they all have criminal background or educational issues, it's that we have not really created a pipeline to employment for folks in the Russell neighborhood. So let's get clear on what that looks like.

Also want to make sure that we **look at the Russell 6** or the Jefferson Community and Technical College sits – how many opportunities sit on that corner at 8th and Chestnut that's right across the street from Russell – so making sure that we tie all these pipelines together for the families in the neighborhood. Russell's also not that far away from other higher educational opportunities in the city that we can get people to easily.

Number of initiatives already in place – the work of the Education TF is identifying them, tie into them instead of starting from scratch, and making sure we tie Russell families into them.

Code Louisville partnership – JCPS, LMHA, Louisville Metro Government and Kentuckiana Works - worked with 20 kids who went through a six-week coding class. Seven graduates formed a website

development business that is helping small companies build websites. These high school kids now have a skill set that can help them secure jobs making \$60 or \$70K a year in the future. Also, by forming their own company, they are showing others they can do the same.

The Street Academy partnership between JCPS and the Urban League at Roosevelt-Perry – working with 4<sup>th</sup> and 5<sup>th</sup> grade boys, helping them do out-of-school work. African American teachers run the program - kids all reside in the neighborhood, and get to stay after school, do school work and then go home.

How do we build on the successes and best practices that we have here locally? Lots of good stuff happening inside Russell – we need to figure out how to connect it and ensure that kids get the best opportunities and outcomes possible.

Russell is also one of the City's Zones of Hope – a partnership between a number of organizations including the Louisville Urban League, Interdenominational Ministerial Coalition and Louisville Metro to reduce violence. Data shows that Russell has high homicides and shooting rates – Zones of Hope is trying to disrupt that cycle and turn things around. Employment rates tie into this, we need to intervene early, so we will be housing a career planner/case manager at the Baxter Community Center to work with young people ages 18 to 24 (34?) who have a criminal background but have not committed a felony, to pull them out of that cycle, and reconnect them to employment, training and education opportunities. We will place one in Russell and one at Shawnee.

Need for CNI task forces and the cradle to career initiative folks to meet together to talk about how these pillars work together in a system. We can do everything right in terms of programming for youth, but we must add in adults and employment issues and look at how they all work together. Who are the folks doing a good job of cradle to career in the community, and getting them to help interconnect that piece here? One childcare on the edge of Russell has 83% of their kids being kindergarten ready, might be helpful to draw on their knowledge.

Suggestion to look at using Russell's 20 childhood centers as a means for the Health Department to help families get signed up for WIC. Is there a potential partnership here?

How much of the Mayor's cradle-to-career initiative is getting operationalized and is there any policy framework going around this? For example, in the People and Neighborhood TF meetings the issue of the challenge of getting jobs for people with criminal backgrounds came up. Does the city have a "ban the box" effort going on? (An international campaign that advocates for ex-offenders, aimed at persuading employers to remove from their hiring application the check box that asks if applicants have a criminal record.)

Response - It's across the continuum. When you think about "ban the box" - Metro Government itself does not ask that question on their applications, and it does not come up until its time to make the job offer. If an issue comes up during background check, and it doesn't hurt you from performing the job you are doing, you can still get hired.

Developed a policy last year where folks who work with our vendors, get a 30-day appeal period if they apply for a job and don't get it because of a criminal background issue. We can't force our vendors, but we can encourage them. **Have a process for** tracking who's asking this question and who's not.

Kentucky is a state that doesn't automatically give you your voting rights back. Mayor Fischer and the Metro Council have all signed a resolution in response to House Bill 70, to automatically restore people's voting rights once they've completed their sentence.

Where you put your budget at is a big policy – for example – set-aside funding to pilot the two career planners/case managers at Baxter and Shawnee community centers to work with 18 to **34** year olds to help address the high rates of homicides and shootings in those neighborhoods.

JCPS adoption of the “Boys of Color” resolution (joining the young men of color initiative at the White House), putting restorative justice practices in place, and adopting and changing codes of conduct from a punitive to a more restorative justice process.

Metro United Way (MUW) has put \$50K aside for a Black Male Achievement Fund to help build program capacity inside the Zones of Hope neighborhoods. MUW recently issued a request for proposal for small programs with operating budgets of less than \$250,000 that specifically serve black males inside the Zones of Hope. Plan to bring these organizations, that they have traditionally not served, to form a cohort group to help them further build capacity and identify and share promising practices. Can't address the achievement gap without thinking of new ways to serve black males. Right now going through the applications, and then will award the grants. Have a steering committee of corporation, non-profit, business groups that will help this cohort group of non-profits with their work, and their fundraising efforts as well. Want to be able to answer three questions:

- What are they doing?
- What promising practices are they using to serve African American males and how are they using them?
- What are their program limitations and what can be done to help them?

The larger group broke into smaller groups to address two questions on the agenda:

- Are there other areas/topics we should prioritize?

- Are there any programs that could be started/expanded now – Doing While Planning?

- Need to expand programs and emphasis on black males.
- Need to get parents involved in everything that we are talking about.
- How can we support new health initiatives, including social and emotional health? Possibly corner stores, nutritional activities including those that support schools. Mentoring opportunities for youth with incarcerated family members.
- Adult Ed - having kids see their parents learning.
- Getting the best-qualified people into early childcare centers.

Post-it notes exercise – Blue – what I got today? Purple – what are we going to do next?

Will get back to everyone about the next meeting details.

Announcement about the upcoming community conversation – first is on September 10<sup>th</sup> - a walking/bus tour and PhotoVoice activity. Looking at having the second one be about Crime and Safety, and the third on Employment and Education. What suggestions do you have for interactive activities on education and employment that would get people engaged in the conversation?

Suggestions - talk with the library to help us with creativity activities, and ask the people we serve. Get employers there and have it also be a job fair – let people know about the jobs available, skills needed, so they will directly benefit from attending.

Feel free to send other suggestions to Kathleen O’Neil, [kathleenoneil@iglou.com](mailto:kathleenoneil@iglou.com). Time frame for the 2<sup>nd</sup> and 3<sup>rd</sup> community conversations will be November or December at the earliest. The latest CNI calendar of events is on the [www.VisionRussell.com](http://www.VisionRussell.com) website and LMHA’s website ([www.lmah1.org](http://www.lmah1.org)). The newsletter has a list of events for the upcoming month.

Neighborhood outreach workers have been at several neighborhood events and have plans to be at more. Extending the neighborhood survey and focusing now on getting more actual Russell residents to take the survey.

Please share any additional information you have about existing programs, initiatives and resources to support the Russell CNI Transformation Plan with Kathleen, Diane Porter ([dporter1023@gmail.com](mailto:dporter1023@gmail.com)), or Anthony Smith ([anthony.smith2@louisvilleky.gov](mailto:anthony.smith2@louisvilleky.gov)).

If you know of other folks that need to join the conversation, also please let us know.