Community Engagement Report

Presented by

Community Building Institute

A PARTNERSHIP BETWEEN

XAVIER UNIVERSITY

United Way
COMMUNITY ENGAGEMENT REPORT

September, 2009

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A PARTNERSHIP BETWEEN

Xavier University
United Way

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Strive is a regional collaboration between community, business, government, and educational leaders to create a world class educational system in Greater Cincinnati. From its inception in 2006 Strive has used evidence based research to create a clear understanding of the nature of education in the region and identify those things that impact children’s success. Strive produced report cards in 2008 and 2009 to track data and key outcomes. Strive has also assembled community and education leaders and practitioners to help create alignment and best practices in key areas called student success networks. All of this work has been designed to frame the issues around education reform in the region with the goal of creating a system that supports a child from a healthy birth through a meaningful, contributing career.

In order for Strive and the region to meet these goals, it is important to invite the larger community to the conversation. To that end Strive and the Community Building Institute have developed the engagement process that follows. It is designed to invite the community to share their hopes and aspirations for education. The engagement process described below is the first step in an ongoing effort to inform the community of the work that has been done, to engage them in what should be done, and to develop their ownership of reform solutions.

Education is the work of everyone in the community and creating true reform will take everyone; parents, children, residents, educators, and everyone who lives in the Greater Cincinnati region. In order to get that kind of participation in the business of educating our children we need to talk to a wide set of citizens and ask for input on the current research and data, and for help to accomplish our shared goals.

The results presented here represent the ideas and comments of thousands of people from throughout the region. Their comments are as wide-ranging as the topic of education reform, and in many ways they resonate strongly with the strategies recommended by community and educational leadership.
The community engagement process has used the following four key strategies to begin a community-wide conversation and gather input regarding issues of education reform.

1. **Review of Community Feedback from Regional Initiatives**
   There has been much work done in the Cincinnati region over the past several years on creating an agenda for change. Efforts like Agenda 360, Vision 2015, GO Cincinnati, place matter, the community learning center planning process, and others have engaged hundreds of residents in discussion about how to move the region forward in positive ways. In all of these efforts education reform has emerged as an important issue. The Community Building Institute has pulled together an inventory of these efforts and a summary of the many comments and strategies people have shared.

2. **Community Leader Interviews**
   An important part of moving an educational reform agenda forward is having broad support from community leaders. A diverse group of leaders were identified and interviewed to discuss the work of Strive and gather their input on how they might participate in an agenda for change and get involved in education reform efforts. There were 20 interviews conducted in the spring of 2009. An interview list is attached as an appendix.

3. **Community Presentations and Surveys**
   The Community Building Institute conducted community presentations and administered surveys at community council meetings, neighborhood business district meetings, community development corporations and other community association meetings in order to get feedback regarding the creation of a community agenda for education reform. We asked people to respond to the work of Strive and to share their thoughts on educational reform in the region. From spring to early summer of 2009 we conducted 15 presentations and received close to 150 distinct comments.
4. Community Forum on Education
The Community Forum on Education brought together over 200 community leaders and citizens on June 26, 2009 to share their ideas for education reform and to begin to craft an agenda that will carry this work forward. The summit included conversations with youth, neighbors, educators, administrators, parents, community, and government leaders. It also provided an opportunity for people to talk directly to their elected officials about their thoughts and concerns on the agenda, and to develop ways to work together toward implementation reforms. The forum yielded more than 600 comments, ideas and suggestions.

The following report outlines the findings from the community engagement process. It provides common themes that are important to community members as well as key findings and possible next steps regarding engaging the broader community in education reform.

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Did you know that some students enrolled in Cincinnati and Northern Kentucky high schools are already earning college credit while in high school?

Notable district partnerships include:
Cincinnati Public Schools, University of Cincinnati and Cincinnati State Technical & Community College and Covington Independent Schools and Gateway Community & Technical College

How do we make sure that all students have this opportunity?

Come to the Strive community forum on education and discuss innovative and creative ways to drive the success of our children from cradle to career.

When: June 26, 2009
Where: Cintas Center, Xavier University
How: Call 513-745-3264 or email hackettn@xavier.edu to RSVP

* (Source: Education Pays 2007: The Benefits of Higher Education for Individuals and Society)
The Greater Cincinnati region has engaged in a number of important regional planning initiatives over the past three years. As part of these processes thousands of people have discussed and debated and prioritized strategies that will make the community a better place to live and work. In all of those processes the community talked about education and the need to improve the educational system in the community as an important regional goal. An important way to gauge what the community is thinking about in regard to education is to review the results of this good regional work, to identify themes found in the results, and pay attention to the input people have already given us on education reform and how we as a community should proceed in this area.

**THEMES IDENTIFIED IN A REVIEW OF REGIONAL INITIATIVES**

In conducting this analysis of regional initiatives six general themes emerged. In each effort people may have used somewhat different terms or prioritized these themes differently but as issues and ideas that people were concerned about they came up over and over again.

- Focus more attention and resources on children and education
- Provide high-quality early childhood experiences
- Provide art, music and athletics and other “enrichments” in and out of school
- Get the classroom “basics” right – expect academic excellence
- Make schools more welcoming places to parents, children, and the community
- Make sure that students are ready for higher education and employment

**Focus more attention and resources on children and education.**

One of the things that people mention most often is that as a community we are not investing enough in the education of our children, and that education has not been a high enough priority when held up against other important regional issues like economic development and transportation. People feel we need to place a greater emphasis and more resources on improving education as an important community goal. They also want to have a solution to education funding at the State level and to see more funding for education come directly from the State.
Provide high-quality early childhood experiences.
People understand that the first years of a child’s life are critical to their overall development. They see the value in high-quality early childhood experiences. While people may differ about whether those experiences should be in home or center settings, with parents, grandparents or outside care givers there is little disagreement that children need to be exposed to learning and appropriate developmental activities from the earliest age, and that this needs to be a priority in order for children to succeed.

Provide art, music and athletics and other “enrichments” in and out of school.
When people talk about their own childhood experiences at school they inevitably remember being on a team, in the band or some other extracurricular activity. The community in general and parents in particular want these kinds of activities for their children. To many people this seems like a basic part of the school experience that has been lost given budget constraints and a focus on academics. While people would not necessarily place these kinds of activities above academics they view them as a critical part of the school experience, not as an add-on.

Get the classroom “basics” right – expect academic excellence.
People want children to succeed academically. This is fundamental to any conversation people have about education reform. They expect that children will come away from school knowing how to read and write and accomplish mathematics. This translates into many strategies and outcomes; everything from understanding the importance of high-quality teaching, to having the books and computers and other materials necessary to get this job done.

Make schools more welcoming places to parents, children, and the community.
Many people feel intimidated by the whole education system. This may be a result of a bad experience they had as a child, or something that happened at their child’s school, or feeling they are only asked to come to the school to talk about problems. For people without children it may be that they have not been in a school building for years, in some cases decades. People expressed a real desire to get connected to schools. They want to participate in activities at their local school and are looking for ways to have positive encounters there and to know the principal.
**Make sure that students are ready for higher education and employment.**
Just as fundamental as wanting children to succeed at school is the understanding that the ultimate goal is to prepare people for life after high school. Parents and community members without children agree that getting children prepared for employment and college is an important goal. In several of the initiatives described below where economic development was the focus of the conversation, like GO Cincinnati, this was an obvious theme, but it surfaced in other discussions as well. Performing in school is hard to separate from being ready to succeed in life.

The following is an analysis of five important community initiatives and a detailed look at the education components of each, and how the themes were identified.

**AGENDA 360**
At the heart of Agenda 360 is the rallying cry to increase talent, jobs and economic opportunity by 2020 with a strong bias toward action. As this agenda emerges, it will be aligned with similar initiatives already well developed in Northern Kentucky (Vision 2015) and Southeast Indiana to form a comprehensive regional agenda for the Tri-State. Agenda 360 priorities and strategies include:

- Creating a quality place to live
- Growing businesses
- Developing a qualified workforce
- Expanding our transportation options
- Being inclusive and welcoming
- Encouraging government collaboration

As a means toward fulfilling these priorities and strategies action teams of subject matter experts and civic-minded individuals have been formed in key areas of concentration:

- Competitive Economy
- Educational Excellence
- Effective Governance
- Livable Communities
- Urban Renaissance

The focus of the Educational Excellence action team is to create an educational environment where every individual succeeds from birth and where all people attain the education they need to enter careers in the global economy.
Educational Excellence Action Strategy Focus Areas/Projects:
• Quality Early Childhood Education - Success By 6 structure.
• Community Engagement in Learning - Student Success Network / Strive.
• Teacher Recruitment, Development, and Retention.
• Career Pathways and Responsive Postsecondary Systems.

Agenda 360 gained input in 29 separate public engagement efforts which included over 800 people between 11/10/07 - 4/1/08. The following data is derived from primary focus areas of these engagement efforts.
• Focus more attention and resources on children and education - 83%.
• Get the classroom “basics” right - expect academic excellence - 62%.
• Make sure students are ready for higher education and employment - 52%.
• Provide art, music, athletics and other “enrichments” in and out of school - 38%.
• Provide high-quality early childhood experiences - 34%.
• Make schools more welcoming places to parents, children, and the community - 31%.

VISION 2015
In March 2005, a team of nearly 100 civic, business and government leaders launched a community planning effort to develop a strategic plan for Northern Kentucky’s future. The group identified six critical areas the region must successfully address to ensure its economic competitiveness and prosperity. The group divided into action teams to study critical issues related to:
• Economic Competitiveness
• Educational Excellence
• Effective Governance
• Livable Communities
• Urban Renaissance
• Regional Stewardship.

Educational Excellence
Vision 2015 calls for Northern Kentucky to exceed national performance standards at every educational level. Children must be prepared for every stage of the educational continuum from kindergarten to post-secondary education, graduate school and, ultimately, the work force. It is the goal of Vision 2015 to have the number of college graduates in Northern Kentucky exceed the national average.
Seven strategies for achieving educational excellence:
• Provide high-quality, affordable early childhood programs for all children;
• Challenge students with a rigorous curriculum necessary for furthering their education and career goals, and for strengthening Northern Kentucky’s workforce;
• Develop a nationally recognized “culture of contribution” by promoting service learning and community engagement in schools;
• Exceed national standards for educator excellence in school systems that pay competitive salaries, reward performance and require accountability;
• Make post-secondary education and adult training accessible and affordable to all;
• Connect our children’s in-school and out-of-school development;
• Ensure all Northern Kentucky educational institutions have the financial resources and programs needed to reach these goals.

PLACE MATTERS

place matters is a place-based, Comprehensive Community Investment (CCI) strategy that seeks to achieve breakthrough change in three strategically important neighborhoods of Greater Cincinnati: Avondale, Covington, and Price Hill. Comprehensive Community Investment strategies align the work of human and social service professionals, physical development organizations, residents and civic organizations to achieve more together than any of them could alone. place matters neighborhoods provide a great way to connect a regional agenda like Strive with on the ground capacity in neighborhoods. They are all three working on educational issues and have programs and program partners working on innovative approaches to improving the outcomes for children at a community level.

Each place matters neighborhood has specific strategies aimed at supporting youth in their neighborhoods.

Avondale

Educational strategies in Avondale include Avondale Youth Council, Every Child Succeeds, Avondale Caring Network, and workforce development network.
Price Hill

Educational strategies in Price Hill include parent support networks, tutoring in local public and private schools, early childhood provider training, programming to help with kindergarten readiness, support for community learning centers (public and private schools), and the Roberts School international welcome center.

Covington

Educational strategies in Covington include tutoring program with local volunteers, community learning centers at two elementary schools and the Covington Youth Commission.

In each of these neighborhoods there is an effort to work with schools, parents, service providers and students. These efforts recognize that the community has a role to play in educational reform and they are trying to make connections that enable individual strategies to have more impact. These communities have an excellent opportunity to connect the regional thinking on change with local networks and people who have the capacity to make change.

COMMUNITY LEARNING CENTERS

Over a three year period from 2006-2008 the Community Building Institute along with many other partners helped schools and communities across the Cincinnati Public School system create community learning center plans. This work included vision planning with over 30 school communities to engage stakeholders to create community learning center plans. It also included convening the community in a series of workshops and conferences to work together on community learning centers. Finally the scope included working with community partners to introduce them to the idea of community learning centers and explore their role in its implementation. This process generated a tremendous amount of dialog about education and what people think is important.

One of the most important elements of a strong community learning center process was assembling the right table of people to ensure that all potential stakeholders were participating. The key stakeholders considered for each process included principals, parents, community members, agency partners, community partners, teachers and staff. Students were also important to consider and were included in some of the processes, but all agreed better efforts need to be made in the future to engage them.
Over the many planning processes that were conducted many important elements of success were identified as were themes identified by repeated comments. These are summarized here:

- Schools as safe places
- Core academics
- Engaged principals and LSDMC’s
- Engaged community
- Engaged parents

**Safe space that is conducive to learning.**
For parents and most community residents safety and a supportive learning environment are the most basic of needs in public education. Schools have to be safe for children and provide an environment that supports learning. While that may sound obvious, raising it as an issue indicates that many schools do not feel that way. People don’t want their children to be bullied and they want a safe environment around the school as well as an in-school climate that is calm, organized and supportive. This safe environment also extends to teachers and staff at school. The expectation is that schools will be places where teachers and students and parents respect each other and provide support. For many people this set of issues forms the very basis of a positive school environment.

**Core academic resources are “covered”.**
At the very core of their expectations of schools people want their children to be academically successful and to learn the things that will enable them to succeed in life. When people talk about making students successful there are many ideas and focus areas; teacher quality, availability of books and other teaching material, rigorous programs and curriculum, and parent participation are some of the issues people raise.

**Buy-in from principal and LSDMC.**
In the engagement efforts that created community learning center plans for CPS schools, one of the most important elements of success was a supportive principal. Principals are the leaders of a school and a critical role for them is inviting the community and parents into the conversation about how to make improvements. When principals play this role it makes all the difference in successful efforts to create positive change. Principals who excite their teaching staff, encourage and support children, and invite parents and community residents to be part of the solution make all the difference in a school and a
community. Real partnerships are possible when principals are part of community leadership, attend community council meetings, and make themselves known in the community. Community residents and parents look up to and feel well served by a strong principal.

**Engaged community.**

We found many people in communities who were interested in being part of the community learning center process; people who didn’t have children, parents, long-time residents and community leaders. In many cases people really appreciated being invited to have a conversation about education. They understood their role and were just happy to have had an opportunity to join the discussion. Often the community residents were the easiest to get to the table and get interested in the community learning center process. Residents are most often the ones that make the important connections between strong schools, a strong housing market, and overall quality of life in their neighborhoods. Often in civic organizations and other kinds of community conversations parents with small and school aged children are somewhat underrepresented (they are fairly busy people) and so community conversations about education can be biased. Inviting residents into the school conversation is a great way to inform and broaden the dialog about children and schools. New participants were often pleasantly surprised by the children, teachers, parents and others they encountered in schools.

**Engaged parents.**

Parents and grandparents care more about the success of their children than anyone else in the system. Getting and keeping them engaged in community learning center processes, however, proved to be a very difficult task. Parents want to be involved in schools and the education of their children in positive ways. They want to support the school and through that, their children. They often report of only being invited to school for bad news. When parents were part of the community learning center planning process they were willing to roll up their sleeves and volunteer to do a project, to run programs and to be involved. Parent volunteers greatly expand the possibilities and reach of schools. Engaging parents in a positive manner for their input and as volunteers in a way that works for their families and their schedule will be critically important to successful reform efforts.
GO CINCINNATI

One of Go Cincinnati’s primary concerns is the City’s loss of over 8,000 jobs over a previous 5-year period. To address this negative impact the Go Cincinnati team identified significant, achievable opportunities for the City to increase its tax revenues via “place-based” development. To support development potential in the place-based strategies and capture a greater share of projected new job creation in the region Go Cincinnati has created workforce development strategies based on education and training.

Workforce development recommendations focus training, placement and retention systems around the core skill sets needed to support the job creation potential of the place-based strategies. Alignment of current workforce development programs that bring supply (workers) to the demand (employers need) in the job growth projections of the place-based strategies. These job growth projections are:

- Life Sciences
- Chemical Manufacturing
- Professional /Technical Services
- Aerospace
- Management of Companies
- Advanced Manufacturing
- Insurance & Banking
- Hospitals (incl. Social Assistance)
- Educational Services

Groups that have recognized the need to align the City’s workforce development program include: Agenda 360, Great Oaks /Cincinnati State Tech College ,Ohio College Tech Prep, Strive and Southwest Ohio Workforce Investment Board. Go Cincinnati’s contribution to this (re)alignment of workforce development is provided by its clear target for developing future employees (in the areas listed above), and by the development of 3 implementation strategies:

1. Create a collaborative partnership among public and private funders, providers and businesses to align workforce development resources, goals and strategies.
2. Charge a single, existing intermediary currently engaged in educational /workforce initiatives, or call for the creation of a new one, w/ the central responsibility and accountability for achieving the agreed-upon goals and strategies.
3. Address both the supply and the demand function of the worker
SUMMARY OF REGIONAL INITIATIVES
Each of these important regional initiatives addresses education. While some were not focused solely on education, all of them spotlight educational reform as an important part of what needs to happen in our communities in order to achieve broader community goals in economic development, community development and quality of life. Residents and businesses realize that unless we make strides to improve educational outcomes it will be very difficult to achieve any of the other goals the community has set for itself. How this understanding will translate into resources and action is yet to be determined.

There is clearly an effort to create cross-sector dialog on educational reform. Business leadership, government leadership, civic and cultural leadership, along with education leaders are all participating in the Strive conversation. In fact, a significant accomplishment of Strive is the assembling of such a diverse group of community leaders to focus on education. There are deliberate efforts to coordinate and align strategies in all of these efforts.
The Community Building Institute conducted interviews with community leaders in the Greater Cincinnati area to receive feedback on education reform efforts in the region with particular emphasis on the work of Strive.

More than 20 community leaders representing a broad segment of the community participated in one-on-one interviews. In an effort to gather input from a broad segment of the community, leaders were selected for interviews based on their affiliation in the following areas.

- Regional Initiatives (Agenda 360, Go Cincinnati, place matters, Vision 2015)
- Cincinnati Public Schools
- Community “Grassroots” Leaders
- Community-based Organizations
- Government leadership

The purpose of the interviews was to allow community leaders to communicate their thoughts, ideas and feelings around education reform efforts in Cincinnati, discuss the findings from Strive and other local and regional initiatives in regards to education reform and understand the purpose, mission and structure of Strive.

The community interviews focused on four questions.

**Question 1**
What is your understanding of Strive?

**Question 2**
What do you think about the Strive “Road Map”

**Question 3**
What are your thoughts about the themes that have emerged about education reform (choose from below)?

- Focus more attention and resources on children and education
- Provide high-quality early childhood experiences
- Provide art, music and athletics and other “enrichments” in and out of school
- Get the classroom “basics” right – expect academic excellence
- Make schools more welcoming places to parents, children, and the community
- Make sure that students are ready for higher education and employment
Question 4
What are your thoughts about the Strive Proposed Initiatives?
- Portfolio of High Performing Schools
- Teacher Quality
- Scholarships
Interview Summary
The interviews were conducted with a diverse group of individuals representing different segments of the community, therefore many of the responses and reactions to education reform efforts and to the work of Strive differed greatly. However, several key findings emerged:

KEY FINDINGS
Strive has a positive image among “grass tops” leaders.
When leaders were asked about Strive, they responded with positive praise. Leaders generally see Strive and its work toward education reform as critical to making the region a better place.

While “grass tops” leaders are aware of Strive they are not completely sure of the mission, vision or purpose of Strive.
While leaders hold a positive image of Strive, they were not able to clearly articulate the purpose of Strive. They were able to identify several elements of the work but could not craft this into a succinct vision or mission.

Community Leaders respond well to the Roadmap.
When shown the Strive roadmap leaders responded positively. They view the roadmap as a valuable tool in explaining and discussing comprehensive education reform. The roadmap also generated the most direct and focused conversations on particular aspects of the system. People understood and connected to the idea of important transition points in a child’s life. The roadmap generated a lot of dialog on the middle school years and the transition between 5th and 6th grade. People had strong opinions about the middle school debate in Cincinnati and whether the K-8 model versus a middle school model would be more appropriate. Community folks in particular do not believe we are effectively addressing this transition.

Both the roadmap and questions in regard to emerging themes generated comments on the need to expand our notions of what a successful career path should look like. Residents believe there needs to be more options for students graduating from high school. They see the roadmap as a fairly traditional four year college model, and many think that a diversity of options such as trade schools, apprenticeships and other career paths need to be identified for people who will not go to college. In many neighborhoods the need for adult education was also raised as an important issue.
The roadmap also generated discussions about the importance of early childhood experiences and the need to promote good health and parenting support to young mothers. People like the way the roadmap ties parents and issues at home to schools and academic supports.

The emerging themes around education that are connected to regional initiatives are seen as important but seemed disconnected to a larger community vision. Leaders thought all the themes were important but different leaders placed different emphasis on particular themes based on their knowledge and experiences. They recognized that these themes seemed to capture aspects of education reform but that the region lacked a clear vision on how to systematically address them.

People used the educational themes as a way to further emphasize the need to “fix” school funding, both at a state and local level. There is a need for more resources for schools and support programs and community members understand that there are some systemic problems with getting these resources to schools. There were some people who used this to talk about the importance of equitable distribution and use of resources as well.

The proposed Strive initiatives are important aspects of education reform but only represent small pieces of the roadmap. Community Leaders’ response to proposed Strive initiatives was similar to the emerging themes; they viewed the initiatives as elements of education reform but did not see them as having the potential to create comprehensive education reform.

Note: for a detailed summary of individual comments grouped by questions and themes and a list of selected interviewees see the appendix.
The Strive Community Forum on Education was attended by two hundred and fifty invested community members on June 26, 2009 and resulted in an incredible amount of passionate, informed community feedback. During the one-day forum, note-takers recorded 659 different comments.

Prior to the Forum CBI presented information on the agenda at 15 community meetings and generated another 150 responses from residents. Feedback from these processes was considered together. The overarching themes were:

• Community Partnership
• Teaching and Curriculum
• Data and Standards
• Environment and Culture
• Family
• Funding and Resources
• Support and staff
• Structure and Administration

THEMES
The following is a brief summary of feedback based on these eight themes.

1. Community Partnerships.
Forum participants stressed the need to engage, inform and include community members in the success of their schools. Schools could better engage community members by emphasizing the link between school improvement and economic development, by recruiting opinion leaders to serve as vocal public champions, and by providing opportunities for personal experiences with the school and its leadership. Residents will be much more willing to commit their time, money and effort when they: feel that they have a personal stake in the school’s success; conceive of themselves as part of a broader change-oriented community; sense that their voice is being heard; and have had a personal experience with the school that has heightened their sense of ownership and made real the idea of the school as a community resource. The schools could better inform community members

CBI interview with high school students.
by maintaining an up-to-date website with a focus on the school’s daily operations, and by publishing a taxpayer report card to illustrate the magnitude and pace of progress. The schools could better include community members by opening the decision-making process and by creatively recruiting and training for volunteer opportunities. Schools could maximize the benefit of community involvement by recruiting qualified stakeholders as expert consultants. Ideally, these relationships would develop bilaterally, allowing students to venture out from the school just as community members are allowed to venture in.

**Notable Suggestions:**
- Consensus-building community seminars
- Taxpayer report card: the “bang for your buck” report
- Expand mentor recruiting
- Establish a “partner orientation program” to help volunteers feel engaged and appreciated

### 2. Data and Standards.

Forum participants emphasized the importance of setting clear and quantifiable standards, and of collecting data to ensure those standards are being met. Participants felt that the schools should start by setting a standard, complete with a deadline and intermediate checkpoints, and informed by the level of international competition and core values of the school. Once such a standard has been set, schools should begin collecting data – on students to ensure that they are progressing at pace, on teachers to ensure that they are meeting the needs of their students, and on employers to ensure that they are satisfied with the school’s graduates. Participants disagreed over the procedure for testing students – often or rarely, conceptual level or grade level, standardized or not – but all felt that testing was an important area for consideration.

**Notable Suggestions:**
- Lifelong electronic IDs to facilitate measurement of success
- Annual inventory of student priorities
- Exit interviews
- Employer feedback via electronic questionnaire
3. Environment and Culture.
Forum-goers expressed their desire for a school environment of inclusion, support, relevance, safety and excellence. Above all, the school should be welcoming to and safe for students, teachers, parents and community members. It should be inclusive of people from all backgrounds by ensuring surroundings are culturally relevant and personnel are culturally competent. The schools should support students, including the gifted and disabled, by maximizing individualized instruction. It should also ensure that the material is engaging and accessible by making it relevant to students’ lives. Finally, the school should ensure that all of its diverse constituencies are not only welcomed but also challenged; that all are encouraged and expected to strive for excellence.

Notable Suggestions:
• Keep school doors open after hours
• Reward academic achievement

4. Family.
Forum-goers felt that it is supremely important to engage parents in the education of their child(ren). Participants stressed the need to create a welcoming environment by structuring opportunities for parental involvement, by communicating the school’s openness to parents and by keeping parents informed of their child(ren)’s progress. There was also a strong emphasis on providing support and education for parents – including parent preparation courses, GED courses, family counseling and guided job searches. Many felt that the school should also enable communication between parents so parents understand that they are not alone and are empowered to support each other. The consensus positions held that schools need to cross traditional boundaries to meet the needs of parents. While meeting these needs, participants felt that the school should encourage parents to believe in their children and hold them accountable for the child(ren)’s success.

Notable Suggestions:
• Shift school hours later one day per week and invite parents to participate
• Parent buddy system
• Privileged publications
• Pre-K parent tool-kit
• GED classes and tutoring
• Joint parent-student lesson plans
5. Funding.
Forum participants considered school funding to be a fundamental determinant of educational success. Most participants agreed that school funding should be equal or even need-based. Participants also indicated that more educational funding was needed and that this funding would be possible only when community members considered education their number one priority and held politicians accountable for progress. Participants also felt that business and post-secondary communities should contribute resources to school improvement. Some suggested that donations should be focused in particular areas, so donors who see the effects of their giving are encouraged to give again.

Notable Suggestions:
• Fund by child
• Four year budgets to ensure long-term planning

6. Support and Staff.
Forum participants emphasized the importance of supporting students and their families inside and outside of school. They were particularly concerned with early childhood education, parent preparation, after-school activities, conflict resolution, and pregnancy prevention. Participants suggested that schools partner with non-profit and for-profit providers, government institutions, local businesses, community leaders and alumni, and then guide families to the necessary resources. It was also suggested that schools expand in-house personnel, specifically tutors, college counselors, librarians, disciplinary assistants, family facilitators, psychologists and teacher coaches. Participants indicated that schools should continually monitor students to ensure that they are receiving the resources they need, especially during transition years.

Notable Suggestions:
• Disciplinary assistants and family facilitators
• Guided access to resources
• Individualized student learning and career plans

7. Structure and Administration.
Forum-goers called for greater freedom and greater accountability in school administration. They felt that schools should be liberated and empowered to innovate, to imitate, and in general to follow whatever course they think will be most effective. To ensure that these experiments produce results, forum-goers advocated careful monitoring and strict accountability. They felt that system-level administrators should establish clear and quantifiable standards, and should then monitor and rigorously enforce these standards with a business-like obsession for the bottom line. Forum-goers preferred granting full
resource-allocation authority to a single administrative body. This centralization would allow the system to reward successes and rectify failures. They also stressed the need to elect or appoint leaders with the skills, vision and power to orchestrate long-term reform. Finally, forum-goers felt that there was a need to re-structure time spent in school and to increase time on task – by schooling younger and longer.

Notable Suggestions:
- Negotiate flexible contracts
- Specialized schools
- Stakeholder contracts
- Quality rating system
- Vouchers
- Post-secondary liaison or ombudsman
- Start younger
- More schooling – year round, longer day, more days/week
- Vary the school day
- Conceptual level v. grade level

8. Teaching and Curriculum.
Forum-goers were deeply concerned with the quality of teaching, which they attributed to teacher recruitment, support, training and pay. Many focused on the need to recruit creatively, seeking out teachers with diverse backgrounds and experiences. Some felt that schools should seek out teachers from the same background as the students, or who are at least culturally competent. Forum-goers felt that, once recruited, teachers should receive the respect and salaries that are accorded skilled professionals. However, they also indicated that this increase in pay should be paired with a commensurate increase in expectations. Teachers should be monitored and held accountable for the success of their students. Finally, forum-goers felt that teachers should receive the professional training and support that will enable them to boost their performance. It was deemed particularly important that teachers receive training in effective communication and classroom management. Many also felt that teachers should be encouraged to pursue more experiences out of the classroom, including community engagement and summer externships with local businesses and organizations.

Attendees were also concerned with the content of school instruction. Here, the group was divided between those who preferred a basic, standardized core curriculum, which ensured that all students mastered the necessary skills, and those who preferred a more holistic, varied and individualized liberal arts curriculum, which allowed for more flexibility and creativity while educating the whole child. All agreed on the importance of relevant education, centered concrete life skills, including social skills and manners. Some felt that
the business community should be involved in the planning of curriculum to ensure that education is marketable.

*Notable Suggestions:*
- Pay for performance
- Teacher externship programs
- Real-time peer coaching and evaluation for teachers
- Coordinated curriculum across subjects and grade levels
- Active experiential learning that develops life skills; emphasize manners
- Business community as a curriculum consultant

**SURVEY RESULTS**
At the community forum on education and the community council presentations surveys were administered. While surveys differed somewhat based on the different audiences we have summarized the comments above collectively. When the results were reviewed independently some interesting variation appears. Those at the forum were much more likely to see support staff as critical to success, while community members were more likely to put parents above support staff. Both groups saw teachers and curriculum as most important. This may reflect the participants in each group. The community survey results were almost exclusively residents while the forum results included more educators and support professionals. The good news is that both groups feel they are a critical part of the solution.

**Community Forum Survey Results.**
Comments broke into the categories as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Curriculum</td>
<td>38</td>
<td>26%</td>
</tr>
<tr>
<td>Family</td>
<td>28</td>
<td>19.2%</td>
</tr>
<tr>
<td>Structure and Administration</td>
<td>22</td>
<td>15%</td>
</tr>
<tr>
<td>Funding and Resources</td>
<td>18</td>
<td>12.4%</td>
</tr>
<tr>
<td>Support and staff</td>
<td>16</td>
<td>10.9%</td>
</tr>
<tr>
<td>Environment and culture</td>
<td>13</td>
<td>8.9%</td>
</tr>
<tr>
<td>Community partnerships</td>
<td>9</td>
<td>6.2%</td>
</tr>
<tr>
<td>Data and standards</td>
<td>2</td>
<td>1.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>146</strong></td>
<td></td>
</tr>
</tbody>
</table>
The current round of conversations with the community about Strive and education reform has generated a significant and diverse set of inputs. When people are asked what they think the issues to be addressed are, how to create a world-class education system, and how they would participate, opinions from the community are just as varied and deep as they are when you talk to education leaders and experts. Getting a child from healthy birth to meaningful employment is no small task. People believe that involvement and intervention at many points at home, school, and community are all important to the success of a child. The roadmap is a very helpful way to organize and articulate that for many people.

Incorporating this array of feedback into the process of educational reform and creating ways to continually generate input will be a goal of Strive going forward. What we know from initial discussions is that there is a profound interest in education and a willingness to participate. The challenge is to determine how to open up the system and be accountable for results.

WHAT PEOPLE THINK
People want to find ways into the system to help. They understand that the most impactful place for change is in the public and private school systems, and they want to be part of those changes. People also understand that for Strive to be meaningful it needs to be connected to decision-makers at this system level. Likewise they understand that change needs to take place at the state level in order to create a better overall funding environment. They want the agenda and the conversation to result in real action on the ground in their schools.

People like the roadmap; it makes clear a complex set of processes and relationships. In general the findings and objectives of Strive are supported in the community. People care about educating children and have thoughts that resonate with community and education leaders.
People working in the system at the grassroots level want to be acknowledged for their accomplishments and brought into the discussion. When this community feedback is paired with the key findings of the second Strive Report card some next steps emerge. The Report Card emphasized the need to accelerate the pace of change in the system, to instill more rigor in the system, to create higher expectations, and to make a more concerted effort towards improving access to a wider range of post high school options.

PACE OF CHANGE
One of the ways to increase the pace of change is to invite more stakeholders to help with the effort. Recruiting volunteers, aligning more providers with best practices, and enlisting parents and community members more directly could increase the pace of positive improvements. There has been a call from parents, community members, program providers and others to take advantage of their skills and resources, to open up the education system and let them in to help. While this seems an obvious thing and a reasonable result of an engagement effort, it is not easy. Control of the education process and the school environment is something we charge to the public and private school systems and we have particular expectations of them. If these systems become more open we will need new ways to ensure quality, safety and equity.

EXPECTATION OF EXCELLENCE; RIGOR
Most of those we talked to agree that we need to set high expectations for our children and support them with all the resources they need to excel. Teacher quality, administrative support, school facilities, materials and technology are all part of setting expectations and getting improved performance. There was also a significant set of inputs around appropriately tailoring curriculum and supports based on the individual needs of each child, and increasing student involvement in defining their goals and learning styles.

While people have opinions on these issues they understand the professional nature of developing appropriate strategies. Educational leaders need to set standards and expectations for achievement and create the accountability for results. If we think of the school systems less as the “owners of education” and more like “educational role models and mentors” that may point to ways to open the system to all those who want to be involved, to quicken the pace of change, yet still maintain the standards and accountability that rigor demands.

A main focus of attention was also on a public policy debate to ensure adequate funds and other public resources are allocated to education.
ACCESS TO COLLEGE
Ensuring access to college remains one of the most popular and clearly understandable goals of the Strive initiative. People certainly believe that accomplishing this goal would make a significant difference in the climate for economic development, workforce development and the overall quality of life in Cincinnati. The community would, however, broaden the goal for post-high school opportunities to include technical schools, apprenticeships and other kinds of job training beyond traditional colleges and universities. This goal is also seen largely as a funding issue. People believe success here depends on fund-raising and creating the right public-private partnerships to develop an adequate scholarship fund.
The first phase of community engagement is just the beginning of an ongoing effort to keep people connected to the work of Strive, invite their feedback and active participation, and enlist everyone in the work of educating our children. Based on what we have heard from people a second phase of engagement work will focus future efforts around a community engagement framework that involves continued community-wide conversations on education reform. More focus will be directed at helping community members contribute to an agenda for education reform. The following key strategies will be implemented to help community members become more active and engaged in creating a world class education system.

1. **Awards and Recognition Event: Network of Champions!**
   By using the Strive roadmap as a categorical reference, Strive will identify credible and reputable local leaders and programs that can serve as best-practice models for education reform efforts. This network of individuals and organizations will help to champion education reform efforts by sharing best practices and serving as mentors and coaches. In so doing, Strive will help to engage and connect local individuals and organizations to education reform efforts. This network will not only highlight what works but help to coordinate and improve existing efforts among individuals and organizations.

2. **Maximize Community Engagement Opportunities.**
   Strive will work to create an ongoing community engagement process. This will involve adjusting meeting times and locations of the steering committee to encourage broader and more diverse community participation, developing additional ways of allowing community members to give feedback via online technology, and connecting the Strive Community Forum, Report Card Release and Awards and Recognition Event into one week.

3. **Facilitation Guide and Action Primer.**
   Strive will work with the Community Building Institute and other partners to develop an interactive facilitation guide and action primer geared toward helping people identify and use resources and best practices to drive education reform. The guide and primer will be used by individuals, organizations and neighborhoods to figure out how they can drive education reform efforts at the local level. Strive will use the Network of Champions to help disseminate the guide and facilitate community action.
4. Support Local Neighborhood Efforts at Education Reform Efforts.
Strive will partner with the Community Building Institute to help provide technical assistance to communities working on education reform efforts. The technical assistance will focus on helping communities identify what segments on the Road Map they would like to address based on community perceptions and educational data. Communities will then learn and implement the Strive continuous improvement process.
## Exhibit A: Community Leader Interviews

### Regional Initiatives

<table>
<thead>
<tr>
<th>Organization</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>GO Cincinnati (Greater Cincinnati Foundation)</td>
<td>Ross</td>
</tr>
<tr>
<td>Place Matters</td>
<td>H.A.</td>
</tr>
<tr>
<td>Place Matters (Center for Great Neighborhoods of Covington, Inc.)</td>
<td>Tom</td>
</tr>
<tr>
<td>Place Matters (Price Hill Will)</td>
<td>Ken</td>
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<tr>
<td><strong>Cincinnati Public Schools</strong></td>
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<tr>
<td>Parents for Public Schools</td>
<td>Ozie</td>
</tr>
<tr>
<td>Parents for Public Schools</td>
<td>Pam</td>
</tr>
<tr>
<td>Principals (Hoffman Parham)</td>
<td>Stacey</td>
</tr>
<tr>
<td>Principals (Bond Hill Academy)</td>
<td>Tom</td>
</tr>
<tr>
<td>Principals (Sands Montessori)</td>
<td>Rita</td>
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<tr>
<td>Principals (Rockdale Academy)</td>
<td>Cheron</td>
</tr>
<tr>
<td>Principals (Aiken High School)</td>
<td>Eric</td>
</tr>
<tr>
<td>Principals</td>
<td>Alicia</td>
</tr>
<tr>
<td>LSDMC Chairs</td>
<td>William</td>
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<td><strong>City of Cincinnati</strong></td>
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<tr>
<td>City Manager</td>
<td>Milton</td>
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<tr>
<td>City Council</td>
<td>David</td>
</tr>
<tr>
<td>Dept. of Community Development</td>
<td>Michael</td>
</tr>
<tr>
<td>Director of Planning</td>
<td>Charles</td>
</tr>
<tr>
<td>Park Board</td>
<td>Willie</td>
</tr>
<tr>
<td><strong>Community Leaders</strong></td>
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<tr>
<td>Kennedy Heights Community Council</td>
<td>Natalie</td>
</tr>
<tr>
<td>Evanston Community Council</td>
<td>Anzora</td>
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<td>Saylor Park Community Council</td>
<td>Cindy</td>
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<tr>
<td>Avondale Community Council</td>
<td>Carl</td>
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<tr>
<td>North Avondale Community Council</td>
<td>Patricia</td>
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<tr>
<td>Community Development Corporation Network</td>
<td>Mary</td>
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<tr>
<td>Community Development Corporation Network</td>
<td>Tim</td>
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<td>Sara</td>
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<td>Jim</td>
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<td>Barb</td>
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<td>Kathy</td>
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<td><strong>Community Organizations</strong></td>
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<tr>
<td>YMCA</td>
<td>Rebecca</td>
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<tr>
<td>NAACP</td>
<td>Christopher</td>
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<tr>
<td>Bridges for a Just Community</td>
<td>David</td>
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</tbody>
</table>
Exhibit B: Summary of Community Leader Interview Comments

WHAT IS STRIVE? (Purpose, Mission, Goals)
- Comprehensive approach to align services for youth to succeed
- Operate on a systems level
- Improve and coordinate services
- Have not heard or connected to Strive
- Network, programs KW brings people together to prepare children
- Endorsement, collaboration

STRIVE ROADMAP
- Key transitions are important
- Have not focused on key transition points
- 5th and 6th grade transition points have been broken b/c of the K-8 model
  - No middle schools- should have middle school
  - No melting pot for local elementary schools so neighborhoods with multiple elementary schools have tensions - kids who don’t know each other
- Key section from 5-9th grade
- This affects college, importance of high school graduation versus GED
- Why is Strive focusing on this
- Strive should be taking this to the school
- Developing a more robust roadmap for workforce development
- Link and connect this to the Strive roadmap
- A lot of our work is addressing where folks feel off the map
- Developing career pathways
- Increasing levels of education- most people we work with require remedial education or did not go through traditional pipeline
- Credits for seniors to move seamlessly to college
- Transition into tech program
- Student family support and academic support
- Our roadmap is more competency based
- Supportive services are important
- Worked with school district outside CPS
- Head start early prep is important. Students must be prepared. Parents need to know how to engage
- Prenatal is important-wellness is important, impacts learning
- Parent involvement- birth, pre-K
- Family and community partnership
- Like academic student and family support intertwined
- Has to be a connection to transition years
- Excellent roadmap-useful tool, can’t understand why educators don’t see this-sometimes they miss the full picture

EMERGING THEMES
- Making sure students are ready for higher ed and workforce
- It’s a stretch to get everyone a bachelors
- “middle skill jobs” more than high school, less than a bachelors
- Get the right type of training
- Have to have education beyond high school, reframe how we see the goal for higher ed
- Multiple paths that you can take
- Strive focuses on traditional education path but headed in new direction
- Mostly on point. Music and art are starting to come back
- Need resources
- Also focusing more on early childhood education
- Prioritization of themes
- People want collaboration- city and schools are doing different things
- Parent involvement
  - Must get academics right - neighborhoods have schools in academic emergency
    - When academics are right, students will be ready for higher ed
    - Schools are more welcoming and friendly

- Themes (priority)
  1. Classroom basis
  2. Early childhood
  3. Arts
  4. More resources
  5. Higher education
     (The themes resonate with what PPS is hearing)

**STRIVE PROPOSED INITIATIVES**

- Scholarships
  - For students on traditional pipeline but does not address issues of non-traditional or adults
  - Tweak it to support adults going back to college

- Resources, fix school funding mechanisms, statewide

- School focus areas in CPS, have to get this right, have to be driven by employees, good models of employee engagement

- Transfer of credits from one school to another (so students keep credits)

- Scope: larger than Strive, we encompass eighth county region. Focus on urban core. Demonstrate site for Neighborhood Promises

- Workforce network conveys quarterly - June

- Portfolio of high performing
  - Should be existing information about this
  - Parents know
  - Don't like charter schools - charter schools are not in line with state guidelines when charter closed and went to public they were behind, they need to be up to par.

- Teacher Quality
  - Have an issue - has always been an issue based on pay, understanding of inner city issues, youth
  - Trained to teach but not to deal with the issues faced by urban youth
  - Evaluation of teachers
  - Quality issues mostly at early ages, need to get it right in the beginning

- Scholarships
  - If you graduate from high school and want to go to college, you should be able to

- Teacher Quality and Scholarships are top 2 initiatives

- Straighten up the middle school issues

- Teacher Quality
  - Top of list - relates back to basis
  - First initiative to address
  - Life long learning for educators

- Performing Schools
  - What does this mean?
  - Good to educate on options
  - Give parents education options
  - Make sure magnets and different options publicly
  - Educate and share information
  - Share best practices among schools

- Scholarships
  - Hot topic
  - Will engage parent
Mt Washington

Describe your vision of a world-class education system?
• A system that utilizes all the strengths of schools, both public and private to create an integrated system so students can experience the strength of both
• Success through competition
• Applied learning (applied to real world scenarios)

What are the most important issues and challenges facing our current education system?
• Assuming everyone learns the same
• Too much regulation versus creativity in an overall structure
• Status Quo- Fostered by education institutions such as CPS and AFT
• Public and private schools need more interaction

What are your ideas for addressing these issues and challenges?
• Sharing resources
• Emphasizing the multi-use of public and private schools within the center of education
• Vouchers, choice, competition

Hartwell

Describe your vision of a world-class education system?
• One where every parent takes responsibility for their children and their well being including education
• Parents should get more involved in their children’s education
• Children and parents should understand the benefits of an education
• Lower student teacher ratio
• Additional classes
• Safe and clean learning environment with up to date technology available
• Creation of a parent education system
• Every child should have an equal opportunity
• Place importance on programs that lead to work and self governance

What are the most important issues and challenges facing our current education system?
• Early education
• Better technology in schools
• Finances
• Classes too large
• Materials taught are out dated
• Safety in schools
• School choice whether it is home school, public or private
• Responsible parents not funding cuts

What are your ideas for addressing these issues and challenges?
• Community involvement
• Business partnerships
• State funding/ support
• Rewards for success/ attaining goals
• Supplies to families that don’t have the resources
• Concentration on early intervention
• Test for learning disabilities
Northside

Describe your vision of a world-class education system?
- Parents get more involved in a positive way
- Where children can receive an education modeled to meet their learning style
- One that prepares students for college and real life
- One that teaches respect for self and others
- World class education system
- One that offers opportunities to all races and teaches diversity
- Where children will love to come to school
- Excellent academics but also visual arts, music etc.
- Where children stay in school longer
- One where students are not necessarily assigned to a grade by age but take classes based on their skill level
- Schools that have enthusiastic competent teachers
- Adequate class rooms
- One in which all students are not typical book smart
- More contact with the community
- Where children can receive equal education
- Involved parents and inspiring teachers

What are the most important issues and challenges facing our current education system?
- Parental involvement
- Special needs children have been neglected
- Over reliance on test scores
- Lack of qualified teachers
- Old text books
- Students and teachers who don’t care
- Providing a safe environment with support from the teachers
- Lack of funding
- Loss of passionate teachers from public education
- Standardized testing which dampens the passion for learning
- Keeping up with our challenging world
- Parents unemployed, uneducated and stressed
- Many fatherless families that do not value education
- Parents that are unqualified to be parents
- Not giving teachers the tools that they need
- The number of low achievement students in public schools
- Children are having children

What are your ideas for addressing this situation?
- Smaller schools
- Good principles are essential and some decent and healthy food
- Pushing for more effective ways to determine aptitude
- Engaging students to evaluate teachers
- Making a society that will only allow responsible people to have children
- Outreach from college and companies to help the education costs
- Day school programs for parents
- Increase funding for public education at the federal, state, county and city levels
- Increase private/public partnerships
- Increase advocacy among parents of children
- Change the structure of the school day maybe 1 day a week, start school at noon and go to 7 pm so that parents could be involved after they are off work
- Get rid of unqualified teachers
- Create programs that tap into skills because they foster learning
- Get more input from the community
- Keep reinforcing the idea that parents are the backbone of their children’s success
Evanston

Describe your vision of a world class education system?
- Not letting children out of school before they graduate
- Don’t let children give up
- Get all children off street corners
- Year round learning
- Really teaching the youth our true History, teach them the truth
- More parental involvement
- One where the principle is total change of the school

What are the most important issues and challenges facing our current education system?
- Lack of parental involvement
- Money Too many drop outs
- Low standards
- No accountability
- Low expectations

What are your idea for addressing these issues and challenges?
- Believe that all children can do well
- Better education
- Bring people that are qualified to teach the youth
- Requiring parents to participate in their child’s education

Walnut Hills

Describe your vision of a world class education system?
- One that begins in Kindergarten
- Responsive to the needs of children

What are the most important issues and challenges facing our current education system?
- Education should be exactly the same but the method of delivery can vary depending on the logistics

What are your idea for addressing these issues and challenges?
- Longer school day for 9 to 5pm
- Better and longer classes 60 minutes
- Year round school year with 3 week breaks (summer and winter holiday)
- Better food, salads and cooked meals.

East Price Hill

Describe your vision of a world class education system?
- Everyone should have a strong education
- Well trained teachers who can manage all kind of kids
- All kids to learn how to read write and calculate
- Principals with commitment and vision
- Opportunities for unique individuals (gifted kids and those with disabilities)
- A system where most education is private and not provided through a public education system

What are the most important issues and challenges facing our current education system?
- Misappropriation of funds
- Parents and families feel no connection and commitment to the schools or their children’s education
- Families don’t know how to support and schools and kids
- School systems are poorly organized and there is too much bureaucracy
- Make education a privilege not an obligation

What are your idea for addressing these issues and challenges?
- Pay teachers as well as other professionals. For example doctors and Lawyers
- Use funds properly
**Spring Grove**

*Describe your vision of a world class education system?*

- A system that challenges students to find their area of excellence
- A system that provides students with the tools to achieve their goals
- 6 day weeks, all year round
- Longer school days
- Bring manners back to schools
- A system that supports lifelong learning
- A system that is integrated with community organizations
- A system with broad curriculum not just job skills
- Every child having solid basic skills in Math, science and languages
- One that engages children in activities
- One that meets the need of students so that they can learn
- Incorporates aspects of human growth

*What are the most important issues and challenges facing our current education system?*

- Standard testing Parental support is minimal
- Too much testing
- So many households don’t value or support education
- Education is disconnected from the city and community
- Reform funding for public schools
- Lack of leadership around long term reform
- Parents lack the time and resources to support their kids
- Unhappy teachers and students
- Lack of respect to students from teachers
- No manners used in school
- Parental participation and inclusion
- Unequal funding of school districts

*What are your idea for addressing these issues and challenges?*

- Elect a school board with a spine
- Equal funding of all schools
- More better trained teachers
- Develop a mutual respect between teachers and students
- Develop culturally and racially diverse schools
- Invest in civic engagement processes
- Return to a strong focus on basic skills
- Move disruptive students to alternative classrooms
- More activity, music

**West Price Hill**

*Describe your vision of a world class education system?*

- Kids, teachers and parents respect each other
- Top performing creative students that are active members of the society in addition to their scholastic work
- Find the leaks

*What are the most important issues and challenges facing our current education system?*

- Transportation
- Quality teachers
- No neighborhood schools our kids are based
- Retaining staff
- Involving parents
- Motivating students
- Parents should send their children to school and also support the teachers

*What are your idea for addressing these issues and challenges?*

- Involving parents in school
- Money
- Companies helping get parents to take a more active role