

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
July 13, 2010**

I. CALL TO ORDER

The meeting was called to order at 4:34 p.m.

PRESENT: Board of Education: John Brodrick, Elona Street-Stewart, Vallay Varro, Kazoua Kong-Thao, Anne Carroll, Jean O'Connell, Keith Hardy

Staff: Superintendent Silva, Michael Baumann, Jeff Fulton, Hamilton Bell, Laura Olson, Sharon Freeman, Andrew Collins, Jaber Alsiddiqui, Lynn Gallandat, Denise Quinlan, Michael Kremer, Kevin Umidon, Marie Schrul, Michelle Walker, Kate Wilcox-Harris, Howie Padilla

Other: Amy Filice, Erica Schumacher, Mike Anderson, Kit Hadley, Michelle Zwakman, Greg Patterson, Mike Hahm

II. AGENDA

A. Update on Promise Neighborhood

Director O'Connell introduced the presenter for Promise Neighborhood, Michelle Zwakman, Wilder Foundation. Director O'Connell indicated she and Director Varro are part of the Mayor's Educational Leadership Team that had received a brief on the Promise Neighborhood (PN) and Learning Campus efforts being implemented in St. Paul. She had requested the Board be provided an update as well.

The United States Department of Education has made funds available for projects to transform neighborhoods by developing "cradle to career" services in specific distressed community areas. This is the Federal government's attempt to replicate the successes achieved by the Harlem Children's Zone. There will be 20 one-year planning grants made with a maximum amount of \$500,000. Applicants must match one-half of the amount being applied for. This match can be funding or in-kind services. There will be funds for implementation and additional planning grants next year. Whether applicant's receive a planning grant or not, implementation grants may be applied for.

Key partners in the project are The Wilder Foundation, Saint Paul Public Schools (SPPS), the City of St. Paul, Ramsey County, the Summit University Planning Council, the Frogtown Neighborhood Association, the SPPS Foundation and the YWCA of St. Paul. This group has submitted an application for \$500,000 in federal funds to plan for and implement a Promise Neighborhood in the Frogtown and Summit University neighborhoods.

Helping to build a foundation for the grant application is the fact the City of St. Paul has been focusing on education as a top priority including such things as early education, early education after-school, college to career initiatives and the Invest St. Paul Initiative. A substantial benefit to the application is the work already done between SPPS and Wilder on the Achievement Plus School Model. There is also the Community Investment Campus (Ramsey County, the City of St. Paul, SPPS and several community organizations) which is focusing on the area around Jackson and Maxfield Elementary Schools. This area has become the Promise Neighborhood area (a map of the project was provided). This area consists of nine census-tracked areas.

Based on its experience with Achievement Plus and the fact the Department of Education required a non-profit "sponsor" in order to apply, the Wilder Foundation agreed to lead the Promise Neighborhood effort in St. Paul. The proposal submitted is for a one-year planning process to develop a Promise Neighborhood. Whether funding is received or not St. Paul will move forward with the effort. If federal funding is not received, the project will begin as a scaled back program. Most of the \$250,000 in-kind and matching funds committed already are not contingent on receiving the federal funding.

There are a couple of specific activities required: (1) a needs assessment of the community and (2) that the assessment focus on several specific indicators which include:

- Do children enter Kindergarten ready to learn
- Are students proficient in core subjects
- Do students successfully transition from middle grades to high school
- Do youth graduate from high school
- Do high school graduates get postsecondary degrees/certifications/ credentials
- Are students healthy
- Do students live in stable communities
- Do families/community members support learning
- Do students have access to 21st century learning tools.

The assessment data must be analyzed and implemented into a plan for a series of cradle to career solutions (a program, policy or some type of intervention) that will improve measurements in key indicators. There will be substantial community involvement throughout the process.

The plan is to implement "Solution Action Groups" (SAGs) which target different age groups; these will be looking for solutions to different indicators. SAGs will be comprised of community members. There will be six SAGS. The SAGs will develop their own community solutions which they feel will work best in their neighborhood.

Ms. Zwakman introduced Hamilton Bell who will be serving as a principal on special assignment as the Project Director for Promise Neighborhood. His responsibilities will be for oversight and coordination of grant activities according to the timeline and budget, for coordination among the major players and for community involvement. He will act as the visible representative for the project.

339 applications have been submitted for the planning grants; 20 will be selected based on experience in doing this type of work, the capacity of the community and the collaborations involved.

B. Update on Learning Campuses

Kit Hadley, St. Paul Public Libraries, was introduced and spoke about the learning campuses. She stated the Promise Neighborhood targets a specific geographical area, the learning campuses focus on broader areas/outcomes.

A learning campus is a geographic area in which school day and out-of-school activities are coordinated. In a learning campus, information, program opportunities, registration and transportation are coordinated to ensure all youth equitable access to high-quality activities and learning opportunities. This initiative grew out of the Second Shift Commission's goal to provide equitable access to out-of-school-time learning opportunities citywide.

The effort will initially focus on middle-school students to offer opportunities for a couple of hours of structured after-school activities during the week.

Six campuses have been identified and are composed of a number of District Councils. These zones reflect the location of existing youth-serving organizations. Each campus

includes recreation centers, libraries, public, charter and private schools as well as community organizations.

The basis for this initiative is St. Paul's need to insure future economic development and competitiveness which relies on the city's ability to assure the learning and development of its young people in school and out of school. Regular participation in high-quality afterschool programs can result in positive impacts on a range of academic, social and emotional outcomes for young people and a reduction in high-risk behavior.

The Kellogg Foundation is funding the initial design work. This work is in progress at this time. There is already a high degree of integration among public and community based institutions. The goal is to launch one to three learning campuses for the 11-12 school year. Additionally a number of steps will be taken to start making the learning campus approach work. Communication pieces, collaboration in a targeted manner for out of school supports, communication methods for parents and kids and establishing a data base to provide information on all of the opportunities are being worked on at this time. Applications for funding are also being developed. There is interest from a number of foundations. A funding strategy has been developed and next step proposals will be brought to the Education Leadership Team.

Mike Hahm, Director of Parks and Recreation for St. Paul, joined the meeting and provided additional answers as the discussion progressed.

Discussions have been held regarding moving some components of the regular day to become part of the ALC or after-school components. At this point all parties involved need to be innovative and flexible to explore all opportunities.

The Director of Community Education stated she was a participant on the Second Shift Initiative and on the Learning Campus Task Force representing the District. As the Mayor's Educational Leadership Team emerged, two task forces were established, one on Operations and Facilities and the other focusing on the learning campus concept. Within the smaller groups, work is being done on defining learning campuses in order for the community to understand and embrace the idea. Work is also being done on defining the primary work within learning campuses, defining what needs to be done collectively and collaboratively. This includes such things as professional development, data analysis and sharing, defining learner success measures, etc. On-the-ground collaboration is being done and work is progressing on creating a system where communication can happen. This is about a partnership among the District, the City and the community-based organizations creating an extended day, extended-week year and having a system where changes in programming and system can happen in a proactive manner.

The Operational Subgroup has focused on taking an inventory of the operational issues and services that both organizations face in the current financial climate. Work is being done on defining common issues and developing a collaborative approach to save costs, improve services, determine areas to focus on now and defining areas which can wait until later.

Some tangible operational items found already include a need to look at existing agreements and joint use agreements in order to incent cooperation. Best practices need to become part of the newer agreements. Additionally, incidental dual operational issues need to be looked at in order to deliver benefit to tax payers.

This effort will impact public school and charter school students and will enhance opportunities for all students.

QUESTIONS/DISCUSSION:

- Interest was expressed in seeing how to maximize resources between city and schools and community.

- Funding – Short-term transitional funding sources to get things started and organized seem to be in place. What are the long-term funding ideas particularly for non-government efforts? Response: The initial fund raising had a very quick turn around time to get the process started and an initial pot of money was raised relatively quickly. The funding community seems to be excited about this opportunity, particularly about the alignment of city, county and district. The hope is to start in a small geographic area and then scale up efforts. The foundation community is supportive and there is hope for federal funding.
- The community-based organizations have normal funding sources and as partners they can start doing things with those sources and alignments and share commitments to do some activities.
- Churches have also been active in helping SPPS students so work needs to be done to see what they might offer in alignments with training and materials.
- The SPPS Foundation has its tutoring program and the Learning Campuses might provide another time for tutors to work with students after school or on weekends.
- Measures and reporting out, how will this be done? Response: Work on the evaluation system is beginning. The Second Shift Commission has developed a draft framework for youth success. It is an expanded framework which goes beyond learning objectives. It will inform the set of indicators that will be the foundation to measure whether the initiative works. A key issue is how all the entities will work together. Alignment is vital to get students to perform at expected levels.
- This effort should help families to see the whole universe of opportunities to achieve success for their students.
- What is the plan to tie into the District's extended day? Response: This effort is a combination/supplementation of the two things. It will involve funders and the ALC budget, it is to maximize resources to improve enrichment opportunities for students
- Relative to equity for students - how will this impact that? Response: Research on quality out-of-school-time has been extensive and has identified various elements of quality out-of-school-time that have shown results in learning and in improving delinquency. These things include quality interaction with adults, consistency in programming and duration of programming, professional development for staff. The power of change in this initiative is to move forward in big blocks with a shared voice, rather than moving in small individual efforts.
- Is the focus on middle school students? Response: Providence, RI and Nashville, TN have started with the middle schools for the learning campus roll out. It is a choice St. Paul can make, it is just where those two models have started.
- What connections have been made with non-public schools? Response: There has been no formal contact with non-public schools. The charter schools have come forward to discuss the roles they can play, mostly focused on the Second Shift. The Charter School Association has been the primary contact in this area. There has been success in bringing the Catholic Schools into the discussions, they are very open and receptive to the idea. Higher education has been involved to provide options for beyond secondary opportunities so the initiative does cover cradle to career coverage.
- The Bush Grant has been looked at for possible opportunities for training for teachers in urban settings. This could provide opportunities for new teachers to learn how to be more effective teachers in urban settings.
- How will this deal with high transiency in St. Paul? What about housing issues? No response.
- The preparation for working with St. Paul communities and families – there is a need to recognize the reality of community perceptions (racial/economic). There needs to be an intentional effort to prepare the community to be responsive and respectful to kids in the community in their efforts to learn.
- How can incentives for families be delivered to provide permission and support for kids to participate in these opportunities and provide knowledge of the benefits which might be gained by participation? How can the marginalized parents gain opportunities to participate in this aspect of the community as well? Will there be opportunities provided

for young people to be in on the leadership design, will there be provision for youth employment or concrete benefits and assets for young people?

As a closing statement the presenting group stated, using the pie as an illustration, this initiative allows participating entities to grow the pie through city, county, district and non-profit group collaboration; to take what they have and to collaboratively do more – it is about promise.

Thanks were extended to all involved for the information provided.

MOTION:	Ms. Street-Stewart moved the meeting recess. Seconded by Ms. Carroll.
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Motion passed.

The meeting recessed at 5:25 p.m.

The meeting resumed at 8:44 p.m.

C. Standing Item: School & Program Changes

No Report

D. Standing Item: Policy Update

No Report

E. Work Session

1. **Review of BFAC Applications and Discussion of BFAC Charge**

The Chair clarified for all, that making application does not necessarily guarantee a position on either of the committees.

A variety of issues were brought up and discussed.

- The charge must be in place before appointments are made. The committees need to have meaningful and valuable work to do. Perhaps appointment should be delayed until a charge is in place.
- The value of the committee's contribution would be greater if the charge were a long-term issue with various aspects being worked on over a period of time.
- Last year's charge (attendance trends/market share metrics) would be beneficial as long as the data was provided
- Attendance by committee members needs to be addressed.
- Currently the district is in a transitional stage with the budget process (the potential move to zero based budgeting), perhaps the committee should be put on hiatus for one year so staff can do the transitional work needed
- The committee needs to be made aware of why they are being asked to look at the "charge" rather than simply told "this is your task"
- A major issue is how the group is selected and asked to participate, they need to have a substantive reason to participate.
- The transition to zero-based budgeting is complex; the transition is very difficult for people to assimilate.
- This year's topic took many hours of staff time to educate them on the subject and staff time can now be considered at a premium due to reductions and work load/commitments
- There is a need for input on how the district can communicate the complexity of school finance to the community so it has a more educated public as it moves into a referendum.
- Support for a hiatus was expressed

- A compromise might be to start the committee's work in January after a topic has been established, perhaps school choice or how the committee can help present the referendum
- Look for a task that does not require staff to spend an inordinate amounts of time to educate a small number of people in their particular areas of interest.
- The committee should advise the work the Board is doing and inform them if they are on track.
- The Board needs help on how to communicate the complexities of school finance. Perhaps it would be beneficial to ask the committee to provide best methods on communicating the budget to the public, how to simplify it or clarify the process so that when the district moves into a referendum in two years the public is more educated on the issues the district is facing.
- The applicants do not have expert financial backgrounds, so there is nothing there that the district does not already have. The District has also moved into getting authentic, broad-based input from its real stakeholders which has been used to help shape its decision-making.
- Perhaps a hiatus from what they used to do for this year and the idea of getting the committee's help on communicating the budget process and the shift to zero-based budgeting could be valuable and needed this year. (Staff could try their ideas on presenting zero-based budgeting out on the group to find the best way to communicate the shift.) At the same time a long-term subject should be sought for future years.
- Preparing for a levy – it would be valuable if more were residents of the city.
- Concern was expressed that the Board is putting a great deal of responsibility on staff to coordinate/work with the committee while at the same time the Board itself is demanding staff time and staff have to do their regular jobs to do as well.
- Staff responded they would work with whatever area the Board desired. The amount of staff time is charge dependent.
- It was noted the committee should be doing some of its own research on the charge, staff should not have to supply all the information they deal with.
- It was noted the diversity of the committee is limited.
- The Chief Business Officer listed out the various subjects which had been brought forward in the discussions and several he had listed himself previously.
 - o Advising the Board on the best strategy for securing the operating levy (to stay on the outside to critic on how to present the levy, to test messages on them).
 - o Advise the BOE through a study of the economic trends and forecasts for St. Paul and potential impacts on the SPPS system
 - o Continuation of the study of enrollment numbers using a five year history (working with REA to formalize data for the committee's use) of enrollment data and finding trends on why students leave SPPS
 - o An analysis of Special Education, ELL, Gifted and Talented costs for programming
 - o Looking at the impact and position for the loss of ARRA dollars in SPPS budget going forward
 - o Advising the BOE on how they can best explain school financing to the public in a simplified manner.
 - o Advising the BOE on how they can best explain school financing in a simplified manner for the public including a communication piece on zero-based budgeting.

It was stated it is important the Board reiterate the committee's duties and responsibilities and what their expectations are. The committee should meet monthly and if committee members have two unexcused absences they are off the committee as the committee has a short amount of time and participants should have a commitment to participating since they applied for it. Staff members assigned to the group should be named and communicated prior to the first meeting. The meetings should begin in October. And occur at a minimum once a month and continue to the end of the school year.

Committee members should be named in August and their commitment to serve should be reconfirmed at the first meeting.

The Board briefly reviewed the fifteen applicants and followed with a motion.

MOTION: Ms. Carroll moved that the Board of Education communicate to the applicants that at this time, because of the enormous changes in the coming year, the Board is delaying appointments to the Budget and Finance Advisory Committee (BFAC) until later in the year, no later than January 1st. The Board will be in touch at a later time to communicate plans to set the charge and complete the appointment process. Ms. Street-Stewart seconded the motion.

The motion passed (5 Yes, 2 No [Hardy and Kong-Thao])

Applicant names will be kept on record, if they wish to have it removed they can notify the Board Secretary at any point.

2. Review of CEAC Applications

It was stated the CEAC process has changed positively to a clearer process and the committee provides excellent feedback for the Board; they bring expertise to the process. The CEAC process is predefined so there is no need for a new charge. The Executive Director of Operational Services indicated he would like to run the capital projects process for one year and provide the Board with feedback and recommendations on the process at the end of that time.

It was noted the applicants are primarily Caucasian so there is a need to diversify the group. Staff was instructed to go out and find St. Paulites through the various trades who target women, people of color or people from non-traditional backgrounds. They were asked to put into the application that the District strongly encourages participation from people representing the diversity of the student population. Due to the need to diversify the group the application deadline was extended to August 1, 2010. Staff were also asked to provide the Board with brief comments on the returning committee applicants.

MOTION: Ms. Carroll moved, seconded by Ms. O'Connell, that the Committee of the Board recommend the Board of Education appoint the following people to serve on the Capital Expenditure Advisory Committee (CEAC) for the 2010-11 school year: John Albers, Robert Blat, Josen Alejandro Brawk, Joan Decker, Edward Driscoll, Amy Filice, Phyllis Nystrom, Phillip Peterson, Kenneth Schultz and Richard Streepor.

Motion Passed (5 Yes, 2 No [Brodrick and Hardy])

3. Board Travel to Conferences

The consensus was to reschedule this to another meeting.

4. Conflict of Interest Certifications

Conflict of Interest Certification forms were distributed to and collected from Board members.

5. Other

The Board Chair indicated meetings had occurred on the Superintendent's evaluation process. A draft set of goals and objectives has been established for the balance of the year. A copy will be provided to all Board members soon. The Board needs to provide a definition of what is meant by "an open collaborative relationship" with the Superintendent.

III. ADJOURNMENT

MOTION: Ms. Kong-Thao moved the meeting adjourn. Motion seconded by Ms. Carroll. Motion passed.
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The meeting adjourned at 10:16 p.m.

Respectfully submitted,

Marilyn Polsfuss
Assistant Clerk