

**Indiana Department of Education  
Community Outreach and Engagement Report Summaries**

**LEAD PARTNERS**

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WIRELESS GENERATION/George Washington Community High School

| Stakeholder   | Meeting and Method of Communication  | Timing   |
|---|--|--|
| <b>Teachers/Staff:<br/>Leadership<br/>and Admin</b>                 | Progress/Partnership Launch meetings with IPS, IDOE, and Principal Leser                                     | IPS: February 8  |
|   | Weekly informational calls with Principal Leser  | By phone: November 28, December 5  |
|   | Principal Leser: Informal introductions and check-ins, and weekly de-briefs                                  | <ul style="list-style-type: none"> <li>▪ Started December 7-8, 12-16</li> <li>▪ Have continued almost daily communication since January 9, including at least one Coach on-site full-time since January 9</li> </ul> |
|   | Vice Principals: conducted interviews  | <ul style="list-style-type: none"> <li>▪ December 16 (VP Buckley)</li> <li>▪ Week of January 9 (VP Valdiosera, VP Greenwood)</li> </ul>  |
|   | Leadership Coaching (Principals)   | 4.5 hours each week, Wednesdays/Thursdays, began February 8  |
|   | Leadership Professional Learning Community (entire Leadership team)  | 90 min session every Thursday, began February 23   |
| <b>Teachers/Staff:<br/>Teachers and<br/>instructional<br/>staff</b> | Conducted informal walkthroughs for all teachers   | Completed January 13   |
|   | Interviewed all teaching staff and instructional partners one-on-one and through small groups                | Completed January 13   |
|   | Professional Learning Communities – small group collaborative sessions for all teachers                      | 45 min per group, every Tuesday and Thursday, began February 7   |
|   | One-on-One Coaching – all ELA teachers   | 45 min per teacher each week   |
|   | One-on-One Coaching – other “Core” teachers (“Core” focus will be finalized with Principal Leser by March 1) | -Will begin once we have confirmed focus with Principal Leser and appropriate coach hired-   |
|   | All Staff ‘soft’ Partnership Launch  | February 15  |
|   | Additional targeted professional learning and customized support   | Determined on-going  |
| <b>Students</b>   | Conducted interviews/discussions with several students through focus groups                                  | January 12   |
| <b>Families</b>   | Conduct interviews with several families through focus groups  | January 12   |
|   | Co-facilitate professional learning sessions   | Session 1: (March) - Overview of Partnership<br>Session 2: (April/May) - TADA - Introduction to Data Conversations<br>Session 3: (June) - Topic will be based on feedback from community<br>-Will set dates by 3/2-  |
| <b>Community<br/>Members</b>  | Introduced Wireless Generation approach and participated in Q&A session at Lead Partner community forum      | September 13   |
|   | Conduct interviews with key community  | By March 8   |

GWCHS - WIRELESS GENERATION: IDOE COMMUNITY OUTREACH SUMMARY

|  |  |   |
|--|--|---|
|  | partners whose work connects to school day instruction (list of partners developed in collaboration with Jim Grim, Director of Community Coordination) |   |
|  | Co-facilitate professional learning sessions (in coordination with Community Advisory Board)   | Session 1: (March) - Overview of Partnership<br>Session 2: (April/May) - Topic will be based on feedback from community<br>Session 3: (June) - [Community Programs to Support Instruction]<br>-Will set dates with Community Advisory Board by 3/2- |

Key:

|   |
|---|
| Phase 1: Needs Assessment                         |
| Phase 2: Instructional and Collaborative Supports |

As additional dates are determined, we will share them with IDOE and Principal Leser, and would welcome attendance from members of the State Board.

## Scholastic Achievement Partners/Broad Ripple Magnet High School

Scholastic Achievement Partners has delivered a series of activities over the last few months as a part of the community engagement component of our work. See summary below.

| Date           | Stakeholder Group | Communication Method | Purpose   |
|----------------|-------------------|----------------------|---|
| November 16/17 | Student           | Focus Groups         | <ul style="list-style-type: none"> <li>• Gathered data on student perceptions of BRMHS.<br/>Topics included:               <ul style="list-style-type: none"> <li>○ School strengths</li> <li>○ Things to improve</li> <li>○ How they are academically challenged and supported</li> <li>○ School components they are most proud of</li> <li>○ Student aspirations</li> <li>○ Levels of engagement</li> <li>○ Personal skill development</li> </ul> </li> </ul>                                     |
| November 16    | Families          | Community Forum      | <ul style="list-style-type: none"> <li>• Reviewed the SAP partnership goals</li> <li>• Engaged community partners in discussion around perceptions on the following areas:               <ul style="list-style-type: none"> <li>○ School strengths</li> <li>○ Things to improve</li> <li>○ How students are academically challenged and supported</li> <li>○ School components they are most proud of</li> <li>○ Levels of student engagement and personal skill development</li> </ul> </li> </ul> |
| November 16    | Community         | Community Forum      | <ul style="list-style-type: none"> <li>• Reviewed the SAP partnership goals</li> <li>• Engaged families in discussion around perceptions on</li> </ul>  |

# SCHOLASTIC

ACHIEVEMENT PARTNERS

|                |   |   |   |
|----------------|---|---|---|
|                |   |   | <p>school performance</p> <ul style="list-style-type: none"> <li>○ School strengths</li> <li>○ Things to improve</li> <li>○ How students are academically challenged and supported</li> <li>○ School components they are most proud of</li> <li>○ Levels of student engagement and personal skill development</li> </ul>  |
| November 16/17 | Teachers  | Focus Groups  | <p>Facilitated discussion on</p> <ul style="list-style-type: none"> <li>• Best teaching practices</li> <li>• Examples of rigorous and relevant teaching and learning</li> <li>• Standards-based curriculum approaches/curriculum alignment</li> <li>• Faculty collaboration</li> <li>• Professional development</li> <li>• Leadership</li> <li>• Student expectations</li> <li>• Parent/community involvement</li> <li>• Greatest strengths of the school</li> <li>• Areas for improvement</li> </ul> |
| December 7     | Teachers  | Staff Meeting   | <ul style="list-style-type: none"> <li>• Reviewed partnership goals</li> <li>• Shared initial feedback from WE Survey data</li> <li>• Establish purpose for leadership by teachers within the building</li> </ul>   |
| January 10     | Teacher Advisory Leadership Committee established | <p>First meeting held with teachers designated as building leaders</p> <p>1hr. after school mtgs.<br/>Held 2:45-3:45</p> <p>Roger Stock Co-Project Manager is facilitator</p> | <ul style="list-style-type: none"> <li>• Leaders vs. managers discussed</li> <li>• Developing leadership capacity</li> <li>• TALC members as building ambassadors</li> <li>• Goal is to ultimately lead PLCs</li> </ul>   |

# SCHOLASTIC

ACHIEVEMENT PARTNERS

|                           |  |  |  |
|---------------------------|--|--|--|
| January 19, 24,<br>Feb. 2 | TALC Committee<br>with<br>Administrators/<br>Counselor rep | Weekly meetings  | <ul style="list-style-type: none"> <li>• Becoming a team focus</li> <li>• Addressing Goals of Operation Rocket Fuel</li> <li>• Communicating within PLC as reps to all PLCs</li> <li>• Opening meetings with same strategies modeled in PLCs</li> <li>• Teacher leader facilitating opening of meeting</li> <li>• Giving feedback on how all is going as per collegial input</li> <li>• Addressing Goals and focusing on Goal #5 Community Outreach</li> </ul>   |
| Feb. 9, 14                | TALC Committee   | Weekly meetings continue   | <ul style="list-style-type: none"> <li>• Planning an evening event to inform community (parents and stakeholders) of the work SAP is doing with teachers through all of the components of the Professional Learning Plan</li> <li>• Each TALC member will represent a component and give information to parents/stakeholders who participate</li> <li>• Advertise through CONNECT all call phone message by principal for Feb. 23 6-7PM</li> <li>• Use school marquee</li> <li>• Make phone calls to PTO and alumni</li> </ul> |
| Feb. 15-23                | TALC members   | Work on “talking points”<br>for Feb. 23 <sup>rd</sup> evening<br>event called<br>“Communication<br>Launch” | <ul style="list-style-type: none"> <li>• All TALC members wrote their scripts to be delivered verbally at informal stations set-up in the Grand Central entrance of Broad Ripple school.</li> <li>• All members shared talking points with group</li> <li>• Logistics of event were reviewed</li> <li>• Feedback sheet for participants was reviewed</li> </ul>  |
| Feb. 23                   | TALC members   | Final planning meeting   | <ul style="list-style-type: none"> <li>• Packet information/handouts were shared</li> <li>• All ready to go</li> <li>• Stations facilitated by TALC members:</li> </ul>  |

|         |   |   |  |
|---------|---|---|--|
| Feb. 23 | TALC members/parents/alumni reps/PTO/stakeholders (46 participants) | Evening event held in Grand Central 6-7PM | <ol style="list-style-type: none"> <li>1. Teaching Strategies</li> <li>2. Constructed Response</li> <li>3. PLCs</li> <li>4. Success Period</li> <li>5. Read 180/System 44</li> <li>6. Classroom Visitation/Coaching</li> <li>7. TALC committee</li> <li>8. Scholastic U on line</li> </ol> <p>See rating of evening/ideas for future community focus groups)<br/>ALL WELL RECEIVED AND REQUESTS FOR MORE MEETINGS IN THE FUTURE.</p> <p>NEXT STEPS:</p> <p>Hold an early April, 2012 meeting with focus groups on topics of shared interest from feedback such as:</p> <ol style="list-style-type: none"> <li>1 Supporting our school</li> <li>2. Fundraising to assit school</li> <li>3. Update of SAP efforts to date</li> <li>4. The future of Broad Ripple Magnet</li> </ol> |
|---------|---|---|--|

### The New Teacher Project Community Outreach Overview

TNTP recently began trainings for school based team members, and we continue to coordinate our supports with the other lead partners at both BRMHS and GWCHS. Below is an update of our communication and outreach work to various stakeholders over the past several weeks.

| Stakeholder | Method of Communication  | Timing                                      |
|-------------|--|---|
| Teachers    | Teachers at GWCHS received an initial communication from TNTP previewing the Instructional Culture Survey that they would receive. This communication also underscored the importance of their honest feedback and responsiveness.   | January 13 <sup>th</sup>                    |
| Teachers    | Teachers at GWCHS completed the Instructional Culture Survey, which TNTP is using to help guide our priorities at the school. <b>45 of 50 (90%) of GWCHS' teachers responded</b> – Principal Leser was incredibly supportive in getting this high response rate in quickly.                    | January 17 <sup>th</sup> – 19 <sup>th</sup> |
| Leadership  | Met with Dr. White, Dr. Johnson, Principal Leser, Principal Davis, Jim Larson and Yvonne Rambo to preview TNTP's scope of work at Broad Ripple and George Washington; we also discussed ways that TNTP's work at both schools could potentially help inform IPS' broader work with evaluations | January 18 <sup>th</sup>                    |
| Community   | TNTP continues to share high-level talking points with community organizations to help message TNTP's work with teachers   | Ongoing                                     |



|                                       |   |                           |
|---------------------------------------|---|---------------------------|
| <b>Leadership/Other Lead Partners</b> | Debriefed Instructional Culture Survey findings with Principal Leser and representatives from Wireless Generation   | February 16 <sup>th</sup> |
| <b>Other Lead Partners</b>            | TNTP previewed our February and March training and norming modules for members of the Wireless Generation and Scholastic Achievement Partners teams to ensure that trainings contained specific connections to the other work they are performing at both schools | February 22 <sup>nd</sup> |
| <b>Leadership/Teachers</b>            | Began school-based trainings for members of the leadership team at BRMHS and GWCHS; through these trainings, TNTP will work with participants to discuss how the current leadership team will communicate their evaluation work to teachers                       | February – March 2012     |



## **Community Engagement Report Updated February 24, 2012**

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## Students:

1. **Initial Community Forums:** CSUSA conducted initial community forums in September. During this time, an open forum was facilitated at each TSO School and students were invited to attend the events. Please see the event dates below.
  - September 19<sup>th</sup>- Thomas Carr Howe Community High School
  - September 20<sup>th</sup>- Emmerich Manual High School
  - September 21<sup>st</sup>- Emma Donnan Middle School
  
2. **Student Focus Groups:** Representatives from CSUSA facilitated student focus groups at all schools during the month of November. Each group was created by building administrators and consisted of a cross section of the school's student population. The date of each meeting is listed below.
  - November 2<sup>nd</sup>- Emma Donnan Middle School
  - November 2<sup>nd</sup>- Emmerich Manual High School
  - November 3<sup>rd</sup>- Thomas Carr Howe Community High School
  
3. **Community Expo Meetings:** CSUSA facilitated Community School Expos during the second week of December. All students, parents, faculty, and community members were invited to attend the event which encompassed special announcements and information about curricular programs. The date of each Expo is listed below.
  - December 12<sup>th</sup>- Emma Donnan Middle School and Emmerich Manual High School (Held at the Senior Center)
  - December 13<sup>th</sup>- Thomas Carr Howe Community High School (Held at the Christian Park Family Center)
  
4. **Enrollment/Registration Information Sessions:** CSUSA held a presentation session during school for students who were interested in learning more about their choices, the course offerings, and programs that will be available at the turnaround school next year. A short question and answer session was held following the assemblies.
  - Emma Donnan Middle School- 7<sup>th</sup> Grade and an 8<sup>th</sup> Grade Assemblies
  - Manual High School- 9<sup>th</sup>-11<sup>th</sup> Grade Assemblies
  - Howe High School- 7<sup>th</sup>-11<sup>th</sup> Grade Assemblies

## Families:

1. **Initial Community Forums:** As discussed above, CSUSA conducted initial community forums in September. An open forum was facilitated at each TSO school, and families were invited to attend the events. Please see the event dates below.
  - September 19<sup>th</sup>- Thomas Carr Howe Community High School
  - September 20<sup>th</sup>- Emmerich Manual High School
  - September 21<sup>st</sup>- Emma Donnan Middle School

2. **Parent communication through email, mail, and phone contact:** Throughout the months of August through December, CSUSA Turnaround Team Members have made numerous phone calls to parents. This communication has been utilized to answer questions, respond to feedback, as well as invite as parents and families to upcoming events. Additionally, representatives also have spent a great deal of time utilizing email to correspond with parents. Similar to the phone communication, emails were sent to follow up with parents, answer questions, respond to feedback, and invite parents and families to upcoming events. Additional follow up continues and these forms of communication are being utilized to maintain communication since January.

The CSUSA Turnaround Team collaborated with the Parent Liaison at Manual High School in February to include an article in the monthly newsletter that goes home to all parents.

During the week of January 23<sup>rd</sup>, a direct mailing went out to families in IPS to provide them with information about the academic programs we will offer at each of the three turnaround school during the 2011-2012 school year. It included contact information as well as how to enroll their child.

3. **Parent Focus Groups-** Members of the CSUSA Indianapolis Turnaround Team met with parent focus groups at each TSO School during the month of November.
- November 1<sup>st</sup>- Emma Donnan Middle School
  - November 2<sup>nd</sup>- Emmerich Manual High School
  - November 3<sup>rd</sup>- Thomas Carr Howe Community High School
4. **Community Expo-** CSUSA conducted Community School Expos during the month of December. Parents and families were one of the many groups who were invited to attend the events.
- December 12<sup>th</sup>- Emma Donnan and Emmerich Manual High School (Held at the Senior Center)
  - December 13<sup>th</sup>- Thomas Carr Howe Community High School (Held at the Christian Park Family Center)
5. **Enrollment Registration Events-** CSUSA presented at each of the school Enrollment Events. Additionally, an information booth was set up to provide information, register students, and answer questions for parents and students. During the following week, a booth was set up in the cafeteria one day during lunch to provide students with information if they were not able to attend an Enrollment Event.
- January 11- Emma Donnan Enrollment Event
  - January 12- Manual High School Enrollment Event
  - January 16- Howe High School Enrollment Event

## Teachers:

1. **Initial Community Forums-** Many teachers from each TSO School participated in the community forums which were facilitated by Charter Schools USA in September.
  - September 19<sup>th</sup>- Thomas Carr Howe Community High School
  - September 20<sup>th</sup>- Emmerich Manual High School
  - September 21<sup>st</sup>- Emma Donnan Middle School
  
2. **Faculty Meetings with TSO Schools:** CSUSA met with each TSO faculty during the month of September. Each school meeting was facilitated in small groups which were conducted after school or during faculty planning time.
  - September 26<sup>th</sup>- Thomas Carr Howe Community School
  - September 27<sup>th</sup>- Emmerich Manual High School
  - September 28<sup>th</sup>- Emma Donnan Middle School
  
3. **Faculty Focus Groups:** Members of the CSUSA team conducted focus groups with faculty members from TSO Schools in early November. Email invitations were forwarded to all principals prior to the meetings. These invitations were used to invite teachers to participate in the focus groups.
  - November 1<sup>st</sup>- Emma Donnan Middle School
  - November 2<sup>nd</sup>- Emmerich Manual High School
  - November 3<sup>rd</sup>- Thomas Carr Howe Community High School
  - November 4<sup>th</sup>- Saturday Open Forum For Faculty and Staff (Off campus)
  
4. **Meetings with School Administrators:** Prior to meeting with students, parents, faculty, community members, members of the CSUSA Indianapolis Team met with all TSO administrators to introduce CSUSA and to describe the turnaround timeline. Also, during the meeting all administrators were divided into small groups and had the opportunity to interact, discuss with, and provide feedback to turnaround team members. This meeting was held on September 19<sup>th</sup> at Thomas Carr Howe Community High School.

Members of the Turnaround Team have built relationships with the administrators at each of the three schools. In addition, Special Area Experts within CSUSA have been partnered with selected individuals from IPS to coordinate meetings, obtain information, and share data that will be helpful in the transition process. Formal meetings have taken place at IPS in Dr. White's Office on the following dates:

- January 12, 2012
- February 9, 2012

5. **Follow-up Communication Through Email:** Throughout the Assessment Year, members of the CSUSA Indianapolis Turnaround Team have utilized email in order to maintain communication with TSO faculty, staff, and school administration. Emails have been utilized to advertise upcoming events, answer questions, and provide follow up to suggestions, concerns, and feedback. This method of communication continues to be utilized through February for the Turnaround Team and school administrators.

6. **Community Expo Meeting:** Faculty, staff, and administration were one of the groups who were invited to attend the TSO School Expos in December. Many participated and were excited about the announcements and curricular programs which were made during the event.
  - December 12<sup>th</sup>- Emma Donnan Middle School and Emmerich Manual High School ( Held at the Senior Center)
  - December 13<sup>th</sup>- Thomas Carr Howe Community High School (Held at the Christian Park Family Center)
  
7. **Observations within the school and classrooms:** Since December, The CSUSA Turnaround Team continues to conduct regular observations in the classrooms of each school. These visits are unannounced and provide an opportunity for faculty and staff to build relationships by engaging in communication with the various members of the team. Flyers are available for interested teachers and staff personal to keep them informed about upcoming hiring events and enrollment sessions. Visibility within the schools continues to be a benefit for current employees to become comfortable with the team members so that they can ask questions and share information about themselves and their classrooms.
  
8. **Job Fairs and Leadership Assessment Centers (LAC):**
  - January 11 & 12- Job Fairs at the Southeast Community Services Center from 5:00-8:00 p.m.
  - February 7- Job Fair at Ivy Tech Community College from 5:00-8:00 p.m.
  - February 8- Job Fair at the Century Center in South Bend, Indiana from 12:00-3:30 p.m.
  - February 9- Leadership Assessment from 5:00-10:00 p.m.
  - February 17- Teach For America Job Fair 9:00-3:00 p.m.

### Community Members:

1. **Initial Community Forums:** Community Members encompassed many of the participants who attended the September community events which were held at each TSO school.
  - September 19<sup>th</sup>- Thomas Carr Howe Community School
  - September 20<sup>th</sup>- Emmerich Manual High School
  - September 21<sup>st</sup>- Emma Donnan Middle School
  
2. **Communication through phone calls and follow up emails:** Throughout the Assessment Year, members of the CSUSA Indianapolis Turnaround Team have utilized phone calls and email to set up meetings, follow up with community members, answer questions, and provide feedback regarding suggestions. Both forms of communication have been extremely successful and will continue to be utilized throughout the Assessment Year.
  
3. **Communication through Multi Media:** Throughout the Assessment Year, members of the CSUSA Turnaround Team have utilized multiple forms of media to provide community updates, awareness, information, and invitations to community events. Several

members have appeared on the “Amos Brown Radio Show,” have been quoted in local newspaper articles, the Indianapolis Star and have also been on local television and news shows. Additionally, Jon Hage, (CSUSA’s CEO) has appeared on National Public Radio, the “Amos Brown Show” and attended the December 12<sup>th</sup> Emmerich Manual/Emma Donnan Community Expo.

4. **Community Focus Group Meetings:** Members of the CSUSA Indianapolis Turnaround Team facilitated Community Focus Groups at each TSO School during the month of November. Representatives from several community partners participated in these meetings.
  - November 1<sup>st</sup>- Emma Donnan Middle School
  - November 2<sup>nd</sup>- Emmerich Manual High School
  - November 3<sup>rd</sup> – Thomas Carr Howe Community High School
  
5. **Meetings with Individual Community Groups:** Throughout the Assessment Year members of the CSUSA team have individually met with several community groups. Please see below for specific meeting dates:
  - September 26<sup>th</sup>- Stand for Children (M. Kareega Raush)
  - October 20<sup>th</sup>- FFA Convention and Bruce Bye from the STARR Committee
  - October 21<sup>st</sup>- Teach For America (Brandon Brown)
  - November 18<sup>th</sup>- Indianapolis Urban League (Jim Boyd)
  - November 18<sup>th</sup>- Community Health (Dan Hodgkins)
  - November 18<sup>th</sup>- Manual Alumni Group
  - November 18<sup>th</sup>- NAACP (Joy Mason)
  - November 18<sup>th</sup>- Christian Parks Association (Ann Holey)
  - November 18<sup>th</sup>- Stand for Children (Veronica Lucena)
  - December 1<sup>st</sup>- SEND (Angie Calvert and team)
  - December 1<sup>st</sup>- STARR Academy Advisory Chair (Bruce Bye)
  - December 1<sup>st</sup>- Christian Park Association (Ann Holey)
  - December 1<sup>st</sup>- New Agriculture Advisory Committee Meeting (Bruce Bye, University Representatives, IDOE Ag Dept)
  - December 13<sup>th</sup>- IVEY Tech
  - December 13<sup>th</sup>- Woodrow Wilson Foundation with Indiana University and IUPUI
  - December 13<sup>th</sup>- Future STARR Advisory Committee (Led by Bruce Bye)
  - January 12<sup>th</sup>- Learning Well (Donna Stephens and Steven “Doc” Proctor)
  - January 13<sup>th</sup>- Agriculture Advisory Program Committee Meeting at FFA (Bruce Bye, University Representatives, FFA, DOE Ag Dept., Parent, and Students)
  - February 6<sup>th</sup>- Woodrow Wilson Fellowship (Eric Bedel)
  - February 6<sup>th</sup>- EdPower (Marcus Robinson)
  - February 7<sup>th</sup>- SEND (Angie Calvert and Team)
  - February 7<sup>th</sup>- Southeast Community Center/Purdue University Cooperative Extension (Terri Garcia)
  - February 9<sup>th</sup>- Urban League (Jim Boyd and Mark Russell)
  - February 9<sup>th</sup>- IUPUI at Manual High School (Less Martin)
  - February 9<sup>th</sup>- Indianapolis Landmarks (Suzanne Rollins Stanis)

- February 9<sup>th</sup>- Indianapolis Teaching Fellows TNTF (Ian Scott and Courtney Stepp)
6. **Community Expo Meeting:** Numerous community members participated in the community expos which were facilitated in December by the CSUSA Indianapolis Turnaround Team. In fact, the Howe Alumni Association had a booth at the December 13<sup>th</sup> event, and Bruce Bye spoke about the new Agricultural Program during the December 12<sup>th</sup> Community Expo.
- December 12<sup>th</sup>- Emma Donnan and Emmerich Manual High School (Held at the Senior Center)
  - December 13<sup>th</sup>- Thomas Carr Howe Community School (Held at the Christian Park Family Center)
7. **Community Group Meeting- Chamber of Commerce-** On January 11, 2012, CSUSA provided an informative presentation to a large group of active community organizations who are members of the Indianapolis Chamber of Commerce. Various members included representatives from Urban League, IUPUI, Conexus, United Way, CLD, Mayor's Office, Black Expo, NAACP, La Plaza, Stand For Children, and the Chamber Education Council.

#### **Future Events:**

- February 27 & 29- Job Interviews for Faculty and Staff
- February 28- CSUSA Leadership Assessment Center
- February 28- Meeting in Dr. White's Office at IPS with Department Administrators
- March/April 2012- Second Advisory Planning Committee (Indiana Department of Education, National FFA, Purdue University, Bruce Bye, Parents, Jeff Harper and CSUSA)





# Response to the Indiana Department of Education: Roosevelt Career and Technical Academy Community and Family Partnerships

## Submitted to:

Mr. Jim Larson  
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and Turnaround  
Indiana Department of Education  
151 West Ohio Street  
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**February 24, 2012**

## Community and Stakeholder Feedback

### Evidence Base

| Methodology                         | Data source              | Analysis   | Time frame   | Upcoming meetings/forums                 |
|-------------------------------------|--------------------------|--|--|--|
| Focus Groups                        | Students                 | Analysis of transcribed notes of focus group questions/responses | 11/30/11<br>12/1/11  |  |
| Focus Groups and Community Meetings | Parents                  | Analysis of transcribed notes of focus group questions/responses | 9/14/11<br>10/24/11<br>10/25/11<br>12/20/11<br>11/2/11<br>1/4/12<br>1/17/12<br>1/31/12   | 2/13/12<br>2/14/12<br>2/23/12<br>2/28/12 |
| Focus Group                         | Faith Based Community    | Analysis of transcribed notes of focus group questions/responses | 11/2/11<br>12/6/11   |  |
| Individual Meetings                 | Community Organizations  | Analysis of transcribed notes of focus group questions/responses | 9/14/11 2 school board members and 2 legislative members<br>11/2/11 Community leaders<br>1/5/12<br>1/9/12<br>1/11/12<br>1/17/12<br>1/31/12 | 2/13/12<br>2/14/12<br>2/23/12<br>2/28/12 |
| Individual Meetings                 | Business Partnerships    | Analysis of transcribed notes of focus group questions/responses | 11/2/11:Community leaders<br>12/20/11:Community leaders<br>1/5/12<br>1/9/12<br>1/11/12<br>1/17/12<br>1/31/12                               | 2/13/12<br>2/14/12<br>2/23/12<br>2/28/12 |
| Focus Groups                        | Faculty and staff        | Analysis of transcribed notes of focus group questions/responses | 9/14/11 Teachers<br>11/28/11-11/29/11 School staff<br>12/19/11-12/20/11 School staff   |  |
| Survey data                         | Staff, parents, students | Analysis of survey results, provided via survey link             | 1/16/12-2/22/12  |  |

## Major Findings

- Community and business partner involvement at Roosevelt provides support for stakeholders, including students, parents, and staff members.
- Tutoring – At least four surveyed community and business partners provide services to students. These included assistance with regular coursework and targeted tutoring prior to cumulative state tests in the spring. There was no available data about the effectiveness of any single tutoring program or the relative achievement of students receiving tutoring services against students who did not participate in tutoring.
- Mentoring – At least five surveyed community and business partners offer some form of mentoring program to Roosevelt students. Some mentoring programs and sponsoring organizations seek to use mentoring to promote character development; at least one aims to connect students with mentors working in a career or field of interest.
- Scholarships/Financial Aid – At least four surveyed community and business partners offer college scholarships for which Roosevelt students may be eligible to apply.
- Educational Programs/Workshops – At least six surveyed community and business partners offer educational workshops and products to students.
- Health – At least two surveyed community partners, Indiana Parenting Institute and NWI Parent Community Academy, offered workshops and resources to support the physical and emotional well-being of Roosevelt students. In both cases, the resources relate to specifically to the development of parenting skills. There were no surveyed partners that claimed to provide direct health care.
- Contests – At least two surveyed community and business partners, the Barden Foundation and the National Roosevelt Alumni Association, sponsor contests for Roosevelt students. Both organizations said the contests offered students the opportunity to develop and demonstrate advanced thinking and presentation skills.
- Classroom visits – At least two surveyed community partners, D.A.D.S. and One Church/One School, work directly with students and teachers in classrooms. They did not provide details about what this work entails or any data to demonstrate the effect of such visits on student achievement.
- Hall monitoring – At least two surveyed community partners, D.A.D.S. and One Church/One School, provide general security support by assisting with monitoring hallways during arrival, dismissing, and/or between class periods.
- PTA meetings - At least two surveyed community partners, D.A.D.S. and One Church/One School, attend PTA meetings to collect information about school activities. They did not provide information about what is done with that information.
- Career exploration – At least four surveyed community and business partners offer resources dedicated to educating students about different career paths and opportunities. These programs include mentorships by established professionals, workshops discussing different career paths, and career days.
- Materials & equipment – At least three surveyed community and business partners provided materials directly to the school for use by students. Gary Junior Reserve Officer Training Corps donated uniforms, equipment, and materials to be used specifically for that program. The National Roosevelt Alumni Association purchased uniforms for the men's basketball team. The Calumet Regional Archives has donated materials to the school's library.
- Resources for Parents – At least three surveyed community and business partners offer programs that support parent involvement and improving parent support of student achievement.

## Summary of Focus Groups

Input from key stakeholder groups is required to develop the most complete understanding of the school community possible. EdisonLearning has been working to capture the perspectives of students, parents, teachers, and community members through a variety of means including observations, focus groups and meetings.

More than 30 focus groups were held throughout November and December, 2011. The purpose of the focus groups was to gather student, teacher, parent and community member perceptions regarding the current strengths and challenges of the school. The statements below were summarized from the transcribed notes from each focus group. Complete transcriptions of the focus groups can be found in the Quality Analysis Report in the Phase 1 report submission. The Clergy Focus group feedback was gleaned from two sessions, one in November and one in December.

Community meetings to support the understanding of the School Turnaround and to garner feedback have been in process and will continue throughout the engagement. Two Community meetings were held in September. Nine additional community meetings have been scheduled across December, January and February in three locations in order to ensure easy access for the community. The locations are the DuBois Public Library, the Gary Neighborhood Services and the St. Timothy Community Church. The schedule affords varied options on timing in order to provide a morning option (10:30-noon), a late afternoon option (4:00-5:30 pm) and an early evening option (5:30-7 pm). Because initial responses to the library location were not meeting expectations, the locations were revisited and revised with feedback from partners.

Initially, a flyer announcing the open Community meetings, to be hosted at the local library, were mailed to 61 local churches. Each envelope contained a cover letter describing the EdisonLearning request for both the announcement of the meeting options to the church congregation and the distribution of the flyers. Communication to the Gary media outlets about the schedule of community meetings is made on the Friday prior to the meetings. The EdisonLearning Communications Department will provide a reminder to each outlet the day before each of the scheduled meetings. In addition, ads in the 411 and The Crusador have been purchased to assist in getting the word out into the community. Flyers have been mailed to the parents homes. EdisonLearning worked with the Gary Housing Authority for flyer distribution support to assist in reaching the Roosevelt parents in the Dorie Miller and Delaney housing complexes.

Todd McIntire, EdisonLearning's Senior Vice President for Operations, made two live one-hour appearances on WLTH's *The Advocates* radio program. *The Advocates* is hosted by Eve Gomez and attorneys Tony Walker, Trent A. McCain, and Richard Leverett on Friday mornings from 6:00 to 9:00 AM. The program covers topics of community interest in the Gary region. During his appearances, Mr. McIntire updated the community on EdisonLearning's work with and plans for Roosevelt High School, took listener calls and informed listeners about additional opportunity to provide input through upcoming community meetings. Opportunities such as these will continue to be utilized to improve communications.

We have made many efforts to collect community input (focus groups, interviews, community meetings, surveys, etc.). Some of those efforts have been successful and some have presented challenges. As we have encountered challenges, such as lack of attendance at community meetings, we have contacted community leaders for advice on how to improve participation and made adjustments to our strategy. We connected with the JROTC leader at Roosevelt to see if there were any upcoming parent events that we could partner with and will continue to work with the school administration for a presence at upcoming

calendared events where parents may be available. The principal has informally invited us to join several student celebration events where parents were present and updates with an opportunity for Q&A was provided.

In addition, an online survey link was made available to students, parents, staff and community members. The survey link window was opened in mid-January and extended to remain open through February. We will continue to find ways to expand the range of community input received including strategies such as providing additional flyers at the community meetings that we ask each person to pass out to friends and neighbors.

The following question probes were used with all community groups:

- What is getting in the way of student learning at Roosevelt?
- What does Roosevelt do well?
- What does the school need in order to help all students learn to high levels?
- What do you expect from the school Turnaround project at Roosevelt?

The following presents the summary of the focus groups. As previously stated, more detailed are located in the QA report.

1) Student Focus Groups

*Areas of Strength*

- Recognition and celebration of students in several individual classrooms

*Areas of Challenge*

- School safety, order and discipline
- School cleanliness and maintenance
- Teaching and learning
- Teacher apathy, care and concern for student well-being
- Student ownership and voice
- Career and college preparation and readiness

2) Parent Focus Groups

*Areas of Strength*

- Student care (by some teachers)

*Areas of Challenge*

- Communication
- Follow up and follow through
- School safety, order and discipline
- School-wide organization, structures and procedures
- Teacher morale
- Teacher professionalism
- College and career readiness

3) Clergy Focus Groups

*Areas of Strength*

- Student care (by some teachers)

*Areas of Challenge*

- Discipline

- Positive Relationships/Mentoring
- Apathy
- Core Values
- Instructional Leadership

#### 4) Teacher Focus Groups

##### *Areas of Strength*

- Parenting Center
- ROTC
- The school has a rich tradition and history

##### *Areas of Challenge*

- School safety, order and discipline
- Trust
- Relationships – staff, students, administration
- Communication – written, verbal, non-verbal
- School-wide organization, structures, and procedures
- Staff morale, empowerment, ownership, voice and recognition
- Student background, motivation and engagement
- Technology – hardware and software needs, copiers
- School facilities – maintenance, safety

#### Administrators

##### *Areas of Strength*

- No successes or celebrations were indentified, through individual sessions with the principal and the group session with the administrative team

##### *Areas of Challenge:*

- Micromanagement/interference with the school improvement plan from the District level
- District and state mandated expectations and programs too numerous to fully implement
- Significant staffing reductions this year impacted day-to-day operational effectiveness
- Union contract provides a number of barriers. For example, administrative team would like more professional development offered to teachers, but the contract does not require teachers to attend more than one meeting a month
- Student discipline, administrators spend most of their time reacting to each crisis
- Teachers and administrators not on the same page, relationships and communication a problem

#### Community Focus Groups

##### *Areas of Strength*

- Student care (by some teachers)

##### *Areas of Challenge*

- *Communication*
- Follow up and follow through

##### *Community Understanding of School Turnaround*

- Follow up and follow through

## Summary of Online Surveys

EdisonLearning developed and circulated an online survey to multiple stakeholders at Roosevelt CTA. The survey invitation was sent home via a letter to all parents and students. In addition, hard copies of the student letter were distributed in envelopes to the students at school. Staff also received a letter from EdisonLearning inviting them to participate in the staff survey. All community partners received several emails regarding the survey, followed by a personal phone call and a reminder email in mid-February.

The survey link was initially open through the end of February. Among parents, a total of 14 started and finished the survey. Among Roosevelt CTA staff members, a total of 6 started and finished the survey. Among community and business partners, 7 started the survey but did not finish. Because of these low response rates in these 3 stakeholder groups, it is not possible to generalize conclusions about their attitudes and perceptions.

However, 139 students completed the survey, providing sufficient sample size for drawing conclusions. In general, students were dissatisfied with their school on many levels:

- Nearly 2/3 of students stated that they were dissatisfied with the equipment and facilities of the school (33% dissatisfied, 31% somewhat dissatisfied)
- Nearly 2/3 of students stated that they were dissatisfied with the school's atmosphere and learning environment (29% dissatisfied, 33% somewhat dissatisfied)
- 1/2 of all students stated that they were dissatisfied with the quality of the teachers in their school (31% dissatisfied, 20% somewhat dissatisfied)
- While 91% of responding students stated they intended to go to college one day, only 56% of students felt the school was adequately preparing them for college.
- Finally, only 30% of students rated their school an A or B – less than half the rate of students nationally in our experience surveying secondary school students

A total of 10 organizations completed some section of survey, and seven answered the majority of questions: Northwest Indiana Parent Community Academy (NWI-PCA), 1963 Roosevelt High School Lady Partners and Supporters, Boys and Girls Clubs of Northwest Indiana, National Roosevelt Alumni Association, Legacy Foundation, Indiana Landmarks, and Gary Housing Authority.

Of the organizations that completed the survey, 6 out of 10 discussed current partnerships with Gary Schools Corporation in general and Roosevelt CTA in particular. Since most of the organizations serve the Gary community as a whole, Roosevelt CTA students comprised only a fraction of those served by the organization, ranging from 5 to 150. At least one organization, the National Roosevelt Alumni Association, served only Roosevelt CTA students, parents, and administrators. Collectively, the organizations provided a broad spectrum of services for students, including tutoring, academic enrichment classes, GED tutoring, mentoring, contests, and scholarship opportunities. One organization also discussed work with parents and school administrators. Of the 7 organizations who discussed the timeframe of Roosevelt CTA projects, 4

described the projects as ongoing, while 3 said most of the projects took place over a limited timeframe. The

Several surveyed organizations (5 out of 8) reported that had once offered, but are no longer offering certain services to Roosevelt CTA. Two cited low participation, in one case among students and another among parents in the Parent Teacher Association. Another said simply that the difficulty was caused by “different staff on both sides.” The Gary Housing Authority said that it had once offered more programs, but had to cut back the scale of its services as a result of budget cuts. Each organization that had scaled back services said that it would be willing to offer more programs at Roosevelt CTA if resources – either human or financial – could be restored or improved. Several organizations also identified opportunities for Roosevelt CTA staff members and parents to better leverage community resources.

### **Community Involvement Data**

The following list identifies the Community Business Partner contacts that have been identified by EdisonLearning through all sources: state contacts, local contacts and school contacts. A schedule has been created to afford individual meetings with each partner. The focus of the meetings is to gain community feedback and insight into what is going well for the Roosevelt community and what needs attention. A second goal is to determine what the status of engagement currently to improve student outcomes. The long-term goal will be to engage each partner in an action plan of service to the student community at Roosevelt CTA.

#### **Business and Community Partner Listing**

- Alpha Chi Chapter
- Alpha Phi Alpha Fraternity, Inc.
- Attorney Tracy Coleman, Conflict Resolution
- Barden Foundation and Northern Indiana Chapter of Links
- Boys & Girls Clubs of Northwest Indiana
- College Rock
- D.A.D.S. Program
- Delta Sigma Theta-Sorority Inc.
- Gary Chamber of Commerce
- Gary Frontiers
- Gary Literacy Coalition
- Gary Neighborhood Services
- Gary Housing Authority
- Gary JROTC
- Indiana Parenting Institute, Inc.
- IU Library: Calumet Regional Archives
- Kappa Alpha Psi Fraternity, Inc.
- Legacy Foundation
- Mayor of Gary - Karen Freeman Wilson
- Majestic Star Casino and Hotel, “Next Steps”
- Mega Psi Phi
- National Roosevelt Alumni Association



- NIPSCO
- Northern Indiana Chapter of Links
- NWI Parent Community Academy
- Omega Psi Phi Fraternity
- One Church/One School
- Powers and Sons Construction
- Senator Earlene Rogers, District 3
- South Shore Convention and Visitors Authority “Feed the Teachers”
- Educational Talent Search: Ivy Tech
- 21<sup>st</sup> Century Scholars
- Urban League of Northwest Indiana, Inc.

#### Media Contacts

- The Gary Crusader
- The 411
- Post Tribune, Christin Nance Lazerus
- The Times

#### Radio Contacts

- WLTH Radio
- WGVE 88.7 Radio

The following list of community partners was provided by the principal of Roosevelt:

#### Business and Community Partner Listing

- Alpha Chi Chapter
- Alpha Phi Alpha Fraternity, Inc.
- Attorney Tracy Coleman, Conflict Resolution
- Barden Foundation and Northern Indiana Chapter of Links
- College Rock
- D.A.D.S. Program
- Delta Sigma Theta-Sorority Inc.
- Gary Chamber of Commerce
- Gary Frontiers/JROTC
- Gary Literacy Coalition
- Kappa Alpha Psi Fraternity, Inc.
- Majestic Star Casino and Hotel, “Next Steps”
- National Roosevelt Alumni Association
- Northern Indiana Chapter of the Links
- Omega Psi Phi Fraternity
- One Church/One School
- Powers and Sons Construction
- South Shore Convention and Visitors Authority “Feed the Teachers”
- 21<sup>st</sup> Century Scholars
- Urban League of Northwest Indiana, Inc.

## Partner Involvement

The following partners are currently engaged in service to the Roosevelt community. A description of those services, as explained by the partner, is included in each summary. Initial in-person meetings with many partners have been held to provide opportunities for discussion around the current level of engagement as well as the opportunities the partner can provide in the collective effort to transform Roosevelt CTA. In person meetings will continue through the development of the Phase 4 plan.

### *Barden Foundation and Northern Chapter of Links*

The Barden Gary Foundation is a nonprofit organization which provides a structured educational program for the purpose of awarding scholarships and incentives for high school seniors. The program is designed to encourage students to reach their full scholastic potential. During the program, students are required to attend monthly workshop sessions, produce a community service project, maintain the Foundation's required GPA and participate in additional incentives that are offered. If all requirements are met, students become eligible to receive a scholarship to further their education. The criteria for the scholarship program and activism project is designed to enhance, motivate, educate students on structured initiatives and increase the student's awareness and implementation on community service. The scholars will also receive enhanced services in areas of college preparation and scholastic tutoring. The Foundation provides educational trips annually to students who have met the necessary requirements. The Foundation has awarded more than \$315,000 in college scholarships to Gary high school seniors over the last 5 years.

Previous service to the Roosevelt CTA community:

Roosevelt CTA seniors have participated in the Barden Foundation program for 5 years. Over the last year, 25 students participated. Several board members serve as mentors to Roosevelt CTA students.

Opportunities for service:

Although contact was made with the organization, EdisonLearning did not have the opportunity to engage in discussions with this stakeholder about future involvement at Roosevelt CTA. We will remain in communication with the organization and discuss their plans during a meeting we will set in the near future.

### *D.A.D.S. Program, Dads Are Doing Something*

DADS are a group of men who volunteer their services in all Gary Public Schools. DADS are actively involved in the Gary Community School Corporation. They are attending school activities such as PTA, sporting events and school programs, visiting classrooms, meeting teachers and principals, and being available whenever needed even before and after school. The focus of this district-wide volunteer organization is to get fathers, grandfathers, uncles, brothers and other males (preferably out of high school) to volunteer in the schools. Each school has a local DADS chapter. D.A.D.S. coordinators are assigned to each school where members act as positive role models who help build childrens' character.

Previous service to the Roosevelt CTA community:

D.A.D.S. has a chapter at Roosevelt CTA. Volunteers provide support to students, teachers, and parents through participation at PTA meetings, sporting events, school programs, classroom visits, and day-to-day school events such as arrival and dismissal.

Opportunities for service:

EdisonLearning has had several informal discussions with one member of this organization. We will remain in communication with the organization and discuss their plans during a meeting or conversation in the near future.

### *Educational Talent Search*

The Federal TRIO Programs (TRIO) are Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds funded by the Federal Department of Education. Educational Talent Search is a TRIO program that provides mainstream educational opportunities to persons from income eligible backgrounds and/or potential first generation students to complete secondary education and subsequently enroll in postsecondary institutions. Their efforts are coordinated with teachers, school counselors, parents, various community agencies and existing support system peers. TRIO programs include the Upward Bound grant program and college readiness program. Efforts are coordinated with teachers, school counselors, parents, various community agencies and existing support system peers. This program is managed through Ivy Tech.

Previous service to the Roosevelt CTA community:

Roosevelt CTA students have the opportunity to participate in the Educational Talent Search program.

Opportunities for service:

EdisonLearning had the opportunity to engage in discussions with the Purdue Calumet branch and the Ivy Tech branch. Students are currently engaged in the two programs. The school desires to have a representative serve on a Board of Friends as this is established at Roosevelt. In addition, a meeting with the Chancellor will be established to pursue Dual Credit options.

### *Gary Chamber of Commerce*

The Gary Chamber of Commerce works to unify the public spirit of the community and direct it into useful and constructive channels. The Education Committee of the Gary Chamber of Commerce launched the "Step UP!" initiative to serve as a catalyst for creating awareness, building excitement and promoting a common responsibility for education, with a focus on supporting low-performing schools. "Step UP!" calls upon teachers, parents, students, community groups, businesses, nonprofit organizations, and media outlets to work together to promote student achievement. Business, nonprofit, and faith leaders are encouraged to partner with schools to create

opportunities to mentor and tutor students, and to expose youth to career opportunities by speaking at school assemblies and organizing career days.

Previous service to the Roosevelt CTA community:

The “Step UP!” initiative is focused upon public high schools in Gary, including Roosevelt CTA.

Opportunities for service:

EdisonLearning has met with Chuck Hughes on two occasions, has attended the Chamber of Commerce luncheon and has joined the Chamber as a Bronze member. The Chamber has been asked to refer a local PR agency for community outreach support. In 2010, the Chamber established an Education Committee that resulted in a Step Up Initiative: a coalition of committed partners willing to mentor and support.

### *Gary Frontiers*

Gary Frontier Service Club was established in 1952 to provide civic and service leadership opportunities for African American males. Today, the Gary Frontier Service Club seeks to “promote service as the ideal basis of all worthwhile endeavors; to promote the investigation, adoption and application of higher business, professional social and civic standards and procedures; and to develop by precept, example and coordination an intelligent, aggressive and serviceable leadership and citizenship.”

Previous service to the Roosevelt CTA community:

Roosevelt CTA students are eligible for scholarships awarded by the Gary Frontier Service Club. One volunteer has been assigned to Roosevelt who had previously worked there. He volunteers during morning arrivals and views his role as an informal mentor to students. He greets students at the drop off point and creates opportunities for conversation.

Opportunities for service:

Although several email contacts were initiated with the organization, EdisonLearning had a brief opportunity to engage in discussions with a volunteer from this organization at the school. We were referred to the president regarding future involvement at Roosevelt CTA. We will remain in communication with the organization and discuss their plans during a meeting that we hope to set in the near future.

### *Gary Junior Reserve Officer Training Corp (JROTC)*

Gary Junior Reserve Officer Training Corp (JROTC) seeks to enhance the education experience by “providing a quality citizenship, character, and leadership development program, while fostering partnerships with communities and educational institutions.”

Previous service to the Roosevelt CTA community:

Roosevelt CTA's JROTC program has been active since at least 2006. The unit provides the school chapter with a curriculum, uniforms, equipment, and an instructor. At Roosevelt CTA, approximately 207 students participate in the program.

Opportunities for service:

EdisonLearning has determined through the Quality Analysis that the program is thoroughly immersed in the culture at Roosevelt CTA.

*Legacy Foundation*

Legacy Foundation was founded in 1992 by leaders in Lake County with a vision for the future. Their goal was to create a way for people of all means to be able to give back to their community. Since 1992 Legacy Foundation has been connecting community members, nonprofits and other partners to strengthen Lake County through philanthropy. They currently partner with US Steel, NIPSCO and the casino to raise funds for scholarships (College Readiness Fund).

Previous service to the Roosevelt CTA community:

The Legacy Foundations currently works in Lake County but is not currently working in Gary. They have provided Indiana Partnership Center workshops in Indianapolis where some educators and a couple parents from Roosevelt attended. This opportunity jump started the Apangea program at Roosevelt CTA. Several students were involved and did very well in their performance. Higher engagement at the school support level is a goal.

Opportunities for service:

The Foundation desires to provide an advisory collaboration with the legacy piece that is strong in the Roosevelt community. The Legacy Foundation would like to expand participation in the Gary Life Education Initiative, which prepares middle school students for high school and connects students to opportunities to learn about high education opportunities.

*Gary Literacy Coalition*

The Gary Literacy Coalition works to promote literacy among all students and adults in Gary.

Previous service to the Roosevelt CTA community:

The Gary Literacy Coalition provides books and literacy programs in which Roosevelt CTA students are eligible to participate.

Opportunities for service:

EdisonLearning had a meeting scheduled with the Literacy Coalition which was cancelled by the Coalition due to a conflict. We are in contact to reschedule.

### *National Roosevelt Alumni Association*

The National Roosevelt Alumni Association, founded in May 2006, seeks to provide support to Roosevelt CTA students, offering tutoring, mentoring and financial support as needed.

Previous service to the Roosevelt CTA community:

In 2011, the National Roosevelt Alumni Association sponsored a “Bridging the Gap” program designed to bring together current students and alumni to celebrate and document Roosevelt CTA’s historical tradition and secure “landmark” status for the school. Other initiatives include an essay contest, and meet-and-greet luncheons, and scholarship money to send students to national conferences. In 2010, they purchased new uniforms for the men’s basketball program. During the 2009 school year, National Roosevelt Alumni Association volunteers called student homes to remind parents of upcoming spring testing dates and produced a video to promote effective test preparation. In 2008, National Roosevelt Alumni Association partnered with several community organizations to offer tutoring before spring testing dates.

Opportunities for service:

In the future, the National Roosevelt Alumni Association would like to establish a networking program connecting students interested in working in a particular field with established professionals who can provide career guidance and assistance. They would also like to continue the existing historical preservation project.

### *NIPSCO*

NIPSCO is one of the seven energy distribution companies of NiSource Inc. As a concerned corporate citizen, both NIPSCO and NiSource Inc. seek to preserve community strengths, address critical needs and build resources for the future by extending financial and human resources. NIPSCO numerous philanthropic programs encompassing education, community support, human services, and environmental enhancement projects are funded annually by shareholders.

Previous service to the Roosevelt CTA community

NIPSCO has had an energy club in schools but is not currently at Roosevelt. They currently are piloting an Employer Program in 3 counties in the area. The program is a 1 year pilot program engaging 15 students with the goal of building pipeline of employees through an 8 year program. This pilot provides mentors through onsite visits one time per week focusing on conflict resolution, diversity, and teamwork. Students are identified for participation through 21<sup>st</sup> Century Scholars and an essay submission along with GPA criteria. NIPSCO supports the annual scholarship through the Urban League and participates in the Youth Leadership Summit with the Urban League.

Opportunities for service:

In the future, NIPSCO is hoping to establish an Energy Club at Roosevelt and hopes the Employer Program is an opportunity that can be developed.

### *Twenty-First Century Scholars*

Indiana started the Twenty-First Century Scholars in 1990 to ensure that every student can afford a college education. Income-eligible 7th and 8th graders who enroll in the program and fulfill a pledge of good citizenship are guaranteed to receive up to four years of undergraduate tuition at any participating public college or university in Indiana.

Previous service to the Roosevelt CTA community:

Roosevelt CTA students have participated in the Twenty-First Century Scholars program since 1992. At one point, 70-80 Roosevelt CTA seniors were enrolled in the program.

Opportunities for service:

EdisonLearning did not have the opportunity to engage in discussions with this stakeholder about future involvement at Roosevelt CTA. EdisonLearning will remain in communication with the organization and discuss their plans during a meeting in the near future.

### *One Church/One School*

One Church/One School was founded in 1994 to provide support from the religious community to improve the value of life and education for students in Gary.

Previous service to the Roosevelt CTA community:

Since 1997, One Church/One School volunteers have supported Roosevelt CTA with a variety of services, including monitoring hallways, hosting after school programs, tutoring, mentoring, hosting after-school programs, attending PTA meetings, making presentations, and hosting student recognition ceremonies.

Opportunities for service:

EdisonLearning did not have the opportunity to meet formally with this partner but has been in informal partnership as the lead supported the location of the church venue for the community partner meetings and has been engaged in the clergy meeting. EdisonLearning will remain in communication with the organization and discuss their plans, including nailing down the number of support visits they host, during a meeting in the near future.

### *Urban League of Northwest Indiana, Inc.*

The Urban League employs a five-point approach to provide economic empowerment, educational opportunities and the guarantee of civil rights for the citizens of Lake, Porter & LaPorte counties in the following areas: Education and Youth Empowerment, Economic Empowerment, Health and Wellness, Civic Engagement and Leadership, Civil Rights and Social Justice.

Current service to the Roosevelt CTA community:

The Urban League supports families through VITA, a n income tax preparation service that connects families to the opportunity to complete a FAFSA application and the 21<sup>st</sup> Century Scholar opportunities. The Urban League hosted a Leadership Summit opportunity for 200 students during the summer of 2011.

Opportunities for service:

EdisonLearning has met with the Urban League on two occasions. The Leadership Summit opportunity currently is in the fund raising phase. Funds support taking students on a college tour as well as the workshop opportunities provided during the Saturday opportunity.

The following partners are not currently engaged in service to the Roosevelt community. A description of the potential range of services, as explained by the partner, is as follows:

*Boys and Girls Club of Northwest Indiana*

Boys & Girls Clubs of Northwest Indiana is an after-school and summer youth development organization providing positive, educational, leadership, and character building programs for youth ages 6 to 18. Club membership is \$10 per child per year. They serve over 7,000 youth in Lake County, Indiana. Their partnerships and collaborations with area school systems have grown with the implementation of Project Learn, a comprehensive education program incorporated into every activity at the Club.

Previous service to the Roosevelt CTA community:

The club currently operates the Educating to Excel program that is a part of a solid church youth program. The program pairs students with a mentor for ACT/SAT prep and financial literacy. Gary School Corporation had been initially engaged with South Shores Connections Project, a data tracking system titled KidsTracks which was designed provide a predictive indicator on how successful students are likely to be. This data tracking system is utilized by non-profits and partnership schools/districts to track achievement impact. The KidsTrack Project did not move forward in GSC due to data tracking issues and districts inability to successfully transfer data.

Opportunities for service:

The Boys and Girls Club desire to partner with the Roosevelt Community. The leaders desire to serve on a Board of Friends as the partnership develops. The Boys and Girls Club is able to distribute flyers to their members to assist in the communication plan.

*Calumet Regional Archives, Indiana University Northwest Library*

The Calumet Regional Archives seeks to collect, preserve, and make available records from organizations and individuals to document the history of Indiana's Calumet Region (Lake and Porter Counties) for use by students, scholars, and the general public.

Previous service to the Roosevelt CTA community:



The Calumet Region Archives maintains several collections relating to the history of Roosevelt CTA. Additionally, founders of the Calumet Regional Archives have donated materials to Roosevelt CTA and written about the school's history.

Opportunities for service:

The Calumet Regional Archives seeks to work with organizations in Gary, but does not know what projects or services it could provide to Roosevelt CTA. EdisonLearning will work to schedule an in-person meeting to move the opportunity forward.

*Gary Neighborhood Services*

The Calumet Regional Archives seeks to collect, preserve, and make available records from organizations and individuals to document the history of Indiana's Calumet Region (Lake and Porter Counties) for use by students, scholars, and the general public.

Previous service to the Roosevelt CTA community:

They are currently not engaged in support with Roosevelt CTA.

Opportunities for service:

Gary Neighborhood Services is willing to provide the Gary Neighborhood Services location for community meetings. They are interested in providing further feedback.

*Indiana Parenting Institute, Inc. (IPI)*

The Indiana Parenting Institute collaborates with and engages a multi-level parenting constituency of parents, caregivers, military families, professionals, and volunteers who work with parents, families, caregivers, schools, youth, organizations, agencies, parent networks, and other groups in Indiana in coming together to acknowledge the vital role parents perform in raising children to become productive citizens of society. They run a variety of programs to promote continuous parent involvement, including parent education programs, parent support groups, and a Birth2Eighteen program that helps parents learn and use appropriate behavior and discipline skills. The classes and workshops are offered through churches, agencies, and schools.

Previous service to the Roosevelt CTA community:

The Indiana Parenting Institute does not currently offer services at Roosevelt CTA, but Roosevelt CTA students are eligible to participate in programs through other organizations. IPI is not currently working at Roosevelt but had provided one parental workshop focused on nurturing. They envision helping build parents as mentor and set goals for students and parents as they work with them. One of their most successful PD's is on support around how to effectively talk with people.

Opportunities for service:

The Institute is interested in providing additional classes and workshops and increasing numbers of student participants. The team has also communicated an interest in assisting in the distribution of communications to the families of Roosevelt CTA as well as the community.

*NWI Parent Community Academy*

The East Chicago-Parent Community Academy (EC-PCA) was created to assist in the process of giving parents, family members, and community members; regardless of background, lack of education, or time limitations: the tools to more effectively help their students become more successful in school, the tools to become more engaged as parents and empowered as partners in the educational process, the basic tools to be empowered as citizens in their own successes and to help in the true success of the city and region.

Previous service to the Roosevelt CTA community:

NWI is not currently working at Roosevelt.

Opportunities for service:

NWI is interested in providing workshops through a Train the Trainer model. They are able to offer programs spanning 3 to 4 different focus areas, including developing parenting skills, engaging in a child's education, and effective preparation for parent/teacher conferences.

*Gary Housing Authority*

The Gary Housing Authority services two communities that are in close proximity to Roosevelt CTA.

Previous service to the Roosevelt CTA community:

NWI is not currently working at Roosevelt.

Opportunities for service:

GHA is willing to utilize their project managers to assist in the distribution of information to their residents. In addition, monthly newsletters written by the Authority can provide updates if provided by the 25<sup>th</sup> of each month.

The following partners have been contacted by the EdisonLearning team to discuss the services currently provided or to engage in preliminary discussions around what services could be capitalized upon. Initial introductions will be made as the partner agrees to participate in a phone conversation or an in-person meeting.

| <b>Organization</b>                    | <b>Contact</b>  | <b>Dates and Methods of Contact</b>   |
|--|---|---|
| Alpha Phi Alpha Fraternity, Inc.       | Lt. Samuel Alden Roberts Jr.,<br>President  | Sent e-mail on 1/20/12; e-mailed Roosevelt CTA Principal to request information about involvement on 1/27/12        |
| Calumet College of St. Josephs         | Dr. Dan Lowery, President   | Called and left phone message 2/7/12; Called and left phone message 2/9/12  |
| College Rock                           | Unknown   | E-mailed Roosevelt CTA Principal to request information about involvement on 1/27/12                                |
| Delta Sigma Theta-Sorority Inc.        | Debra Black   | E-mailed on 1/19/12   |
| Embassies of Christ Kingdom Ministries | Cedric & Joyce Oliver,<br>Pastors   | Survey emailed 2/2/12   |
| Gary Literacy Coalition                | Era Twyman, Director  | Scheduled for 1/17/12 but was cancelled. E-mailed on 1/19/12; Called and left phone messages on 1/20/12 and 1/27/12 |
| Indiana PTA                            | Sharon Wise, President  | Called and left phone message 2/2/12; Survey emailed 2/2/12; Called and left phone message 2/7/12; Emailed 2/7/12   |
| IU Northwest – School of Education     | Stan Wigle, School of Education Dean  | Called and left phone message 2/7/12; Called and left phone message 2/9/12  |
| Ivy Tech Community College Northwest   | J. Guadalupe Valtierra,<br>Chancellor   | Survey emailed 2/2/12; Called and left phone message 2/7/12; Meeting scheduled for 2/28/12                          |
| Kappa Alpha Psi Fraternity             | James Piggee  | E-mailed on 1/19/12; Called and left phone message on 1/20/12   |
| Methodist Hospitals                    | Denise Dillard, Vice President –<br>External Affairs  | Survey emailed 2/2/12; Called and left phone message 2/7/12; Called and left phone message 2/9/12                   |
| Omega Psi Phi Fraternity               | Thomas Newsome, Basilus   | E-mailed on 1/19/12; Called and left phone message on 1/20/12; Survey emailed 2/2/12                                |
| Powers and Sons Construction           | Cynthia Powers  | E-mailed on 1/19/12; Called and left phone message on 1/20/12; Survey emailed 2/2/12                                |
| Purdue University - Calumet            | LaVada Taylor Brandon,<br>Multicultural and Social Studies<br>Education Associate Professor | Called and left phone message 2/7/12; Called and left phone message 2/9/12  |
| Quality of Life Council                | Jim Flannery, CEO   | Called 1/6/12; 1/8/12   |

|   |  |  |
|---|--|--|
| South Shore Convention and Visitors Authority | Nicky Mackowski, Director of Community and Public Relations            | E-mailed on 1/19/12; Called and left phone message on 1/20/12; Survey emailed 2/2/12; Received email 2/3/12 saying neither she nor the organization has had any involvement with Roosevelt CTA |
| Teaching With Historic Places                 | Suzanne Rollins Stanis, Director of Heritage Education and Information | Survey emailed 2/2/12  |

### Upcoming Outreach Opportunities

EdisonLearning is committed to specific meeting dates with the following groups. We will formally present information regarding the process of the work thus far as well as the scope of work for Phase 4. Time for Q&A will be provided with all constituent meetings.

| Organization                  | Contact              | Date    |
|-------------------------------|----------------------|---------|
| Quality of Life Council       | Jim Flannery         | 3/2/12  |
| Baptist Minister's Conference | Pastor Dwight Mobley | 3/27/12 |

| Community Meeting                  | Location                     | Date               |
|------------------------------------|------------------------------|--------------------|
| Gary Public Library, DuBois Branch | 1835 Broadway                | 2/28/12, 4-5:30 pm |
| St. Timothy Church                 | 1600 W. 25 <sup>th</sup> Ave | 2/28/12, 6-7:30 pm |

A schedule documents the meetings set with individual partners as we continue to work through ensuring all partners have the opportunity to participate in a one on one meeting and to strategically plan their next level of engagement. The schedule can be provided upon request.

### Web and Facebook Updates

A URL for access to Roosevelt updates has been created. The URL, RooseveltHighSchoolUpdates.com, is secured and will be redirected to the EdisonLearning.com come page. This URL is public facing and will be advertised once activated. The URL is hosted at the following address:

<http://edisonlearning.com/content/roosevelt-high-school>

A Facebook page has been created at the following link and will be updated and monitored by EdisonLearning until the page can be transitioned to school leadership. Previous to this page, there were two Facebook pages open for Roosevelt, although neither page contains beneficial or current information.

<http://www.facebook.com/pages/Roosevelt-High-School-Updates/373914895952768>

In addition, a Twitter link will contain the same updates as Facebook but may reach a different audience.

[http://twitter.com/TRHS\\_Updates](http://twitter.com/TRHS_Updates)

## Organizational Area of Review: Outreach and Engagement for Students and Parents

### Evidence Base

| Methodology                         | Data source                  | Analysis  | Time frame  | Upcoming meetings/forums     |
|-------------------------------------|------------------------------|---|---|------------------------------|
| Focus Groups                        | Students                     | Analysis of transcribed notes of focus group questions/responses                        | 11/30/11<br>12/1/11   | 2/29<br>3/12<br>3/13<br>3/28 |
| Focus Groups and Community Meetings | Parents                      | Analysis of transcribed notes of focus group questions/responses                        | 9/14/11<br>10/24/11<br>10/25/11<br>12/20/11<br>11/2/11<br>1/4/12<br>1/11/12<br>1/17/12<br>1/31/12<br>2/6/12<br>2/13/12<br>2/14/12<br>2/22/12<br>2/23/12 | 2/28/12<br>3/2/12<br>3/27/12 |
| Survey data                         | Staff, parents, students     | Analysis of survey results, provided via survey link, to be analyzed at close of window | 1/16/12-1/31/12, extended date to end of February to increase participation   |                              |
| One on one meetings                 | Principal, parent assistants | Analysis of notes, Parent Resource Room notebook  | 2/14/12<br>2/23/12  |                              |

### Major Findings:

- There is a Community room at Roosevelt CTA staffed by two full-time parent assistants.
- Two additional parent assistants were hired with Title funds in February of 2012, bringing the total to four assistants.
- Parent assistants are assigned to grade levels to serve as advocates for the students in that grade.
- The following activities are offered to support student achievement: Tutoring, Mentoring, Scholarships/Financial Aid, Educational Programs and Workshops (including parenting skills) and Career Exploration, GED program offerings, food baskets, t-shirt drives, Open House, ECA and SAT Testing Information and Prep, Graduation Preparation, Black History programs

- PTA is not active on its own and meetings are not regularly held.
- PTSA: Alumni that meet off-site more regularly and host an alumni luncheon
- A newsletter is sent home monthly authored by the parent assistants with a principal update
- A Charm program runs during lunch, teaches girls social graces, or “how to act like a lady.”
- Volunteers from several local churches meet with students during lunch if they choose to visit the Parent Resource Center
- There are no handbooks or descriptions of all the programs the Parent Room supports
  1. Principal describes role as a “second parent”
  2. View role as the relationship supporter or students
  3. Serve as liaison to school counselors
- Parent assistants do not have a formal job description.
- Parent assistants assist teachers in sending home postcards with positive messages or good news stories
- Parents assistants engage tutoring providers and refer families to sign up for the 4 SES current options
- Parent assistants currently had credibility in the neighborhood as they are entrenched in the community and well respected. They hit the streets and make connections with local businesses with communications flyers to reach parents.
- Parents feel little opportunities are available to meet with teachers as it must be done on planning time, not before or after school or at other times.
- Parents feel they must take initiative to get feedback from the school.
- Parent feedback was consistent that communication via email, calls, voice messages, letters, etc., from the school is not sufficient to meet their needs.
- Progress reports should be mailed home.
- The expectation that parents pick up report cards from the school has been put in place this year. This has been a challenge as expectations have changed.

## Conclusions

EdisonLearning developed and circulated an online survey to multiple stakeholders at Roosevelt CTA. The survey invitation was sent home via a letter to all parents and students. In addition, hard copies of the student letter were distributed in envelopes to the students at school. While the plan was to initially host the survey for a two week window until the end of January, low participation in all groups required a revisit of the plan.

Initially, only six students participated in the survey. The principal suggested the students take the survey at school and the window was extended to the end of February. The principal facilitated taking some classes to lab for participation resulting in the engagement of 103 survey completions. That approach was stopped by the district through direct communication to the principal. The final strategy was to allow students to access the lab during their lunch hour. That strategy netted additional responses and took the participation rate up to approximately 140 students.

Staff also received a letter from EdisonLearning inviting them to participate in the staff survey. There were six staff responses.

Student Informational meetings will be held over the next two months on regular schedule during the lunch hour. Students will be invited by grade level through direct interaction with their counselors and teachers. The sessions will be informal informational sessions where students will be asked to bring questions on note cards. The questions will be gathered and addressed during the meeting to provide structure.

Various programs are operated out of the Parent Resource Room under an informal plan. A guide or handbook to drive the work is not available. The room is staffed with 2 parent assistants who follow-up on the vision of the principal, which is to build relationships with students and families. Just recently, 2 additional assistants have been hired with Title funds.

A program titled *Charm*, teaches social graces and “how to act like a lady” to young girls at Roosevelt during their lunch hours. This is staffed by the parent assistants. Volunteers from local churches are provided space in the Parent Resource Room where they are able to mentor with students who choose to participate during their lunch hours. This focus is religious in nature as the evidence in the room displays verses and Biblical core values. One parent assistant offers Islam support to students interested in her mentorship.

*Panthers Destined to Succeed!* is a targeted club program for 10<sup>th</sup> and 11<sup>th</sup> graders. This group targets students who will have completed the Care 40 requirements. The goal is for every member to have a close and personal relation with their counselor. Coaching around life skills such as coping, social interactions, how to relate to others, decision making and problem solving are the focus skills. The cohort group can earn activities and rewards such as field trips, parties or free hair cuts. Each participant is required to complete three hours of community service. These meetings are held during lunch hour. Currently there are 38 10<sup>th</sup> graders and 28 11<sup>th</sup> graders in the cohort.

There is an after-school tutoring program that services students in 4 Power Sessions, running 7 weeks each. The program focuses on ECA/Core 40/Prevention/Career and College Prep. The program runs on Tuesday, Wednesday and Thursday, as well as from 9 to noon on Saturday. Bus transportation is available for this option.

The parent assistants distribute flyers and newsletters through their connections in the business community and in places where parents frequent. Their strong connection to the community bridges what the school perceives to be a gap between the school and the home.



## **Advisory Council**

The schools' Advisory Council is a valuable link that encourages student and parent involvement with projects inside and outside of the school. The Advisory Council will be positioned to advocate for the school within the larger community and will provide input from individuals who are keenly interested in helping to integrate an innovative school into the life of the community. The Advisory Council will be composed of a range of community leaders, business people, faith based community leaders, alumni, public officials and representatives from local associations or groups, and a representative from the Parent Advisory Council. Partners lend their expertise and are visible advocates for the school for academic achievement, as well as enrollment and retention. By forging these collaborations, the school will profit from the opportunity to have community and business leaders involved in school functions and ensuring that our educational goals are at the forefront of the community's agenda. The Advisory Council will have no governance authority over the school.

Members of the Advisory Council meet regularly and discuss upcoming school activities, ways to increase parent and student involvement, school-community collaboration, enrollment and volunteerism. Incentives will be developed to encourage parents, students and staff to be participants in community functions promoting well-being, community services, learning opportunities, and student enrichment. Additionally, Advisory Council members are encouraged to invite their colleagues and business associates to collaborate with the schools.

An Introductory luncheon for potential Advisory Council members will be hosted in March. The project team will work with Commissioner Tony Walker to ensure the committee is well represented by members who will invest in the success of the Turnaround Project.

## **Parent Advisory Council**

On an operational level, the school will establish a Parent Advisory Council (PAC) as an opportunity for parents to become informed about and engaged in curricular, co-curricular, and extra-curricular activities and to develop strategies for continuous improvement. The PAC will meet regularly to discuss school issues and hear families' concerns and suggestions. The PAC will provide assistance as needed to support school-wide goals, communicate the concerns and ideas of families, and contribute to policy decisions. The Parent Advisory Council will also provide ideas, suggestions, and recommendations to support improvement in the school, including strategies for improving parent-school relationships. A representative from the Student Council will assist the PAC.

The school will involve the parents and community members in the school in the following ways:

- Each parent will sign a commitment to support their child and the educational mission of the school. These parental commitments include ensuring that their child is at school and on time each day. It also outlines expectations that they are helping with homework and ensuring that it is complete, reading with their child each night, assisting their child in contacting the teacher regarding any problems or questions on an assignment, providing a quiet place with light for their child to study at home, and being available to meet with the teachers at home or at school if the need arise.



## **Community Engagement Report**

### **Arlington High School**

#### **Community Engagement**

EdPower has held and participated in multiple forums to engage the parents and community in the turnaround process at Arlington Community High School. Our first forum was held at Charles A Tindley where around 75 community partners, Arlington parents, IPS administrators and teachers, community leaders and community members were give approximately 2.5 hours to ask questions about the turnaround process. During this forum, Marcus Robinson first addressed the crowd about the process and then opened the floor to questions.

The second community forum was organized in conjunction with the NAACP education committee and held at Arlington High School. This meeting was attended by over 30 community partners, Arlington parents, teachers, administration and NAACP education committee members. At this forum, Mr. Marcus Robinson (CEO, EdPower) elaborated on plans for the turnaround of Arlington High School including plans to raise academic achievement and to provide a safe learning environment for students. The idea of extended days to “catch students up” was meant with resistance from the teachers. Mr. Robinson explained to change the outcome you must change the methodology and progress means stealing time or extended time in school.

In addition to these forums, Dr. Rosiline Floyd, Director of Research and Evaluation EdPower is actively engaged with both the Arlington Community partners group (see attached forum) and United Northeast and Devington Community Association (see attachment) to develop and overall educational vision for the area. The logic behind this affiliation is the school is the anchor of the community enriches the community thus enrich the school. We plan to work actively with these organizations to support community engagement. The following outlines part of this vision.

Arlington Community Partnership Network and Devington Community Association leadership to create a more detailed plan to meet and exceed the 5 – 10 year educational needs of the community.

- Staffing and programming for an early childhood development center in the Devington Community. (YMCA)
- Programming support for STEM initiatives at elementary schools and high schools. (Martin University, NOBCChe)
- Financial incentives for academic coaches cost of training materials and academic coaching coordinator for a new high school tutoring program. (NAACP)

- Funding to support a community school coordinator position at Arlington Community High School. (IUPUI has volunteered to be the fiscal agent if funding can be identified.)
- Staffing and programming for an alternative-to-suspension program. (Indianapolis has one of the highest suspensions rates in the nation.) (YMCA Urban Mission)
- Staffing and programming for after school programs at the elementary schools and high school. (FMMSC)
- Scholarships and transportation for college tours (FMMSC, Deltas, IBAC)
- Marketing materials for the aforementioned coalition programs.

## Developments

- EdPower has aggressively pursued community engagement initiatives since the last community engagement report. Mr. Marcus Robinson, Chancellor and CEO of EdPower, met with the NAACP education committee to provide information and seek their support around Arlington Community High School. Items discussed included the need for active partners for tutoring, mentoring and community outreach. This meeting included the introduction of Jimmy Meadows, who will become Principal of Arlington effective July 1. Mr. Meadows discussed his vision for Arlington and reconfirmed our need for community support in the design and implementation of processes that improve academic and life outcomes for Arlington students.
- EdPower participated in a student recruitment fair with IPS to introduce EdPower and its opportunities to the Arlington Community and Student body. The families were introduced to EdPower and Mr. Meadows presented on the vision for the future at Arlington. The EdPower team had a booth where families could ask questions.
- The EdPower team has contracted with Forest Manor Multi-Service Center (FMMSC) to serve our Arlington families around community engagement. Over the course of the next six months, FMMSC will:
  - Convene meetings of all Community Based Organizations that currently serve or would like to serve students in the Arlington High School student body
  - Hire three community advocates who will canvass the North Eastside community around Arlington High School to inform families of the opportunities at Arlington for the next school year and dispel any misinformation about the EdPower plan.
  - Coordinate meetings with stakeholders across the North Eastside to inform them about the transition from IPS to EdPower and to solicit their support for students in the school.

- FMMSC will hire a full-time caseworker to provide full wrap-around services to Arlington students in an effort to connect Arlington families in need of the vital resources the community can provide for them (starting July 2, 2012).
- EdPower held an open information session/job fair where community members could learn about EdPower's vision. The community was introduced to the EdPower team and over 140 attendees had the opportunity to apply for positions.
- A job fair was held for Teach for America participants in collaboration with Charter Schools USA and The Challenge Foundation. Nearly 50 TFA participants were introduced to the EdPower vision.
- The EdPower team has agreed to support some of the initiatives supplied by the community engagement partnership with NAACP and Arlington Community Partners Network. Items of agreement include working to:
  - Construct education for social justice, access, and equity.
  - Expand students' life opportunities, available choices, and community contributions.
  - Build on the extraordinary resources that our community provides for life-long learning.
  - Use the valuable knowledge and experience that children and their families bring to school learning.
  - Work together to create future generations economic sustainability.
  - Practice scholarship by creating partnerships for action-based research and inquiry.
  - Shape their practice based on evidence of what results in successful learning for each student.
  - Foster relationships based on care, respect and responsibility.
  - Understand that people learn in different ways throughout their lives.
  - Respond with learning opportunities that work.
  - Embrace a model of community engagement that values significant input from all stakeholders.\*

- EdPower held another open forum at Tindley for parents and students who had questions about the turnaround process.
- EdPower has created a Community Advisory Board composed of individuals from diverse backgrounds to support Arlington

#### Community Advisory Board Members

1. Mark Bruin
2. Regina Marsh
3. Jo Anne Rutigliano
4. Nancy Ramsey
5. Kareega Rausch
6. Tracy Boyd
7. Pastor Eric Wiggins (tentative)
8. Rick Fusion (tentative)
9. Joy Mason
10. Lacy Johnson (alternate)

## Information on Board Members

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### **Biography of Mark E. Bruin**

**Mark Bruin graduated from Indiana University in 1980 with a B.S. in Business Administration and in 1981 with a MBA in Finance. He started his career at Comerica Bank in Detroit as a Credit Analyst and later became an Assistant Vice President in U.S. Commercial Banking with an emphasis in lending to companies in the communications business. He then opened Comerica's office in Indianapolis in 1984 focusing on asset based financing.**

**In 1985, he joined Indiana National Bank (later to become NBD Bank and subsequently Bank One) as a senior lender in their Asset Based Lending Group. In 1989, he moved to a Middle Market Banking Department and in 1992 was appointed the Manager of a Middle Market Lending Division. He held that position until he left Bank One in June 2001 to become the Senior Vice President for Corporate Banking for The National Bank of Indianapolis. In that role, he has responsibility for commercial lending and cash management. He continues in that position today.**

**Outside of work, Mark is involved with his church, a community foundation and coaching his two sons in youth sports.**

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**Outside of work, Mark is involved with his church, a community foundation and coaching his two sons in youth sports.**



## Updated Future Plans

1. Community Forum at community centers (i.e. CAFÉ, Forest Manor)( **beginning in late March**)
2. Attending neighborhood meetings on the far eastside (**beginning early March** )
3. Additional meetings with Devington tenants (**Jimmy Meadows currently attending monthly meetings** )
4. Providing materials about EdPower around are targeted student population areas, (**currently distributing**)
5. Allowing for concerns and suggestions to be addressed on the EdPower website. (**currently**)

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RESUME OF JO ANNE RUTIGLIANO  
9.20.05

Birthdate: 6.26.49  
Undergraduate Degree: BS University of Evansville  
Master's Degree: Butler University  
Married July 10, 1971  
Husband: Nick J. Rutigliano – owner of Tobias Insurance Group, Inc.  
Two Children: Melissa Rutigliano Laborsky, MD  
Mike Rutigliano – Mechanical Engineer for Hunt Construction

Work:

1973 – Fourth Grade Teacher at Spring Mill Elementary School – Indianapolis  
1980 – Taught Pre School at Luke's Methodist Church  
1983 – Substitute Teacher – Carmel Clay  
1990 – Got Certified to Tutor Children with Learning Disabilities  
1990 – Tutored Children with Disabilities  
1997- 2005 – College Counselor at Carmel High School

Volunteer:

1978 – 1990 Junior League of Indianapolis  
1978 – 1981 Junior Symphony Group  
1978 – 1981 Christamore  
2005 – Tindley Accelerated High School

# *Regina Marsh*

11147 Winterwood Drive Indianapolis, Indiana 46235  
 317-826-9443 home 317-414-9554 cellular  
*Exerix1@aol.com*

## **Professional Goals**

Program Development, Coordination, and Administration ... especially in a people-oriented organization with broad cooperative efforts through the use of sound planning, strong administration, team work and skills of persuasion to achieve goals.

## **Summary of qualifications:**

- Proficiency in program development, client services, presentations, relationship management and group facilitation
- Adept in negotiations and collaborative ventures
- Experienced in organizational and community policy development
- Recognized advocate in areas of youth programs
- Skilled and established resource developer with extensive experience in special event planning, program development and event marketing
- Results oriented with proven ability to effectively target area of highest return
- Proven ability to work independently and with multidisciplinary team

## **Professional Experience**

**Forest Manor Multi-Service Center** **May 1999 – Present**

**Executive Director:** Administer and supervise all operations of the Center and its components, in accordance with the goals and objectives of the Centers board of directors.

- Direct the hiring, supervision, development and evaluation of 20 plus staff
- Develop and administer Center's annual budget; prepare and direct the preparations of required financial reports
- Establish and maintain cooperative working relationships with neighborhood organizations, schools, and human service providers to ensure the delivery of quality services to clients. Created over 75 new collaborative partners
- Developed, fundraising and marketing strategies to increase brand exposure and awareness
- Promote Center's programs and activities through all media outlets
- Recruit community leaders and other professionals to serve on the Board of Directors.
- Assisted in development of short and long range plan and lead organization in implementation of plan
- Developed and secured funds through grant writing and fundraisers. Raised over \$1 million in grants and contracts within 5 years
- Developed new financial plan that decreased \$56,000 deficit while increasing income generating programs
- Expanded programs to include mental health, community corrections, HIV prevention, workforce development and Child Care voucher program
- Secured funds to provide the center with the latest in technology

- Negotiate all contract, grants and funds on behalf of the organization.
- Oversee maintenance and repair of all center property including building, grounds vehicles and equipment

**Forest Manor Multi-Service Center      March 1998 – May 1999**

**Healthy Start and Youth Program Coordinator**

- Developed and implemented activities for pre-adolescents and their families
- Convened and facilitated support groups on sexuality, healthy relationships, conflict resolution, parenting classes and other support activities
- Monitored programs and compiled data for reports
- Developed an age appropriate educational and recreational curriculum and recruited participants
- Planned, coordinated speakers/instructors, special and seasonal events for the Center
- Administered spending and kept within budgetary guidelines
- Coordinated the development of outreach materials, marketing and public relations activities to publicize center's programs
- Collaborated with other neighborhood, community, and other youth serving agencies

**Boys and Girls Club of Indianapolis      November 1997 – March 1998**

**Volunteer Coordinator**

- Directed volunteer program and implemented improvement to the recruitment of volunteers
- Published and disseminated volunteer newsletter
- Supported and coordinated requirements and expectations of existing grants
- Coordinated the submission of grants to new revenue sources
- Provided support for gender equity research efforts and training
- Assisted staff in infusing gender equity into clubs programs

**Martin Luther King Multi-Serve Center      May 1993 – November 1997**

**Youth Program Coordinator**

- Supervised school aged child care and social development programs
- Counseled youth in life planning, crisis management, and educational goals will developing short and long term plans for youth
- Implemented social, cultural and recreational activities
- Planned and organized all aspect of youth programming
- Wrote grants and planned fundraising activities
- Collaborated with other neighborhood, community and youth organization

**Fall Creek YMCA**

**January 1991 – May 1993**

**Youth Academy Director**

- Developed skill resource learning programs for youth at risk
- Expanded program to include cultural, recreational and spiritual components
- Planned and organized educational and recreational activities
- Developed program budget

**Other Professional Experiences:**

1990 – 1991 **Assistance Office Manager, Liberated Lady**  
 1988 – 1990 **Office Manager, Donnell's Sheet Metal**  
 1987 – 1988 **Supervisor, MDM Manufactures**  
 1985 – 1987 **Security Dispatcher, California Commerce Club**  
 1984 – 1985 **Intern, Department of Youth and Family Services**

| <b>Arlington Community</b>                  | <b>Category</b>    | <b>Status</b> | <b>Contact</b>     |
|---|--------------------|---------------|--------------------|
| <b>School Community Partners</b>            |                    |               |                    |
| <b>Organization</b>                         |                    |               |                    |
| 1. Ladies Under Construction                | Non-Profit Program | New           | Aleanya Moore      |
| 2. Arlington Alumni                         | Community          | Active        | Andrea Price       |
| 3. Greater Indianapolis Chamber of Commerce | Individual         | Contact       | Angela Smith Jones |
| 4. Stop the Violence                        | Non-Profit Program | Active        | Anthony W. Beverly |
| 5. Big Brothers and Big Sisters             | Non-Profit Program | New           | Becky Mueller      |
| 6. Indiana Black Alumni Council             | Non-Profit Program | Active        | Bob Henderson      |
| 7. MI Bank                                  | Active             | Active        | Brooke Dunn        |
| 8. NAACP Education Committee                | Community          | Active        | Carole Craig       |
| 9. Martin University                        | University         | New           |                    |
| 10. Afterschool Coalition of Indianapolis   | Non-Profit Program | New           | David Klinkose     |
| 11. NAACP                                   | New                | Contact       | David Sermack      |
| 12. Way of Life Church                      | Faith-Based        | Active        | Deanna Woodruff    |
| 13. Parent Power                            | New                | New           | Delana Ivey        |
| 14. CLD – Self-Discovery and Project MR     | Non-Profit Program | Active        | Dennis Bland       |
| 15. Net-Literacy                            | Non-Profit Program | Active        | Don Kent           |
| 16. IUPUI Community Learning Network        | University         | New           | Myron Duff         |
| 17. JAG (Goodwill)                          | Non-Profit Program | Active        |                    |

|     | Industries)                                 |                    |         |                            |
|-----|---|--------------------|---------|----------------------------|
| 18. | Mdwise                                      | Non-Profit Program | New     | Fernando Lun               |
| 19. | BWI   | Business           | Active  | Gary Hobbs                 |
| 20. | STEM  | New                | New     | Isaac Bernard              |
| 21. | Gallahue<br>Mental<br>Health                | Health             | Active  | J. Joel Freed              |
| 22. | Indiana<br>Partnership<br>Center            | Non-Profit Program | Active  | Jackie Garvey              |
| 23. | Jerome<br>Mentoring<br>Services<br>Outreach | Non-Profit Program | New     | Jerome Ancelet             |
| 24. | Childrens<br>Bureau                         | Non-Profit Program | New     | Kim Washington             |
| 25. | USA Funds                                   | Business           | Funder  | Kyle Malone                |
| 26. | YMCA Urban<br>Mission                       | Non-Profit Program | Active  | LaShanda Lang              |
| 27. | Indiana<br>Partnership<br>Center            | Non-Profit Program | Active  | Angela Short               |
| 28. | Zion Hope<br>Baptist<br>Church              | Faith-Based        | New     | Pstr Tony McGee            |
| 29. |   |                    |         |                            |
| 30. |   |                    |         |                            |
| 31. | YMCA of<br>Greater<br>Indianapolis          | Non-Profit Program | Active  | Meresa Creekmore-<br>Armor |
| 32. | Arlington<br>Alumni                         | Individual         | New     | Michael Driver             |
| 33. | Way of Life<br>Church                       | Faith-Based        | Active  | Mindy Mayes                |
| 34. | NAACP                                       | Non-Profit Program | Contact | Myrtis Ross                |



**Education**

Bachelors Degree of Business Management - Indiana Wesleyan University

**Community Affiliations**

Coalition of Northeast Neighborhood  
United Neighborhood Centers of America  
Concern Clergy  
Devington Minster's Alliance  
38<sup>th</sup> Street Business League  
100 Black Men of American/African American History Challenge

**Board Affiliation**

Veolia Water Indianapolis, Citizen Action Committee  
National Association of Child Safety  
Charles Tinsley Charter School  
Child Health Network



