

Strategic Planning & Partnerships Commission

Proceedings by Authority

State of New York,
City of Jamestown ss.:
Mayor's Conference Room

The regular meeting of the Strategic Planning & Partnerships Commission of the City of Jamestown, New York was held on Thursday, November 15, 2012 at 3:30 P.M in the Mayor's Conference Room, City Hall.

Members Present: Co-Chairwoman Jennifer Satalino, Becky Robbins, Linda Swanson

Others Present: Lee Harkness

Co-Chair Satalino called the meeting to order.

PARENTS AS PARTNERS PROGRAM

Ms. Satalino: This education action team has been on our Agenda and as a priority for a long time and we have really had a hard time trying to get our arms around it because it's such a large issue. What I have found over our research over the last couple of months is there's a lot of positives and things that need to be promoted on a positive aspect and there's a lot of challenges that need to be worked on. There's a lot of things already being worked on. Are you compiling a list of those entities that are already out there?

Ms. Swanson: That was my assignment – I have not completed it.

Ms. Satalino: I guess I want to make it clear. I got a lot of calls after the last article about it. We're not trying to create a new thing necessarily. There's a lot going on. We're just trying to find if there's any gaps, if there's things that are working which your program came up from Deke that it was an area of huge importance and this program is very effective so we can see that it is something that we have an ability to help promote the program to expand it so that...

Ms. Kolivas: Thank you for having me. I was going to do a power point but because you don't have a large group I just thought I would keep it informal so I'm going to use that power point just to kind of jog my memory a little bit. I'll chat quickly especially if there is a chance that maybe I'm going to come back, I don't want to bore you with all the same information. Probably some of you aren't familiar with Jamestown Community Learning Council so really quickly it began in the late '80's and it was really the result of a similar group setting all the areas of a community that were doing well and the areas that were not doing so well and so they had committees – education, economic development, health – all those different issues and in the education field the concern was at that time – why aren't children being successful in school – the high school drop out population, etc.?

So the Mayor was on the task force, key foundation members, clergy, Todd Eagle the former Superintendent of Schools, Paul Benke President of JCC – many people. This was before I became the Asst. Director and so I'm going by what has been told to me. They studied models across the United States of how similar communities to Jamestown were handling the situation and they became very interested in what's known as the Community School Model. It's a model out of Flint, Michigan. There was a woman by the name of Cynthia Parsons who's written many, many books about the subject. They actually brought her in to consult and the idea behind Community Schools was to make the school the center where families could access all the services because why should they close at 3:00? Taxpayers are paying for those schools and we could have those buildings open and they could get everything from recreation to GED, family literacy, childcare, healthcare; so when she came to town at the same time the foundations were meeting and that was called the Joint Foundations Group and they were thinking that they were actually going to review grants collectively and fund things in a collective manner which really didn't get off the ground. Her recommendation at the time was to start this model at two different schools in Jamestown – Love School and Lincoln School and the reason was that they were complete polar opposites in terms of demographics. At that time, Love School's 97% of the children were on free and reduced lunch and Lincoln School 97% were paid lunch. Now those demographics have changed over the years. I believe Lincoln is down to maybe between 50 and 60 pay for their lunch. It's changed quite a bit. But at any rate, the reason for her recommendation was to see what kind of programs were needed in those schools and what the community would want. So we started out – it was across the street from Love School – sort of kitty corner across the street where all those tied dyed tee shirts are hanging – it was a laundermat- and that was the first office. We were supposed to develop programs at Lincoln and Love and I came on as a part-time assistant to a director and the very first program we started was very small. It was just a family night – once a month at Love School – parents and children came to school together. Then we started PACT Program. It's a family literacy pre-kindergarten, but what makes it different than other pre-kindergartens is the parents are required to come along with their children and that has survived since 1992 and is still going strong today. Then at Lincoln, the needs were very different. When we did a survey of Lincoln, the families were working, they were talking about childcare. At that time, there were no school-based childcare programs. Actually our program Project Linc was the very first one to be developed in Jamestown.

I'm going to talk quickly through this history stuff, but I think it's kind of important just to give you some background. At the time, there was also a state wide initiative going on for community schools and our school district applied for funding but they were denied the first round so the foundations really funded the program in the beginning heavily with Gebbie dollars and Sheldon dollars and to a lesser degree some of the other foundations and we began those programs at those two schools. A couple of years into the programs, the State released another round of funding and this time, the district was successful but only for Love School because Love School had the demographics that the State required. So that enabled us to maybe expand into some of the other schools because we still had the foundation commitment and the foundations at the time all committed for three years so we were like maybe in the end of the first year when this other pot of money became available...so then we branched off into Bush and things like that and developed more programs.

If I fast forward, we've been funded by a variety of sources. The school district funds us very heavily with many grants that they applied for and collaborative partnerships. We have money from most of the area foundations, Sheldon now is our number one foundation contributor. Of course, Gebbie's gone on to other things so we won't have that funding any longer. Because of the success of our programs, the Chautauqua County Health Department became interested so we got some funding from them, Jamestown Savings Bank recently and I've just applied to a couple more banks so we have a wide variety of funding sources. Project Linc displaced childcare, we do collect fees from parents.

Ok, so as we were developing programs in the schools, something that our district really wanted was for parents to really work very closely with their children. When we became aware of a program called Parents as Teachers, and that's primarily what I'm here to talk about. Parents as Teachers is in every state in the United States. It's home base is in Missouri, in fact, it's in every school in Missouri and it's kind of just part of how they do things. It's nationally validated. It's researched based and it's a program that you go into the homes of parents, well actually prenatally through age four years old, but the whole idea is to get the child more ready for school and it's geared towards families that have had an inner-generational history of being unsuccessful educationally, economically – across the board. The home visit plans are developed to address every age and stage of a child's life until they get to five years old and to show parents that there are very simple things you can do with your children to promote early literacy skills and you can do things with things you have around the house – it doesn't take sophisticated toys. The home visit plans are laid out very specifically with an activity that we facilitate between the parents and child to develop different skills depending on the age of the child. There's always a book involved. There's parent handouts; but you also have to assess the needs of the whole family because when you go in with these items, if they're in crisis, utilities, food, whatever it could be, I mean we've been all over the place. You need to meet them where they are and help them with those crises and address all those issues or they're not really going to be receptive with what we have to offer educationally. So relationships is key to this. People ask me...jump in any time with questions...people ask me all the time – what do you say when you knock at the door? Well, we have virtually hardly any trouble recruiting families to become involved because we go there and we're happy, smiling faces from school; we're not the school district, but we're the liaison – our office is in the school. We have a bag of fun things walking them into the school. So often, they're hearing negative things and they had that experience and maybe they were in Special Ed or whatever; so they generally sign onto the program quite readily actually. What we have done is we have revisit with between 200-250 families. We have a home visitor in every elementary school in Jamestown. We have one at the Gateway Center; we have one with the Teen Program working with teen moms, one at Southwestern and one in Frewsburg. In 2002 we were involved in an independent evaluation with SUNY Fredonia – Ray MacClain – his wife Suzanne – and they just dug into every single thing we had done since we started these programs and what they did was they looked at how the children that had been involved in our programs were scoring on the standardized tests – school ready, kindergarten ready, when they got to kindergarten and pretty much consistently our children score 70% of the children that are in our programs, scored at benchmark, which you would expect for them to have success, or pretty near

benchmark. Then more recently, if you're familiar with the Tapestry Program, there's a gentleman from UB – Dr. Kazi – who's doing extensive research and evaluations of Jamestown District as well as lots of districts in our community and he is delving into our results even further and I was really pleased because after Suzanne and Ray left us to our own devices when they finished their evaluation, we've been continuing their work internally and we thought we were really doing a good job and then when Dr. Kazi came along, he really validated that for us. All his findings mirrored exactly what the records we'd been keeping. So we feel really good about it. We've had funding challenges. We had to adapt along the way. I should have said our formal mission statement...I'm just going to read it real quick – “Strengthen the capacity of families to nurture, support and provide for their child's academic development, emotional growth, physical well being by establishing effective relationships between home and school.” That's really what we're all about. I'm trying to think of different questions people ask. “What is the background of the visitors?” We have a visitor that has a GED; we have a visitor that has a Master's Degree. It's not really about their education – it's about their ability to go into a home, for the ability of being able to kind of ignore – actually to ignore – everything that's going on in that house – set out your mat, get on the floor and zero in on that activity. There are some really, really difficult situations and I think we probably took you to some that weren't quite...

Ms. Swanson: They were bad enough. But you're looking at homes that are marginal or condemnable and there may be nothing in it but a TV and a couch.

Ms. Kolivas: The wall have no...

Ms. Swanson: There may be no floor boards, no walls, maybe not running water sometimes and maybe not heat. No toys. No books. A lot of critters – it could be cockroaches and rats and mice...

Ms. Kolivas: And our visitors will actually leave and maybe go home, shake their clothes off, have a quick shower before they go out, depending on the house they've been to. So it takes a real ability to be able to do that so that's what we're looking for when we interview and when I advertise I keep it very wide open as far as – I don't want to dispell anybody because some of our most effective visitors have been the ones that just have the GED and maybe lived that life at one time.

Ms. Swanson: I think that the one thing that I love about the program is it's people-to-people so you have to just have the right kind of people and it's low tech. This isn't rocket science so when you see their kids, they're a zip lock bag with a photocopied lesson plan and the activities that they do with the children are designed to be things that you might find in a modest home. So often it's pop caps or recycled things, containers that you might have from food, bottle caps – all those child development activities – that yes, you could buy an expensive Fisher-Price toy or something like that that would be a shape sorter, or it shows them how you can create those things. They leave them with these kids and in the summer, they get some ideas for summer activities. It's mostly encouraging that custodial parent –

most of the time it's a single female – this is what your child should be doing at this stage in her life. They should be able to do this.

Ms. Kolivas: ...and explaining – it's all researched based as far as brain development because most of the families, parents, moms, don't really understand that just engaging your child in a conversation is helpful no matter what language it is. They just don't get that. They think "well they don't understand." "Why would I read them a book – they don't talk yet." So it's just getting them to understand those things and why it's important in what you really are doing that play is learning.

Ms. Satalino: What I love about it is it's really changing the dynamic of that family going forward so it's not...once they learn how to be a parent; I mean, just basic parenting skills that they obviously didn't grow up with.

Ms. Kolivas: They tend to stay involved when their children get to school and show a real interest. The PACT Program at Love School – really, truly, if I could replicate any program, that would be the program because the parents actually come to school every day with their children and they have the opportunity to get their GED right there at Love School and now we have many, many, many non-English speaking families and we have a partnership with BOCES and they are doing their ESL right there – we've had great attendance of 12 parents a week and they have to come twice a week for two hours.

Ms. Satalino: That's great.

Ms. Kolivas: Yes. We're really pleased with that and we're starting this little after school thing with their children and 10 out of the 12 families recently came to a family night that we had and the outreach to the Puerto Rican population's been a little bit more challenging than the other groups so we're pleased with the results so far.

Ms. Swanson?: What Deke had said to this group was that we kind of asked what would be the things that you would like to see happen? He said top of the list would be to expand this program to every parent that needs it.

Ms. Satalino: Is there a waiting list or if you have the resources than you're just able to go and recruit more families?

Ms. Kolivas: Yes. What I do have to say is that the answer to that depends from year to year because what I forgot to mention is because our primary source of funding is from the school district, all the children that we serve have to be connected to a school age child so that we can legitimately spend those monies. So when the children enter kindergarten, we screen the kindergarten list for any kindergarten child that has a younger brother or sister; but it's the younger brother or sister that we're really...that's our agenda. So we're not able to visit with families that are out there that don't already have a child in school.

Ms. Swanson: So all first- borns are not included?

Ms. Kolivas: Right. So now that we have a partnership with Gateway with Tapestry funding – that has enabled us to be able...we don't have to be connected with the school – that's a funding source that's not a school district source. So that's kind of tied our hands so the answer to your question – first of all – there's two things there. Our visitors, their caseloads are between 20-25 families. That's the first thing. So we start with the kindergarten children and then there's only so many that have the younger brothers and sisters and that usually fills their caseload. There could be first, second, third, fourth graders that have younger brothers and sisters we will not know because all we aspire to is get to that caseload, you know, that it's manageable, if that makes sense. There probably are unserved kids out there, but we generally don't get beyond combing those first grade lists because it's very easy to find 20 families among all the kindergarten children that have younger brothers and sisters.

Ms. Robbins: The Gateway Center then? How do you get those...

Ms. Kolivas: Easy. All you do is walk over to the Soup Kitchen or the Community Helping Hands and just start up a chat with folks and the nice thing there is we have a really nice...called the Family Learning Zone and it's in partnership with BOCES and we have an area set up where those families are shy about you coming to the home. You can first do the visit, if you will, right there in the corner in the Family Learning Zone area until they become a little bit more comfortable. They have a play group going so, yes, we're really pleased. Now the nice thing about that partnership, if we do come across somebody in a school district, we now have a place to refer them to that doesn't have a school age child. We now have a place to refer them within our own organization so we can start working with them and then when Betty (that's the visitor there) when they reach school age, then she can pass them off so the families can have more years of service. That's the thing too. It's like quantity or quality always because that first year, you're just getting to know them and you know, but yet you want to bring on another 20 families and in the best of all worlds, you work with them until their last child gets to kindergarten so we're always like, OK, so you've had your year and maybe two and then we're onto the next; otherwise you could really find yourself in a situation where you're working with the same families for four years – which isn't a bad thing, but it limits the amount of families that you're going to be able to serve over a period of time. There's so many ways of looking at this and it's all financial constraints really is what it comes down to.

Ms. Swanson: So the Tapestry Funding for this – how many years did you get funding for?

Ms. Kolivas: It was an \$8,000,000 Federal Grant to the County Health Department and it was for a holistic approach wrap around for children in the Mental Health System and so they spend a year or two gearing up – it's massive – and they had to hire an evaluator which is this Dr. Monsoor Kazi from UB, Social School Social Work and then they've been able to re-distribute grant funding for initiatives that supported the mission. I think it's an 8 year?

Ms. Kolivas: It was for so many years, but they've been fortunate that they've been able to carry the money over so they're going to go beyond what the actual grant was because it's not one of those "use it or lose it."

Ms. Swanson: So they were working on a lot of different initiatives. One was actually just a software system where everybody could share so anyone that was dealing with this family or a child in the system, the Social Workers in the public side, by the agencies that were dealing with this family, that there would be kind of a holistic approach to treating that child; but a massive amount of money that will eventually leave with the hope that this caseload management system that that would be something we could sustain ourselves in the community. But a lot of youth agencies have gotten Tapestry money for the time that you have it.

Ms. Kolivas: Tapestry, and I have to clear this up right now, the Tapestry Funding is for our Frewsburg and Southwestern program – it's the BOCES money that's Gateway.

Ms. Swanson: Now BOCES was a three year grant, I think.

Ms. Kolivas: Yes. That too is coming to an end.

Ms. Swanson: Yes. This is the problem. They're getting these great Federal Grants but there is a sunset. Same with the 21st Century Grant money from the Jamestown Public School – that sunsets this Spring. They're getting another opportunity for middle and high school but not elementary....so while there are entities that have been pretty successful getting these grants, then we ramp up for them, and we like what happens and then they sunset...

Ms. Kolivas: ...then we lose them. Or they change the rules...

Ms. Swanson: ...they change the rules or it's a different population so Tapestry's like half way through. The BOCES Literary Grant – this is a year two of a year three grant and the 21st Century Grant which the school district has gotten for different age levels through the years, is...

Ms. Kolivas: Yes. That one is finished and they're reapplying now, but it's significantly different than it has been – very much so.

Ms. Swanson: So we may or may not get it.

Ms. Kolivas: And that's not funding any of our programs anymore except for the visitor – the Team Program.

Ms. Swanson: ...which is the teenage pregnancy thing. So Rosary's been with this organization for a long time...

Ms. Kolivas: ...since 1990...

Ms. Swanson: ...and it's a constant chase for funding, but it's a miracle that it's kept going all these years, I think.

Ms. Satalino: Well, I think it's success, you know – you can't argue...

Ms. Swanson: ...that it stands up to scrutiny because they did do these academically respected evaluations and with the benefit of Dr. Kazi, tell them about how your students would do if you could connect with Striders...

Ms. Kolivas: Oh yes, through Dr. Kazi's work now, he's able to see...he's pulling all the programs together and children who have taken part...well, in all the districts so what we were able to see was that we worked with, you know, years ago, that are in high school now and with SAFARI being really successful so that tracking of all the different things that they've taken part of along the way has been really interesting to us to discover.

Ms. Swanson: So the interventions that we've been trying to keep going, are they working?

Ms. Satalino: Well, that's the whole point. The other group that we've met with is this Education Coalition that Cummins is leading up or heading up and basically their interest in a nutshell is having employable people, you know, kids that are getting educated in the jobs that are available in this community because there's that gap right now – the skills gap – but there are a whole bunch of kids – you're really adding to the eligible employees – these kids that are now successful that maybe in previous years would not have been.

Ms. Kolivas: Just the idea that their parents are showing an interest and they see that education seems to be important to their parent, well then it must work. If the parent's not apathetic and is coming to conferences and showing an interest in what they're bringing home in their backpack and those kinds of things. You have to get a lot of gratification obviously in this line of work for the small little kind of baby steps because it's years of inner generational poverty and under education and whatever that you're chipping away at. But we were saying when we were talking earlier about all these health issues that people are having are really tragic, but just recently we've been amused because most of our staff have been 10 or more years along with me, but we're all needing doctor appointments now and we're all falling apart. We were taking sick days because of our kids and now it's – we're dealing with aging parents or hip replacements or knee replacements so it's a new challenge for us.

Mr. Harkness: Well, it's not going to get any better.

Ms. Kolivas: ...the golden years...so there's something to be said about the longevity of staff – we're all falling apart.

Ms. Swanson: But you kind of mentioned that you really like the PACT Program that only operates at Love at the moment – right?

Ms. Kolivas: Well, yes, I mean not to the exclusion of parents as teachers, but the opportunities are so much greater when you're dealing with parents every day – than you are once or twice a month and they're right there and they become so invested when they're there every day with their children and they have their time with Debbie, the Adult Education or the Parent Coordinator. Then they go in and they do things, activities together with their child in the pre-K room, then they can stay on and go to GED or ESL. We have Cornell Cooperative Extension coming in to do nutrition classes, life skills, so there's a lot going on. In the meantime, we're doing a parents as teachers things and doing the home visits so I mean that's very intensive, but we're able to do that because it's a partnership with the district and the pre-kindergarten teacher is an employee of the School District and our piece is the parent piece. It has been an effective program.

Ms. Satalino: How can that program be expanded? Is it just money to other schools?

Ms. Swanson: If you were looking strategically reaching more students, how would you rank that up for the students - what do you do for that? What would be the ideal?

Ms. Kolivas: First of all, if we could have a second visitor at every school to do parents as teachers, but if we could even have another universal pre-kindergarten class – if we could through with those classes that already exist, add another – we're doing parents as teachers there – but maybe there's an opportunity like say at Bush to replicate another family literacy program similar to PACT because that's a school that demographically has been very close to Love School where the families, if they are working, which most families are working now because of welfare to work but they're working hours that they are making that commitment to come to the school so I would say there's an opportunity with the universal pre-kindergarten to see if one of them could be developed into where the parent is coming as well; but probably the least costly would be another home visitor at all the schools.

Ms. Satalino: Now you had talked about that ESL Program.

Ms. Kolivas: That's a partnership with BOCES so they thought out of the box. We're not paying for that ESL teacher – BOCES is – but they actually took that person from another site and brought them to Love School to work in this partnership so it's great when we are working with these partners that are willing to do the business a little bit differently. The same with the GED Program.

Ms. Satalino: Is that the only school in the district that...are there other schools that have the demographics that meet that same level?

Ms. Kolivas: I believe Ring School has a large non-English speaking population.

Ms. Satalino: ...because that's another...we were talking about...this is the Community Foundation with scholarship recipients. If you look at all the names of the kids that get scholarships, you don't see a lot of Hispanic names and so how are we serving that portion of our community? Are they just not familiar with the Community Foundation Grant/Scholarships?

Ms. Kolivas: I'm not sure about the answer to that.

Ms. Satalino: Well, typically the parents drive the kids to apply for scholarships. I guess if the parents don't speak English they don't know that these resources are there to push that, I guess, could be another...

Mr. Harkness: Is part of the ECL curriculum speaking Spanish?

Ms. Kolivas: I'm not sure.

Mr. Harkness: Because I'm mentoring this boy and he told me today that he's learning to speak Spanish and I said do you have a Spanish class? He says no – it's part of the ECL Program.

Ms. Satalino: from Jamestown?

Mr. Harkness: Yes. He's in 5th grade. The other thing that was really quite funny was that he was talking about, in that conversation, I said do you have a lot of people that... he's in Washington...do you have a lot of people that don't speak English and he said "I don't know, but we have a lot of Puerto Ricans." He just said that he has a hard time understanding them sometimes which I thought was interesting from a kid who is that age perspective.

Ms. Kolivas: Well, with the PACT Program – getting back to that for a minute – last year PACT over the years historically has been single, white women with children. Last year, the majority of the participants were Hispanic. That population is becoming larger and larger and Debbie had quite a challenge because half of them had very limited English speaking skills and what they were doing was asking their friend, who could speak both languages, to interpret what she's saying, but that adds a whole other challenge for Debbie trying to keep control of what she's doing with all these sidebars going on so we're really pleased to have the ESL thing going and then there's a paraprofessional actually at Love School that speaks both languages because she does missionary work in South America somewhere, so we're paying her a small stipend to help with the translating and so forth. But that is becoming more and more challenging and interesting. We're already full for PACT next year at Love School. They're coming to us. We used to have to go and beat down doors, but we're full for next year.

Mr. Harkness: That's good.

Ms. Kolivas: Yes – it is good.

Ms. Swanson: What's your capacity?

Ms. Kolivas: 16 and that's a State Ed mandate – it can't be more than 16 children and space is an issue too.

Ms. Swanson: Yes – we were talking about that because of Rogers closing and then having to relocate our room – we lost one of our rooms – so really probably the home visitor would be the best thing because you don't need a lot of space for the home visitor as long as they don't take away all of our storage at Lincoln – we have the whole entire basement at Lincoln School. To add another PACT Program you need another whole classroom and a place for the parents and space is tough right now. Deke would probably like want to kill me for saying that, but it is what it is. It's a challenge, but then again, the district has been so accommodating to us. We don't pay rent. My office is in the basement, but our visitors have an office in every school and at Lincoln we have my office, we have the whole basement. Our after school coordinator has an office. The supervisor for the parents as teachers program has an office and we occupy quite a bit of space actually.

Ms. Satalino: Well, I've probably taken up plenty of your time.

Ms. Swanson: We'll have to bring her back at a later date. Sorry about that.

Ms. Satalino: Yes, but it helps us.

Ms. Kolivas: If you have any questions, don't hesitate to call. This is kind of interesting. This is something that the PACT mom actually wrote a letter and it's pretty compelling to hear what she has to say about our experience. Thank you very much.

Ms. Satalino: Yes – thank you very much. Sorry the audience was small.

Ms. Kolivas: That's okay – I don't mind.

Ms. Swanson: How many do you have on staff right now?

Ms. Kolivas: We're 20 JCLC staff and then two more that are JPS staff that provide direct service to the program. Thank you very much. Have a good afternoon.

Ms. Satalino: Do you want to say anything about that meeting we went to at Cummins?

Ms. Swanson: Okay. Dream It/Do It – which was the initiative by Dave Johnson, the manufacturing...they won a \$500,000 grant in that economic development competition that Gov. Cuomo did last year and we were part of Western New York and the lead was the Chancellor of U.B. and there were a number of people from our community that participated as they developed their proposal. There were only two winning things from our County – one was a housing project in Dunkirk and this huge Dream It/Do It Grant. The problem is

it's a matching grant so they won half a million dollars with the idea that they would expand the program into Erie County and Niagara County and they've spent the last year trying to figure out how they're going to actually do this. It really came to our area because of Cummins' experience with it in Columbus and other places. Cummins has finally stepped up to the plate and they decided to create an education coalition which they've done in the county where Columbus is. They decided to take the lead to assist with this. It's really not their initiative – it's MTI's initiative and so they're replicating what they've been doing in the County that Columbus is in Indiana where they formed a county-wide coalition of community leaders interested in education, particularly to training the next work force. That's both levels – shop level and exempt employees, all the other support staff – the engineers, accountants, logistics, computer programmers whatever, so they've convened a growing group of people around the table for two meetings and their next step would be to try to define the scope of what they would like to accomplish. So that's yet to come. Around the table are some foundation people, representatives from school districts in Jamestown, Dunkirk, Chautauqua Lake, several manufacturers in the County, Work Force Investment Board. Jennifer – I invited her as a representative from this entity because we're supposedly about education. I think that group is...but the Chair of this meeting Committee is Dave Porter – Plant Manager at Cummins. So I think the next step, they're going to be bringing in the person that helped convene and drive the process in Columbus who is now retired from Cummins and is working as a consultant to help the group try to define and manage the scope. Independently, the Noon Rotary is looking to host a summit around employability. It's a sub-group. Vince Horrigan has been leading the charge. He's approached United Way and some of the funders to try to get at what our employability problem is and I think it's because he also sits on the County Legislature. He's seen the numbers that are on entitlement programs and we're lagging the rest of the State in finding employment for those that are supposed to be trained to become employed. So that group is also trying to pull together something and so there's some things that are eddying out there and different tables that also overlap kind of this education charge.

Ms. Robbins: Are they not working together?

Ms. Swanson: I think that there's a time where we're going to have to make sure that people are aware...so all of us are kind of in an incubation...

Ms. Satalino: ...fact finding...

Ms. Swanson: ...fact finding stage with no clear idea of who is going to claim what kind of thing.

Ms. Satalino: Some of the things that I took away from it is what our community college...we have resources here that are just tweaked in certain ways – programs adjusted – things are looked at a little differently. We get kids ready for the jobs that are available in our community and just sitting around the table there were a number of high paying engineer positions, chemical engineers and everything around the table of these different companies that they couldn't even fill these. Then the conversation went back to “well, where are you

marketing for these and how are you marketing these positions,” because people don’t know.

Ms. Swanson: And we had that conversation here about the Brain Gain which is very difficult for young people that might have roots here to figure out what’s available. There’s no central web site. There are several layers to it. It’s making sure that the children are ready for school; that they succeed in school; that they can pass the entrance exams, or go on to education and then there’s a marketing piece here of how do we encourage people to consider a skilled manufacturing as a career both at the vocational level and at the professional level, and then how do we market ourselves to attract the talent that’s going begging at the plants? It’s at both levels and so what we’re fighting is there’s an employability issue there that many people that apply to our skilled manufacturing are not passing the 8th grade Math and English exam. They’re not passing the drug test and they lack the soft skills to do well on the job.

Ms. Satalino: And that’s across the board.

Ms. Swanson: So where those groups will kind of land as far as focusing on what they would like their outcomes to be, I think is unclear.

Ms. Robbins: Doesn’t it make sense that they work together?

Ms. Satalino: They’re all around the table now. I think they’ll continue to add... Vincent wasn’t there, who brought it forward? Debbie did. Debbie Kathman brought it forward.

Ms. Swanson: It’s Debbie Kathman, Mike Metzger, and Vince approached Tory Irgay and the Gebbie Foundation and Sheldon with their idea of what they’d like to do and I think their first step is just fact finding – convene a summit of public and private entities interested in the employability issue.

Ms. Robbins: And they were looking at a sub-committee of the Jamestown Rotary?

Ms. Swanson: Yes.

Mr. Harkness: I think it’s the Visioning Committee and Rotary is what’s doing that.

Ms. Robbins: I wonder when they’re going to tell...

Ms. Swanson: They’re still in the planning incubation and I don’t think...it’s still early, it’s very early, so they’re still looking for “does it sound like a good idea, is this approach reasonable, can we do this?”

Ms. Robbins: When you were talking about a web site, remember that little sub-committee that we had that I went to one meeting?

- Ms. Swanson: Right. Two people have left town now.
- Ms. Satalino: I talked to Peter, well Jason changed jobs...
- Ms. Swanson: ...and Jon DeAngelo went back to Florida.
- Ms. Satalino: He was offered a position there. Kase Kinney at the Community Foundation is very interested in helping.
- Ms. Robbins: We have an IT guy that is graduating from the CLM this year...I told him about it. He said he'd be interested in knowing more about it.
- Ms. Satalino: I think we should really get on that – it's easy enough - out of all these things that we're talking about, it's easy for us to push that because there are positions available right now that are good positions that there could be that work force in our community and they're just not connecting with the jobs that are available.
- Ms. Swanson: We're hearing from the manufacturers that they could hire quite a few engineers if they could get them so it's chemical and electrical and mechanical...
- Ms. Satalino: Welders are the other big area.
- Ms. Robbins: I know of someone looking to be an intern in Chemical Engineering.
- Ms. Satalino: It was CA Ultrasound...Blackstone...
- Ms. Robbins: He goes to RIT.
- Ms. Swanson: Tell him to talk to Dr. Piazza.
- Ms. Satalino: Six months he's been looking I think he said for someone to fill that position.
- Ms. Robbins: He's not out yet but he needs a long term internship.
- Ms. Satalino: I think the manufacturers would be open to some type of different approach to cultivating their...
- Ms. Swanson: Dunkirk High School experimented last year with kind of an apprentice program and they're now going to be connecting Dunkirk with a manufacturer closer, geographically, and then Cummins is adopting Southwestern after the first of the year to work on a progressive internship so summer things and kind of incentivizing it that you can continue on. There would be employment after high school graduation, or if you're in engineering, they would try to work so that you could have a job at the end of that pipeline so there's a technology teacher at Dunkirk that kind of dreamt this up. He's sitting on this

education coalition and trying to figure out how to help his technology students understand that there's a future here and give them real life experiences on the floor.

Ms. Satalino: A lot of it is changing the mindset that parents even had that there isn't anything available so they tell their kids to go somewhere else when there really are things available so just like we've done with everything this perception of what's...

Ms. Robbins: And I think, but I could be wrong, we had a daughter here for a year and she went back for some more education and she wants to come back here and I think the energy that's going on, I mean, I think it's starting to come together. I mean, she thinks it's great.

Ms. Satalino: I know. The Resource Center is very progressive in their thinking on how they approach situations and they do groom people and stay very in touch with them. They were trying to hire physicians' assistants and physical therapists and they follow those kids and really try to stay connected so they can capture them to come back here. It's really the kids who have grown up here are our best shot for those positions. The other thing that Dave Johnson talked about and I was very excited when he said it, was that Dream It/Do It needs to include the sciences and healthcare and not just be a manufacturing thing, which we've been saying. Draw on the healthcare action team table.

Ms. Swanson: So it's science, technology, engineering and Math.

Ms. Robbins: I went to a Chamber luncheon and Tom Reed brought up the STEM Program.

Ms. Satalino: It still is a huge issue but there are things that we can work on. There's a critical mass that's really concerned about it and there's employers that need resolution so I think that's helping when the for-profit...

Ms. Robbins: What can we do to help the Community Learning Council?

Ms. Satalino: Well, I think that's what we would...

Ms. Swanson: Yes. You know this need is not being addressed at those other tables and I'm looking for a niche. What are un-met needs?

Ms. Satalino: That's a long-term. That's our community, you know, down the road we have to address those situations and I think now to make it change for...

Ms. Swanson: When I was listening to Deke tell us that 70% of all children in the school district come from a single parent family. If the children are not ready for school at the time they come it is very difficult for them to catch them up no matter what kind of intervention happens down the pike. So with so many needy families stretched and many are multi-generational poverty now, it's a challenge and our odds are improved if those children are ready to learn when they get there.

Ms. Satalino: Well you're changing their whole path. They could end up with Judge Claire I mean if they're left to this whole...you know what I mean...you're looking at this could be one path for their life or success in learning a different way.

Ms. Swanson: So I think when the Mayor was so interested and this commission looking at how we can support education and we've struggled terribly with what that is, it's kind of a big circle again back to success by six initiatives that we know that we kind of left that were big initiative of United Way nationally in the 80's and 90's...

Ms. Robbins: Remember it was a community report card?

Ms. Swanson: ...and it almost seems timely to revisit those things unfortunately.

Ms. Satalino: Well I guess for our next meeting, if you could kind of do that list?

Ms. Swanson: A list of who's doing things in education?

Ms. Satalino: Right. I know when I met with Judge Claire yesterday, she was talking about this barge program and it's balance and retroactive justice. They're doing a bunch of different things. We covered so much in a very short amount of time. I'm going to have another meeting with her, but there's a lot of the players at the table there and this is really trying to affect change so that the end result will have these kids graduating and going on. So we'll work on that and I've got a meeting with Len tomorrow too on this education thing. One thing he brought up at the last meeting was doing something with the Hispanic community and I was talking to some high school kids that take Spanish and I said how would you feel about...wouldn't you like to be able to get involved with these kids that speak Spanish and not just talk to your teacher and learning out of a book and whatever, and they said that would be a much more effective learning model for them to just to be kind of hang out and talk so they can use the Spanish that they have learned, but also that the Spanish speaking kids can learn English. Just kind of like the foreign exchange thing – how they all feed off one another...

Ms. Robbins: Did he also suggest that at JCC adults could do that? I thought I understood him to say that. You know, English speaking people learn the same thing.

Ms. Swanson: I know that Rosary struggled terribly with this growing Spanish population because...that they were going into more family homes where English is not spoken and that's really hard. One on one conversation and I think that she finally got one person but Debbie who runs the program at Love – really is struggling now with her demographics that have changed so dramatically. So I think that the need for adults to learn more Spanish – mine's pretty rusty –

Ms. Satalino: It's just that the parents even knowing...

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Ms. Swanson: ...the marketing of it all...

Ms. Satalino: There's a lot to do on there. Nothing was resolved today.

COMMUNITY TRANSFORMATION GRANT

Ms. Satalino: Maybe we'll discuss it after I talk to Len tomorrow and we'll see what our next steps are on that. I do want to, on this healthcare, the Community Transformation Grant, I attached it to the email, and it was a large grant - \$450,000.00 grant for Chautauqua County, and the grant's going to be administered locally by the Chautauqua County Health Department and it's for children ages 0-18, early childcare, schools, community at large for physical activity, nutrition, tobacco, that kind of thing. Anyway, we want to just...our healthcare action team endorsed this grant in support. I know they received support already from the north part of the County and we just want to...I'd like the commission to support this grant initiative if everyone's in favor of that and then recommend to our City Council to endorse it as well. Can you bring it to Sam? Is that the appropriate way?

Mr. Olson: Just send a letter to the Mayor.

Ms. Satalino: Okay. So if you're all comfortable with that, I'll...Thank you. Is there anything else? There's changes at JRC. Jason went to work for Career Capital with Randy Ordines and so right now Peter is heading up all these...

Mr. Harkness: Interim Director.

Ms. Satalino: Interim Director. So he'll be working on all these things and I know he was enthusiastic about the Brain Gain thing so I am going to push that initiative. Thank you.

There being no further business, the meeting was adjourned.

James N. Olson
Director of Financial Services/City Clerk