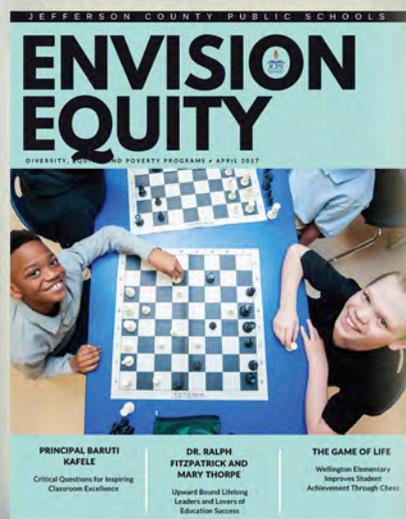
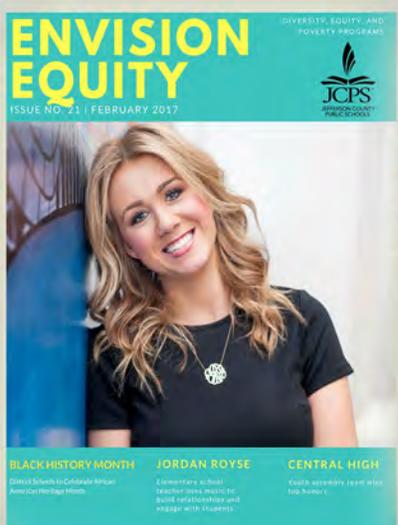
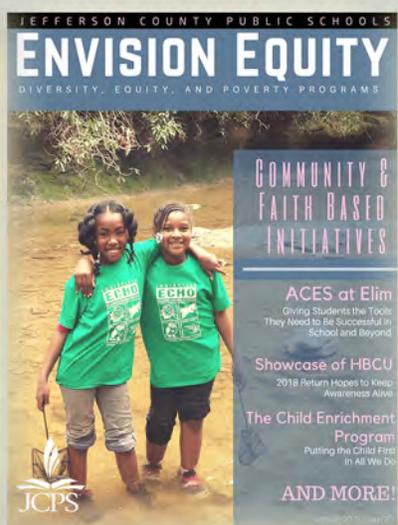
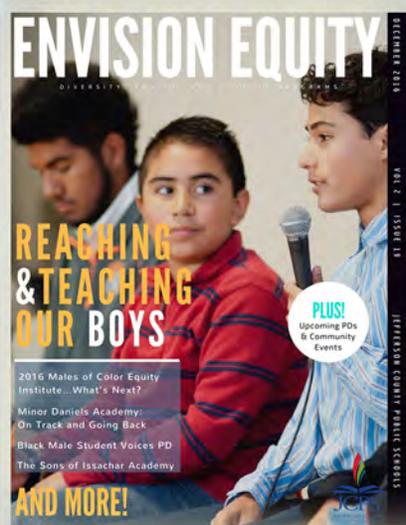
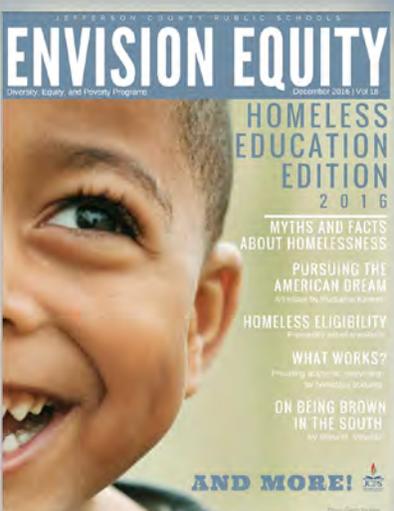
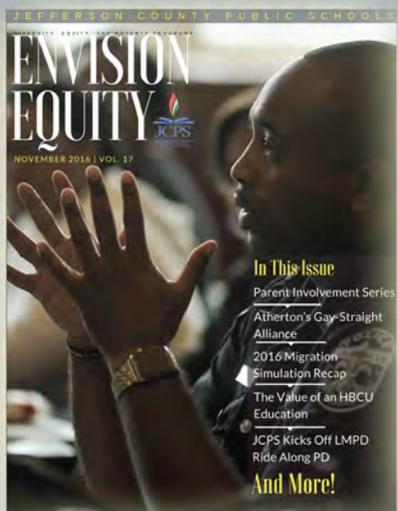
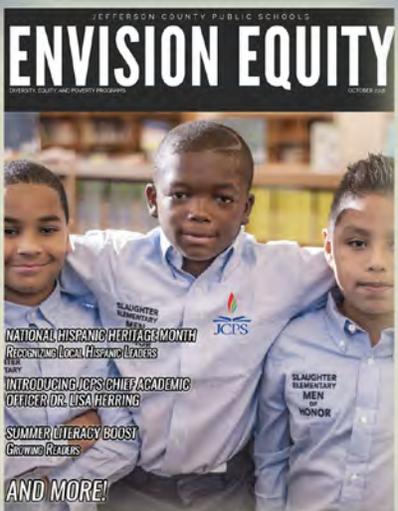


ENVISION EQUITY

DIVERSITY, EQUITY, AND POVERTY PROGRAMS

2016-17 COMPILATION EDITION



TEN of *editions* of **Equity!**

OVER 200 PAGES!



Above, from left, Dr. John Marshall, Giselle Danger, Telva Hogan and Delisa House.

Spreading the Word Through Community Involvement

By John D. Marshall, Ed.D.—Chief of Diversity, Equity, and Poverty Programs

One of the things that the Department of Diversity, Equity, and Poverty Programs is determined to do even more this year is to distribute information that explains what we do. After three years of being in this position, I have learned that there is always a venue and/or event that we could attend and give out information. That being the case, we have decided to strategically place ourselves in some events that experience volumes of parental involvement.

Our first event was the Youth Football Jamboree that was held at Skyview Park. There were more than 4,000 parents in attendance. Many of the parents stopped by to pick up school calendars, read our “First Task Is to Ask” sheets, sign up for Envision Equity, and give well wishes to the department. In turn, we were able to speak to the coaches of some of the teams. It was truly a community event.

Another reason I am positive that we will keep showing up in the community is due to the fact that there are so many Jefferson County Public Schools (JCPS) employees who are active in the community. At least 30 JCPS employees were at the event. They were either coaching, working in the concession stand, cheering on children, refereeing, and/or coming to show support for a child who asked them to watch him or her play. Many of these JCPS employees stopped by our booth not only to show support but also to provide impromptu advocacy for the work of the department and district.

Needless to say, more parents were informed about immunizations, Professional Learning Community (PLC) rounds, school uniforms, and much more. Even further, it was clear that the community was glad to see us out there.

Our next community visit will be at the Smoketown Celebration. Just like the football jamboree, we will be there sharing the great work of JCPS, supporting parents, and helping students. If you wish to volunteer to sit at the booth with my department, please contact Sylena Fishback at **485-3506** or sylena.fishback@jefferson.kyschools.us.

See you there!



Above Telva Hogan, and Giselle Danger provide info to community members.

Introducing Sylena Fishback: Director, Volunteer Talent Center



I have the privilege to continue the legacy of Dr. Allene Gold. Dr. Gold served as a champion for our students for many years, and I am honored to have been selected to continue her work. I have been an educator in Jefferson County Public Schools (JCPS) since 2008. While this position is new to me, I have served in the office of Diversity, Equity, and Poverty Programs as a resource teacher for four years. Throughout my tenure, I have been provided with experiences that challenge the traditional approach to education and inspire social justice within our district.

As the Volunteer Talent Center Specialist in Diversity, Equity, and Poverty Programs, my first priority will be to educate and empower the greater Louisville community through advocacy, volunteerism, and mentorship. It is my belief that in order to adequately address educational inequities, JCPS must call on our community partners to assist us in offering

beneficial education experiences to students outside of the classroom walls. Effective community outreach is a powerful tool for engaging and motivating students to strive toward academic excellence. Mentors and volunteers are able to model integrity, respect, and responsibility through time invested in molding our scholars. The time of our volunteers is the greatest gift given to our students and school. Their commitment and dedication have made a significant impact on our students.

Under my leadership, the Volunteer Talent Center will assist volunteers in building the confidence and leadership skills in girls of color. Committed to the standard of excellence, I am writing a curriculum for a program that aims to enhance self-esteem in young girls by assisting them in recognizing their natural strengths and providing an atmosphere in which volunteers/mentors serve as role models to cultivate students'

leadership skills, build character, and enhance self-esteem. This program will allow volunteers/mentors the ability to teach social and emotional skills with the same structure and attention we devote to our core subjects.

I am inspired to serve as a catalyst for positive social change in the Louisville community and am committed to advocate for equity, social justice, and inclusion of all students. If I can be of service to you, please do not hesitate to contact me at **485-7967** or sylena.fishback@jefferson.kyschools.us.

"Everybody can be great, because everybody can serve. You don't have to have a college degree to serve. You don't have to make your subject and your verb agree to serve. You don't have to know the second theory of thermodynamics in physics to serve. You only need a heart full of grace. A soul generated by love."

—Dr. Martin Luther King Jr.

Above, Sylena Fishback, Director Volunteer Talent Center

Flash Dads 2016:

Males Bring Students a Dose of Morning Motivation

By Abdul Sharif—Diversity, Equity, and Poverty Department



Photos, courtesy of Dr. John Marshall

August 17, 2016, marked the start of the second year of a Jefferson County Public Schools (JCPS) program called Flash Dads. This program allows JCPS fathers, teachers, staff, alumni, local businessmen, and church leaders to get involved by greeting students as they exit the school bus in the morning. Flash Dads participants not only give students motivation in the morning, but they also reinforce and emphasize the power of positive role models and community involvement in schools across JCPS.

This year's Flash Dads Program kicked off at Rangeland Elementary School. Men from all over the community volunteered their time to help jump-start the day for many students attending Rangeland for the first time.

"These children need every bit of encouragement, every opportunity they can get," says Rev. Thomas Moore, a Flash Dads participant. "I do it because I care. This is our future. We'd better look out for them right now, because the streets will take them away from us."

If you are interested in participating in the Flash Dads Program, please contact Giselle Danger or Chrystal Hawkins at **485-3639**.

In the meantime, check out some of the photos from our Rangeland Elementary Flash Dads event below! Or click [here](#) to watch a video of the event!



Teachers Present Inquiries at NCTE Headquarters

By Dr. Tasha Tropp Laman—University of Louisville, College of Education and Human Development & Janelle Henderson—Jefferson County Public Schools, J.B. Atkinson Academy



NCTE Culturally Responsive Professional Dyads 2015-17 cohort. (Photo provided by Tasha Tropp)

“Can we listen to ‘I Heart Memphis’?” “Is our neighborhood good? Is it bad? Are there murders?” These are some of the questions kindergarten teacher Shashray McCormack at Mill Creek Elementary and second grade teacher Janelle Henderson at J.B. Atkinson Academy used to design and implement inquiries about music and neighborhoods, respectively.

Both teachers are doing their inquiries as a part of the National Council of Teachers of English (NCTE)’s Professional Dyads of Culturally Relevant Teaching (PDCRT). In their cohort, they are working with six other dyads from across the country to discuss and implement culturally relevant pedagogy within their early childhood classrooms, with the support of University of Louisville faculty, Dr. Kathy Whitmore and Dr. Tasha Tropp Laman.

In late June, the cohort met for four days at the NCTE headquarters in Urbana, IL. Each dyad presented how culturally relevant pedagogy was enacted in their classrooms. Janelle shared her neighborhood inquiry and how her view of culturally relevant practices was transformed by her classroom’s study and Shashray shared her student’s music inquiry. Cohort members also engaged in professional



Dr. Kathy Whitmore, left, and Shashray McCormack, right. (Photo provided by Tasha Tropp Laman)

literature discussions about readings including, 2015’s National Book Award Winner, *Between the World and Me* by Ta-Nehisi Coates and *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander.

Dyad members also met with the Executive Director of NCTE, Emily Kirkpatrick. Ms. Kirkpatrick shared how the work of PDCRT is essential in early childhood settings and to NCTE.

Janelle and Shashray will be presenting part of their work at NCTE’s annual convention held this year in Atlanta. They will also be collaborating on an inquiry this fall about the life of Muhammad Ali entitled “I Am the Greatest!”

Profile: Connie McKinley-Galdos

By Dr. Monica Lakhwani—Diversity, Equity, and Poverty Programs

Connie McKinley-Galdos will facilitate Poverty 101 PD sessions (fall and spring) and the Seeking Education Equity and Diversity Cohort II training with Dr. Monica Lakhwani, of the JCPS Equity and Inclusion Unit, this school year. Connie is currently a student in the Education and Social Change Ph.D program at Bellarmine University and teaches language arts at Highland Middle International Baccalaureate School. She is a National Board Certified Teacher in literacy, and has a strong passion for literacy, diversity, and social justice. Her research centers on the improvement of literacy education for students living at the poverty level. She has served as an advocate for literacy in many capacities: eighteen years of teaching experience in elementary and middle school classrooms; instructional coaching; Louisville Writing Project Teacher Consultant; past president of the Greater Louisville Reading Council; and former board member for Kentucky Reading Association. Ms. McKinley-Galdos has 15 years of experience leading professional development on literacy, diversity, social justice, and poverty subjects. She has presented at local, state, and national conferences, and published two professional articles. She enjoys singing when time permits with the Louisville Chorus and works with the Kentucky Center for the Arts to integrate the arts into educational experiences for her students. Ms. McKinley-Galdos and her husband Victor (from Cuba) enjoy family time with five daughters and twelve grandchildren in their diverse combined family.



Photos, Abdul Sharif

Well done!



Can the Education Gap be Closed for Black Boys in America?

By Linda Joy Johnson—Wayne State University

“May Affect Their Hearts and Minds in a Way Unlikely Ever to Be Undone”

"There are no shortcuts to overcoming racial prejudice. Prejudice is a remarkably stubborn and resilient thing: it may go underground when it's not safe to speak it aloud, but it burns on unseen, until something happens and it bubbles to the surface and boils over - and everyone is shocked and dismayed." - Athalie Crawford, Diversity Project Leader

This writer engaged in extensive research examining the lives of black males and the educational system in America for a dissertation proposal. The findings of the research are detailed in the following paragraphs.

At Risk of Educational Failure

There is no doubt that black males are an endangered demographic in American society. There are many factors plaguing black males; however, there is an overwhelming consensus that African American males, in general, are at risk of educational failure. Still, the end of summer vacation will give way to countless African American males going back to school, bright-eyed, wearing neatly pressed uniforms, carrying backpacks and ready to learn. But the characterization of black youth as thugs, perpetual law breakers, defiant, and untrustworthy continues to devastate their educational struggles.

African-Americans lag substantially behind their counterparts in education. Such educational inequality for black males is a moral issue; a challenge to fairness or justice in a society in which education is the major public instrument for 'leveling the playing field' (Levin et.al., 2007).

The Problems of Being Educationally Disenfranchised

A sound education levels the playing field in a country where the field has multiple access points, but only one entrance for blacks. Never have so many black youths been lost to the penal system, to the streets, to death by the hands of law enforcers and by their own hands. And as observed by Michigan State University sociologist Dr. Carl S. Taylor, there are those who prey on the lack of opportunity and education; thereby, organized crime units emerge from underground and teach young minds the ways to a criminal lifestyle.

The image of black males in America is very perplexing. Carter et al (2016) reminds us that racial stereotypes are deeply embedded in American history (2016). The media and silver screen capitalize on the pseudo-images of black men as violent, over sexed, misogynistic, the father of multiple children with dozens of different partners, and justifiably "something" to be feared. Shiv R. Desai, professor in the College of Education at the University of New Mexico, feels that children of color will never be treated equally until we change how they are perceived.

Continued on next page.

Gibbs (2004) maintained that black males have been stereotyped and often described "...by one or more of the five Ds: dumb, deprived, dangerous, deviant and disturbed" And even though these words "...are seldom spoken or written, they reflect mainstream cultural values and are often reflected in educational policy and practice". He further argues that black men have been miseducated, mishandled, mislabeled and mistreated.

Gibbs' research and data might be an over exaggeration for some, but he is clearly in the ballpark of expediency for racial a contingency.

Historical Educational Agendas Lead to Current Educational Inequities

In theory, the American educational system purports the idea of an equal opportunity educational policy. However, persons of African heritage in America traditionally have had less access to the economic, political, and social opportunities that pave the way for equal educational opportunities.

Clearly, the political history cannot be discounted when examining the overall structure of the educational system in America as it relates to persons of color. Black males did not spontaneously become at risk of educational failure; there is a jagged line that can be traced to the source of this disruption.

Historical agendas have predetermined what persons of color can and cannot do in America's educational systems. In 1895 the United State Supreme Court decided, via Plessey v. Ferguson, that equal facilities could be separate for blacks and whites. Plessey v. Ferguson created the "separate but equal doctrine" that was practiced until 1954 when Brown v. Board of Education stated in part: "In the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal....and to separate them [black children] solely on basis of their color may affect their hearts and minds in a way likely ever to be undone." Hence, the stage had already been set, prior to the ruling in *Brown vs. the Board of Education* for black children to become marginally educated in America.

The prophetic vision of the Court's ruling which states "...to separate them [black children] solely on the basis of their color may affect their hearts and minds in a way likely ever to be undone" validates an ominous foretelling with an undeniable truth.

The United States' government has been playing catch up for decades. President Lyndon Johnson's War on Poverty (1964) which denied federal funds to public schools with racially discriminatory programs; a Nation at Risk (1981), which did not specifically target minorities but did adopt a curriculum for an overhaul of public education in America, and No Child Left Behind (2001), which was designed under the Bush administration in order to close the educational divide between urban schools and their suburban counterparts.

Accordingly, black adolescent males have been [and are] shaped by "historical events and their residual effects" (Tatum, 2005).

The Experts Weigh in and the Data Speaks

Prudence L. Carter, professor from the University of California at Berkeley contends that *Brown v. Board of Education* was intended to counteract stereotype and bias but desegregation has allowed little true integration. Educational inequity must be addressed by assessing the role that race plays as it relates to racial disparities in the classroom (2016).

U.S. News and World Report (2015) maintains that our unequal educational landscape illustrates a painful reality. More than one-third of whites held a bachelor's degree or higher in 2013, 19 percent of blacks did, according to the Census Bureau. An equal educational landscape, however, would not be a total cure.

A 2014 study in *The Atlantic's* Politics & Policy Daily found that the unemployment rates for black college graduates was much higher than the rate for white graduates. Studies on labor market discrimination have shown that even when black and white candidates have the same qualifications, the black candidate is less likely to be called back for an interview.

A Gap of Immense Proportions

The reality of the American educational system is far from exemplary for persons of color. Yes, many youths get through the system with hope of achieving a better life. The authenticity of a racial divide, crumbling structures, lack of books, and bias curriculum quickly dampen the hopes of a child and impedes the strength of a nation.

Linda Johnson taught speech for ten years at Wayne State University (WSU) in the City of Detroit—at the same time worked as a peer mentor with an elementary school in the city.

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INTRODUCING

Telva Hogan, Clerk II Diversity, Equity, and Poverty

Hello my name is Telva Hogan. I serve as support staff for Diversity Equity and Poverty. As where it has been quite an adventure getting to this point, I can truly say that I have loved and been amazed every minute so far. The pace is like nothing I have seen; however, the partnership and purpose is overwhelmingly inspiring.

I like the fact that I get to support the work of Dr. Drescher-Burke, Mr. DelQuan Dorsey and Dr. Marshall. I am blown away by the fact that I have already been at the table or on the phone with thinkers and leaders both nationally and locally that want to do better for all kids. On my second day of work, I was told to be a part of organizing a speaker series of educational leaders. In being a part, I have spoken and communicated with people that are making a huge difference in public schools and higher education. More impressive than me talking to them, is the fact that they know of our work and have told me congratulations for being in DEP. As if to affirm that I am part something different and real.

I have had the privilege of seeing boys of color express with candor their sentiments about school and life. Now I wonder if the knowledge and engagement DEP provided for them will give them enough confidence to make it through this year. I have willingly stayed up late and came to work early to make sure the Jefferson County Public Schools (JCPS) Diversity Equity and Poverty table for a football jamboree was fully stocked - to then turn around and willingly sit at the table and share with community members the work I have instantly become a part of.

Working in JCPS/DEP is familial. But at the same time, new. To sit at a table with district leaders and watch the designing of a school that I have imagined for years is humbling. To be asked, "Telva, what do you think about..." Makes me feel like I am a part of a unit that demands all hands on deck and all eyes on the hearts of the students. It is my pleasure to introduce myself to you.

I am Telva Hogan. A proud member of the Diversity, Equity, and Poverty family. Feel free to call us anytime.

telva.hogan@jefferson.kyschools.us
502-233-1808



“In today’s global economy, a high-quality education is no longer just a pathway to opportunity—it is a prerequisite to success.”

—President Barack Obama



THE WHITE HOUSE INITIATIVE ON
EDUCATIONAL EXCELLENCE
FOR AFRICAN AMERICANS

Summits on EDUCATIONAL EXCELLENCE FOR AFRICAN AMERICANS

On September 30th The White House Initiative on Educational Excellence for African Americans will host the White House Summit on African American Educational Excellence at Skyline College in San Bruno, CA.

On October 31st The White House Initiative on Educational Excellence for African Americans will host the White House Summit on African American Educational Excellence at the University of Wisconsin, Madison.

The Initiative is proud of our signature AfAmEdSummits—a partnership with Johnson Publishing Company (EBONY Magazine), which provides African American students with the opportunity to share their experiences and make recommendations for how caring and concerned adults can ensure students feel and are safe, engaged and supported—both in school and in life. AfAmEdSummits provide us with a chance to hear from those most impacted by the decisions adults make—students. We are hopeful that our efforts to highlight the importance of listening to students and to responding to their needs and recommendations inform both policy and practice.

GOALS FOR THE SUMMIT SERIES INCLUDE:

1. **Raising awareness** about the importance of investing in African American educational excellence to ensure African American students, schools, and communities are supported in learning and development opportunities beginning at birth;
2. **Highlighting individuals and organizations** who are successfully supporting African American educational excellence;

3. **Supporting community engagement** by creating opportunities for parents, grandparents, guardians and caring adults to increase the number of African American’s who graduate from high school prepared for future success.

Summits have been produced at the follow institutions:

- Morehouse College
- Jackson State University
- Laney College
- University of Pennsylvania
- University of California Los Angeles
- University of California Davis
- Loyola Marymount University
- University of Nevada-Las Vegas
- Las Vegas Clark County Black Caucus

AfAmEdTeachIn:

To support individuals, communities and organizations in hosting their own event for students, we created an AfAmEdTeachIn [toolkit](#). Since its launch in October 2015, five schools/community based organizations have held AfAmEd Teach-Ins and are using it to plan future events.

To register, and for summit agendas or additional information, visit www.ed.gov/AfAmEducation/.



RACE: Are We So Different?

Submitted by The Muhammad Ali Center

The idea of race can be complex, confusing and powerful – especially in today’s cultural climate. Yet, it is critically important that our young people understand more about how we view ourselves, as well as others.

This fall, the Muhammad Ali Center will host **RACE: Are We So Different?**, an interactive temporary exhibition that explores the depths of race and racism through a historical, cultural, and biological lens. Introduced by the American Anthropological Association in support with the Science Museum of Minnesota, this is the first national exhibition to use this platform to share the history and current narrative of discrimination and oppression. **RACE: Are We So Different?** applies science to understand human disparity and racial differences, while asking and attempting to answer the question: *what is the meaning of race?*

All persons experience race and racism differently, and these experiences have implications on everyday life. As such **RACE** explores three themes based on human variation, race, and race in our culture. According to research, Louisville remains in the top quartile for White/Black dissimilarity when comparing the top 200 largest cities in the United States. Social, economic, and health-

related inequities continue for communities of color in West and South Louisville, and in the JCPS Equity Scorecard points to direct a correlation between race and academic achievement. The **RACE** project will bring awareness to the city of Louisville and its residents, employees, and students to challenge how our own society thinks about race and the differences among our peers.

This comprehensive exhibition will provide a space for visitors of every age, gender, and socioeconomic group to be fully engaged in a meaningful and complex dialogue in a safe environment. Additionally, small groups will be able to participate in our “Talking Circles” program, where trained facilitators will guide participants on a reflection of their experiences race and racism in their lives and communities. The design of the Talking Circles will allow teachers and students to explore their reactions to the exhibition and share their own experiences with race in a structured but non-hierarchical forum. As groups experience the exhibition and Talking Circles, participants will become more aware of what it takes to be a peacemaker in their communities, classrooms, and families.

For more information, please visit the Ali Center website at www.alicenter.org or contact Morgan at mszabo@alicenter.org

New Leader, New Vision, New Goal: Rebuilding a Culture of Excellence

By Dr. Toetta Taul—Assistant Principal, Moore Traditional

Moore Traditional School is one of three schools in the JCPD district that serves students in grades 6-12. It is located in the southern region of Louisville in the Highview area.

Moore has faced many challenges over the last few years. In the 2015-2016 school year, the school was highlighted in the media for a series of negative events.

Additionally, the enrollment has increased, the student population is more diverse, the teaching staff has undergone major turnover, and recently the middle school was placed into priority status. Despite the varied obstacles, Moore has managed to maintain a state of the art medical magnet program, a stellar environmental program, and has had many staff members recognized for accomplishing tasks that have impacted student achievement.



Administrative Team: (Front Row) Amanda McFadden-HS Counselor, Jayme Tracy-MS Asst. Principal, Jamie Issis-FRYC, Stephanie Hatfield-MS Asst. Principal, Alisha Perkins-MS Counselor, Donny Hudson-HS Asst. Principal, Scott Mitchell-MS

the teaching staff has undergone major turnover, and recently the middle school was placed into priority status. Despite the varied obstacles, Moore has managed to maintain a state of the art medical magnet program, a stellar environmental program, and has had many staff members recognized for accomplishing tasks that have impacted student achievement.

In late June, the Site Based Decision Making Council at Moore Traditional School voted in a new principal, Mr. Robert Fulk. Robert Fulk is the former Assistant Superintendent of Trimble County Schools and a former principal in Bullitt County and teacher in Oldham County.

After accepting the position as principal of Moore Traditional, Mr. Fulk conveyed to the staff and community one of his main goals, "I want to *Rebuild the Culture*."

The task of *Rebuilding the Culture* hasn't been simple, but he is committed to accomplishing this goal. The first item on his agenda was to get community buy-in. He has reached out to local businesses, housing complexes, and law enforcement in an effort to solicit their help and change the image of the school. He has been seen and heard in the local news and social media addressing the issues at Moore and providing solutions.

In *Rebuilding the Culture*, Mr. Fulk endeavors to ensure that Moore is a place where students, parents, staff, and

community stakeholders feel valued. For the current 2016-2017 school year, Mr. Fulk and the hiring committee has sought to hire four new administrators that embody a more diverse administrative staff that is representative of the student population and community. In addition, the committee has hired 32 new teachers and still seeks to fill two vacant teacher positions. A student council is being established in order to have student buy-in and discuss student issues such as the student dress code policy. He's petitioned for the school name to be revised as well.

Moreover, there has been a major emphasis on teacher support. The school has a New Teacher Cohort that provides whole group professional development and specific supports for teachers new to the profession and/or new to the building. Over the course of the year the teachers will have teacher mentors that will model and co-teach with them. They will participate in PLCs and engage in professional development topics such as TPGES, classroom management, instructional strategies, assessments, parent communication, culturally responsive teaching, and much more. As stated by Mr. Fulk, "The goal of the new teacher cohort is to make sure our teachers feel valued, supported, and have everything they need to teach. Plus, I don't want to ever have to hire 35 new teachers again. We must change the culture, retain the teachers, and make it a place that they will not want to leave."

The overall culture of a school is crucial to the image and academic success. On a daily basis Mr. Fulk along with the administrative team is seen in the hallways and in classrooms. There has been planning for monthly Saturday tutoring sessions, parent conversations, and off-campus locations for parent teacher conferences for the upcoming year.

The doors of Moore Traditional have been opened to the community and district events. This year Moore will be the location of the leadership cohort C.A.S.E.- Culture, Attitudes, Students, and Equity. Additionally, it will be one of the site locations for a new Parental Involvement Series that is sponsored by the Diversity, Equity, and Poverty Programs.

Rebuilding a Culture may be an arduous undertaking however, Mr. Fulk and the faculty and staff of Moore Traditional are committed to ensuring students are successful, learning is meaningful, parents are welcomed, and community stakeholders are proud. Please feel free to follow us at www.twitter.com/mooremustangs.

Bring Your Students To Walk-A-Mile In My Shoes Migration Simulation

By Jud Hendrix—Global Human Project



Photo, google images

Now more than ever we need students who are culturally competent and globally engaged. Walk-A-Mile in My Shoes is designed to do just that. On **Friday, October 7th at Waterfront Park** we will host our 2nd Annual migration simulation. Last year over 700 students participated in the experience and we hope to double that number this year.

WHAT HAPPENS DURING A SIMULATION

Students playing the role of immigrants and refugees receive new cultural identities representing one of the region's six main immigrant populations. These small family groups travel together through the simulation where they will encounter the hardships that are common to migrants and refugees.

The experience begins with participants fleeing their home country and encountering an obstacle course at their "national border." Those who successfully enter the new country will then proceed to a holding area, where they will be interviewed to determine their states or they will move directly into a Refugee Camp, where they will face the following challenges:

- registering their family as refugees at the UNHCR tent
- getting a health examination at a medical tent

- obtaining and purifying water
- securing food at distribution area
- learning a new language

Participants will have to successfully navigate each of these stations (which will be staffed by trained community volunteers), possibly having to barter their few possessions and/or evade security to avoid "jail" or being forced back to their home country. The camp comes to a close at an interview with a USCIS officer who informs participants the grim facts of resettlement. Because less than 1% of the 16.7 million refugees in the world are chosen for resettlement, almost every family will be informed that they are not eligible to be resettled in a third country and must return the camp. One family will be chosen to represent the 1% who will be resettled in a third country. A debriefing, facilitated by trained staff from local refugee resettlement agencies, will conclude the Refugee Camp Simulation and allow participants the opportunity to reflect on their experience and share new insights.

For more information or to sign up your class or grade contact Jud Hendrix (judhendrix@globalhumanproject.net)

Louisville Latino Educational Outreach Program (LLEO) Latino Student Resource Guide Guía de Recursos para el

By Dr. Monica Lakhwani—Diversity, Equity, and Poverty Programs

Scholarships • Becas

Hispanic Scholarship Fund • <http://hsf.net>
School Choice Scholarships • www.schoolchoiceky.org
Kentucky Higher Education Assistance Authority • www.kheaa.com
Microsoft Minority Scholarship • <https://careers.microsoft.com/students/scholarships>
A.R.E. (Association of Raza Education) Scholarship • www.razaeducators.org/about_projects_scholarship.html
Davis-Putter Scholarship Fund • www.davisputter.org
Radio Television Digital News Association Scholarship • www.rtdna.org/content/scholarship_info#.VS0g1PnF9po
National Association of Hispanic Journalists • <http://nahj.org/scholarships>
Kentucky Latino Education Alliance • http://www.bluegrass.kctcs.edu/en/Multiculturalism_and_Inclusion/KLEA.aspx
Behold 1500 Latinos / El Sueño Centenario Scholarship Initiative • www.behold1500latinos.org/
Becas Univision Scholarship • <https://univision.hsfts.net/#/>
Royal Prestige Scholarship • <http://www.royalprestige.com/Promotions/RoyalPrestigeScholarship.aspx>
Scholarships A-Z • <http://www.scholarshipsaz.org/scholarships/>

Financial Aid • Ayuda Financiera

Educators For Fair Consideration • <http://e4fc.org/resources/scholarshiplists.html>
Golden NHSA • www.nhsa.org/membership/scholarships_and_awards
Scholarships.com • <http://www.scholarship.com/financial-aid/college-scholarship/scholarship-by-type/minority-scholarships/hispanic-scholarships/>
Golden Door Scholarship • <http://www.goldendoorscholars.org/>
US Department of Education Financial Aid Toolkit • <http://financialaidtoolkit.ed.gov/tk/>
Net Price Calculator List and Grants Forecaster • <http://www.cfnc.org/collegeworks>
FAFSA • fafsa.ed.gov / FAFSA (en español) • https://fafsa.ed.gov/es_ES/

Kentucky & Louisville Community Resources •

Recursos Comunitarios de Kentucky & Louisville
National Society of Hispanic MBA • www.nshmba.org/group/Louisville
Americana Community Center • www.americanacc.org

55k Degrees • www.55000degrees.org
La Casita Center • www.lacasitacenter.org
Adelante Hispanic Achievers • <http://www.adelanteky.org/>
Degrees At Work • <http://www.greaterlouisville.com/degreesatwork/>
Louisville Metro Government • <https://louisvilleky.gov/government/community-services/seeking-services>

Resources for Dreamers • Recursos para Dreamers

Educators For Fair Consideration • <http://e4fc.org/>
United We Dream • www.unitedwedream.org
Community College Consortium for Immigrant Education • www.cccie.org
National Immigration Law Center • www.nilc.org
Undocuhealth • <http://undocuhealth.org>
OwntheDream • www.weownthedream.org

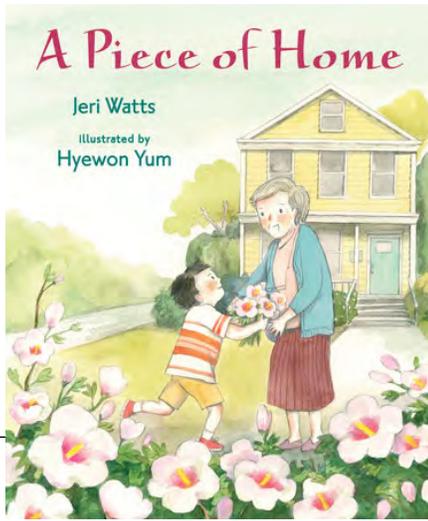
Getting into College • Entrando a la Universidad

Excelencia en Education • www.edexcelencia.org/
Accelerates Latino student success in higher education, providing data-driven analysis of educational status of Latinos
Naviance • www.naviance.com / Compares colleges to help you decide where to go
Hispanic Scholarship Fund • www.hsf.net / Scholarship and college access information
ACT • www.act.org / ACT information and helpful resources
Test Prep ACT (student) • www.actstudent.org/testprep/ / Offers many practice ACT tests, as well as tips and strategies for success
Destination University Hispanic Scholarship Fund (bilingual) • <http://assets.hsf.net/publications/HSF-Destination-University-English.pdf> / Guide to applying to college, including financial aid for students and families
Español • http://www.jefferson.k12.ky.us/Programs/mcconnections/docs/FTA_Spanish.pdf
English • http://www.jefferson.k12.ky.us/Programs/mcconnections/docs/FTA_English.pdf
Kentucky Higher Education Assistance Authority • www.kheaa.com

Jefferson County Public Schools: First Task is to Ask / La Primera Tarea es Preguntar
Español • http://www.jefferson.k12.ky.us/Programs/mcconnections/docs/FTA_Spanish.pdf
English • http://www.jefferson.k12.ky.us/Programs/mcconnections/docs/FTA_English.pdf

A Piece of Home

By Jeri Watts and Hyewon Yum (illustrator)
Candlewick Press, 2016
Ages: 5-8



In Korea, Hee Jun is just an ordinary boy. When his family moves to the United States, however, he is no longer ordinary at all. Everything looks and sounds differently in his new home. No one speaks his language and his inability to communicate is frustrating. Finally, the strange English words begin to make sense and Hee Jun starts making friends. When he visits one of his new friends' home, he discovers that some things are the same.

A Piece of Home is a touching story about the difficulties of moving to a new country. The language is difficult and he and his teacher cannot communicate. Even the sky feels differently. Hee Jun's grandmother and sister are also having a difficult time in their new home, but with time and patience, everyone finds a way to belong.

Some Kind of Happiness

By Claire Legrand
Simon & Schuster Books for Young Readers, 2016
For ages 8-12 years



The Everwood is a magical forest, steeped in mystery and adventure- and it is in great danger. 11-year-old Finley is the only one who can save it, but in order to do so, she must face the fear and sadness within herself.

Some Kind of Happiness is part fantasy, part family drama, part mystery, and part exploration of what it is like to experience depression as a child. The story-within-a-story about a magical forest gives physical forms to Finley's feelings, making them easy for the reader to grasp and imagine. Throughout the story, Legrand deftly balances the weighty topic of depression with a page-turning mystery. Ultimately a story of friendship and family, *Some Kind of Happiness* gives an uncommonly realistic and unromantic portrayal of depression. It is the rare sort of book that examines mental illness honestly while still offering up a fantastic story.

The Story I'll Tell

By Nancy Tupper Ling
Illustrated by Jessica Lanan
Lee & Low Books, Inc, 2015
For ages 4-9 years



In *The Story I'll Tell*, a mother creates fantastical stories about the journey her child took across the world to join their family. Was the child brought by an angel? Delivered in a magical hot-air balloon? Found in a garden of tiger lilies? Or flown on metal wings across an ocean in the loving arms of adoptive parents? *The Story I'll Tell* is a beautifully illustrated, heart-warming story of international adoption and a parent's love.



Information provided by Heather Lee and Tori Sachtleben, Louisville Free Public Library.



A NEW KIND OF HONOR SOCIETY



Educational Justice, an award-winning nonprofit, selects the best and brightest high school students to become Activists for educational equity. Each applicant selected is trained to become a one-on-one tutor for an underserved 5th-8th grade student once a week for the entire school year.

Alumni have been accepted to Ivy League and other highly selective colleges.

Now accepting 2016-17 applications

EducationalJustice.org

Introduction from JCPS Chief Academic Officer Dr. Lisa Herring

My three brothers and I grew up in a household of many nonnegotiables. These nonnegotiable expectations included, but were not limited to: 1) Never going to bed without the dishes being done (washed and put away), 2) Always saying “Yes, ma’am” or “No, ma’am” or “Yes, sir” or “No, sir” when addressing adults or our elders, and finally, 3) Always, **always** doing homework! If the teacher didn’t send any home, our parents would create it for us.



Dr. Lisa Herring

Our parents were loving and maintained a clear practice of high expectations. No excuses allowed! Those expectations were grounded in faith, family, community, and service, yet focused on giving and doing our best. The “best” was not defined as always coming in first place. However, it was certainly rooted in an

understanding that our academic, social, and community efforts should reflect focus, intentionality, relationships, practice, and discipline. We were never allowed excuses, and we were empowered to rise to the occasion.

Not a day goes by that these expectations do not surface in my existence as a leader and as an educator. After many engaging conversations with my siblings, I am amazed to learn about some of the challenges and sacrifices that our parents made to ensure that we remained focus and unaware of the many challenges that they were facing. As I reflect on my childhood with my adult perspective, I am humbled as I realize that regardless of our

circumstances, our circumstances were not an excuse to fail. Most importantly, I will forever remain in awe of my parents (and their parents) for always taking the lead to maintain systems of practices, words of focus, and the discipline of mind to continuously move us, their children, toward our highest potential. It was **the way** of our childhood. It was **the way** of our family, and so it is in **the way** of my leadership.

On August 15, 2016, my assignment began as the chief academic officer for Jefferson County Public Schools (JCPS). The



Dr. Lisa Herring & JCPD Superintendent Donna Hargens make school visits.

demands and goals of this assignment are deeply rooted in many assumptions. One of the most essential expectations is that we must deliver on creating a culture of learning for our children that is built around rigor, access, equity, and high expectations. I am keenly aware of the urgency to serve and lead with the thought of our children’s future in the forefront. As I prepare to lead, I am also dedicated to what is clearly outlined in JCPS’s *Vision 2020*.



Dr. Lisa Herring, attends PLC Rounds at Portland Elementary School

Within our Core Values is our definition of and commitment to equity. We have defined *equity* by stating that all students receive an education that gives them

what they need to thrive. A definition that is focused on removing social factors as a predictor of success. Our district’s focus on equity takes me back to the childhood expectations that my parents developed. In

Continued on next page

our pursuit of ensuring equity and in my responsibility to help lead the way for teaching and learning, I invite you to embrace three key factors toward executing the work. In order for our work to move with excellence and success, I remain a firm believer that we must be intentional, we must be strategic, and that we must build relationships.

Our intentionality should be grounded in a mindset that has established within it a few nonnegotiables. The success of student learning is codependent on a child's ability to read. Identifying best practices and research-based interventions and creating a laser focus on literacy are two of my nonnegotiables. A commitment to support teachers, to empower families, to stay the course for early intervention, and to move our children to reading by or before third grade is mission-critical. Intentionality must emerge at the core of teacher development, student learning, and school support. Pedagogy, the way we teach with a bend toward cultural competence I might add, requires that our teachers and instructional leaders are trained and supported with the resources needed to enhance learning for all children, without excuses. It is critical that all of our children, regardless of circumstance and learning level, are moved toward academic success and emerge or continue as avid readers at the earliest time possible in their educational development.



Dr. Lisa Herring assists a student during a school visit.

School visits, discussion with teachers and planning with principals are not random acts but vital parts of being strategic. Each conversation contributes toward

understanding and testing the educational strategy for school improvement. However, in order to fully create a strategy that is designed to impact our students, we must also include student voice. The experiences, reflections, and voice of **our** students matter. Educators who are strategic in authentically engaging students are also leveraging a tool for creating a greater level of ownership for transforming the learning process. The incorporation of several factors (student voice; classroom visits; responsible dialogue with teachers, leaders, and the greater community) position us, as educators, to provide key

outlets to help identify resources. It is the intent of our work that students succeed in reading, comprehension skills, career planning, talent discovery, and any desire toward their life's purpose. Our responsibility to solidify success is cradled within a sense of urgency that every single day and every single decision we make around student learning matter critically and have to be managed with strategy.

A few weeks ago, I had the good fortune of talking with my fifth-grade teacher, Marilyn Wade. She was in my brother's office, as she is now one of his clients, and immediately inquired about me and the rest of our family. My brother paused his work, called me up, and allowed me to have a moment to catch up with Mrs. Wade. I ended the conversation with thanking her for impacting my life, believing in me, and always serving as one of the adults who was fully invested in the trajectory of my life and my best interest. I told her how she had made a difference in my life and the lives of many of the children who had been in her class. We were both emotional. Thirty-three years later and this teacher, my fifth-grade elementary teacher, still had the ability to evoke respect and admiration from me. Most importantly, the respect and admiration was mutual. It was built on her ability to build authentic relationships from the very beginning of encountering each child. Her love for learning helped to ignite my love for learning. Her respect and admiration for me as a child of potential empowered me to believe in my potential even more. Much like my parents, she maintained high expectations. This is what many of our teachers do every day with our children in Jefferson County. All of us are called to serve. We are the lead architects for building the next generation of leaders. As we enter this year, I trust that we will work collectively toward establishing a culture of high expectations, developing nonnegotiable best practices, and staying the course until success happens for every child and family who we have the honor to serve. I look forward to the relationships and practices that we will build together.

Dr. Lisa Herring
JCPS, Chief Academic Officer

Partnership Between Central High School, Brandeis School of Law Fosters Leadership Skills

By Bethany Daily, Brandeis School of Law, University of Louisville

For 15 years, students in Central High School's Law and Government Magnet Program have had a close relationship with students and faculty at the University of Louisville's Brandeis School of Law. That's thanks to the Central High School Partnership, which helps Central students build the skills needed to succeed in college and beyond. Through specialized curriculum taught by law students, a writing mentorship program and other enrichment opportunities, Central High students involved in this program are exposed to legal-minded education before they even enter college.



Central High students sit in on a law class last fall. (Photo by Brandeis School of Law)

The American Bar Association collects data on the number of racial/ethnic minorities entering the legal profession and law school. While those numbers have grown over the years, racial/ethnic minorities are still disproportionately underrepresented in the legal field.

Knowing that a diverse population of attorneys will only serve to strengthen our profession, a goal of Brandeis School of Law's is to ensure that our classes represent a diverse makeup of races and ethnicities. By partnering with Central High School, we hope to allow students there to see law school as an accessible, attainable goal.

But while law school is certainly an admirable goal and one that we encourage interested students to pursue, the overarching purpose of the program is to foster leadership skills and civic-mindedness in the Central High students. Students from past years report back that the program was important in their developing self-confidence when they entered college.

Since it began in 2001, more than 500 Central High School students and more than 175 law students have participated in the program. Participants regularly place in the school's top 10 graduates each year, often as valedictorian and salutatorian.

Joe Gutmann, award-winning educator, has taught the Law Magnet students in the program for more than a decade and is a key to its success. The law school faculty, staff and students and university support along with support from the Louisville Bar Association and other community partners are also critical to its sustainability.

Over the years, the number of law magnet students attending Brandeis Law has increased.

"The program had such a big impact on us," said Mashayla Hays, a 2011 graduate of Central High School, 2015 graduate of the University of Louisville and current Brandeis Law student. "Brandeis School of Law took an interest in me when I was in high school and followed me every step of the way. They invested in me and believed in me."

That tradition will continue this year, as Brandeis Law welcomes a new group of Central High students to our law school in October. We'll provide them with a tour of the law school and of the University of Louisville campus, educate them on the law school admission process, introduce them to members of our Black Law Students Association and allow them to sit in on a law school class.

The Central High School Partnership is one of the shining stars at Brandeis Law, and we're looking forward to another great year.



Above, SEED participants take part in a discussion circle.

Photos, Abdul Sharif

JCPS Kicks Off 2016-17 SEED Cohort

By Dr. Monica Lakhwani, Multicultural Specialist—Diversity, Equity, and Poverty Programs

The JCPS District's Seeking Educational Equity and Diversity (SEED) series are peer-led professional-development (PD) sessions based on the National SEED Project. The sessions aim to empower individuals through conversations and personal reflections. Prior to the start of the first session, educators indicate their interest and apply to the cohort. Once accepted, they agree to meet monthly over the course of the school year. During this time, members participate in various ways: writing reflections, sharing and listening to voices, sharing resources, and discussing issues within and outside of their own institutions. Integrated into the sessions are creative and kinesthetic ways of exploring power and privilege.



Above, a SEED participant takes part in a discussion circle.

Our methodology focuses on ongoing, structured group conversations in which all voices can be heard; on examining how our own stories relate to social systems; on learning from the lessons of our own lives as well as

texts, peers, and guest speakers; and on using our own experiences to widen and deepen schools in being inclusive.



Above, a SEED participant shares her decorated writing book.

This 2016-17 school year, our SEED II cohort is off to a great start! With 14 members and Connie McKinley-Galdos

(Compassionate Schools coach, Crums Lane Elementary), our first session introduced us to Jamaica Kincaid and Richard Blanco. Often, who we are stems from the messages we received when younger, carried and embedded into our being. Thus, we are in the process of creating personal pieces recalling the gender messages that shaped our identity. We hope to feature participant voices in future issues.

Although motives for participating in SEED vary among members, our unified goal is in seeking educational equity and diversity (SEED)!



Above, middle, JCPS Chief Equity Officer, John Marshall helps a student with his tie.

JCPS Program Helps Teach Students the Meaning of Honor

By Kenny Boyd—JCPS. Neighborhood Place Program Specialist

The Men of Honor program is built around the following seven principles: 1. Self-Respect, 2. Discipline, 3. Leadership, 4. Integrity, 5. Education, 6. Anger management, and 7. Anti-Bullying.

The goal of this program is to help young males prepare for the future and graduate to become responsible productive members of society. The Tie ceremony held on September 13, 2016, was a way to bring positive male role-models into our school to teach our young men how to tie a necktie. We believe that by doing events like this, we are helping to build our young boys' self-esteem, and teaching them something they will be able to use for the rest of their lives.

The Men of Honor group meets every Tuesday. During our meetings, we require that every young male in attendance wears a shirt and tie.

By doing this, we believe that students will walk away with a greater sense of self-worth, and respect.

The Men of Honor program also focuses on the importance of education, dealing with anger issues, making wise choices, and setting smart goals for their futures. My hope is that the young boys that complete this program will become successful, positive role-models for young males following in their footsteps.



From left, JCPS Specialist Ben Langley and Rashaad Abdur-Rahman, Director Louisville Metro's Office for Safe and Healthy Neighborhoods help students with their neckties.

Hispanic Heritage Month

JCPS Recognizes National Hispanic Heritage Month

By Dr. Monica Lakhwani, Multicultural Specialist—Diversity, Equity, and Poverty Program

September 15 through October 15 marks National Hispanic Heritage Month. Although cultures including histories and contributions need to be intertwined throughout the year, Hispanic Heritage Month provides us with the opportunity in celebrating those around us who may have come from various Spanish-speaking nations.

Did you know?

- Oscar Hijuelos was the first Hispanic to have won the Pulitzer Prize for *The Mambo Kings Play Songs of Love* (1989). The story was of Cuban musicians in New York in the early 1950s.
- Joan Baez has spent a lifetime promoting nonviolence and humanitarian cause. In the 1960's, she started The Institute for the Study of Nonviolence, currently known as the Resource Center for Nonviolence in Santa Cruz, California.
- In 1968, Luis Walter Alvarez was awarded the Nobel Prize in Physics for his work on a radio distance and direction indicator.
- Joseph Marion Hernandez was the first Hispanic to have served in the US Congress.



Utilize the following and additional resources to find out more about Latinx/Hispanic population and their accomplishments:

- <http://www.colorincolorado.org/books-authors/literacy-calendar/hispanic-heritage-month>
- <http://www.nea.org/tools/lessons/hispanic-heritage-month.html>
- <http://www.teachingforchange.org/wp-content/uploads/2012/08/download-in-pdf.pdf>
- <http://www.hispanicheritagemonth.org/>
- http://www.smithsonianeducation.org/educators/resource_library/hispanic_resources.html
- <http://www.scholastic.com/teachers/article/24-great-ideas-hispanic-heritage-month>

We have exceptional leaders within JCPS and within our own JCPS student community! This month we would like to feature Ms. Cynthia Gonzales, Ms. Berta Weyenberg, as well as Lizbeth Luna and Henry Fajardo Rodriguez in honor of Hispanic Heritage Month!

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Henry Fajardo Rodriguez
Senior, Central High School

I'm from Cuba, Ciego de Ávila. I have been in the U.S. for almost a year. We came to the U.S. seeking for better opportunities, and a safer place to live. The main reason my mom and step-dad took this huge step of moving to the U.S. was for a better future for me and for my six year old brother.

My dream is to become someone others can rely on, and to have a bright future. I also want to help my family, take care of my brother, and be the best I can for them. My dream is to reunite my family. I have two sisters and a brother still living in Cuba--my grandparents are still there too. My other dream is to one day visit my country again. Nothing can beat the flavor of good Cuban food, and nothing is better than hearing and dancing to salsa music.

The food, the music, that is the best. The feeling of friendship is different too. Nothing is better than a Latino friend you can trust. Family is something more than people you live with. Remembering all of this brings me back to my grandmother yelling at me with a hand on her head, and the afternoon soccer games in the street.

For other Latino students, I say don't be afraid. This new world might seem overwhelming at first, but you just need to adapt, and when you do, you are going to triumph. Feel always free to ask questions, try to learn everything you can from every situation you find yourself in. Don't be scared to fail. Failure will only make you stronger. Always keep moving forward. And when you feel like its getting too hard, think about the reasons why you are here.



Cynthia Gonzales Educator, Hawthorne Elementary School

My mom and grandparents are from Chihuahua Mexico. I was born in Austin Texas and raised in El Paso Texas. I have lived in Louisville for 9 years.

Before coming to Louisville I was working in Juarez Mexico, commuting over the bridge between El Paso and Juarez; I was then transferred for a year to work in Columbus Ohio, then I was transferred to work in Louisville. When I moved to Louisville I got my Bachelor's degree in Business Management and then decided to get my master's degree in Elementary Education and Emotional and Behavior Disorders.

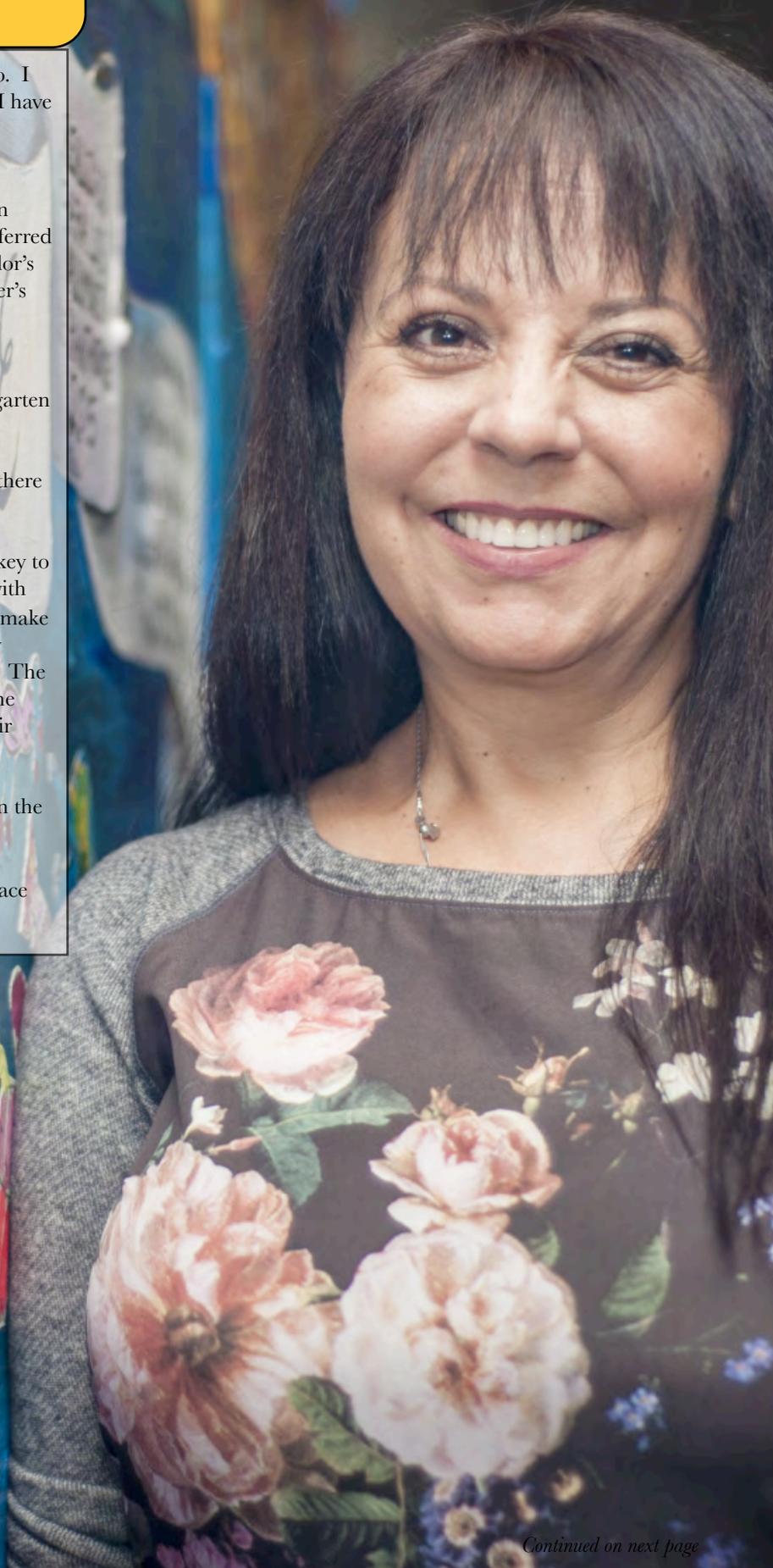
In my current role, I am a Spanish immersion teacher for Kindergarten and 1st grade at Hawthorne Elementary

I have the greatest role in my community ... helping kids see that there is hope thru learning.

My advice to the young Hispanic students is that education is the key to success. Take the opportunity given to you to learn and to grow with your education. Use your culture, skills, and experiences in life to make a positive impact in your community and to leave a positive legacy behind, seek role models that will teach and guide you to succeed. The American dream is still alive and anyone who is willing to put in the extra time and effort to learn and work will succeed and reach their goals.

I hope that our young generation of Latinos will become leaders in the community, city, state, and country.

The Hispanic culture is special because we value family and we place great value, pride and honor in our work!



Lizbeth Luna Senior, Central High School

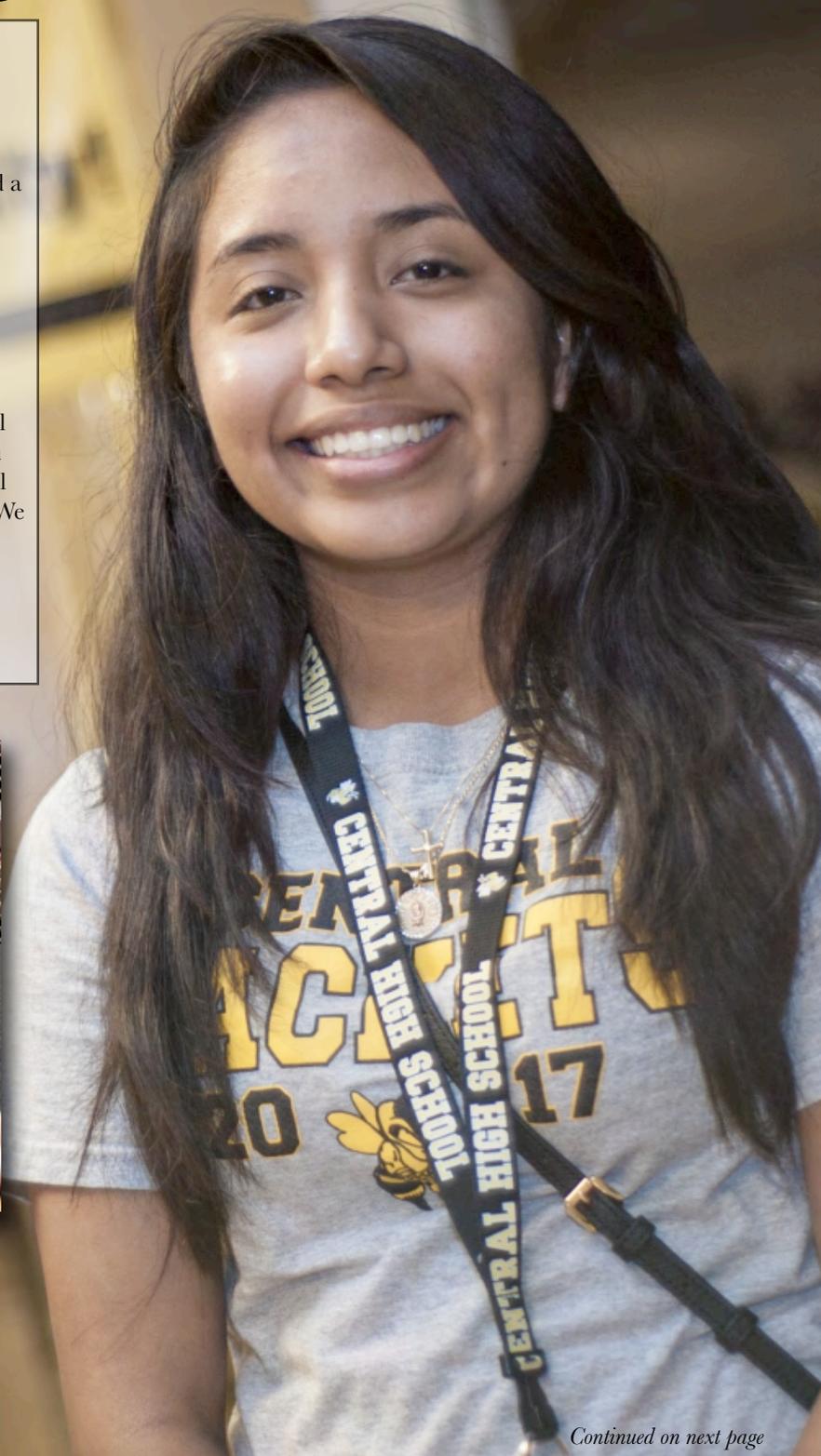
I'm from Puebla, Mexico. I've been living here for 15 years of my life.

My family came here because we needed better opportunities and a better lifestyle than what we had in Mexico. My family has always wanted me to have better than what they did.

My advice for other Latino/Hispanic students is no matter what nationality you come from, you should never give up. Never say "I can't." say "I can" and "I will."

There are a lot of countries that make up Hispanic culture, and we all speak the same language and get along. When you see a Hispanic you always have to greet them even if you don't know them. At Central all the Hispanic students talk to each other and we help each other out. We have each other's back and talk to each other like we've known each other for years.

My dream is to make my family happy by becoming a nurse and helping people from my country.



Berta Weyenberg JCPS ESL Intake Center Specialist

I am originally from Cuba and arrived in Louisville almost twenty years ago, on December 19, 1996.

I left Cuba seeking freedom of choices for my family. We came to Louisville, KY because my older brother was already here. We came through Kentucky Refugee Ministries, a local refugee agency with which I currently do work on a daily basis, helping new clients to enroll in schools and educating families about the American Educational system.

I started working as a JCPS Bilingual Associate Instructor on December of 1997 at Whitney Young Elem. At that time there were only about 40 ESL students in that school. Five years later the LEP population was over 130 students representing several countries and many different languages.

Apart from my official title, I prefer to see myself as a community educator.

I am responsible for the operations of the ESL Intake Center which assists international families with the school enrollment process. I provide technical assistance to District, school staff and the community in the areas of assignment involving the development, monitoring and implementation of protocols related to the English as a Second Language Program and English language learners.

I also lead regular community educational sessions about JCPS and manage the JCPS community outreach via social media platforms in Spanish. I collaborate regularly with La Poderosa Radio and the magazine El Kentubano. I manage JCPS en Español for Facebook and JCPS Latino for Twitter.

To Hispanic/Latino students, I give them the same advice I share with my two sons (Juan and Felix Casa del Valle are both a product of JCPS): learn English, get immersed in the American culture, learn from the many other cultures already present in JCPS and in Louisville, and do as much community volunteer work as you can. By volunteering you are giving back to a community that has already invested in you.

For young generation of Hispanic/Latino JCPS students, I dream of each one of them being 100 percent bilingual, finishing high school and pursuing a career where they invest every ounce of passion they have. I would love to see our bilingual students who graduate from JCPS high school receiving a bilingual certificate after proving their proficiency in two or more languages. We could have an interpreter/translation certification program in our high schools...maybe a magnet or optional program?

Let's keep in mind that Hispanic/Latinos are very hard working people and treasure their family values. Parents like to be involved in their children's education and they have a very high respect for teachers and school personnel.



Hispanic Heritage Month

Adelante Hispanic Achievers

By Dr. Monica Lakhwani, Multicultural Specialist—Diversity, Equity, and Poverty Program

Since 2005, Adelante has inspired Louisville's Hispanic community to achieve their dreams and contribute as creative and educated world citizens. Now in our 11th season, we provide 4 weekly educational programs to over 120 students and have graduated 5 cohorts of high school seniors who continued their education at the colleges of their choice.

In celebration of Hispanic Heritage Month, Adelante will host its 2nd annual Education Expo on **Saturday, October 8, from 12:00pm to 3:00pm at Louisville Collegiate School**. This free community event, sponsored by THE GHEENS FOUNDATION, showcases top high schools and colleges in the area and offers informative workshops in Spanish and English, about FAFSA, college applications, JCPS Magnet Schools, and more.



The Sagar Patagundi Alumni Scholarship

Established by alumnus Brian Buford (College of Education and Human Development, 1990), the Sagar Patagundi Scholarship will be awarded to subsidize the cost of higher education at the University of Louisville for students with strong financial need, with preference given to undergraduate DACA and undocumented students. The amount of the scholarship will be determined by funds available at the time the awards are granted, and will be managed by the director of the Hispanic/Latino Initiatives Office (HLSI) at the University of Louisville.

For more information on how to donate to the Sagar Patagundi Alumni Scholarship, click [here](#).

Al Dia en America Latino Scholarship

Established by Jose Neil Donis, publisher of Al Dia en America, the **Al Dia en America Endowed Scholarship** will be awarded to subsidize the cost of higher education at the University of Louisville for students with strong financial need, with preference given to students who self-identify as Hispanic or Latino. The amount of the scholarship will be determined by funds available at the time the awards are granted, and will be managed by the Assistant Director of the Hispanic/Latino Initiatives Office (HLI) at the University of Louisville Cultural Center.



For more information please contact Sarah Nuñez, Assistant Director of Cultural Center's Hispanic and Latino Initiatives at **502-852-0230** or sarah.nunez@louisville.edu.

Summer Literacy Boost: Growing Readers

By Maria Carrico and Mary Beth Stevens

Who would have thought back in the summer of 2013 that the JCPS Summer Literacy Boost Program that supported approximately 100 students from four schools would grow to serve 1000 students from 59 Title I schools in 2016? Incoming first and second graders who need a “boost” of additional time and support to be reading on grade level were invited to attend the 17-day program this July. The success of the program involved a collaborative effort between schools, Nutritional Services, Human Resources and Transportation. Students received research-based literacy instruction four hours a day from some of our most highly trained teachers including Reading Recovery, Comprehensive Instruction Model (CIM), and Bellarmine Literacy Project teachers.

The goal of Summer Literacy Boost is to provide additional time and support to students who are not yet reading on grade level; to ensure quality literacy instruction from a highly-skilled reading teacher for each student; to provide the best reading materials and resources to increase student reading levels; and to improve each student’s reading and writing skills.

Although our mission supports the JCPS Vision 2020, strategy 1.1.5 (to improve student literacy), each host school site expands upon a weekly literacy theme by providing experiences to engage students throughout the program. For example, during “Plant” week, one of our parents, Brooklynn Drosity, brought in her chicken and talked to the students about plants that are grown to feed animals such as chickens.



Brooklynn brought in her chicken and talked about how plants are grown to produce food for animals.

At another host site, Police Officer Santos, came in to talk with students during Community Helpers week. Officer Santos

talked to the students about many things including why he chose law enforcement as his career.



Officer Santos worked in 2nd division for 13 years, 10 years as patrol officer and now currently works in the Division of Community Relations.

Parents also highly support and appreciate the services provided to extend their child’s learning in Summer Literacy Boost. Our parents also recognized the positive changes that occurred in their child’s reading, writing and attitude towards school. For example, one of our parents, Ms. Rosa Lunsford shared the following letter about her son, Kingston’s, experience:

To Whom It May Concern:

I apologize for Kingston’s absence yesterday. I work third shift at Ford and overslept. I didn’t wake up in time to pick him up from his father’s house in New Albany. If there is any type of make-up work, he will have no problem completing tonight. Thank you so much for allowing my son to attend this program. We have really noticed a huge difference. He feels a lot better about entering the second grade. If there are any questions, comments or concerns, please do not hesitate to contact me.

Thank you for everything,

Rosa Lunsford



Kingston is a student at Coleridge-Taylor Elementary and participated in the 2016 Summer Literacy Boost at Cochrane Elementary.

Another note from parent, Kay Mayfield, the mother of Dylan Mudd, expresses her appreciation.

Dear Ms. Jerger,

Thank you for taking time out of your summer to teach Dylan and his classmates to improve their writing skills. Thank you so much for your love, patience and understanding, and all your mind-improving abilities. Have a great 2016-17 school year!

Grateful mom,

Kay Mayfield



Dylan is a student from Alex Kennedy Elementary and participated in the 2016 Summer Literacy Boost at Cochrane

Elementary.

Pre and post assessment results indicate seventy-four percent of the participating students increased or maintained their text reading level so clearly the program is working!! The Summer Literacy Boost Program has been offered and supported by the Title I Department since the summer of 2013. Due to success of the program it has expanded every year. We look forward to serving even more families and children in the summer of 2017!!

Upcoming Policy Review: Are Council Policies Culturally Inclusive and Culturally Sensitive?

By Shawna Stenton, Office of School-Based Decision Making, Diversity, Equity, and Poverty Programs

This fall a group of experts will review the district legally required and best practice sample policies to determine the following:

- Are they culturally inclusive/sensitive?
- Are there ways that they could be improved to be more culturally inclusive and/or sensitive?

Next, the group will review the additional policies that *individual school councils* have with a focus on ensuring that they are culturally inclusive and/or sensitive. If it is determined that a policy is not culturally inclusive and/or sensitive, the group will provide feedback to be shared with the principal and council at the next council meeting.

The Office of SBDM would like to thank the following individuals for participating in this review process:

- Cherie Dawson-Edwards, Ph.D. is the Associate Professor Department of Criminal Justice at the University of Louisville
- Kirk Lattimore is a retired JCPS principal and assistant superintendent
- Kenya Natsis, Ed.D. has been the principal at Rutherford Elementary School for ten years
- Marian Vasser has several years of experience as an active SBDM parent-representative and serves as the Director of Diversity Education and Inclusive Excellence at the University of Louisville.
- Dawn J. Wilson is the Education Chair of the Louisville Metro Human Relations Commission and has worked with JCPS on many issues involving diversity at all levels





Photos, Abdul Sharif

Addressing Mental Perception as a Resolution

By Bryan L. Smith – Teacher, Noe Middle School

Personal experiences influence our perception of ourselves and our surroundings. We engage things that confirm or disprove our beliefs. This cognitive function is imperative for personal development. In a healthy environment, positive role models are ample, wisdom is shared freely, and identities and natural talents are affirmed. Every element of a healthy culture impacts the mental perception of a child. He or she studies what is taught, imitates what is seen, and ponders what is heard. An individual's mental perception is engrafted within social constructs that influences one's physical, mental, and emotional health.

Though many individuals are intrinsically inspired to challenge social norms that are detrimental to their wellbeing, some do not. Without self-reflecting, questioning external stimuli, or challenging negative norms, an individual's perception is limited. Metacognition abated may result in the lack of resolution of conflict, lowered efficacy, and poor self-perception. Negative environmental and media influences compounded with malignant neglect have decimated the mental perception of children in underserved communities. The outcome has left factions of our parental and political community baffled with no sustainable resolution in sight. Ironically, unsuccessful attempts to incentivize children have left interventionists with negative perceptions of the very communities they try to aid.

Programs, such as Mental Armor must be developed and implemented in social settings to challenge the mental perceptions of many young people in our communities.

RACE: Are We So Different?

Provided by Morgan Szabo, School Programs and Group Tours Coordinator, Muhammad Ali Center

As Louisville grows more diverse, employers, governments, and non-profit organizations face new challenges. Moving past preconceived notions of race is crucial to relationships among employees, customers, and those we all serve. We all know that people look different.

Throughout history, those differences have been a source of strength, community and personal identity. They have also been the basis for discrimination and oppression. While those differences are socially and culturally real, contemporary scientific understanding of race and human variation is complex and may challenge how we think about it. This fascinating exhibit at the Muhammad Ali Center presents a hands-on way to help your staff explore the roots of racial discrimination and to discuss their own experiences with race and racism. *RACE: Are We So Different* is a powerful exhibit that encourages audiences to explore the science, history, and everyday impact of race. Combined with the unique experience of facilitated **Talking Circles**, RACE can be an important tool for you and your staff to explore your preconceptions and attitudes in an involving, non-confrontational way.

- Employees can explore issues of race and discrimination on their own terms, without being put on the defensive.
- Real-world examples of how race has affected our history and shapes our lives today allow your staff to build empathy and understanding for differences and variations.
- Managing diversity is a strategic priority and a competitive necessity for many organizations.
- Creating a common experience exploring issues of race can

create a more comfortable and supportive work environment: costs associated with excessive turnover and absenteeism can be reduced, problem-solving and innovation are stimulated, and tolerance for individuality is enhanced.

- Exploring issues of diversity in a way that makes all individuals feel involved can help to reduce exposure for employee complaints and lawsuits.

The Exhibit:

- Focusing on the history of the very idea of race and the effects of this idea throughout our history, RACE allows visitors to explore, at their own pace, how views of human variation have developed in our country and in their own communities and lives.
- Key topics explored include economic disparity and opportunity, health & medicine, schools, and the use and misuse of science in race.
- The exhibit uses interactive displays, video, theater, and simulated environments, interspersed with views from leading commentators on race and everyday people.

September 24, 2016 – January 2, 2017

Talking Circles:

- Talking Circles are facilitated discussions based on Native American traditions in which all participants are invited to reflect on race and racism as a factor in their lives and communities, utilizing the shared experience of the exhibition.
- The Circles are designed to allow you and your employees to explore your reactions

to the exhibit and share your own experiences with race in a structured but nonhierarchical forum.

- The Center will rely on the Talking Circle process developed by the Minnesota Department of Corrections and taken from Native American traditions. The technique allows everyone to speak and to listen in a safe and respectful setting.
- Talking Circles are available by reservation, for groups of up to 20. The ideal group size is 12 individuals.

Fees:

- Fees for Talking Circle experience are \$450 for for-profit organizations and \$300 for nonprofits/civic organizations. These fees include a tour of the exhibition, room rental fee, and payment for one facilitator. Availability and fees for other rooms, additional facilitators, food and beverage are available upon request.
- Talking Circles are also available at a special reduced rate for school groups with students.

Reservations:

- Please call the Education Department at (502) 992-5340 or complete the online form for reservations.
- For more information, please visit alicenter.org.

2016-17 PLC Rounds Kick Off at Portland Elementary School

By Delquan Dorsey, Specialist—Diversity, Equity, and Poverty Programs



Above, Portland Elementary School Principal Angela Hosch welcomes visitors.

This year's Professional Learning Community (PLC) Rounds kicked off on September 12, 2016, at Portland Elementary School. PLC Rounds allow community members, parents, and JCPS employees to come together and discuss strategies, intervention, accountability, and results.

Portland Elementary School Principal Angela Hosch and Jefferson County Board of Education Vice-Chairperson Diane Porter helped welcome participants of this year's first PLC Rounds session. Special guests from the University of Louisville (UofL) also attended and brought a unique perspective from the world of higher education.

The office of Diversity, Equity, and Poverty Programs invites you to attend this month's PLC Rounds, which will be held at King Elementary School. Click [here](#) for a flyer.



Above, JCPS Chief Academic Officer, Lisa Herring speaks to PLC Rounds participants.



Above, University of Louisville Assistant Professor Dr. Debra Johnson.



Above, JCPS parent and KHEAA employee Candice Johnson participates in a group discussion.



Above, JCPS Board Member Diane Porter speaks during PLC Rounds discussion.



From left, River City Drum Corps entertains the crowd at the Smoketown GetDown; JCPD Employee Telva Hogan, Dr. Donna Hargens, Board Member Diane Porter, and Sylena Fishback; pose for a photos a young participant enjoys making bubbles.

DEP Spreads Awareness at 2016 Smoketown GetDown

By Abdul Sharif, Diversity, Equity, and Poverty Programs Department

On the evening of Friday, September 16, the Smoketown neighborhood was filled with music, the smell of food, and family fun. Clay and Lampton Streets were blocked off as part of the Third Annual Smoketown GetDown. Staff members from the Diversity, Equity, and Poverty Programs Department provided information to parents and students alike. JCPD Superintendent Donna Hargens and Jefferson County Board of Education (JCBE) Vice-Chairperson Diane Porter were also present and answered questions for the many community members in attendance. In addition to booths, the Smoketown GetDown also provided voter registration services and featured arts and crafts, and live music was provided by the River City Drum Corps.

Check out some of our photos from the Smoketown GetDown!



Above, Volunteer Talent Center Director Sylena Fishback provides information to interested parent.



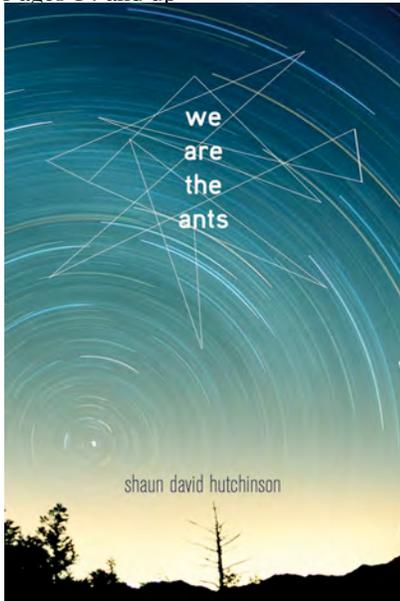
Above, Kentucky Museum of Arts & Crafts provides fun activities for neighborhood youth.



Above, JCPD Specialist Dr. Krista Drescher-Burke enjoys the day with her daughters.

We Are the Ants

by Shaun David Hutchinson
Simon Pulse, 2016
For ages 14 and up

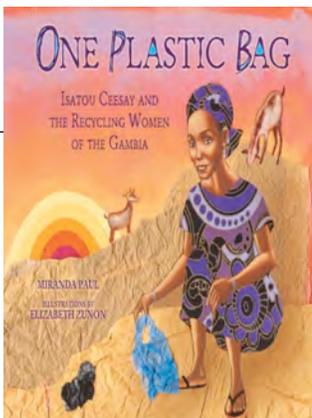


The world is ending and only Henry Denton can save it. But is Earth really worth saving? In the past year, Henry has endured a boyfriend who committed suicide, physical and emotional bullying at school, a grandmother who has Alzheimer's, and his mother's struggle to hold it all together. When the aliens who have been abducting Henry randomly for the past several years offer him the choice to push a button and save the earth, Henry is convinced he won't do it.

We Are the Ants covers a lot of ground, from depression and suicide to teen pregnancy and sexual orientation and more. While most of the novel is fairly nihilistic in tone, *We Are the Ants* is ultimately about finding beauty and meaning in an ugly world.

One Plastic Bag: Isatou Ceesay and the Recycling Women of Gambia

by Miranda Paul and Elizabeth Zunon (illustrator)
Millbrook Press, 2015
For ages 5-9



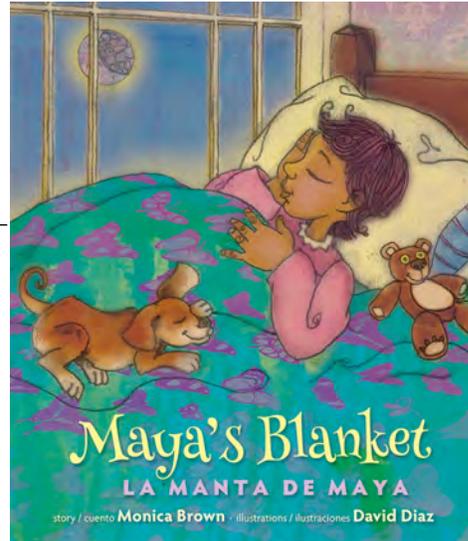
Images obtained from Google Images.

The first time Isatou found a plastic bag, it was a stroke of good luck. Her basket had broken and the bag was perfect for carrying her things. Soon, however, Isatou sees the dark side of plastic. The bags begin to show up everywhere, choking the village roadways, drawing mosquitos, smelling, and even killing its goats. Finally, Isatou comes up with a solution that not only gets rid of the bags, but makes them useful again. What will her village think of her crazy idea to reuse the bags?

This is a story about the dangers of pollution and the importance of recycling. It is also the story of a young woman who sees a very serious problem and takes the initiative to solve it. Isatou's clever idea transforms the village and brings a source of income to the village's women.

Maya's Blanket/ La Manta de Maya

by Monica Brown
Children's Book Press, in imprint of
Lee & Low Books Inc., 2015
For ages 5-9



This bilingual Spanish/English book is based on the Yiddish folk song "Hob Ikh Mir a Mantl" ("If I Had a Little Coat"). It is about a little girl who has a magical blanket that her *abuelita* (grandmother) made for her. As the girl grows, Maya and her grandmother transform her worn blanket into increasingly smaller items. Each item is loved and magical, until the blanket is finally gone. How will Maya preserve the memory of her beloved blanket?

May's Blanket is a sweet story about finding new uses for treasured belongings. The English text introduces the Spanish words and the book includes a pronunciation key in the back. The pictures are bright with bold colors. Young children will enjoy hunting for the butterfly-patterned blanket in each picture.



Life of a Muslim Student PD Encourages Valuable Discourse Among Educators

By Dr. Monica Lakhwani—Specialist, Diversity, Equity, and Poverty Programs



Above, Lassister Middle School teacher Jemilla Barakaat facilitates a breakout session during the Life of a Muslim Student PD.

Photos, Abdul Sharif

The Voices Series was designed to create awareness and help educators connect with current issues that our students may be facing. As part of this series, Life as a Muslim Student was designed to bring about awareness of the cultural feelings and experiences of Muslim students in an effort to help improve their outcomes.



Above, Tytianna N.M. Wells Smith facilitates a breakout session during the Life of a Muslim Student PD.

Life as a Muslim Student took place on October 6 at Newburg Middle School. Participants had a chance to hear students voice concerns facing them currently and then were lead into

round-robin discussions. The audio segments were aligned with questions to generate not only discussion but also systems of support. Participants in this session focused on the following:

- Misconceptions that non-Muslim peers may have about Muslim students and ways of educating youth about them
- Obstacles or challenges that Muslim students and/or their families face both in school and outside of school and what support can be provided to help them overcome these challenges
- Specific resources educators need—and/or are aware of—in working with students/families

Rajaa Ammor is a bilingual associate instructor at Hazelwood Elementary and helped co-facilitate the session. Ms. Ammor shared, “The audio voices from those students brought alive testimonies of the misconceptions about students’ culture, faith, language, and whole life. Teachers and schools play a huge role in preparing students for the real world. They can do this by teaching tolerance and demonstrating it, accepting perspectives, and creating a warm environment where all students feel loved and accepted. Classroom discussions should be structured to help students grapple with current events and conflicting viewpoints in constructive ways and not in ways of targeting students of particular faith or culture.”

If you missed the session in October and would like to learn more, Muslim Student Voices: **Building Understanding** will take place on **November 10** at Metro United Way. During this session, participants will hear from a panel of Muslim students (some former JCPS students) who will share their experiences and challenges as well as provide an opportunity to ask questions. For those who are interested, sign up via pdCentral 16-1780672: Muslim Student Voices: Building Understanding.

“This PD was very enlightening, and allowed educators to put themselves in the shoes of Muslim students, and attempt to acknowledge, prepare for, and teach this growing population within JCPS.”

-Matt Trzaskus, Teacher, Seneca High



Above, parents listen to a presenter at the first Parent Involvement Series held at Rangeland Elementary School.

Photos, Abdul Sharif

2016-17 Parent Involvement Series

By Dr. John D. Marshall—JCPS Chief Equity Officer

The first Parent Involvement Series was a success. It was held at Rangeland Elementary School, and 22 parents attended. The parents were energetic, inquisitive, concerned, and receptive. Jefferson County Public Schools (JCPS) is dedicated to engaging families and making sure that they have the tools they need to navigate through this massive organization.

Dr. Taul, an administrator from Moore Traditional School, was poised and ready to give the parents everything they needed. The first topic was engagement, and Dr. Taul and guest speakers shared personal experiences (some good, some not so good) of parenting and working with teachers/schools. In turn, the parents shared their stories, and the discourse was heartfelt.



Above, a parent reads information during the Parent Involvement Series at Rangeland Elementary.

help her own child, she saw a need to advocate for another child as well. In addition, a parent asked pointed questions about parent-teacher

One of the most moving parts of the night was a parent who asked how she can advocate for a child who is not hers. Although she admitted to struggling with understanding all she needed to

know in order to

conferences and how to enroll her child in before- and after-school activities. She received the answer she needed and has already set up a meeting to enroll her child in enrichment opportunities that will enhance the child's learning.

In each session, Dr. Taul will base her topic on our well-known First Task Is to Ask sheets. You can see all of the First Task Is to Ask sheets here.

Please feel free to use them yourself and with school staff.

We must get more parents involved! There's absolutely no way around it. The research clearly shows that if we align, engage, and inform our parents, student outcomes will improve. The Parent Involvement Series seeks to do just that. Please join us for the next topic. You will leave with great information and navigation tools. (Food and childcare are provided.)

Click [here](#) to download a Parent Involvement Series flier.



Above, Moore Traditional Assistant Principal, Dr. Toetta Taul presents information to parents.

Helping Kids Cope With Grief

Nine ways to help a child who has lost a loved one.

By Marie Bradby—Today's Woman Now

“When I tell people that I provide grief and loss counseling for children, they say, ‘How terrible.’ It’s not terrible at all. I come and talk to them during a difficult time in their lives,” says Candice Evans, a licensed clinical social worker and school-based grief counselor with Hosparus in Louisville.



Candice uses puppets as part of the group sessions she has with the students. Photos by Melissa Donald

“The students come together with their peers and share their stories of loss and what happened to the person who died. They learn about physical and emotional grief. They learn that it’s not all sad; they can be happy, especially when they have great memories about the person. They learn that people die for physical

reasons. Grandma died of cancer and the doctors couldn’t help her any more. They are able to express their feelings and learn healthy coping skills (breathing exercises, mindfulness).”

Candice, 31, for a long time knew she would work with people; she shadowed a social worker in high school. In college, she took a course on death and dying and thought, “I’m okay with this.” She completed an internship at a hospice center in St. Louis and took a job working with families with individuals facing the end of life.

“I thought it would be difficult for me to sit with families and not cry. I quickly learned that this work is

good for me. I did a lot of growing up. Most of my clients were much older than me. I drew my strength from them, watching them face death with courage and grace at this fragile time in life.

“I think the greatest gift and job responsibility was being able to sit with people. It’s more difficult than it sounds. They are in emotional distress and don’t know when the end will come. I offer listening and support in a nonjudgmental presence.”

After marrying and moving to Louisville in 2008 to get her master’s degree at the Kent School of Social Work at the University of Louisville, Candice began working at Hosparus in Louisville and eventually took over the school-based “Grief Relief” program for children. Because of donations, Hosparus is able to provide schools six weeks of counseling, one hour a week, for groups of five to eight kids.

“I ask the kids: Is it a choice to grieve? They say, ‘Yes, it is.’ But it isn’t. If you have a significant loss, you will grieve that loss. They can look like a normal kid, but they can also be sad and angry because their person died. It’s normal to allow yourself to feel.

“We open up group with saying your name, who died, and how you feel about coming to group today. They mostly say they are happy to come to group... because they have some place to come talk about it.”



(Left) For the first therapy session, group members play Thumb Ball which requires a ball to be tossed from one person to another. After catching it, the member must read the question on the ball out loud and answer it.

The counseling that Candice and other staff provide is developmental.

For children ages 4-7, death is seen

Continued on next page.

as reversible. They often may feel responsible for the death because of thoughts or wishes. They may not understand that grandma died because of a heart attack and instead may think she died because “I said some angry things.” They can have repetitive questions about the death — how and why. Grief responses may include regression, sleeping and eating disturbances, and nightmares.



Candice starts her sessions with the talking stick as a way of helping children feel more comfortable and secure as they share memories of their loved one.

Children ages 7-11 see death as a punishment — for not being good or not doing something. They want details and might wonder, is something going to happen to Dad now that Mom has died? Grief responses may include regression, acting out, problems in school, sleep and eating disruption, and a desire to join the person who died.



(L-R) The children make memory votives to honor their loved one; Candice creates a thumb print. Before the relative dies, the child can make a thumb print of the person's thumb using a piece of sculpting clay. Candice bakes the piece of clay and gives it to the child after it hardens.

Children 12-18, have a more adult response: extreme sadness, regression, denial, anger, depression, and

loneliness. They try to make sense of the death. There might be acting out, risk-taking, and seeking support through peers versus family.

Here are Candice's survival skills on helping children cope with grief and loss:

Help children understand the four basic concepts of death so they can fully grieve and better understand what happened.

1. **Death is irreversible.** In movies, games, and television shows, characters “die” and come back to life. It's important that children know that death is permanent.
2. **All life functions end completely at the time of death.** Children may be concerned about whether or not the person who died can feel or think. It might comfort them to know that when a person dies, they cannot move, breathe, think, or feel.
3. **Everything that is alive eventually dies.** Children, just as adults, struggle with the concept of death. Help children to understand that dying is a part of life for all living things, including plants, animals, insects, and people.
4. **There are physical reasons why someone dies.** Children who are not told how the person died may come up with their own explanation, which can cause guilt or shame.
5. **Use concrete words to explain death to children.** Adults often use phrases like “went to sleep” and “resting” to avoid frightening children. Use the words “died” and “dead” to avoid confusion. A child who is told the person is “sleeping” may become afraid to go to sleep, or they might watch the surviving parent as they sleep to make sure he or she doesn't die.
6. **Provide support over time.** Not all children who have experienced a loss due to death need counseling, but all children who have experienced a loss due to death can benefit from education and a lifetime of support.
7. **Demonstrate grieving** by letting children see you cry, talking about the person who died, and seeking support.
8. **Allow younger children to express themselves through normal play, drawing, looking at pictures.** Younger and older children may benefit from being with peers and receiving support in a group setting.
9. **Help children preserve memories** (create a memory book) and create new ones through sharing of memories or rituals, such as lighting a candle in memory of the person who died.

Have you had to help your child through the grieving process? How did you do it?



Photo, google images

Standardized tests: A Dilemma for African Americans

By Linda Joy Johnson—Wayne State University

Years of being a classroom instructor and an educational administrator has afforded this African American a specific vantage point on the matters of education in America.

A Profile of Standardized Tests

Public education might be the last resort for children of color to constructively assimilate into American society, but there is an enormous disjoint looming over America's educational itinerary with dire consequences for African Americans. Across America our government spends less educational funding on students of color. Ary Spatig-Amerikaner (2012) painstakingly provides the convoluted details on how the unequal funding is maintained through Federal loopholes. While schools today are overwhelmingly depending on standardized tests in reading and mathematics, the connection between testing and funding is an unrefined area of contention.

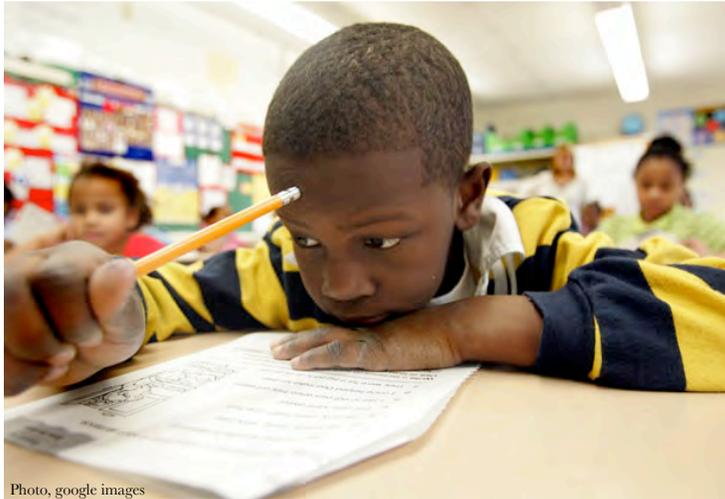
The results of standardized tests appears to be the most important attribute of a school's worthiness. Schools use standardized tests to measure a student's ability, while ignoring other salient indicators. Far too often the tests scores do not show the real potential of African American students. Because standardized tests results are used to determine how funding will be allocated to schools, low-income districts face even more pressure to have their

students earn high scores on such tests. In addition, the tests are also used for tracking and student placement.

One year ago 11 former Atlanta educators were convicted of conspiring to tamper with thousands of students' test scores. The cheating scandal has grown to symbolize the ills of America's emphasis on standardized testing. Tell teachers their salaries are tied to test scores and things change. Deceptive scoring practices can be found in schools across the country, and they seem to be growing in popularity in an era that places heavy emphasis on standardized testing (EDUCATION, 2016).

In a message published in the *February 2014 issue of Chicago Union Teacher magazine*, then CTU President Karen G J Lewis wrote: "...we have to be clear about the original purpose of standardized tests..." The use of standardized tests has its origins in the Eugenics movement. The Eugenics movement hypothesized that certain races were inferior to others biologically and intellectually. The original IQ tests were designed by French psychologist Alfred Binet for benign and limited uses on young children who were not developing "normally" as "general" tools to make "general" decisions, not a precise measurement for precise decisions to signal when a child needed more help in their intellectual development.

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Photo, google images

According to the Racial Justice and Standardized Educational Testing program, the law promotes teaching to the mostly multiple-choice state tests, focusing on rote skills and ignoring higher-level thinking. The impact is greater in schools that serve low-income youth, particularly students of color. Likewise, The National Center for Fair & Open Testing criticized standardized tests as incredibly inefficient while unfairly misplacing black boys in special education classes. Many times these young African Americans are not in need of special education but lack the knowledge about the standardized educational canons that the tests are built on.

The Standards of Dominance

Standardized tests support a white middle class mode of ranking. The policies, practices, processes, and rituals of American education are implemented by the privilege group, thereby maintaining a disprivilege group (Goodman, 2012). Bill Gates is a very strong proponent and financial supporter of standardized testing. His money speaks volumes.

Alfred Tatum expounds on the idea of black alienation in education by agreeing that the dominant culture sees their own race widely represented on TV; when they do not have to educate their children about systemic racism in schools; when they are sure that the low performance of their child is *not* due to his race, and the dominate group can dictate if an issue is “racial” because of their perceived credibility.

On a daily basis African American children leave their “cultural selves” to assimilate into a European centered model of learning. (Ladson-Billings, 1998, p. 219). The black child soon learns that he or she is not speaking Standard English, as well as learning that their cultural experiences are not the norm of the larger society. Paulo Freire, former Professor of History and Philosophy of Education, would describe the latter as the *Pedagogy of the Oppressed* which tends to devalue or exclude experiences of African Americans, thus representing African American culture as inferior. Children’s books also may not be as interesting to black children (or their parents) because of the lack of diversity in them: Characters in children’s books are overwhelmingly white. Black students are more likely to be held back, despite mounting research showing that holding back children does not benefit them socially or academically

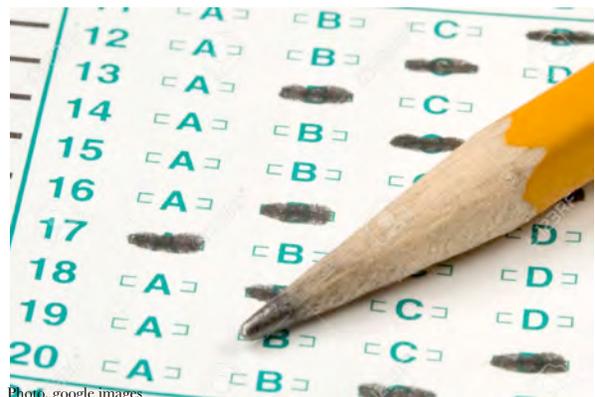
and makes them more likely to drop out later on (U.S. News, 2016).

The combination of institutional racism, intergenerational poverty, and the lack of meaningfully sustained educational reform creates challenges for schools and students. Measurement experts agree that no test is good enough to serve as the sole or primary basis for tracking or holding students back. Too often the assumption is that low-scoring students need low-level remediation rather than enrichment, positive challenges, and support, according to The National Center for Fair and Open Testing. Today, as an acknowledgment of the inherent racial and economic inequity of standardized achievement tests, hundreds of colleges have already stopped requiring the SAT for college admission decisions: But the same cannot be said for k – 12th grades.

Various educational researchers have always maintained that standardized tests ultimately measure a student’s access to resources. Test scores reflect the advantages and resources that wealthier children have; among these advantages are private tutoring and monetary funds to access test-preparatory classes. Attaching high stakes to these exams only serves to exacerbate racial and class inequality. Boston University economics professors Olesya Baker and Kevin Lang’s 2013 study, “The School to Prison Pipeline Exposed,” reveals that a standardized bubble test does not help teachers understand how a student arrived at answer choice “C.” In *A Brief History of the "Testocracy," Standardized Testing and Test-Defying*, Jesse Hgopian (2015) states that tests that measure as little and as poorly as multiple-choice exams cannot provide meaningful accountability.

The Writer’s Perspective

While administering a student exchange program between the University of Salford in Manchester England and a premier university in the United States, a troubling truth about multiple choice (or bubble tests) reaffirmed this writer’s misgivings regarding standardized testing formats. The students from England were very high academic achievers and were required to maintain a certain grade point average in order to remain in the exchange program.



Photo, google images

The students were quite dejected after taking their first multiple choice test. They were use to a test

taking strategy wherein a written discourse supporting or rejecting a certain argument was required. They expressed

Continued on next page.

their dissatisfaction about having to select only one answer out of four questions and not being afforded a chance to defend their answer, or debate the fallacies of the other answers. The exchange students had been taught to think abstractly, to engage their higher order thinking skills, and to discern a matter before making one linear assumption.

Too often test preparation replaces more in-depth and comprehensive instruction, causing students to receive an inferior education. A few decades ago I was hired as a high school English teacher in the City of Detroit. After being shown a store room full of neatly stacked classroom texts, the instructions from the administration were to issue the books accordingly but not to assign homework from them, but rather teach specific test content for the upcoming city-wide standardized testing. The day after Labor Day will mark the fall 2016 semester for many districts and the practice of teaching to the test will once again take center stage.



In the journal of Rethinking Schools, the late educator for educational justice, Harold Berlak, maintained that "... standardized curriculum and tests insist upon one set of answers, and only one. Linking standards and curriculum to high-stakes testing is a powerful and pervasive way to ensure the continued hegemony of the dominant culture. The standards and tests by design [create] a particular and singular view of the "basics" of history, geography, literature, art, and ways of looking at and thinking about truth. They are an effort to put an end to the most valuable asset of a multicultural society".

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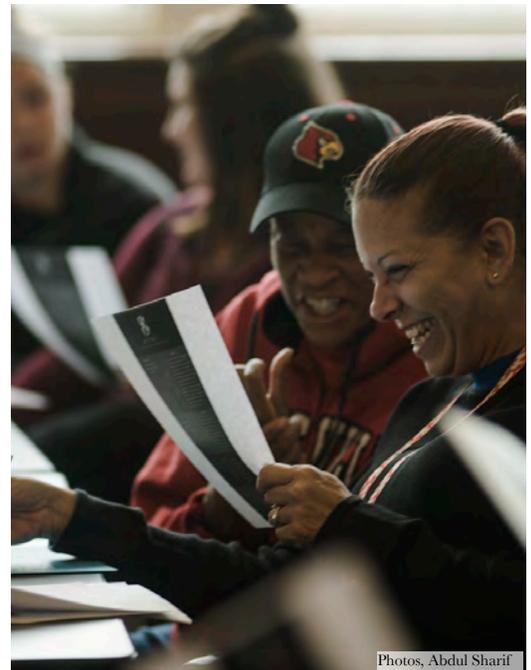
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Above, JCPS Staff and LMPD Officers attend the Ride Along PD.



Photos, Abdul Sharif

JCPS Teachers Ride Along With LMPD Officers During Innovative PD

By Abdul Sharif—Diversity, Equity, and Poverty Programs

On September 30, 2016, the office of Diversity, Equity, and Poverty (DEP) Programs kicked off a unique professional-development (PD) session that is designed to strengthen the relationships between Jefferson County Public Schools (JCPS) staff and Louisville Metro Police Department (LMPD) School Resource Officers (SROs) and to inform the staff members about homelessness among JCPS students.

"It was nice to be in the PD and hear the LMPD School Resource Officer's point of view on some of the topics," said Nora Wood, a fifth-grade teacher at Auburndale Elementary School. "During the ride-along portion of the PD, we got to see some of the neighborhoods that our students are coming from."

Wood is 1 of nearly 30 teachers who rode along with LMPD SROs to learn more about the various neighborhoods their students come from and the many challenges they may face.

"I chose to attend the ride-along PD because I've always been interested in being a police officer," said Brittany Frills, an Exceptional Child Education (ECE) instructional assistant at Dawson Orman Education Center. Frills stated that she believes all JCPS staff should attend this PD not only to learn

about SROs but also to learn about the needs of homeless students in the district.

"It's a very innovative way of providing support for our teachers and our staff. Basically, it came from the idea that we have to educate the whole student. We have teachers and staff working in direct contact with students and helping them with their education; they need to understand where our students are coming from. They need to understand their community—the barriers that they face. They also need to understand that there is value in every single community," said Giselle Danger, coordinator for Homeless Education at JCPS.

Tempe Douglas, an instructional assistant in Special Needs at Dawson Orman, said that the PD helped change her perception of police officers. "I am a mother. I have a 33-year-old son," said Douglas. "Not all police officers are bad. They have to have strategies to deal with the situations they're in, and at the end of the day, they want to go home just like everyone else."

Click [here](#) to watch a video interview of PD participants.

Click [here](#) for a flier with future ride-along PD dates.

The Value of an HBCU Education

By Dionne Griffiths, M.A.

Many high school seniors are preparing to apply to college and it is a good time for younger high school students to think about higher education as well. Last spring, I spoke to 140 African American high school students and their parents during a historically black colleges and universities (HBCU) tour pre-departure orientation session. My alma mater, Spelman College, was one of the institutions on their list. I was eager to share with them my experiences at Spelman, inform them of the priceless value of an HBCU education, and give them insight on funding resources.



Photo, google images

I let the attendees know that I chose my college because I knew that Spelman was an institution that was invested in the holistic education and development of young black women since 1881. It is a nurturing environment that is also academically rigorous. It

is a place that supports and uplifts women of African descent through student-professor engagement, the dynamic curriculum, community engagement, and professional development.

At Spelman I was involved in honor societies, dance ensembles, and I studied abroad at the University of the West Indies- Mona Campus in Kingston, Jamaica for an academic year. I was also honored by

being selected for the prestigious Phi Beta Kappa honor society. I had endless opportunities at Spelman College and being a graduate of Spelman has opened so many doors for me. It also grounds me in my selfhood as a black woman in America and that experience informs my global perspective, including when I was honored as a Fulbright Fellow to Trinidad in 2006.



Photo, google images

Spelman College continues to rank as the number one HBCU for its consistently high standards of academic excellence and the high caliber students it develops across disciplines. Spelman produces women of African descent who make a choice to change the world.

HBCUs continue to be relevant and vital for students of African descent because they are educational environments where students of African descent are valued, where they learn their history, and where the faculty (most with PhDs and who look like them) are invested in their educational, personal, and professional success. These institutions of higher education continue to produce the most black doctors, black engineers, and black leaders in the U.S. Also, they create a strong foundation for students of African descent in their cultural identity and overall identity formation so that they can stand against racism and other forms of inequity no matter their profession. At HBCUs, African American excellence is the standard and not the exception. Moreover, at these institutions, the diversity and the beauty of people of African descent are acknowledged, embraced, and celebrated.



Dionne Griffiths



Photo, google images

HBCU graduates have been trailblazers and industry pioneers since the early 1800s. In addition to Spelman College, HBCUs like Morehouse College, Howard University, Fisk University, North Carolina A&T University, Florida A&M University, and many others, have produced phenomenal

leaders and social change agents, globally. And we continue to blaze trails and leave legacies of excellence for future generations. I encourage more students, parents, teachers, guidance counselors, and administrators to learn more about the history and significance of an HBCU education.

Resources:

- *I'll Find a Way or Make One: A Tribute to Historically Black Colleges and Universities* by Dwayne Ashley and Juan Williams
- *Higher Ground: Preparing African-American Children for College* by Leah Y. Latimer
- United Negro College Fund- www.uncf.org
- Tom Joyner Foundation - <http://tomjoynerfoundation.org/>



Above, Noe Middle School 6th Grade Somali Family.

2016-17 Migration Simulation

By Dr. Monica Lakhwani—Specialist, Diversity, Equity, and Poverty Programs

Over 1000 students (including JCPS) participated in this year's Migration Simulation hosted by Jud Hendrix and the Global Human Project. In fact, Noe Middle School had approximately 400 of their students who attended and formed families at this 2nd Annual Walk A Mile in My Shoes event!

Participants received their family of origin and had to register their members to start the process. Upon passing the registration tables, their voyage began as they



ventured through various stations: food, water, security, etc. Families underwent the experience of crossing borders, learning new language, going through health screenings, receiving food rations, and proceeding onto interviews for resettlement. While some had to barter their most precious belongings, others were placed in block/prison holds.

It was an absolutely grand event for students and educators alike. The morning session was dedicated to schools and faculties while the afternoon event was open to the community. Hats off to Jud Hendrix for bringing greater cultural awareness to our staff/students/families! Would like to include a few lines from him here as well as a head shot of him if possible.



Left., University of Louisville's Assistant Professor Montray Smith (School of Nursing) volunteered at the event and assisted placing students identified with TB in quarantine.

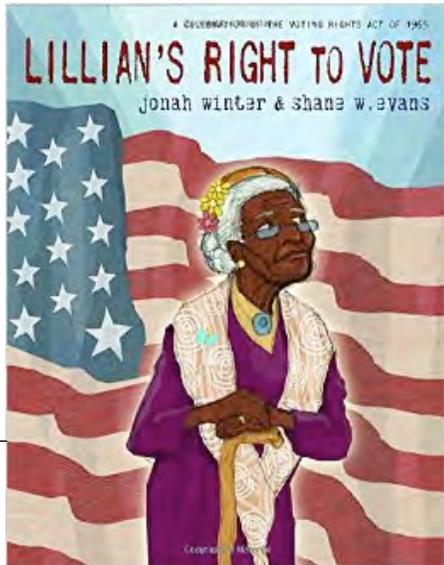
"In the last ten years, over 25,000 refugees from all over the world have arrived in Kentucky. Walk-A-Mile in My Shoes Migrant Simulation allows us to experience life through the eyes of refugees and migrants and to empathize with their experience. Once we have heard our new neighbors stories and seen the the world from their perspectives we can create a more welcoming and empowering community" - Jud Hendrix, the Executive Director of the Global Human Project and the co-creator of the simulation.

"...I cannot imagine the emotional and physical toll a migrant goes through to live in this environment for a year, let alone ten!" -Stephanie Culer, Slaughter Elementary School teacher.

"Although I knew the camp wasn't real, I was still fearful at times throughout the simulation. I was afraid our family would get separated and I would be alone. When we ate our food for the day, there was no more than a tablespoon of rice and beans in a small plastic cup. After eating, I couldn't stop thinking about the small amount these individuals eat each day to survive. I was very fortunate to talk to a refugee from Somalia after completing the simulation. He told us that what we experienced in the simulation was only a tenth of what he actually experienced fleeing his country and growing up in a refugee camp." -Leah Schrenger, Slaughter Elementary School teacher.

Lillian's Right to Vote: celebration of the Voting Rights Act of 1965

by Jonah Winter
Schwartz & Wade, 2015
For K-4th grade



A moving portrayal for young children of the battle for civil rights told through an elderly African American woman's perspective. On her way to vote Lillian remembers her family's turbulent voting past. On her way up a steep hill to her polling place, she sees more than trees and sky, she sees the passage of the Fifteenth Amendment and her great-grandfather voting for the first time. She sees her parents trying to register to vote. And she sees herself marching in a protest from Selma to Montgomery. This book is an important introduction on the battle for voting rights.

Stella by Starlight

by Sharon Draper
Atheneum/Caitlyn Dlouhy Books, 2016
For grades 4-8



Fifth grader Stella lives in the segregated southern town of Bumblebee, North Carolina in 1932. There are some stores she can go into and some stores she can't. There are some people who are nice to her and there are some that are not, but all in all no one much bothers her. Late one night she and her little brother are out wandering around outside and they see something they weren't supposed to see - burning crosses. With the unwelcome reappearance of the Ku Klux Klan Stella's community is turned inside out and she decides to fight prejudice with her own kind of fire.

March: Book One

by John Lewis
Top Shelf Productions, 2013
For grades 8 and up



United States congressman John Lewis is one of the key figures of the civil rights movement. In *March*, he shares his amazing story with new generations, in partnership with co-writer Andrew Aydin and New York Times best-selling artist Nate Powell. *March* is an intense personal account of John Lewis' lifelong struggle for civil and human rights, reflecting in the modern age on the distance traveled since the days of Jim Crow and segregation. Embedded in Lewis' personal story, it also reflects on the highs and lows of the broader civil rights movement. Book One in this graphic trilogy spans John Lewis' youth in rural Alabama, his transformative meeting with Martin Luther King, Jr., the beginning of the Nashville Student Movement, and their fight to dismantle segregation through nonviolent lunch counter sit-ins.



Images obtained from Google Images.

Information provided by Heather Lee, Louisville Free Public Library.

The Pleasure of Serving the Most Vulnerable Families in the District

By Giselle Danger-Mercaderes, MSSW, CSW, Coordinator, Student Equity and Community Engagement Program

Last year, there were 6,128 students identified as homeless in Jefferson County Public Schools (JCPS). How many of them actually show up, is more difficult to predict. Homeless families are highly mobile and for that reason are often difficult to track. Often times, families facing housing instability and homelessness keep their situation a secret because of the stigma attached to the world “homeless.” The reality is very different from what some people appear to believe. The negative stigma attached to homelessness is a reality in every school in our district and is played out in lunchrooms, school buses, playgrounds, libraries, science labs and math classes. Every day a JCPS student sits at his or her desk trying to learn how to read, while wondering where they will go after school ends.

Since the school year began in August, the Parker family (using a pseudo name to protect their identity) has moved four times, and the elder child of the family has requested “dropout papers” a couple of times to help the economy of the household. So far we (teachers, school counselor, transportation coordinator and homeless liaison), have been able to keep the students in their same school and have been able to support them with available resources, however we know we are unable to address the main barrier that the family is experiencing--lack of affordable housing.

In JCPS, our staff members wrestle with non-academic barriers that have a significant affect on the academic development and wellbeing of our students. Our efforts are visible in the school’s supply closets, where toothbrushes and deodorant are stored along with pencils and paper. Our efforts are visible in the desk of nearly every teacher, where healthy snacks for a hungry student are stashed away. Our efforts are visible in the Office of the district’s homeless liaison, where we strive to be social workers, advocates, therapists and even Santa Claus. Our



Above, Giselle Danger-Mercaderes assists students at a homeless shelter’s after-school program. Photo, Louisville Magazine.

efforts are visible in the Diversity, Equity and Poverty Department, where collecting funds for a struggling family is very common. I am so proud to work alongside team players that fight to improve the test scores, living conditions, and overall well-being of our homeless students.

Last year alone, The Student Equity and Community Engagement department distributed

shoes, gave away backpacks, school supplies, holiday presents, computers and uniforms to homeless families. We also provided tutoring after school, and during spring and summer breaks. Our dream is to be able to open a drop-in center for families experiencing homelessness where students can receive tutoring, counseling, homework, case management assistance and parents can be supported in becoming school advocates and self-sufficient.

The Student Equity and Community Engagement department supports homeless students though local and federal funds. However, often times we find ourselves wondering what we can do when the need is larger than available resources.

They may call me the “beggar liaison.” Everywhere we go, I say, “I need, I need, I need for my families and my kiddos.”

We are so grateful for all the support we received from our community.

For information on a drop off day Student Equity and Community Engagement Program and other ways to help homeless students contact us by email: giselle.danger-mercaderes@jefferson.kyschools.us

Pursuing the American Dream

By Mustapha Kanneh, JCPS Parent

My name is Mustapha Kanneh. I was born into the union of Mr. Mustapha Kanneh and the late Ms. Lydia Gardee Kermokai in Paynesville, Montserrado County, Liberia. My father has ten children, five boys and five girls. I am the first boy of my father and mother and first child for my mother. In 1987, we lost our young mother while she was in labor with our last sister.



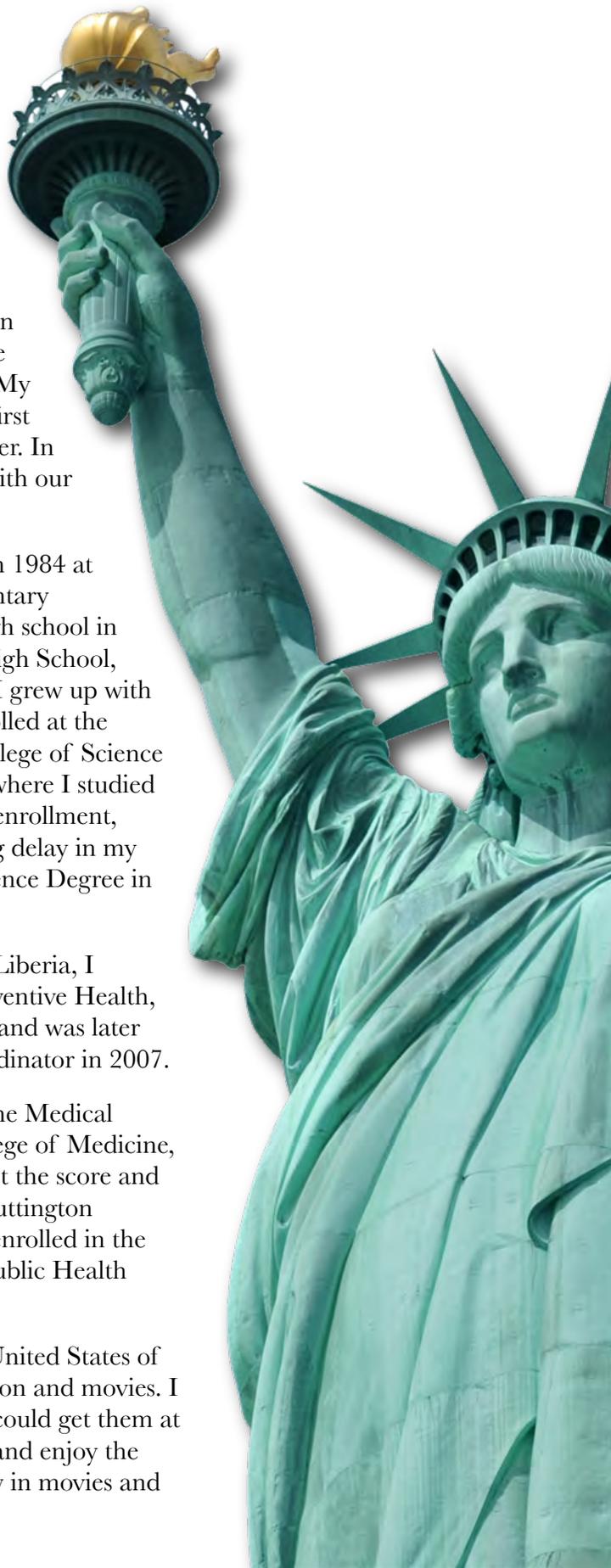
I started primary school in 1984 at the God of Mercy Elementary School and completed high school in 1999 at Special Project High School, Gardnesville, Liberia. As I grew up with the love for science, I enrolled at the University of Liberia, College of Science and Technology in 2000 where I studied

Biology as major and Chemistry as a minor. During my enrollment, Liberia was still in political struggle and civil war, causing delay in my enrollment. In 2009, I graduated with a Bachelor of Science Degree in Biology.

Moreover, before my graduation from the University of Liberia, I started working as a volunteer at the Department of Preventive Health, Ministry of Health & Social Welfare, Monrovia, Liberia and was later employed as Non Communicable Diseases Deputy Coordinator in 2007.

With the passion to serve humanity and save lives, I sat the Medical College Admission Test (MCAT) at A. M. Dogliotti College of Medicine, University of Liberia, 2009. Unfortunately I did not meet the score and later sat the Graduate Record Examinations (GRE) at Cuttington University, Graduate School and Professional Studies. I enrolled in the Public Health Program and graduated with Master of Public Health Degree in Epidemiology in 2011.

When I was a little boy I had always imagined how the United States of America would look, especially when we watched television and movies. I thought everything in the U.S. was so easy, free and one could get them at any time they wanted. It was always my dream to travel and enjoy the colorful pictures, lights, beautiful buildings and cars I saw in movies and TV.



Furthermore, as I grew up into my teens in high school, I read about some African personalities that traveled to the United States (U.S.). They lived, worked and were educated and served as world leaders in various capacities. For example,



Madam Ellen Johnson Sirleaf. Photo, google images.

the current President of Liberia, Madam Ellen Johnson Sirleaf traveled to the U.S. in 1961 to continue her studies and earned an associate degree in accounting at Madison Business

College, Madison, Wisconsin, and later studied economics and public policy at Harvard's John F. Kennedy School of Government from 1969 to 1971, gaining a Master of Public Administration degree. She is the first elected female President in Africa and was jointly awarded the 2011 Nobel Peace Prize with Leymah Gbowee of Liberia and Tawakkol Karman of Yemen.

How I got to America with my family

Using our president and some notable African Americans as role models, I started thinking and exploring means to travel to any developed country like the United States, United Kingdom or Australia with a goal to reside, go to school, graduate and work to serve humanity as health worker or care giver.

I started applying for scholarships and playing the yearly Diversity Visa (DV) lottery and was not successful. Finally, in 2013 I played and won the DV with my wife and two kids and we obtained

immigrant visas at the Embassy of the United States, Monrovia, Liberia and migrated to the US in 2015.

Troubles faced in America



JFK Airport. Photo, google images.

The first trouble was traveling from Liberia to the U.S. We spent 24-hours both in flight and transiting in Casablanca, Morocco. We arrived at John F. Kennedy Airport in New York at 6 p.m. and slept on the floor to wait on a connect flight to Chicago and to Louisville, Kentucky. We came to Louisville through one of my school mates from the University of Liberia. We were hosted peacefully for the first week. After that week, we started facing problems with our host with providing food, asking for the room we slept in, stopping my kids from playing in the house and restricting my wife and kids.

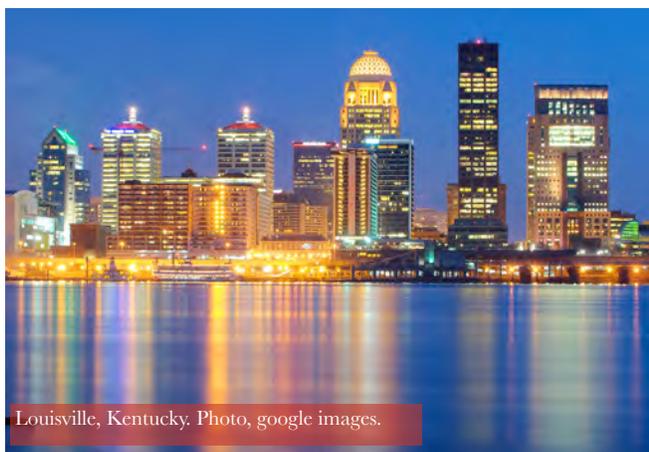
Moreover, I left my office job where I worked as a public health professional and had to seek a job at a warehouse in the U.S. My sleeping time changed from 9 p.m. to 6 p.m. because I had to go to work at 3 a.m. every morning.

One day, I came home from work and my smaller child was so sad and had no freedom to play. I immediately called my wife in the room and told her that it was time to find our own home.

Because we had planned to move, I used to go to work without food for the whole day and return home before eating. After work, I had to run to some offices to ensure my wife and kids had their social security cards, green cards, state i.d. and driver's license. My kids had to register for school,

sign up for health insurance and complete their immunization shots.

Help We Received



Louisville, Kentucky. Photo, google images.

My family and I had no relatives in Louisville. We were highly depending on God for his blessings, grace and mercy. One day, we went to a Jefferson County Public Schools (JCPS) office to register my kids for the Early Childhood program where we met a lady named Kathy. She was very friendly, and by helped us register our kids in school. She also asked us to meet with the Homeless Education Program for assistance. It was at this time that we met with Giselle, Christy, Julie and Chrystal. We talked and they grew interested in assisting me and my family. They helped my wife apply for food stamps and the Free Application for Federal Student Aid (FAFSA), which she was successful in obtaining.

While we were sleeping on the floor in our home, Gisselle's office assisted us with finding beds as well as living room chairs. They also visited us at home and assisted my wife and kids in obtaining their lost green cards. Our thanks and appreciation to Julie who introduced my family to her church, Kinwood United Methodist Church which adopted us as a family.

Outlook on Future

As we live, work and get educated in the United States, I pray that the almighty God bless us with good health, peace and education. My purpose for coming to the U.S was to get a quality education by enrolling in one of the top Universities in the country. I plan to first enroll in the school of

nursing. Second, I would like to work in the healthcare sector to build my capacity in clinical and try to work in the field of public health and health administration so as to be able to meet my goal and dream. I would also like to work with the U.S Center for Disease Control and Management and then end up with any United Nations organization.

Goals and dreams for future

My goal and dream for the future is to serve humanity and to become a diplomat. In doing so, I will be grateful to work with International Non Governmental Organizations (NGOs) like World Health Organization (WHO), United Nations International Children's Emergency Fund (UNICEF), United Nation Education Scientific Cultural Organization (UNESCO) and World Food Program (WFP). I believe that by working in one of these institutions, I will learn to make excellent decisions and ensure that the institution implements activities that will impact humanity as a whole.



On Being Brown IN THE SOUTH

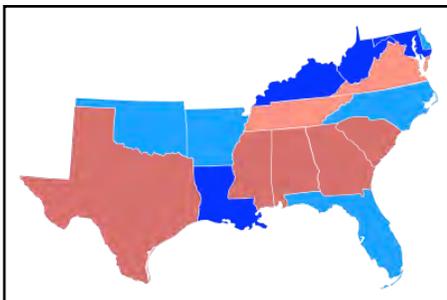
By **Marta M. Miranda**, Chief Empowerment Officer, The Center for Women and Families

“Excuse me, ma’am, do you know that you have to be a citizen to vote in this country?” a beautiful older man with cracked sun-burn skin and a John Deere hat asked me. I stood in line after showing him the appropriate documentation.

I wonder if he carries his citizenship papers with him, do you?

His Appalachian drawl and reserved look let me know that he was a native protecting his own. I recognized the papa bear in him. I am sure that his experience of Latinos has been limited to seasonal migrant workers whom he hires to pick tabacchi from his now bankrupt farm.

I attempt to rationalize my hurt, to bridge the split in my heart between my immigrant self and my Appalachian neighbor. It is too late, the feeling of alienation and homelessness fills my throat.



You see, Kentucky is my home, these



As the latest group of immigrants in search of the American Dream, Latinos have become the latest targets of blame.

Marta M. Miranda

worn mountains and these salt of the earth people, his and mine are my connection to America. I find the racism ironically painful when it’s in the faces that touched my rural Cuban heart enough to take the oath of citizenship after many years of exile.

Once I saw the beauty of these old and worn mountains, the smiling gentle face of a mountain man selling vegetables from the back of his pickup truck, and I heard him play his dulcimer, I knew I had found home. One of my fondest memories is what he said as I walked away he looked at me and said:

“Well, honey, you are a cuter than a speckled puppy. Come back and see me sometime.”

I knew then that I could be an American, a Cuban-American, as long as I could live in Kentucky.

“Hey Marta, can you make us some tacos?” My liberal upper class white

separatist lesbian friend requests as we plan our latest revolutionary potluck.

These comments along with the familiar question of my students of “do you speak Cuban?”, along with faculty members handing me dirty coffee cups at the reception for those of us who were privileged enough to be granted tenure are ever present signs of the ignorance and invisibility of the diversity of Latinos in the South. Here we are exotic, sometimes erotic and most of the time a curious commodity to stereotype and scapegoat.



As the latest group of immigrants in search of the American Dream, Latinos have become the latest targets of blame.

We proudly carry the shame of corporate excess on our backs. We take our grungy dollar bills to the largest Walmart in search of legitimacy.

Our males stand around in their brown and bronzed skin wearing Nike high tops, Levi jeans and smoking Marlboro cigarettes. They create a sense of community using as a backdrop the foreign landscape of concrete parking lots. Our women and girls, go home with the large plastic bags of purchased dreams that they will mail to the less fortunate ones left behind.

Immigration trends predict that Latinos will be the United States largest minority group. At the same time that visibility of brown bodies emerges, so does the degree and frequency of racism, xenophobia and its companions, hatred and violence. So does the resentment of our African-American brothers and sisters toward us.

We live in the richest country in the world, but we operate on the politics of division and the



fear of scarcity. United by our poverty, hard work, marginalization and varying hues of onyx skin, we stand divided by the fear of not having enough. We fight each other for the small size of the pie given to us, let's unite and request our fair share of the bounty.

Basic human services such as health care and education are repeatedly questioned or denied to us. You see, right now most of us are not only brown but also poor, speak little English and are working two to three jobs to give our kids a chance at the American dream, just like every other immigrant group who first arrived on this soil.

For me personally, these Appalachian mountains are my home. I was raised in Pinar del Rio, Cuba until age 12. I immigrated to New Jersey under the auspices of a sponsor family in 1966. I loved and fought hard alongside my Newyoricians and African American friends. I have always been a scrapper.

The Italians easily took to me, probably due to my light skin and straight hair.

I consider myself very privileged.

Despite my high school guidance counselor's advice to give up a scholarship to Montclair State College and settle for vocational school, I have been able to claw my way up the ladder of post-secondary education. I now have the opportunity to carry the flag for The Center for Women and Families, a multi-million dollar non-profit that serves survivors of domestic violence/sexual assault and their families. In solidarity with the young prostitutes, gang members and heroin addicts in my Jersey neighborhood, I, by the mystery of exception, enjoy a safe, drug free and educated lifestyle.

One of my greatest blessings is my deep reverence for multiple and complex selves. I am a lot, **we are all** a lot. I



refuse to compartmentalize myself to fit the boxes that have no room for all that is precious in me.

How do we connect the dots of systematic oppression and not split ourselves? How do we not leave others like us and most importantly those who are different from us behind?

At this point, I don't know. I guess like my Appalachian neighbor would say: "I'll study on it."



The Importance of the Residency Form Requirements

By Giselle Danger-Mercaderes, MSSW, CSW, Student Equity and Community Engagement Program

The Student Equity and Community Engagement (formerly known as The Homeless Education Program), provides schools with the JCPS Student Residency Form. This form is an excellent tool that allows for every homeless child and youth to be sensitively identified,

permitted admission in an immediate and sensitive manner, and to be enrolled in and attend school on a daily basis. This form was recently updated and the old residency form is no longer valid. Every JCPS student must complete this form to ensure eligible families are able to be identified for services.

Students identified as homeless are protected and are able to continue in the school they attended when permanently housed or the school in which last enrolled if that is the parent's or youth's choice. They are also eligible to receive transportation to their school of origin. The information contained in the Residency Form is *kept strictly confidential*. *The Completion of this form may qualify students for further educational and financial assistance through Title I - Part A or Title X - McKinney-Vento but will not compromise their current school enrollment.*

Jefferson County Public Schools Student Residency Form

This information will be kept strictly confidential. Completion of this form may qualify this student for further educational and financial assistance through Title I - Part A or Title X - McKinney-Vento.

Name of Student: _____
Last First Male Female
Middle

Birth Date ____/____/____ Phone # _____ Emergency Contact Phone # _____

School Name _____

Part A. Please check yes or no for each of the following questions:

1. Is the student in a temporary or substandard living arrangement due to a loss of housing or economic hardship or similar reason (house fire, flooding)?
 Yes ___ No ___

If you answered NO to question above, please stop here and sign the bottom of this form.

Part B. If you answered YES to the question above, check any box that shows your current living arrangements:

- Share the housing of family or friends due to a loss of housing, economic hardship, natural disaster, similar reason
 - Are you an unaccompanied youth not residing with your legal guardian? Yes ___ No ___
- Live in a shelter (family shelter, or transitional housing/shelter)
- Live in a transitional runaway shelter
- Live in an spouse abuse center
- Live in a hotel/motel due to a lack of alternative adequate accommodations
- Have a primary nighttime residence that is a car, park, bus station, public space, abandoned building, camping ground, substandard trailer park or similar setting not designed or ordinarily used for sleeping
- Move from place to place due to a loss of housing, economic hardship, similar reason; doubled-up
- Other – Please describe. _____

Part C. Please list all brothers and sisters currently living with the student above.

First	Middle	Last	M/F	Birthdate	Grade	School Name

The person completing this form is the parent/guardian/adult caring for the student ___ **OR** the student

The undersigned certifies that the information provided above is accurate and true.

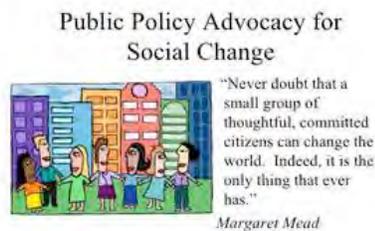
Date: _____

Signature of parent or guardian

You may send this completed form back to the student's school, or mail it to:
 Giselle Danger-Mercaderes - Room 105
 LAM Building. 4309 Bishop Lane. Louisville. Ky. 40218

New Federal and District Level Provisions Related to the Education of Homeless Children and Youth.

By **Giselle Danger-Mercaderes, MSSW, CSW, Student Equity and Community Engagement Program**



On December 10, 2015, President Obama signed into law the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA). This Act

strengthens the Elementary and Secondary Education in remarkable ways, including new requirements related to the education of homeless children and youth.

Most ESSA amendments to the McKinney-Vento Act (the Act defines and protects the rights of homeless students) went into effect on October 1, 2016. The JCPS Student Equity and Community Engagement Department has been working diligently to update existing resources to reflect changes made by ESSA. As a result the district has updated their Admissions and Attendance and a new JCPS Homeless Policy Guideline has been created.

The Jefferson County Public School District is dedicated to ensuring all students experiencing homelessness (McKinney-Vento eligible students) have "equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths" in accordance with the McKinney Vento Homeless Assistance Act (reauthorized under the Every Student Succeeds Act, December 10th 2015). It is the policy of JCPS that every homeless child and youth be sensitively identified, permitted admission in an immediate and sensitive manner, and enrolled in and attend school on a daily basis as required by federal law.

According to the McKinney Vento law and JCPS district policy a student experiencing homelessness is defined as a child or youth who lacks a fixed, regular, and adequate nighttime residence. This includes a child or youth who is living:

- a. With a friend, relative, or someone else due to economic hardship, loss of housing, or a similar reason.

- b. In a motel, hotel, trailer park, or camp grounds due to lack of alternative accommodations.
- c. In an emergency or transitional shelter.
- d. In a public or private space not ordinarily designed for or used as a sleeping accommodation.
- e. In a car, park, abandoned building, bus or train station, substandard housing, or similar setting.

2. Children and Youth Experiencing Homelessness have the right to:

- a. Go to school, including public preschool, no matter where they live or how long they have lived there.
- b. Continue in the school of origin (The school attended when permanently housed or the school in which last enrolled) if that is the parent's or youth's choice.
- c. Receive transportation to and from the school of origin.
- d. Enroll in school immediately even if documents normally required for enrollment are missing.
- e. Enroll and attend classes while the school arranges for the transfer of immunization records or any other documents required for enrollment.
- f. Enroll and attend classes in either the school of origin or the reside school even while the school and parent or youth seek to resolve a dispute over the selected school.
- g. Receive the same special programs and services, if needed, as provided to all other students served in these programs.
- h. Receive transportation to and from school and school programs, comparable to that of housed students.

The district provides guidelines that detail the rights of McKinney-Vento eligible students and the responsibilities. For more information consult Giselle Danger-Mercaderes at giselle.danger-mercaderes@jefferson.kyschools.us



SCHOLARSHIPS

Student Equity and Community Engagement Scholarship Program

Children and youth in homeless situations face numerous barriers to educational success. Despite these challenges, many students who experience homelessness not only graduate from high school, but wish to pursue a college education.

What is the application period?

Student Equity and Community Engagement Scholarship Department will award its 2016 scholarships in May, 2017.

What is the Student Equity and Community Engagement Scholarship Program?

The Student Equity and Community Engagement Scholarship Program was established in August, 2016 by Dr. Marshall-JCPS Chief Equity Officer. We award scholarships to students who have experienced homelessness and who have demonstrated academic achievement.

Who selects the recipients?

An advisory team including local and community advocates that review the applications and make the selection.

How many scholarships are awarded?

There will be a minimum of two \$2,000 scholarships awarded.

How may the scholarship be used?

Upon submission of evidence that a Scholar has enrolled in a post-secondary program, the scholarship will be provided and may be used to help defray the costs of college tuition, fees, books, prep courses.

When will the scholarships be awarded?

The scholarships will be awarded at a regular board meeting between January or February. Attendance at the board meeting is strongly encouraged.

Who is eligible for the scholarship?

The scholarship funds are available to students who are homeless or who have been homeless during their K-12 school attendance, and who have demonstrated average or higher than average achievement.

According to federal law, a person is considered homeless who "lacks a fixed, regular, and adequate night-time residence."

This includes people living in shelters, cars, motels, campgrounds, or places not meant for human habitation, as well as children and youth who are living temporarily with friends, relatives, or other people because they lack permanent housing.

Applicants must be high school seniors, students enrolled in JCPS. If you are in high school and not yet enrolled in a post-secondary program, the committee will hold your scholarship for you pending your enrollment.

McKinney-Vento Scholarship

How do students apply?

Applicants must submit:

- A completed application form;
- An essay about the impact of homelessness on their lives and their desire to attend college (up to 1,500 words; please see essay evaluation criteria listed below);
- An official or unofficial school transcript, include class ranking if available; and
- A minimum of one letter of recommendation from a teacher, counselor, or other adult who can speak to the applicant's qualifications and experiences.

What are the criteria for reviewing the applications?

Students' applications will be evaluated on:

- Demonstrated commitment to education during the experience of homelessness;
 - Academic achievement and accomplishments;
 - Potential impact of the scholarship for the student's educational career;
 - Discussion of how the scholarship money would be used;
 - Statement of goals and career interests; and
 - Grammar and use of language.
- Applicants should write essays with these criteria in mind. The essay is the most important component of the application; letters of recommendation are also very important.

When is the deadline for the 2016 applications?

Applications must be received by 5:00 pm EDT on April 15, 2017.

Incomplete applications will not be considered.

JCPS Student Reaction to *The Cold Within* by Patrick Patrick Kinney

Ian Cobb - Many people claim to be compassionate, but avert their eyes from situations such as this. It's about time that everyone stared down the cold within and made a change that's been delayed for far too long.

Zakariyya Arquim - The poem truly represents all that is wrong with the human race. It is important for many to understand this message that selfishness is killing humanity. We need to learn to sacrifice and care about each other.

Ay Gandhi - A compelling poem that clearly illustrates the perils that have ravaged our society. A simple yet eloquent poem that is a must read for anyone who is "cold within."

Kai Catalina - This poem shows an amplified sense of what greed and prejudice does to life, not only on an individual scale but also on a global one. We all try to be so proud in who we are, but it is only accepting and collaborating with different peoples that we will be able to overcome our challenges.

Lily Vaughan - This poem is a great example of the fact that anyone can be prejudiced. It not only touches on the prejudices we see most often, but also the opposing prejudice that is often overlooked.

Camryn Oswald - Everyone in the poem had their own reason for not placing their stick into the fire. But not putting their own stick into the fire not only hurt others but also themselves...

Tabitha Taylor - Our own prejudices can keep us from helping not only others but even ourselves. To give freely is the best thing.

Our Community Reacts

Natalie Harris - As our communities of haves and have nots become more segregated, we lose perspective of the needs of our neighbors. In fact, we forget they are our neighbors and that our communities can only be strong when we remember the great quote from Franklin D. Roosevelt, "We all do better, when we all do better."

Cathy Hinko - Many people who will talk about the need for unity for the sake of our humanity, so Metropolitan Housing Coalition will introduce some economic theory to offer a different way of viewing the poem. Each of the people in the poem makes the basic mistake in thinking that they live in a "zero-sum game" world, as if there were only six sticks in the whole world and to have two sticks, someone else had to lose theirs. But by working together, they can survive the night and find more sticks the next day, because united we create more or figure out better efficiencies of using what we have. Begrudging others' success hurts our own self-interest.





The Every Student Succeeds Act (ESSA) Helps Children in Foster Care

By Giselle Danger-Mercaderes, MSSW, CSW, Student Equity and Community Engagement Program

The Every Student Succeeds Act provides all children and youth in foster care with protections for school stability and school access through legislation that is separate from the McKinney-Vento Act (Homeless Education Act), and that provides a clear frameworks, distinct and appropriate responsibilities for both the education and child welfare agencies. These amendments will remedy the significant challenges in implementing the McKinney-Vento Act for children and youth in foster care and build on the legislative foundation provided by the Fostering Connections to Success and Increasing Adoptions Act.

Definition

The requirements for ensuring educational stability for children in foster care under section 15 apply to all children in foster care enrolled in schools. Consistent with the Fostering Connections Act, “foster care” means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and preadoptive homes.

Protections for foster care students:

1. Enrollment and School of Origin

Under ESSA, children in foster care have the right to remain in their school of origin, similar to homeless students. Specifically, a child can remain in their school of origin unless a determination is made that it is not in the child’s best interest to attend the school of origin.

2. Point-of-Contact for Child Welfare Agencies

Under ESSA, when a child welfare agency notifies the Local Education Agency (LEA) that it has a point-of-contact for the education of children in foster care, the LEA is now required to designate someone who is a point-of-contact for the child welfare agency.

3. Data Disaggregation

Districts must now disaggregate academic achievement of students in foster care and homeless students. This data will be included in the state report card and must include assessment results as well as information on high school graduation rates, including the four-year adjusted cohort graduation rate, and, at the state’s discretion, the extended-year adjusted cohort rate.

4. Transportation Requirements for Foster Care Students

By December 10, 2016 districts must develop and implement procedures for how transportation will be provided. The requirement indicates foster care youth must be able to maintain their school of origin when in the best interest. Transportation must be provided, arranged and funded in collaboration with the local child welfare agency.

Fore more information please review the [Non-Regulatory Guidance on the educational stability of children in foster care](#) issued on June 23, 2016 by ED and HHS.

Jefferson County Foster Care Demographics

Demographic Indicator	Number
Total Number of Children in OOHC with Active Placements (note E, F)	952
Placed in PCC Foster Homes	457
Placed in PCC Residential	124
Placed in Relative Placement	13
Total Number placed in DCBS Foster Homes all types (note A)	287
Placed in DCBS Basic and Advanced Foster Homes	263
Placed in DCBS Care Plus or Medically Fragile Homes	8
Placed in DCBS Adoptive Home	16
Placed in Detention Center	8
Placed in Independent Living or Education Setting	20
Placed in Psychiatric Hospitals	25
Placed out of state (note B)	10



Teaching Our Kids about Homelessness

By: Chrystal Hawkins, Student Equity and Community Engagement

Teaching students about the living experiences of other students regardless of if students share similar living experiences or not, builds a classroom based on empathy and respect for others. Empathy is often referred to as “walking in someone else’s shoes” however without visiting a shelter or sleeping in an uninhabitable place, it is difficult to share with students what it’s like to be homeless.

In lieu of a shelter visit or overnight stay in a car, the activity below provides a classroom experience that will build empathy and understanding around homelessness. Following the activity is a link to a homeless activity guide with additional activities that you may use at your school or organization to understand the harsh reality of homelessness.

Homelessness Activity

(From: Teachers Pay Teachers)

Goal: Students understand challenges of being homeless.

Time period: At least 2 class sessions.

Preparation: Provide a kitchen sized trash bag for each student.

Activity:

1. Tell students that they no longer have a desk or coat hook or shelf or cubby that is their own. State that they must put all of their belongings in one trash bag. If an item does not fit in the bag, the student may not keep it. (Note: Be sure students understand that this is only an activity and only the things they learn will be permanent.)

If possible, continue this activity throughout the day. Point out that students must carry their bag with them at all times or it will be lost or stolen. For example, students must bring their bag to lunch/recess with them; students must bring their bag when going to the restroom; students must bring their bag when going to another classroom.

After a period of time, discuss some of the problems they encountered.

Have students think/pair/share challenges they faced. Use “Give Me Five” activity in which teacher calls on 5 students to share something they heard from another student.

Continued on next page

2. In small groups, have students discuss other problems that homeless people experience daily.
 - Where will they get food?
 - Where will they sleep?
 - How will they wash themselves?
 - How will they get clothing?
 - How can they apply for a job with no address?
3. Brainstorm responses that citizens could have toward the issue of homelessness.

Evaluation:

Students should reflect on their experience of temporary homelessness. Have them respond to the following questions through writing and/or drawing:

What are some of the challenges homeless people face?

How should other citizens respond to the issue of homelessness?

Extension:

Students can research local responses to homelessness, such as shelters, soup kitchens, and social agencies.

As you implement the Homeless Activity above, we welcome you to share your pictures, student outcomes and experiences with us at Homelessblx@jefferson.kyschools. You may access additional activities [here](#):



Diversity, Equity, and Poverty Programs

TIPS FOR SCHOOL ADMINISTRATORS

School Administrators: Tips for Ensuring Educational Access and Success for Children and Youth Experiencing Homelessness

- Be familiar with common characteristics of children and youth who are homeless. Common signals are attendance at several schools, poor hygiene, gaps in learning, transportation problems, poor health nutrition, and a lack of preparedness for class.
- Welcome the student and their family and let them know that the school is a safe and secure place
- Make sure the student enrolls in your school's free meal program. Homeless students are automatically eligible for free school meals.
- Ensure that the student has every opportunity that a non-homeless student has for participation in after school activities and in-school programs.
- Inform parents about their child educational rights.
- Know your attendance zone, visit shelters to make contact with the shelter director, and reinforce that students will find the school safe and supportive.
- Hold school meetings such as PTA meeting, in neighborhood centers to increase accessibility of homeless parents to school events.
- Provide city bus tokens or other transportation assistance to get parents to school for conferences, school events, or PTA meetings.
- Encourage parents to volunteer. Discuss their interests and offer suggestions that allow them to use their expertise. Many parents will help if invited to do so.
- Support the school staff as they work with the student.
- Contact the school district's local homeless education liaison for additional support.
- Show that you care about the student!



To Learn More,
Contact
485-3650

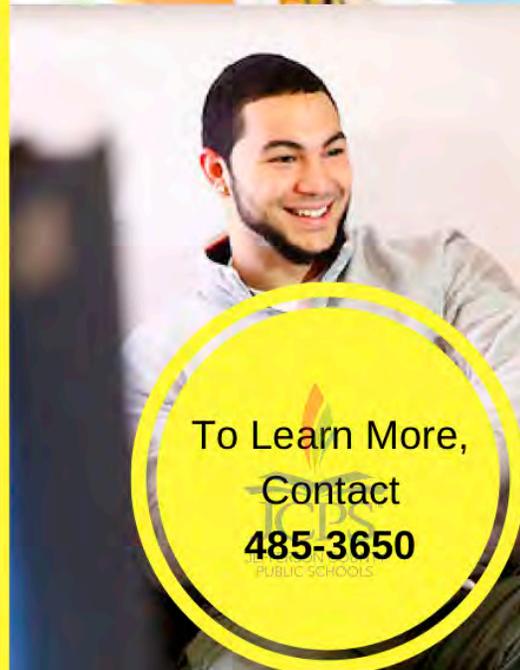
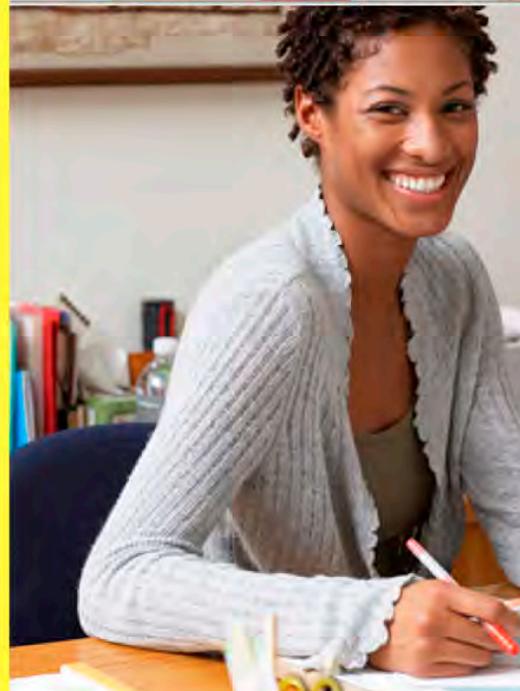
ICPS
PUBLIC SCHOOLS

Diversity, Equity, and Poverty Programs

TIPS FOR GUIDANCE COUNSELORS

Guidance Counselors: Tips for Ensuring Educational Access and Success for Children and Youth Experiencing Homelessness

- Be familiar with common characteristics of children and youth who are homeless. Common signals are attendance at several schools, poor hygiene, gaps in learning, transportation problems, poor health nutrition, and a lack of preparedness for class.
- Introduce yourself as someone who will work as an advocate for the student's success in school.
- Ask if the student participated in any after-school activities or had special classes at a previous school, then work to connect the student with similar resources, if they are available; ensure that the student has every opportunity that a non-homeless student has for participation in after-school activities and in-school activities.
- Make sure the student enrolls in your school's free meal program. Homeless students are automatically eligible for free school meals.
- Inform parents about their child educational rights.
- Know your attendance zone, visit shelters to make contact with the shelter director, and reinforce that students will find the school safe and supportive.
- Offer support for the physiological needs of the student (food, clothing) as well as the social/emotional needs (safety, security, and belonging).
- Train peer buddies to orient students to the school.
- Arrange a follow-up meeting with parents a couple of weeks after enrollment; you may need to conduct the meeting by phone or visit the parent outside of the school.
- Show that you care about the student!



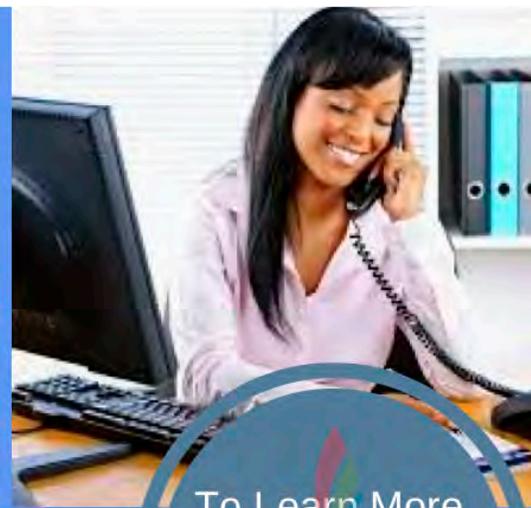
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Contact
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Public Schools

Diversity, Equity, and Poverty Programs

TIPS FOR SECRETARIES & ENROLLMENT PERSONNEL

Secretaries and Enrollment Personnel: Tips for Ensuring Educational Access and Success for Children and Youth Experiencing Homelessness



To Learn More,
Contact
485-3650

IFEP
INTEGRATED FAMILY
ENROLLMENT PROGRAM

- Learn to identify the following tell-tale signs of homelessness:
 - o Chronic hunger or fatigue
 - o Erratic school attendance
 - o Attendance at multiple schools
 - o Poor grooming and/or clothing that draws attention
 - o Lack of records such as birth certificate, proof of residence, proof of guardianship, immunization or other medical records, or previous academic records; or incomplete records
 - o Parents who seems confused when asked about the last school attended by the student
 - o Low-income motel address on enrollment form
 - o Statements from family when enrolling, such as:
 - “We’ve been having a hard time lately.”
 - “It’s a new address. I can’t remember it.”
 - “We move a lot and are staying with friends until we find a place.”
- Assure families that their children can enroll if you think that they are experiencing homelessness.
- Enroll the child immediately, even if they lack records normally required for enrollment.
- Ask for the name and city of the last school attended; then call that school and ask to have the student’s academic records forwarded to your school.
- Take the family to a private place to fill out enrollment forms.
- Offer to assist with filling out the enrollment forms. Hesitation may indicate an inability to read.
- Make sure the student enrolls in your school’s free meal program. Homeless students are automatically eligible for free school meals.
- Have copies of the school/class supply list available.
- Provide a welcome pack with paper, a pencil, a pen, and crayons (younger grades).
- Privately and confidentially alert the child’s teacher and guidance counselor of the student’s living situation.
- Should the student transfer to another school, prepare a “parent pack”, a 9” x 12” (laminated, if possible) mailing envelop with photocopies of the student’s records (academic, social security, immunization, etc.) Share a copy with the family and be prepared to transfer the student’s records to the new school quickly to expedite his/her appropriate classroom placement.

Diversity, Equity, and Poverty Programs

TIPS FOR SCHOOL NURSES

School Nurse: Tips for Ensuring Educational Access and Success for Children and Youth Experiencing Homelessness

- Be familiar with common characteristics of children and youth who are homeless. Common signals are attendance at several schools, poor hygiene, gaps in learning, transportation problems, poor health nutrition, and a lack of preparedness for class.
- Verify immunization records and, if necessary, refer the students to the local health department for any needed immunization.
- Observe and alert the principal to any serious medical concern.
- Ask about glasses; the child may need them but not have any.
- Make sure the student enrolls in your school's free meal program. Homeless students are automatically eligible for free school meals.
- Assist the parent with the completion of medical records.
- Remember that sending a sick student "home" may not be a safe or stable place for a child or youth who is experiencing homelessness. Help families determine options for their children, should they become ill.
- Contact the school district's local homeless education liaison so that additional services can be coordinated.
- Follow-up with students sent to obtain immunizations or physicals.
- Contact the parent or shelter if a student is absent for three or more days.
- Develop reliable, accessible resources for medical, dental, and eye care.
- Sponsor a PTA health night.
- Show that you care about the student!



Diversity, Equity, and Poverty Programs

TIPS FOR TEACHERS

Teachers: Tips for Ensuring Educational Access and Success for Children and Youth Experiencing Homelessness



- Be familiar with common characteristics of children and youth who are homeless. Common signals are attendance at several schools, poor hygiene, gaps in learning, transportation problems, poor health nutrition, and a lack of preparedness for class.
- Assist other students in being sensitive to stereotypes of homeless people.
- Adjust assignments so that students not living in permanent settings can complete them. (For example, such students may not have a place to perform a science experiment or the resources to bring in an article about current events).
- Make sure the student enrolls in your school's free lunch meal program. Homeless students are automatically eligible for free school meals.
- Ensure that the student has every opportunity that a non-homeless student has for participation in after-school activities and in-school programs.
- Communicate with the parents about school performance.
- Connect the student with tutoring and remediation services, if needed.
- If you have a snack break, keep a store of snacks for students who don't bring one.
- Do not take away possessions. Students may need their "stuff" nearby for security.
- Hold the student accountable for what he or she can control (e.g., behavior or attitude) not what is not under the student's control (e.g., inability to watch a news program or purchase a poster board for a project).
- Discuss concerns with the guidance counselor, school social worker, school nurse, or local homeless education liaison.
- Before you receive a new student:
 - o Prepare a list of your class routines and procedures.
 - o Prepare a new student file with information for parents and guardians.
 - o Maintain a supply of materials for students to use at school.
 - o Prepare a "getting-to-know-you" activity for the class to do when a new student arrives.
 - o Have the class schedule visible.
- When a new student enters the class:
 - o Introduce the student to the class.
 - o Assign a class buddy to assist with routines.
 - o Review the academic record and closely monitor the educational progress of the student.
- When a student leaves:
 - o Support the class and the student by discussing the move and having classmates write letters to the departing student.
 - o Give the student a copy of the school's contact information so that letters can be written back either via e-mail or traditional mail.
- Show that you care about the student!

To Learn More,
Contact
485-3650

Public Schools



In Their Own Words: Interview with JCPS Homeless Students

By Crystal Hawkins, Homeless Education Resource Teacher

Recently, I interviewed homeless students at a JCPS elementary school to understand their perspectives related to school, their living situation and their hopes and dreams for the future. Homeless students have been referred to as “hidden in plain sight” because they look and sound like any other student and may go unnoticed in a school setting. However, rather than remaining “hidden”, all students interviewed were excited to share their perspective because they felt that many adults rarely took the time to talk with them about how they felt. Therefore, while this interview is only representative of five elementary students, it is my goal to invoke curiosity and motivate those who serve our “hidden” students to ask these same questions to better understand the life, goals, perspective and barriers faced by homeless students.

Question 1. Where do you live and who do you live with?

9 year old boy - I live in an apartment with my grandmother. Sometimes my cousins come over. My dad used to be there but he went to treatment.

9 year old girl – I live in a house with my aunt, my uncle, my sister, my brother and my cousin. My mother used to live with us.

9 year old girl – I live in a house with my grandparents, 3 cousins, mom and sister.

10 year old girl - I live with my mom and dad on the weekends. Apartment for mom with brother and sister, house for dad with grandparents and cousin. We also have a trailer next to the house with my aunt, two cousins and my cousin’s step brother and sister.

8 year old girl - In the basement with my mom, stepdad, brother, dog. Upstairs lives my stepdad’s uncle and his wife.

*You may notice that all students interviewed live in a house or apartment. Under the McKinney-Vento Act, which designates that students living in substandard conditions or temporarily residing with friends or relatives due to an economic hardship or family trauma, are classified as homeless.

Continued on next page

Question 2. How many places have you lived?

I don't know how many places I've lived since I was born. I think three.

I don't think I can answer that question because I've lived in lot of places with my mom and we were kicked out of some places.

I've lived 3 places since I can remember.

Dads house, grandmother's house, mom's house, Germany and Washington State.

10 places

Question 3. What are some of the things you wish you could change about your home or where you live now?

I wish I could take my new home to my old school because my other school was my favorite school since kindergarten and I made a lot of friends.

I don't want to change anything except I wish I didn't have rats and roaches.

I wish my grandparents would let me have Monster High dolls and I wish I could have pink walls in my house with a dog and cat. I wish it was more quiet and I wish my cousin's mom would let me play with my cousin.

I wish my brother and sister would stop messing my stuff up. I wished my mom and dad lived together. My mom lives in KY but my dad lives in another county.

That my mom would get food stamps so we had more food and I wish my brother could be quiet and responsible.

Question 4. What is your hope for the future?

That my dad could get out of treatment and I could live back with him.

I hope that I can see my dad more often and I can live on my own without someone judging me or telling me what to do.

To go to Harvard Law school and become the President of the United States.

To get a good job to help out my family. I've been having this dream since I was young that I would become president and build a homeless shelter in every city and I would have a bus that would go around to every shelter and have food drives, clothes and shoes and help homeless

people get jobs! I've been having that dream since I was four.

My hope is to be a sea animal vet because I remember going to SeaWorld on a fieldtrip with the Boy's and Girls Club and I loved seeing animals and helping them get better.

Question 5. What is one thing you wish teachers and schools understood about you or your living/home situation?

I wished they understood that it's hard not having my dad with me (tears) and I talk a lot because I try to try not to think about it. I wish my teacher believed how I was feeling and that I am not saying this just to get out of trouble.

I wish they understood how I felt and how I don't know what they are saying like with fractions and stuff. I wish I could do my homework more often because now that my aunt helps I can get a C since when I had no help I got a U.

I don't get a lot of sleep because I sleep in the attic and it's too dark and I can't sleep in the dark because I am afraid a demon will get me. I sleep with my mom who I know will protect me but I am still very afraid.

How my stepdad and mom are getting a divorce and that's really hard because I don't want to meet any other guys my mom dates or have to move somewhere else and lose friends.

When I was in 1st grade my teacher gave everyone else easy work and she gave me higher work. I tried to ask why she gave me hard work but she didn't answer. She told me it was because I was smart and that made me feel really good.

8

MYTHS

ABOUT HOMELESSNESS

MYTH

Homeless people live in the street.

1

FACT

Approximately 69 percent of homeless Americans lived in shelters in 2014, according to a U.S. Department of Housing and Urban Development (HUD) survey. According to the Vehicle Residency Research Program, at least 30 percent of unsheltered homeless residents in Seattle live in vehicles.

MYTH

Most homeless people are addicted to drugs and alcohol.

2

FACT

In 2010, according to the Substance Abuse and Mental Health Services Administration (SAMHSA), approximately one-third of sheltered homeless adults had chronic substance use problems.

MYTH

Homelessness is always related to mental illness.

3

FACT

Serious mental illnesses are more frequent among the homeless. About one in four sheltered homeless people suffered from a severe mental illness in 2010, compared to 5 percent of U.S. adults, according to the Substance Abuse and Mental Health Services Administration (SAMHSA).

MYTH

Homeless people don't want to work and are lazy.

4

FACT

A 2013 HUD study found that 17 percent of homeless adults in families, who share different characteristics than homeless individuals, had paying jobs, and 55 percent had worked during the previous year. According to a comprehensive 1996 Urban Institute survey, about 44 percent of homeless people around the country did some type of paid work during the previous month.



8

MYTHS

ABOUT HOMELESSNESS

MYTH

Getting a job will keep someone from becoming homeless.

5

FACT

The National Low Income Housing Coalition discovered a full-time minimum wage worker would have to work between 69 and 174 hours a week, depending on the state, to pay for an affordable two-bedroom rental unit. (Affordable is defined as 30 percent of a person's income, according to the federal government). A full-time minimum wage worker couldn't afford a one- or two-bedroom apartment at fair market rent, a standard set by the federal government, in any state.

MYTH

Homelessness is a long term problem.

6

FACT

According to University of Pennsylvania researcher Dennis Culhane the most common duration of homelessness is one or two days. By HUD's 2014 survey, approximately one in 6 homeless people were classified as chronically homeless – people with disabilities who have been homeless for a year or more, or experienced at least four episodes of homelessness in three years.

MYTH

The homeless are older and single.

7

FACT

According to the National Center on Family Homelessness, 1 in 45 U.S. children experiences homelessness each year. In 2014, HUD's survey found that one in three homeless people were 24 and younger, and 37 percent belonged to a family.

MYTH

Homelessness is only a big city problem.

8



FACT

Almost 46 percent of homeless people lived in a major city in 2014, according to the HUD's survey. The remaining group lived in rural areas, suburbs, or smaller cities.



2016 Homeless Education Conference

By Christy Ward, Student Equity and Community Engagement Program

Our 2nd Annual Homeless Conference was a great success!! It was an honor and privilege to have Jan Moore from the National Center for Homeless Education as a speaker. She provided our liaisons a wealth of information about homelessness and identification. We would also like to thank our community and JCPS speakers who provided specialized information from their respective departments: Cathy Hinko with Metro Housing Coalition, Mary Frances with the Coalition for the Homeless, Amanda Averette-Bush with Student Assignment and Tonya Clinkscales with Transportation. Our department extends a thanks to Abdul Sharif for creating memories through pictures of our conference. Finally, a big thanks to all our participants who attended and helped us achieve our goals for the conference.

Click [here](#) to view more photos from the 2016 Homeless Education Conference





**Case Review:
Understanding the
McKinney-Vento Law
and what our program
provides**

Background Information

It is November 14, 2016. Sam is a 17-year old senior at ABC High School. He is staying temporarily with friends in the district and enrolled in ABC High School on the first day of school as an unaccompanied youth. Sam missed a lot of school last year, and he is behind on credits. But he has been working hard so far at ABC High School, showing a strong focus to graduate and attend college. If he sticks with it, and with some partial credits from last year, he will be able to graduate in May. Sam has made friends and bonded with his school counselor.

Sam’s father came to the Homeless Education Department yesterday to meet with the District Coordinator for Homeless. He wants Sam to return to his school of origin, which is just a few blocks away from the father’s house. He also wants Sam to return to his home as soon as possible. He said the school of origin is better for Sam because it is close to his home and has a strong credit recovery program. Even though Sam has only been McKinney-Vento eligible for a few weeks, his father is still demanding that the district’s Homeless Coordinator withdraw Sam from his current High School

so he can enroll him back in his neighborhood.

Next Steps

1. Under McKinney-Vento Law, whose wishes receive priority in making best interest determinations for unaccompanied youth?

The wishes of the unaccompanied youth.

2. On balance, which school do you think is in Sam’s best interest?

Factors in favor of local school (ABC High School) Sam missed a lot of school last year; he has been working hard so far at ABC High School, showing a strong focus to graduate and attend college; he will be able to graduate in May; he has made friends and bonded with his school counselor; Sam wants to stay at ABC High School.

What process do you need to follow with Sam’s father?

Explain the McKinney-Vento Act to him, explain that the school must give priority to Sam’s wishes, explain why ABC High School is in Sam’s best interest. Give Sam’s father written information about the Act, the best interest decision, and how schools must treat unaccompanied youth. If necessary, connect Sam’s father with the school

principal or district administrator to resolve conflict. The school could provide Sam’s father with written notice of its decision and information about how to appeal. However, the McKinney-Vento Act empowers Sam to dispute the decision as an unaccompanied youth. The Act does not clearly give his father that right. If the father does dispute the decision, Sam must remain enrolled in McKinney while the dispute is pending, because that is the school Sam wishes to attend.

4. How can Sam’s counselor work with the previous school district to award Sam partial credits for coursework he completed last year?

Sam’s counselor should call the counselor at the previous school to get information about how many days Sam attended, how much progress he made, and how many credits the school can award based on Sam’s progress. That information may be available through a student data system or by speaking directly to Sam’s teachers. Credits may need to be converted to adapt to different ways of calculating and awarding credits between the two school districts.

5. Can the Distric Coordinator for Homeless submit a letter to the financial aid office of the local college stating that Sam is an

unaccompanied homeless youth? What if Sam has unpaid fines from last school year, and school district policy prohibits releasing any school records to colleges for students with outstanding fines?

Yes. The McKinney-Vento Act requires that fees cannot be a barrier to Sam's enrollment and retention. Enrollment includes attending classes and participating fully in school activities.

The McKinney-Vento Act requires the liaison to ensure Sam is informed of his status as an independent student and may obtain the coordinator's assistance to receive verification of his status. Transferring Sam's records to college is a typical part of the activities undertaken in school on behalf of seniors. Also, if Sam cannot get assistance with his financial aid, he may lose hope of attending college and drop out of high school.

Can Title I funds be used to pay for Sam to participate in an on-line credit recovery program?

Yes. The Title I Department provides resources to support the implementation of the McKinney-Vento plan in the district.

The answers are general responses based on federal statutes, regulations, and guidance; relevant case law; and best practices from across the country. It cannot be emphasized enough that these are general responses, and that answers could change based on the facts of a particular case. McKinney-Vento issues require a case-specific inquiry. The answers are meant to provide basic information and tools to assist parents, youth, school liaisons, administrators and advocates in understanding the McKinney-Vento Act.

Homeless Eligibility

Is there a time limit on how long a child or youth can be considered homeless?

A: No, there is no specific time limit on homelessness. Homelessness is not confined to a school year. Whether a child or youth meets the definition of homelessness depends upon the living situation and the individual circumstances. It is a case-specific inquiry. Due to the extremely limited incomes of most families experiencing homelessness (on average, less than half the federal poverty line) and the severe shortage of affordable housing across the country, experiences of homelessness can sometimes last an extended period of time. A federal court found that there is no maximum duration of homelessness. *See* L.R. v. Steelton-Highspire School

District, Civ.A. No. 10-00468 (M.D. Pa., filed Apr. 7, 2010).

11. Are children in foster care covered by the McKinney-Vento Act?

A: The Every Student Succeeds Act of 2015 ("ESSA") removed "awaiting foster care placement" from the definition of homeless children and youth under the McKinney-Vento Act. This change is effective on December 10, 2016 for most states.

Is there any procedure in place to prevent families who have permanent housing from claiming to be homeless just to obtain McKinney-Vento services?

A: Yes. Every district must designate a liaison for students experiencing homelessness who is able to carry out their duties under the law. 42 U.S.C. §11432(g)(1)(J)(ii). One of the liaison's duties is to identify children and youth who meet the statutory definition of homelessness. 42 U.S.C. §11432(g)(6)(A)(i). Therefore, the liaison must determine whether a student meets the definition. LEAs should note while verifying McKinney-Vento eligibility that information about a homeless child's or youth's living situation must be treated as part of the student's education record and therefore protected by applicable privacy laws. 42 U.S.C. §11432(g)(3)(G). Districts should use due care to ensure that verification policies and other procedures designed to prevent fraud accommodate the unique needs of homeless families and students and do not erect barriers to identification or immediate enrollment. 42 U.S.C. §11432(g)(1)(I). For example, requiring a sworn statement from a landlord for school enrollment purposes places an undue burden not only on the homeless parent, guardian, or youth but also on their hosts, who may be reluctant to provide documentation for fear of violating their lease terms. Indeed, requiring the parent, guardian, or youth to obtain such a statement from their host may jeopardize the family's living situation further and create even more instability. In this case, the district should develop alternative documentation procedures to ensure homeless students are able to enroll without having their or their host's housing jeopardized. During this process, Districts must also enroll students suspected or claiming to be experiencing homelessness immediately. If, after enrollment, it is determined that a student intentionally falsely claimed homelessness, Districts should follow the policies that are in place to address other forms of fraud. Districts must review these policies to ensure that they comport with McKinney-Vento Act's requirement to remove barriers to the identification and enrollment of homeless children and youth. Written notice should be given to the parent, guardian, or youth, including his or her right to appeal the decision.

Working in the Trenches: Compassion Fatigue and Job Satisfaction among Workers Who Serve Homeless Clients

By Christy Ward, Student Equity and Community Engagement Program

"Compassion Fatigue is a state experienced by those helping people or animals in distress; it is an extreme state of tension and preoccupation with the suffering of those being helped to the degree that it can create a secondary traumatic stress for the helper."

-Dr. Charles Figley, Professor, Paul Henry Kurzweg Distinguished Chair Director, Tulane Traumatology Institute Tulane University, New Orleans, LA



Working with our families, while rewarding, can be very stressful at times. Any profession that serves people in transition or

distress can be faced with fatigue, tension and anxiety for others. The Compassion Fatigue Awareness Project has a website with the following tips on how to manage stress and fatigue:

Authentic and Sustainable Self Care Begins With You:

- Be kind to yourself.
- Enhance your awareness with education.
- Accept where you are on your path at all times.
- Understand that those close to you may not be there when you need them most.
- Exchange information and feelings with people who can validate you.
- Listen to others who are suffering.
- Clarify your personal boundaries. What works for you; what doesn't.
- Express your needs verbally.
- Take positive action to change your environment.



For complete information on what compassion fatigue is and what to do about it please visit their website at: <http://www.compassionfatigue.org>.





Photo, google images.

Serving Families in Transition

By Andrea Williams, Kent School of Social Work

Helping a family experiencing homelessness can be a daunting task. It is often compounded by multiple challenges such as lack of food, clothing and transportation. Working with these families requires a proficiency in knowledge of resources as well as empathy and patience.

Homeless children are at an increased risk for academic consequences. Our office aims to help these families in whatever way we can, but we often need to rely on the network of resources that our community is fortunate to have.

Below are resources that you can refer families to for the various challenges they may face.

Shelters and Temporary Housing

The Center for Women and Families MD

Campus - Louisville, KY

927 South 2nd Street
Louisville, KY 40201

581-7200

Wayside Christian Mission

432 E. Jefferson Street
Louisville, KY 40202

584-3711

Salvation Army Center of Hope

671-4904

Louisville Male Campus (Emergency Shelter)

831 South Brook Street
Clothing Assistance

Feed the City

772-5384

1100 South 26th Street
(Mon - Sat 12:30 - 3:30 pm)

Jefferson County Public Schools CAP Closet

485-7062

319 South 15th Street (Tue & Thurs)
9:30 - 11:30 am
Appointment only)

Schuhmann Center

589-6696

730 East Gray Street
(Mon - Thur 9:00 - 11:45 am
ID required)

Walnut Street Baptist Church

589-3454

220 West St Catherine Street
(Mon & Thurs 9:30-11:15 am must have picture ID & proof of address for the last 30 days)

Frequent Ask Questions about Transportation

By Giselle Danger-Mercaderes, MSSW, CSW, Student Equity and Community Engagement Program

Under what circumstances must an LEA provide adequate and appropriate transportation to school for students experiencing homelessness?



A: The McKinney-Vento Act requires LEAs to provide adequate and appropriate transportation for students experiencing homelessness in three situations. First, LEAs must provide adequate and appropriate transportation to the school of origin upon the request of a parent or guardian, or in the case of an unaccompanied youth, upon the request of the McKinney-Vento liaison.

42 U.S.C. §11432(g)(1)(J)(iii); *see e.g.*, 2016 Guidance, J-4. That is true regardless of whether the district provides transportation for other students or in other circumstances. Second, for other transportation (as opposed to the school of origin), the McKinney-Vento Act requires districts to provide transportation comparable to that provided to housed students. 42 U.S.C. §11432(g)(4)(A). Therefore, if the district transports housed students to the local school or to a summer program, it must also transport students experiencing homelessness. Finally, LEAs must eliminate barriers to the school enrollment and retention of students experiencing homelessness. For example, if a student is living on or near an extremely busy intersection, in a very dangerous neighborhood, or is otherwise unable to

attend school without transportation, the district must eliminate lack of transportation as a barrier to the child attending school. 42 U.S.C. §§11432(g)(1)(I), (g)(7).

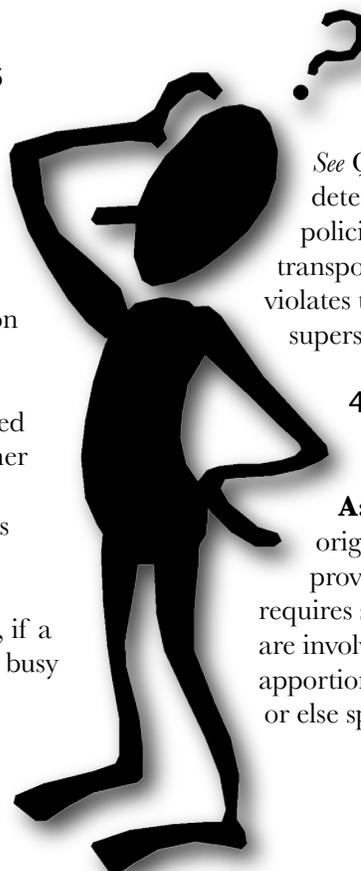
41. How far is too far to travel to the school of origin? What if my state has established a general limit on all school transportation of one hour or 30 miles, for example?

A: The McKinney-Vento Act does not specify any mileage or time limit for travel to the school of origin. The Act requires LEAs to provide transportation to the school of origin at the request of a parent or guardian or, for unaccompanied youth, at the McKinney-Vento liaison's request. 42 U.S.C. §11432(g)(1)(J)(iii). Therefore, whenever a student is attending the school of origin, providing transportation is required. A commute so lengthy as to be harmful to the child's educational achievement will weigh against placement in the school of origin and should be considered as part of the best interest determination. This determination will depend on the student's circumstances. For example, a lengthy commute may be a more acceptable arrangement for an older youth than for a young child. Similarly, in many rural areas, lengthy commutes to schools are common; the commute of a child experiencing homelessness in such an area would need to be evaluated in that context. Therefore, transportation services must rest on the individualized and student-centered best interest determination, not blanket limits.

See Question 28 for information on the best interest determination process. Applying State or LEA policies that establish blanket limits on transportation to students experiencing homelessness violates the McKinney-Vento Act. The federal law supersedes these contrary state or local policies.

42. Is transportation required if the school of origin is in another LEA?

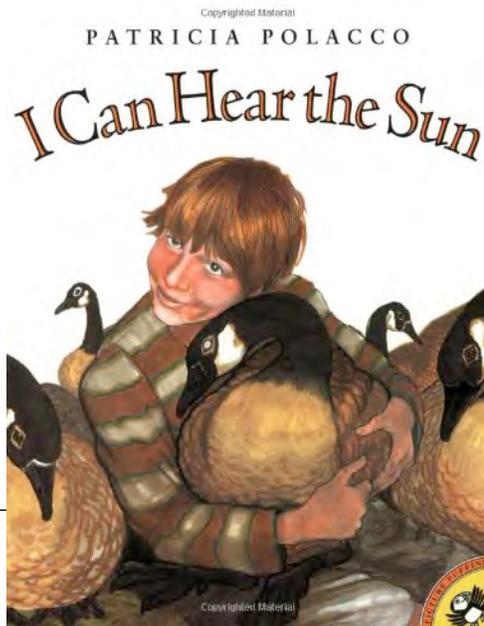
A: Yes. As long as attendance at the school of origin is in the best interest of the child or youth, provision of transportation is required, even if it requires students to cross district lines. If two districts are involved, they must agree upon a method to apportion the cost and responsibility of transportation, or else split it equally.



Books for Young Readers

I Can Hear the Sun

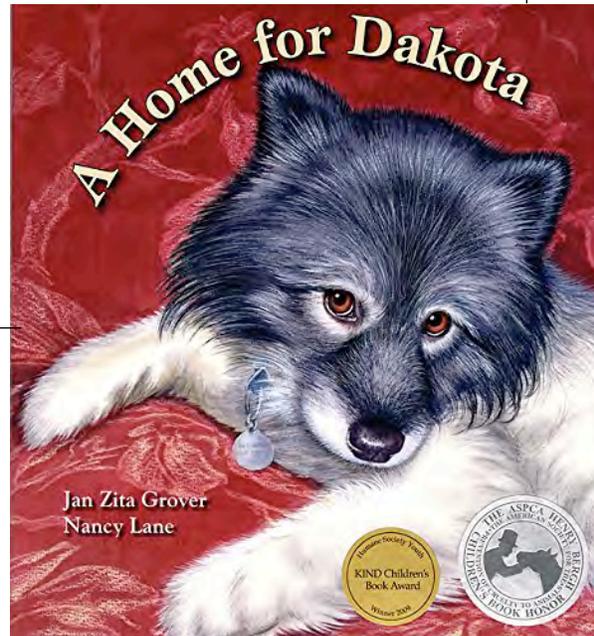
by Patricia Polacco
1999. Grades 2–5.



A boy without a real home, Fondo feels lonely and unwanted. Then he meets Stephanie Michele, who takes care of the waterfowl at the pond and shares his sensitivity for nature. She teaches him how to help take care of the geese, especially one with special needs. When Fondo finds out he's to be taken away, he looks to the geese for a miracle.

A Home for Dakota

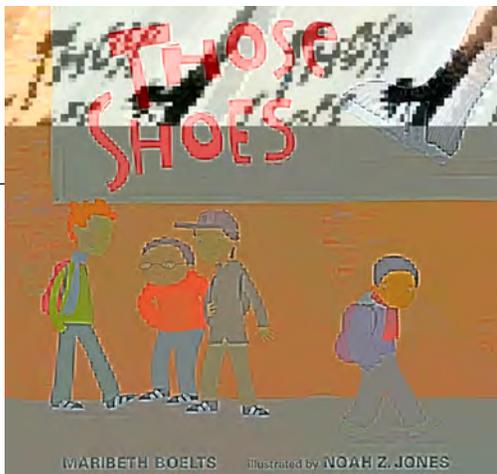
by Jan Grover and Nancy Lane
2008. Grades 1–3.



Dog #241 lives in a dark crate on a puppy mill, until she is rescued and learns to trust humans again. When the puppy (now named Dakota) meets a young girl who has been as traumatized as she, healing begins for both of them.

Those Shoes

by Maribeth Boelts
2009. Grades K–3.



All Jeremy wants is a pair of those shoes, the ones everyone at school seems to be wearing. Though Jeremy's grandma says they don't have room for "want," just "need," when his old shoes fall apart at school, he is more determined than ever to have those shoes, even a thrift-shop pair that are much too small. But sore feet aren't much fun, and Jeremy soon sees that the things he has — warm boots, a loving grandma, and the chance to help a friend — are worth more than the things he wants.



Photo, Google Images

100 BLACK MEN OF LOUISVILLE

Mentoring Students—Changing Lives

By Reggie Gresham—100 Black Men of Louisville

The 100 Black Men of Louisville organization is focused and invested in the community of our youth by leading and engaging them in how their choices will guide them through life.

The goal is to provide informative guidance and support in the areas of education, economic empowerment, health and wellness and mentorship to our youth community.

MENTORING is the cornerstone of 100 Black Men of Louisville. The social, cultural, emotional, and unique needs of youth, primarily African American males, are addressed through one-to-one and group mentoring relationships by 100 Black Men chapter members. Committed to our cause, our members serve as positive role models, advocates, and trusted advisors to children and young adults, including the

Continue on next page

Collegiate 100® and the Emerging 100®, in the communities. The 100's signature mentoring program is an effective, evidenced-based and strategic intervention that helps youth reach their full potential and become contributing members of society.

Mentoring the 100 Way Across a Lifetime®, sustained mentor relationships of at least a school year and often over multiple years, can happen at all stages of a mentee's life, including college and beyond. The unique, innovative mentoring initiatives of our Chapters are locally relevant and vary by affiliate. Our volunteer members are comprised of servant leaders and professionals from diverse sectors and backgrounds who truly believe in our motto, "What They See Is What They'll Be®." As the lives of our mentees are transformed through our mentoring model, so are the lives of mentors who serve them.

Our innovative Online Mentor Training and interactive Virtual Mentee Curriculum are proprietary web-based tools available only to 100 Black Men Chapter members, mentees and our authorized network of volunteers, Collegiate 100® and Emerging 100® members. Upon satisfactory completion of the five-module Online Mentor Training program, Certificates of Completion are issued by Headquarters. The five-module Mentee Curriculum has student pre- and post-tests,



Above, Mr. Dan Weathers and scholarship recipient.

S.M.A.R.T. goals exercises, as well as Mentor Guides for each module to assist facilitators with the lessons and corresponding activities.

Our mentoring program helps us partner with colleges and university throughout the state. Our partnerships are important in making an impact in the community and enriching the lives of our mentees. In 2015 we were responsible for \$420,000 in scholarships to deserving youth in the community to pursue their college and university dreams

As President of the 100 Black Men of Louisville chapter, I am not only committed to the organizations' mission but also to our community by being a part of the necessary change for our youth to have a brighter future through their dedication and hard work.

PHENOMENAL WOMEN

PROGRAM SEEKS TO MOLD YOUNG LADIES INTO PHENOMENAL WOMEN

By Madalyn A. Marables—Atherton High School

Legacy is defined by an inheritance we leave behind! The legacy that Madalyn Marables; the Youth Services Center (YSC) Coordinator at Atherton High School, strives to leave behind is a legacy of love. Madalyn believes if love leads the way, then all the programs and services she provides will benefit the individual student and the school community. Several programs are provided that are inclusive of the entire student body, but remain understanding and steadfast in



Photo, Madalyn Marables.

support of welcoming students with socio-economic hardships, educational deficits, and societal based prejudices. The Youth Services Center provides numerous programs throughout the school year and maintains six continuous and ongoing biweekly or monthly programs. The two programs that stand out for their ability to address the individual excellence of students' and develop their personal and professional college and career goals are Phenomenal Women and the Men of Quality program.

The Phenomenal Women program began with a collaboration composed of Bates

Memorial Baptist church, Atherton High School, and the founding student Cheryl Williamson. Cheryl had a vision to include young ladies primarily from the Sheppard Square Housing Projects in a school and community program that would connect them to mentors in the community. The program began as a means to support the students both in the school and in the community with individual growth and mentor support. Although the collaboration with Bates has ended, the program remains strong in honor of the legacy Cheryl Williamson left behind (deceased, 11/25/12).

Under the direction of Madalyn Marables, the program has grown from 20 young ladies to 36 phenomenal participants, reflecting a diverse range of the student body and school community. The students are required to do one of several group service activities and present a formal project to fellow members and parents at the end of the school year. All students are instructed on professional dress attire and presentation expectations of either a poster or power point with a prepared speech. The students meet biweekly as a group and at each session a community mentor provides insight into

the yearly theme topic as it relates to their personal, college, or career journey. Students are expected to maintain good attendance and strive for personal excellence with their grades and behavior. The program has a yearly theme that guides the direction of the students and mentors. For Example, last year the theme was Entrepreneurship and all mentors were Entrepreneurs and business affiliated persons. This year the theme is Excellence in Leadership through Service, Gratitude, Humility, Respect, and Appreciation. The need to give back and think about the impact that individual students can make are emphasized throughout the school year by mentors and the YSC. All field trips are designed for personal growth and development. The students attend leadership conferences, college trips, community plays, and a yearly enrichment retreat.

The young ladies have given great feedback, stating that the program has benefited their ability to focus on their future, experience activities that otherwise may not have been possible, and encouraged them to be successful both inside and outside the classroom.

The Men of Quality are Atherton's men of distinction! The young men have similar opportunities, expectations, and experiences as the young ladies group. They are required to complete service, presentations, and biweekly meetings. This program is district wide and designed by the Omega Psi Phi fraternity working in collaboration with both the fraternity and community male mentors. The program at Atherton is facilitated by Madalyn Marables, but mentors are reflective of the diversity needed to mentor young men of color. All speakers have been from a variety of backgrounds and professions such as Troy Marables, Trust Officer and Client Services Manager; Delquan Dorsey, JCPS Community Engagement Coordinator and Fraternity member; Vincel Anthony, National Business Development Manager and Fraternity member; Kenneth Ray, Chief Executive Officer; Lance West, Minister and Administrative Associate U of L Alumni Association; Gerald Sydnor, Staff Sergeant U.S. Army, and many other yearly and ongoing supporters and speakers for the young men. The program would not be possible without the mentors that give of their time freely to help develop the students personally, academically, and their social and emotional well-being. The young men attend a yearly conference for the Men of Quality program, college field trips, and a teambuilding retreat.

Madalyn believes that these young people are the future leaders of Louisville. She believes we must pour our resources, time, and money into them so that we can develop a united and loving community. When asked, "What is the problem with young people today?" Madalyn would say that our children are a reflection of us. Our youth are only as well or as sick as we are. If we want to see healthy teens striving to reach their personal and professional goals, we have to show them how and give them the tools needed to achieve them. If we don't invest, then it shows in the ills of society today with violence, abuse, and crime.

Madalyn Marables encourages more mentors and volunteer involvement. Feel free to contact her at **(502) 313-4407** if you would like to help mentor at Atherton and be an active part of change in the community. All of these volunteers came together at Wheatley with one common goal—to put a smile on the face of a JCPS student.



LOUISVILLE SIGMA BETA CLUB

Our History, Our Story

By Ronald Anthony—Phi Beta Sigma

Phi Beta Sigma Fraternity, Inc. became the first Greek organization to develop a youth auxiliary group. The National Sigma Beta Club was founded in 1950 under the direction of Dr. Parlett L. Moore and consist of young men ages 8 to 18. While serving as National Director of Education Brother Moore was concerned about the changing needs in our communities and recognized the important role that Sigma men could play in the lives of our youth.



On April 23, 1954 the first Sigma Beta Club was organized in Montgomery, AL. Throughout its existence, Sigma Beta Clubs have been an essential part of the total organizational structure of many of the Alumni chapters of Phi Beta Sigma Fraternity, Inc. The Clubs offer men of Sigma a unique opportunity to develop wholesome value, leadership skills, and social and cultural awareness of youth at a most critical stage in the youth's personal development.

Some Initiatives and Programs of the Sigma Beta Club are:

- Education
- Social Action
- Bigger & Better Business
- Childhood Obesity & Health and Wellness
- Special Programs & Projects

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The Louisville Sigma Beta Club have participated in social events such as the March for Babies at the Waterfront, Health Awareness Workshops, Business Etiquette on How to Tie a Tie and Dining Etiquette Workshops with its sister Youth Affiliate Group mentored by the ladies of Zeta Phi Beta Sorority, Inc. The young men have also enjoyed touring college campuses throughout the state of Kentucky and have attended workshops in Radcliffe, KY with other Youth Mentor Groups such as Brother to Brother featuring High Ranking Military Personnel from Fort Knox as guest speakers.

Our goal is to mentor young men and to inspire them to want to go to college or the military. Short term goals are better grades in the classroom and community service. Long term goals are graduation from high school and eventually college. We have a year-long calendar of events and monthly meetings at Simmons College. If you would like more information about the Louisville Sigma Beta Club you may email Ofc. Ronald Anthony at ronald.anthonysr@louisvilleky.gov or text me at (502) 558 - 5369.



Photo, Phi Beta Sigma website.



RETURN OF SHOWCASE OF HBCU

Keeping Students Aware
By Andrea Houston—Showcase of HBCU

Photos, Abdul Sharif

Above, the Kentucky State University marching band at the 2013 HBCU Showcase.

Historically Black Colleges and Universities (HBCU) enrollment spiked across the nation in the fall of 2016 and the demand of students for access to these institutions must be met once again. That awareness was due to a vision of a Louisville girl, Andrea Houston, who realized the HBCU experience was what she desired. However, there was one problem. There were no opportunities readily available for her to learn more about these institutions from her high school and community educational programs. Frankly, other than at home, HBCUs were not included in her college conversations. After self-guided research and help from a mentor, she landed in Virginia, where she graduated from Hampton University, a HBCU school.

While volunteering, Andrea had an epiphany to assist other high school students who had



Above, a student fills out an application at the 2013 HBCU Showcase. similar college aspirations and inspire others. Thus “The Showcase of HBCU” was conceived in 2004 with the help of Tonya Trumbo, Jorge Sousa and Dr. Mary E. Sais. In March of 2006, the vision became a reality when the first Showcase of HBCU, a college and career fair was launched at the Kentucky Fair and Exposition Center, with over 1,200 participants attending.

The vision could not have been realized without

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dedicated board members, contracted staff, volunteers, partnerships and community support like the Lincoln Foundation, Kentucky State University (which served as the signature sponsor), Jefferson County Public Schools, Kroger and Omega Psi Phi Fraternity, Inc. (to name a few).

From March 2006 to 2013, the program has helped more than 12,000 students throughout Kentucky, Southern Indiana and Alabama obtain educational opportunities for academic success, on-site admissions and scholarship opportunities.

After a three-year hold off, there is a strong push for the return of the Showcase of HBCU to Louisville and other cities across the United States. Andrea says, “We need Louisville’s support with major funding and an army of volunteers to host this event in 2018.”

Preparations are underway by the Board of Directors, still including active Executive Board members Ben Johnson, Fred Liggin and others.

Former U.S. Secretary of Education Arne Duncan stated why best in his 2014 speech at the National HBCU Conference. He rejected the notion that HBCUs are no longer needed.

“For the first time in our nation’s history, a majority of our public school students are minority students. If people want to strengthen families, communities and social mobility, the best way is through increasing educational opportunity....HBCUs...still have an outside role in preparing students to meet urgent national priorities in STEM (science, technology, engineering, mathematics) fields, in filling teaching jobs and in uplifting boys and men of color.”



Above, Joann James attends the 2013 HBCU Showcase.

Starting next year, on January 13, 2017, at 10 a.m., Manhattan on Broadway will host local HBCU alumni from across the city as they gather to discuss all things HBCU. In May of 2017, the Hardwood Foundation Inc., will host an HBCU Derby Event and the River City Drum Corp Cultural Arts Institute Inc. (RCDC) will host an HBCU College Fair as part of its annual Da’Ville Classic Weekend (an official Kentucky Derby Festival event) on Friday, April 27, 2017, from 9 a.m. to 1 p.m. at the St. Stephen Family Life Center.

Andrea concludes, “if we want our children to walk in excellence, we must present them with our best, take them where we want them to go and expect them to rise accordingly. That’s the HBCU way!”

For more information, send email to ledhoust@aol.com or call **(502)435-4639**.

DARE TO CARE COMMUNITY KITCHEN

in Partnership with Lift a Life Foundation

By Stan Siegwald—Dare to Care

One in five children in Kentuckiana suffers food hardship. Unfortunately, this statistic ranks Louisville among the top cities in the nation with children that have unmet nutritional needs due to lack of food. Food hardship creates long-term issues that handicap children's futures, increasing their risks of health problems, educational failure, and behavioral issues.



Photos, Dare to Care

In 2010, Dare to Care Food Bank added to its mission of “leading the community to feed the hungry,” to also work to “conquer the cycle of need.” The challenge became how to use food to leverage other programs that address underlying causes of hunger. Looking at its portfolio of programs, Dare to Care knew it had to expand its Kids Cafe program. This

program enables afterschool programs to provide hot suppers to children up to five nights a week.

This great program meets a deep nutritional need. But beyond that, it empowers its partner afterschool programs that help kids succeed in school, have positive adult role models, experience enriching activities, enjoy structured recreation, and have a safe place to just be a kid in often troubled neighborhoods. By 2012, Dare to Care was partnering with 12 afterschool programs to provide 1,500 suppers weekly.

This wasn't enough. The need is far greater. After much research, Dare to Care decided to take on the whole task of meal preparation. With the outstanding partnership of Lift a Life Foundation, Dare to Care created a production kitchen in Butchertown. From there, hot and nutritionally balanced meals are prepared and delivered daily to afterschool programs in Kentuckiana.



Photos, Dare to Care

The Dare to Care Community Kitchen opened in the fall of 2013. Today, because it exists, the Kids Cafe program

has grown from 1,500 suppers provided weekly, to more than 1,600 suppers delivered every day. From 12 afterschool sites offering this program before the Kitchen, to now 38 community sites receiving hot, nutritious meals.

With Dare to Care taking over production of the meals, their partner after school sites were able to reallocate staff to programming instead of making meals and the nutritional quality was increased. All 38 locations receive the same well-balanced meal that is hot and ready to serve. Each meal contains a protein, fruit, vegetable, grain and milk. Some of the favorite items offered include: chicken cordon bleu bake, Salisbury steak, lasagna and chicken and noodles, but the absolute favorite is the fresh pineapple and watermelon! Dare to Care purchases local produce when able and the kitchen utilizes as many fresh fruits and vegetables as possible.

The Dare to Care Community Kitchen in partnership with Lift a Life Foundation is altering the future for Kentuckiana's children. They now have a better chance to live a healthy and successful life.

BRIDGING THE GAP BETWEEN FAMILIES AND JCPS

Parent Involvement Series

By Dr. Toetta R. Taul—Assistant Principal, Moore
Traditional School

“There is a positive and convincing relationship between family involvement and benefits for students, including improved academic achievement. This relationship holds across families of all economic, racial/ethnic and educational backgrounds and for students at all ages”. (“Family, School, and Community Connections, 2007, p1”)

In keeping with the district’s focus to connect with families and increase meaningful parent involvement, the Diversity Equity, and Poverty Department has established the 2016-2017 Parent Involvement Series. The purpose of the involvement series is to build a partnership with families through workshops pertaining to the First Task is to Ask campaign. This campaign is an initiative to empower JCPS families and parents to be active representatives and advocates for their students. Therefore, the Parent Involvement Series is the platform that allows families to engage in meaningful dialogue and conversations with teachers, administrators, and district personnel in order to gain a better understanding of the policies, curriculum, protocols, and guidelines that govern the schools and students of the JCPS district. Parents have the opportunity to ask questions and/or voice concerns in a whole group or one on one environment. Moreover, the series is designed to communicate instructional goals and the importance of family engagement in student academic achievement. The targeted constituencies are the families of K-12 JCPS students and all are welcome to attend

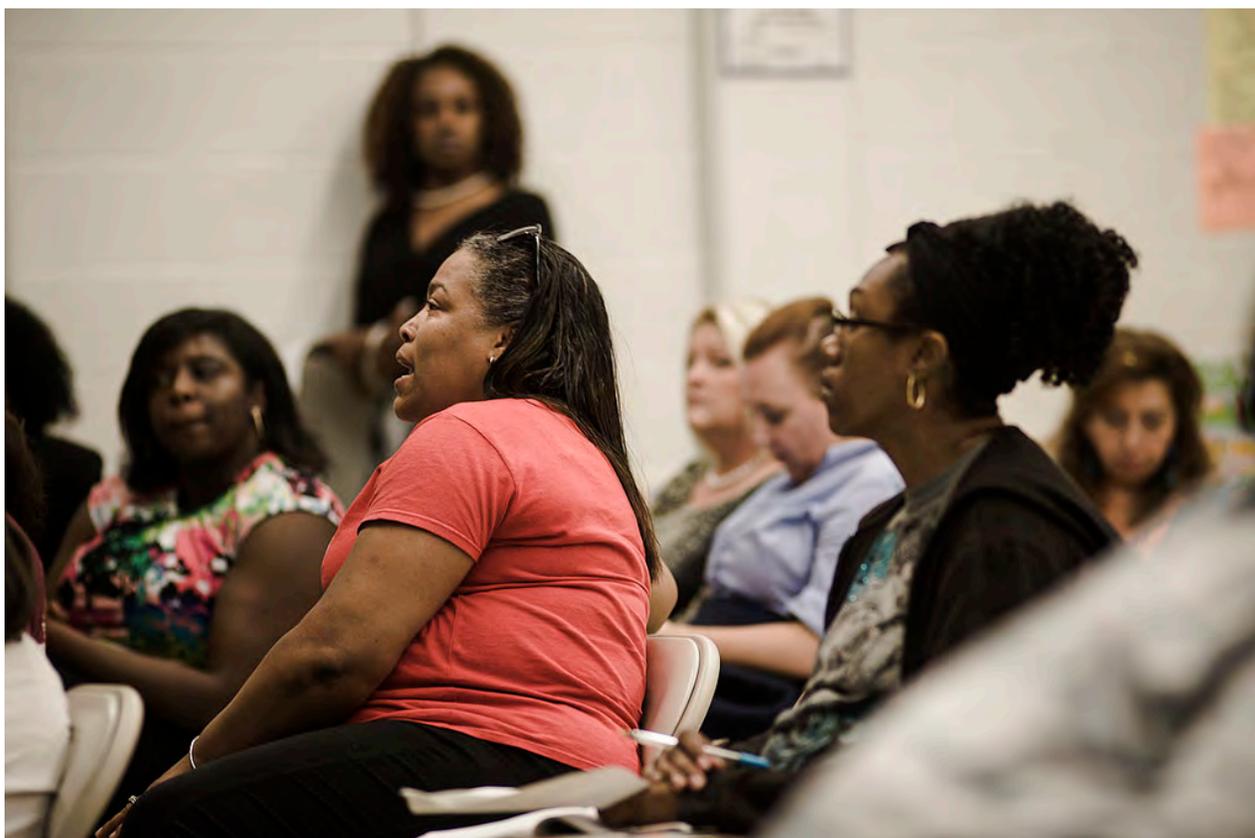
“We Need You” has been the common theme throughout the two series sessions that have been held. The first session took place at Rangeland Elementary and the focus was parental advocacy and engagement. The second session was held in the VanHoose Auditorium with the focus of behavior and the revised JCPS Code of Acceptable Behavior and Discipline. These two topics are essential for bridging

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Above, Dr. Taul speaks at a Parent Involvement session at Rangeland Elementary School.

the gap between families and JCPS. Consequently, JCPS needs more parents to get involved. The series will continue in the spring months with sessions January through April. The sessions will focus on behavior and



Above, parents attend a Parent Involvement session at Rangeland Elementary School.

classroom management, Title 1, gifted and talented programs, advanced placement programs, ombudsman, and achievement. We will also have a Parent Resource Fair in which parents will be able to maneuver through various booths and obtain information relevant to their needs. The mission of JCPS is “to challenge and engage each learner to grow through effective teaching and meaningful experiences within caring, supportive environments” and this can only be accomplished through a partnership with the district, schools, and families.



Above, parents listen to guest speaker at a Parent Involvement session at Rangeland Elementary School.

Challenge Accepted! Walk-A-Mile In My Shoes: A Migration Simulation

By Clay Hollister— Civics/World History Teacher, Butler Traditional High School

Students at Butler High School had a rare opportunity to do something that is hard for an adolescent mind to do: leave their own safe world for an afternoon, and take on the challenges and struggles of a refugee fleeing their home country for safety. Currently, there are approximately 96.6 million people who have been forcibly displaced from their homes, according to the



JCPS students take part in a migration simulation. Photo provided by Clay Hollister

United Nations High Commission on Refugees. These displaced people have an extremely dangerous trek to safety, and less than 1% of these refugees will eventually find refuge within a new country. Louisville takes in approximately 2,500 refugees every year. Making our students culturally competent and ready to communicate with these refugees is extremely important, as it is very likely that they have already interacted with a refugee or their children in some capacity.

For this simulation, each student was assigned a different family persona, all of which are actual families' stories of people living here in Louisville. Travel documents were given out and each student was expected to know their family background if they were stopped and questioned during the simulation; knowing their identities could be the difference between success or jail.

The beginning of the simulation, or the launching, was an intense and suspenseful experience. The launcher set the stage, and students seemed nervous and unsure of what was coming. As the refugees began to cross the border, chaos ensued: screaming agents, whistles piercing the air, and obstacles to climb around were all in the path of the refugees who tried to escape to safety. Most

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Butler High students visit a mock language station during a migration simulation. Sharon Heid (volunteer, sitting); Jeremiah Hendricks (upper left); Jimmy Risinger (center, front of red doors, behind student); Jacob Jackson (center, front of red doors, in front of student); Michelle Benavides (center, bottom, kneeling) Rhegan Sutton (upper right, sitting); Jaden Averette-Bush (upper right, standing); Heriberto Luis (upper right, kneeling). Photo provided by Clay Hollister

made it across the border, but a few had to go to jail after being caught.

Once outside the entrance to the camp, the refugees had to register their families by deciphering a document and answering the questions. Once completed, they were

allowed in to the camp-- if they could prove who they were. If not, they were denied admission until they could. Families from El Salvador or Cuba, though, had to face an immigration judge, per federal law. Here, they were intensely interviewed, making sure they were vetted before going to the camp.

Inside the camp, tasks were given to each family to complete in order to get an interview with the resettlement agency. These tasks included passing a medical screening, gathering daily water and food for the family, and learning phrases in a new language. These tasks were also hindered by random food raids, unavailable resources, slow processing, or failed attempts. In addition, security guards were always present, looking for looters, smuggled drugs, troublemakers, or undocumented aliens. Bribes were often given in the form of food or prized possessions to avoid jail or to complete a task quicker.

Finally, when the refugees were able to actually get an interview with the resettlement agency, students were relieved to be close to the realization of their goals. After an intense question and answer session, the refugees were expected to explain how they would contribute to their new countries in a positive way and prove that they were truly escaping persecution. However, due to limited resources and a strict resettlement policy, only 1 family out of about 95 was able to be resettled the whole day. Many students walked away in utter disbelief, unable to understand that they were stuck in the camp for another three years before they could reapply for resettlement. They left heartbroken and defeated, exactly how so many refugees feel every day. Back in their starting classrooms, the groups were debriefed by an Iraqi refugee, who compared his experiences with the students' within the camp. He was able to convey to the students that what they experienced was a true depiction of the refugee experience.

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Immigration, both legal and illegal, has obviously been a very contentious subject, especially during the 2016 Presidential campaign season. With such focus on the issue, and both sides of the argument being so adamant about their view, sometimes the facts get substituted with misinformation.



Most citizens can't explain the difference between an immigrant and a refugee, and it is quite often assumed that someone who doesn't quite speak clear English may be an illegal immigrant. Since this misinformation exists, it is important to help students distinguish the difference between the two. The Migration Simulation provided this opportunity to not only the students, but also the teachers and volunteers who participated. Mario Carrillo, a Freshman Civics teacher at Butler, said, "The simulation gave my students a much better understanding of what refugees go through to have a better life. In fact, some of my students didn't even know what a refugee was before experiencing the simulation! Personally, even, this experience opened my eyes to the obstacles they must get around in order to settle in another country. Many of my soccer players are refugees. I really didn't know this process was this extensive." The simulation was able to educate the students on the problems within other countries, walk them through the process of trying to gain access to a new country, and then the hopelessness that refugees feel once they realize they may be living in a camp for most of their lives. Refugees represent a much different population than illegal immigrants, although with similarities: the desire to make life better for their families.

Many students can't understand the hardships that refugees go through in order to reach a new, safe country. Sitting and listening to someone talk about it, no matter how well the presentation is written, can cause listeners to zone out and stop listening to the message. However, actually experiencing what a refugee camp looks, feels, and acts like, is a much more powerful scenario. Natalie W., a student at Butler High School, was surprised at how hard it was to survive in the camp, commenting how "You had to barter with people, you could be sent to jail for the simplest thing, you could have some random document or talk back to someone, and just be sent to jail for no reason!" She even was able to talk to an actual refugee, who was volunteering at the

simulation. “She was talking about how it was not as hard as what she went through... this isn’t even as hard as what she went through, she was like life and death!” The students quickly figured out that while food and water were available for the refugees, there was often not enough, or risks were involved in getting it. Other times, food was the refugees only possession with any value,



Butler High students receive mock medical screenings during a migration simulation. Brenda Snyder (volunteer, standing, white shirt); Brenda Dotson (volunteer, standing, blue shirt); Students Left to Right: Destiny Lara (background); Victoria Hartlage (red t-shirt); Kayla Hernandez (sitting, background); Breana Henry (standing, red sweatshirt); Jacobi Chappell (standing, gray shirt) Photo provided by Clay Hollister

and it could be used to get something, or even as a get out of jail free card. Jermiah T. was shocked at how “They [security guards] asked for our crackers, and our papers and stuff like that, and she just walked off, but we didn’t have to go to jail, and I just didn’t know how we were going to get through the rest [of the camp].”

Creating empathy for displaced peoples is very important, especially in JCPS. Louisville takes in so many refugees, and our students have to interact with many people from different cultures and countries. Understanding, and even experiencing, some of the difficulties they have gone through is a step in the right direction towards building empathy and compassion. Even students who have family members who personally lived through a refugee camp were impacted, as Steven G. said, “It’s like an honor for me to even participate in this, because it’s related to me, as my family and my grandma were refugees, trying to come into the US. Experiencing what they experienced is very rewarding.”

Overall, the students seemed to have a very positive experience. A couple students remarked that they literally felt sick to their stomachs when they were told after their resettlement interview that they were denied admission to a new country. Hopefully, because each of these students was able to experience this simulation, they can become more appreciative of the safety and freedom they have as American citizens, and they will show compassion towards the many refugees they will meet.

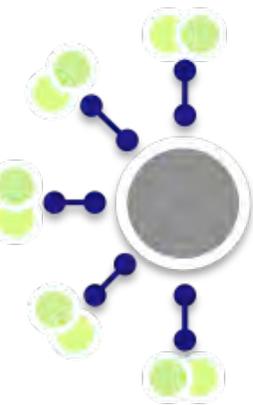
JCPS Research Partnership

By Krista Drescher-Burke, PhD, MSW— Community Data Specialist



The National Network of Education Research-Practice Partnerships (NNERP) is a national network of education researchers and practitioners who collaboratively study education interventions. In Louisville, the partnership is between University of Louisville College of Education and Human Development and JCPS, housed in Diversity, Equity, and Poverty Programs. Krista Drescher-Burke, Community Data Specialist, is the JCPS member, and Michele Foster, Henry Heuser Endowed Chair in Urban Education, is the U of L member.

The first project we will undertake in this partnership is an evaluation of how out-of-school-time (OST) programs are instilling social emotional learning (SEL) in students. The Collaborative for



THE NATIONAL NETWORK OF EDUCATION RESEARCH-PRACTICE PARTNERSHIPS

Academic, Social, and Emotional Learning defines social emotional learning thus: “Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” It is clear that SEL is necessary for academic achievement. Without social emotional learning, it is difficult for students to realize their full potential at school.

While time during school must primarily focus on academics, OST provides space where students have more opportunities for SEL learning. Schools already have so many responsibilities and must largely focus on academics and meeting state standards. This project has potential to provide

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valuable insight into how we can improve SEL, which students need in order to thrive, by identifying best practices for other OST programs to duplicate.

SEL is increasingly recognized as imperative to academic achievement. JCPS's strategic plan, Vision 2020, aims to increase the 'capacities and dispositions necessary for success in life,' which most certainly will include components of SEL. JCPS has a department devoted to SEL, indicating its commitment to ensuring students receive SEL learning opportunities. JCPS's commitment to SEL is further demonstrated through its commitment to the Compassionate Schools Project, which is a holistic approach to teaching our students, including empathy, resilience, and self-awareness...all necessary elements of SEL.



In addition to JCPS, myriad other stakeholders in Louisville prioritize SEL. Louisville's out of school time council (BLOCS) recognizes the importance of SEL for youth development. Decision makers and leaders across our community emphasize SEL as an essential component to closing achievement gaps.

Increasingly, decision makers across our city are requesting evidence that interventions work, and JCPS bases strategy on data. Funders want evidence that the programs they support are beneficial to the students, and that their grants are well spent. This research partnership will provide insight into the best ways to measure SEL so our organizations are serving our students as best they can, and we can funnel resources to those programs best supporting students. Ultimately, OST will provide the opportunity to our students to supplement the SEL they are gaining to varying degrees in school, in home, and in their communities, so all students graduate JCPS ready for college or a career.

THE BLACK ACHIEVERS PROGRAM: GOING STRONG SINCE 1971

By Vanessa Posey—Diversity, Equity, and Poverty Programs



Above, Black Achievers Kwanza celebration.



Above, Black Achievers financial aid workshop.

Black Achievers is a program created to inspire youth to set and pursue high educational and career goals and to develop their leadership potential. The program originated in the New York Harlem YMCA in 1971. Throughout the country, the program has been established at 135 sites. One of the largest sites is the Chestnut Street Family YMCA. Black Achievers connects students with positive adult role models in the community. The program offers activities designed to expose students to career, educational, and social opportunities that are not readily available to them.

Black Achievers is available to youth in grades eight through twelve. Registration includes youth membership at the Chestnut Street Family YMCA. (Some additional fees apply.) There are no academic requirements to enroll. The only requirement is the desire to achieve. The Black Achievers meet every second and fourth Saturday of each month from 9 a.m. to 12 noon. The meetings are held from August 13, 2016, through April 22, 2017.

There are nine career clusters. A key advantage of the Black Achievers program is the relationship

formed between adults and teens during career cluster workshops. The career clusters are listed below.

- Arts
- Business
- Communications
- Computer
- Education
- Engineering
- Health and Medical
- Hospitality
- Law and Government

Highlights of the Black Achievers program include the following:

- ACT/SAT workshops and practice tests
- College tours
- Scholarships
- College and career fairs
- Company work site tours
- Black history showcase
- Kwanza celebration
- Annual awards banquet

For more information please contact:
Lynn E. Johnson at **587-7405** or email
ljohnson@ymcalouisville.org

THE CHILD ENRICHMENT PROGRAM (CEP)

Putting the Child First in All We do

By Melissa Barman—Specialist, Child Enrichment Program

When the weather starts to turn gloomy out or the weather people start using that horrible four letter word (SNOW) JCPS parents don't need to panic. They know that if snow starts to fall during the



Photo, DEP flickr.

night and schools are cancelled, they will still have a safe and engaging place to take their children while they are at work. A full day of care during snow days, is just one of the many options that the Child Enrichment Program has offered parents of JCPS kindergarten through eighth grade students for the past 30 years.

Since 1985, JCPS and the Y have partnered to provide JCPS families the option of quality, affordable, age appropriate childcare offered in an environment that both

families and students feel most comfortable – their school buildings. More than 30 years ago, both partners recognized the rise of “latchkey kids”. “Latchkey kids” was the title that was given to those students that were going home each day to empty houses to stay unsupervised until their parents could come home from work. Schools also were seeing a rise of students arriving hours before the school doors open. Many days, school faculty would arrive at school to find students waiting as their parents had dropped them off too early as there were no options for parents who needed to be at work before school started. The rising trend resonated with both JCPS and the Y. As the old saying goes “Necessity is the mother of invention”. Out of this need, a strong collaboration was born.

The Child Enrichment Program (CEP) has become synonymous with quality, school age childcare. It also has come to symbolize the epitome of a solid collaboration between two community partners.

CEP embodies quality, licensed childcare that is focused on the needs and development of the school age child – an important factor that separates CEP from many other traditional childcare programs. CEP staff are specifically trained to understand and support the developing school age child. Students are surrounded by caring adults who help with homework with an emphasis on literacy support, lend a caring ear and focus on making solid connections with the students in their care. Students start off the day with a hot breakfast in the morning, and are greeted with a healthy snack in the afternoon. Students are encouraged to stay active and are offered a variety of activities to promote healthy minds and bodies. All JCPS students in Kindergarten through Grade 8 are welcome to participate in CEP, no matter their financial situation. While CEP is a



Above, students attend the Literacy & Photography camp at the Coleridge-Taylor CEP.

fee based program, we never want finances to be a barrier to participation. Financial assistance is provided through the Y sponsored Spirit Program. All financial aid is given on a sliding scale. In an additional effort to make sure all families have access to CEP, childcare waiver (3C) is also accepted.

No one could have ever guessed 30 years ago that this program would still be going strong today. We now have generations of CEP kids – many who now work in the program, giving back to the program that filled their days. We also have former students that are now parents of students attending the same program they remember fondly. Today CEP operates in more than 45 JCPS school sites. It is considered a “district-wide program”, meaning that all JCPS K-8 students who need care can access it. If their child’s school doesn’t host a CEP site in their building, the district will provide transportation via a JCPS school bus between their school and a school that hosts CEP. Every morning beginning at 7 am, we greet hundreds of JCPS students in our program sites, and then greet them again at the end of school day. We keep them safe and engaged until their parents arrive sometime before 6 p.m. Our biggest compliment is when a child doesn’t want to leave at the end of the day. It is then that we know we have fulfilled our mission – keeping the child first in all we do.

For more information about CEP please visit www.yocalouisvillechildcare.org, call the Y School Age Childcare Services Branch at **(502) 637-1575** or call Melissa Barman at **(502) 485-3834**.

Louisville is Engaging Children Outdoors (Louisville ECHO)

Bennett Knox— M.E.M is the Administrator of Metro Parks and Recreation's Natural Areas Division



Above, students visit Creation Falls.

What do a landscape architect, an ecology professor, a physician, a LEED-certified designer, a geologist, a biochemist, a surveyor, and a park natural areas administrator all have in common as occupations? Well, for starters, they are all well-paid and otherwise rewarding professional careers. They are also careers that for many likely began with an individual spending time in nature as a child, developing a curiosity about the surrounding natural world.

These careers and paths to them also share the unfortunate common trait that each field is significantly under-represented by people of color. We could speak similarly of other professions where a love of nature can open doors to exciting career choices, if only one had the opportunities to truly spark their interests. A few that come to mind include nature photographer, travel writer, camp counselor, environmental educator, back-country guide or an organic farmer.

What follows is an introduction to a local initiative that seeks in part, to create, through access to nature, previously unfathomable horizon-expanding opportunities for youth of color and from low-income settings in Louisville. Louisville is Engaging Children Outdoors, or Louisville ECHO for short, is a grant-funded initiative launched in 2008 by Jefferson Memorial Forest, the headquarters of Metro Parks and Recreation's Natural Areas Division. Long-supported by the U.S. Forest Service and Toyota-Motor Manufacturing of Kentucky and more recently by the Metropolitan Sewer District, The Norton Foundation, The Knollenberg Foundation, and Brown-Forman Corporation, the initiative puts into practice research that has correlated early and meaningful access to nature with improved academic performance as well as physical and socio-emotional well-being.

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Since inception in 2008, over 3,000 students at participating elementary schools have been engaged in experiential activities and service learning at local parks, Jefferson Memorial



Above, students visit Creation Falls.

Forest, Red River Gorge and Mammoth Cave National Park. The initiative has included an in-school component whereby mostly 4th graders at participating JCS elementary schools have

received multiple, largely free, nature-related and curriculum-supporting field experiences. Examples have included exploring erosion along the banks of the Ohio River, water quality sampling within McNeely Lake and a student favorite, an overnight camping experience. Current partner elementary schools include Young, Portland, Coral Ridge, Chenoweth, Maupin and Coleridge-Taylor.



Above, an ECHO student plants a tree.

Improving equitable access to nature has been and remains a core focus of Louisville ECHO. The majority of participating schools are Title I schools and over eighty percent of participating students receive free or reduced lunch. Ethnically, 53% of participants are African-American, 34% are Caucasian, 8% are Hispanic, and the remaining 5% include Asian or another ethnicity. In 2014, with funding support from Louisville Metro Government, Louisville ECHO expanded to include an out-of-school time component and an

intentional effort to increase minority participation in nature-related community events, such as the annual Canoemobile along the Ohio River in south and west Louisville.

Currently, Louisville Metro Government has received



Above, an ECHO student creates a bark transfer.

complementary support for Louisville ECHO from two national initiatives: the Cities Connecting Children to Nature initiative and the Healthiest Cities and Counties Challenge. These initiatives support the continued growth of Louisville ECHO in the context of a broader effort to increase infrastructure and expand both in-school and out-of-school programming opportunities that improve access to “nearby nature”, or nature that is within easy reach of families at the neighborhood level. One exciting, key infrastructure piece is the proposed Shawnee Outdoor Learning Center, a satellite location designed to engage west Louisville youth and families in outdoor experiences through expansion of Louisville ECHO-related programming. More information about this project, including release of the final West Louisville Outdoor Recreation Plan will be forthcoming.

For more information about Louisville ECHO or issues associated with access to nature in general, please visit the links below or contact the author via phone: **502-366-2913** or email: bennett.knox@louisvilleky.gov.

BUILDING LOUISVILLE'S OUT-OF-SCHOOL TIME COORDINATED SYSTEM

B L O C S

By Angela Ditsler—Director High School Graduation Initiatives, Metro United Way

Building Louisville's Out-of-School Time Coordinated System (BLOCS) is a community partnership of Louisville education, government, and community impact organizations striving to improve opportunities for youth. Its primary goal is to **ensure that all youth in Louisville have access to high-quality out-of-school time (OST) programs that improve their skills and abilities, and support them in graduating high school prepared for success in college and life.** BLOCS believes that out-of-school (OST) programs are best positioned to positively impact the social-emotional learning (SEL) of young people. Its ultimate role is to create awareness of the important role OST programs can play in college and career readiness, set standards for program quality, incite provider participation, and motivate provider excellence in program performance- because the correlation between quality OST and youth success is undeniable.

The founding BLOCS organizations are Louisville Metro Government, Jefferson County Public Schools, and Metro United Way. On November 13, 2012 these founding partners formalized their commitment to out-of-school time system building efforts in Louisville by signing the Louisville Out-of-School Time Coordinating Council Charter, known today as BLOCS. Shortly thereafter, the Louisville Alliance for Youth joined the partnership. BLOCS is guided by the recommendations in the YouthPrint report, which was approved by the heads of the partner organizations on December 20, 2010. This report envisioned the creation of a system- that included providers, funders, government agencies, and other service providers- to coordinate, expand, and enhance out-of-school time programs in the city.

This out-of-school time movement received a big boost from The Wallace Foundation in 2012, when Louisville was selected as one of nine cities to receive a significant investment from the foundation to support its system-building work. Wallace's three-

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year grant focused primarily on supporting city OST networks to enhance quality improvement systems and create or improve OST data systems. Since that time, BLOCS has continued to focus its efforts in four main areas:

- 1.Improving the **Quality** of All OST Programs
- 2.Collecting and Analyzing **Data** on Program Quality and Youth Outcomes
- 3.Promoting **Access and Participation** in OST Programs
- 4.Engaging in Community **Outreach and Advocacy** for OST

Within these areas, BLOCS has accomplished many of its initial goals, including the following:

Supported 75 OST provider sites, serving approximately 2250 youth, in using the Youth Program Quality Intervention (YPQI) tool. Data collected since 2014 demonstrates that the OST program quality IS improving across the network.

Trained 20+ external assessors and trainers to support organizations seeking

to improve the quality of their youth programs

Offered over 30 trainings on Youth Development Methods to nearly 400 program providers line staff

Assisted 52 program sites in receiving training and administering the Survey of Academic and Youth Outcomes (SAYO)

Improved access for OST providers to CASCADE, now used by over 100 OST providers

Held three annual BLOCS Summer Learning Summits, attracting and engaging approximately 100 OST providers each year in training on youth development, summer program planning, project-based learning, summer reading, classroom and behavior management, and other topics

Facilitated over 60 BLOCS Network Provider meetings, engaging dozens of OST providers around a variety of topics including data management, literacy and numeracy, summer learning and other topics

Printed the first ever Louisville Summer Program directory, which has now been incorporated into a searchable program director via 2-1-1

Launched a professional Youth Development CEU Certificate in partnership with Jefferson Community and Technical College for adults who work with young people



In 2016, BLOCS' efforts center around:

- Continuing to focus on program quality by expanding the YPQI work to more and more OST providers. YPQI is currently adopted by 75 OST sites, with a goal of expanding to 100+ over the next two years.
- Providing an abundance of training opportunities to OST providers
- Refining a research design for eventually issuing an annual report that links program quality data to student outcomes (first report expected summer 2017).

Taken together, BLOCS stakeholders believe that implementation of these strategies will ensure that BLOCS meets its goal of ensuring all youth in Louisville have access to high-quality OST programs that improve their skills and abilities, and support them in graduating from high school prepared for success in college and life.

COMPASSIONATE SCHOOL PROJECT

Educating the Whole Child

By Christina Johnson—Compassionate School Educator

The Compassionate School Project offers meditation, deep breathing and other coping skills and/or techniques to assist students with managing their day to day obstacles. I teach mindfulness. Mindfulness in the classroom brings a “moment by moment” sense of awareness. Being “mindful” includes being aware of what we are think, feel (physically and emotionally), eat, and also stressors that are toxic to our bodies.

Teaching mindfulness in the classroom reduces levels of anxiety. Being aware of the present moment can allow your brain and body to destress. Mindfulness tools, such as, listening to positive affirmations, quieting the body and brain to bring awareness to all body parts, slowing down the thought process and organizing thoughts and emotions to be better focused and centered, are just a few activities practiced in the “Compassionate” classroom. These are some tools that have been introduced and practiced in my classroom. Studies show that students succeed when their brains are calm and composed. Students thrive in the classroom when they learn how to manage stressful situations. The Compassionate classroom serves as a model on how to approach everyday life (full of stressors and anxiety) in a more calming and peaceful way. By teaching these skills to our children, we equip them with the tools they need to thrive in their everyday lives; lives that many times are full of trauma and dysfunction. The Compassionate School Project finally gives the child a chance to be in control of something for a change. That “something...” is themselves.

ACES AT ELIM

Giving Students the Tools They Need to Be Successful in School and Beyond

By Mrs. Joann James—Elim Baptist Church

ACES at Elim is a tutoring program that connects ACES Residents from the Department of Equity and Poverty with the students at Elim Baptist church. Residents of the ACES (Alternative Certification Elementary and Secondary) Program spend their Wednesday Evenings throughout the school year tutoring students at all grade levels.

At its foundation the program at Elim is about giving students the tools they need to be successful at school and beyond. Whether these tools are delivered in the form of one-on-one tutoring, mini lessons, or small group instruction, the guiding principle is that all children have the ability to learn at high levels. This expectation for student growth has born fruit in the program at Elim .All students actively attending the program have increased their performance at school. In some cases, students have increased their grade in a subject area that was previously a problem area. In other cases, students have increased their performance across their whole academic spectrum.



Above, an Elim tutoring program student smiles for

Additionally, the purpose of the program at Elim Baptist Church is to provide guidance, educational help and advice as well as provide adult role models for students to talk to, learn study skills from and create real world mentorships.

The students who come into Elim are also looking for hope. One young man was struggling with multiplication tables. He told one of the Elim tutors: “I can’t do math.”

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The tutor took the time to drill the student over and over again. He repeated the multiplication equations to the student and engaged his memory like a game. By the end of the afternoon, that same student could recite all his multiplication facts up to 12.



Above, Elim tutors & ACES students pose for a picture.

The tutor told the church leaders, “I will have him ready to do 2-digit multiplication next time,” and he did.

Students with homework that involves repetition and practice, usually in core subjects like math, spelling, and reading, can’t always get it done at home,” the tutors explained. “The tutoring program allows the students to engage and retain techniques for learning that go beyond sitting at home alone at a table struggling with homework they do not truly understand.”

The church tutoring program gives the students the feel of a team and coach working together to reach the goal of better grades and more confidence in a fun but rigorous environment.

These students will sometimes walk into Elim feeling like they are “stupid” or “failures”; they leave Elim feeling like they are

smart, successful, and full of potential, which is more than just a tutoring program. It is a gift.

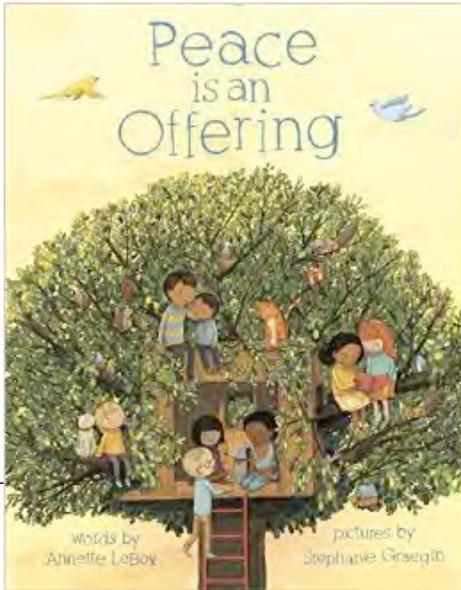
If you're interested in knowing more about ACES at Elim or are interested in setting up an after-school program at your school, you can email sylena.fishback@jefferson.kyschools.us for more information.

Books for Young Readers

ENVISION EQUITY JANUARY 2017

Peace is an Offering

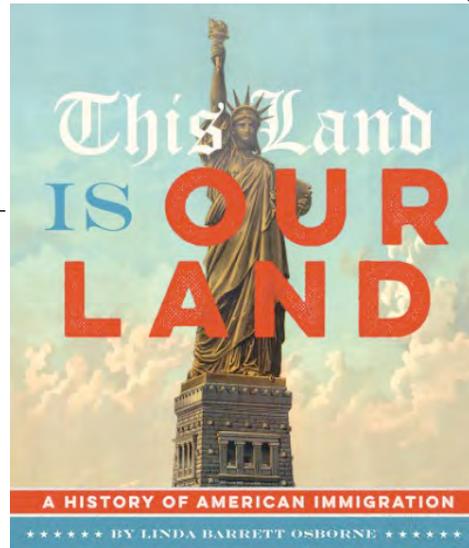
by Annette LeBox
Dial Books, 2015
Grades: Preschool – Kindergarten



Simple rhyming text and illustrations show children different ways that peace can be found and shared in everyday things. This book can help families and teachers look for the gentle moments when tragedy strikes and remind readers of the peace and joy they can find in their own communities.

This Land is Our Land: A History of American Immigration

by Linda Barrett Osborne
Harry N. Abrams, 2016
Grades: 6-10



This Land is Our Land delves into how American attitudes toward immigrants have always been contradictory. The book explores the way immigration laws and popular biases have often made it difficult for immigrants to enter the United States or feel welcome once they arrive. It explains the social change and history associated with immigration from World War II into the 21st century.

When the Sea Turned to Silver

by Grace Lin
Little Brown Books for Young Readers, 2016
Grades: 3-6



Pinmei's beloved grandmother and village storyteller, Amah, is kidnapped one night when soldiers of the Emperor tear through their town. Amah had hidden Pinmei in a large empty wine vessel to keep her safe. Everyone has heard that the Emperor wants something called the Luminous Stone That Lights the Night. Pinmei sets off on a journey to find the Luminous Stone alongside her friend, Yishan and rescue her grandmother but stories are the only weapons she carries. The creatures and impossible deeds told of in Amah's stories are real and only through these stories can Pinmei's quest be resolved.

Rich storytelling and superb characters combined with a seamless narration of the myths and legends woven into the characters' journey makes *When the Sea Turned to Silver* a must read for children and adults and a marvelous read-aloud for families.



Above, a JCPS teacher takes notes during the Black Male Student Voices PD.

Photos, Abdul Sharif

IN THEIR OWN WORDS

JCPS educators hear the voices of black male students during an innovative professional development training.



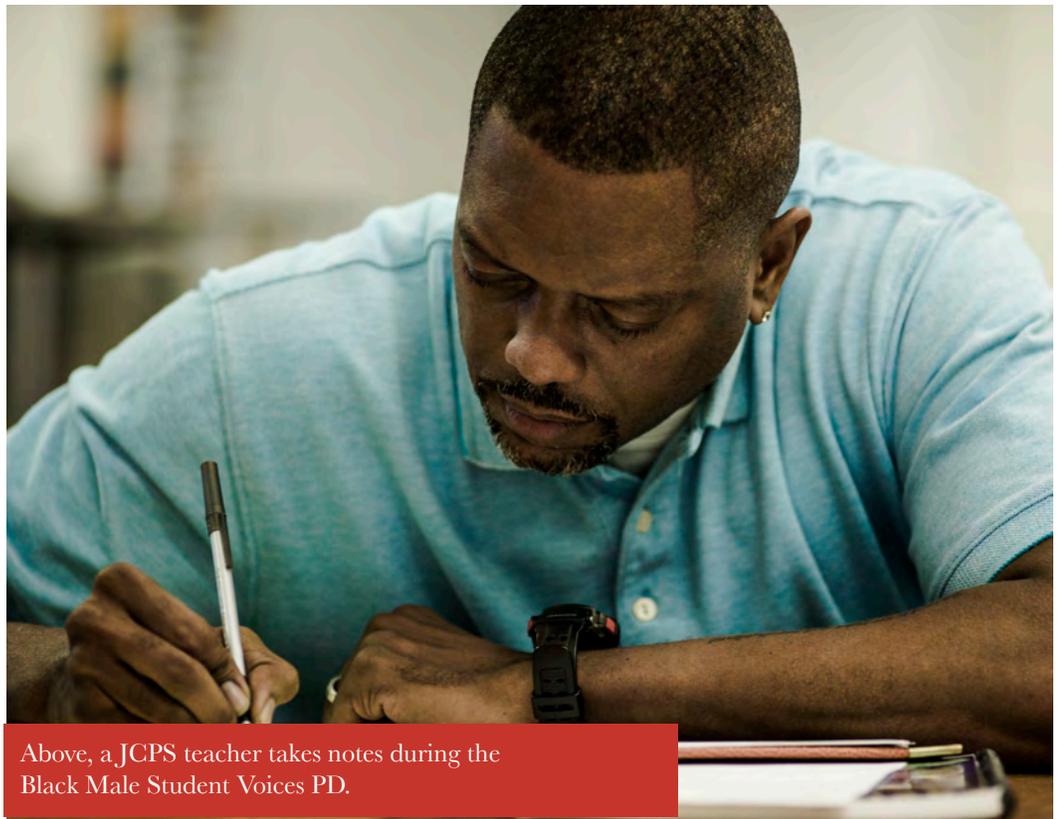
By Kimberly Curry, Librarian—Indian Trail Elementary

Recently, I had the opportunity to attend an insightful professional-development (PD) session entitled “Black Male Student Voices.” I signed up for this particular session because of my desire, as an educator, to develop stronger connections with all of my students. It has been my experience, in my eight years of teaching, that my male students, particularly my African-American males, have been my most challenging group to consistently maintain open communication with. Ironically, I am an African-American female with a son of my own, with whom I have a very close bond. I believed this PD would provide me with some insight and strategies that could help me begin to leap the connection hurdle, and I was not disappointed.

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For the two hours our session met, Dr. John Marshall really provided some insight on how our African-American male students think and feel about their educational experience. With a mixture of live accounts from the students themselves to riveting video that really made you think about your own biases, Dr. Marshall challenged us to consider how we as educators go about the process of engaging our students and how we need to hone in on their needs, stretching ourselves to meet them where they are and yet push them to new heights.

Something I discovered about myself and my own biases was I had never really thought about the socio-economic differences between me and my African-American students as a communication barrier. I have assumed that our shared race created an automatic mutual



Above, a JCPS teacher takes notes during the Black Male Student Voices PD.

connection, and attending this class made me realize my students may not view this the same. Although I grew up in a single-parent home, my adult life is completely different.



Above, JCPS Chief Equity Officer, Dr. John Marshall speaks during the Black Male Student Voices PD.

When my students see me, they do not see the struggles I had as a child; they see my professional persona. While it is a positive image to see, I am now mindful that I need to have more discussions with them about how I got to this point. Sharing my story

could inspire them to reach for their own dreams.

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The most thought-provoking thing I learned was how early in their lives, African-American males start having a negative image of themselves. Dr. Marshall explained that many of them begin to have self-loathing thoughts about themselves as early as the age of four. As an elementary educator, this really resonated with me and caused me to reflect over previous classes and encounters with my



Above, JCPS teacher Kimberly Curry listens during the Black Male Student Voices PD.

students. It made me think of all the times when I have heard my students say “I’m bad,” or “She/He is bad.” When I hear such comments, I correct them by saying, “You are not bad; you’re just making a bad choice right now.” However, it makes me wonder how many people are consistently telling this child that he or she is bad? Who are these people? Peers? Parents? Other educators? Society? How does a young mind stand a chance with



Above, JCPS teachers pose for photo after the Black Male Student Voices PD.

“The most thought-provoking thing I learned was how early in their lives, African-American males start having a negative image of themselves.”

all of this negativity? Even with all of these questions, I left that session with hope for the future. I am hopeful because Dr.

Marshall helped us realize that the young men in our classroom need us and we cannot be afraid to step up to the task of educating them. In their own voices, many of them said they believe their teachers have the best intentions but just do not take the time to relate to them as individuals. After attending this session, I am more determined than ever to break that cycle. My highest educational priority to become a more culturally aware educator to help all of my students, but particularly my African-American male students, become the most successful version of themselves that they can be.



Above, a JCPS teacher takes notes during the Black Male Student Voices PD.



FLASH DADS

ENCOURAGING STUDENTS WHO NEED IT MOST

By Abdul Sharif—Diversity, Equity, and Poverty Programs

Nothing starts the day off better than a cheerful “Good morning,” a pat on the back, and a dose of encouragement from a loved one or friend. For many JCPS students, especially students of color, this type of encouragement is not present in the home, and waking up to go to school can be a stressful endeavor. To help address this issue, the Diversity, Equity, and Poverty Department created a program called Flash Dads. The JCPS Flash Dads program gives men from the community a chance to positively impact the lives of hundreds of students in less than an hour of volunteering. Ultimately, Flash Dads is aimed at giving students a boost of energy, confidence, and inspiration as they start the school day.

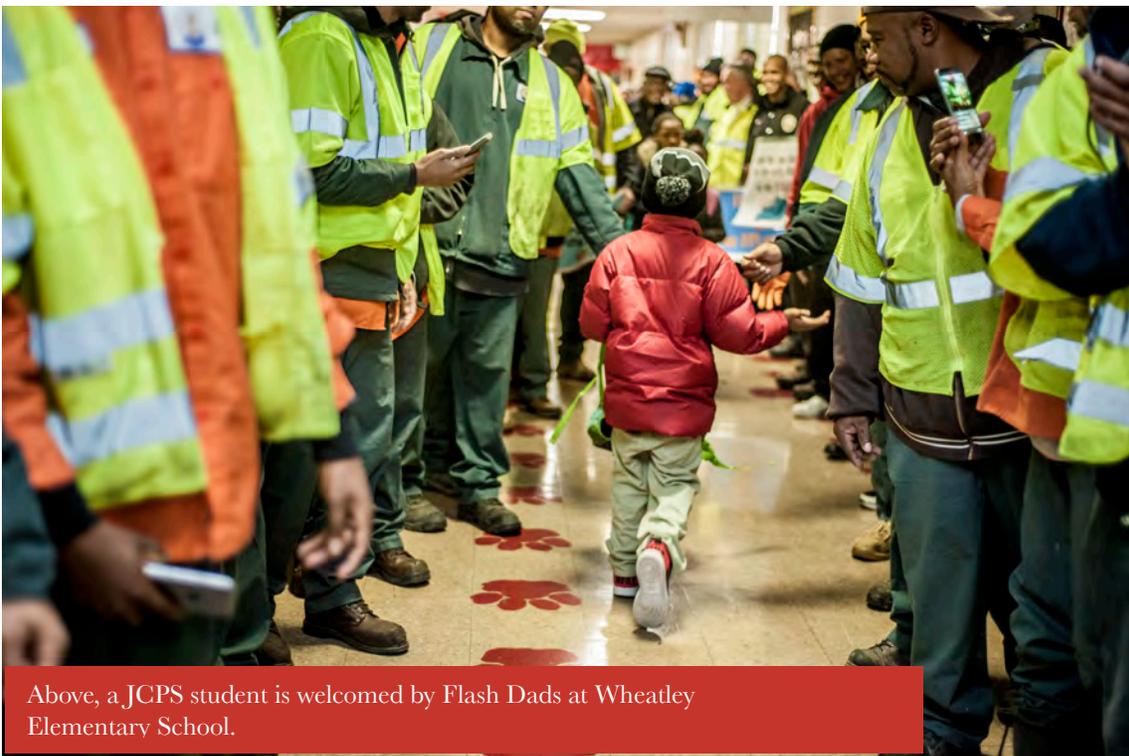
The Flash Dads program began in the summer of 2016 at Rangeland Elementary School. Since then, Flash Dads has taken place at more than six schools and has touched hundreds of JCPS students. The final Flash Dads event of 2016 took place at Wheatley Elementary School on December 14, 2016.

Located on South 17th Street in Louisville’s West End, Wheatley Elementary School has a student population that is 86.7 percent

Above, a JCPS student is welcomed by Flash Dads at Wheatley Elementary

Photo, Abdul Sharif

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Above, a JCPS student is welcomed by Flash Dads at Wheatley Elementary School.

African American, 5.2 percent Hispanic, 4.9 percent white, and 4.1 percent other. Additionally, 94.5 percent of Wheatley’s students qualify for free or reduced-price meals (JCPS 2014-15 School Profiles). Research has shown that in low-income households, where adults are less likely to hold high school diplomas or degrees of higher education, students lack positive male role models.

Even in the classroom, less than two percent of America’s teachers are black men, according to the U.S. Department of Education. Additionally, many low-income households can be turbulent environments and create challenges for



Above, a community member holds a sign, during Flash Dads at Wheatley Elementary School.

students to not only get to school but also to be successful learners when they arrive at school.

This is why Flash Dads is such an important program for all JCPS students. Flash Dads helps counter the negative images of men of color that many JCPS students come across through the media, music, and even in their own neighborhoods. Flash Dads allows JCPS students to interact with positive male role models and receive the positive encouragement they desperately need.

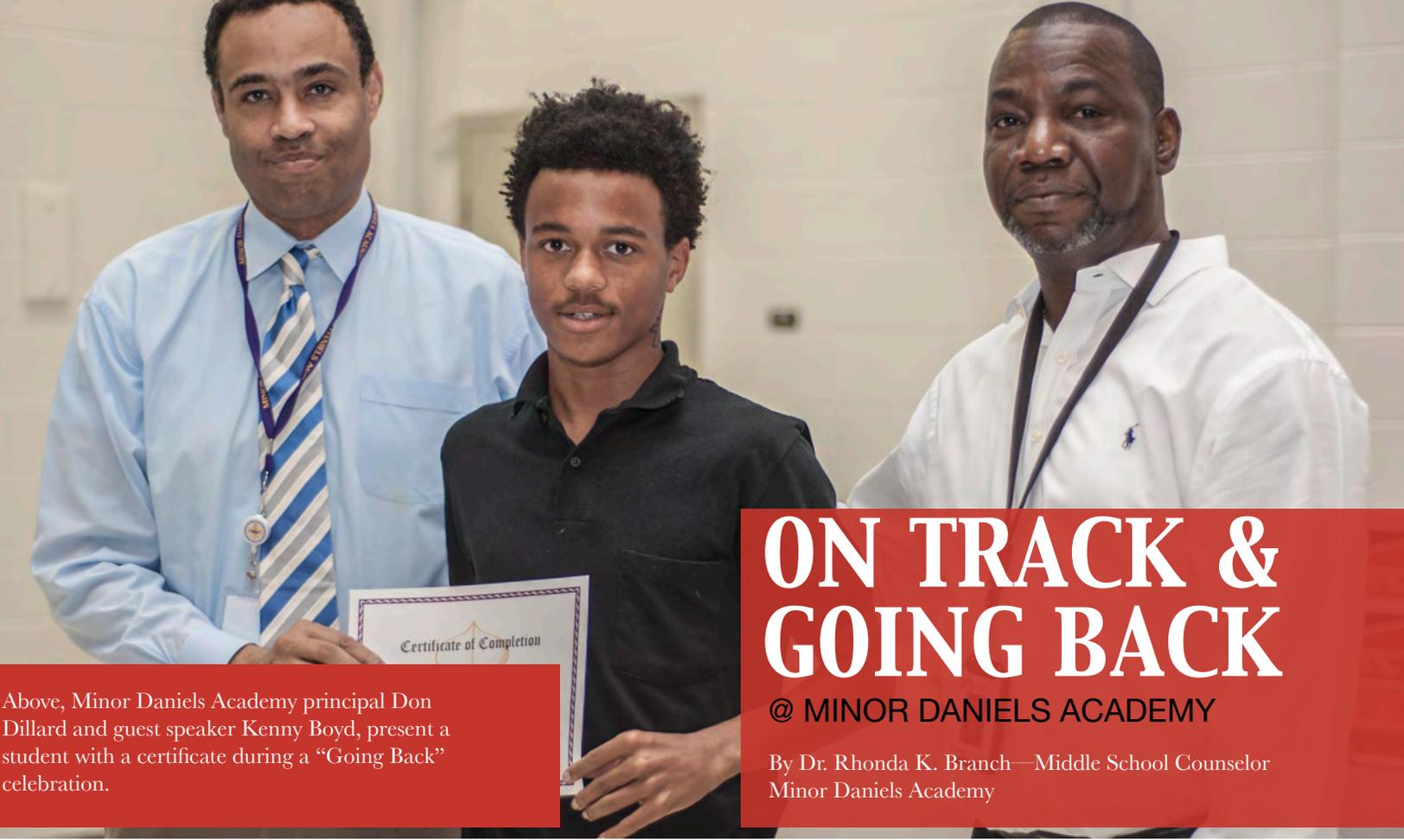
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The group of Flash Dads that volunteered at Wheatley were comprised of lawyers, former school administrators, over 50 Louisville Metro sanitation workers, coaches, and artists, and the list goes on. All of these volunteers came together at Wheatley with one common goal—to put a smile on the face of a JCPs student.

If you missed Flash Dads this year, don't worry, it will be back in 2017! For more information about Flash Dads or to find out how you can volunteer, please contact Delquan Dorsey at **485-3506** or delquan.dorsey@jefferson.kyschools.us.



Above, a JCPs student is welcomed by Flash Dads at Wheatley Elementary



Above, Minor Daniels Academy principal Don Dillard and guest speaker Kenny Boyd, present a student with a certificate during a “Going Back” celebration.

ON TRACK & GOING BACK

@ MINOR DANIELS ACADEMY

By Dr. Rhonda K. Branch—Middle School Counselor
Minor Daniels Academy

On Track and Going Back! Minor Daniels Academy (MDA), JCPD’s alternative school that serves grades six through twelve, accepts middle and high school students from across the district. Students who enroll at MDA experienced



Dr. Rhonda Branch

challenges to success at their home schools. At MDA, the faculty and staff work hard to teach the Common Core curriculum, build community; cultivate relationships, and model soft skills. Those skills include empathy, conflict resolution, and

communication, which students can add to their academic and social toolboxes. The idea is that when they transition away from MDA, students will be able to use learned skills to ensure future success.



Above, Minor Daniels Academy students speak with a guest during a “Going Back” celebration.



Above, Minor Daniels Academy students receive certificates.

In order to transition back to home schools from MDA, students must consistently meet three criteria: 80 percent good attendance, 80 percent good behavior as measured by points sheets, and be passing four out of six classes. Administrators review student data at the end of every grading period to determine which students are eligible for consideration. When the final “Go Back” list is created, preparations begin to ensure that students experience a smooth transition back to their home schools.

Part of the transition plan includes a program, sponsored in part by DEP, acknowledging that students worked hard and reached their completion goal. Because of their work, they are able to leave MDA and put their newly learned skills to the test. Staff, parents, and community members are invited to attend the On Track and Going Back (OTGB) program. Middle and high school students participate in separate OTGB celebrations for a job well done. Also, DEP’s Sylena Fishback and Delquan Dorsey work together to secure an inspirational speaker who talks to students about making good decisions for the future. During the high school program, a representative from Right Turn addresses students about the Louisville organization and how it can benefit those who need transition support after high school. Additionally, representatives from home schools are invited for the opportunity to meet, after the program, with MDA personnel to discuss strategies used and skills learned to help students make better decisions in their comprehensive school.



Above, Minor Daniels Academy principal Don Dillard and guest speaker present a student with a certificate during a “Going Back” celebration.

This year, MDA transitioned two groups of students back to their home schools. Less than 4 percent of middle schoolers and 0 percent of high schoolers returned to MDA. Because of the hard work and dedication of our faculty and staff through Mr. Dillard’s vision, our students continue to be “On Track and Going Back.”

LESSONS FROM LOUISVILLE

Impacting Black Males Nationwide

By Charles Davis—Coordinator, Equity, and Inclusion Unit



Anthony Smith.

Louisville native Anthony Smith will tell you that the man he is today has been shaped greatly by the city that raised him. In 2013, Smith was named the Louisville Metro Government Director of Safe and Healthy Neighborhoods. “Our goal was to create a comprehensive violence prevention strategy addressing homicide, suicide and overdoses”, Smith recalls. During that time, Anthony led the alignment of Louisville to join two national initiatives; *Black Male Achievement* through the National League of Cities and *Cities United*. At the inception of the work, Anthony recalls that Louisville occupied a different space than many other communities. “Louisville was always specifically talking about black men and boys. Not that we didn’t think anyone else was important.

But when you look at data, the data said to us that you need to be focused on black men and boys if you want to see different outcomes” says Smith.

At the close of the year 2016, the city of Louisville finds itself dealing with a record setting year of violence. When asked to reflect on what accounts for the large increase in violence, Smith characterizes the tragic situation as the worst possible “perfect storm”. “Young black men and boys have always had some of the worst educational outcomes. They have also had the highest numbers in unemployment.” Smith also points to the need to provide programmatic supports and intervention for young men who are reentering society after contact with the criminal justice system. “We were too excited to be just having the conversation, but not questioning if we’re digging deep enough...connecting with the right families who need our help,” Smith reflects. “The conversation has been elevated, but the



Photo, google images.

cities united



strategies were not as focused as they could be on those at risk.”

In his new role as Executive Director of *Cities United*, Anthony seeks to build on the lessons he learned in Louisville and take them to scale across the United States. *Cities United* is a national initiative whose goal is to help mayors in cities around the country create strategies to reduce the homicide rate of African-American men and boys. The goal Smith states is to help partner cities cut homicide rate in half by the year 2025. Currently, *Cities United* has had 85 mayors around the country to sign on as

being part of this network. In return, cities are offered technical assistance and other supports in moving their work around violence prevention forward. “If I can get to a mayor and their team, I can get good stuff done” says Anthony. In learning from his work in Louisville, Smith seeks to move other cities past mentoring programs and other interventions



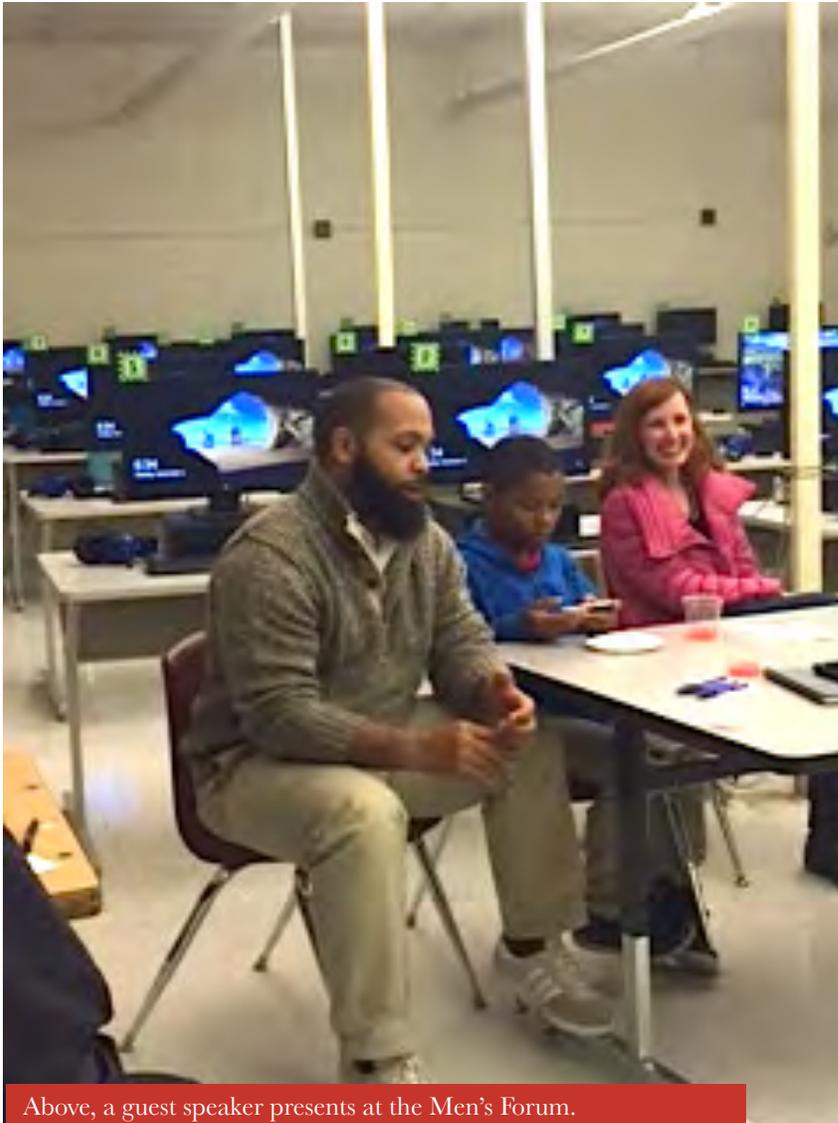
Anthony Smith.

for young people who are willing participants. He says that he wants to push forward and include young people who are on the margins, within the social safety net that can make the difference in their lives.

In taking the Louisville model nationwide, Smith states as the key drivers of his work are to implement better communication and collaboration strategies across the board. He notes that in Louisville that there was a lot of amazing work going on, but not everyone was always aware of what others were doing. He also states that he is committed to focusing on employment strategies for young people that involve local businesses to create new opportunities. In the short term, Smith plans to grow to a team of 5, to provide more hand-on support to cities. His other short term goal is to utilize the “One Love Louisville” framework to facilitate 20 cities across the nation to complete a clear plan of action to implement violence reduction strategies.

BROWN SCHOOL EXPOSES STUDENTS OF COLOR TO POSITIVE ROLE MODELS AT 2016 MEN'S FORUM

By Cordia Pickerill—Teacher, Brown School



Above, a guest speaker presents at the Men's Forum.

Brown School students and teachers were inspired and motivated at the Men's Forum held on Monday, December 5th and Tuesday, December 6th from 6-7:30 pm. Guest speakers on each night shared their personal stories of grit and perseverance through the veil of being a black man in society. Honest conversations lead to powerful self-reflection for those in attendance on both nights.

Rev. Alonzo Johnson from Presbyterian Church USA opened Monday evening with poignant reflections of his life in education. Through his recollections of struggles and triumphs in school he set a tone of endurance and persistence that would be echoed throughout the night. Romell Weaver from WXOX 97.1 discussed how success must be determined on each individual's own terms, and not the terms of others. His community initiatives involving food and coat drives showed students how much one person can accomplish with a little determination. Dr.

Deonte Hollowell from Spalding University spoke from his heart about feelings of inferiority that he experienced in school. It was through his personal quest for knowledge that he finally gained validation. Dr. Michael Brandon McCormack used Onaje X. P. Woodbine's book, *Black Gods of the Asphalt*, to emphasize the culture and spirituality of basketball on African American male students academic lives.



Tuesday evening began with Calvin Brooks, school counselor from Highland Middle School in JCPD, shedding light on how fractures in community and home life have impacted black students. Mr. Brooks used the CNN special *Black in America* as a foundation for discussing how societal images of the black man have perpetuated injustices in students academic careers. Brandon Davenport, 1997 Mr. Basketball and Business Analyst for Humana, spoke passionately about the cruel effects

of racism and

how it can tear at the young black man's sense of self. He used personal stories from his childhood growing up in Owensboro, Kentucky to connect on a personal level with teachers and students in the audience. Camara Douglas, PhD candidate in the Pan-African Studies Department at the University of Louisville, gave a rousing presentation on how degrading images of black men have continually been used to negate their self worth. This, in turn, has pushed the African American student further and further behind compared to their peers.



Every student and teacher that attended the Men's Forum walked away empowered with knowledge and self-awareness. This event promises to be one that the audience will not easily forget, and will hopefully use to impact positive change on themselves and the community at large.

LATINO VOICES PD ADDRESSES THE NEEDS OF HISPANIC STUDENTS



By Abdul Sharif—Diversity, Equity, and Poverty Programs

With a total population of 26,790, Hispanics are the fastest growing demographic in Louisville/Jefferson County. From 2000 to 2010, the Hispanic population grew by 163.1% in Louisville/Jefferson County. Between 2012 and 2015, the Hispanic student population grew by 5.4% in JCPS.

Latinos may be the largest ethnic minority group in the United States, but stereotypes and misconceptions about Hispanic Americans abound. A considerable number of Americans believe that Latinos are all recent immigrants to the U.S. and that unauthorized migrants to the country exclusively come from Mexico. Others believe that Hispanics all speak Spanish and have the same ethnic traits.

During a recent PD titled Latino Student Voices, JCPS Educators were able to hear

Photo, google images.



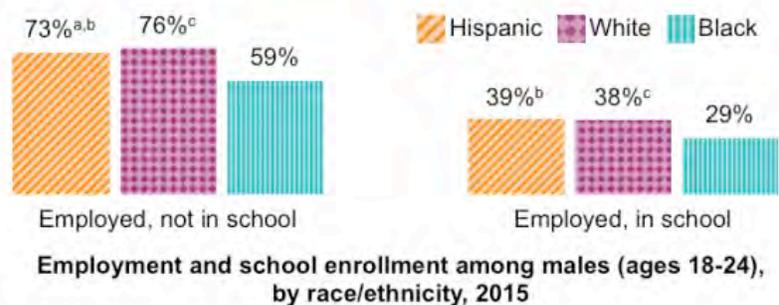
Photo, google images

firsthand about the many issues Hispanic students face in school. Several of the male students that participated in the Latino Voices project, expressed concerns that their teachers could not relate to Hispanic culture and tended to lump all Hispanic students into the same category regardless of their

country of origin. Some Latino students were troubled that teachers often get upset when they hear students speaking in Spanish instead of English with their friends.

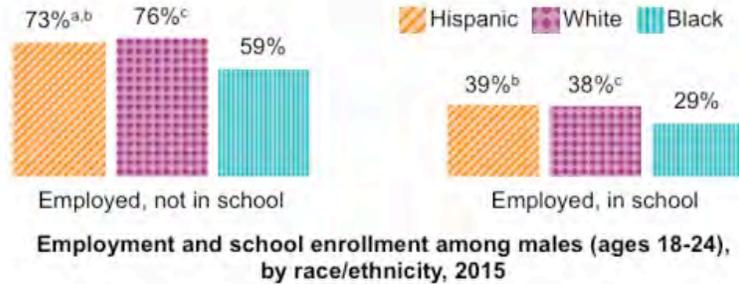
Overall, Hispanic students that participated in the Latino Voices project concluded that educators must have a better cultural understanding of Hispanic Students, both locally and nationally, in order to be successful. Check out some important data below about Latino Males, from the National Research Center on Hispanic Children & Families. Click [here](#) for full report.

Figure 13: Hispanic young adult men are more likely to be employed than their black peers.



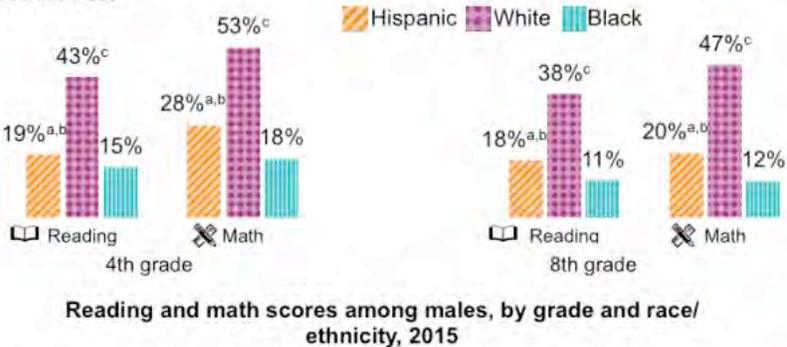
Source: Current Population Survey, 2015
^a Hispanics are statistically different than whites at the p<0.05 level.
^b Hispanics are statistically different than blacks at the p<0.05 level.
^c Whites are statistically different than blacks at the p<0.05 level.

Figure 13: Hispanic young adult men are more likely to be employed than their black peers.



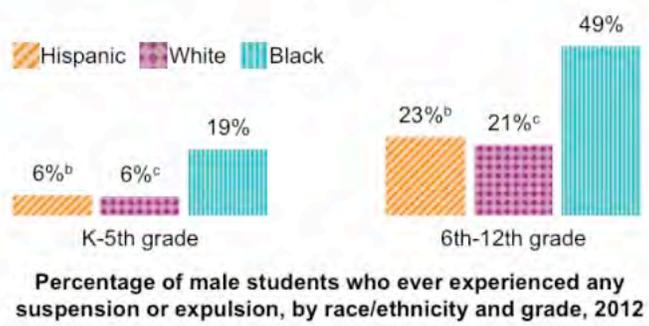
Source: Current Population Survey, 2015
^a Hispanics are statistically different than whites at the p<0.05 level.
^b Hispanics are statistically different than blacks at the p<0.05 level.
^c Whites are statistically different than blacks at the p<0.05 level.

Figure 9: Hispanic male students score lower in reading and math than white male students, but higher than black male students.



Source: National Assessment of Educational Programs, 2015
 Note: Proficiency levels are determined by the National Center for Education Statistics, U.S. Department of Education and, broadly, refer to a student being proficient in the subject matter for a specific grade level. For more information on how proficiency levels are determined, see <http://nces.ed.gov/nationsreportcard/achievement.aspx#table>.
^a Hispanics are statistically different than whites at the p<0.05 level.
^b Hispanics are statistically different than blacks at the p<0.05 level.
^c Whites are statistically different than blacks at the p<0.05 level.

Figure 10: Hispanic and white boys are much less likely to be suspended or expelled than black boys (K-12th grade).



Source: National Household Educational Surveys, 2012
^a Hispanics are statistically different than whites at the p<0.05 level.
^b Hispanics are statistically different than blacks at the p<0.05 level.
^c Whites are statistically different than blacks at the p<0.05 level.



2016 Males of Color Institute

...What's Next?

By Dr. Roger Cleveland—Associate Professor of Educational Leadership and Policy Studies, Eastern Kentucky University

According to the Schott Foundation (2010), the vulnerability of Black males is particularly evident in education. On all of the indicators of academic achievement, educational attainment, and school success, African American males are distinguished from other segments of the American population by their consistent clustering in categories associated with failure. In many schools across the country, African American and, in many cases, Latino males are overrepresented in educational categories typically associated with failure and subpar academic performance. The only way to address the immediate needs of Black and Latino males is to address the systematic needs these students have in our public school system through a safe, judgment free space like the “Males of Color” Institute.

These institutes are “hubs” of solution-based discussions around strategies that address the

policies, strategies, and community based issues that hinder Black and Latino progress. During these discussions, teachers get to be honest in an environment that is without judgment and instead allows teachers to discuss strategies that have worked in similar classrooms. During these Institutes, teachers not only get to have engaging discussions, but they also get strategies they can immediately begin to use in the classroom to improve teaching and learning in their space.



Having these institutes allows for teachers to assess their own “rituals and routines” and

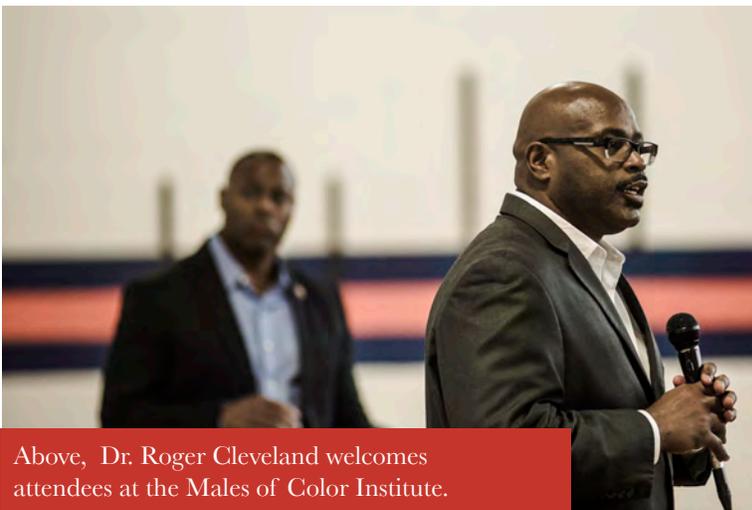
recalibrate how they not only teach, but how

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Above, a JCPS employee takes notes during the Males of Color Institute.

they interact with the Black and Latino males in the classroom. It may be as simple as applying Restorative Practices to their classes instead of traditional discipline consequences or as big as embracing Culturally Responsive Teaching.



Above, Dr. Roger Cleveland welcomes attendees at the Males of Color Institute.

Participants who attended this institute, should leave with a sense of urgency on what their students of color (particularly Black Males and Latinos need to be successful in public schools. In addition, they should now be curious with how they can continue to have a “growth mindset” that’s open to strategies they may



have never used before with their most vulnerable students. The educators in Jefferson County were responsive and receptive to the content that was presented at the first “Males of Color Institute”

Schott Foundation. 2010. *Yes We Can: The 2010 Schott 50 State Report on Black Males in Public Education*. Cambridge, MA: Schott Foundation for Public Education. www.blackboysreport.org.



THE JCPS MENAISSANCE PROGRAM

Connecting Literacy to Music

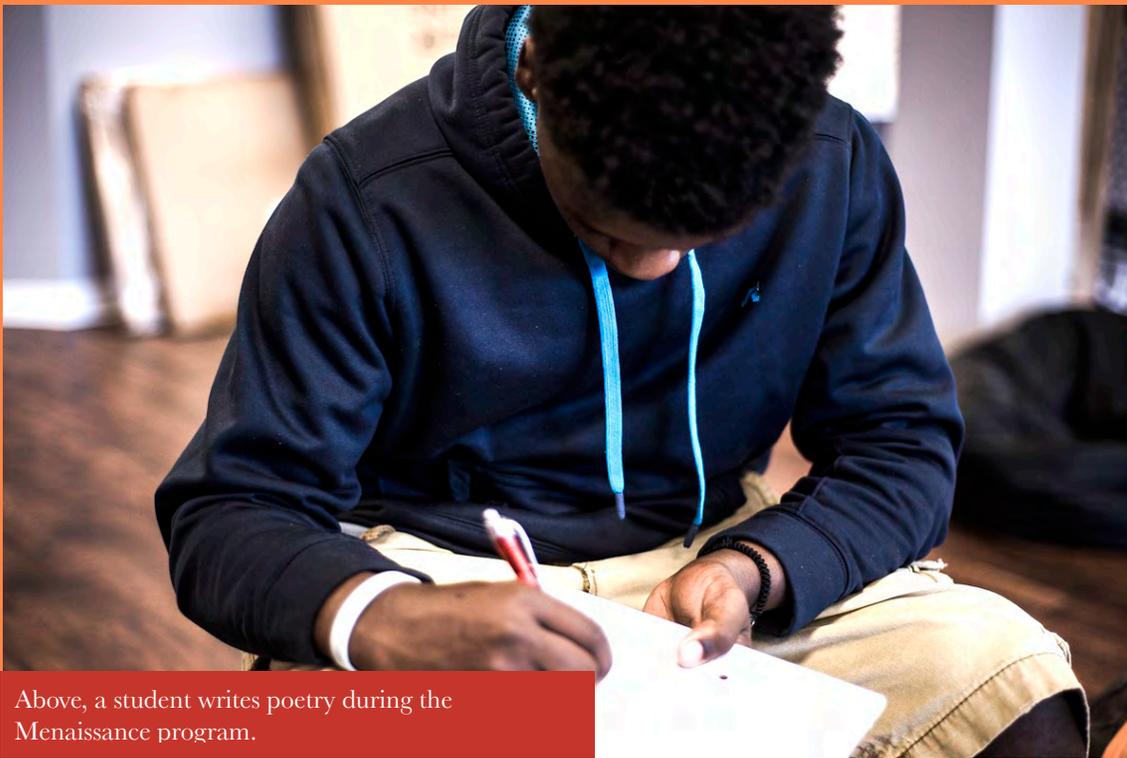
By Kelly Franklin—Menaissance Teacher & Vanessa M. Posey—Diversity, Equity, and Poverty Programs

The Menaissance Program is one of the signature programs under the auspices of the Jefferson County Public Schools (JCPS) Males of Color Initiative. In June 2013, the Jefferson County Board of Education (JCBE) passed a resolution to support males of color in JCPS. In addition to our internal efforts, JCPS has aligned with the community-wide effort to support African-American males. One of the signature programs of the Males of Color Initiative is the Menaissance Program. An allusion to the Greek polymathic “Renaissance Man,” the Menaissance Program seeks to provide high-school-age males of color with opportunities and tools to engage in learning and self-expression.

The primary work of the Menaissance Program occurs through a two-pronged approach. The first is by providing African-American males with opportunities to engage with enabling texts not typically found in the



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Above, a student writes poetry during the Menaissance program.

traditional literary canon. University of Illinois-Chicago professor and researcher Dr. Alfred Tatum defines an *enabling text* as “one that moves beyond simply a cognitive focus to also include a social, cultural, political, spiritual, or economic focus.” With the guidance of a certified literature teacher, the young men are asked to read two pieces of literature, one contemporary and one

classic, to juxtapose the contextual themes within. For example, two previously selected texts included *All American Boys* by Jason Reynolds and Brendan Kiely and Ralph Ellison’s *Invisible Man*. Both books deal with the themes of racism and invisibility.

The second component of the Menaissance Program is facilitated through one of JCPS’s community partners, the Academy for Music Production Education and Development (AMPED). To complete the program, students are required to produce their own works, whether written, audio, or visual. To do this, students have to learn the audio and video production equipment and software. They are



Above, JCPS student Diallo Thornton sings during the Menaissance closing program.

provided a space where they have a voice and are allowed to have difficult conversations about racism, sexism, anger, love, and life experiences. Exposure to professional role models provides

positive support for the students' plights and current situations. Fellowship with their peers occurs on this journey as the young men immerse themselves in the literature.

The Menaissance Program challenges these young men to think critically by analyzing key themes and engaging in a variety of collaborative discussions. There is a strong focus on vocabulary, writing, reading comprehension, and fluency. Using their own life experiences, these young men are able to make connections to major themes. The indicators that demonstrate Menaissance's effectiveness are the levels of enthusiasm and excitement from the students and the required audio or video project to complete the program. It can also be seen in grades, attendance, and behavior in the classroom.

The JCPS District recognizes that African-American males are not a monolith. We understand that these young men need both support and encouragement. By thinking of new and innovative ways to engage with these young people, we seek to propel them into the future of their choosing, prepared to reach their full potential and contribute to our society throughout life.



MENAISSANCE STUDENT PROFILE



My name is Metez Trice. AMPED has change my life in many ways and has open doors for me that put me on the right path. It has given me a home with music to write, record, produce, and so much more. Also I am an employee at the program, and working with the kids is amazing to me. Helping

them make great music. Crazy thing about working with these kids is there stories, coming up in rough neighborhoods like myself, and wondering if they'll live to see tomorrow with the mess that's happening in our city.

The best part of my day is coming to AMPED like other kids, and being able to make music and be around supporting and caring people. I've been in the program since the start of it, and I have enjoyed myself ever since. From summer camps, to fall sessions, and winter sessions it's been a tremendous ride. I've seen a lot of stages since joining the program. AMPED has given me a great view on how I expect my career to turn out in the future. AMPED has pushed me to put the work in and is building my self esteem. Overall, I wouldn't trade it for anything in the world.

Name: Metez Trice

Age: 17

Grade: 12

School: PRP

Louisville's AMPED Ready for Bigger Stage Investments:

Local Businessman and Philanthropist Brook Smith To Present \$100,000 Donation

Article Submitted By AMPED



Above, AMPED co-founder Dave Christopher.

Dave Christopher started with a simple dream. As a father concerned about violence and the lack of opportunity for youth living in Louisville's West End he wanted to offer young people in these neighborhoods a safe place to learn and grow.

“I wanted to provide a safe and productive environment for at-risk

youth. The need I saw was a lack of options that offered kids any sort of programming that focused on their future,” says Christopher.

As a result, in 2014 he founded the Academy of Music Production Education and Development, that he called AMPED for short, with the mission to put kindness, guidance, and support into practice through music education, music creation and performance. The organization seeks to help youth become caring, career minded and community focused citizens.

What started as a grassroots program took flight after Mayor Greg Fischer introduced Christopher to Louisville entrepreneur and philanthropist, Brook Smith. Christopher and Smith struck up a friendship and began working together.

Smith saw a promising organization doing positive things for Louisville's youth, but in need of some targeted organizational development to grow to its full potential.

“Something I was impressed with in Dave's model is that if the young people that blossom in the AMPED program don't maintain their grades and other basic requirements, they lose their opportunity to access the program,” says Smith. “It's an earned experience. The programming has many facets designed for creativity, but it all ties back to students developing and investing in themselves.”



Above, an AMPED student records a poem during the Menaissance program.

Smith began making significant charitable donations to the organization, but just as importantly, he consulted on a 3-phase approach to stabilize and position AMPED for long-term sustainability.



Above, AMPED teacher Kelly Franklin.

“My experience in working with businesses of all shapes and sizes across multiple industries has given me perspective in identifying the core characteristics of what makes a sound organization. When sitting down with Dave for the first time, I knew he already had the answers so I started our conversation with a series of questions. Together we identified a three phase approach- each phase came with an appropriate, necessary level of funding and a plan,” says Smith.

“First, we stabilized the organization. The stabilizing phase looked at what were the core expenses and revenue to sustain a two month period versus Dave going so far as dipping into his own personal reserves to feed a child or keep the lights on for another week. By funding a short-term period of 'catching your breath', it allowed Dave the opportunity to step back and organize so that a proper evaluation of all that AMPED was doing could be accomplished. Second, we looked at ways to value engineer the programming. We did a review of everything- what AMPED

programming is the most impactful and why, the staff, the board make up. Third, we developed a fundable plan for the future,” says Smith.

According to Christopher, Smith’s involvement helped stabilize the organization and set him on a path for success, “Brook not only provided the resources that we desperately needed, he provided encouragement, support, guidance, and mentorship. There is no way to put a dollar amount on how much he cares about what we are doing and how he genuinely cares about these young people.”

Housed in the Chickasaw neighborhood, the AMPED facility offers five recording studios, a community room and four classrooms. Christopher says that they currently have forty students enrolled in the program. AMPED students have the opportunity to learn songwriting, music composition, recording, engineering, audio equipment setup, video, photography, web design, marketing and other related skills.



Over the last two years Christopher and Smith have seen the capacity of the program grow significantly. Most importantly, they are seeing the program reach more young people and change more lives.

“As we see violence increase, more kids are coming in because this is a safe and productive place to be. Students in our program have higher participation, better grades and better attendance in school. We have kids coming in who hadn’t thought about anything past high school and are now headed to college,” says Christopher.

Smith says he is confident that the organization is now ripe for increased investment from other donors and foundations wanting to be a part of a movement to change the lives of low-income

youth in Louisville. And says AMPED has the results driven outcomes to back up the investment he made and that he hopes other will make too.

Likewise, Christopher says the future of AMPED is bright, “We will continue to work to decrease the violence happening in our community, see the employment rate go up for 16-24 year olds in our community and see an overall balance in their lives.”



Above, AMPED students pose for a photo.

He says he and his staff are focusing on expanding and now have partnerships in place with JCPS, the Boys and Girls Club, Louisville Urban League and Metro Parks. They are also looking to expand their reach to some of the most troubled areas in Louisville.

“We need to be sure that the kids that need AMPED the most have access,” says Christopher. He and his staff are working hard to ensure that happens and invite interested donors and foundations to join them.

Brook Smith is making an end of year donation of \$100,000 with a public check presentation to the program during AMPED’s annual holiday party on Saturday, December 17th. Press are encouraged to attend. Please contact Dave Christopher for details.

Academy of Music Production Education and Development (AMPED) is a non-profit 501c3 youth program that focuses on music and aims to provide a safe and productive environment for youth to explore their creativity through music. AMPED participants have the opportunity to learn songwriting, music composition, recording, engineering, audio equipment setup, video, photography, web design, marketing, and more.

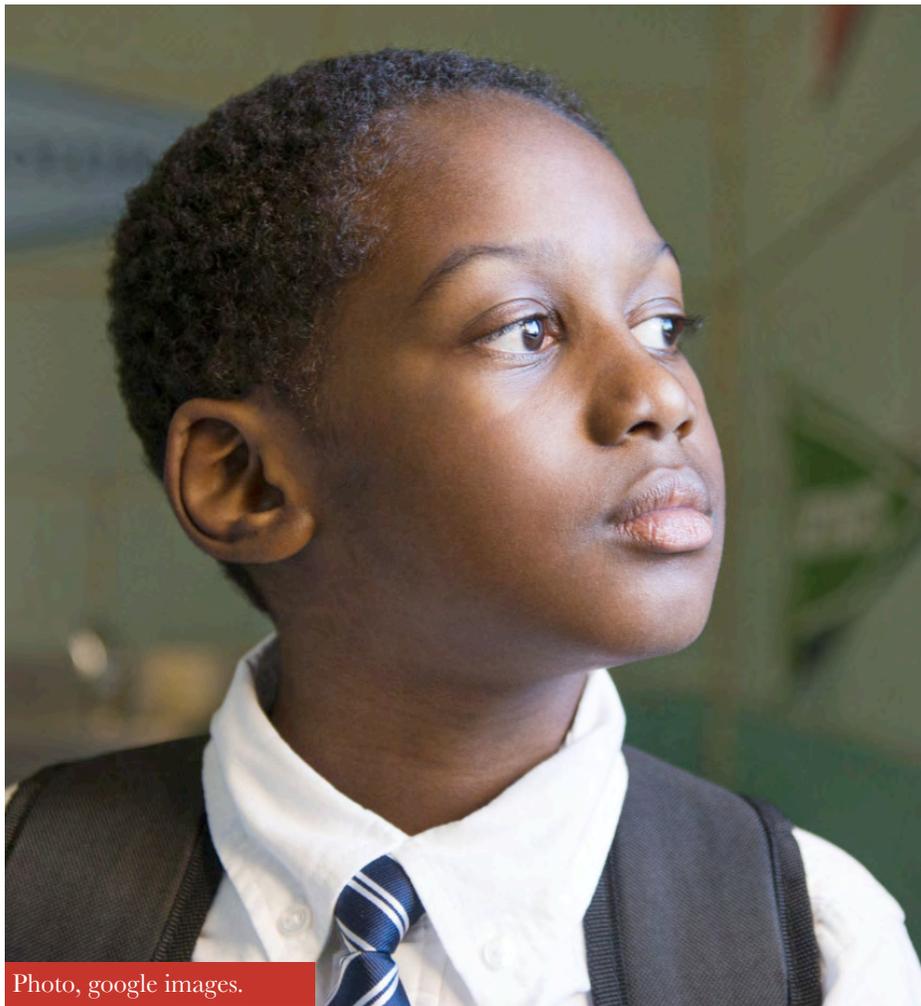
AMPED’s mission is to put kindness, guidance, and support into practice with the use of music education, music creation, and performance that will help our youth to become caring, career minded, and community focused citizens who will impact their environment in a positive way.

AMPED kids receive hands-on training of the music business through production, distribution and marketing. They are active in scheduling and recording live performances of residing and visiting artists in our studio. These recording sessions, similar to NPR tiny desk concert series, will help fund the program, providing opportunities for our next generation to find their own inspiration through music.

Visit AMPED online and learn more at: <http://www.ampedlouisville.org>

Black Boys in Crisis: Are They Outside the Mainstream?

By Dr. Matthew Lynch—Owner of Lynch Consulting Group, LLC



Photo, google images.

Americans take a lot of pride in being members of a diverse society—one of opportunity for every citizen. When matters of racial disparity are raised, we point to our current President and pat ourselves on the back for how far we’ve come as a nation. While there has been significant progress in narrowing prejudices and racism throughout the nation, we still have a long way to go before we can declare true equality. One of the most glaringly obvious examples of our failures when it comes to true quality of life for our citizens centers on Black men in America - who begin as Black boys in our K-12 classrooms.

In the first three installments of this series, I have looked at how the educational process, judicial systems and workforce work against the needs the Black boys, often ignoring their plights in their early stages until they have escalated to a point where they cannot be fixed. I’ve looked at ways to turn these dismal statistics around and called for better acknowledgement of the actual problems in order to find resolutions.

Today I want to look at the state of Black men today and whether as a demographic, the group has separated itself from mainstream culture. With low levels of educational achievement and high levels of incarceration, Black men as a collective demographic run counter to the rest of the country and the roots of that outsider's life are planted in K-12 classrooms.

A Life of Crime

It may seem stereotypical to think of the prisons in America as overflowing with Black criminals, but the statistics tend to back that up. It appears that the plight of black men and the law is actually getting worse too. In the 1970s, a black man was twice as likely as a white one to get arrested. By 1998, that number had risen to five times as likely. The NAACP estimates that one in every three young black men will face incarceration at one point or another in their lives, and African Americans account for 1 million of the total 2.3 million Americans in jail or prison.



Photo, google images.

As I mentioned in an earlier post in this series, in school Black boys tend to face harsher punishments than their White and Hispanic peers for the same infractions, and receive two-thirds of all suspensions in the nation's K-12 schools. It's not a stretch to connect these statistics; what happens to any of us in our formative years often has a profound effect on the people we become as adults. For Black boys who find themselves involved in a life of crime early on, even non-violent ones, there is a "do your time" and then move on mentality. Receiving the label as a young adult, whether deserved or not, often is not a wakeup call for Black young men but instead perpetuates a stereotype that they struggle to escape for the rest of their lives. Black boys who are quite literally pushed out of their schools at a young age are forced to start down a path outside mainstream society — one that is unlikely to right itself as they grow older.

Not Enough Education

More high school graduates than ever are going to college, whether pursuing traditional four-year degrees or earning associate degrees at the increasingly-competitive community colleges of the nation. Black men are not keeping up with the momentum though — in fact, many still struggle to simply obtain a high school diploma. Only 54 percent of the nation's Black students graduate from high school on a traditional path and more Black women than men earn that distinction.



When it comes to college, Black women again outnumber men in enrollment and graduation rates but still only 14 percent of the African American population has graduated from college by their mid-20s. Without a strong proportion of young Black men attending college, the demographic as a whole falls behind the rest of society when it comes to workplace achievements and earnings. Once again, the group lives outside of the mainstream, steps behind where the rest of the nation is headed. The end results of lacking education are born in K-12 classrooms though. It's an epidemic that needs a closer look if we hope to keep this group of Americans in the mainstream and away from further isolation.

It will take concentrated efforts on the part of educators, administrators and lawmakers to reverse the trend of underachieving Black boys in our schools, who live below their potential as adults. It may be too late to change the outcomes for the men in society now, but with the right initiatives we can change the course of the young men in our K-12 schools today.

BOYS OF COLOR PREPARE FOR SUCCESS AT THE SONS OF ISSACAR ACADEMY

By Melody Samuels-Hill, JCPS Instructor III and
Sons of Issachar volunteer.

Behind every fact is a face. Behind every statistic is a story. Behind every catch phrase is a young person whose future will be lost if something is not done immediately to change his or her reality. And when it comes to young, African American men, the numbers are staggering and the reality is sobering. (Travis Smiley Report: Episode 5: Too Important to Fail Fact Sheet: Outcomes for Young, Black MeN)

Motivated by such facts in 2003, Canaan Community Development Corporation (CCDC) entered a battle and has made unprecedented efforts in the fight to change the sobering reality for African American males in Louisville through the Sons of Issachar After School Academy (SOI). SOI provides homework and academic assistance for male students in elementary and middle school. Whether with the middle school academy at CCDC headquarters on Hikes Lane or with K-5 at Lyles Mall in Louisville's West End, on Monday through Thursday, from 3pm - 6pm, you will find our scholars engaged in homework and guided social activities. CCDC believes it is our students' right to be encouraged to learn in an environment devoted to

meeting their academic, emotional, social and physical needs.

Diane Cross, retired JCPS Teacher and SOI Instructor, works with the Elementary Academy and said "I have noticed with this program the boys come in with minimum social



Above, students in the Sons of Issachar Academy pose for a group photo.

Continue on next page

skills and before leaving most moved up to having a higher level of social skills. Manners and self-discipline has built up and a sense of respect for others has developed. I begin to see them using their minds; I see them develop a sense of pride, faith, and confidence in themselves.”

Key to the longevity and success of SOI is the emphasis placed on parental involvement. "We host a monthly parent meeting that is practically 100% participation says Terra Leavell, Executive Director of CCDC. Our parents are given tools and resources to assist them in maintaining a healthy relationship with the school. This helps assure the child has a productive and successful school year.”

Over the years CCDC has relentlessly sought ways of instilling education as a priority in the minds of the participants while keeping them engaged year round. According to Leavell, the



summer

break allows

the perfect platform to do some really fun and engaging learning.

Each summer the elementary cluster hosts a six-week summer reading camp with the focus of reading and comprehension. The

young scholars are also engaged in an extra curriculum

activity. During the summer of 2016, they were introduced to the

game of Tennis. For the middle school, summer means Tech

Time with a summer Tech Wizard Camp, sponsored in

partnership with Kentucky State University and 4H. Tech camp introduces the participants to a new technical industry each year. This past summer the focus was photography and movie making.

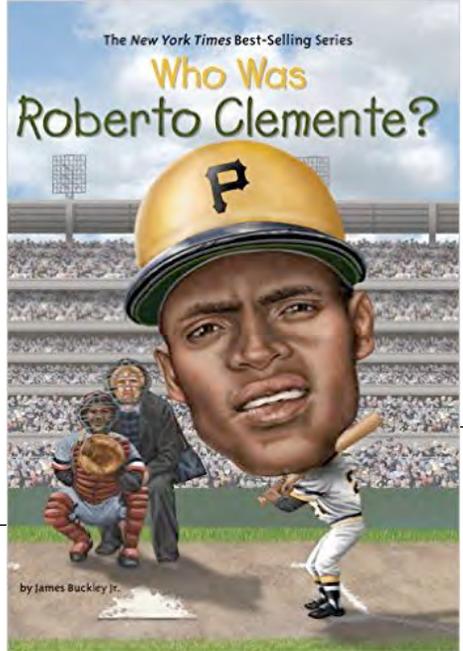
Field trips are another important aspect of SOI. "Field trips are critical," says Leavell. "They give participants the opportunity to get out of the neighborhood. To go and shake hands with businessmen and women downtown, to really see what's in their future. It's also a way for year round educational engagement. We are in a battle for their minds and we intend on winning.”



Above, students in the Sons of Issacar Academy learn to tie a necktie.

Who Was Roberto Clemente?

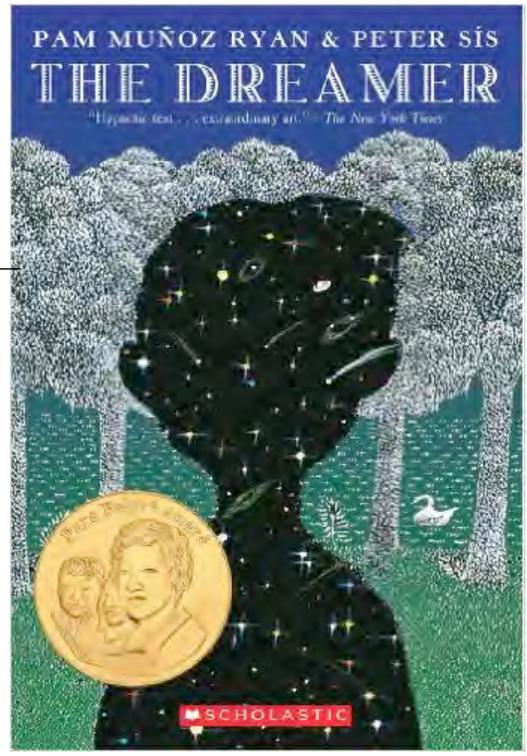
by James Buckley, Jr.
2014. Grades 3-7



Growing up the youngest of seven children in Puerto Rico, Roberto Clemente had a talent for baseball. His incredible skill soon got him drafted into the big leagues where he spent 18 seasons playing right field for the Pittsburgh Pirates. Who Was Roberto Clemente? tells the story of this remarkable athlete: a twelve-time All-Star, World Series MVP, and the first Latin American inducted into the Baseball Hall of Fame.

The Dreamer

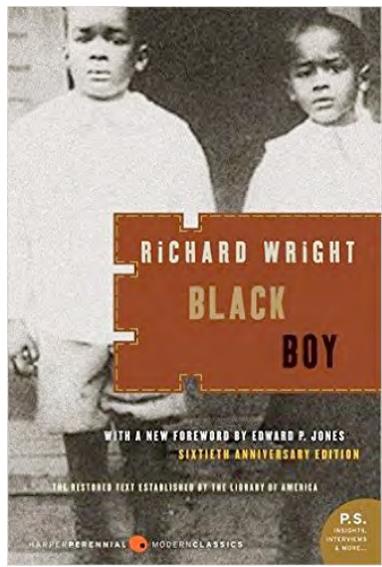
by Pam Muñoz Ryan
2012. Grades 7-12.



From the time he is a young boy, Neftalí hears the call of a mysterious voice. Even when the neighborhood children taunt him, and when his harsh, authoritarian father ridicules him, and when he doubts himself, Neftalí knows he cannot ignore the call. He listens and follows as it leads him under the canopy of the lush rain forest, into the fearsome sea, and through the persistent Chilean rain on an inspiring voyage of self-discovery that will transform his life and, ultimately, the world.

Black Boy: A Record of Childhood and Youth

by Richard Wright
Grade: High School



Richard Wright grew up in the woods of Mississippi amid poverty, hunger, fear, and hatred. He lied, stole, and raged at those around him; at six he was a "drunkard," hanging about in taverns. Surly, brutal, cold, suspicious, and self-pitying, he was surrounded on one side by whites who were either indifferent to him, pitying, or cruel, and on the other by blacks who resented anyone trying to rise above the common lot.



Above, JCPS teacher Jordan Royse works with her students during morning class.

Photos, Abdul Sharif

JORDAN ROYSE

High Expectations, Engagement, Relationships, Planning and Resources Fuel Student Learning.

By Jordan Royse—Teacher, Klondike Lane Elementary

I've learned so much in my three short years of teaching. For the first two years, my fifth grade team departmentalized, and I was the math teacher. I strengthened my instruction in math and focused on creating mathematicians. This year, departmentalization vanished, and I am learning the ropes as a comprehensive fifth grade teacher. With this switch, a shift in my learning occurred. I am again a new teacher and work hard to stay one-step in front of my students. As a classroom of learners, engagement is my top priority.

High Expectations

On the first day of school, I say to my students, "You were chosen to be in the best classroom because you are the best students in the school, and together, we are going to be the best class." I am a very competitive person and expect

Continue on next page

excellence. I emphasize this expectation daily. Everything is a healthy competition and as a class, we must win—from our behavior to our academics. We will settle for nothing less! My goal is to convince my students to believe and honor this. I work hard to instill in them a sense of pride. We write a class pledge and recite it

every day. Rita Pierson, an educator and mentor, says, “You say it long enough, it starts to be a part of you.” Her words of wisdom from the

Ted Talk: “Every Kid Needs a Champion,” ring true each day in my classroom. Holding my students to the highest expectations forms the foundation for my classroom success.

Relationships

Relationships matter. This is nothing new and every teacher will share this as best practice. I choose to make this happen each day. I spend the first part of my year developing strong relationships with my students through eating lunch with them every day. This may happen as a whole group, small group, or individually. I forgo eating with my colleagues

or taking those twenty minutes for myself in order to develop relationships that our scheduled and rigorous instructional time does not allow. I make a conscious effort to attend student activities outside school, such as community football games and pageants, and share evening dinners at their homes in

order to develop deep relationships. I am very vulnerable to my students, but I contribute a large part of my success in the classroom to this intimacy. Because of these relationships,

within a few months, my classroom management requires very little effort. My students and their families know I care through my actions. This open relationship and communication strengthens my classroom academically, behaviorally, socially, and emotionally.

Engagement

Student engagement begins the first day my students enter the classroom. Student engagement stems from interest in the curriculum. Teaching must be lively! My two points of reference are to think social and fun.



Above, students in Ms. Royse's class participate in a morning activity.

Engagement is not only for the students. As the unengaged teacher, I cannot transfer the learning to my students.

The emphasis in my classroom is on the students' constructing knowledge, not on me delivering content. I approach their daily



Above, students in Ms. Royse's sing to learn during a morning activity.

learning as if everything they learn is the most important and the most exciting piece of information. My enthusiasm (even if a bit exaggerated)

translates to my students, creating an engaging environment.

Planning

As I plan, my number one concern is connecting skills and concepts to student interests. There must be authentic purpose if I want to capture my students' attention. My classroom is very diverse, but each student shares similar interests and passions. Beyond the school walls, my students (and me!) are infatuated with technology, games, social media, entertainment, and friends. Any chance I have, I attempt to incorporate these into their learning.

My students love when I incorporate music into the curriculum. To help us remember the steps for long division, we act out and sing a

"I make a conscious effort to attend student activities outside school, such as community football games and pageants, and share evening dinners at their homes in order to develop deep relationships."

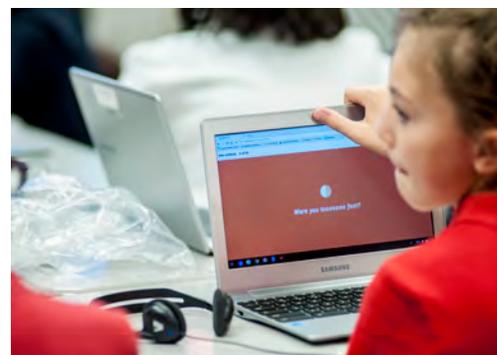
parody of "Gangnam Style" called "Long Division Style". The students can easily remember the song and then apply that to

completing long division with multi-digit numbers. Another music opportunity to incorporate music was our dance to Cupid Shuffle. We use hand movements to help remember the order of operations.



Recently, we have been rapping to "Text Structure Baby", a rap to help us identify text structures on non-fiction texts.

If there is a popular new dance that my students will not stop doing in our



classroom, I change the words and lyrics to help them remember content. It allows me to connect with students on their level and get



Above, Ms. Royse engages students.

my message across, even though they may laugh at me.

Rapping may be at my expense but my students come to school asking, “Are you going to rap about text structures again today?” Students are excited to learn and the content sticks with them.



Above, students in Ms. Royse’s class participate in an interactive group activity.

When possible, I deliberately construct learning activities into games. The aspect of competition is the driving force of motivation in my classroom, especially for young men of color. Competition in curriculum-based activities becomes a source for excelling and developing a sense of pride in my young men. The sense of competition allows students to take ownership and push others toward success.

My students are tactile learners and learn from experience. In math, we use the traditional base ten blocks and fraction strips, but as the operations get more complex, I need to think outside the box. I let them use play-doh to represent multiplying a fraction by a fraction. Candies, cakes, and brownies make for great

models as a concrete strategy to conceptualizing operations with fractions.

We complete scoots and scavenger hunts to get them up, and moving around the room. My students are eager to move, so I imbed such movement to guide instruction. Each day we clap and act out vocabulary words. My class is in constant motion. Students are standing on their desks, chairs, or moving around the room.

They exert their energy through strategic learning activities.

Resources

I am constantly reading education blogs and searching websites for ideas. Through my student relationships, I know their interests and actively search for

creative ways to incorporate these in our learning. Here are a few of my favorite resources:

Blogs:

- Teaching With a Mountain View:
<http://www.teachingwithamountainview.com>
- Upper Elementary Adventures
<https://upperelementaryadventures.blogspot.com/p/about-me.html>
- Hope King’s Elementary Shenanigans
<http://www.elementaryshenanigans.com/>
- Bethany Humphrey, Teaching and So Fourth
<http://teachingandsofourth.blogspot.com/>
- Upper Elementary Adventures



Above, Bates students engage in learning.

IT'S ALL ABOUT NECESSITY AT BCDC

Submitted by Bates Community Development Center

Have you heard the saying, “Necessity is the mother of invention.” This truly applies to Bates Community Development Corporation (BCDC) Kingdom Academy (as it is now called). Since 1996, BCDC has been serving to address the needs within its community. The afterschool program got started after it was expressed by Bates Memorial members and community youth that they were struggling maintaining passing grades and in need of homework assistance.

The need was recognized by both the director of BCDC and the Bates church youth minister. Together they formed the afterschool tutoring program in the late 1990s. A few years later, middle and high school students expressed the need during summer to catch-up or relearn what they had not understood over the school year, hence the summer program open its doors circa 2000. While working with the middle and high school students it became evident that we needed to



intervene with our younger students. “Necessity” directed us to extend our afterschool and summer educational enrichment to elementary students. Due to the lack of funding, the afterschool and summer school program lost momentum. However, new BCDC leadership recognized the urgent need to continue those services and quickly began the revitalization of both programs, branding them with the name “Kingdom Academy.” Currently under the direction of our newly appointed Executive Director, Tonia Phelps, these programs are thriving once again!

Kingdom Academy is a year-round student centered educational enrichment program that targets youth who are underrepresented and socioeconomically disadvantaged in grades K-8. During the school year, we serve grades K-5 at our Bates Memorial Annex (OHMY) and grades 6-8 are served at Meyzeek Middle School. In the summer, Meyzeek Middle School serves as campus for both groups of students, K-8. Kingdom Academy fosters excellence through scholarship and achievement in every

facet of students' lives while positioning them to become positive agents of change in their communities. Our core principles are: scholarship, community service, appreciation of cultural and ethnic diversity, economic sustainability and positive character development; all of which are integral to citizenship.

Kingdom Academy is unique because our location in the Smoketown-Shelby Park neighborhood allows us to get to know our students and the families personally. We are totally invested in our community. Our former director, Teresa Jarrett often said, "When BCDC sees a need, we try to address it. If our children are failing within the community you start a tutoring program. Why? Because you don't want to lose the children to the streets. " However, the needs of BCDC students and their families didn't stop there. Many students needed winter coats, so a coat drive was created to address the need and the drive was later extended into our year-round clothes closet. Wait...there's more. Some students were also hungry/lacking nutrition and parents requested help with food; so BCDC began its food pantry. "Necessity" spoke--we listened and answered.

The programmatic support from the Office of Equity and Poverty is very important for community-based programming. They provide assistance to our students who return home everyday to the following stats found in the Metro Louisville Health Equity 2010 health report. Approximately 46% of adults living in the Smoketown and Shelby Park neighborhoods were living in poverty. Only one Louisville Metro neighborhood ranked higher. Moreover, almost 60% of children in Smoketown and Shelby Park were living in poverty, with only two other neighborhoods ranking higher and 48% of

households had no access to a vehicle. Knowledge is power. Accessible resources are fundamental and strong values of citizenship that are taught and reinforced in Kingdom Academy do make a difference. We feel that our program develops our students' voice and personal power necessary to succeed. We are not giving them fish, we are teaching them to fish (accessible resources). We must invest in our students if we want to make Louisville a better place for all.

Kingdom Academy is under the leadership of co-directors of Brenda Henderson (Retired JCPS Educator/Intervention Specialist) and Greg Dawson (Investment Specialist/Educational Consultant). The two main components are; (1) after-school programming which focuses on tutorials and homework assignments related to daily classroom lessons in STEM enrichment and (2) summer bridge programming which focuses on stimulating educational enrichment, the prevention of summer learning loss and reading literacy. We are always in need of instructional support, community partners that offer enrichment for our students in the areas of science, math, cultural exposures and soft skills, and volunteers.

Kingdom Academy has earned trust and has become a community staple; providing educational enrichment opportunities and outlets for families. Currently, we are building on this legacy by establishing priorities rooted in strong evidence based performance. This includes strengthening our summer program curriculum and assessment evaluation process.

We look forward to developing young scholars empowered for positive change and impacting Smoketown/Shelby Park and the entire Metro Louisville community.

Central High Kentucky Youth Assembly Team Wins Top Honors



By George Eklund— Community Engagement Coordinator, American Civil Liberties Union of Kentucky



Central High School Law Magnet students attend the Kentucky Youth Assembly in Frankfort, KY. (Photo provided by ACLU of Kentucky)

The ACLU of Kentucky was proud to sponsor a team of nine students from the Central High School Law Magnet at the annual Kentucky Youth Assembly (KYA). KYA is a program sponsored by the Kentucky YMCA where students across the state hold a mock General Assembly simulation where bills and ideas are debated. The delegation from Central High School debated and lobbied for their Breaking Chains bill with 1400 other student from across the commonwealth. Focused on equity, their bill created a job and life skill program for inmates as they approached the end of their sentence. The bill sponsors, Brandon McClain and Kendyll Vance presented their bill at the capitol in Frankfort and were able to get the bill passed and signed by the KYA Governor. For their efforts, they received the Outstanding Commonwealth Bill, an award given to the top bill during the convention.

Young Ladies Like Us II (YLLUII)

By Dr. Jacqueline Cooper— Young Ladies Like Us II (YLLUII)



Above, Young Ladies Like Us II students pose for a photo.

For many young girls transitioning to the 6th grade, their first year of middle school can oftentimes be confusing and intimidating. On November 11, 2016, Newburg Middle School principal, Mrs. Adell hosted the Young Ladies Like Us II (YLLUII) event at the school for 60 girls, in collaboration with Dr. Barbara Shanklin, Councilwoman, District 2 and Kosair Charities. Additionally, members from the National Hook-up of Black Women (NHBW), Mrs. Lightsy, president/Louisville, Ky.

Chapter, dedicated their time to conduct workshops on peer pressure, building positive social skills and relationships, conflict resolution, personal hygiene, healthy eating, and enhancing personal development and self-esteem. Dinner was provided for the girls and their families. Family members were provided an opportunity to have a personal session with school officials to discuss any concern involving their child.

A follow-up breakfast was held on January 11, 2017, at Newburg Middle School to guide the girls on the importance and benefits of goal-setting skills. Participants will be working on their S.M.A.R.T. goal planning objectives for presentation to the group in the near future. To assist with their presentation techniques, students will be tutored by NHBW volunteers and school personnel for a successful and confident delivery of the information.



In 1997, Lt. Col. Jacqueline Cooper (ret.) established YLLUII to address a variety of concerns young girls might experience. Through discussions, workshops and mentorship initiatives female professionals would present a concentrated focus on positive behaviors. Ms. Gloria Moorman, Metro Office for Youth Development (ret.), furthered partnerships with 13 other Jefferson County Middle Schools. When families are supported and strengthened by community partnerships, they are able to parent more effectively, thus enforcing positive behaviors and creating productive citizens for the future.



Black History Month is a remembrance of important figures and events in the history of the African diaspora. It is celebrated each year in the United States and Canada in the month of February, while in the UK it is held in the month of October.

Black History Month was originated in 1926 by historian Carter G. Woodson as "Negro History Week." Woodson chose the second week of February because it marked the birthdays of two Americans who largely influenced the lives and social condition of African Americans: former President Abraham Lincoln and abolitionist Frederick Douglass. Woodson also founded the Association for the Study of Negro Life and History, now the Association for the Study of African American Life and History. [\[www.asalh.org\]](http://www.asalh.org)

By Abdul Sharif—Diversity, Equity, and Poverty Programs

When the tradition of Black History Month was started in America, many in mainstream academia had barely begun to explore black history. At that point, most representation of blacks in history books was only in reference to the low social position they held as slaves and their descendants, with infrequent exceptions such as that of George Washington Carver. Thus, part of the aim of Black History Month is to recognize significant contributions to society made by black people and to show how their history is integral to mainstream narratives. Black History Month can also be referred to as African-American History Month, or African Heritage Month.

Please take a minute to read about some of the African American heroes that fought, and in some cases died, for the rights, freedoms and opportunities that we have today.

Bios obtained from www.Biography.com

Harriet Tubman

1820-1913



Harriet Tubman escaped from slavery in the South to become a leading abolitionist before the American Civil War. She was born into slavery in Maryland in 1820, and successfully escaped in 1849. Yet she risked her life and freedom and returned many times to rescue both family members and other slaves from the plantation system. Tubman led hundreds to freedom in the North as the most famous "conductor" on the Underground Railroad, an elaborate secret network of safe houses organized for that purpose. She also helped the Union Army during the war, working as a spy among other roles.

After the Civil War ended, Tubman dedicated her life to helping impoverished former slaves and the elderly, establishing her own Home for the Aged. In honor of her life and by popular demand via an online poll, in 2016, the U.S. Treasury Department announced that Harriet Tubman will replace Andrew Jackson on the center of a new \$20 bill.

Shirley Chisholm

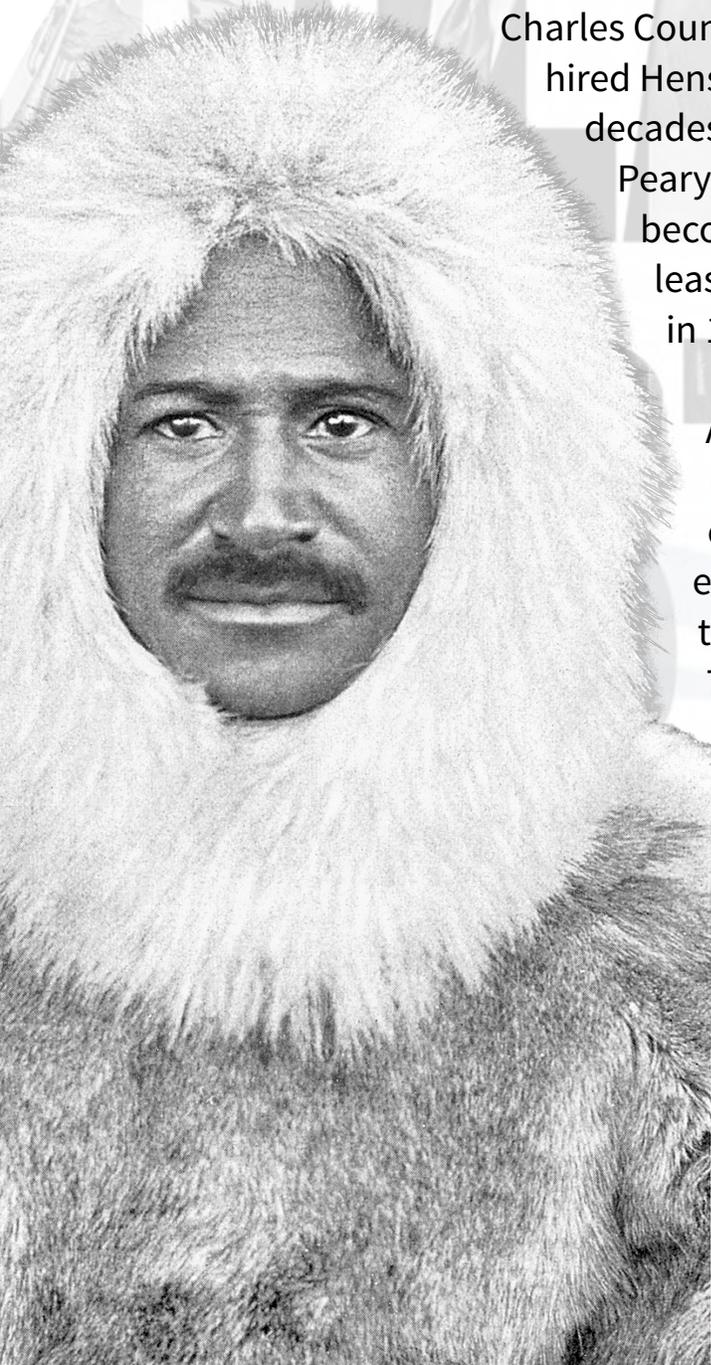
1924-2005



Shirley Chisholm was the first African-American woman to be elected to the U.S. Congress. She served seven terms as a representative from New York's 12th district, from 1969 until her retirement in 1982. Chisholm grew up in Barbados and also in New York City, where she earned a graduate degree from Columbia University in 1952. She taught school before entering the New York state assembly in 1964 and then easily winning election to Congress in 1968. She ran for the Democratic nomination for president in 1972, becoming the first African-American woman to run for the office. An opponent of the Vietnam War and a proponent of education and child welfare, she received about 5% of the vote at the party's national convention. (She lost the nomination to George McGovern, who was defeated by Republican incumbent Richard Nixon in the general election.) Chisholm wrote the memoirs *Unbossed and Unbought* (1970) and *The Good Fight* (1973).

Matthew Henson

1866-1955

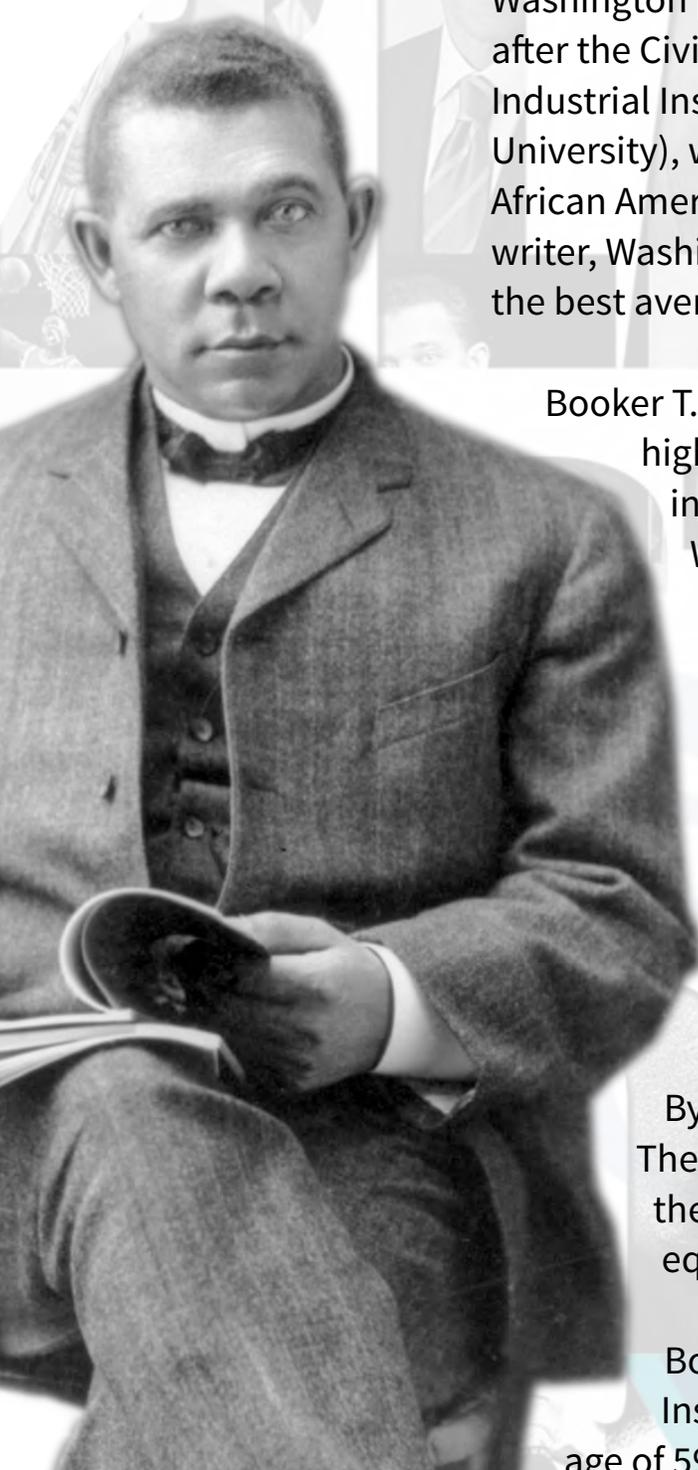


Famed African-American explorer Matthew Henson was born in Charles County, Maryland, in 1866. Explorer Robert Edwin Peary hired Henson as his valet for expeditions. For more than two decades, they explored the Arctic, and on April 6, 1909, Peary, Henson and the rest of their team made history, becoming the first people to reach the North Pole—or at least they claimed to have. Henson died in New York City in 1955.

After life as an explorer, Henson spent the next three decades working as a clerk in a New York federal customs house, but he never forgot his life as an explorer. He recorded his Arctic memoirs in 1912, in the book *A Negro Explorer at the North Pole*. In 1937, a 70-year-old Henson finally received the acknowledgment he deserved: The highly regarded Explorers Club in New York accepted him as an honorary member. In 1944 he and the other members of the expedition were awarded a Congressional Medal. He worked with Bradley Robinson to write his biography, *Dark Companion*, which was published in 1947.

Booker T. Washington

1856-1915



Born into slavery in Virginia in the mid-to-late 1850s, Booker T. Washington put himself through school and became a teacher after the Civil War. In 1881, he founded the Tuskegee Normal and Industrial Institute in Alabama (now known as Tuskegee University), which grew immensely and focused on training African Americans in agricultural pursuits. A political adviser and writer, Washington clashed with intellectual W.E.B. Du Bois over the best avenues for racial uplift.

Booker T. Washington graduated from Hampton in 1875 with high marks. For a time, he taught at his old grade school in Malden, Virginia, and attended Wayland Seminary in Washington, D.C. In 1879, he was chosen to speak at Hampton's graduation ceremonies, where afterward General Armstrong offered Washington a job teaching at Hampton.

Booker T. Washington was a complex individual, who lived during a precarious time in advancing racial equality. On one hand, he was openly supportive of African Americans taking a "back seat" to whites, while on the other he secretly financed several court cases challenging segregation. By 1913, Washington had lost much of his influence. The newly inaugurated Wilson administration was cool to the idea of racial integration and African-American equality.

Booker T. Washington remained the head of Tuskegee Institute until his death on November 14, 1915, at the age of 59, of congestive heart failure.

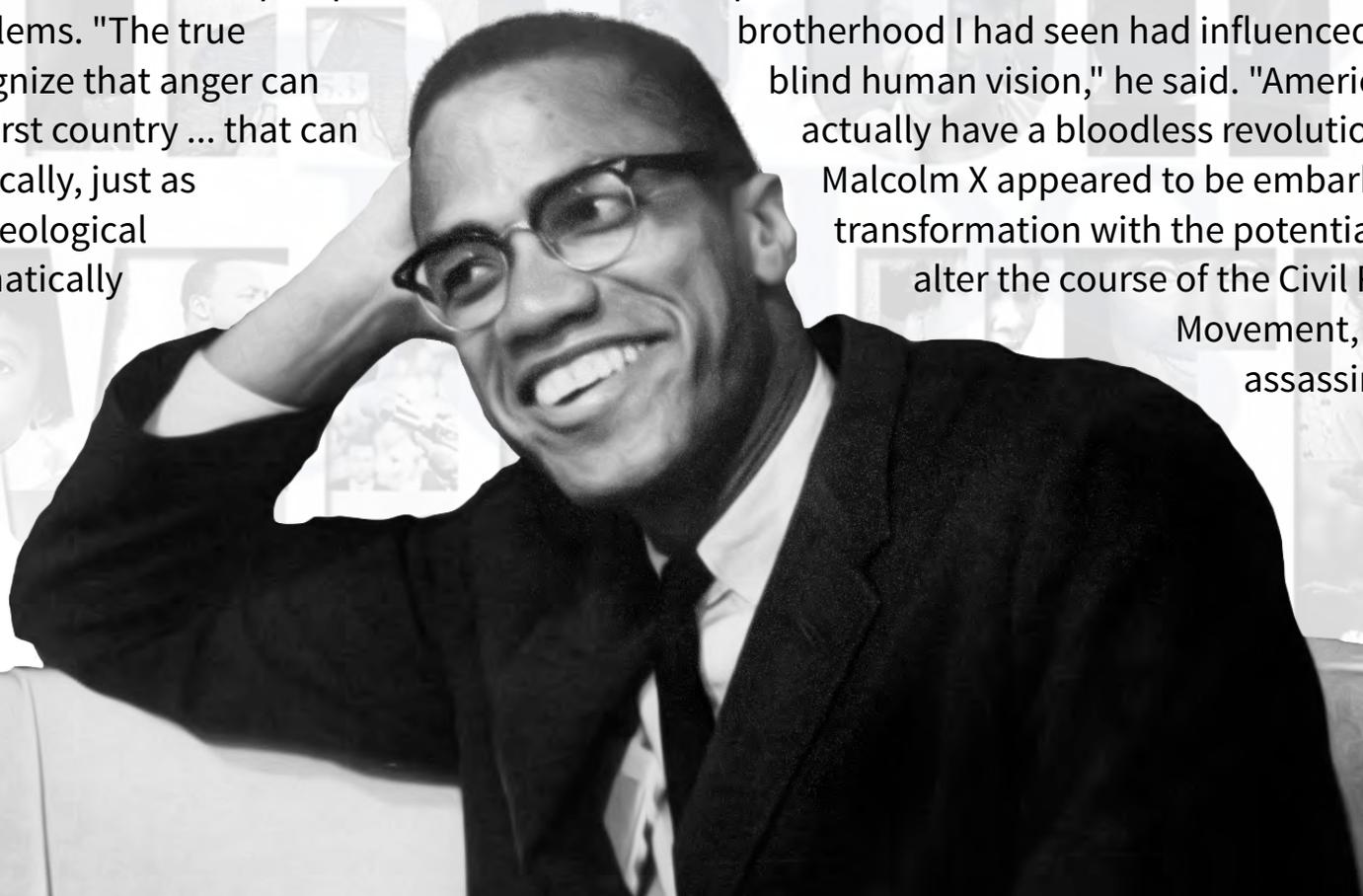
Malcolm X

1925-1965

Born on May 19, 1925, in Omaha, Nebraska, Malcolm X was a prominent black nationalist leader who served as a spokesman for the Nation of Islam during the 1950s and '60s. Due largely to his efforts, the Nation of Islam grew from a mere 400 members at the time he was released from prison in 1952 to 40,000 members by 1960. Articulate, passionate and a naturally gifted and inspirational orator, Malcolm X exhorted blacks to cast off the shackles of racism "by any means necessary," including violence. The fiery civil rights leader broke with the group shortly before his assassination on February 21, 1965, at the Audubon Ballroom in Manhattan, where he had been preparing to deliver a speech. Malcolm X embarked on an extended trip through North Africa and the Middle East. The journey proved to be both a political and spiritual turning point in his life. He learned to place the American Civil Rights Movement within the context of a global anti-colonial struggle, embracing socialism and pan-Africanism. Malcolm X also made the Hajj, the traditional Muslim pilgrimage to Mecca, Saudi Arabia, during which he converted to traditional Islam and again changed his name, this time to El-Hajj Malik El-Shabazz.

After his epiphany at Mecca, Malcolm X returned to the United States less angry and more optimistic about the prospects for peaceful resolution to America's race problems. "The true brotherhood I had seen had influenced me to recognize that anger can blind human vision," he said. "America is actually have a bloodless revolution." Tragically, just as Malcolm X appeared to be embarking on an ideological transformation with the potential to alter the course of the Civil Rights Movement, he was dramatically assassinated.

Malcolm X appeared to be embarking on a transformation with the potential to alter the course of the Civil Rights Movement, he was assassinated.



Robert Smalls

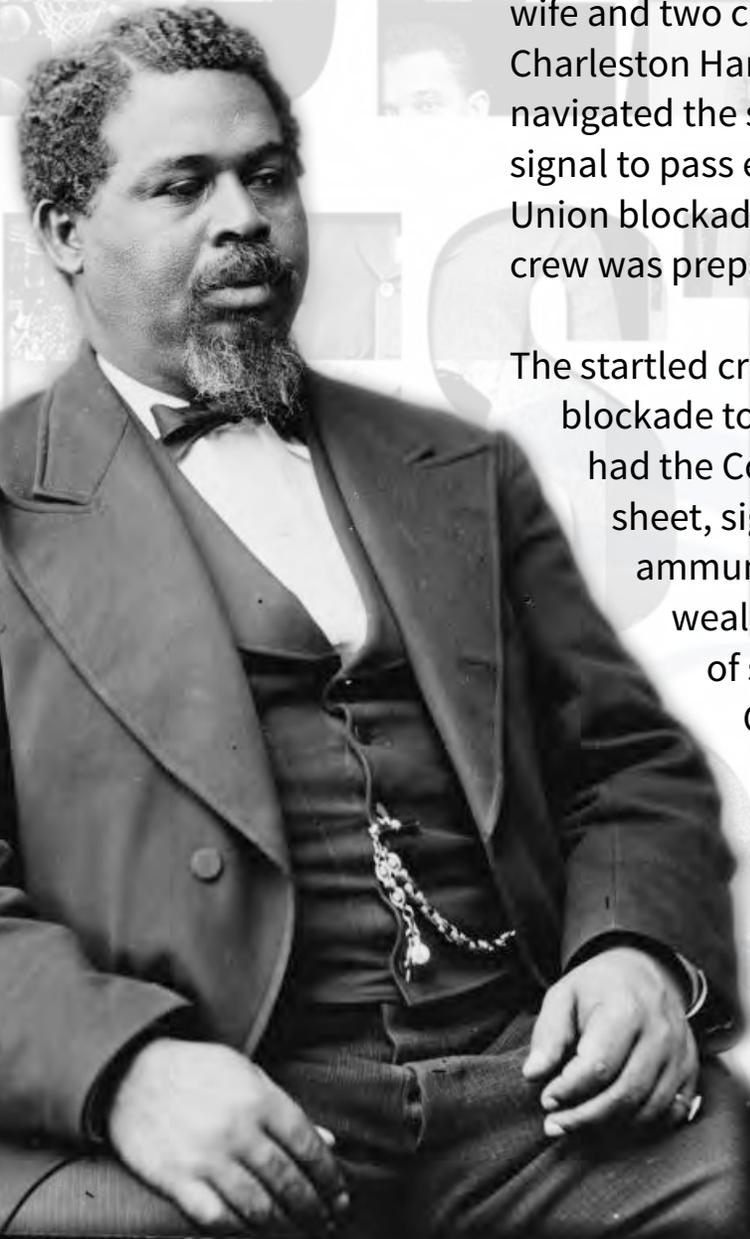
1839-1915

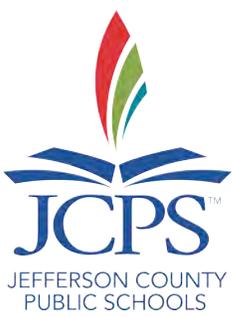
Robert Smalls was an enslaved African American who escaped to freedom in a Confederate supply ship and eventually became a sea captain for the Union Navy.

In the predawn hours of May 13, 1862, while the white officers and crew slept in Charleston, Smalls and a crew of eight men, along with five women, and three children (including Smalls's wife and two children), quietly slipped the Planter out of Charleston Harbor. Over the next few hours, Smalls successfully navigated the ship through five checkpoints, offering the correct signal to pass each, and then headed out to open waters and the Union blockade. It was daring and dangerous, and if caught, the crew was prepared to blow up the vessel.

The startled crew of the USS Onward, the first ship in the blockade to spot the Planter, almost fired on it before Smalls had the Confederate flag struck and raised a white bed sheet, signaling surrender. The ship's treasure of guns, ammunition, and important documents proved to be a wealth of information, telling the Union commanders of shipping routes, mine locations and the times that Confederate ships docked and departed.

After the war, Robert Smalls was commissioned as a brigadier general in the South Carolina militia and purchased his former owner's house in Beaufort, South Carolina. He generously took in some of the McKee family, who were destitute. Smalls started a general store, a school for African American children and a newspaper. His success opened doors in politics for African Americans in the south.





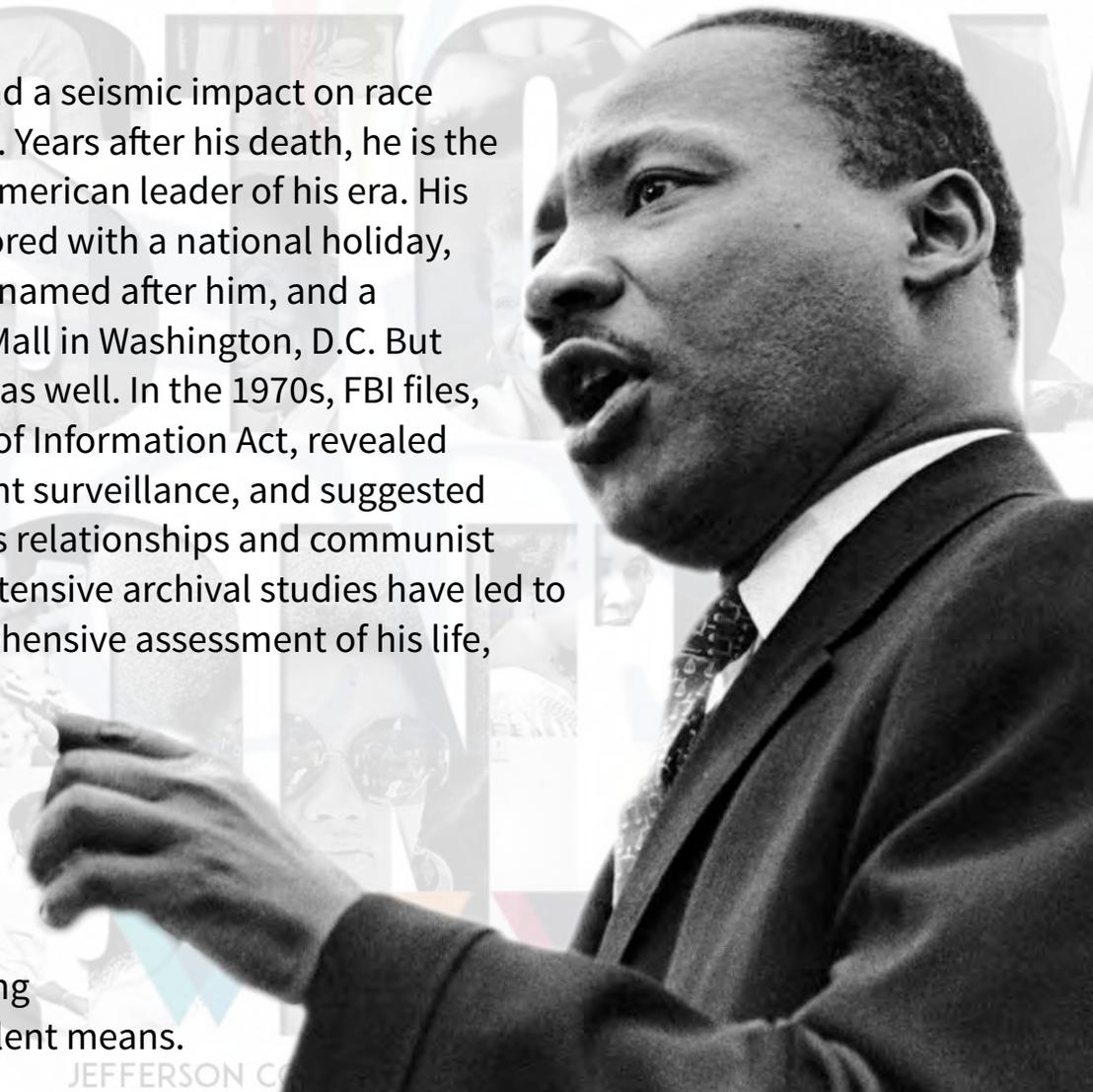
Diversity, Equity, and Poverty Programs Celebrates Black History Month

Martin Luther King, Jr.

1929-1968

Martin Luther King Jr. was born on January 15, 1929, in Atlanta, Georgia. King, a Baptist minister and civil-rights activist, had a seismic impact on race relations in the United States, beginning in the mid-1950s. Among his many efforts, King headed the Southern Christian Leadership Conference. Through his activism and inspirational speeches he played a pivotal role in ending the legal segregation of African-American citizens in the United States, as well as the creation of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. King received the Nobel Peace Prize in 1964, among several other honors. He was assassinated in April 1968, and continues to be remembered as one of the most influential and inspirational African-American leaders in history.

Martin Luther King Jr.'s life had a seismic impact on race relations in the United States. Years after his death, he is the most widely known African-American leader of his era. His life and work have been honored with a national holiday, schools and public buildings named after him, and a memorial on Independence Mall in Washington, D.C. But his life remains controversial as well. In the 1970s, FBI files, released under the Freedom of Information Act, revealed that he was under government surveillance, and suggested his involvement in adulterous relationships and communist influences. Over the years, extensive archival studies have led to a more balanced and comprehensive assessment of his life, portraying him as a complex figure: flawed, fallible and limited in his control over the mass movements with which he was associated, yet a visionary leader who was deeply committed to achieving social justice through nonviolent means.





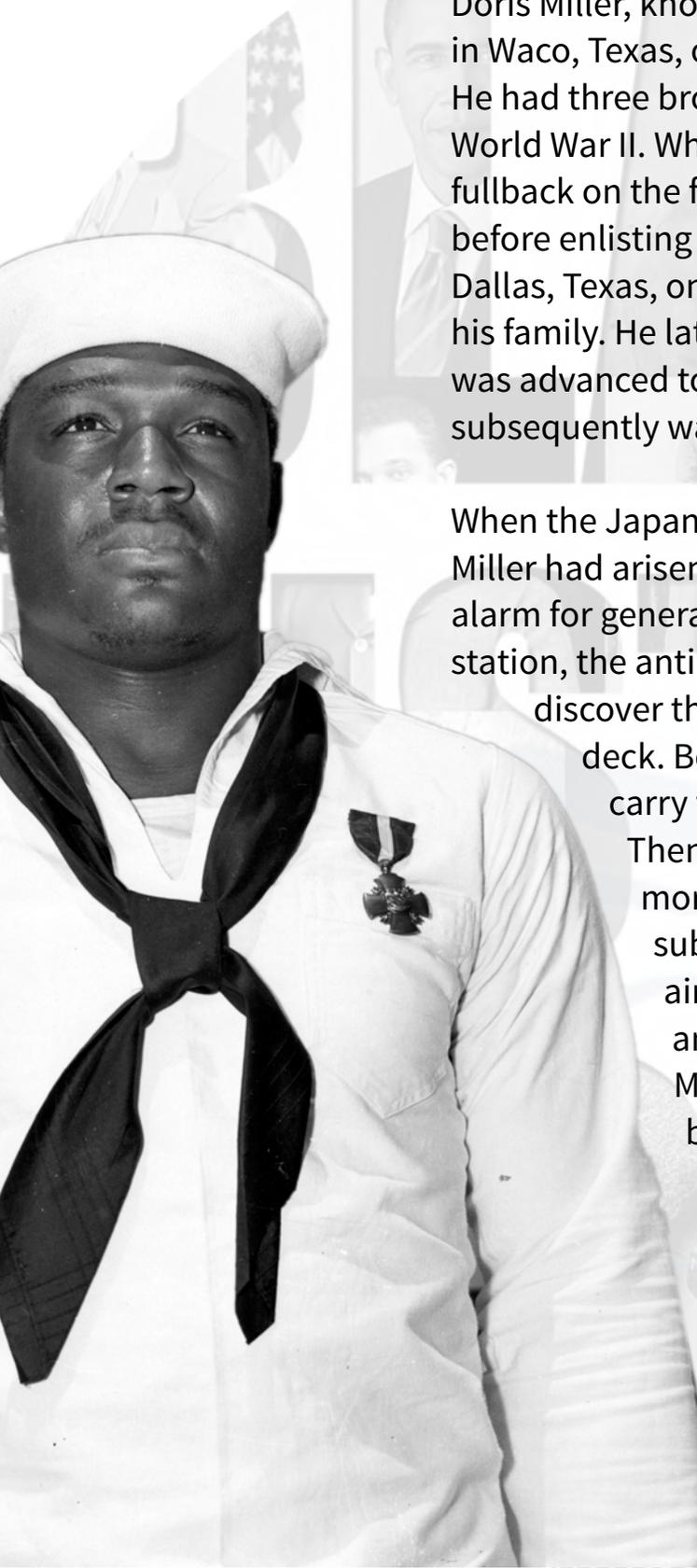
Doris Miller

1919-1943

Doris Miller, known as "Dorie" to shipmates and friends, was born in Waco, Texas, on 12 October 1919, to Henrietta and Conery Miller. He had three brothers, one of which served in the Army during World War II. While attending Moore High School in Waco, he was a fullback on the football team. He worked on his father's farm before enlisting in the U.S Navy as Mess Attendant, Third Class, at Dallas, Texas, on 16 September 1939, to travel, and earn money for his family. He later was commended by the Secretary of the Navy, was advanced to Mess Attendant, Second Class and First Class, and subsequently was promoted to Cook, Third Class.

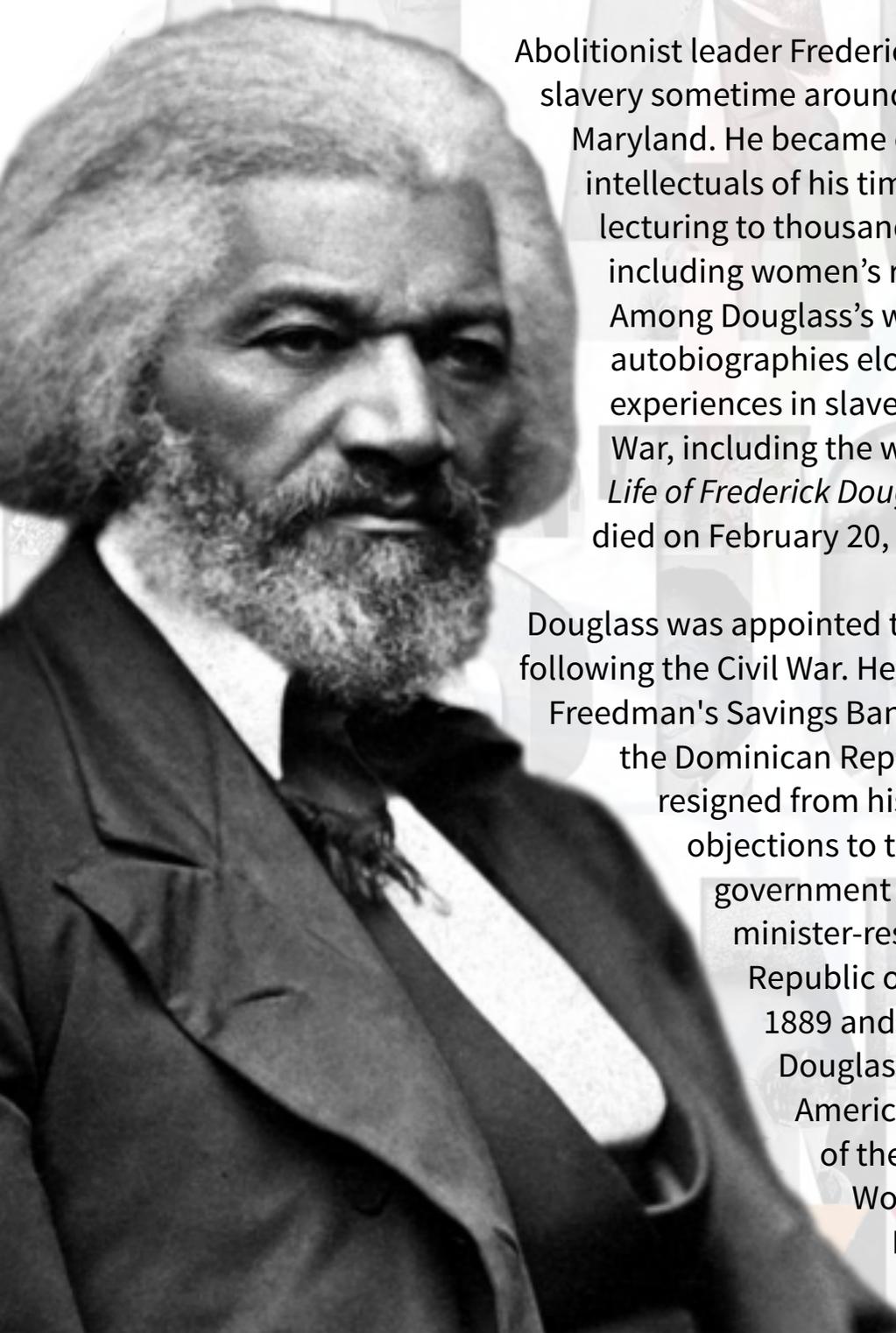
When the Japanese attacked Pearl Harbor on December 7, 1941. Miller had arisen at 6 a.m., and was collecting laundry when the alarm for general quarters sounded. He headed for his battle station, the antiaircraft battery magazine amidship, only to discover that torpedo damage had wrecked it, so he went on deck. Because of his physical prowess, he was assigned to carry wounded fellow Sailors to places of greater safety. Then an officer ordered him to the bridge to aid the mortally wounded Captain of the ship. He subsequently manned a 50 caliber Browning anti-aircraft machine gun until he ran out of ammunition and was ordered to abandon ship.

Miller described firing the machine gun during the battle, a weapon which he had not been trained to operate: "It wasn't hard. I just pulled the trigger and she worked fine. Miller was commended by the Secretary of the Navy Frank Knox on 1 April 1942, and on 27 May 1942 he received the Navy Cross, which Fleet Admiral (then Admiral) Chester W. Nimitz, the Commander in Chief, Pacific Fleet personally presented to Miller on board aircraft carrier USS Enterprise (CV-6) for his extraordinary courage in battle.



Frederick Douglass

1818-1895

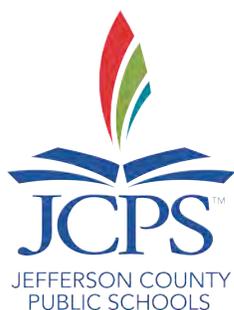


Abolitionist leader Frederick Douglass was born into slavery sometime around 1818 in Talbot County, Maryland. He became one of the most famous intellectuals of his time, advising presidents and lecturing to thousands on a range of causes, including women's rights and Irish home rule. Among Douglass's writings are several autobiographies eloquently describing his experiences in slavery and his life after the Civil War, including the well-known work *Narrative of the Life of Frederick Douglass, an American Slave*. He died on February 20, 1895.

Douglass was appointed to several political positions following the Civil War. He served as president of the Freedman's Savings Bank and as chargé d'affaires for the Dominican Republic. After two years, he resigned from his ambassadorship over objections to the particulars of U.S.

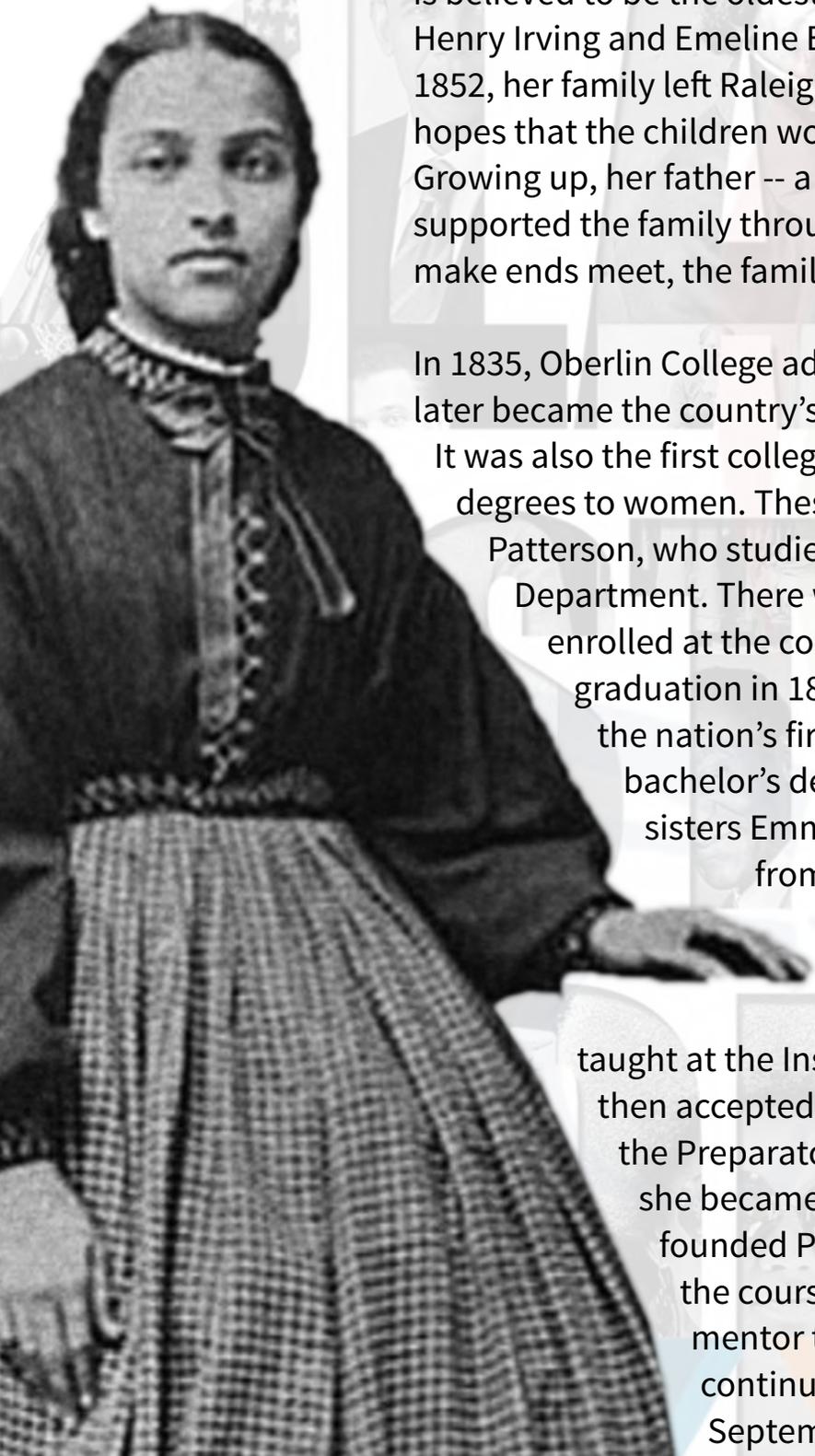
government policy. He was later appointed minister-resident and consul-general to the Republic of Haiti, a post he held between 1889 and 1891.

Douglass became the first African American nominated for vice president of the United States as Victoria Woodhull's running mate on the Equal Rights Party ticket in 1872.



Mary Jane Patterson

1840-1894



Mary Jane Patterson was born in Raleigh, North Carolina in 1840. She is believed to be the oldest of seven children, and that her parents, Henry Irving and Emeline Eliza Patterson, were fugitive slaves. In 1852, her family left Raleigh and moved to Oberlin, Ohio in 1856, in hopes that the children would be able to get a college education. Growing up, her father -- a childhood friend of Andrew Johnson -- supported the family through his work as a skilled mason. To help make ends meet, the family also boarded black students.

In 1835, Oberlin College admitted its first black student and two years later became the country's first coed institution of higher education.

It was also the first college in the country to grant undergraduate degrees to women. These changes paved the way for Mary Jane Patterson, who studied for a year in the college's Preparatory Department. There were still only a few black students enrolled at the college during her four years leading to her graduation in 1862. By earning her B.A., Patterson became the nation's first African-American woman to receive a bachelor's degree. (Patterson's brother, John, and her sisters Emma and Chanie Ann, all would graduate from Oberlin and go on to pursue teaching careers.)

After graduation, Mary Jane Patterson taught at the Institute for Colored Youths in Philadelphia, then accepted a teaching position in Washington D.C at the Preparatory High School for Colored Youths. In 1871, she became the first black principal of the newly-founded Preparatory High School for Negroes. Over the course of her career, she was known to be a mentor to many African-American women. She continued working at the school until her death on September, 24 1894.

Martin Delany

1812-1885

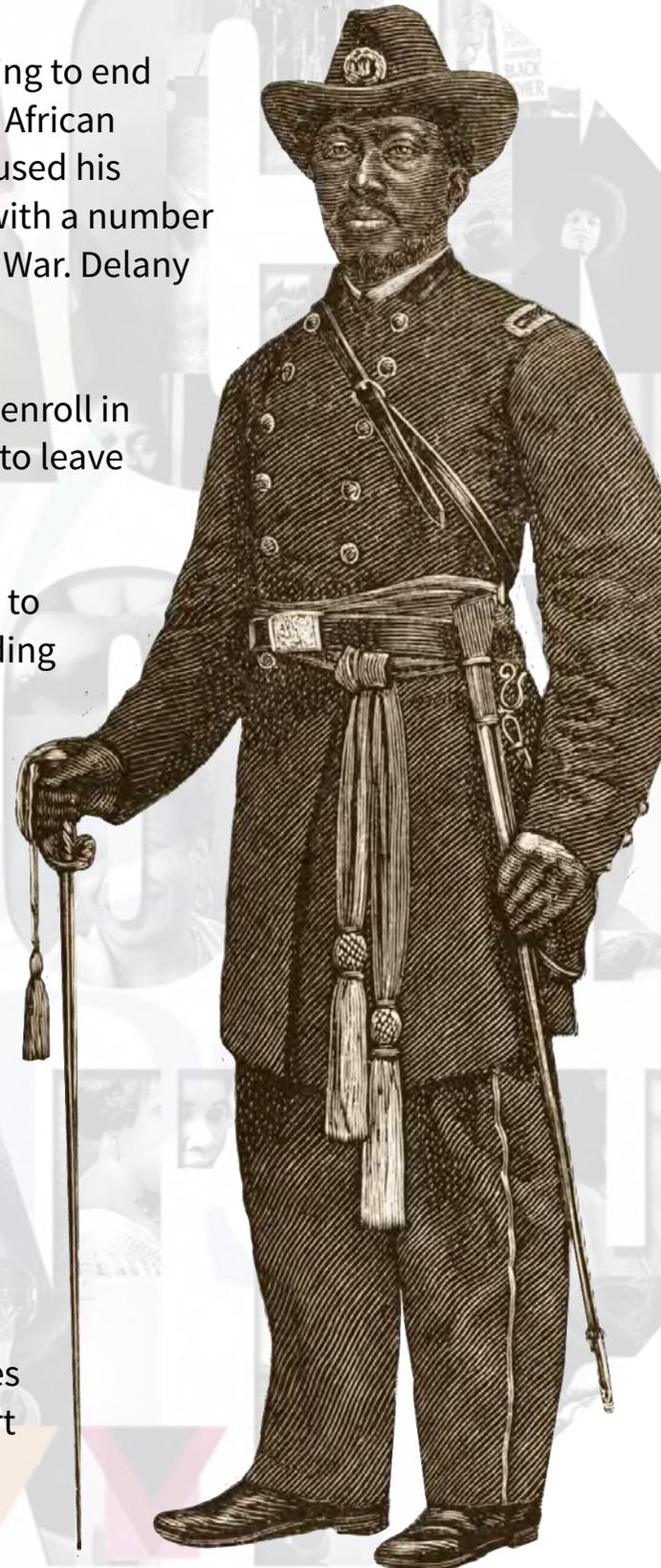
Born in Charles Town, Virginia (now West Virginia), on May 6, 1812, Martin Robison Delany spent his life working to end slavery. He was a successful physician—one of the first African Americans admitted to Harvard Medical School—who used his influence to educate others about the evils of slavery with a number of abolitionist publications. He later served in the Civil War. Delany died on January 24, 1885, in Wilberforce, Ohio.

In 1850, Delany was one of the three first black men to enroll in Harvard Medical College, but white protest forced him to leave after the first term.

In 1865, he even reportedly met with President Lincoln to discuss the possibility of African-American officers leading African-American troops. As a Civil War major in the 104th Regiment of the United States Colored Troops, Delany became the highest-ranking African American in the military up to that point.

After the war, Delany tried to enter politics. A quasi-biography, written pseudonymously by a female journalist under the name Frank A. Rollin—*Life and Services of Martin R. Delany* (1868)—was a stepping stone to serving on the Republican State Executive Committee and running for lieutenant governor of South Carolina.

Although he supported African-American business and advancement, he would not endorse certain candidates if he did not think they were fit to serve. But his support did help elect Wade Hampton governor of South Carolina, and he was appointed trial judge.





Lyman T. Johnson

1906-1997

Lyman Tefft Johnson (June 12, 1906 – October 3, 1997), was an American educator and influential role model for racial desegregation in Kentucky. He is best known as the plaintiff whose successful legal challenge opened the University of Kentucky to African-American students in 1949.

Born in Columbia, Tennessee in 1906, Johnson was the eighth of nine children and the grandson of former slaves. His father was educated in part by Edmund Kelly and Lyman Beecher Tefft, after whom Johnson was named. His father was a graduate of Roger Williams school and principal at a school in Columbia.

In 1926, he received his high school diploma from the preparatory division of Knoxville College. After earning his bachelor's degree in Greek from Virginia Union University in 1930, he went on to receive a master's degree in history from the University of Michigan in 1931. Johnson was a member of Alpha Phi Alpha fraternity.

Johnson taught history, economics, and mathematics for 16 years at Louisville's Central High School before engaging the University of Kentucky in a legal test case intended to permit him to pursue further graduate study there.

Johnson filed a federal lawsuit against the University of Kentucky in 1948, challenging the state's Day Law, the state law that prohibited blacks and whites from attending the same schools.

His challenge was successful, which allowed him to enter UK in 1949 as a 43-year-old graduate student. Although he left UK before earning a degree, he received an honorary Doctor of Letters degree in 1979.



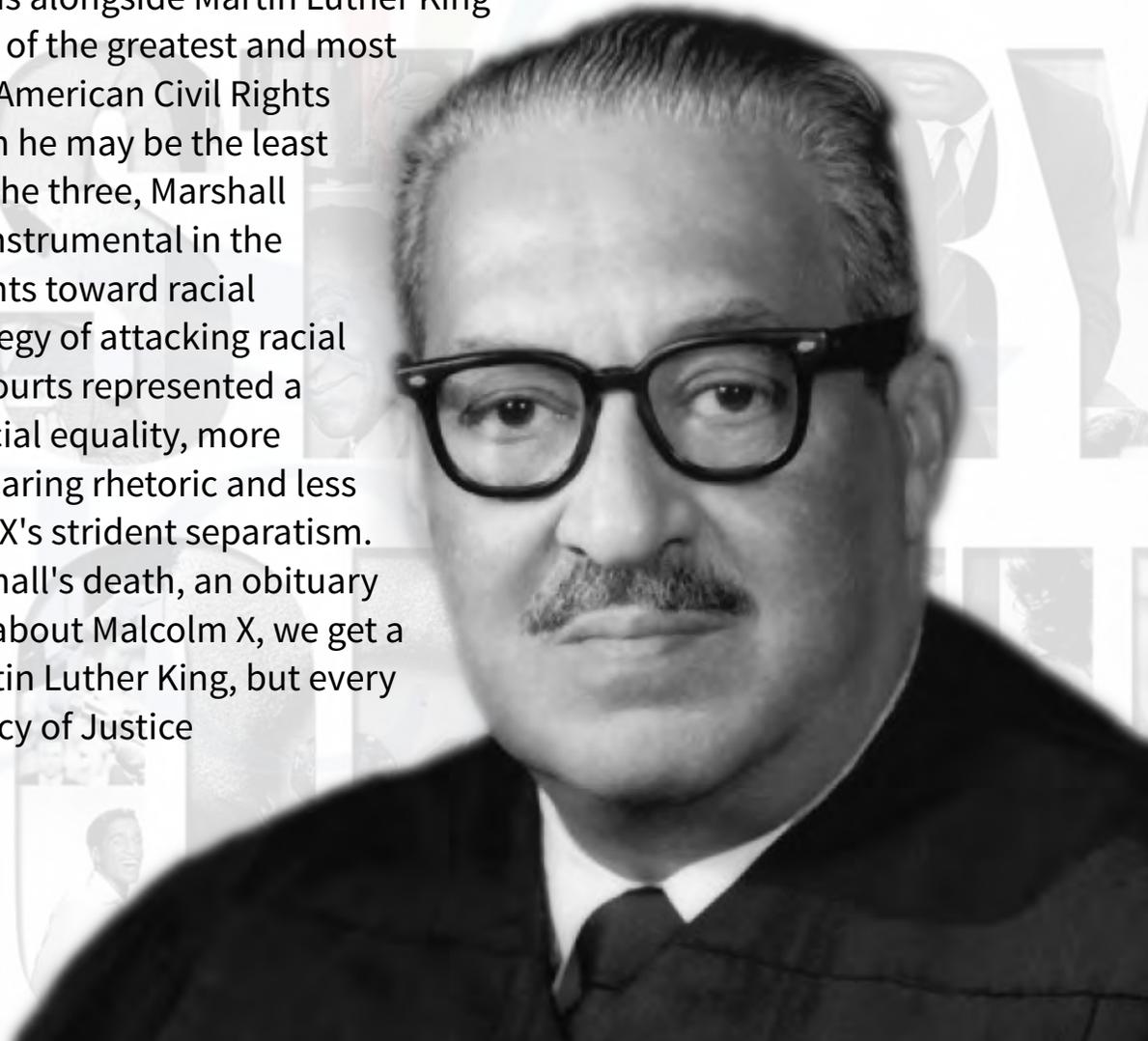
Diversity, Equity, and Poverty Programs Celebrates Black History Month

Thurgood Marshall

1908-1993

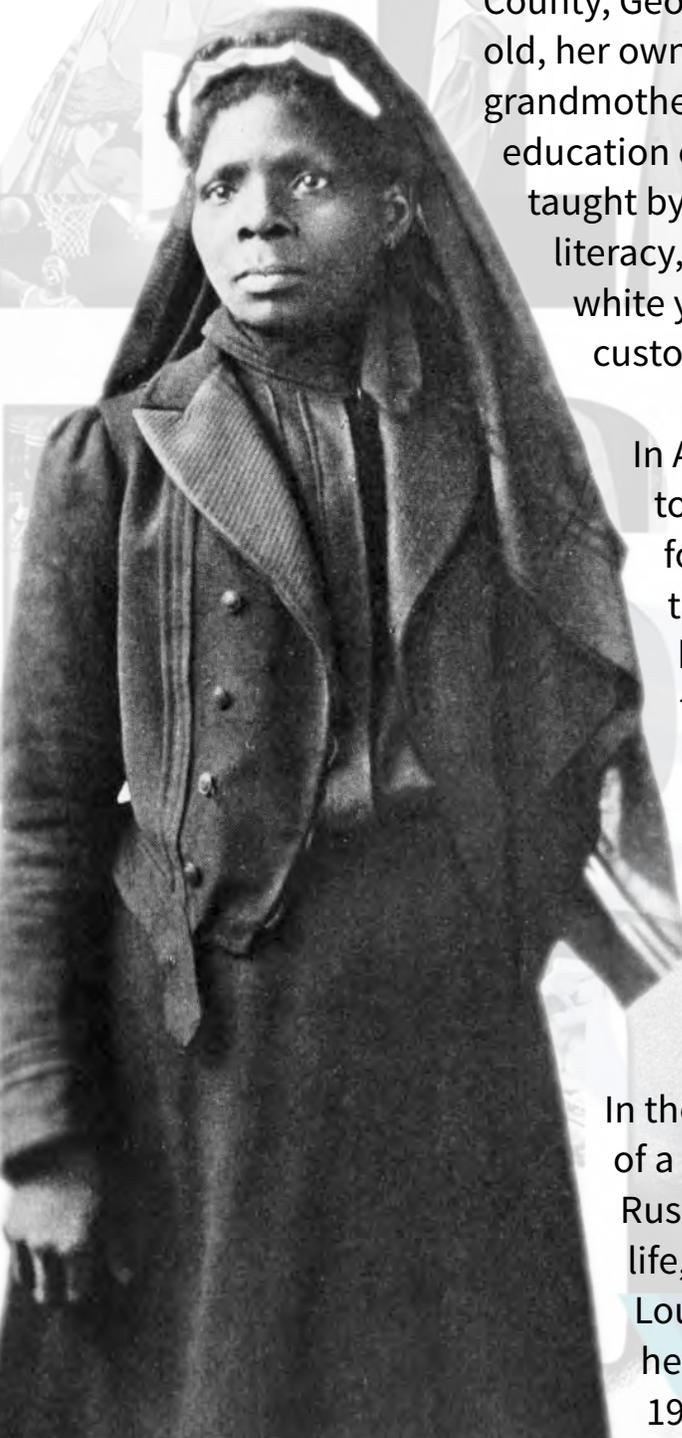
Born on July 2, 1908, in Baltimore, Maryland, Thurgood Marshall studied law at Howard University. As counsel to the NAACP, he utilized the judiciary to champion equality for African Americans. In 1954, he won the *Brown v. Board of Education* case, in which the Supreme Court ended racial segregation in public schools. Marshall was appointed to the Supreme Court in 1967, and served for 24 years. He died in Maryland on January 24, 1993.

Thurgood Marshall stands alongside Martin Luther King Jr. and Malcolm X as one of the greatest and most important figures of the American Civil Rights Movement. And although he may be the least popularly celebrated of the three, Marshall was arguably the most instrumental in the movement's achievements toward racial equality. Marshall's strategy of attacking racial inequality through the courts represented a third way of pursuing racial equality, more pragmatic than King's soaring rhetoric and less polemical than Malcolm X's strident separatism. In the aftermath of Marshall's death, an obituary read: "We make movies about Malcolm X, we get a holiday to honor Dr. Martin Luther King, but every day we live with the legacy of Justice Thurgood Marshall."



Susie King Taylor

1848-1912



Susie King Taylor, the daughter of slaves, was born in Liberty County, Georgia on August 6, 1848. When she was about seven years old, her owner allowed her to go to Savannah to live with her grandmother. Despite Georgia's harsh laws against the formal education of African Americans, she attended two secret schools taught by black women. From them she gained the rudiments of literacy, then extended her education with the help of two white youths, both of whom knowingly violated law and custom.

In April 1862 Baker and many other African Americans fled to St. Simons Island, occupied at the time by Union forces. Within days her educational advantages came to the attention of army officers, who offered to obtain books for her if she would organize a school. She thereby became the first black teacher for freed African American students to work in a freely operating freedmen's school in Georgia. She taught forty children in day school and "a number of adults who came to me nights, all of them so eager to learn to read, to read above anything else." She taught there until October 1862, when the island was evacuated.

In the 1870s King traveled to Boston as a domestic servant of a wealthy white family. While there she met and married Russell Taylor. She remained in Boston for the rest of her life, returning to the South only occasionally. After a trip to Louisiana in the 1890s to care for a dying son, she wrote her *Reminiscences*, which were privately published in 1902. She died ten years later.

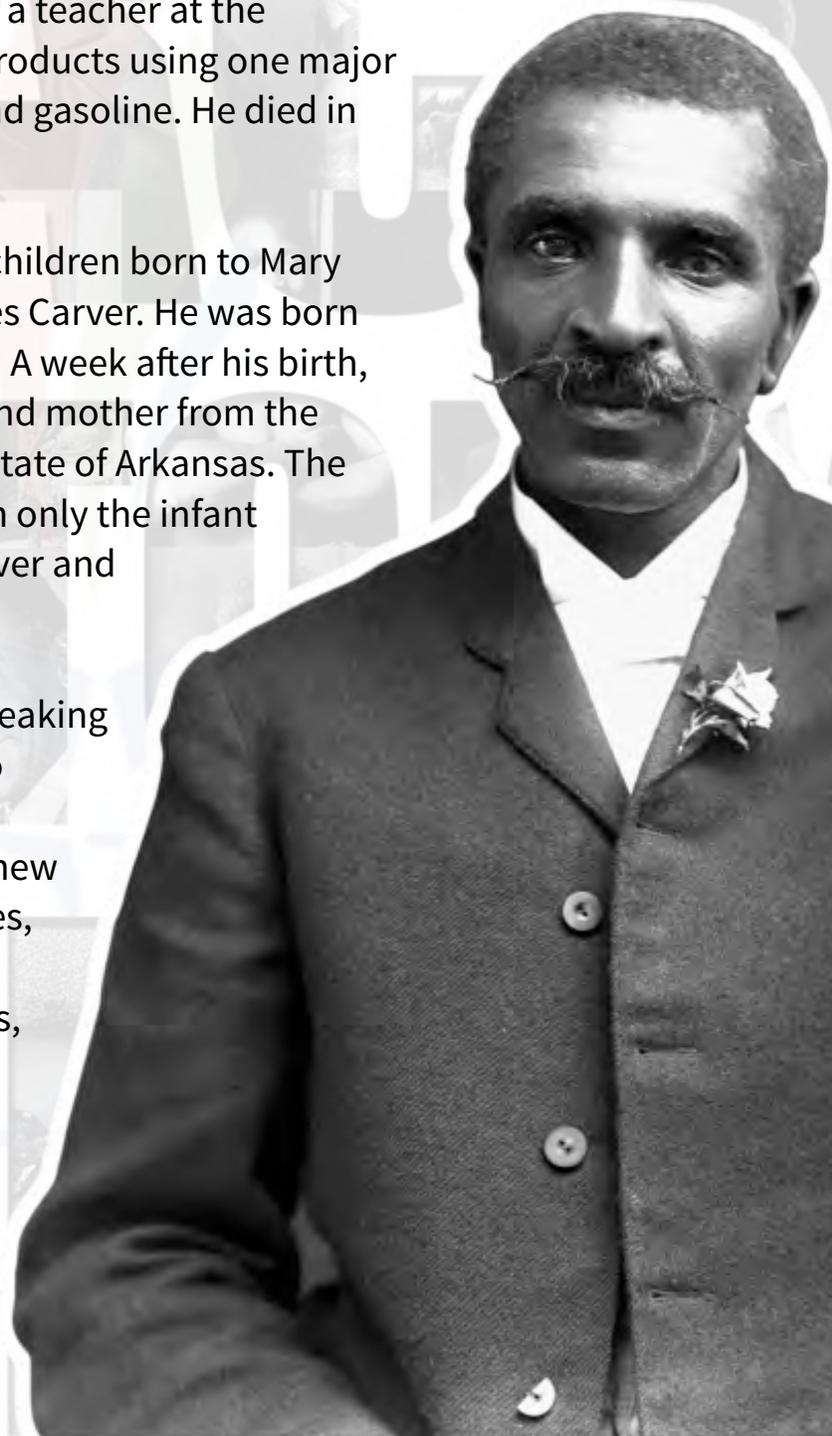
George Washington Carver

1864-1943

George Washington Carver was born into slavery in Diamond, Missouri, around 1864. The exact year and date of his birth are unknown. Carver went on to become one of the most prominent scientists and inventors of his time, as well as a teacher at the Tuskegee Institute. Carver devised over 100 products using one major crop—the peanut—including dyes, plastics and gasoline. He died in 1943.

George Washington Carver was one of many children born to Mary and Giles, an enslaved couple owned by Moses Carver. He was born during the Civil War years, most likely in 1864. A week after his birth, George was kidnapped along with his sister and mother from the Carver farm by raiders from the neighboring state of Arkansas. The three were sold in Kentucky, and among them only the infant George was located by an agent of Moses Carver and returned to Missouri.

Carver's work at Tuskegee included groundbreaking research on plant biology that brought him to national prominence. Many of these early experiments focused on the development of new uses for crops such as peanuts, sweet potatoes, soybeans and pecans. The hundreds of products he invented included plastics, paints, dyes and even a kind of gasoline. In 1920, Carver delivered a speech before the Peanut Growers Association, attesting to the wide potential of peanuts. The following year, he testified before Congress in support of a tariff on imported peanuts. With the help of Carver's testimony, Congress passed the tariff in 1922.





Diversity, Equity, and Poverty Programs Celebrates Black History Month

W.E.B. Du Bois

1868-1963

Scholar and activist W.E.B. Du Bois was born on February 23, 1868, in Great Barrington, Massachusetts. In 1895, he became the first African American to earn a Ph.D. from Harvard University. Du Bois wrote extensively and was the best known spokesperson for African-American rights during the first half of the 20th century. He co-founded the National Association for the Advancement of Colored People in 1909. Du Bois died in Ghana in 1963.

In 1903, Du Bois published his seminal work, *The Souls of Black Folk*, a collection of 14 essays. In the years following, he adamantly opposed the idea of biological white superiority and vocally supported women's rights. In 1909, he co-founded the National Association for the Advancement of Colored People and served as editor of its monthly magazine, *The Crisis*.

A proponent of Pan-Africanism, Du Bois helped organize several Pan-African Congresses to free African colonies from European powers.

W.E.B. Du Bois died on August 27, 1963—one day before Martin Luther King Jr. delivered his "I Have a Dream" speech at the March on Washington—at the age of 95, in Accra, Ghana, while working on an encyclopedia of the African Diaspora.





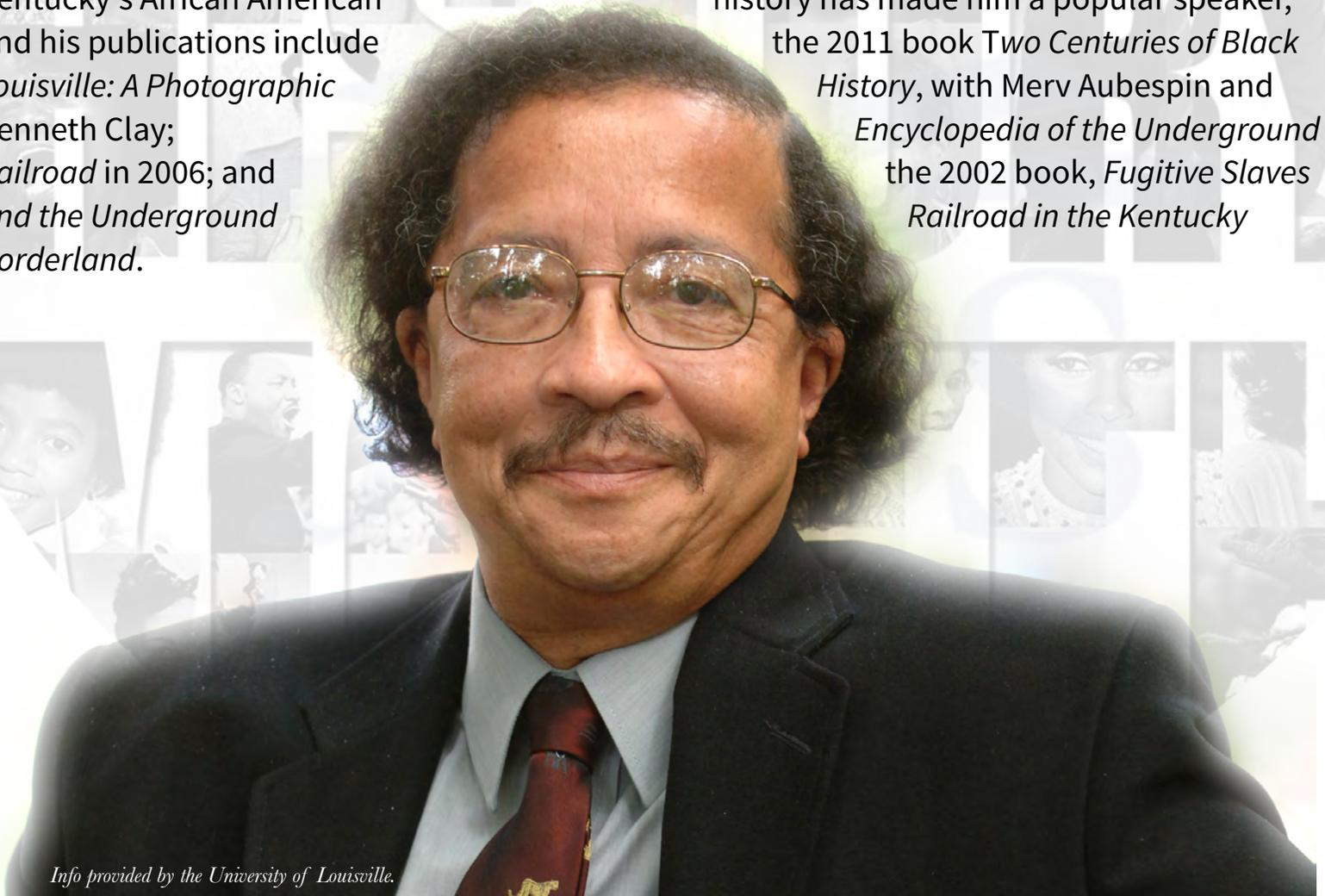
Diversity, Equity, and Poverty Programs Celebrates Black History Month

J. Blaine Hudson III

1949 - 2013

Born in Louisville, KY, J. Blaine Hudson, III was an activist for social change and a historian with an extensive knowledge of the history of African Americans in Kentucky. He is the former chair of the Pan-African Studies Department at the University of Louisville and was the appointed Chair of the Kentucky African American Heritage Commission. In 2005, Hudson was named Dean of Arts and Sciences at the University of Louisville, one of the first African Americans to be named dean at a predominately white college in Kentucky. Hudson authored a number of academic articles and was a contributing author. Hudson earned his B.A. and M.A. at the University of Louisville and his doctorate in higher education administration at the University of Kentucky.

At the University of Louisville, Hudson taught history and Pan-African studies classes for years while serving in various administrative posts. He was Pan-African studies department chair from 1998 to 2003 and was an associate A&S dean from 1999 to 2004. his research into Kentucky's African American history has made him a popular speaker, and his publications include *Louisville: A Photographic History* with Merv Aubespain and Kenneth Clay; *Railroad in 2006*; and *and the Underground Borderland* the 2011 book *Two Centuries of Black History*, with Merv Aubespain and *Encyclopedia of the Underground* the 2002 book, *Fugitive Slaves Railroad in the Kentucky*





Charles Hamilton Houston

1895-1950

Charles Hamilton Houston, generally known as Charles H. Houston, was born on September 3, 1895, in Washington, D.C. In 1915, he graduated from Amherst College, where he was one of six valedictorians and a member of Phi Beta Kappa. He taught English at Howard University before joining the U.S. Army during World War I.

While serving in a segregated military unit, Houston saw that African-American service members were treated poorly, and could be convicted of crimes without any substantial evidence against them. Witnessing this unequal and unfair treatment made him decide to become a lawyer.

Known as “the man who killed Jim Crow,” Houston was a legal genius who challenged the “separate but equal” doctrine, particularly in schools. After racist experiences in the Army in World War I, Houston was determined to end Jim Crow and when he returned to the states.

Houston attended Harvard Law School, where he became the first African-American editor of the *Harvard Law Review*. He graduated in 1922; the next year, he earned a Doctor of Juridical Science (S.J.D.) degree from Harvard, another first for an African American. After studying in Spain at the University of Madrid, Houston returned to Washington to practice at his father's law firm, which became Houston and Houston.

In Washington, Houston also joined the faculty of Howard University's law school. There, he taught his students to look at the law as not just a static set of rules and regulations, but as a force that could be used to promote the rights of African Americans. Houston became vice dean of the law school in 1929. He also worked to help the school gain accreditation, which happened in 1931.



Langston Hughes

1902-1967

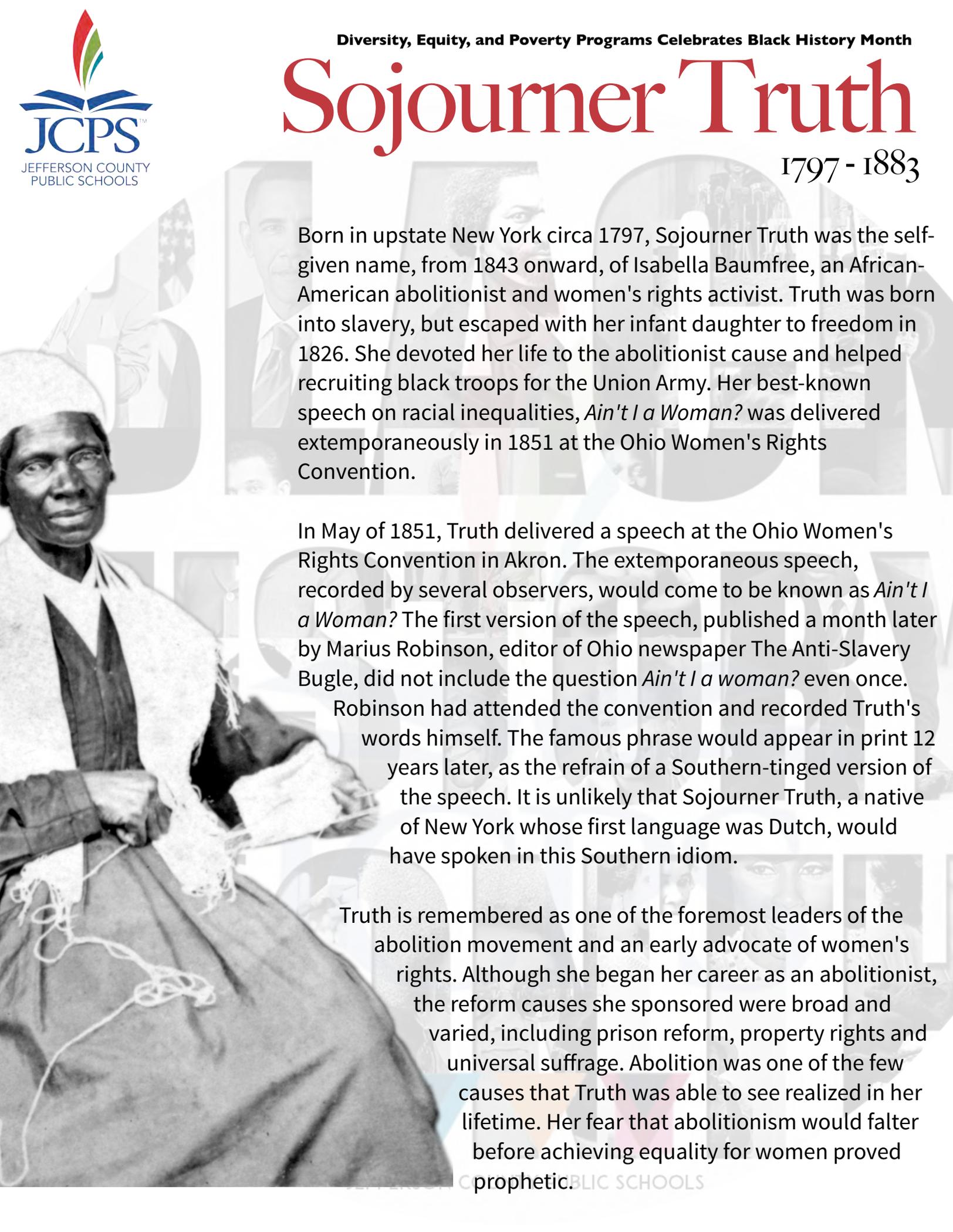
James Mercer Langston Hughes was born on February 1, 1902, in Joplin, Missouri. His parents, James Hughes and Carrie Langston, separated soon after his birth, and his father moved to Mexico. While Hughes's mother moved around during his youth, Hughes was raised primarily by his maternal grandmother, Mary, until she died in his early teens. From that point, he went to live with his mother, and they moved to several cities before eventually settling in Cleveland, Ohio. It was during this time that Hughes first began to write poetry, and that one of his teachers first introduced him to the poetry of Carl Sandburg and Walt Whitman, both whom Hughes would later cite as primary influences. Hughes was also a regular contributor to his school's literary magazine, and frequently submitted to other poetry magazines, although they would ultimately reject him.

In the late 1940s, Hughes contributed the lyrics for a Broadway musical titled *Street Scene*, which featured music by Kurt Weill. The success of the musical would earn Hughes enough money that he was finally able to buy a house in Harlem. Around this time, he also taught creative writing at Atlanta University and was a guest lecturer at a university in Chicago for several months.

Over the next two decades, Hughes would continue his prolific output. In 1949 he wrote a play that inspired the opera *Troubled Island* and published yet another anthology of work, *The Poetry of the Negro*. During the 1950s and 1960s, he published countless other works, including several books in his *Simple* series, English translations of the poetry of Federico García Lorca and Gabriela Mistral, another anthology of his own poetry, and the second installment of his autobiography, *I Wonder as I Wander*.

Sojourner Truth

1797 - 1883



Born in upstate New York circa 1797, Sojourner Truth was the self-given name, from 1843 onward, of Isabella Baumfree, an African-American abolitionist and women's rights activist. Truth was born into slavery, but escaped with her infant daughter to freedom in 1826. She devoted her life to the abolitionist cause and helped recruiting black troops for the Union Army. Her best-known speech on racial inequalities, *Ain't I a Woman?* was delivered extemporaneously in 1851 at the Ohio Women's Rights Convention.

In May of 1851, Truth delivered a speech at the Ohio Women's Rights Convention in Akron. The extemporaneous speech, recorded by several observers, would come to be known as *Ain't I a Woman?* The first version of the speech, published a month later by Marius Robinson, editor of Ohio newspaper *The Anti-Slavery Bugle*, did not include the question *Ain't I a woman?* even once.

Robinson had attended the convention and recorded Truth's words himself. The famous phrase would appear in print 12 years later, as the refrain of a Southern-tinged version of the speech. It is unlikely that Sojourner Truth, a native of New York whose first language was Dutch, would have spoken in this Southern idiom.

Truth is remembered as one of the foremost leaders of the abolition movement and an early advocate of women's rights. Although she began her career as an abolitionist, the reform causes she sponsored were broad and varied, including prison reform, property rights and universal suffrage. Abolition was one of the few causes that Truth was able to see realized in her lifetime. Her fear that abolitionism would falter before achieving equality for women proved



Zora Neale Hurston

1891-1960

Born in Alabama on January 7, 1891, Zora Neale Hurston spent her early adulthood studying at various universities and collecting folklore from the South, the Caribbean and Latin America. She published her findings in *Mules and Men*. Hurston was a fixture of the Harlem Renaissance, rubbing shoulders with many of its famous writers. In 1937, she published her masterwork of fiction, *Their Eyes Were Watching God*. Hurston died in Florida in 1960.

Hurston was the daughter of two former slaves. Her father, John Hurston, was a pastor, and he moved the family to Florida when Hurston was very young. Following the death of her mother, Lucy Ann (Potts) Hurston, in 1904, and her father's subsequent remarriage, Hurston lived with an assortment of family members for the next few years.

To support herself and finance her efforts to get an education, Hurston worked a variety of jobs, including as a maid for an actress in a touring Gilbert and Sullivan group. In 1920, Hurston earned an associate degree from Howard University. She published one of her earliest works in the university's newspaper. A few years later, she moved to New York City's Harlem neighborhood, where she became a fixture in the area's thriving art scene.





Diversity, Equity, and Poverty Programs Celebrates Black History Month

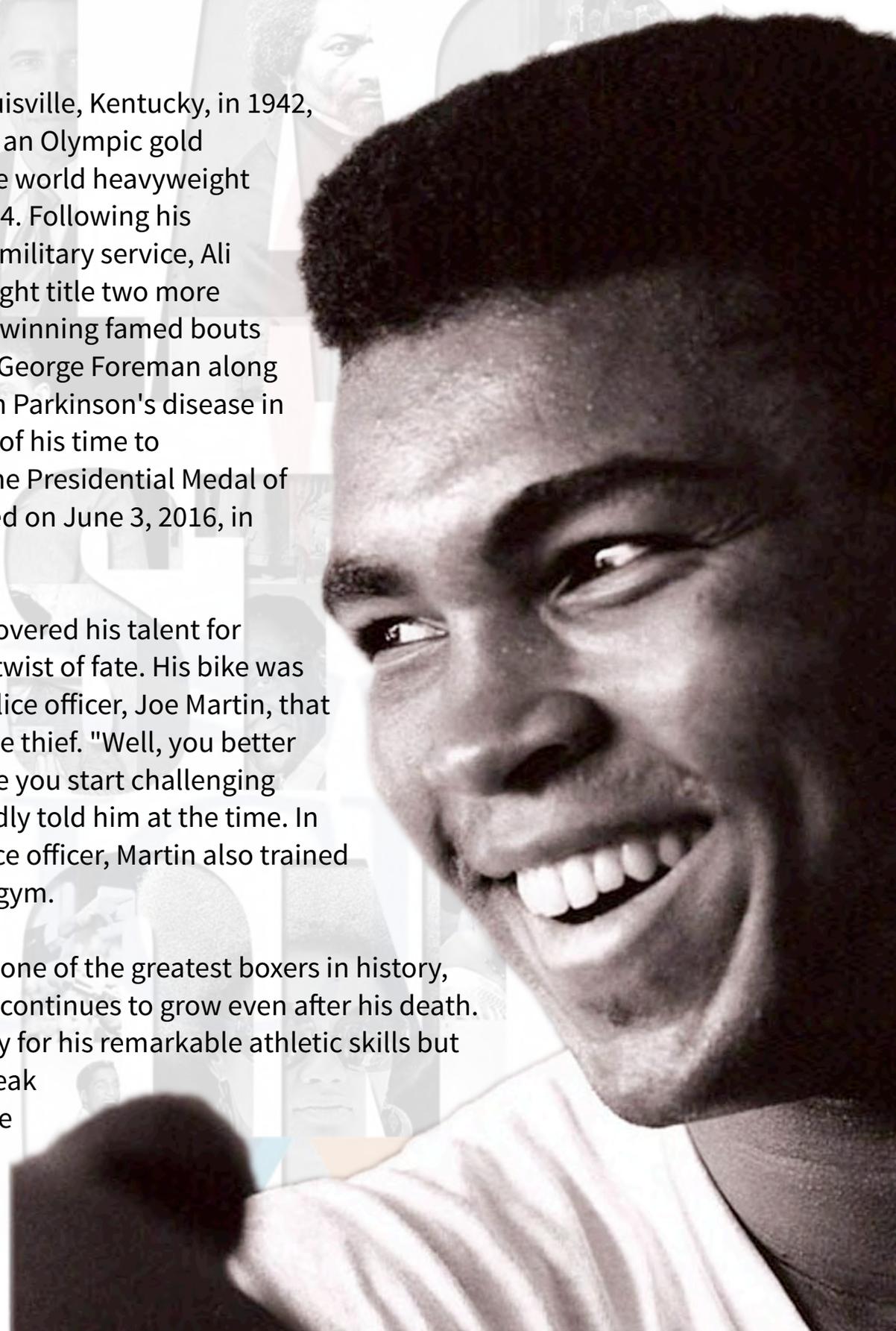
Muhammad Ali

1942 - 2016

Born Cassius Clay in Louisville, Kentucky, in 1942, Muhammad Ali became an Olympic gold medalist in 1960 and the world heavyweight boxing champion in 1964. Following his suspension for refusing military service, Ali reclaimed the heavyweight title two more times during the 1970s, winning famed bouts against Joe Frazier and George Foreman along the way. Diagnosed with Parkinson's disease in 1984, Ali devoted much of his time to philanthropy, earning the Presidential Medal of Freedom in 2005. He died on June 3, 2016, in Phoenix, Arizona.

At the age of 12, Ali discovered his talent for boxing through an odd twist of fate. His bike was stolen, and Ali told a police officer, Joe Martin, that he wanted to beat up the thief. "Well, you better learn how to fight before you start challenging people," Martin reportedly told him at the time. In addition to being a police officer, Martin also trained young boxers at a local gym.

Universally regarded as one of the greatest boxers in history, Ali's stature as a legend continues to grow even after his death. He is celebrated not only for his remarkable athletic skills but for his willingness to speak his mind and his courage to challenge the status quo.



District Schools to Celebrate African American Heritage Month



Diversity, Equity, and Poverty Programs Celebrates Black History Month

JCPS will celebrate African American Heritage Month in February with events taking place at several schools. Below is a list of some activities:

1. LINCOLN PERFORMING ARTS SCHOOL

- a. Activities for the Month for February
 - i. Students doing research on famous African Americans to create an informational piece. Focusing on facts that these persons made on U.S. History.
 - ii. In-depth research on Ruby Bridges and Rosa Parks to compare the two along with poetry and writings of Dr. King.
 - iii. Students will be doing a research project culminating in a Living Museum shared with school and parents (night to be determined).
- b. Contact for activities and dates Debbie Shannon, Arts Magnet Coordinator

2. BROWN SCHOOL

- a. Activities for the Month for February
 - i. The annual black history assembly will be held February 24, 2017 from 8:10 a.m. to 9:30 a.m. The school will present the Ann Braden Award.
 - ii. Middle school students will present their annual Black History February 22ND - 23RD.
- b. Contact for activities Dr. Angela G. Parsons, Principle

3. SENECA HIGH SCHOOL

- a. Activities for the Month for February
 - i. Activities will include daily quizzes of important African Americans, given by Educators Rising Star Students. Winning responders to the quiz will receive rewards. Posters of each prominent African American featured will be posted in the building.

- b. Contact Educators Rising Teacher Leaders

4. **FIELD ELEMENTARY**

- a. Activities for the Month for February

- i. “The Roots of American Music” lesson will teach students about different instruments that are native to our country. Students are taken back to the 1800’s when African slaves brought gourd banjos and the evolution of homemade instruments evolved into various music types such as blues, gospel, and jazz (dates not yet determined).

- b. Contact Ms. Deb Rivera, Ed .D , Principle

5. **J.F. KENNEDY MONTESSOURI SCHOOL**

- a. Activities for the Month for February

- i. The school’s annual Black History program is scheduled for February 7TH at 1:30 to 2:30 p.m.

- b. Contact Ms. Tiffanie Schweinhart

6. **BRECKINRIDGE-FRANKLIN ELEMENTARY**

- a. Every morning in February a student will pay tribute to an African American icon during the morning newscast.

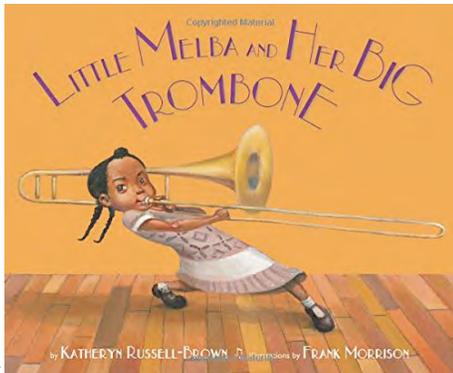
- b. Contact Cathy Bosemer

7. **MILL CREEK ELEMENTARY**

In celebration of Black History Month Mill Creek Leadership Academy will honor the achievements and legacy of Harriet Tubman. They will do this by participating in a living timeline of the life of Harriet Tubman. The school will challenge students to salute Harriet Tubman as a Heroine of American History, who has inspired all Americans to be brave and bold.

Little Melba and Her Big Trombone

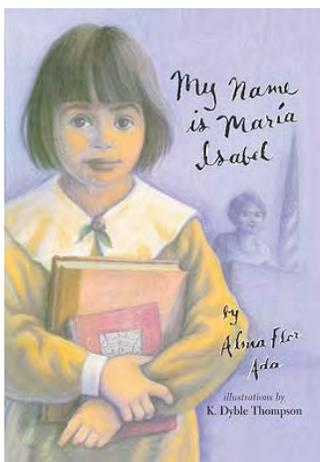
by Katheryn Russell-Brown
Lee & Low Books (August 4, 2014)
For Kindergarten-5



This is the fictional account of a little known jazz great who picked up a trombone at age 7 and never looked back. Little Melba Doretta Liston is mesmerized by the sounds of jazz in Depression-era Kansas City. She teaches herself to play with the support of her Grandpa John and Momma Lucille. She performs on the radio at 8 and tours as a pro at just 17. Melba experiences bigotry and conflict as she tours throughout the South but she goes on to become a prominent trombone player and arranger, creating songs and melodies for all the jazz greats of the twentieth century: Randy Weston, Duke Ellington, Count Basie, Billie Holiday, and Quincy Jones, to name just a few. Melba puts her heart and soul into her music and it shines through the pages of this book.

My Name is María Isabel

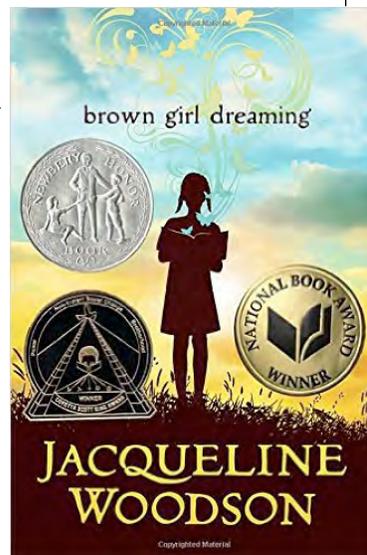
by Alma Flor Ada
Atheneum Books for Young Readers; Reprint edition (September 1, 1995)
For grades 2-4



María Isabel Salazar López is the new girl in school and if that wasn't hard enough her new teacher doesn't call her by her real name. "We already have two Marías in this class," says her teacher. "Why don't we call you Mary instead?" María Isabel was named for her beloved Puerto Rican grandmother and she loves her name. How can she make her teacher understand that if she loses her name, she's lost the most important part of herself?

Brown Girl Dreaming

by Jacqueline Woodson
Puffin Books; Reprint edition
(October 11, 2016)
For grades 5-6



Woodson's childhood memoir is captured in verse as she describes her childhood and view of America, "a country caught/ between Black and White," during the tumultuous 1960's. In brilliant and intense poems she shares what it was like to grow up as an African American in the 1960s and 1970s, coming of age with the reminders of Jim Crow and the growing rise of the Civil Rights movement. Woodson's writing is beautiful and profoundly moving as she describes the places and people in her life. A must read for all young girls.

OUR GIRLS

Resiliency and Resource Edition

"If I didn't define myself for myself, I would be crunched into other people's fantasies for me and eaten alive." - Audre Lorde



Photo, Google Images

Far too often, we focus on one side or one section of the agenda. As there must be a space in which we, as a community, can talk about the reason for focusing so much on the negative data about our girls and boys, we must also remember that there are girls in Jefferson County Public Schools (JCPS) and throughout the nation who are thriving. They are thriving at high levels and are set to be future leaders.

Not dismissing the unacceptable disproportionality that plagues our girls, not marginalizing their voices, not underestimating their struggles, we cannot and should not perpetuate a problem by making it monolithic. Even further, we should not set the challenges facing girls squarely on their shoulders. To do either is detrimental.

The Diversity, Equity, and Poverty Programs Department is charged with providing cultural competency training to the district and community. In

doing so, we are now convinced that there must be specific training that focuses on teaching and reaching girls. That being said, we will be providing training that is geared toward better engagement with and understanding of our girls.

By approaching all that we do from a strengths-based approach, we can change the outcomes of all students. By being introspective and understanding of where we sit in regard to equity for our girls, we can address disproportionality. By sticking to the facts and not just bellowing the negative data, we paint a better picture of who our girls are and what we need to do. Better yet, we let them be who they are—self-defined and wonderful!

*John D. Marshall, Ed.D.
Chief Equity Officer
Jefferson County Public Schools
@jdm1906*



Photos, Abdul Sharif

I had the distinct honor of viewing the movie, *Hidden Figures*, with Board Member Diane Porter and a group of female students from Jefferson County Public Schools (JCPS). Needless to say, all of the young ladies were a delight and embodied what JCPS stands for.

I want to thank the Diversity, Equity, and Poverty Department for organizing the event and for working with the ladies from Alpha Kappa Alpha Sorority, Inc. who willingly brought their afterschool group, Ascend, to the movie and are having a book study about *Hidden Figures*. It takes partnerships like that to move this district forward. It also takes access and exposure to true historical facts in order for all students to better understand who they are and what they can become.

Hidden Figures is truly one of the best movies I have ever seen. Why? Because it shows the grit, genius, and passion of a group of ladies that, for all intents and purposes, are a big reason the United States successfully put astronauts on the moon. The movie also unpacked and revealed racism and sexism in a way that could not be denied. These three African-American women, Katherine G. Johnson, Dorothy Vaughan, and Mary Jackson are heroes. I am forever grateful that I got to see their story.

As we gladly recognize the contributions of so many African Americans this month, I maintain that all students should be exposed to the hundreds of

contributions made by diverse people throughout the school year and the summer. There are great lessons to be taught from the past. Along with not repeating certain parts of history, we must understand that history should not be hidden.

To quote an African American that has greatly contributed the field of literature, Alice Walker says, "No person is your friend who demands your silence, or denies your right to grow." The women who helped get America into Space did not succumb to silence and knew they had power. They knew they had every right to be brilliant, every right to be heard, and every right not to be hidden. I hope that the young ladies that accompanied me to that movie saw that in themselves.

Again, it was truly an unforgettable honor to watch



Hidden Figures with some marvelous students, Board Member Porter, staff from the Diversity Equity and

Poverty Programs Department, and the ladies of Alpha Kappa Alpha Sorority, Inc. It was an honor.

Donna M. Hargens, Ed.D.
Superintendent

JCPS Views Hidden Figures

By Sylena Fishback—Diversity, Equity, and Poverty Department, Specialist, Volunteer Talent Center

On Saturday, January 21, 2017, JCPS and Alpha Kappa Alpha Sorority Incorporated took 60 girls to view *Hidden Figures* in theaters. *Hidden Figures* tells the story of Kathrine Johnson, Dorothy Vaughan, and Mary Jackson; three African-American women mathematicians who served a vital role in NASA during the race to space. The movie was coupled with a book study designed to expose the girls to math and science careers. Have you seen or read *Hidden Figures*? Review the questions below with your child!

Discussion Questions:

1. What are some reasons for wanting more mathematicians at Langley in the early 1940s?
2. What kinds of employment opportunities were available to African-American women during the 1940s?
3. Why is the opportunity for a job at Langley so unique to Dorothy?
4. What are the circumstances leading to Katherine's enrollment at West Virginia University?
5. Katherine's first assignment was to investigate the crash of a small Piper propeller plane. What is learned as a result of her contribution?
6. How did the machines affect female mathematicians?
7. Why does Katherine want to go to the manager meetings? Why is her desire to do so significant?
8. How did Katherine's work fit in the context of the space race? What sorts of work did she do?
9. In what ways does the rise of computing and advancements in computing technology affect the girl computers?
10. How is actress Nichelle Nichols talked into staying in her role on Star Trek? Why is that role significant to African Americans at this time?



Photo, Google Images





Photos provided by authors.

HIDDEN FIGURES

Brighter STEM Futures

By—Dr. Lateefah Id-Deen, Mrs. Tyneka Burks, Mrs. Shelby Puryear

Media is an influential tool that can affect students' perception of themselves. Caregivers and teachers can help students develop strong self-perception and self-esteem by introducing students to media with positive and realistic images of their community. The after school group, Black Women Then and Now, at Seneca High School is devoted to finding and examining media representations of Black women with a group of Black girls in 9th-12th grade. Recognizing the limited number of positive representations of Black women scientists, engineers and mathematicians, our first three-part discussion series celebrated past and present Black women who excel in STEM (Science, Technology, Engineering, and Mathematics).

The discussions provided a space for the girls to discuss their future aspirations in STEM careers, learning and teaching experiences in their mathematics and science classrooms and the ways the movie, *Hidden Figures*, impacted them as a young Black girls. Figures highlight the stories of

Continue on next page

three Black women, also known as ‘human computers’, who worked for NASA to help launch an astronaut into orbit. In the first session, the girls described their personal learning experiences in their mathematics and science classrooms. One student stated, “Math and Science are my favorite subjects. It’s my way to escape and enter my own zone.” They also provided some suggestions on what teachers can do to engage them in the classroom. Another student noted, “I wish I had a better relationship with my teacher.” Also, “It’s hard, but I don’t want my

teacher to give up on me”. The discussion reiterated our belief that talking with students provides insight that can be used in the classroom to improve students’ experiences.



With financial support from the University of Louisville and Stephon Puryear of SLP



Mrs. Tyneka Burks

Trucking LLC, for the second session, we took the girls to see the movie. After the movie, the girls had to write a review of the movie, which included a summary and major takeaways that can be applied to their lives inside and

outside of school. In the third session, we had a rich discussion about the various ways the movie represented Black women. Students spoke to the lack of representation of Black women in STEM fields, which brought up issues with race and sexism that they witnessed in the movie. This conversation led us to discussed potential hidden figures in their life. We ended with the students writing a short letter to the hidden figures that inspire and help them face challenges everyday. The students were encouraged to give their letter to the individual.



Dr. Lateefah Id-Deen

Overall, we are happy to report the students truly enjoyed this 3-part discussion series! One student stated, “I learned I can be whoever I want to be”. Another student wrote, “My takeaway was that we need to get back to the old us, when we stood for something and were leaders, not followers”. As we continue to work with the girls in the group, we plan to use various forms of media to have several 3-part discussions around other topics suggested by the students (i.e. other historical Black figures, Black organizations who fight for civil rights, successful Black businesses in Louisville, etc). Examining aspects of identities through talking with students about their experiences inside and outside of school can help teachers better understand students as it relates to various parts of their lives. Ms. Tyneka Burks, Mrs. Shelby Puryear and Dr. Lateefah Id-Deen began working together through Cards 2 Create, a school partnership between Seneca High School and the University of Louisville Department of Middle and Secondary Education.



Mrs. Shelby Puryear

Nuggets OF Inspiration

"If I didn't define myself for myself, I would be crunched into other people's fantasies for me and eaten alive."

- Audre Lorde

"Surround yourself with only people who are going to lift you higher."

- Oprah Winfrey

Think like a queen. A queen is not afraid to fail. Failure is another steppingstone to greatness."

- Oprah Winfrey

When I dare to be powerful - to use my strength in the service of my vision, then it becomes less and less important whether I am afraid."

- Audre Lorde

"If you don't like something, change it. If you can't change it, change your attitude."

- Maya Angelou

Self-esteem means knowing you are the dream."

- Oprah Winfrey

"Winning is great, sure, but if you are really going to do something in life, the secret is learning how to lose. Nobody goes undefeated all the time. If you can pick up after a crushing defeat, and go on to win again, you are going to be a champion."

- Wilma Rudolph

"Success doesn't come to you...you go to it."

- Marva Collins

"Trust yourself. Think for yourself. Act for yourself. Speak for yourself. Be yourself."

- Marva Collins

"Deal with yourself as an individual worthy of respect, and make everyone else deal with you the same way."

- Nikki Giovanni

"I can't are two words that have never been in my vocabulary. I believe in me more than anything in this world."

- Wilma Rudolph

"You are the designer of your destiny; you are the author of your story."

- Lisa Nichols

Muggets OF Inspiration

"The success of every woman should be the inspiration to another. We should raise each other up. Make sure you're very courageous; be strong, be extremely kind, and above all be humble." - Serena Williams

"We can say "Peace on Earth.", but if we have not internalized the mythology to make it happen inside us, then it will not be." - Betty Shabazz

Consciousness is power. Consciousness is education and knowledge. Consciousness is becoming aware. Tomorrow's world is yours to build." - Yuri Kochiyama

"I am no longer accepting of things I cannot change, I'm changing the things I cannot accept." - Angela Davis

"Each person must live their life as a model for others." - Rosa Parks

"Women, if the soul of the nation is to be saved, I believe that you must become its soul." Coretta Scott King

"I am life, I am strength, I am woman." - Julia de Burgos

"Greatness is not measured by what a man or woman accomplishes, but by the opposition he or she has overcome to reach his goals." - Dorothy Height

"Greatness is not measured by what a man or woman accomplishes, but by the opposition he or she has overcome to reach his goals." - Dorothy Height

"The kind of beauty I want most is the hard-to-get kind that comes from within - strength, courage, dignity." - Ruby Dee

The most common way people give up their power is by thinking they don't have any." - Alice Walker

There are two powers in the world; one is the sword and the other is the pen. There is a third power strong than both, that of women." - Malala Yousafzai

Nuggets of Inspiration

FROM JCPS ADMINISTRATORS



"Nothing can stop you from victory but you! Don't be your own worst enemy, you've got to get up and try **again!**"

Dr. Mashelle Kiggins
Principal, Rangeland Elementary School



"The race goes not always to the swift but to those who keep running." -- "Your true character is revealed by the clarity of your convictions, the choices you make, and the promises you keep."

Tiffeny Marshall
Principal, Audubon Traditional Elementary School



"The greatest gift I have ever received is wisdom from women who have fought the battle I fight. Whenever you take the time to listen to the testimony of your sister, you carry a little piece of her with you forever."

Sylena R. Fishback
Specialist, Volunteer Talent Center



"Life is about Exposure. Luck is what happens when preparation meets opportunity."

Dr. Geneva Stark
District Coordinator, Human Resource

Nuggets of Inspiration

FROM JCPSADMINISTRATORS



"Nothing can stop you from victory but you! Don't be your own worst enemy, you've got to get up and try **again!**"

Dr. Mashelle Kiggins
Principal, Rangeland Elementary School



"Learn to be an ally and advocate to yourself. You are breath, inspiration, and life!"

Dr. Monica Lakhwani
Multicultural Specialist



"It is important that you do not allow negativity, rejection, or failures hinder you from achieving your goals. You have talents, powers, and dreams within you that you have yet to discover."

Dr. Alicia Averette
Assistant Superintendent



STUDENT spotlight

Kyra Aurelia

17 years old, Louisville Male Traditional High School

Interviewer: How do you describe your personality?

Kyra: I don't know, that's hard. I am laid-back and caring. I love to play basketball and spend time with my family.

Interviewer: What do you like most about yourself?

Kyra: I am confident. I am tall, black, and athletic for a girl, but I am comfortable with myself. I am okay being different.

Interviewer: What is your favorite book?

Kyra: The Giving Tree, I've had the story since I was a little girl. The book teaches a lot of messages like cherish people/things and how to love unconditionally.

Interviewer: What has been your greatest accomplishment?

Kyra: I won the Maxwell Award. It recognizes individuals who are good in sports and have good character. That was exciting.

Interviewer: Name the three most important qualities of a friend?

Kyra: Loyal, loving, ambitious. I think you should surround yourself with individuals who want to grow and try new things.

Interviewer: Who is the most influential woman you want to meet, and what would you want to ask/learn from her?

Kyra: Michelle Obama, I want to know how she became so confident on such a large platform. Sometimes it is hard being yourself, but she did it in front of the world.

Interviewer: Where do you see yourself fifteen years from now?

Kyra: I see myself having a family and being a physical therapist.

Interviewer: What can be your greatest contribution to your community?

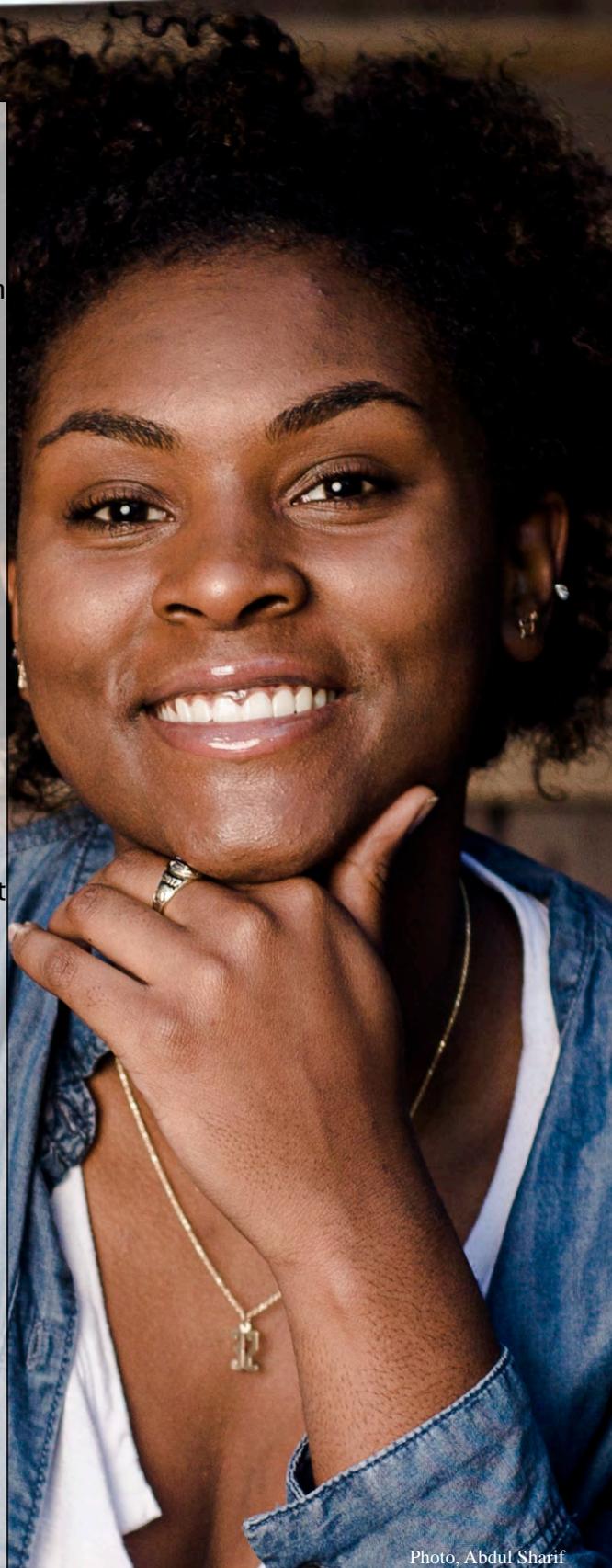
Kyra: I can help younger black girls become confident as they get older. Believing in yourself is important, and I can help them increase their self-esteem and self-confidence.

Interviewer: In your opinion, what constitutes true beauty in a woman?

Kyra: Being independent, confident, and ambitious

Interviewer: What is your philosophy in life or value that you hold dearest in your life?

Kyra: I think what I value most is my unconditional love for people and everything around me. I think it will be hard to live happily without loving the people in my community.





STUDENT spotlight

Kennedi Rose

9 years old

Carter Traditional Elementary School

Interviewer: Hi Kennedi, can you tell me about yourself?

Kennedi: I am nine years old, and I go to Carter Traditional Elementary. I like reading. I really like art, and I want to become an artist.

Interviewer: What do you like to do for fun?

Kennedi: I like to run, read, and do art. TV is fun too.

Interviewer: What's your favorite subject?

Kennedi: I like reading, I like to read books and learn about characters.

Interviewer: What is your favorite book?

Kennedi: I really like Harry Potter. I like how the wizards are magical. I like informational stuff, but I feel like fictional is more fun.

Interviewer: Do you have a best friend?

Kennedi: No, I have lots of friends. I can't just pick one, they are all my best friends.

Interviewer: What characteristics do you like in a friend?

Kennedi: Fun, funny, nice, kind to other people, and brave

Interviewer: How are you a good citizen?

Kennedi: I am a girl scout, and I also do little Ms. AKA. Little Ms. AKA is when girls learn how to be ladies and they help the community. For example, we went to the soup kitchen to volunteer a couple of weeks ago.

Interviewer: What is something you like about your school?

Kennedi: I like that they push you, but in a nice way. My favorite teacher is Mrs. Blatz, her name used to be Ms. Cooper. She is nice and funny.

Interviewer: What do you want to be when you grow up?

Kennedi: An artist or an art teacher

Interviewer: Who is your role model?

Kennedi: Michelle Obama and mommy. Michelle Obama speaks up for what she believes in and mommy is a leader.





STUDENT spotlight

Skye Blu

6 years old, Audubon Traditional Elementary

Interviewer: Hi Skye, can you tell me about yourself?

Skye: I live in Louisville and I am six years old

Interviewer: What do you like to do for fun?

Skye: I like to color and paint. I like to paint pictures and portraits; I really like to do crafty things.

Interviewer: What's your favorite subject?

Skye: I like arts and humanities and science lab. I really like Mrs. Harrison. She's my science lab teacher and she is very nice.

Interviewer: What is your favorite book?

Skye: The Cat and the Hat Comes Back. The Cat and the Hat comes back to Nick and Sally's house. They are best friends.

Interviewer: Do you have a best friend?

Skye: Yes, my best friends are Summer, Hadley, and Callie. They are nice and they help me with my homework. We play at school and in CEP.

Interviewer: Do you know what a citizen is?

Skye: Yes, it means to be a good student. To be a good student you have to earn lots of compliments. We do compliment parties at school. We have to earn 20 marbles.

Interviewer: How are you a good citizen?

Skye: I never get any color changes, I always stay on green and I do my homework.

Interviewer: What is something you like about your school?

Skye: I like that my school has lots of eagle stuff. I like eagles because they are strong. Did you know they eat other birds?

Interviewer: Are you strong?

Skye: Yep, I can lift a lot of weight. I can lift a 5 pound weight, a three pound weight, and a 10 pound weight. I am super strong.

Interviewer: What do you want to be when you grow up?

Skye: I don't know yet. I have hard decisions. I really want to be a police officer because I want to be like my uncle Kirby, but I don't know yet.

Interviewer: Who do you want to be like when you grow up?

Skye: Hmmmmm...my mom because she works for the city

Interviewer: Tell me something you love about your family.

Skye: They are all smart and they help me a lot. They help me with my homework and they love me.



Fit & Healthy Kids

Five Ways to Keep Your Child Healthy and Active

By Konika Dillingham—Zumba Instructor



Photo, Abdul Sharif

If you have kids, I am sure you want them to grow up to be fit and healthy. While it's hard sometimes to juggle work, school, family, and maintain a healthy lifestyle; we as adults must set a healthy example for our kids.

Childhood obesity rates have leveled off over the last decade, but it is still alarmingly high. According to the American Academy of Child and Adolescent Psychiatry, obesity most often develops from ages 5-6 or during the teen years, and “studies have shown that a child who is obese between the ages of 10 and 13 has an 80 percent chance of becoming an obese adult.”

Here are five easy and simple tips to get your kids active and healthy.

1. Plan Outdoor Activities:

Set aside one day a weekend to do something active as family, such as: swimming, playing in the yard, hiking, or biking. Pack a healthy lunch along with healthy snacks so you won't be tempted to eat out.

2. Replace Bad Snacks with Good Ones:

Instead of that bowl of candy or cookies on the kitchen counter, replace those unhealthy snacks with fruits or veggies that your kids enjoy. Snacking on fruits and veggies is the healthiest tip we as adults can teach our kids.

3. Make Chores Fun:

Make doing chores a competition between siblings. If you have an only child, do a treasure hunt and hide rewards in places like under a mattress or in a drawer. They must complete the chore to keep the reward. Doing chores won't seem like work for the kids and it will make life easier for the adult.

4. Limit T.V. and technology time:

Too much screen time and not enough physical activity adds to the problem of childhood obesity. Put limits on the time your kids spend using social media, watching tv, and playing video games and encourage your kids to get enough rest and stay active.

5. Be the example:

Exercise along with a balanced diet is the key to an active and healthy lifestyle. One of the most important things a parent can do is encourage healthy habits in our kids early in life.

ASCEND Equals Educational Enrichment

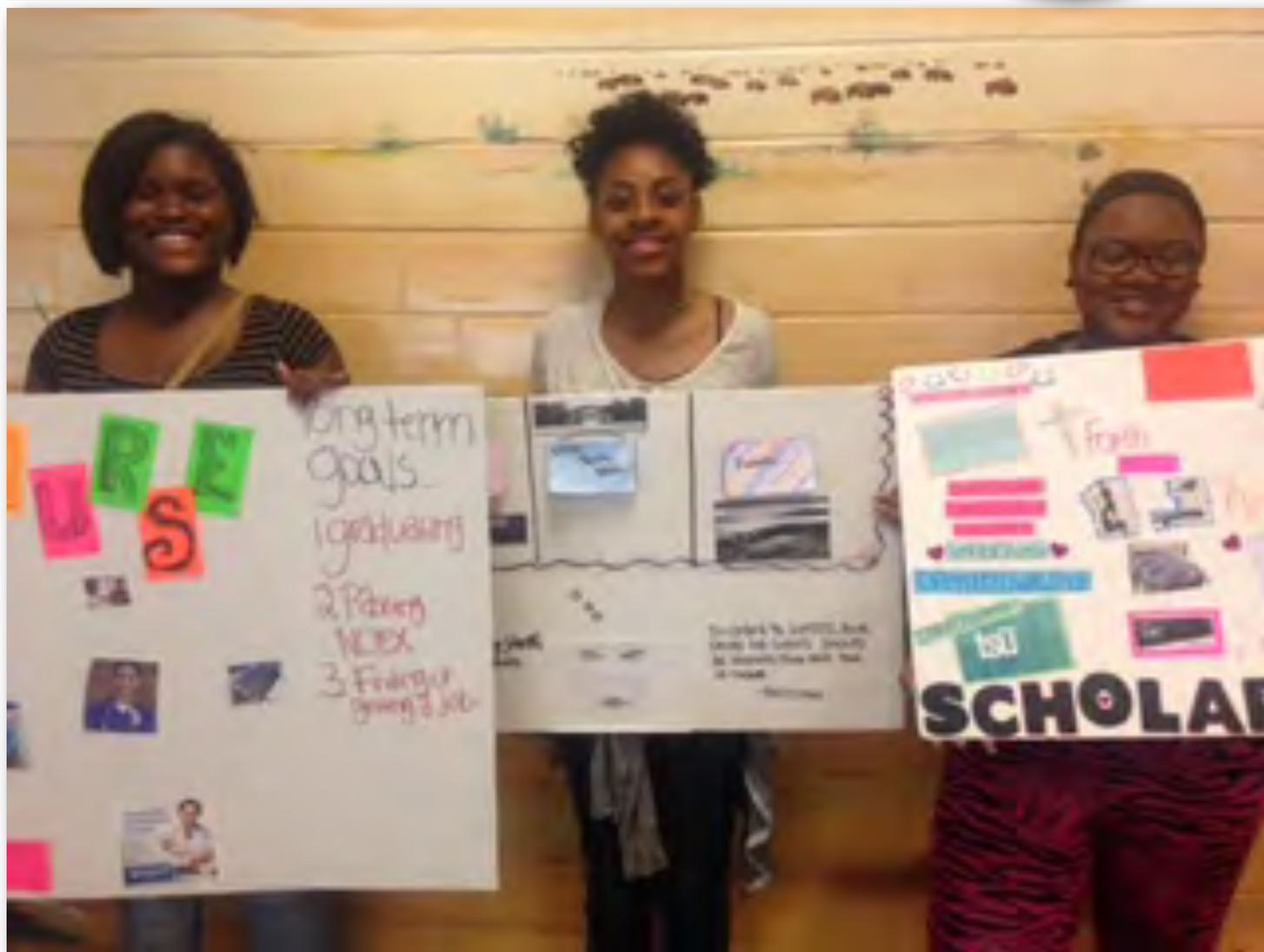


Photo provided by author.

Since 1908, Alpha Kappa Alpha Sorority, Incorporated has implemented youth-focused initiatives that have been at the forefront of the sorority's service mission which is to provide service to all mankind. During 2014-2018, this legacy of service placed a new emphasis on the importance of coaching and preparing teenagers for life after high school through the implementation of the sorority's signature educational enrichment program ASCENDSM (**A**chievement, **S**elf-Awareness, **C**ommunication, **E**ngagement, **N**etworking, **D**evelopment skills). ASCEND focuses on female and male high school students with emphasis on providing valuable academic, life, career, and character-building skills.

The purpose of the ASCENDSM program is to motivate, engage, and assist high school students in reaching their maximum potential. ASCENDSM scholars enrolled in this after school program have an opportunity to receive academic enrichment and life skills training which could lead to meaningful employment and careers. By advancing through ASCENDSM, students are better positioned to transition to college life or the

workplace. ASCENDSM activities include the following:

- team building
- workshops about scholarship essays and speech writing, speaking, financial and federal aid, time management
- exploration of careers and types of colleges
- cultural and community service
- STEM and SMART careers which includes hands-on engagement
- job skills exploration
- field trips to historically black colleges
- UN-USA Models
- Mentoring

Some of the sororities' members have served monthly as mentors and engaged with students to enhance academic enrichment and life skills. They also provide academic and emotional support through group and one-on-one activities.

The program goals for ASCENDSM are:

- To address the current challenges faced by students as they prepare to transition from high school to college life or the world of work
- To promote achievement among high school students leading to meaningful post-secondary work and careers
- To empower students to realize their full potential by connecting with positive coaches to provide guidance, instill self-confidence and provide career direction and encouragement toward their future career path

The criteria to become an ASCENDSM scholar are:

- Must be a high school student in good standing
- A "C" grade point average or higher is required throughout the program

- Should submit a typed personal statement (not to exceed 500 words) that explains why the student wants to participate in ASCENDSM.
- Must agree to follow the guidelines outlined in the Code of Conduct while participating in ASCENDSM
- Must submit a completed parental consent form, signed by the parent/legal guardian and the student

The ASCENDSM program is in two locations, Seneca High School and Central High School. To find out more about ASCENDSM, contact the high school counselor at either school. Educational enrichment has been a long-standing target area for Alpha Kappa Alpha Sorority, Inc., and we want to carry-on this legacy as we help high schoolers to become all that they can be.



P.A.I.N.T.

Pedagogy Access Inclusion Newness Teachers

By Whitney Taylor, Curtis White, Cheyenne Summers



Photo, google images

Pedagogy Access Inclusion Newness Teachers (PAINT) is a team of skillful and highly effective teachers in the district who work to assist in eliminating barriers to closing the achievement, learning, and opportunity gaps based on the districtwide *Strategic Plan: Vision 2020*.

Our first initiative will focus on advancing equity for women and girls of color. Research has shown that women and girls of color have made significant progress in recent years, in large part due to the success of Title IX of the Education Amendments of 1972, and more than half of the associate's, bachelor's, master's, and doctorate degrees awarded by U.S. colleges today are earned by women. Yet, despite this progress, large gender-based disparities

and inequities in education and employment persist. In particular, girls of color and girls from low-income backgrounds underperform academically compared with their white, higher-income peers.

PAINT will focus on empowering women and girls of color and their peers and expanding their opportunities. We will work collaboratively with a range of stakeholders from the academic and philanthropic sectors to discuss ways that we can break down barriers to success and create more ladders of opportunity for women and girls of color. Our mission will support and inspire girls of color to visualize their bright futures and potential through discovery, development and social change innovation in their communities.

Continue on next page

Hear from the P.A.I.N.T Members:

As an African-American woman, I am honored to help develop a program that directly impacts girls of color in the progressions of an ever-changing world. Empowering these females to become rounded in the areas of English language arts, history, mathematics, and science will increase their chance for future accolades, while increasing their self-esteem and confidence. I am delighted that I have the opportunity to educate and foster positive relationship with the students in this district, and I look forward to helping them achieve their dreams.

—Cheyenne Summers

As an educator, I've realized how a strong foundation is vital to future success. I had a truly blessed childhood. There were so many positive opportunities and experiences that I was exposed to. These same experiences helped instill my creativity and my drive for learning. As an educator, I've also accepted that some students will not have the opportunity to mirror my intermediate upbringing. This epiphany has encouraged me to devote as much real-world experience inside my classroom as possible. I strive to make as many personal connections and relatable experiences to the curriculum as possible. My goal is for the students to become lifelong learners who think critically in the classroom as well as in life. An aspect of this philosophy is a deeper concern for the students who I culturally relate to. On a daily basis, I cannot help but reflect on how similar our educational journeys are. At times, they can be incredibly contrasted, but it's the same journey nonetheless. If I can help instill and develop even more growth on this journey, I gladly accept the challenge.

—Curtis White

As a Harriet Tubman once said, "Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world." It is an honor and privilege to have the opportunity to aid in closing the achievement gap. All my life, I have been driven by my strong belief that every child should have access to a high-quality education. Education changes lives. I know that it changed mine. It is our goal as PAINT members that together, we will embark on a critical journey to bring not just access but also quality education to our students and to collaborate with schools around the globe.

—Whitney Taylor



Photos, Abdul Sharif

Girls Inspired to be Resilient Leaders and Students

By Sylena Fishback—Diversity, Equity, and Poverty Department, Specialist, Volunteer Talent Center

The *Gifted G.I.R.L.S.* Program is a social- and emotional-centered curriculum designed to build character, enrich leadership skills, enhance self-esteem, and provide a holistic approach

to educating young girls of color. While participating in the program, the targeted girls will develop their identity and build positive and meaningful relationships with encouraging role models. Through this program, we will provide a platform and safe space for young girls to address social, emotional, and academic issues they face.

While participating in the *Gifted G.I.R.L.S.* Program, students engage in a range of conversation, express well-supported ideas, probe ideas under discussion, and build upon others' ideas. The materials in this program develop active listening skills, such as note taking, asking relevant questions, and elaborating on the remarks of others. The students will provide evidence of beliefs, reflect on class discussions, and orally present projects. By providing frequent opportunities for discussion and encouraging the use of academic language, this program will focus on the

Continue on next page



student's ability to advocate for herself and others through both written and oral communication.

The office of Diversity, Equity, and Poverty Programs is on a mission to build the confidence of girls of color, create a school climate fostering trust and respect, encourage cooperation and inclusion in school communities, and improve the reading, writing, listening, and speaking skills of Jefferson County Public Schools (JCPS) students. Committed to the standard of excellence, we aim to enhance self-esteem in young girls by assisting them in recognizing their own strengths and providing an atmosphere in which role-models cultivate their natural leadership skills. We must teach social and emotional

skills, attitudes, and values with the same structure and attention we devote to our core subjects. By doing this, we will equip our young girls of color with the confidence, strength, and resilience to graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world. If you are interested in starting a *Gifted G.I.R.L.S.* program in your school during the 2017-2018 school year, please contact Sylena Fishback at **485-7967** or **sylena.fishback@jefferson.kyschools.us**.



Gifted G.I.R.L.S

Girls Inspired to be Resilient Leaders and Students

- **gifted**

adjective gift•ed \ˈgif-ted\

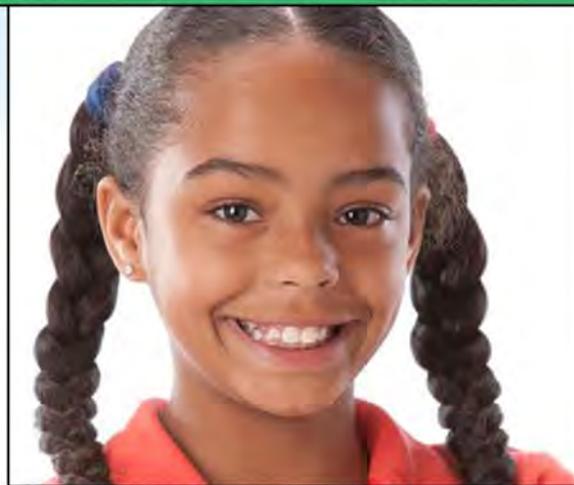
1: having great natural ability : **talented**

2: revealing a special gift

The Gifted G.I.R.L.S. Program seeks to build character and leadership skills and to enhance self-esteem in young girls of color. While participating in the program, the targeted girls will develop their identity and also build positive and meaningful relationships with encouraging role models.

For more information, please contact:

Sylena Fishback at 485-7967 or sylena.fishback@jefferson.kyschools.us



GIRLS LEADING OUR WORLD



Photo, google images.

At Semple Elementary, we aim to create a positive and nurturing environment for all students and strive to offer programs that suit the needs of our diverse group of kids! In 2014, Erica Neal and Mrs. Bouya-Ahmed co-created a girls group called **G.L.O.W. (Girls Leading Our World)**. G.L.O.W. is a mentor and leadership program for 4th and 5th grade girls that is filled with community outings, leadership skill building, and self-esteem building activities. We aim to empower girls through mentorship and sisterhood to build their self-confidence, challenge them to discover and enhance their existing qualities, and prepare them for middle school. Activities we have participated in include vision board and happiness jar making, Museum Day Live! at the Muhammad Ali Center, and our Love Your Mane workshop.

"I am a girl. I am smart and I am strong and I can do anything."

OUR GOALS INCLUDE:

1. Enhancing self-esteem and self-worth
2. Developing leadership skills
3. Gaining access to community resources

MEETINGS

We meet weekly and each session is designed to foster self-respect and love, leadership skills, creativity, critical thinking and teamwork while discussing curriculum topics. The philosophy behind the *G.L.O.W* curriculum is to empower young girls by having them think critically about themselves, their identity and their goals, while breaking down negative messages fed to them by society and the media.

Cultivating Extraordinary Young Black Women



Co-written by Naya Taylor, Archonette Youth Auxiliary President and Jennifer Freeman, Eta Zeta Youth Sponsor



Zeta Phi Beta Sorority, Incorporated was founded on January 16, 1920 on the campus of Howard University by five brilliant women. Since that day, the members of this sorority have pledged to encourage the highest levels of scholarly achievement, participate in community service, model Finer Womanhood, promote scholarship, and celebrate sisterhood. After almost one hundred years, this sorority is stronger than ever! Not only does this sorority influence undergraduate students and those who have graduated, but the youth of their communities. The Youth Auxiliary supported by Zeta Phi Beta Sorority, Inc. are designed to allow young ladies the opportunity to make a difference through becoming leaders within the community. There are three age groups that comprise the youth auxiliaries: Archonettes (ages 14-18), Amicettes (ages 9-13), Pearlettes (ages 4-8). Each group follows age appropriate curriculum that apply 21st century skills.

In Louisville, Eta Zeta is the sponsoring graduate chapter for the Zeta Youth Auxiliary, which currently only consists of the Archonettes and Amicettes. Under the leadership of Karyn Mize, Eta Zeta Youth Coordinator, the youth involved in these auxiliary groups attend monthly meetings as well as the Kentucky State and Great Lakes

Regional conferences of Zeta Phi Beta Sorority. We attend our own leadership workshop sessions to prepare us to be college and career ready in the competitive society. Eta Zeta introduces the Auxiliary members to the community at the annual Founders' Day and Scholarship luncheon during a beloved Pearling ceremony, my personal favorite event of the year. This year I was fortunate to receive a scholarship during the event. Alongside our Zeta sponsors, we participate in several community service events throughout the year. Some of those events include: collecting for and participating in all March of Dimes and Relay for Life activities; sorting and organizing school uniforms for a clothes closet; and making blankets for needy families for the holidays. We are currently collecting toiletry items for care baskets for children at the Salvation Army. We proudly participated in Zeta Phi Beta Sorority, Incorporated Global Day of Service on January 16, 2017 at Active Day Adult Day Care where we made over 50 greeting cards for the clients and helped reorganize a supply closet.

At our monthly meetings, we cover an array of topics such as teamwork, what not to wear for an interview, parliamentary procedures and elections, Finer Womanhood, veteran affairs, effective communication, and public speaking. We participate annually in an etiquette workshop with the Sigma Betas, the youth group of Phi Beta Sigma Fraternity, Incorporated. During this workshop, we learn proper dining etiquette. We look forward to sharing a Thanksgiving meal each fall as it allows for fellowship among both youth groups and graduate. All of our workshops and events all for both educational and social interaction.

The goal of the youth auxiliaries of Zeta Phi Beta Sorority, Inc. is not to recruit young ladies into

Continue on next page

becoming future members of the sorority. Instead, the goal is to help guide young ladies to becoming finer women in the future, exposing them to the joys of serving their community, emphasizing the importance of an education as women, and preparing them to become leaders of tomorrow. As I leave for college, I feel prepared and take with me a wealth of knowledge and love I received from Eta Zeta as being a member of their youth group.

If you are interested in having a young lady you know be a part of the Zeta Phi Beta Sorority, Inc. youth auxiliaries of the Eta Zeta Chapter in Louisville, Kentucky, new memberships are welcome at the beginning of each school year. For more information, please send an email to zphib.etazetayouth@gmail.com. If you would like information on how you can support their community service efforts please contact Jennifer Freeman at jennifer.freeman@jefferson.kyschools.us

JCPS Students Recognized at NCNW King Breakfast

Four Jefferson County Public School students were recognized as “African Jewels” at the annual Martin Luther King, Jr. Breakfast on January 14, 2017 sponsored by the Louisville section of the National Council of Negro Women. The annual event took place at the Crowne Plaza Hotel, Louisville.



Photo, Angela Lockhart

Students who received recognition for their determination, dedication and discipline were:

- Jameelah Lockhart, a senior track & cross runner standout at Moore High School who recited a poem called “Black Barbie”. She plans to attend Berea College and major in English with the ultimate goal of being a Criminal Lawyer.
- Tiyé Gardner, a sophomore Spanish major at Western Kentucky University. Ms. Gardner, who loves to travel hope to own her own clothing boutique for androgynous clothing, among other goals and ambitions.
- Torinae Norman, a musical theatre major at the Youth Performing Arts School (YPAS) who gave rendition of her original song, “Life Song”. Ms. Norman loves to travel and wants to be a change maker.
- Jayla Baker, a senior at Butler High School. Ms. Baker plans to attend UK School of Engineering in the fall to major in Chemical Engineering.

The breakfast also featured State Representative for Kentucky District 41, Attica Scott, as the keynote speaker; musical selections by the Brotherhood of the Pure in Heart Baptist Church; and the Garments of Praise of Green

Castle Baptist Church; and poetry by Hannah Drake.

For more information about the KING Breakfast and upcoming NCNW events, contact Glenda Stovall at glenda.stovall@ky.gov.

(Submitted by Phyllis M. Webb, Publicity committee of the Louisville section of the National Council of Negro Women)

Louisville Alumnae Chapter of Delta Sigma Theta, Inc.



Dr. Betty Shabazz Delta Academy



The Dr. Betty Shabazz Delta Academy is a national initiative of Delta Sigma Theta Sorority, Inc. In Jefferson county, it is sponsored by the Louisville Alumnae Chapter of Delta Sigma Theta, Inc. The academy began in 1996 and is named for the outstanding and accomplished widow of Malcolm X, a registered nurse who ultimately earned a doctorate degree in higher education administration and curriculum development. The national curriculum for the academy is titled “Delta Academy: The Transformation of Me-- Knowing Me, Developing Me, Preparing Me.” The overarching goal is to guide girls, ages 11-14, into womanhood with educational support and professional guidance that will teach them how to create opportunities for academic success, to develop their abilities and talents, and to become change agents in the transformation of their communities. Delta

Academy is one response to the reality that many of today’s young women are trapped in environments that do not fully support their personal and academic development. Some are ignored or left behind at the very point in their lives when they are most in need of attention, support and encouragement. Delta Academy seeks to offer supervised, structured and fun experiences that will help participants grow to be productive citizens with high self-esteem and an appreciation for the demand of increasingly technological society.

The Louisville Delta Academy accepts applications in the fall of each academic year. Notices go out through the JCPS school system, churches in the area and other venues. Sessions usually begin in September and run through May. **The academy meets once a month on Saturdays for two hours, from 10:00 am - noon.** We follow a nationally developed curriculum with topics that addresses the interests and concerns of the participants. We have 20 girls in the program this year. Our overall theme for this year is Leadership. Topics included: “*Knowing Me: Self Awareness*” which focused on identifying the leader in you. Another topic, “*Knowing Me: Self-Esteem*” investigated the role of self-esteem and confidence in being a leader. Every year we do several sessions on *STEM* related topics. For example, a partnership with Assumption High School brings young women from their “Girls Teaching Girls About Science” organization, to one of our sessions to work with our girls on science projects. This year, we expanded the *STEM* topics to include the arts with a session at the Kentucky Museum for Arts and Crafts. Our girls also viewed the movie, *Hidden Figures* followed by a discussion about the movie. Many of our girls go on to participate in other youth programs in the sorority and become eligible for college scholarships sponsored by the Louisville Alumnae Chapter of Delta Sigma Theta, Inc. For more information about Delta Academy, contact us at lac.deltaacademy@gmail.com.

Robin G is a poet based, born & raised in Louisville, Ky. She is the proud mother of 4 young children and is currently pursuing a nursing degree. Inspired by her own adversity & triumphs, she is best known for her raw, transparent and uncensored pieces in regard to women of all ages and the struggle with loving, living and maintaining their own identity. She has performed her renowned spoken word pieces, "Because I Am A Woman", "Unwrapped" & "Kings, Queens & Deadbeats" in the Bomhard Theatre of The Kentucky Center of the Arts amongst many other venues throughout Kentuckiana. She is a published poet, philanthropist, entrepreneur & a product of the JCPS system.

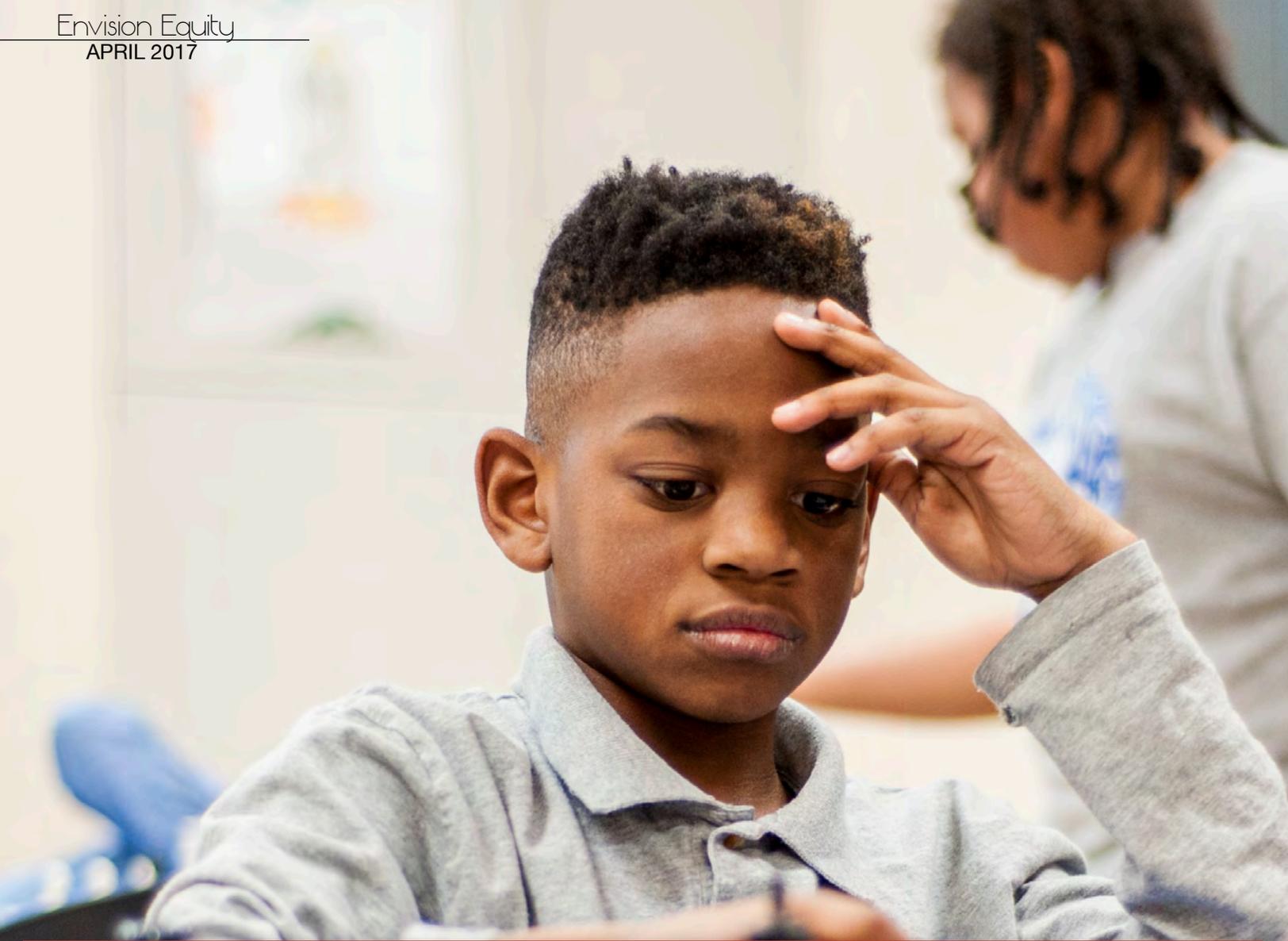
Little Brown Girl

Poem by Robin G

I've been contemplating
what steps
I should be taking
on how to
go about addressing
the past me
before innocence surpassed me
writing a letter of an
almost apology to my 12 year old self
expressing regrets
and what it's
and what I'd do different
and what would make up
the mistakes I can't change up
and then it dawns on me
that what I've done is done
and even though
I could've done better
I could have pushed harder
for starters
I'm grown now
so this here piece
has become a dedication
to my daughters
OUR daughters
to you
the little girls born into
worlds sometimes
without mothers and fathers

into chaos
that was meant to harm them
before first words were even
whispered
little brown girls
with kinky coiled tresses
and hand me down dresses
with braided hair held by
ribbons and tennis shoes
that come untied while skippin'
this is for you...for her...for them
STAY.
bask in your innocence
even when
the demands of society
are crying for thee
to grow
we need you child-like
for that part of your life
that requires
a laughter without encryption
and descriptions
of friends that lack past tense
we need you not concerned with
airbrushed t-shirts
swollen bellies
broken hearts and hymens
we need your senses heightened
in regard to furthering your education

political legislation
college applications and voter
registration
we need for you to age gracefully
and without the burden of carrying
your elders weight,
WAIT.
there is no rush to run so much
that you become exhausted
before your wings are even
prepared to take flight
bask in your right now
if you can help it
build up your confidence
so that this unjust world
may not break it
just stay
for a little while longer,
just until
you're a bit stronger...you'll need your
strength
girl,
bask in your innocence
even when
the demands of society
are crying for thee
to grow.
-Robin G



The Game of Life

By Tom Causey—Coordinator, Family Resource Center, Wellington Elementary School

Wouldn't it be great if there was a way for students to learn math, logic, pattern recognition, creativity, problem solving, and time management as well as improve social skills, maintain focus, and increase self-esteem all while just playing a game? No, I am not promoting the latest app or video game. I'm referring to a game that was played at least 1,500 years before the iPad—the game of chess.

The Wellington Elementary Family Resource Center (FRC) began offering chess, known as “the game of kings,” as a before-school program in 2005 as a way to introduce students to the game. Over the years, several other FRCs have developed similar programs, and we have offered the Southwest FRC Chess Tournament for 10 years, with around 50 students from 10 or more schools participating each year.

This year, my principal, Brandi Carney, assisted me in scheduling a chess class as an elective for fourth-grade students. This has turned out to be a great way to make sure that we are including those students for



Above, Tom Causey assists a student with chess pieces.

whom transportation might be a barrier to participating in a before- or after-school program. Students who choose to participate meet once a week during the fourth-grade special area block for an eight-week course. Wellington has contracted with Corbin Seavers, who teaches chess in many after-school clubs and community centers, to partner in providing chess instruction.

students to play chess, Mr. Seavers and I make connections to Common Core Standards for mathematical practice, such as “making sense of problems and persevere in solving them” and “looking for and making use of structure.” We also make connections to Practical Living content through discussions on such topics as choice and consequence, thinking before you act, managing time and resources, taking turns, and playing by the rules. Chess is a great hands-on learning tool for so much more than just a game.

It is rewarding to see a student team win a trophy at a tournament competition, but it is even better to see the look of joy and confidence on students’ faces when they solve a problem or master a new skill. When this happens, they tend to leave class with just a little air of royalty about them.

While teaching





By Vanessa Posey—Diversity, Equity, and Poverty Programs

On February 25, the Black Achievers program recognized some of the district’s best and brightest students at its 38th annual banquet.

In operation since 1980, the Black Achievers program serves teens in grades eight through twelve. The program offers leadership-training seminars, college-enrichment activities, and community-service projects as well as special events that include college tours, company work-site tours, Kwanzaa celebrations, and ACT/SAT workshops, among other things.



Guest speaker Nate Howard.

Black Achievers helps prepare students for a variety of college majors. Students can choose from a variety of education clusters, including Arts, Business, Communications, Computer Science, Education, Engineering,

Health and Medical, Hospitality, and Law and Government.

Poet, educator, and social entrepreneur Nate Howard was this year’s guest speaker at the banquet. Howard is based in San Diego, California, and is the founder of Movement BE, a nonprofit organization that creates curricula to help young people discover their personal

story through poetry. During his keynote speech at the Black Achievers banquet, Howard emphasized the importance of students’ writing their own stories and used lyrics from rap songs to deliver his message.



Legacy Award Winner Norton Healthcare. Photo, twitter.com.

Thanks to generous donors and volunteers, more than 40 students were recognized and awarded over \$1 million in scholarships during the awards

banquet. Also recognized during the banquet were the Youth Achiever of the Year, Jayla Langford; Adult Achiever of the Year, Michael Young; and Distinguished Achiever, Keith Hamilton, LLB Manufacturing.

Diversity, Equity, and Poverty Programs would like to congratulate all the 2017 Black Achievers award winners.

For more information about the program, please contact Lynn Johnson at **(502) 587-7405** or at **ljohnson@ymcalouisville.org**.



Dr. Ralph Fitzpatrick and Mary Thorpe: Upward Bound Lifelong Leaders and Lovers of Education Success

By Delquan Dorsey—Community Engagement Coordinator

President Lyndon B. Johnson's Economic Opportunity Act of 1964 birthed the nation's first federally funded TRIO Program as a result of the War on Poverty. The Upward Bound Program offers the foundational support to high school students with a low-income family background or both parents of the student lack a four-year degree. The primary goal of Upward Bound is to raise the rate of students attending and graduating from postsecondary institutions. The University of Louisville (UofL) has hosted the program for more than 50 years, and around 4,000 students and families have shared in the beneficial experience the program over that time period.

Today, UofL has two Upward Bound Projects that engage 165 high school students at 16 Jefferson County Public Schools (JCPS). The program runs through the academic year, September through May, as well as a residential period of six weeks during the summer months of June and July. During the academic year, the program focuses on personal development through tutoring, study skills, counseling, and Saturday sessions twice a month. The popular summer component of the program allows the students to get the personal experience of living on a college campus while taking classes.



Dr. Ralph Fitzpatrick. Photo provided by upward bound.

How has such a successful program been able to last this long and simultaneously have this level of impact? Look no further than the long-term leadership of Dr. Ralph Fitzpatrick and Mary Thorpe. Dr. Fitzpatrick is a former director of Upward Bound and currently the Associate Vice President of External Affairs in the Office of the Vice President of Community Engagement. Thorpe is the current director of Upward Bound and the other TRIO Programs at UofL. I had the opportunity to sit at the feet of these two wise and passionate leaders as they shared with me their experience and motivation of serving students and families over the years.

Dr. Fitzpatrick: “Since 1994, the University of Louisville has had a mission assigned to us as an urban metropolitan university that there has

to be a connection to the community. That’s what makes us unique. Upward Bound provides for nonconventional avenues and access for low-income and economically challenged first-generation college students and students with physical disabilities. The university was one of the first to host the Upward Bound Program. I have served as the director, and now I’m working with Mary and the staff in an oversight role. We understand that students having the potential alone doesn’t guarantee success. When a student walks onto our campus who has not had a family member who attended college, then the odds are stacked against him or her. The odds of that person surviving the rigor and newfound freedom for students are slim. Upward Bound puts their arms around students to embrace them and let them know that we are here to be an encourager for them all while being intrusive in your life to make sure you get through this maze of the first year of college.”



Mary Thorpe. Photo provided by upward bound.

Dorsey: “How have you and Ms. Thorpe been able to serve in your roles for so long with so much success in the programs?”

Dr. Fitzpatrick: “I have spent a large portion of my life here serving the university and the students of Upward Bound because of my personal background. I can self-identify with the students we support. My belief is so strong in education as the great equalizer, it can determine your destiny and the way you move forward. I consider myself part of the helping profession. One of the greatest joys I have experienced over the past years I’ve been in this profession is to see a former student and hear them say, ‘Hey, Mr. Fitzpatrick. I was one of your former kids and you may not remember me, but you were the individual in my life that challenged me, I found support in, and a place I can bring my issues.’ That means more to me than the paycheck. It’s the bonus; it’s what tickles my feet in the morning and tells me, ‘Ralph, get up. There is somebody who needs to hear an encouraging word.’ I’m an example of if you are solid in your beliefs and you are willing to set some goals for yourself and willing to work hard at achieving those goals and remain committed, then I’m an example of what you can do going forward.”

Thorpe: “I’ve been here 31 years, and I have two degrees from the University of Louisville. It’s the type of job where you reap your rewards because you see them. There’s always going to be a need for what we do, especially with the students and with the parents as well. The programs are very intrusive and stick by the rules and regulations, but it is an example of what works. You’ve got people saying what to do, but they have not done it themselves. Kids need role models and examples of successful people. The people who are often standing in front of them teaching do not have enough compassion, patience, or persistence—all of the qualities that I did not have at first when I started, but I learned along the way. When I earned my master’s degree in counseling, it helped give me the focus to listen to the students and parents we serve to gain a better understanding of how to serve them through the program. We have to have the ‘Must’ mentality, by any means necessary. I’m the type person that seems like mother-figure to the students we serve. I believe one of the biggest successes of the Upward Bound Program is the exposure the students receive. You have to come in contact with and have some exposure to the life we are preparing our student to live.



We are a college completion grant, so the staff are charged with the responsibility of staying in contact with students who have participated in Upward Bound until completion of the bachelor’s degree. We have students who have earned their master’s degrees and Ph.D.’s and were once told that they were not college material. Some of the former students even work at the university and throughout the community. I often emphasize to students and parents, so they understand, that our programs are a time commitment for students as well as parents. Parents are required to participate in monthly meetings to stay informed of the program and what they need to know to ensure success for their students.”

Dr. Fitzpatrick: “I take a lot of pride in all the young professionals who have come through our program and in serving as their mentor. One of the reasons why I did it was because of the mentors I had when I was younger. People like Alice Houston and many others. They were role models who helped me and guided me in the directions that showed me what I wanted to do with my life. You look at Alice, and she remains committed. We make sure we are making and sustaining the opportunities.

Programs like Upward Bound and others have come under attack throughout the years. It’s important that we protect the funding we receive. Ultimately, I would love to see the federal government and UofL invest to expand the programs in order to benefit many more students who need to be exposed.

We have a model with a 50-year track record. Research and studies demonstrate that what we do here works. We shouldn't have to go out looking for the silver bullet when you have the answer right here in your own backyard.”



Thorpe: “If we can get the word out about our programs and highlighting the successes, we can help anybody if they are willing to commit. I would like to tell you that we are 9 to 5, but it doesn't stop there. We are here on Saturdays and in the schools on some evenings. So we have to be dedicated as a staff. There are never enough resources to reach the need, but we have been great stewards of the resources we have been given. We are even personally committed and personally invested.

We also have a parent advisory board that raises money for scholarships that they award in the summer. There are also students who appreciate their experience so much that they volunteer their time working for Upward Bound without pay. This is an additional resource that helps the program.

Besides resources, one of our goals is to help students' dual enrollment. Dual enrollment is when high school students are able to get college credit for some of the courses they take during their time in high school. So the challenge for us is to find out how to position more Upward Bound students to participate in dual enrollment courses so that they can take advantage of the academic benefit. But it also serves as an economic benefit because that is less that they have to pay.

The opportunity needs to be there for anyone. But we are most effective in reaching students who are first-generation college students or come from a low-income background. Upward Bound doesn't turn away students who have low GPAs; we embrace them because part of our focus is to help those students who exhibit academic need.

One of the requirements for our students is to do community service. It important that students understand that we want them to be successful academically and professionally, but success also includes giving back to the community. Upward Bound has been successful because of the 50-year track record of consistency and staff who sincerely care. We teach the students to be well rounded. They travel throughout the country to visit colleges, but the six weeks in the summer of living on campus and taking courses is the foundation that of the program.”

Dr. Fitzpatrick: “The greatest investment that our community can make is in our young people and their access to education achievement. People should not view a commitment to equity as a temporary, one-time investment. Instead it requires a long-term, sustained effort. It's important that the community and institutions hold themselves accountable when it comes to all of our student success and achievement, which, just like student performance, is evaluated. It's not equity to just measure the student's efforts; we have to measure the efforts of our institutions and how well our students are achieving within the academic process and matriculation.”

For more information about the Upward Bound Program and the other TRIO Programs, please visit www.louisville.edu/uoflssop.

Principal Baruti Kafele Inspires Classroom Excellence at Professional Development and Community Conversation

By Dr. John D. Marshall—Chief Equity Officer

In our latest speaker series, [@Jcpsky](#) had the nationally known speaker Principal Baruti Kafele engage the group in an interactive dialogue around leadership, action, and supporting the youth. In typical fashion, [@PrincipalKafele](#) turned the mirror to the crowd and challenged them to ask and answer three questions that got to the heart of teaching and leading. Kafele then told the staff that it is not enough to do it once a week. He posited that it should be done every day. He went even further to say that there should be actions that exemplify the purpose. It was clear that many of the principals and staff in the room were compelled to be introspective and question how they lead.

As Kafele began to discuss his outlook on teaching, he asserted that some of the issues kids are facing can only be solved by teachers who employ culturally responsive teaching. He said, “A child had to see himself in the curricula. If he or she does not, how is a teacher to connect with a child and the child to lesson?”

Kafele also spoke with community members later that night. He encouraged the community to stay active in the school system and to not flounder. [@PrincipalKafele](#) said that the community cannot get fatigued nor settle. In a short vignette that he shared, he spoke of his visit to Selma and crossing the Edmund Pettus bridge—the same bridge on which Bloody Sunday took place on March 7, 1965. The depth of introspection while on that bridge made him realize that he has more work to do as it relates to helping boys and girls. He said that moment brought things into focus and that moments and experiences like that are what students need if they are to have a better understanding of what they are.

The 2016-17 speaker series was created to have national experts come and provide tools so that educators and community members could better reach the youth. As expected, Principal Kafele delivered.

If you would like to hear more from Principal Kafele, you are encouraged to watch his weekly motivational series titled “Messages to Your Son.” These short videos are aimed at reaching students of color, with a new video posted every Sunday morning. To view the entire series, just visit www.principalkafele.com and click Message to Your Son, which will take you directly to his YouTube channel.



Dr. John Marshall and Principal Kafele.



Making a SPLASH: New Directions Housing Corporation Teams up with Brown-Forman

By Taylor Wagner, New Directions Housing Corporation

“Brown-Forman brings its generosity, expertise, and passion to bettering community,” says Lori Hudson Flanery, Chief Executive Officer at New Directions Housing Corporation (NDHC). “Brown-Forman’s generosity is a valuable asset and their SPLASH initiative demonstrates a commitment to making Louisville a better place to live and work.”

Brown-Forman’s SPLASH group constructed a reading nook within NDHC’s Brandeis Apartments Learning Center. A dedication was held February 27.



MUW, BF and NDHC staff and kids at the Little Library. Photo provided by NDHC.

NDHC, Brown-Forman and Metro United Way are also collaborating to construct a “Little Library” at Brandeis Apartments Learning Center. This collaboration will provide easy access for family reading and help improve early childhood education in the community.

The dedication kicked off with a learning center participant reading Maya Angelou’s “I Know Why the Caged Bird Sings.” After she finished reading the poem, the young participant ran over to the newly constructed reading nook and began reading one of her favorite books.



A family enjoying the Reading Nook at the Brandeis Learning Center. Photo provided by NDHC.

The goal of the learning center is to teach communication skills, math skills, and enable its participants to appreciate their cultural and historical heritage. Currently, there are 66 participants enrolled across NDHC’s four youth learning centers.

“All children who participate in the Brandeis Apartments Learning Center become prepared, empowered and inspired to reach their full potential and contribute as thoughtful and responsible citizens of Louisville’s diverse community,” Flanery says.

The Brandeis Learning Center is located at 925 S. 26th St., Louisville, KY 40210. For more information, please contact Amy Sneed at **(502) 719-7161**.

Central High School's Poets of Society Slam



By Brandyn Bailey, Youth Engagement and Communications Liaison, Office for Safe and Healthy Neighborhoods, Metro Louisville Mayor's Office



The Office for Safe and Healthy Neighborhoods of the Mayor Fischer administration sponsored the first annual Poetry Slam held by Central High School's Poets of Society, an afterschool club, on February 23, 2017. The slam consisted of ten participants from Central High as well as other high schools across Jefferson County. The auditorium of Central High School was filled with talent, laughter and love. The initial vision of the slam was put into motion by the students of Poets of Society with the backing of their teacher Shantel Read.

Brandyn Bailey, who serves as the Youth Engagement and Communications Liaison for the Office for Safe and Healthy Neighborhoods, has been working with the group every Thursday since September 2016. Bailey served as the MC for the slam and kept the audience on their seats with jokes in between poets. DJ Z-Nyce, who also serves in a DJ role for the Indiana Pacers of the National Basketball Association, made time to give back to the community with his presence and unique skill set.

Jalen Posey of Central High was crowned as the winner of the slam and received the grand prize, a laptop.



Jalen Posey recites a poem. Photo, Instagram

Teach Your Children Well

By Taylor Wagner, New Directions Housing Corporation

Big glass doors swing open. Inside the building, the echoes of children laughing and playing spill out into the hallway in a swelling crescendo. Amidst all the action, there is one woman surrounded by children, a shepherd herding her flock.

It's the beginning of another workday for Director of St. Benedict Center for Early Childhood Education, LaNiece Benson. The St. Benedict Center, located close to downtown Louisville in the California neighborhood, currently enrolls over 60 children throughout the year.

With 15 years of early childhood education, Benson is no stranger to the joys and, some time, struggles of teaching children 6 weeks to 12-years-old.



NDHC EVP of Property Management Bridgette Johnson (left) and SBC Director LaNiece Benson (right). Photo provided by NDHC.

“I love to see the growth, the milestones,” Benson said. “It’s wonderful to hear parents tell me how their child is succeeding. That’s why I love this.”

Growing up in the west end of Louisville, she found positive role models in her grandmother and members of her church congregation. Wishing to give back to her community and “pay it forward,” she began volunteering as a math tutor at 16. Later, she would study early childhood education at Kentucky Community and Technical College System.

“Early education was a natural fit for me. I’ve always had a passion for working with and teaching children,” Benson says. “I just knew from an early age I was meant to educate.”

Benson hopes that the St. Benedict Center will be Louisville’s premiere early childhood education center.

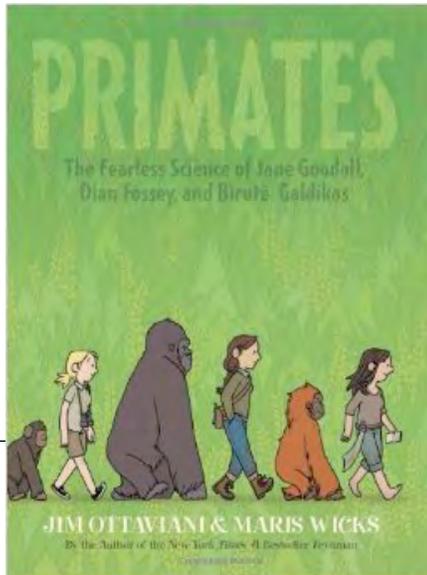
“I want parents to say their children went to St. Benedict’s and be proud of it.”

St. Benedict Center for Early Childhood Education is located 5 minutes from downtown in the California Neighborhood at 946 S. 25th Street. Established in 1971, it offers a legacy of high-quality care to children 6 weeks to 6 years, with before and after school programs and summer camp for elementary-aged children.

For enrollment information, contact the center at **(502) 772-7324**.

Primates: The Fearless Science of Jane Goodall, Dian Fossey, and Birute Galdikas

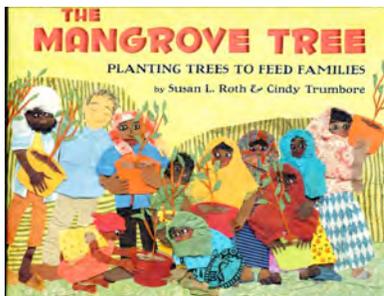
By Jim Ottaviani and Maris Wicks
First Second New York, 2013
For ages 12-18



The graphic novel *Primates* gives a brief but enthusiastic overview of the work of Jane Goodall with chimps, Dian Fossey with gorillas, and Birute Galdikas with orangutans. Each groundbreaking scientist got her start from Louis Leakey, an anthropologist who believed that understanding primates was key to understanding humans. He also believed that women made better observers of primates than men. This afforded a rare opportunity for expensive fieldwork for these three remarkable women. *Primates* highlights the contributions each of these women made to primatology, as well as their struggle to conserve the animals they devoted their lives to.

The Mangrove Tree: Planting Trees to Feed Families

By Susan L. Roth and Cindy Trumbore
Lee & Low Books, Inc, 2011
For ages 6-11

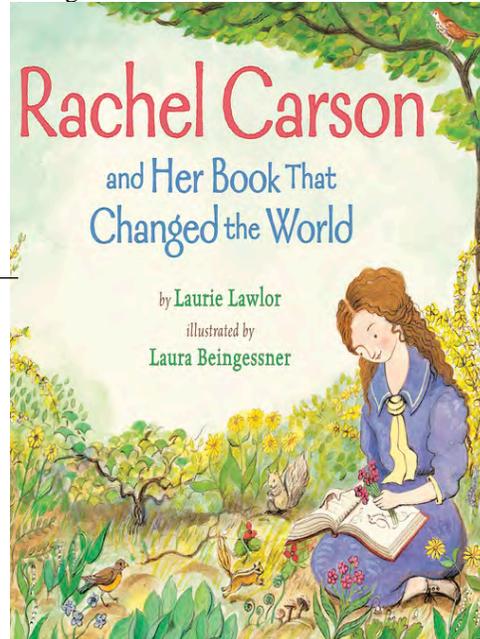


This verse poem with informational text tells the story of the village of Hargigo and Dr. Gordon Sato. The people of Hargigo in Eritrea did not have enough food to eat. Dr. Sato devised a plan to help by planting mangrove trees. The trees created a thriving ecosystem for the village and its surrounding wildlife. This new ecosystem expanded populations of edible fish, provided nutritious feed for livestock, fuel for fires, and more.

The Mangrove Tree is a book that can be used on many levels. The poem is approachable for young children while the information and photographs in the book will fascinate older readers. Roth's bright mixed-media illustrations complement the text and add plenty of visual appeal to the text.

Rachel Carson and Her Book That Changed the World

By Laurie Lawlor and Laura Beingsner (illustrator)
Holiday House, Inc. 2012
For ages 6-10



When Rachel Carson began her career in biology, it was a difficult time for women scientists. Women were not considered serious candidates for technical jobs. Carson didn't give up. She finally accepted a position rewriting scripts on birds and combined her love of writing and nature. As she continued to write and study nature, Carson grew increasingly alarmed over ways pollution and insecticides were damaging the environment. During the final years of her life, she researched and wrote the book *Silent Spring* about the ravages of insecticide use on bird populations. The book caught the nation's attention and, despite intense push-back from chemical corporations, new protections and regulations were put in place to protect birds.



Students participating in Literacy & Photography pause for a picture in front of the old Parkland Public Library.

Photos, Abdul Sharif

By Vanessa Posey—Diversity, Equity, and Poverty Programs

Students Participate in Literacy & More During Spring Break

More than 100 third-through fifth-grade students in Jefferson County Public Schools (JCPS) spent Spring Break strengthening their reading skills during the district's "Literacy &" camps. These free camps were held at Maupin Elementary School (Literacy & Photography), Engelhard Elementary School (Literacy &

Karate), Rangeland Elementary School (Literacy & Hip Hop), Crums Lane Elementary School (Literacy & Chess), and Wheatley Elementary School (Literacy & Robotics). The Spring Break camps combined reading with such character-building activities as chess, karate, hip-hop, photography, and robotics and partnered with local community experts.

Under the guidance of professional martial arts teachers Celita and Fred Dillon, of Dillon's Karate, students at Engelhard Elementary School learned some of the important principles of karate, including stance, stretching, and discipline. During the literacy portion of the camp, Engelhard students read the book *Karate Mouse* by Geronimo Stilton, which teaches students to overcome their fears and increase self-confidence. Students also learned about character traits and setting goals for themselves. Lonydea Todd, the teacher at Engelhard Elementary School during the Spring Break camp, noted that she saw a lot of growth among students during the weeklong camp and also mentioned that students were able to make new friends.

At Rangeland Elementary School, students learned about the history of hip-hop by reading the book *When the Beat Was Born: DJ Kool Herc and the Creation of Hip-Hop* by Laban Carrick Hill. In the text, students learned the story of legendary hip-hop DJ Kool Herc and how he ushered in a new era of break dancing, rapping, and beat making in the Bronx, New York. During the "&"

portion of the camp, students learned invigorating hip-hop dance moves while building endurance and having fun.

At Maupin Elementary School, around 20 students read about legendary photographer Gordon Parks while learning some of the fundamentals of digital photography. Students at Maupin took photo-walks around the Parkland neighborhood and created a short video that was played for parents and community members on the final day of the camp. Students practiced public speaking, writing, and also created a PowerPoint presentation. A photo contest was held on the fifth day of the camp in which two students won a camera, and one student received a gift certificate. Each student participant received a certificate of participation for attending the camp.

At Crums Lane Elementary School, Corbin Seavers of HFS Chess Louisville taught students the basics of chess and how it can be used to build reading and math skills. Students also read the book *Freddie Loses His Game*, written by fifth grader Dorian Clay. Clay's book teaches students about winning and losing, how



Left, a student reads during the literacy portion of the Literacy & Confidence camp at Engelhard Elementary School; right, A student builds a robot during Literacy & Robotics at Wheatley Elementary School.



Above, a student record a video during Literacy & Photography at Maupin Elementary School.

to deal with bullies, resiliency, sportsmanship, and the basic principles of chess. At the conclusion of the Literacy & Chess camp, students were given their own chess set and a copy of the text to take home. Every student also received certificates participation.

The Literacy & Robotics camp held at Wheatley Elementary School taught students the importance of science, technology, engineering, and math (STEM), while providing

them with the resources and support to build their own robot. Students at Wheatley were able to read about how robots operate and why they are important for the future. At the conclusion of the camp, students were able to take home their own self-created robot and also received a certificate for participating in the program.

Please stay tuned for more “Literacy &” camps coming this summer. If you or someone you know would like more information about upcoming “Literacy &” camps, please contact vanessa.posey@jefferson.kyschools.us or call **485-3631**. ■



Students created vision boards during Literacy & Confidence at Engelhard Elementary School.

Students Visit Northern Kentucky University to Learn About Financial Literacy

By Dr. Carla Kolodey— Assistant Principal at Wheatley Elementary



Above, Wheatley Elementary School students pose for a photo at Northern Kentucky University.

Photos, Dr. Carla Kolodey

On Wednesday, April 19th, students from Phillis Wheatley Elementary Schools (PWES) took over Northern Kentucky University's Campus to participate in NKU's Financial Literacy Month activities. Dr. Carla Kolodey, Assistant Principal at Wheatley Elementary, partnered with her childhood friend, Dr. Abdullah Al-Bahrani, Assistant Professor at NKU and Director of the Center for Economic Education. The two networked to bring together an amazing collaboration of passionate individuals to increase reading and financial literacy for underprivileged students.

For three weeks, 4th and 5th grade students at Wheatley participated in Danny Dollar Academy led by Ms. Nyree Clayton-Taylor, creative writing teacher at PWES. Ms. Clayton-Taylor is an amazing educator that brings learning to life by merging the nine elements of hip-hop with common core standards. Ms. Clayton-Taylor took the same approach to lead students through Danny Dollar Academy where the intent was to help students learn the importance of saving and entrepreneurship. Ms. Clayton-Taylor was supported by her colleague, Ms. Analise Brown, who helped infuse graffiti into the Academy. Additional support came from Ms. Kilah Davidson, Mr. Nathan Pitts, and Ms. Christina Evans, all teachers at Wheatley Elementary. The ending result was magical.

For the culminating event, the students traveled to NKU to participate in NKU's Financial Literacy Day. Students had a personalized visit with author, Ty Allan Jackson where he captured the audience by telling his story and how Danny Dollar came to life. Students also participated in an entrepreneurship demo led by NKU's Center for Innovation and Entrepreneurship, where students designed a product and selected a fictional clientele for their product.



The most amazing part of the day was the showcase of talents with the finale, Econ Beats. NKU students showcased their economic learning through the arts and music by creating parodies of videos using economic terminology. Students of Phillis Wheatley created their own performance based on the book Danny Dollar and were the entertainment during intermission.

The purpose of the event was to give students the ability to understand the economic concepts through reading, but so much more was accomplished. Dr. Kolodey summed up the experience by stating, “The event was for the students, but as an adult, I feel like I walked away with the biggest reward. I was able to witness the excitement of being on a college campus

and watch a dream become a reality. Access and experiences matter and we accomplished that today. Ms. Clayton-Taylor is an amazing educator and deserves all the credit. Her passion is contagious.”

Dr. Al-Bahrani reflected on the day, “I had a student come up to me and told me she wanted to come to NKU. The event was about education, it was about financial literacy, it was about empowerment, most importantly, it was about coming together to make a difference.”

Danny Dollar Academy could not have been accomplished without the support from the Department of Diversity, Equity, & Poverty Programs and Chief Equity Officer, Dr. John Marshall.

The team plans to implement Danny Dollar Academy in all grades next year for all students of Wheatley Elementary. ■

Watch video by click the link below:

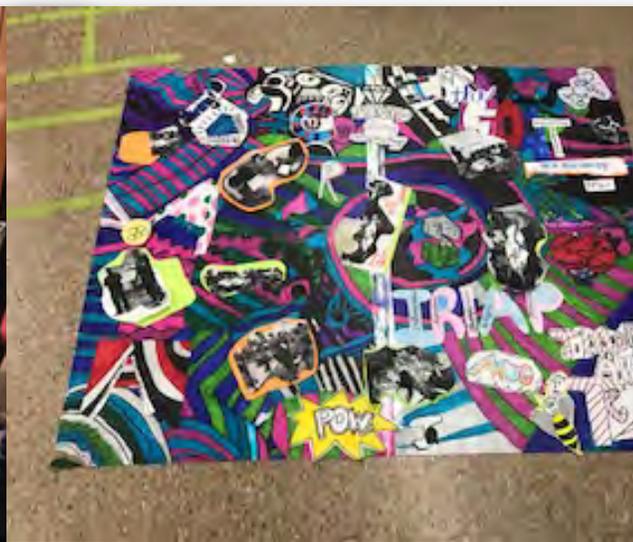
<https://www.pscp.tv/Mrskolodey/1LyxBBMvBwzxN?t=21s>



Above, Wheatley Elementary School students pose for a photo at Northern Kentucky University.



Above, students participate in IRAP.



Photos, NyRee Clayton-Taylor

Hip-Hop Into Learning: Using Hip-Hop-Based Education in the Elementary Classroom

By NyRee Clayton-Taylor

Allow Me to (Re) Introduce Myself

I am NyRee Clayton-Taylor, and I. Love. Hip-Hop. In fact, growing up in the '80s and '90s provided me the opportunity to be part of the first generation to grow up entirely on hip-hop. I remember how much I loved hip-hop and how I was “schooled” by emcees who would spread their gospel using a body of beats to educate me on topics of “Unity” (Queen Latifah) and how to “Fight the Power” (Public Enemy) and taught me how to be “Everything I Am” (Kanye West). These teachers enlightened me with a perspective that was not discussed in my classroom. Hip-hop was my window into the mind, thoughts, and beliefs of others and my first introduction into an analytical body of knowledge that was tangible to me. Hip-hop was there—before books, teachers, and homework, hip-hop was there. It was **my** literacy and, for many of my students, it's their literacy as well.

As urban students of color enter into elementary classrooms, they often find themselves thrown into the midst of an educational achievement gap. In fact, since the establishment of the No Child Left Behind Act (NCLB), urban students of color have scored

“I started with the main element of hip-hop, emceeing (rapping) and began to link this element with the Elementary Writing Common Core Standards and the English Language Arts Standards.”

significantly behind their Caucasian counterparts. While there have been some gains, urban students of color are still suffering from educational disparities that stem from student tracking, negative stereotyping, and test bias. For many, hip-hop is a universal language and has been a transformative medium for many disenfranchised urban youth (Hill & Petchauer, 2013) (Edmin, 2013) as well as a tool of empowerment that speaks to the injustices of their community (Edmin, 2013).

Urban education scholar Christopher Emdin (2013) believes that hip-hop-based education (HHBE) is not only more than a focus of popular rap songs and how they rhyme but also a Deweyan tradition of “culture-

focused pedagogy.” He states that the non-use of culturally responsive teaching is one the many reasons urban youth view school as boring, unimaginative, and unrelated to their everyday experiences. He further suggests that even when educators are rooted in the culture-focused pedagogy, their approaches are ineffective because teachers do not understand how deeply immersed urban students of color are into the hip-hop culture (p. 11). This is why HHBE is needed. It is needed to unlock the doors that stand between the urban learner’s perspective and success in contemporary schooling (Edmin, 2013).

Yes, I Am Here to Move the Crowd

So how do I do this? How do I effectively connect the “known to the new” and use HHBE in the elementary classroom? I read articles from scholars like Christopher Emdin, Marc Lamont Hill, and Jeff Chang, who have articulately explained how some middle and high school teachers have used elements of HHBE as an educational framework. But articles were lacking when it comes to fully implementing HHBE in the elementary classroom. And this was my problem; I understood the research behind HHBE and that using hip-hop in the classroom would be entertaining and culturally responsive, but how could I make it age-appropriate and rigorous? How would I be able to effectively teach students how to read and master common core standards using HHBE? And, most importantly, how would I use HHBE to engage those students in my classroom who were struggling and reluctant to write?



My journey into these questions and my quest to improve writing using HHBE started years ago. While I had always used hip-hop in the classroom, it wasn’t until my transition as the creative writing teacher at Phillis Wheatley Elementary School (PWES) that I was able to fully implement HHBE. I was sure that using hip-hop was going to save my students. While students were excited about getting the lyrics and trying to read them (and a few even tried to write their own rhymes that were awful), my implementation of hip-hop was just smoke and mirrors. A ploy to just try to engage my students. I was not using hip-hop as the critical learning tool needed to “teach and reach” my students.

I began to reflect on a quote by Jeff Chang. In his foreword for the book, *Schooling Hip-Hop: Expanding Hip-Hop Based Education Across the Curriculum*, he stated that hip-hop is not the conclusive solution and is certainly not a substitute for good teaching. That hip-hop is more than a fad and should be used as a possibility that offers true transformation. This was my mistake in implementing hip-hop. I was using it as a fad and not for the possibility of transformation that it could offer my students. I had forgotten about the lessons hip-hop had taught me and how it was able to reach me even when some of my best teachers couldn’t. I had also forgotten that just using hip-hop was not a substitute for good teaching. That yes, using HHBE was creative and culturally responsive but it still needed be rigorous and tied to the common core learning standards.

I started with the main element of hip-hop, emceeing (rapping) and began to link this element with the Elementary Writing Common Core Standards and the English Language Arts Standards. I started with the end in mind—I wanted my students to create a rap song in the perspective of a character. I remembered the standard that most of my students had a hard time grasping, and I remembered standard RL.3.6. This standard states that third grade readers

must be able to distinguish their own point of view from that of the narrator or those of the characters. I knew this standard was hard for my students to grasp because students often think of characters as simplistic and one-dimensional. It was also hard for my students to see how characters could have multifaceted personalities and deal with complex issues. I didn't want to just focus on the character's feelings; I wanted to focus on the multiple perspectives of the characters and how they are influenced by the world in which they live (Cherry-Paul & Johasen, 2014) (Lehman & Roberts, 2014).

I Know I Can

We read the book *More Than Anything Else* and began to identify the main character's perspective. As a group, we identified what the main character **said**, his **actions**, and his **thoughts** (SAT). We used the close reading strategy, which is defined as a careful, sustained interpretation of a brief passage of text (Cherry-Paul & Johasen, 2014) (Lehman & Roberts, 2014) and identified what the character said, the character's actions, and the character's thoughts. This close reading strategy allowed students to develop new ideas and think more powerfully about the text. It also enabled them to reflect on what the evidence revealed about the character (Lehman & Roberts, 2014) in the beginning, middle, and ending of the story. After two weeks of charting the main character's SAT, we were able to develop a hip-hop song from the perspective of the main character. Students were able to create bars (sentences in a rap song) because of the careful analysis of the character's SAT. As a group, we created a song in the perspective of the character using a graphic organizer that helped each student create a verse along with rhyming words to match. This proved helpful and allowed students to write using the guidelines that the graphic suggested.

As time progressed, I began to use all of the elements of hip-hop which include the following:

- Knowledge (Street/Self-Awareness)
- Graffiti (Street Art)
- B-Boyin' (Dancing/Break Dancing)
- DeJayin' (Technology)
- Fashion (Self-Expression)
- Language (African-American Vernacular English)
- Emceein' (Rap)
- Beat Boxin' (Beats)
- Entrepreneurship (Ownership)

Students began to see the connection between writing and hip-hop and how they could use the nine elements to create informative writing pieces. As a result of implementing HHBE in creative writing, students were also able to participate in the Informative Reading through Artistic Performance (iRAP) Program during Spring Break. The iRAP Program is a Spring Break and summer program sponsored by the Diversity, Equity, and Poverty Programs Division of JCPS. Students learned the nine elements of hip-hop and were able to write, perform, and use graffiti art to tell the story of our own national hero, Muhammad Ali. Because of this program and the implementation of HHBE in my writing class, students will be performing at the I Am Ali Festival: Night at the Museum at the Muhammad Ali Center on **July 5.** ■

Bridging the Gap in Cultural Diversity

By Remona C. Sands—Gutermuth Family Resource
Center Coordinator



Veronica Leffler is a Parent Representative on Gutermuth Elementary's Advisory Council. Veronica Leffler was already on the Advisory Council upon my joining the Gutermuth Family. Mrs. Leffler was very quiet and reserved. Mrs. Leffler had little to say during the meetings. At the end of the 2015-2016 school year, she contemplated leaving the council. However, as the Family Resource Center Coordinator I encouraged her to remain on the council and not to allow language to be the barrier that silence her input. Her child and family are a part of our school community and her opinion is valued.

This year, Mrs. Leffler have exhibited more confidence in her role as Parent Representative on the Advisory Council. She has become a little more out spoken on the council. The Advisory Council was discussing the Fresh Fruit and Vegetable Program and the vegetable called **Jicama**. Most of the council was not aware of this vegetable. However, Mrs. Leffler was very familiar with the vegetable due to her Mexican culture. She was able to educate the council culturally by sharing everything she knew about **Jicama**. During our February meeting Mrs. Leffler prepared **Jicama** for the entire council. Mrs. Leffler brought in Jicama, limes and a spice to drizzle over the top for an added taste. Mrs. Leffler was in her element and the council was educated by a parent who once thought her contributions did not matter. She now knows differently. ■



Above, Veronica Leffler serves as Parent Representative on Gutermuth Elementary's Advisory Council.



Above, ESL Newcomer Academy Student Katheryn poses with her new guitar.

Photos, Sara Soltau

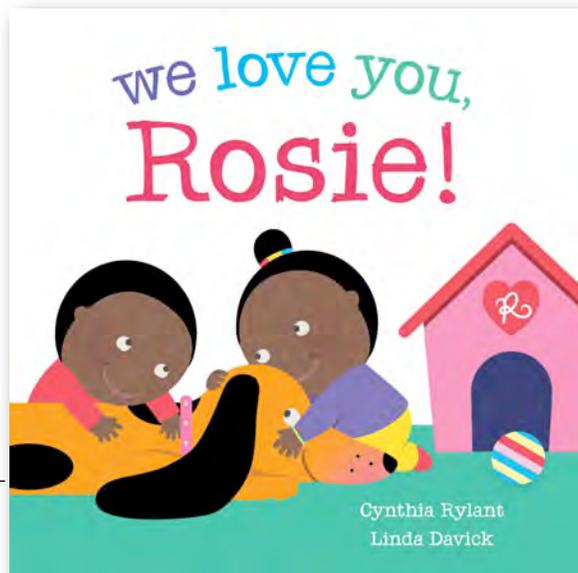
A Guitar for Katheryn

By Sara Soltau, Education Programs Manager, 90.5 WUOL

In late March, I received a message in my voicemail; it was full of urgency. The man leaving the message was Scott Wade, a teacher at the ESL Newcomer Academy. Scott had a request from a student, Katheryn from El Salvador, who wanted a guitar and wondered if we had one available through our Instrumental Partners program. Luckily someone had emailed me about donating their guitar the same day! After getting it re-strung and in a new case, I brought it to Scott's class. As I entered the classroom with the guitar Katheryn began to cry. We embraced and she promised to begin learning the guitar as soon as she got home. This is enough of a heartwarming story, but the true inspiration for me was sitting in on Scott's class. This was the Explorers Club and each of the 25 students had written an essay about how they wanted to make a difference in the world. They were there to learn about giving back, to each other and their community. Not only did Katheryn get a new guitar, but students also presented eleven new pairs of shoes to another classmate who had eleven siblings at home. We can all learn from the example of these young members of our community and do our best to give back and help others in the little ways that we are able. ■



We Love You Rosie
By Cynthia Rylant
Beach Lane Books, 2017
For ages 3-6



A cozy and sweet story about the day in the life of a beloved family dog as she explores the concept of opposites. The loving dynamic between siblings and their dog as they read and play the day away makes for a delightful read for little ones and caregivers.

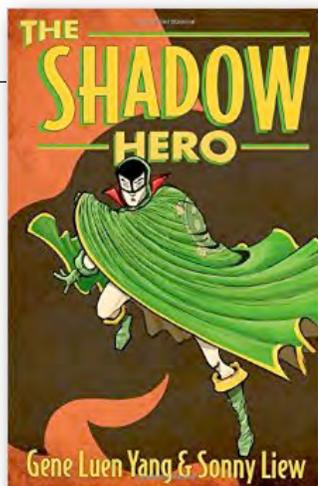
The Golden Girls of Rio
By Nikkolas Smith
Sky Pony Press, 2016
For ages 6-8



This book celebrates the Olympic victories of four females athletes at the Rio Olympic Games. Simone Biles, Katie Ledecky, Michelle Carter, Simone Manuel are all featured as breaking multiple records and defying boundaries. Striking and bold illustrations supplement the triumphs of each woman perfectly.

Information provided by Natalie Thompson, Louisville Free Public Library

The Shadow Hero
By Gene Luen Yang
First Second, 2014
For ages 12 and up



During the comics boom of the 1940s, a myth was born called the Green Turtle. He solved crimes and fought injustice just like the other comics characters. But this enigmatic masked champion was hiding something more than just your run-of-the-mill secret identity. The Green Turtle was the first Asian American super hero! He had a short run before falling into obscurity, but Gene Luen Yang revived this character in *Shadow Hero*, a graphic novel that creates an origin story for the Green Turtle.

Yang brings a wonderful new perspective on the long tradition of American comics mythology.