

**Choice Neighborhoods
Washington Village/South Norwalk
Friday December 9th, 2011
Education Sub-committee**

Present: James Alonzo, Susan Sweitzer, Rhonda Kiest, Emily Lopez, David Kennedy, Pamela Edington, Daisy Franklin, Glenda Figueroa, Candace Mayer, Curtis Law, Stuart Greenbaum, Nancy Von Euler, Dr. Sally Grose, Mary Oster, Tom Hickey, Mary Grace Weber, Margaret Suib, Carvin Hilliard, Diane Lewis, Sherelle Harris, Pierre Paul Joseph, Rev. Nellie Mann, Dr. Susan Marks, Emily Lopez, Gayle Epp, Rhae Parkes, Jamie Alonzo,

Agenda: Attached to meeting notes

This was the second education sub-committee meeting. Rev. Lindsey Curtis chaired the meeting and welcomed the committee members and had everyone introduce themselves.

Rhae Parkes, EJP consultant shared the education results from the resident survey which fostered the discussion of where the Washington Village (WV) children attend school. There is no neighborhood school in South Norwalk. The majority of the elementary school children attend Cranberry School which is located in Norwalk. Gayle Epp, EJP consultant provided a compilation on promising educational strategies from across the country (attachment #1), and a summary of the points HUD assigned to 2010 CNI implementation applications. Gayle also highlighted mandatory HUD requirements for successful education strategies:

- A parental involvement component and intensive community outreach. The plan must also commit to enrolling at least 65% of children 0 -5 from original WV families and new families living at the revitalized site in high quality early learning programs.
- The plan must commit to enrolling at least 65% of school aged children from original WV families and new families living at the revitalized site in high quality schools and schools undergoing significant improvements.

The following list highlights comments, questions and agreed upon next steps discussed during the meeting:

- A high percentage of WV adults have a high school diploma and therefore a priority issue for these families may be vocational training or continuing education at a community college or traditional four-year institution.
- Participants discussed that training and education needs to be directed towards a “new economy” and providing skills targeted to current and emerging job opportunities and sectors.
- It was also discussed that the potential redevelopment of the neighborhood creates an opportunity to hire residents (Section 3) to do some of the labor needed for the construction.

- Discussion around educational initiatives within Norwalk focused on:
 - Norwalk ACTS and the strategy of the CNI plan aligning with the Norwalk ACTS Plan. (Attachment #2 Norwalk ACTS plan). Rhonda Keist reported that Norwalk ACTS has already developed a 2012/2013 plan that includes CNI as one of the priority programs. Rhae and Gayle introduced the idea of whether or not it made sense to piggy-back on the Norwalk ACTS plan and/or subsume the education subcommittee into the broader Norwalk ACTS meeting structure. The group agreed that while Norwalk ACTS provides a very important resource to the CNI planning process, it would be important for the Education Sub-Committee to continue to meet independently of Norwalk ACTS, but to actively collaborate and minimize duplication. **Action:** NHA and its planning team to meet with Norwalk ACTS to discuss in greater detail the recently approved plan and implementation strategies.
 - Dr. Marks indicated that she is exploring the concept of a neighborhood school. An issue to be addressed in a neighborhood school is to have rich array of opportunities for drawing in other students while primarily serving WV /South Norwalk students.
 - Dr. Marks brought up the concept for Briggs Alternative High School and introduced her idea to re-invent the school introducing career apprenticeships, an example would be green technology. This ‘reinvented’ school concept could provide a strong connection to students in the day and then adults and the broader community during non-school hours.
 - David Kennedy brought up the “P20” approach and Dr. Marks agreed we need to look at “P20” in developing our education strategy.
 - David Kennedy urged the committee to look at non-traditional ways to continuing education, particularly online learning and partnerships with online colleges as University of Phoenix
 - One participant indicated that the education strategy should more explicitly connect education and science and to explore working with the aquarium to develop a marine science model for the community. **Action –** NHA and its planning team to meet with the Aquarium to discuss in greater detail ideas for a targeted sciences initiative.
 - Several themes emerged during the education discussion including:
 - a. The need for a “collect impact study” with shared goals and measurements
 - b. The need for a “student-centric approach” to the education strategy
 - c. The need to ensure that the education pipeline includes opportunities for both the continuum of education from cradle to work, but also address opportunities for vocational training and trade schools for those who may not go onto higher education.

The following was identified as next steps:

- NHA and the planning team will meet individually with the following key educational stakeholders:
 1. Dr. Marks -Norwalk Public Schools
 2. Rhonda Kiest -Norwalk ACTS
 3. Pamela Edington - Norwalk Community College
 4. Jamie Alonzo of the Maritime Aquarium.

These meetings will provide an opportunity for more in-depth discussion around various educational goals and initiatives that can support or connect to the CNI educational plan.

- Emily Lopez, principal of Columbus Magnet School will prepare a brief summary of the Harlem Children's Zone and/or work on having the Harlem's Children's Zone come and speak to the committee about their project. Emily will coordinate with NHA.

Notes prepared by Patricia Marsden-Kish (NHA)

Educational strategies (attachment # 1) prepared by EJP Consulting Group

Norwalk Acts Business Plan and Score Card (attachment # 2)