Girls on the R.I.S.E.

By Vanessa Posey—A.C.E.S. Program Coordinator, Diversity, Equity, and Poverty

Girls on the R.I.S.E. (Revolutionizing Interpretations through Self-Expression) is a standards-based literacy program purposed to expose girls of color to classical and contemporary texts while proving comprehension, interpretation, and relevance through artistic self-expression.

The Girls on the R.I.S.E. Program kicked off on July 10 at Olmsted Academy South and served more than 20 students. During daily sessions, students read *Esperanza Rising* by Pam Muñoz Ryan. *Esperanza Rising* is book that covers such issues as racism, sexism, and discrimination in the United States and Mexico. Girls on the
R.I.S.E. students where able to connect Esparanza’s plight to their own lives through art, public speaking, and role-playing. Teachers Monica Hunter, Kim Washington, and Kevin Ashford, led this year’s Girls on the R.I.S.E. program.

Lastly, Monica Hunter and Kimberlee Washington, along with mentors from both Jefferson County Public Schools (JCPS) and the University of Louisville (UofL), accompanied the girls on a culminating road trip to Cincinnati, where students participated in college tours, visited the National Underground Railroad Freedom Center, and experienced the Newport Aquarium.

Please stay tuned for the 2018 Girls on the R.I.S.E. Program. If you are interested in more information about Girls on the R.I.S.E., please contact Vanessa Posey at vanessa.posey@jefferson.kyschools.us.
My name is Michael Biggers. I attended the Educators Rising National Conference in Phoenix, Arizona this summer. I went to just compete in two competitions, but did so much more. At the conference, all students participated in breakout sessions over various topics such as classroom management, cyber safety, and behavior in classroom.

I went into two breakout sessions and there were no presenters, so I stepped up and led the breakout sessions—one by myself and one with a couple of my peers. I did it because I love sharing my experiences with people that don’t live in my district or in my state. I love my district so much I want to share everything about it and all the great things we do. During the time we were at the conference, I met so many people from other states. I was offered 3 jobs from 3 different people.

Meeting all the wonderful teachers and students was just great because we all share the same passion: Education! I am so excited to be a male entering the education field, because some students need a male role model in their lives. I want to show students that no matter what situation they are in or situation they are going through, they can do whatever they want with education. When I get a chance to talk about education I get chills because I love it so much! I can’t wait to see what the future holds for me.

I am thankful to my teacher leaders and the Education Career Academy at Seneca for helping me to shape my love of teaching. I am also thankful for the leadership of Ms. Vanessa Posey and Dr. John Marshall in the Department of Equity, Diversity and Poverty for continuing to provide opportunities to help grow the next generation of educators.

—Michael Biggers, Seneca HS class of 2018
It’s not every day one is offered a scholarship for an all-expense paid trip across the country, to fly across the bluegrass all the way across the desert land. Thanks to JCPS’S Minority Teacher Recruitment Program under the direction of Ms. Vanessa Posey, several students who placed in district and state competitions were afforded this wonderful opportunity. From the moment the desert heat touched my face I knew we were no longer in Kentucky. With every place I visit I love to take in its uniqueness. In Phoenix, I reveled in the palm trees, the lack of humidity, the turquoise gem or the people who refer to themselves as geckos. While this trip may have been to share our skills with the nation, along the way we gained a new perspective. As a teacher I believe one of the most fundamental elements is understanding and appreciating everyone's uniqueness in learning and their culture. Just because we look the same doesn’t mean we are. So through learning about the Southwest culture I feel as if I can reach that much more children in my class.

However, we learned more than just about the Southwest; we learned of the whole nation. The conference was filled with people from almost all fifty states. Each one of them carried their experiences from teaching and their culture. Through presentations or passing conversation we got to see their perspective and their successes. We learned from Nate Bowling that sometimes we need to be a part of our student’s community. To shop where they shop, possibly live where they live to build that connection. When a session speaker failed to show some of my peers and I took the initiative to fill in. We used that platform not to inform, but gain others’ views on how their school districts handle certain situations related to teaching. The knowledge and experience I gained on this trip will be something I will for sure pull out of my toolbox for my journey of becoming an educator.

—Kaeli Riggs, Seneca HS class of 2018
On June 24-27, students from Seneca, Atherton, and Waggener high schools attended the Educators Rising National Conference in Phoenix, Arizona. It was a life-changing experience for me. This was my fifth time competing at the national level and the experience could not have been better.

Building relationships with my teacher leaders, fellow scholars, and people of various roles at the conference is always my favorite part of the conference. It is always good to build a great relationship with my teachers because I can familiarize myself with aspects of teaching that I cannot get from a textbook. It’s also good to build to build relationships with fellow scholars so we can encourage each other and share our passion and interests for the field of education.

As I prepare to enter my freshman year at Western Kentucky University, I realize a major part of my success in school has been directly related to my participation in the education programs provided by Jefferson County Public Schools. By participating in what was then known as Future Educators Association and Minority Teacher Recruitment Program in middle school, I was able to select a high school, Seneca, that had a teaching academy where I could continue to build my experiences to make sure a career in education was right for me.

Along with the help of my teacher leaders Ms. Adrian Layne, Mr. Dwan Williams, Ms. Cayla Reed, and Ms. Vanessa Posey, I was able to end my high school career with college credit, over 200 field experience hours, and 2nd and 8th place wins at nationals. I am excited to major in elementary education at WKU. I’ll see you in about four years, JCPS!

—Carissa Sexton
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, September 1st @ WorldFest we will host our 3rd Annual migration simulation. This year schools will be to experience this powerful simulation and the many cultural education options at WorldFest. Last year over 1,200 students participated in the nationally recognized event. Due to space limitation we will only be able to accommodate 1,000 students, so register soon.

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 at judhendrix@globalhumanproject.net
Hawnta Spencer sits in a tall chair at the front of the classroom, the projector set up behind her. She’s getting ready to show her students a video from California’s Salinas Valley, where giant robots roll through crops of lettuce and use high-pressure water knives to harvest vegetables. This kind of technology is changing the future of farming, and Spencer wants to make sure her students have a sense of what the robotics field is capable of achieving. In doing so, Spencer offers learners a window into their own futures and potential career paths.

The 25 kids in her classroom at Shelby Traditional Academy in Louisville, Kentucky’s Meriwether neighborhood are temporary students of Spencer’s—third through fifth graders participating in a summer camp focused on literacy. The enrichment program—offered by Jefferson County Public Schools as part of its diversity, equity, and poverty initiative—runs throughout June and July.

Offered in two-week-long sections, the camps use literacy as a cornerstone for learning alongside other interests, including photography, yoga, hip hop and robotics. The camps, which are free for JCPS students, meet at several of the city’s schools that receive Title I funding, serving a high percentage of children from low-income families.
Spencer, who teaches second grade at Shelby Traditional during the academic year, leads a section of “Literacy & Robotics.” Despite only having known this particular cohort for a little over a week, she is acutely aware of her learners’ particular circumstances. She knows who is a non-native English speaker, which students have special learning needs, and which come from homes where they’re facing extreme poverty. Throughout the school year and during summer camp programs, Spencer keeps her classroom stocked with clothing and food, donated by her church, for any learners who need extra resources. It’s important for her to ensure that the basic human needs of each student are met, before the learning begins.

Each day, Spencer structures activities around a different industry—students learn about robots in medicine, in the home, in manufacturing, and in the military. Her biggest priority is to make learning relevant and interesting, and to do that she uses a unique combination of instructional approaches, curricular resources and technology.

As part of the program’s community service component, camp participants spend a portion of the day tending to the school’s garden. When they return to their desks after weeding and watering beds of strawberries, cherry tomatoes, and peppers, Spencer uses the garden to anchor students in a discussion about the role of robotics in agriculture.

“Tell me what you would do right now if you could create a robot for our garden beds outside,” Spencer asks. As soon as the words leave her mouth, almost every student flings an arm into the air. Spencer addresses each learner by name as she works her way around the room, making sure
everyone has a turn to speak.

To better facilitate this challenge-based learning activity, Spencer gives students a moment to explain their creations, and by the time they’ve finished she follows up with a question to encourage students to think through a more careful cultivation of their vision, even when it means the lesson runs over by a few minutes.

The energy in the room heightens as students dream up everything from a scanner that would determine when fruits and vegetables are ripe and ready to pick, to a robot that identifies bugs and indicates whether they’re harmful or helpful to the garden’s delicate ecosystem.

In the first days of camp, students complete a diagnostic activity to gauge reading comprehension and are placed into one of two groups, where books and exercises are tailored to their specific abilities to maximize progress. Learners read either “Robots” from National Geographic Kids or “Nick and Tesla’s Robot Army Rampage,” alongside completing comprehension exercises from ReadWorks.

On the final day of camp, students participate in another diagnostic task to track the program’s efficacy.

During individualized learning activities, Spencer focuses on skills like identifying textual evidence. She leads exercises that show learners how to support an argument while explaining ways to distinguish a fact from an opinion, as well as discussing writing and grammar mechanics and practicing vocabulary in context. Students self-pace their work, completing assignments in small groups or on their own.

To help make lessons more relevant, Spencer relates content to popular games such as Minecraft, and she reminds students who feel challenged by a particular activity that “failing just means we haven’t
figured something out yet.” Each learner’s progress is tracked and shared with parents through portfolios via the communication app ClassDojo.

As students read daily about robotics, Spencer supplements book passages with videos from YouTube and TeacherTube, taking her students on a tour through a digital robotics zoo. Watching robots in action helps students when it comes time for experiential learning. Every afternoon, camp participants spend two hours in a hands-on robotics course taught by the national organization Bricks 4 Kidz, which operates a franchise in Louisville.

Students work alone or in pairs to build mechanisms like cars, catapults, helicopters, and even a chomping alligator with special kits provided by Bricks 4 Kidz. The kits use proprietary LEGO® bricks, and the activities are designed to build skills in engineering, architecture, and physics. Students work at their own speed, with educators like Spencer, a Bricks 4 Kidz instructor, and an instructional assistant hanging back and lending a hand only when asked.

To help break up the day, learners use GoNoodle, an interactive movement and mindfulness platform that tracks daily classroom activity. Involvement earns users points and rewards that unlock new levels and achievements, similar to a video game, and keeps students moving—a critical support tool for maintaining an engaging learning environment.

At this summer camp, students become familiarized with career possibilities they didn’t even realize were available to them. They learn that there’s such a thing as a doctor who focuses exclusively on treating cancer, or how to identify trades in industries like manufacturing. “The interesting thing is that this robotics camp doesn’t just teach them about robotics,” Spencer says. “It opens up life to them.”

Kirsten Clodfelter is a freelance writer and digital content strategist living in the Midwest. A contributor to Forbes Health, her writing has been published in Healthline, MedPage Today, MSN, Salon.com, Parents, Reader’s Digest, Redbook, and Good Housekeeping, among others.

This story is part of an EdSurge Research series about how personalized learning is implemented in different school communities across the country. These stories are made publicly available with support from Chan Zuckerberg Initiative.
What do participants know prior to attending a professional development session? Does attending extend their knowledge? Does the session make an impact and/or support their needs? Reflecting on these questions Equity and Inclusion collaborated with JCPS’ Data Management to create a retrospective survey to assess teachers’ knowledge-base and efficacy of a professional development session for new teachers. This session specifically focused on culturally responsive teaching practices.

Culturally Responsive Teaching

Geneva Gay (2010) defines culturally responsive teaching as “using the cultural knowledge, prior experiences, frames of reference, and
performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them” (p. 31). Knowledge of the aspects of culturally responsive pedagogical strategies can positively impact student success (Gay, 2000; Ladson-Billings, 1995).

The population in the United States continues to grow altering the demographics of K-12 institutions. Multiple school districts across the nation are ‘majority-minority’ in which the number of minority students represent the majority of the student population (Maxwell, 2014; Krogstad and Fry, 2014). With the increasingly diverse (racial, ethnic, cultural, lingual, etc.) student body, teachers’ awareness of the diverse children in the classrooms they teach is essential (Ball and Cohen, 1999).

Professional Development
In education today, the teacher is seen as a transformative agent requiring on-going opportunities to learn thus placing emphasis of professional development on extending teacher knowledge (Collinson, Kozina, Lin, Ling, Matheson, Newcombe, and Zogla, 2009). Professional development is an essential aspect of teaching and learning and directly impacts practice (Ball and Cohen, 1999; Hirsh, 2005; Ingvarson, Meiers, and Bevis, 2005). Teachers attending professional development sessions stay up-to-date on content knowledge, gain awareness on educational practices, and grow as learners (Donald, Lazarus, & Lolwana, 2006; Lumpe, Czerniak, Haney, & Beltyukova, 2012). Due to limited resources, costs involved, and availability of time, measuring the efficacy of a professional development session based on impact becomes challenging (Allen and Nimon, 2007). With the challenges of cost and time, a retrospective pretest-posttest provides an alternative way of evaluating prior experiences in a topic area learned through professional development. Thus the professional development session is seen as an intervention and a retrospective method reflects pre and post intervention level of learning (Campbell and Stanley, 1963; Allen and Nimon, 2007).

Over 100 new teachers attended the session however 78 percent of participants completed the survey. Overall, participants rated their knowledge-base as increasing after the session in comparison to before. Table below provides the averages for areas of skills/knowledge assessed based on a Likert scale from 1 (No skills/No knowledge) to 5 (Highly skilled/Highly knowledgeable).
Based on the teaching experience levels of those who participated in the session, significant differences for areas of knowledge varied. Table below indicates those areas significant (p<.05) identified with an “x”.

<table>
<thead>
<tr>
<th>Skill/Knowledge Area</th>
<th>Before</th>
<th>After</th>
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<tbody>
<tr>
<td>Increasing Intrinsic Motivation</td>
<td>3.25</td>
<td>3.67</td>
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<tr>
<td>Differentiating Instruction</td>
<td>3.57</td>
<td>3.89</td>
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<tr>
<td>Characteristics of Culturally Responsive Teaching</td>
<td>2.99</td>
<td>3.72</td>
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<tr>
<td>Multicultural Literature/Resources</td>
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<td>3.54</td>
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<tr>
<td>Equity Data</td>
<td>2.47</td>
<td>3.58</td>
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<tr>
<td>Authentic Assessment</td>
<td>3.01</td>
<td>3.40</td>
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<tr>
<td>Learning within the Context of Culture</td>
<td>3.00</td>
<td>3.56</td>
</tr>
<tr>
<td>Culturally Relevant Pedagogical Strategies</td>
<td>2.78</td>
<td>3.44</td>
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<tr>
<td>Varied Instructional Activities</td>
<td>3.19</td>
<td>3.63</td>
</tr>
<tr>
<td>Community Resources</td>
<td>2.58</td>
<td>3.21</td>
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Providing professional development is valuable for the learner. Providing information is essential for educators who may not be familiar with topics or who may have not received subject matters necessary in their preservice trainings. As 2017-18 school year begins, below are just a few sites to help continue guiding awareness towards culturally responsive teaching practices:

http://inclusiveschools.org/
https://www.culturallyresponsive.org/
http://www.tolerance.org/
http://www.knowledgeloom.org/
Goo.gl/sKXwAh
Goo.gl/eFQ3yC

and found the session to be relevant to their needs. Areas of knowledge increased as a result of participation in the session regardless of the number of years in the teaching profession. Research indicates professional development sessions can impact the quality of education (Donald, Lazarus, & Lolwana, 2006; Lumpe, Czerniak, Haney, & Beltyukova, 2012).
References


Hirsh, Stephanie (2005). Professional development and closing the achievement gap. Theory Into Practice, 44(1), 38–44.


Flash Dads will:

- Pledge to support and encourage JCPS students at ten different schools located throughout Jefferson County.
- Be present once a month to greet students as they arrive at school in the morning.
- Be a positive role model for our students.

Dates:
8/30/17
9/27/17
10/25/17
11/29/17
01/24/18
02/21/18
03/28/18
04/25/18
05/23/2018

For more information, contact 485-6153.
The 15th District Parent Teacher Association Back-to-School Clothing Blitz

Monday, July 31, through Saturday, August 5

All JCPS families in need are eligible to participate. Students will receive a new uniform, and families may shop the gently used clothing at the 15th District PTA’s Clothing Assistance Program. There will be information booths, and all children will receive a free lunch, courtesy of JCPS School and Community Nutrition Services. To register for the event, contact your child’s school and ask about signing up for the 15th District PTA’s Clothing Blitz.
Lucía the Luchadora
By Cynthia Leonor Garza and Alyssa Bermudez (illustrator)
POW!, 2017
Ages 3-7

Lucía is the fastest and bravest kid on the playground, but the boys won’t play with her. They say that girls can’t be superheroes. Girls, they tell her, are just sugar and spice and everything nice. Lucía does not feel nice. She feels upset and frustrated that she is being excluded. Luckily, Lucía’s abuela has a secret that will let Lucía prove that girls are superheroes, too.

Far Apart, Close in Heart: Being a Family When a Loved One Is Incarcerated
By Becky Birtha and Maja Kastelic (illustrator)
Albert Whitman & Company, 2017
Ages 4-8

Far Apart, Close in Heart examines these emotions and more in a thoughtful, sensitive way. It is appropriate both for children dealing with having an incarcerated parent and those children who may have questions about friends struggling with having incarcerated parents.

Leaving My Homeland: A Refugee’s Journey from Afghanistan
By Helen Mason
Published by Crabtree Publishing Company, 2017
Grades 3-6

The Leaving My Homeland series looks at the refugee experiences of children from areas of conflict. In A Refugee’s Journey from Afghanistan, Sonita shares her story of leaving Taliban-controlled Afghanistan for Pakistan and living there in a refugee camp. Sonita’s narrative is broken up with informational text about the wars in Afghanistan, its people, and culture. A wealth of photographs, maps, and illustrations accompany the text.

Having a parent in jail or prison creates a lot of complicated feelings. Some children may be angry, embarrassed, or worry that their parent doesn’t love them. Far Apart, Close in Heart examines these emotions and more in a thoughtful, sensitive way. It is appropriate both for children dealing with having an incarcerated parent and those children who may have questions about friends struggling with having incarcerated parents.
The United States Census Bureau indicates that over 55,000 Louisville residents identify as Hispanic. In fact, the most common language spoken in Jefferson County apart from English is Spanish. DEP would like to recognize the following individuals for their school/community involvement during Hispanic Heritage Month. Be mindful that our goal is to educate, empower, and create awareness with these articles and truly believe in embedding student culture each and every day throughout the school year.
Hispanic Heritage Month: Strengthening Roots

Sarah Nunez, Assistant Director of the University of Louisville Cultural Center

Interview by Dr. Monica Lakhwani—Multicultural Specialist

Photos, Abdul Sharif
arah Nunez is the Assistant Director of the Cultural Center at the University of Louisville. Nunez helps to facilitate workshops, events, and retention programs. She runs programs primarily for Hispanic/Latino students but welcomes all students regardless of background.

“We work a lot with community partners to be sure that we can get things done.”

On campus and beyond Ms. Nunez helps lead additional projects with groups including but not limited to the Louisville Latino Educational Outreach (LLEO), the Undocumented Student Resource Council, Hispanic Latino Faculty Staff Association, and Latin American and Hispanic Student Organization. Additionally, she serves as a community council member for the Anne Braeden Institute, and an advisory council member for the Latino American and Latino Studies department.

Nunez is active with La Minga, a cooperative farm in Prospect, and Mijente, a national organization advocating for underrepresented voices in the community.

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“We work together to try to help make the lives of our families and our people a little bit better.”

There is a lot of cultural diversity within the Hispanic/Latino community. Would you say there are some common, defining characteristics of the culture?

“I would probably say language would be the first one. In Latin American countries, in Brazil, they speak Portuguese. Portuguese is similar to Spanish but definitely not the same language. Portuguese and Spanish languages, and then the English language. If we talk about being Latino in the United States it’s different from what it means to be from Latin America and first or second generation immigrant in America. I would say language.

One of the things I found really common amongst a lot of Latino groups is corn. I think that ties back in with La Minga and the planting of the three sisters crop: black beans, squash, and corn. Corn is common right… you find it in tortillas, you find it in empanadas, you find it in. Takes us back to our indigenous roots where corn was also a big crop for the North and South American Indians. So it’s a beautiful thing to bring back those indigenous roots and to honor those past instead of forgetting that we were just a colonized group of people by the Spaniards. We sometimes tend to forget the black and indigenous roots that we have and those varied histories.”

What resources do you provide to Hispanic/Latino students and the community?
As a result of Sarah Nunez’s efforts, her leadership with LLEO brings together eight partner organizations resulting in a Latino Student Resource Guide. The guide is beneficial for counselors and educators across Louisville so Latino students can access these resources locally, statewide, and nationally. It includes scholarship resources as well as resources for undocumented students.

**Given today’s political climate, what message would you like to share with educators?**

“Times are changing rapidly … especially with undocumented families our DACA families, and I would urge educators to stay up-to-date with the information and resources provided so that they can best serve the students. There is a need in our country to be uniting. It impacts all of us. We don’t get to take a break from justice.

“We are not what the media says that we are. To not sum us up as just a Latino community. Where people come from vary from interesting paths, lots of different backgrounds, and the folks and Latinos that are living in the United States … we are first, second, and third generation … we have documented status, undocumented status, mixed family status, we speak Spanish, we don’t speak Spanish, you can’t look at someone and size them that that person must be from Mexico. You just can’t do that. We need to get to know people on a personal level. For educators working with students, find their brilliance.”

She recommends reading books such as Navigating Borders: Critical Race Theory Research and Counter History of Undocumented Americans or They Take Our Jobs and 20 Other Myths about Immigration.

Ms. Nunez is currently a doctoral students with Pan-African Studies at UofL hoping to focus on social justice and resiliency. Her role models include Erin Howard at Bluegrass Community & Technical College leading the way for the Kentucky Latino Educational Alliance, the students she comes into contact with each day, her grandmother for her strengths and talents, and Juan Carlos Arauz with E3: Education, Excellence & Equity.

Sarah Nunez, with her family roots and experiences both in the United States and Columbia, would like to be seen as still changing the hearts and mind of young people and sees herself touching others whether directly or indirectly.

“I wouldn’t be who I am if we didn’t have some great, amazing people to lead the way for us.”
Hispanic Heritage Month: 
*Strengthening Roots*

Abraham Solano, Social Worker, Jefferson County Public Schools

Interview by Dr. Monica Lakhwani—Multicultural Specialist

*Photos, Abdul Sharif*
Mr. Abraham Solano, a proud JCPS employee for over 20 years, started his career as a Bilingual Associate Instructor (BAI), transitioned to an English as a Second Language (ESL) Intake Specialist, and currently serves as a Social Worker.

Mr. Solano originates from Ecuador. He has lived primarily in Louisville, with a couple of years in Alabama while attending Alabama A&M University.

As an immigrant, English language learner, and an educator, he knows what Spanish speaking students go through when they come into our school district.

Over the years, Mr. Solano has collaborated with multiple community organizations (Adelante Hispanic Achievers, La Casita) and continues to do so as they need him. In addition to his role with JCPS, he works with newcomer students providing mentorship, de-escalation techniques among sub-cultures, and empowerment.

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“I take a lot of pride in supporting that role because we bring in mentors in the city from all walks of life to talk to youth in the Spanish language and basically act as a mentor and somebody who can identify with them not only in physicality and language but also in a way that allows youth/males to open up to us even if it’s after these sessions to come and speak to us one on one whether it’s school related or family related.”

What are some the Hispanic/Latino cultural groups in our schools that you come into contact with?

“In my role as an Intake Specialist I was very lucky to meet people from all walks of life and all backgrounds trying to register their children for JCPS….I’ve come across Cubans, Mexicans, Central Americans, and more recently Venezuelans. I try to learn from others and help them deal with some of the things that they may encounter in the new culture. At the end of the day I find that they are just happy to be here and grateful for the help that’s given. The fact that I am a Spanish speaker allowed me to form good relationships with individuals/families. There are some relationships I still have even though we met 10 or 15 years ago and among them is a Bolivian family I am still in touch with.”

He shares how mentoring students has impacted parents/families who today assist and mentor others as a way to give back.

“The tutoring/mentoring role has impacted individuals creating a friendship. When it’s all over for me in terms of my JCPS career, I can’t be grateful enough for the opportunities that have been given to me.”

In your experiences with JCPS, how has the growth of the Latino population influenced change in our schools/community?

Abraham Solano believes that the growth of not just Latino students but all language learners has impacted the climate and culture of schools and will continue to do so.

He remembers what the classrooms looked like. Over the years in specific roles and at specific schools he has seen how some schools were not ready to adopt the ESL children sharing how Spanish-speaking and ESL students and staff were still working somewhat isolated from mainstream. It didn’t take long before he started seeing a growth in the immigrant student population, family needs, and in greater support provided by the ESL Intake Center. As he reminisces he is amazed at one school, Rangeland, whose staff came together to acknowledge “they are our students…we have to take care of our business.”
"As schools have grown over years I can see a total shift in the culture at schools where inclusion needed to happen by every person who worked inside the school building being accountable and realizing these are our children. It’s beautiful to see."

**What are some challenges our Hispanic/Latino families and students are facing?**

Solano stresses the need for building bridges with Latino families. Some of the challenges he sees include parent engagement, student involvement, and socioeconomic. He smiles at the vision of seeing Latino parents in SBDM. He encourages reaching out to parents through home visits and in spending time speaking with parents to build trust. He encourages understanding the economic challenges many Latino youth face especially at the high school. He doesn’t want families to feel invisible.

"I will keep knocking on your door until you give me the time to talk to you. Start reaching out to one person…one family."

**Who is Abraham Solano?**

Abraham Solano, is a person who believes in tapping his and other’s full potential by being empathetic and creating compassion.

Strengthens his roots as an administrator for a group chat of local Ecuadoreans and hosts an annual Ecuadorian party.

He is an educator at heart, married to a JCPS educator, and has two children, one attending Western Middle and the second attending Atherton. “The whole family is embedded in JCPS. Very proud.”
Welcome to LAHSO: Come and Learn!

Interview by Dr. Monica Lakhwani—Multicultural Specialist

Photos, Abdul Sharif

The diversity in our schools is something to be proud of and completely aligns with the sentiments of the Latin American and Hispanic Student Organization (LAHSO) and its members. Ana Castro, with the help of her colleague Yolanda Breeding-Hale, started LAHSO five years ago at duPont Manual High School. They felt the need for their Spanish-speaking students to have a safe place to come and create awareness for the rest of the student/community to acknowledge Hispanics/Latinos as a vital part of the community.

Both educators truly believed they wanted to create an organization where their Hispanic students could be recognized within the school.

LAHSO started with just a few students and currently has more than 20 students who are active members. It was a way for the rest of the community to see and be a part of the culture and traditions that already exist.

Continued on next page
“The Hispanic community is very diverse. No one thing represents us. We were thinking it’s good for the students to enrich themselves and others. It’s been very successful in doing that.” —Ms. Yolanda Breeding-Hale

“LAHSO was created to provide students with the background they needed. Sometimes, students try to fit in and are not sure on how to embrace their culture. I always try to get them to think for a tree to be healthy, it has to have roots. That is what we are trying to provide here for our students; their roots for them to grow stronger and better.”
—Ms. Ana Castro

What is LAHSO?

LAHSO is a school club providing students with leadership and networking opportunities with community organizations/institutions, such as the University of Louisville (UofL). They advocate for undocumented students at the IDEA Festival, learn about the Hispanic culture, learn about foods and traditions, learn where people are from, and discuss issues that matter to them most.

“When I first came to LAHSO, I thought that it was a safe place for me to be because there were other Hispanic kids and people who would understand where I am coming from. In general, I think LAHSO is a big family. We do a lot of stuff together, like we go and volunteer out in the community, we team up with the LAHSO club at UofL and help them plan the Day of the Dead party. It’s a really cool experience to be in LAHSO!”

“No matter where I go, if LAHSO is already there I will join and if it isn’t, I’ll make sure to start it out. I feel like it’s important for people to know about it.” —Brayan Aviles
“I always knew that there was a Latino culture. My family and I acknowledged it but they never pushed anything onto me. We spoke Spanish at home but that would be it. When I entered high school, I became more aware of my Hispanic and Latino culture and it became very important to me because it is my background. I never took the time to look at my own culture. It’s important I see the background that I have. LAHSO has just really helped bring people together, and it’s helped me become more confident with my Spanish and just more confident overall. I’m Latino, and I understand now what that means.” —Marco Muñoz

What are student officers saying?

“There is not that many Argentinian people in the school. Coming in, I can actually relate and talk about the foods that we make, how our moms are, or the Latin-American culture. Because of this club, I am interested in learning more about other cultures.”

“I just didn’t know much about other cultures. I feel like part of the manifestation of how we think—like diversity is important. I grew up with one perspective, and I don’t have the perspective that Brayan or Ms. Castro does. Expressing these perspectives is important just to get people to understand that we all have different backgrounds. Our normal is not going to be what someone else’s normal is.”

“At this time, with our government there is just a lot of division. There are a lot of divided views even within our own cultures. And that is just harmful. So having this safe space is beneficial to anyone. It’s not just about Hispanic people, it’s about everyone. Everyone needs that safe space.” —Camille Rougier

“I like being in LAHSO. I’m Cuban-American; it helps me speak Spanish more and it helps me also perfect my Spanish as I also speak it at home. It’s a really big family. I make friends, and I make family. And my mom really likes it.” —Melanie Hughes
What impact has LAHSO had?

“When I did join, I felt that this is such a community and we’re all a huge family. We want everyone to feel comfortable and are able to express their feelings about anything…culture, how the world works around Hispanics in general. For us to know who we are and where we come from, to have strong roots, this club really solidified that for me. It’s been a good experience knowing other Hispanics in the community. You see a different part of the world that maybe you didn’t know before. LAHSO is really important to me and has made a huge impact on my life.” — Melissa Perello

“I am actually partly Hispanic. My mother is from Mexico, and my dad is Arabic. For most of my life I lived in the Middle East and just recently I had a wonderful opportunity to visit Mexico and explore my Hispanic side. That has definitely helped me to know the H/L culture socially in terms of the language. Being a part of LAHSO has helped me know it educationally too. I think LAHSO has impacted duPont Manual’s culture. Like now we are recognized as Latino and Hispanic students, as a student body. I mean there’s been a Spanish club, but this pinpoints specifically the culture. We recognize the culture, language, socially, everything. It has helped bring other students from the community together.” — Sara Busaleh

If you’d like to learn more about LAHSO or possibly assistance in setting one up in our school, you may contact Ms. Ana Castro at ana.castro@jefferson.kyschools.us.

Special thanks go to both Ms. Castro and Ms. Breeding-Hale for sharing their passion and experiences.
August 10, 2017, marked four days before the start of the 2017-18 school year. To help students get ready to go back to school, the Louisville Office of Safe and Healthy Neighborhoods (OSHN) hosted a back-to-school event outside the College Court Apartments in downtown Louisville. The OSHN’s back-to-school event offered College Court residents an opportunity to receive much-needed school supplies, food, and an opportunity to meet a former College Court resident and NBA superstar Rajon Rondo.

Rondo, an Eastern High School graduate, returned to Louisville this summer to host basketball camps and paid for hundreds of students to receive haircuts at the California Community Center. Rondo also distributed hundreds of backpacks to students who attended the August 10 event.

The Diversity, Equity and Poverty Programs Department would like to thank OSHN for the opportunity to provide information and materials to attendees of the College Court back-to-school event.

We hope to see you at our next stop!
Seeking ten to twelve rising leaders from Louisville area high schools!

Louisville Engaging Nonviolence Symposium for High School Students
Celebrating International Day of Peace
Thursday, September 21, 2017, 8:30am – 2pm
Gathering in Saints Hall of
St. Matthew’s Episcopal Church
330 N. Hubbards Lane, Louisville, 40207

Morning Session, 8:30 – 11:45am
Empowered Young Leaders
What do peace, violence, and nonviolence really mean in our present world and how do they play a role in our lives? Empowered young leaders will join peers from across the city to consider this through activities and discussions led by seasoned teacher, Cory Lockhart, and other speakers. They will learn about ordinary people and sometimes extraordinary movements that have used or are using nonviolence creatively and effectively to work for a more peaceful and just world.

Afternoon Session, 12:30 – 2:00pm
A Dialogue for the Heart
What is nonviolence in action? How does it connect with growing compassion? After lunch students and visitors will engage with a panel presentation featuring Mayor Greg Fischer and other local civic leaders and share dynamic dialogue with fellow students and community members. To conclude the symposium, all present will help with the launch of Nonviolent Compassionate Louisville.

Lunch provided!
Register with Anne Walter at DrepungGomangCompassion@gmail.com or 502-614-5616.

Drepung Gomang Center for Engaging Compassion offers this symposium to fulfill its mission of growing compassion in the hearts of the community. Louisville Engaging Nonviolence is the opening event of DGEC’s third annual 12 Days Toward Peace, an initiative that raises awareness and discussion around the everyday practice of nonviolence as the foundation of compassion-building. Louisville Engaging Nonviolence Symposium is neither partisan nor religious, but works from the understanding of the interconnectedness of all people and our planet. Find more info about 12 Days Toward Peace on Facebook or DrepungGomangUSA.org.
On Wednesday, September 30, more than 100 fathers, business men, LMPD officers, Louisville Metro employees, pastors and other men volunteered as Flash Dads at McFerran Elementary School.

The Flash Dads initiative began last school year. Each month JCPS and the Department of Equity and Poverty send a group of flash dads to a particular school, and it's always a surprise.

If you missed Flash Dads this week, don’t worry, it will be back next month! For more information about Flash Dads or to find out how you can volunteer, please contact Giselle Danger-Mercaderes at 485-6153.
The name Alpha Phi Alpha Fraternity, Incorporated has been around for more than 100 years, so it’s no surprise that its members are continuing the mission set forth by their founding members. On a local level, the Alpha Lambda Alumni Chapter is embarking on its 6th year at Kammerer Middle School through the Alpha Academy. The members will engage with middle school students in grades 6 through 8, focusing on youth empowerment, leadership training, and exposure to higher education.

This year’s schedule will energize the students with a few new enhancements that they will carry on in their day-to-day routine. The students will continue to meet once a month to engage in sessions revolving around education and leadership. Additionally, this year’s program includes guest speakers from the University of Louisville, Louisville Metro Police Department, and local business leaders throughout Kentuckiana.

One highlight from last year’s program was a college tour that took place at Indiana University Southeast (IUS) during the program’s spring session. While visiting IUS, Alpha Academy students were able to tour the campus facility, visit various dormitory residence buildings, participate in a panel discussion hosted by IUS students, as well as attend a mock class lecture.
R. Buckminster Fuller once stated, “If you want to teach people a new way of thinking, don’t bother trying to teach them. Instead, give them a tool, the use of which will lead to new ways of thinking.” Alpha Academy is all about delivering the tools of knowledge, success, and good will. Alpha Phi Alpha Fraternity, Incorporated has a long history of emphasizing the importance of education to the betterment of lives and attainment of greater opportunities. Through this collaboration at Kammerer Middle School, the Alpha Academy program has been able to provide strategies that will promote success in the lives of its young men.
**The Life of/La Vida De Celia**
by Patty Rodríguez and Ariana Stein
Lil’ Libros; Brdbk Blg edition, March 8, 2017
Ages 2-6

A beautiful board book for babies and toddlers that is based on the life of Celia Cruz, one of the most popular singers in the world during the 1920’s. She became known as the Queen of Salsa and this delightful bilingual picture book biography celebrates her with life with cheerful colors and artwork.

**Beautiful by McAnulty**
by Stacy McAnulty and Joanne Lew-Vriethoff
Running Press, September 13, 2016
Ages 4-7

This picture book celebrates girls for their diversity and talents and encourages young girls to embrace their own version of beautiful. Girls are shown playing football, eating messy oranges, digging in the mud and laughing at themselves. It counters the pervasive messages that tell girls how to behave and the artwork features a wonderful multiracial and varied group. It’s perfect for one-on-one sharing or small groups and boys will love it as well!

**The Banana-Leaf Ball: How Play Can Change the World**
by Katie Smith Milway
Kids Can Press, April 4, 2017
Ages 8-11

This nonfiction title is based on the true story of a young East African boy named Deo. Deo lived alone in a Tanzanian refugee camp. Bullies and gangs formed in the camp and one of the leaders, Remy, targeted Deo. One day a coach gathers all the children to play soccer and Deo wants to play but he is nervous because he sees Remy on the field. But as Deo and the other boys get pulled into the game their relationship begins to transform. Their mutual joy for the game provides a sense of belonging for the children and the ability to relate and empathize with one another. This would be a fantastic book for a starting point on discussing relevant social justice issues and the world refugee crisis.
Monday October 9th, 2017 more than 400 educators from around JCPS attended the Fall Equity Institute. Held at Ramsey Middle School. The full-day session began with words from Acting Superintendent Dr. Marty Polio and Chief Equity Officer Dr. John Marshall to set the tone for the day. The morning plenary session was conducted by Dr. Charles Corprew. Dr. Corprew is a nationally recognized expert in the development of adolescents and emerging adults in diverse contexts, particularly African American males. Dr. Corprew’s message spoke to the need for equity within organizations, the five critical characteristics of equitable leaders and the need for commitment to developing individuals and leaders within organizations.

After the plenary session, Charles C. Davis, Jr., provided instructions to participants on how to
proceed throughout the day. The Fall Equity Institute offered a series of breakout sessions that provided those in attendance with strategies to engage with a diverse population of students that they may engage with daily. Sessions included:

- Emotional intelligence in boys;
- Storytelling in the classroom;
- Creating culturally inclusive classroom communities;
- Engaging families as a strategy for student success;
- Empowering African-American males in the classroom through C.A.R.E. (Conversations, Authentic Relationships, Role Models and showing Empathy);
- Strategies to increase English language learner student outcomes; and
- Using music, dance and visual arts to impact curriculum.

At the Equity Institute’s closing sessions, participants had the opportunity to participate in a multi-media experience entitled Power to the Peaceful. Conducted by artist and JCPS graduate Jecorey Arthur, attendees had the opportunity to sing, dance and shout along with performers as they engaged with topics ranging from bullying to self-esteem to creating safe and positive environments for youth in both schools and communities.

The Office of Diversity, Equity and Poverty Programs Equity and Inclusion Unit would like to thank all participants who attended the Fall Equity Institute. We would also like to thank the presenters who created spaces for attendees to think about ways to shape their pedagogies to reach all students. And finally, we would like to thank Principal Darryl Farmer and the faculty and staff of Ramsey Middle School for once again being such gracious hosts. It is our goal to continue to support JCPS in its mission to provide resources to all students and staff to participate in Deeper Learning, as at the very core of Deeper Learning you will find equity.
My name is Marian R. Vasser and I currently serve as the Director of Diversity Education and Inclusive Excellence at the University of Louisville, where I have been employed for over 24 years. My personal and professional passions include working to build climates that are more inclusive and equitable for all. In addition to being engaged in this critical work at UofL and throughout the community, I also get to blend it with another passion of mine, which is being a mom. I am the proud mother of three talented, intelligent, and handsome young men. My oldest son (Trey), who was also a JCPS student, is now 23 and working at General Electric. My 14 year-old twins (Tavon and Tobias) are currently 8th graders at Noe Middle School. I am very active in my children’s education and try to serve in ways that not only increase their chances of success, but the success other children as well.
When my oldest son was in school, I had several unpleasant experiences as a result of inequitable practices. I recall being very frustrated far too often and deciding something had to change. Many of the teachers I encountered were simply following policies and procedures, while totally unaware of how certain students (including my son) were being ushered directly into the school-to-prison pipeline as a result. The more engaged I became, the more I learned about policies and procedures that needed to change. At that time, my schedule was less flexible and I was only able to show up at the school periodically. Although my son graduated on time, I was extremely frustrated by this experience and now concerned that I had twins entering the same system. My oldest son had a really rough time navigating his educational experience. Fortunately, my twins had a better experience for several reasons. They became more focused and I was able to commit more time to getting involved in their school. It made a world of difference, let me tell you. In addition to being active in PTA, even serving as president several years, I also became a member of the School Based Decision Making Council (SBDM).

The SBDM Council is responsible for setting school policy (consistent with Jefferson County Board of Education [JCBE] policy) that will provide an environment to enhance student achievement and to help students meet established academic goals. The SBDM Council has authority in the following areas:

- Determination of curriculum, including needs assessment, curriculum development, and responsibilities under KRS 158.6453(19);
- Assignment of all instructional and noninstructional staff time;
- Assignment of students to classes and programs within the school;
- Determination of the schedule of the school day and week, subject to the beginning and ending times of the school day and school calendar year as established by the local board;
- Determination of use of school space during the school day related to improving classroom teaching and learning;
- Planning and resolution of issues regarding instructional practices;
- Selection and implementation of discipline and classroom management techniques as a part of a comprehensive school safety plan, including responsibilities of the student, parent, teacher, counselor, and principal;
- Selection of extracurricular programs and determination of policies relating to student participation based on academic qualifications and attendance requirements, program evaluations, and supervision;
- Adoption of an emergency plan as required in KRS 158.162;
- Procedures, consistent with local school board policy, for determining alignment with state standards, technology utilization, and program appraisal;
- Procedures to assist the council with consultation in the selection of personnel by the principal, including but not limited to meetings, timelines, interviews, review of written application, and review of references.

The law requires membership of the SBDM Council to include PARENTS, teachers, and the principal of the school. Getting involved, as a parent, means YOU are empowered to contribute to the decision-making process that directly affects the learning environment. I remember the first year I served on the council, it
was a bit intimidating as I did not know much about school budgets, policies, or procedures. The first year, I sat back and tried to learn as much as I could. I remember feeling like it was a waste of my time originally because it felt as though I was as an outsider looking in. Once I began to build relationships with other parents on the council, I realized it was our duty to speak up. It was not long before I was consistent in asking questions and even challenging policies and practices that seemed inequitable. One of the things I constantly reminded myself of was the fact that my position on the council came with privilege. Many SBDM parents likely have more flexible schedules than some of the parents that need policies changed the most. With that in mind, I made it a point to become more involved and ask questions until I understood fully, even if it meant utilizing the full time allotted to the meeting. During this process, I also learned more about the role of the teachers and administrators. Although some of the revelations were heartbreaking, in terms of how much agency teachers lacked, I felt empowered that my contribution could affect change positively for children and teachers. As a parent, we do have a say and we should most definitely exercise that right.

I have served as an SBDM council member for approximately 6 years now and I am proud to say I have contributed to many positive changes at the school where I served. In addition to revising dress codes to be more inclusive, I have even witnessed positive changes in leadership as a result of the SBDM. My favorite poet, Maya Angelou, says “Nothing will work, unless you do.” I encourage those of you who have schedules permitting to please get involved. The more involved we are, the better JCPS can be. There are many ways to be involved, so if your schedule doesn’t permit you to serve on SBDM, stay in touch with your SBDM reps so your voice can be heard. Hold us accountable! I realize as an SBDM parent-rep, I am not there only for my children, I am there representing those voices that often go unheard or unconsidered. The SBDM is a perfect avenue for challenging policies that perpetuate inequitable disciplinary actions, lack gender equity, widen educational achievement gaps, etc. While I realize the lack of diversity on most SBDM councils are the result of inflexible schedules, I strongly encourage parents who are minorities to consider serving.

My twins are blessed to be at a wonderful school that values parent involvement, although I know this can be a challenge in other environments. When I have ever felt a level of discomfort, I have always received valuable feedback and advice from Dr. Shawna Stenton, who is responsible for SBDM councils throughout JCPS. Shawna is extremely knowledgeable and approachable and has played a major role in the success of my tenure as an SBDM parent-rep. The experience, for me, has been extremely rewarding and I am willing to personally mentor any parent wanting to be involved in this capacity.
The Crest for the W.E.B. DuBois Academy was designed to symbolize core tenets of our school. The book serves as an icon for scholarship and we believe each young man we serve will grow academically.

The graduation cap signifies our belief each young man will graduate high school with the skills, opportunity, and choice to continue his education in college or embark upon a career path of his choosing.

The shaking hands signify our belief in community and brotherhood. Finally, the lion wearing a crown is our primary brand which signifies our belief that each young man we serve was born to achieve greatness. Lions signify strength and leadership. The W.E.B. DuBois Academy is where young lions are developed into kings and future leaders.

The W.E.B. DuBois Academy Creed:

I was born to achieve greatness.
I will not be defined by my mistakes, but, my willingness to accept correction to learn and grow.
My greatness, will be a result of my work ethic, mentorship, and support.
I will achieve all of my goals.
I will be accountable for my actions and responsible to positively impact my community.
I was born to achieve greatness, and I will determine the man I will become.

One PRIDE.
One BROTHERHOOD.
A fine print item approved at the October 24 meeting of the Jefferson County Board of Education (JCBE) will bring big changes to students throughout the school district.

The item is an agreement between the 15th District Parent Teacher Association (PTA) and a New York shoe company, National Fashions Imports. For the first time in many years, the 15th District PTA—working with the Diversity, Equity, and Poverty (DEP) Programs and other JCPS partners—will help students in need to receive brand new athletic shoes.

Many JCPS employees who work tirelessly to make sure students are provided with basic needs cite shoes as a chronic gap. While resources and systems are in place to help students with clothing needs, vision exams and glasses, food, transportation, backpacks and school supplies, there has not been a consistent and reliable resource for new shoes. Now, help will be a phone call away.

A bulk purchase will be made in early November, and distribution of the shoes to JCPS students could begin in January. The shoes will be housed and distributed from the 15th District PTA’s Clothing Assistance Program (CAP). This will allow immediate service and accessibility. A JCPS employee could visit CAP to pick up shoes for a student or they could be sent to a JCPS employee through the Pony mail service. Students will also be able to visit CAP, have their feet measured, and leave with a pair of shoes.

A Step Forward

For Students and Families

By Justin Willis—Parent Relations Specialist, Diversity, Equity, and Poverty
The process of supplying shoes to students in need will be finalized in the coming weeks, but the process will likely be similar to the existing way that someone makes an appointment to receive services at CAP. A Family Resource Youth Services Center (FRYSC) coordinator or other worker will contact CAP to express the need and share the student’s information.

The running-style shoes are available in a variety of contemporary colors and styles. Samples were obtained last spring and featured at information tables that the 15th District PTA hosted at schools and community events. The shoes are a conversation piece and several students and adults were interested in purchasing them. This was anecdotal information perhaps but confirmation that the shoe types and styles are popular with students.

The push for shoes has been in the works for the past year. There is a trust fund used to purchase new uniforms, underwear, socks, and belts for JCPS students. Homeless Education coordinator Giselle Danger met with JCPS and other representatives to determine how much of the fund could be allocated to shoes. These discussions led to the funds being allocated to launch the shoe program.

In March, the 15th District PTA approved the creation of a restricted fund that would allow the nonprofit to raise money for shoes. The fund, From the Ground Up! encourages people to donate, promising that for every $50 donated, at least four pairs of shoes would be provided to students. This fund, launched in tandem with the Mayor’s Give a Day Week of Service in mid-April, has since raised several thousand dollars, all of which will go directly to shoes.

The district fund allows an initial purchase of as many as 4,000 pairs of shoes, and From the Ground Up! will allow the 15th District PTA to continue raising funds with the hopes of serving more students. The 15th District PTA’s vision is to offer each student in need a new uniform shirt and pants, five pairs each of socks and underwear, a belt, and a new pair of shoes. The addition of shoes truly supports clothing and basic needs for students—from the ground up.

Additional work and community partnerships will be needed to offer shoes to all students who may need them. During the first 10 weeks of the 2017-18 school year, 4,200 students have visited CAP to receive new uniforms.
The 15th District PTA will continue to promote From the Ground Up! as a worthy investment for any individual, group, business, or organization. To obtain a speaker or demonstration about From the Ground Up!, call (502) 485-7450.

The addition of shoes as a resource is a step forward for JCPS students and families. The costs of raising children are a hardship and sacrifice for all families, especially in a school district where two of every three families are eligible for free and reduced-price meals. Beginning in January, the most vulnerable students—impoverished, homeless, refugees, and all those in homes where financial stability is threatened—will have one less distraction to their academic success and a new bounce to their step.

Expanding Perspectives

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

Dr. Monica Lakhwani and Mr. Charles Davis, Jr. had the honor of meeting members of the Ministry of Education and Science of Republic of Tajikistan. The group visited Louisville as part of a program of the Meridian International Center and World Affairs Council and they wanted to learn more about teacher training and how equity and inclusion are infused into JCPS.

Mukhammadali Afgonov, head of the Department of Education in Dushanbe, said that finding school building/space and providing technology for all of their students is one of the challenges for their school systems.

The Republic of Tajikistan student population includes Afghan and Russian minorities. Separate schools are provided for these populations with an emphasis in maintaining their native language and culture. In some mountainous regions, one classroom can consist of students from multiple grade levels. Dushanbe is the capital and largest city of Tajikistan with an overall population of over 800,000.
JCPS is in the process of developing a Race and Equity policy. An auxiliary committee of community members has been invited to participate in the process. The auxiliary committee will develop a proposed policy draft, which will be sent to the Board policy group, which will in turn be proposed to the Board for a vote. October 11, 2017 marked the beginning of this process as the committee, consisting of community leaders representing Louisville Urban League, the Office for Safe and Healthy Neighborhoods, JCTA, University of Louisville, and others, met for the first time. With the final convening on January 8, 2018, the committee will meet five times to hear from topic experts, and be able to discuss with invited guests, as well as JCPS facilitators and other staff, how to address with policy the myriad challenges our students of color are experiencing disproportionately.

The first meeting was held at the California Community Center, which is partnering with Diversity, Equity, and Poverty department to establish a satellite office for JCPS. The community was invited to attend, which yielded approximately 25 additional people. While the conversation was and will be primarily amongst the auxiliary committee, the public is invited to send their feedback via email (jcps.equitapolicy@jefferson.kyschools.us).

Data on our students of color are startling. Black males make up a disproportionate share of suspensions, and our Black and Latino students score considerably lower on state tests. They also are less likely to graduate, and much less likely to graduate college or career ready. One area that is often overlooked is the fact that many students of color report feeling less sense of belonging at their schools. The race and equity policy auxiliary committee is tasked to develop policy approaches to these challenges in our District.

The tenets the auxiliary committee is asked to address include the following:

- Diversity in curriculum,
- Cultural competency training for staff,
- Staffing diversity,
- Programmatic access,
- School culture and climate, and
- Central office departmental resolution and commitment to racial equity.

Data related to these tenets underscore the need to address equity challenges in JCPS. For example, one of the tenets calls for staffing diversity. This will not be a simple fix, as more than 84% of current JCPS teachers are White (fewer than 50% of students are White), and there are programs already working to address the low supply of teachers of color. Simply requiring the hiring of more teachers of color will not address this if there are not enough trained teachers; we need innovative solutions.

Another tenet is programmatic access. White students are more than twice as likely to be in Gifted and Talented programming than both
Black students and Latino students (in JCPS, 19.9% of White, 8.2% of Black, and 7.7% of Latino students are enrolled in G&T).

Table 1: JCPS Gifted and Talented Enrollment

<table>
<thead>
<tr>
<th>Group</th>
<th>District</th>
<th>State</th>
<th>Percentage</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White (Not Hispanic)</td>
<td>8669</td>
<td>86,401</td>
<td>19.9%</td>
<td>17.0%</td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>2873</td>
<td>5,360</td>
<td>8.2%</td>
<td>7.7%</td>
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</tr>
<tr>
<td>Hispanic</td>
<td>777</td>
<td>3,207</td>
<td>7.7%</td>
<td>7.6%</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>1014</td>
<td>2,769</td>
<td>26.9%</td>
<td>24.4%</td>
<td></td>
</tr>
</tbody>
</table>

Source: KDE School Report Card, 2016-17

Similar trends are seen for Advanced Placement: 65% of AP test takers are White, and they are considerably more likely to be eligible for college credit for tests than both Black and Latino students (49.9% of White, 24.7% of Black, and 36.8% of Latino students scored 3-5 on AP tests according to KDE 2016-17 School Report Card), demonstrating a very complex challenge.

Table 2: Advanced Placement tests taken and passed

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of Test Takers</th>
<th>Percent of Total Test Takers</th>
<th>Percent of Exams with Scores 3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>District</td>
<td>State</td>
<td>District</td>
</tr>
<tr>
<td>All Students</td>
<td>6928</td>
<td>32192</td>
<td>100</td>
</tr>
<tr>
<td>White (Non-Hispanic)</td>
<td>4482</td>
<td>26734</td>
<td>64.69</td>
</tr>
<tr>
<td>African American</td>
<td>1231</td>
<td>2043</td>
<td>17.77</td>
</tr>
<tr>
<td>Hispanic</td>
<td>488</td>
<td>1342</td>
<td>7.04</td>
</tr>
<tr>
<td>Asian</td>
<td>549</td>
<td>1304</td>
<td>7.92</td>
</tr>
</tbody>
</table>

Source: KDE School Report Cards, 2016-17

Dates for future community meetings will be posted on the JCPS website. For more information, contact Krista Drescher-Burke at krista.drescher-burke@jefferson.kyschools.us.
On Saturday, November 4 the men of the Epsilon Beta Sigma Louisville Alumni chapter of Phi Beta Sigma will host its 4th annual Dr. Sam Robinson Scholarship gala at the Muhammad Ali Center. The gala is meant to commemorate the legacy of Dr. Samuel Robinson, whose legacy of breaking barriers in education has helped countless individuals both locally and nationally reach their potential and achieve their dreams.

The event also serves to highlight local organizations in the city of Louisville that exemplify Dr. Robinson’s spirit of service and giving. This year the Epsilon Beta Sigma Chapter will be recognizing Metro United Ways’ Community Engagement Division, Jefferson County Public School’s Division on Diversity, Equity and Poverty and AMPED Louisville with the Dr. Sam Robinson Foundation Community Excellence award. These organizations are blazing trails of positive change and tangible impact in our city and are perfect representations of what Dr. Robinson fought and stood for.

The gala is an elegant, semi-formal affair that includes a plated dinner, a silent auction and music. Doors open at 6 p.m., with a free hour of exhibit touring of the Center. The program begins at 7 p.m. and will go until 11 p.m. Tickets are $50 and can be purchased at https://www.eventbrite.com/e/phi-beta-sigma-louisville-4th-annual-scholarship-gala-tickets-38237957761?aff=es2. All proceeds will support the Dr. Sam Robinson Foundation Scholarship Fund.
October is *Connected Educator Month* (CEM), but the idea of educators connecting to share resources and build professional bonds began long before the inaugural month long, concentrated effort to highlight collaborative practices through social media and virtual interaction in 2012. In 2016, over two million educators from around the globe had shared resources on social media with the #CE16 and #ConnectedEducatorsMonth hashtags and taken part in CEM webinars on an array of topics. While CEM is celebrated in October, educators growing their instructional practice and student learning while helping their peers do the same occurs every second of every day. Learning never stops.

The beauty of social media is that more often than not, the platform is free and not that difficult to
grasp in terms of basic concepts. A quick view of a “How to” video on YouTube or a short read of a “Guide to _____” blog, which are bountiful on the internet, anyone can develop a sense of confidence on social media. It is also not necessary to have two accounts (personal and professional), a common misconception, especially in the Twittersphere. While a heft majority began their social media experience on Facebook, Twitter has become the prominent collaborative tool in education. Instagram has expanded the platform’s capability enabling educators and schools to provide a glimpse into student learning and the classroom and whole school level. Flipgrid, a platform that utilizes user generated videos on specific topics, that can be created by students, other educators and administrators, and the community (local and global).

Signing up for social media is a rather simple task. There is no cost associated with any of the platforms listed above, and there is no requirement for using them. I’m really getting my feet wet with Flipgrid; I love how educators are using it to engage students and their families. It is not necessary to use your professional email. My suggestion is to use the email you are most comfortable with, and create a complex password to use for all your platforms, especially if you do not take advantage of secure apps that keep track of your login and password entries.

My go to professional tool is the “#” character. When I am teaching educators how to navigate Twitter, I stress that the most important distinction is between the @, or the who and the #, or the what. As Twitter has evolved into a powerful pedagogical sharing tool, knowing how to search topics than it is to scroll down your personal feed. The three hashtags that are heavily used in JCPS are #WeAreJCPS (to share positive stories), #JCPSDL (to share professional resources) and #JCPSChat (ongoing conversations and a monthly chat). These hashtags will allow you to connect to other educators in JCPS, though not necessarily in your content. While I was in the physical education classroom, I relied on #PHYSED and #HealthEd. Each content area has several strong hashtags. My suggestion for those that are looking for content hashtags would be to reach out to your JCPS content specialist or Google for hashtags in your content (social studies hashtags, elementary ed hashtags, social justice in education hashtags, etc.)
After learning how to use Twitter to search for content, your next step is to learn how to share content and interact using only 140 characters. It takes some practice to be able to get everything you want to say within the limits at times. Sharing a link of any length will use 23 of 140, and hashtags take up space as well. If you want your tweet to be seen by a particular group of users, you must add a hashtag. Since the Deeper Learning Symposium in June, the number of educators using Twitter in JCPS has increased dramatically. Many are sharing wonderful resources and inspirational content, but unless they have used the appropriate hashtag(s), they miss their intended audience. The two biggest tips I would give any user new to Twitter would be to understand hashtags and make sure they create a profile that has a profile photo and a description of their educational role. If a new user can master those two concepts, it will help them exponentially.

When I joined Twitter in 2011, I had no idea that 140 characters would drive my professional learning and grow my professional learning network to the extent it has. What started as watching others interact and sharing what worked in their physical education classroom has grown to helping to lead multiple teacher engagement initiatives at the local, state and national level. My social media collaborations and shares have enabled me to serve on the Gates Foundation Teacher Advisory Council, impact educational policy as a Hope Street Group State Teacher Fellow, serve on the National Executive Council and lead the state work for the Elevating and Celebrating Effective Teaching and Teachers (ECET2) movement and collaborate with countless state and national education organizations. Along with a small group of connected educators, I co-founded JCPSForward, an organic teacher awareness and empowerment movement to foster collaboration and build teacher capacity in JCPS. My new role for 2017-2018 is to serve as a district resource in the JCPS Communications and Community Relations Department. There is no way to overstate the power of connectivity for pedagogical growth and how social media has helped me improve my teaching practice, effectively engage with my peers and “find my tribe” in education. It might do the same for you. #EmbraceChange #SharingIsCaring #WeAreJCPS.
Ride Along Professional Development (PD)

Connecting Teachers & Louisville Metro Police Officers

By Giselle Danger-Mercaderes—Coordinator, Diversity, Equity, and Poverty

The Jefferson County Public School (JCPS) District is without doubt a majority-minority school district. This fact is evident every day in our schools. As our student population increases in diversity, creating a link between home and school becomes even more important. “If you want to educate the whole child, you must understand his or her community,” explained a participant of a recent Ride Along professional-development (PD) session.

Creating a genuine connection between home and school is not always an easy and natural process. In For White Folks Who Teach in the Hood … and the Rest of Y’all Too, Dr. Chris Emdin provides an eye-opening comparison between current urban educational models and Native-American schools of the past that determined academic success by how well students adapted to forced assimilation. Instead, Dr. Chris Emdin calls for a new approach to urban education that trains teachers to value the unique realities of minority children, incorporating their culture into classroom instruction.

During the Ride Along PD, JCPS teachers and teacher assistants jumped in the back of Louisville Metro Police Department cars to get a tour of some of the neighborhoods where their students live. The idea behind the day was for participants to get a better idea of some of the cultural differences and home-life struggles that students experience before they set foot in the classroom. The Ride Along PD also provided participants with a unique opportunity to map the assets in the visited community.

The benefits of providing a more holistic education, by developing genuine relationships between home and school, extend beyond the academic curriculum and apply to the school climate and has a positive impact the sense of safety and security. Participants realize that cultural competence doesn’t occur as a result of a single day of training, or reading a book, or taking a course. Educators become culturally competent over time, but researchers and practitioners suggest that visiting and exploring communities is a great place to start.

To find out more about upcoming Ride Along PDs, please contact 485-3650.
JCPS FOSTER CARE PROGRAM: HELPING FOSTER CARE STUDENTS ACHIEVE EDUCATIONAL SUCCESS.

By Lindsay Bale—JCPS Foster Care Liaison

Did you know there are approximately 400,000 children in foster care in the United States? In Jefferson County alone, there were 971 children in out-of-home care as of October 1. Children enter foster care for a variety of reasons, including abuse (physical, sexual, emotional), neglect, and dependency.

JCPS is embarking on a new and exciting journey to help students in foster care achieve educational success! As part of this journey, I will serve as the foster care liaison for the district. In this role, I will ensure that laws are being followed as they pertain to students in foster care and school stability, transfer of records, and enrollment in school. I will also serve as a resource for district staff to help address any needs or questions you have related to the education of foster youth. Together, we will work to improve educational outcomes for foster youth and eliminate barriers to academic success. From providing basic needs and addressing socioemotional needs to ensuring school stability, preparing students for college, and more, it is my hope that our district will be a model for others to emulate.

I first became interested in outcomes for foster youth as a child welfare worker. From 2004 to 2013, I served as a social worker for hundreds of children in foster care. During this time, I helped develop and facilitate a foster youth group named Teens Of Now Initiating Change (TONIC).
The main goal was to advocate for changes to the foster care system that would benefit foster children in all areas of well-being. We participated in such activities as contributing to foster parent trainings, hosting holiday meals for foster youth who didn’t have a home to go to, and meeting with representatives in Frankfort to advocate for law changes. Education was at the forefront of the causes in which the foster youth were interested. Students spoke of frequent school changes, loss of credits in transfers to new schools, lagging behind academically, suspensions, and more.

For the past four years, I have worked for JCPS as a mental health counselor. While we do a lot of things well as a district, I have also been able to observe some of the systems that are in place that make it difficult for our students in foster care to reach their full academic potential. Schools are in the unique position to help build resiliency in foster youth and to counteract the negative effects from the trauma that these students have experienced.

One of the major factors that play a role in foster care students’ achieving educational success is school mobility. When students have to change schools, they lose valuable academic progress. According to the U.S. Department of Education, 75 percent of students in foster care made an unscheduled school change in an academic year. According to the American Bar Association, the average reading level for a 17- or 18-year-old in foster care is seventh grade. Students in foster care also have higher rates of truancy and dropping out prior to graduating. Only 50 percent of foster youth graduated prior to turning 18 in 2014. Only 50 percent of students in foster care graduate high school by age 18. While 84 percent of foster youth express an interest in going to college, only 20 percent of foster youth who graduate high school attend college.

State and federal agencies have recently passed several laws as they continue to recognize the unique needs of students in foster care. Some of these laws include the Fostering Connections Act, the Uninterrupted Scholars Act (USA), and the Every Student Succeeds Act (ESSA). These laws include provisions that allow for increased stability in school placement, transportation to the school of origin, and immediate enrollment when school changes have to be made. We will work diligently to implement these laws and monitor the progress from the implementation. We will work to ensure school stability, and my vision is to have services that support the whole child in reaching his or her full potential.

I am passionate about children in foster care and excited to embark on this journey with you. Together, we will help our students achieve success in education and beyond! I can be reached at lindsaybale@jefferson.kyschools.us or at 485-3650.
A DREAM COME TRUE

By Keyotta Edwards and Nicholas Williams—King Elementary School

When we are children, we always have dreams of what we want to be. Some of us want to be doctors, lawyers, professional sports players, and even huge musical talents. It was hard for us to decide on exactly what we wanted to be because there were so many things that we wanted to do.

We all have dreams that we strive to obtain. Being people who are always looking to give back, we knew that we were headed in the right direction through education. As members of Greek organizations (Phi Beta Sigma Fraternity, Inc.—Nik, and Sigma Gamma Rho Sorority, Inc.—Keyotta), it has been instilled in us that giving back to our communities, and especially the next generation, is essential for change in the world. We want to make sure that students look up to family members but also have individuals to look up to in the community regardless what line of work they may be in. This includes pastors, city officials, and even their own teachers.

“I knew that education was the best way to reach many children (students). You are in direct contact with them, and you really get to know them beyond their work they turn in. Teachers are the ones in students’ lives that push them to greatness and help students unlock their full potential. Having this happen in my life, I wanted to make sure that I could do that for someone else.”—Nik

Always making the day fun for the students makes it easier for you to love teaching. We like to have music playing throughout the day and incorporate real-life experiences for our students. That’s what teaching is all about to us. Helping students understand why we learn different things and how we can implement them into our everyday lives.
Being in the Alternative Certification Elementary and Secondary (ACES) Program has been a blessing for us. We work hard and, man, things are expected from us, but with the support system we have built within ACES, we know that our dreams can finally come to light. We are so blessed to have the ACES Program, and many Jefferson County Public Schools (JCPS) teachers have benefited from it. When you have great examples to show you that you can do something, it just makes the entire experience even better.

We are excited about our ACES year and the transition to the Kentucky Teacher Internship Program (KTIP) year. We want to be the very best we can be in this profession. We come in with a positive mindset to make the day better. Yes, there are always going to be bumps and obstacles we must overcome, but we know that all we do will solely benefit our students! We are now seeing our dreams unfold before our eyes, and now it is time for our students to be given the tools that were given to us to make their dreams their reality.
**You Hold Me Up**
by Monique Gray Smith
Orca Book Publishers
For children up to 6 years of age

A simple and beautiful picture book that inspires children to show love to one another and to consider each other’s wellbeing.

**Labyrinth Lost**
By Zoraida Cordova
Sourcebooks Fire
For ages 14 and up

Alex is a bruja, an incredibly powerful witch, but she hates magic and wants nothing to do with her powers. On her Deathday celebration, Alex performs a spell to rid herself of her power. But it fails and goes very wrong. Her whole family vanishes into thin air, leaving her alone with Nova, a brujo boy she must trust to help her find and rescue her family. Alex’s intensely loving family consists of a matriarchy of intelligent, amazing women and combined with the mythology of the brujas derives strongly from Latin American culture. *Labyrinth Lost* is a dark and strange wonderland and a fantastic paranormal adventure.

**You Should Meet: Katherine Johnson**
By Thea Feldman
Simon Spotlight
For ages 6-8 years
For grades 2-4

A beginning book that is perfect for aspiring scientists, engineers and mathematicians! Part of a series of biographies on people “You Should Meet,” this title explores the life of Katherine Johnson, a talented mathematician who worked at NASA in the early 1950s until retiring in 1986. Katherine helped plan the flights for NASA’s Mercury and Apollo missions and was the inspiration for the movie Hidden Figures.
MORE THAN JUST A GAME

KING ELEMENTARY SCHOOL STUDENTS LEARN THE ART OF YOGA

By Vanessa Posey—ACES Coordinator, Diversity, Equity and Poverty Programs Department

Photos, Abdul Sharif
Unbeknownst to many, yoga is becoming growingly popular among children in the United States. A countrywide survey found that 3 percent of U.S. children (1.7 million) did yoga as of 2012—which is 400,000 more children than in 2007.¹

Yoga has been shown to improve both physical and mental health in school-age children (6 to 12). Yoga improves balance, posture, strength, endurance, and aerobic ability in children. Yoga and mindfulness offer psychological benefits for children as well. A large number of studies have shown that yoga can improve focus, memory, self-esteem, academic performance, and classroom behavior, and can even reduce anxiety and stress in children.²

Students at King Elementary School started learning yoga in mid-October through the “Literacy &” Program offered by the Diversity, Equity, and Poverty Programs Department. “Literacy &” Programs provide students with opportunities to increase their reading skills, engage with their peers, and to learn a new

Above, a student displays her Yoga certificate
activity, such as yoga, photography, karate, chess, and hip hop dance, to name a few.

The four-week yoga program at King Elementary School was taught by instructors from the Kentucky Yoga Initiative. The mission of the Kentucky Yoga Initiative is “to build healthy and compassionate communities by empowering individuals to ignite change in their lives through the transformative practice of yoga.” The Literacy portion of the program was taught by King Elementary School teacher Laurine Holloway-Holmes.

On November 15, King Elementary School ended its Literacy & Yoga program with a grand demonstration for parents and school staff. Students demonstrated many of the yoga poses they learned as well as some of the terms, concepts, and stories they learned from daily readings.

If you have a child who would like to enroll in our Spring Break or summer 2018 “Literacy &” Programs, please contact me at vanessa.posey@jefferson.kyschools.us or 485-3631.


On November 13, Dr. Ricky L. Jones, professor and chair of the University of Louisville's Department of Pan-African Studies, spoke at the Diversity, Equity, and Poverty Programs Department’s Community Conversation, held at the Louisville Urban League. Dr. Jones was raised by his grandmother in Atlanta's Carver Homes housing project. Dr. Jones not only became the first member of his immediate family to graduate high school, but by age 28 he also earned a Ph.D. Dr. Jones was educated as an undergraduate at the United States Naval Academy and Morehouse College. He was only the second African-American to receive a Ph.D. in Political Science from the University of Kentucky, where he specialized in Political Philosophy and Comparative Politics.

During the Community Conversation, Dr. Jones touched on many topics ranging from the need for an Afro-Centric-based curriculum in public schools to the recent events in JCPS involving resource officers.

On November 14, Dr. Jones facilitated a professional-development (PD) session for JCPS teachers and administrators at Seneca High School. Dr. Jones brought a unique perspective on public education—through the lens of a university professor. Dr. Jones lauded teachers as the most important employees in the state and advocated that teachers should receive better compensation for their commitment to students.

The Diversity, Equity, and Poverty Programs Department will be hosting its next Speaker Series on January 22 and 23, featuring Dr. Roger Cleveland. The topic will be “Invisible Tax: The Importance of Teachers of Color in Urban School Districts” on January 22, 6 to 8 p.m., at the Louisville Urban League. Dr. Cleveland’s PD session will take place on January 23, 4 to 6 p.m., at Seneca High School. The PD topic will be “Teacher Practice and Pedagogy.” Please register on pdCentral using the number 17-1887590, or contact Telva Hogan at 233-1808 or telva.hogan@jefferson.kyschools.us for more information.
On November 20, 2017, the Diversity, Equity, and Poverty Programs Department held a ribbon-cutting ceremony to open a new Jefferson County Public Schools (JCPS) satellite office located at the California Park Community Center.

For many parents living in the West End, trekking across town to the VanHoose Education Center or to their child's school can be a daunting and sometimes impossible task.

Taylor Payne, a parent of two students at Layne Elementary School, said that his “children are bused out to Valley Station every day from the West End” and “it's hard for me to get in to communication with the school besides over the phone.”

This is one of the reasons why JCPS Acting Superintendent Marty Pollio tasked the Diversity, Equity, and Poverty Programs Department to open the West End satellite office.
always saw that challenges [happen] when we have a central office that is located outside of the community," Dr. Pollio said.

Louisville's Metro Parks Department donated the California Community Center space to JCPS for free, and Delquan Dorsey, a community engagement coordinator in the Diversity, Equity, and Poverty Programs Department, spent countless hours ensuring that the space was renovated and ready to open for community members.

The satellite office will offer many of the same services as the central office on Newburg Road. But it will offer an added incentive of being in walking distance for many of the parents living in West Louisville.

"To have this location is major because it's right in our backyard," said Phyllis Wheatley Elementary School Principal BJ Bunton.

The new JCPS satellite office, located in the California Community Center on West Saint Catherine Street, officially opens on January 4, 2018. The office will be open on Tuesdays and Thursdays from 9:30 a.m. to 4:30 p.m. For more information about the satellite office, please contact Delquan Dorsey at delquan.dorsey@jefferson.kyschools.us.
The YMCA Black Achievers Program welcomed JCPS Acting Superintendent Dr. Marty Pollio during its annual College Fair Day held at the Chestnut Street YMCA on November 11.

Established in 1996, the Black Achievers Program is open to teens in grades eight through twelve. The goals of the program are to ensure that:

- Youth are motivated to succeed in school and gain marketable skills.
- Youth are prepared to enter the job market through company or corporate internship programs.
- Adults are recognized by their peers as adult achievers and given the opportunity to serve as role models for youth in the program.
Corporations are provided with a vehicle through which to support urban youth, thus enhancing their corporate image and helping to build a future workforce of competent, motivated young adults.

The Black Achievers Program does not exclude based on race but rather is a multiracial effort to help all teens of color develop to their fullest potential.

During Dr. Pollio’s visit with Black Achievers in the eleventh and twelfth grades, Dr. Pollio urged them to take the ACT as many times as possible. Additionally, Dr. Pollio stressed the importance of students knowing their grade point average (GPA) and the number of credits required for graduation.

Dr. Pollio spoke to ninth and tenth graders about owning their transcripts, grades and the ACT. Earlier in the morning, Dr. Pollio spoke to the parents of Black Achievers. During this meeting, Dr. Pollio gave parents a summary of his background in the school district and spoke on college preparedness.

The breakout sessions were Historically Black Colleges and Universities (HBCU) Experience, How Kentucky Educational Excellence Scholarship (KEES) money works and Time Management and organizational skills. There were a host of colleges present at the college fair such as University of Louisville, Bellarmine, Eastern Kentucky State University, Kentucky State University and Florida A&M University just to name a few.
As the proud new principal of the W.E.B. DuBois Academy, I believe we must create new and exciting opportunities for the young men we will serve. One way to do this is to partner with both local and national businesses, organizations, and institutions of higher learning to provide exposure and new opportunities for our young men. Dr. John Marshall and I have discussed the need to create a culture of academic excellence for the young men at the DuBois Academy and the idea of college being the “new normal” for our students. I often imagine our young men on college campuses immersed in the college experience and envision them thriving as college scholars. That said, turning this vision into a reality has not been easy.

However, on November 10, Dr. Marshall, Jefferson County Board of Education Member Diane Porter, Abdul Sharif, and I were invited to attend a
meeting with Dr. William Hudson, who serves as the Vice President of Student Affairs at Florida Agricultural & Mechanical University (FAMU). I had not previously met Dr. Hudson, and the meeting had been arranged by FAMU alumnus and Jefferson County Public Schools (JCPS) supporter Ben Johnson. Our conversation started with the normal pleasantries, and shortly thereafter we began discussing ways that FAMU could partner with the W.E.B. DuBois Academy. As Dr. Marshall and I had planned, a conversation began about programs at FAMU that allow students to visit and live on campus during the summer. Specifically, we discussed FAMU’s Black Male Explorers Program.

To date, this program is one of the very few I have seen that allows middle school students to participate. Dr. Hudson provided an overview of the program, made a phone call to FAMU, and within minutes, the W.E.B. DuBois Academy had our first invite, commitment, and partnership with a university! Following our inaugural year, we will be able to send ten students to Tallahassee, FL, to attend this program. While we are more than 17 months away from our students having this experience, I am very excited about this opportunity and believe this will be the first of many university partnerships. For our young men, the college experience will become the “new normal.”

It’s a great day to be alive!

For more information about the program, visit www.famu.edu/index.cfm?BlackMalesCollege.
On November 17, JCPS’ Diversity, Equity, and Poverty Programs Equity and Inclusion staff met with representatives from Doctors for Healthy Communities (DHC), a Louisville-based nonprofit organization that provides volunteer physicians and nurses, education, and other resources for communities in need.

DHC wants to build its resources and help as many families as possible. Obesity, heart disease, addiction, malnutrition are among the organizations’ primary targets. DHC is looking for best ways to reach the community in need. Time, talent, treasure, ideas – all are ways individuals and groups can help DHC fulfill its mission.

DHC’s current services include:

**Online**
The DHC website, [www.dhcus.org](http://www.dhcus.org), provides links to healthcare resources that pertain to heart disease, addiction, cancer prevention and other medical issues.

**Need for Nurses**
Many schools in the Jefferson County Public School District are in need of on-site school nurses. While funding makes filling these positions difficult, the DHC Need for Nurses program recruits and connects volunteer nurses with schools that are short-staffed in this area.
Education
Proactive/preventative healthcare saves resources, money and, most importantly, lives. Throughout the year, the DHC organizes health fairs at schools, community centers and congregations. These health fairs offer free information and guidance on best healthcare management practices for people of all ages and backgrounds.

Doctors for Healthy Communities (DHC) is a nonprofit resource dedicated to improving the health and well-being of families, schools and congregations. Currently a partnership between JCPS’ Community Schools Program and DHC has been discussed.

According to DHC President Dr. Muhammad Babar, a strategic partnership with JCPS makes sense given the opportunities that JCPS has to make the most of DHC resources.

“This is a partnership that I think will provide the means for sustainable healthy lifestyles and programs for our district,” said Charles Davis, Jr., Coordinator for the JCPS Envision Equity Program. “Whatever DHC can think of in terms of assistance, JCPS can find a place. Of course we want to be intentional about our partnership’s goals and expectations. But I think some really good work can come from this.”

More information about Doctors for Healthy Communities is available at www.dhcus.org and www.facebook.com/docsforhealth. For questions, email mbcheema@gmail.com.
Do you know a student who is or has been in foster care and is interested in attending college? According to the Legal Center for Foster Care and Education (2014), 84 percent of youth in foster care have a desire to attend college but only 20 percent actually enroll in postsecondary education. You can help youth in foster care by talking to them about their educational goals and helping them complete the necessary applications and paperwork. In Kentucky, youth have several opportunities available to them to help them offset the cost of attending college.

First and foremost, youth who have a desire to attend college need to complete a Free Application for Federal Student Aid (FAFSA). Students may start completing these as early as October 1. The sooner, the better, as funds are limited. There are some important questions to pay attention to—these allow foster youth to claim independent status, meaning they do not have to claim a parent’s income in their application. Grandparents, foster parents, legal guardians, older brothers or sisters, widowed stepparents, and aunts and uncles are not considered parents unless they have legally adopted the student. In Section 2 of the FAFSA, questions 53–57 are questions that could help students who are or have been in foster care to claim an independent status. Students who are considered independent do not require a parent signature, as requested on question 105. KHEAA is an excellent resource to help students complete their FAFSA form. Students can contact Steven Held, a counselor at the Kentucky Higher Education Assistance Authority (KHEAA), at sheld@kheaa.com.
Be sure to talk to students about the importance of grants versus loans. Students may not need to take out any loans if they are eligible for the college tuition waiver, tuition assistance, or educational training voucher. Information about each program can be found here: [http://www.chfs.ky.gov/dcbs/dpp/IndLivingEducationAssistance.htm](http://www.chfs.ky.gov/dcbs/dpp/IndLivingEducationAssistance.htm). Youth should also be encouraged to check if the university offers special scholarships and services for students who had a foster care experience.

Students who meet certain eligibility requirements are eligible for the college tuition waiver to any public postsecondary institution in Kentucky under KRS 164.2847. The tuition waiver waives the cost of mandatory tuition and fees not covered by the FAFSA. Students complete the DPP-333, which can be found here: [https://tinyurl.com/ybuoy5bl](https://tinyurl.com/ybuoy5bl).

Students complete this form and turn it in to the Bursar’s Office at the public university.

The students who are eligible are as follows:

- The student’s family receives state-funded adoption assistance.

- The student is currently committed to the Cabinet for Health and Family Services.

- The student is in an independent living program and the placement is funded by the Cabinet for Health and Family Services.

- The student who is an adopted child was in the permanent legal custody of and placed for adoption by the Cabinet for Health and Family Services.

- A student who meets the eligibility criteria of this paragraph and lives outside of Kentucky at the time of application to a Kentucky postsecondary institution may apply for the waiver up to the amount of tuition for a Kentucky resident.

- The Cabinet for Health and Family Services was the student’s legal custodian on his or her eighteenth birthday.

Some students may also be eligible for additional funding through the Education Training Voucher. The educational training voucher is a maximum of $5,000 awarded to students to cover other fees not covered by the tuition waiver or FAFSA, including books, housing, etc. The voucher can be accessed here: [https://tinyurl.com/y9p9bzkb](https://tinyurl.com/y9p9bzkb). Students should complete this form and mail it to the address on the form.

The students who are eligible are as follows:

- Child was adopted from foster care after attaining 16 years of age; or

- Left foster care upon attaining 18 years of age.
While students want to attend college, many of them do not enroll because of financial concerns, needing to work, and lack of housing. The supports afforded by the state and federal governments could help alleviate some of these barriers. By increasing educational attainment, youth also increase earnings over their lifetime. With a four-year degree, youth in foster care could expect to earn approximately $481,000 more over the course of their lifetime than if they had only a high school diploma. Even if they did not graduate with a degree, completing any college would increase their earnings, on average, $129,000 (Legal Center for Foster Care and Education, 2014).

Louisville is privileged to also have private resources to assist youth with a foster care experience pursue higher education. For example, the Scholar House offers college counseling and housing for single students who had a foster care experience. For more information, they can contact Thomas W. Evans, Young Adult Services coordinator at Family Scholar House, at 509-3202. You can help by ensuring that youth know about these resources and helping them access them.

Be a champion for a youth in foster care! If you have questions about these forms or need assistance with helping the student complete them, contact DCBS Regional Independent Living Coordinator Kenny Ingram at Kenneth.ingram@ky.gov or JCPS Foster Care Coordinator Lindsay Bale at Lindsay.bale@jefferson.kyschools.us or 485-6358.
You and your family can be history insiders, discovering the past while receiving exclusive benefits. The David Armstrong History Fellows Award provides up to 100 free Filson Historical Society family memberships to high school students. To apply:

1) Students complete an application available at http://filsonhistorical.org/armstrongfellows/

2) Obtain signature from a school representative and a parent/guardian

3) Submit the application by email to Kate Wanke (kate@filsonhistorical.org) or mail to The Filson, 1310 S. 3rd St., Louisville, KY 40208.

David Armstrong History Fellows will receive special benefits including: a year-long family membership to The Filson ($120 value), free admission to educational programs, career exploration, and special assistance in conducting research in The Filson’s library and special collections. Fellows will be invited to a special reception in February.

Since 1884, The Filson has been collecting, preserving, and telling the stories of Ohio Valley history. To Dave Armstrong (former Louisville mayor and Filson board member), history was not just interesting, it was essential. He believed that an understanding of the past provided the best foundation for future success.

Now high school students and their families have a new opportunity to connect with one another and with history at The Filson. Please encourage high school students to apply for this free family membership quickly as awards will be given out to eligible students in the order received.
On November 10th, 2017, 231 young ladies in grades eight through twelve from twenty-four Jefferson County Public Schools attended the Youth Services Center’s Women of Worth Conference at Jefferson Community Technical College from 9:00 a.m-1:15 p.m. This was third conference collaboratively organized by a committee comprised of Youth Services Center Coordinators, Certified School Social Worker, Mental Health Counselor, Jefferson Community and Technical College, and Ivy Tech Community College Southern Indiana. The theme this year was “I Am Resilient.” The Women of Worth conference mission is “to develop the worth of young women by empowering and motivating them to make positive choices that will strengthen their life skills, overcome barriers, and guide them in achieving academic success.”

The opening preliminaries were filled with singing, empowering messages, and an energized dance performance by Valley High School’s Blue Diamond dance team. Students enjoyed the opening activities as they demonstrated a unified chant singing “I’m a woman of worth” lead by Louisville’s own Miss Krystal, Midday Radio Personality, 1350WLOU/104.7FM.

Following opening preliminaries, students had the opportunity to actively engage in three breakout sessions such as resilience, healthy relationships, and goal-setting and college career readiness. Resilience emphasized the importance of being able to bounce back from stressful life challenges, building mental strength, and key elements to becoming resilient. In the healthy relationship session, students learned about the dynamics of girl-on-girl bullying, the effects of it on the school social climate, and how to maintain healthy relationships. The goal-setting and college readiness session incorporated the S.M.A.R.T. goal concept to guide students in developing goals to prepare them for college.

Once all students gathered together in the large auditorium, they heard a talented eleventh grade student from Marion C. Moore School perform the “Still I Rise” poem written by Maya Angelou. Her peers showed so much praise and affirmation through a great sounding of applause and cheers. As the keynote speaker Ms. Sadiqa N. Reynolds, CEO and President of the
Louisville Urban League proceeded to the platform, she continued to empower the young ladies through an inspiring story and by re-emphasizing that they were resilient women of worth.

It was an honor to learn the effectiveness of this program on participants as they expressed feedback through their evaluations. One student has defined resilience as, “It means that I can become or do whatever I put my mind to. It means that even though I go through obstacles. I can bounce back and be better come 10x harder.” Another young lady has said, “You help me how to be resilient and how to be myself and how to treat kindness to others.” A common theme noted was that the conference was “very inspirational and uplifting.” The outcome of this day was positively impactful and touched the hearts of many.
Pablo Pineda was born with Downs Syndrome but he never let that stop him from achieving his goals. From the time he was very young, his parents were determined to give him every opportunity to excel. Pablo made many friends, but he also experienced cruelty. When things were difficult, Pablo reminded himself that he wasn’t “disabled,” he just had “special abilities.” Pablo graduated high school and went on to become the first person with Downs Syndrome in Europe to graduate from a university. Today, he is an author, actor, speaker, and teacher. He continues to educate people about the importance of diversity and respect in our society, but most importantly, to never give up on your dreams.

Feather, whose real name is Paulina, is the smallest member and only girl in her family. Feather never backs down from a challenge, but her size means that her brothers often pick on her. One day after she receives a black eye, she decides to abandon her beloved piano and take up boxing. Her father is shocked and her brothers are amused, but Feather is serious. She takes lessons and learns to fight. Finally, she is ready for the big match. She is up against the toughest girl in the league, but Feather isn’t afraid. She recites the names of other women who, “bravely made a place for themselves in the world: Rosa Parks, Marie Curie, Nellie Bly, Anna Lee Fisher, Sally Ride,” but especially Nina Simone, because Simone was also a pianist. Will Feather win and earn the respect she deserves?

A great haircut is like magic. It turns you from an ordinary person into a star. It lifts your spirits and your confidence, giving you the power to ace tests, woo girls, and take on the world. Crown is a love poem to the barbershop, where all things are possible and everyone leaves looking like a work of art.
THE CAMPUS BARBER SHOP
Pledges to Support the W.E.B. DuBois Academy

By J. Divine Alexander—Owner/Operator, The Campus Barber Shop

Allow me to introduce myself. My name is J. Divine Alexander, I am the owner/operator of The Campus Barber Shop. I have been a barber shop owner for over 18 years and I have been a licensed professional barber for the last 22 years. I am also the founder of a nonprofit organization called Urban Barbers of Louisville. The Campus Barber Shop is dedicated to community outreach. We have collected food for the homeless at the Lords Kitchen, collected toys and coats for the Home of the Innocents, participated in the Books and Barbers program with Metro United Way, hosted barbershop shop talks with the University of Louisville and the Louisville Urban League, and provided haircuts for the homeless outreach program through a partnership between Fleur’s Dream and the Urban Barbers of Louisville.
The Campus Barber Shop greatly appreciates the W.E.B. DuBois Academy and Jefferson County Public Schools for allowing The Campus Barber Shop to serve as mentors with the Barber Shop leadership initiative. We at The Campus Barber Shop pride ourselves on community work outside of the barbershop. Our Barber Shop slogan is

*Community, Grades, and Fades.* Our goal as professional Barbers is to, "alter your outer appearance to build inner confidence" in order to impact the lives of our youth and anyone we come in contact with. We know we can reach students at an earlier age to influence and inspire them to become positive role models and productive citizens in our communities. In trying to achieve this initiative, we try to dress professionally to set a positive example for our younger customers. This is a reflection of what the youth should see and want to aspire to be, whether they become Barbers or not.

*In 2015 J. Divine Alexander made history not only for himself, but for the city of Louisville. He was the first and only barber to compete and place (2nd) in the Bronner Bros. international hair show. In 2017, he was awarded the community-service award as well as the innovative barber award.*

www.thecampusbarbershop.com
Power and Control

In the Deeper Learning Department, we are pushing for equitable educational experiences by supporting teachers in a paradigm shift: from controlling our classrooms through power; to empowering, engaging, and embracing our classrooms with values.

There are three main sources of power that attempt to control teaching and learning in classrooms: The power of governments to control what is taught and when it is taught, the power of testing corporations to control how it is taught and how it is measured, and power of the teachers to coerce, manipulate, and extrinsically reward students for compliance and “achievement”.

When our classrooms are focused on control through power, there is little space for the authentic engagement of the students or teachers. Power and control require compliance. While students or schools from in-power communities may be successful at playing this power game, students and schools in out-of-power communities live it differently… the choice students are forced to perceive is: submit to the control or fight against it. Go through the motions, rebel, or drop out.

As equity-minded teachers, we know that putting kids in this position is unethical. It amounts to educational malpractice.

Deeper learning teachers bring a combination of old and new method in a truer pedagogical paradigm to the students, one that resists the marginalization of students already in the margins of social, economic, and
political power. We bring something as deep, real, and authentic as the kids are because they don’t have the patience for the false and fake.

We bring ourselves in a way that moves kids, speaks to them, and shows them how to speak to and for themselves. We meet and embrace them where they are. We flip the power-game script, because kids smell fake better than we do, and they thirst for the real and the true.

So when we flip the power-game upside down, what do we find? Everyone from Ralph Ellison to Alphie Kohn has been telling us for years, and when we listen, we move beneath the surface of power-based control into the values that lead to learner empowerment.

**Empowerment and Values**

Deeper learning teachers engage and empower our classrooms by:

- Valuing student strengths; relationships, culture, communities.
- Valuing student inquiry; curiosity, initiative, passion, and instinct.
- Valuing students as producers of purposeful work, and not just consumers of learning.
- Valuing student voice by including students as equal contributors in the conversations and the co-constructions of these values.

When we engage our classrooms through values, students value themselves and each other. Classrooms are less dependent on power or control to force their choices. They rely on the values they have established together, developing their own agency and self-control.

This equips students to create themselves into people who work for more equitable outcomes, in two ways. First, by developing their capacities for critical thinking and compassionate communication, thus equipping them to be citizens who see and speak to systemic and institutional racism; who speak truth to power.

Secondly, a values-based approach awakens students to their own agency and empowerment, equipping them to shun victimization. They can then make the personal choices that create the lives they imagine for themselves; the lives that we know they are capable of achieving. This is not always a straightforward task. It’s as complex as real life. But we are teachers! We are creative, we have the communication skills to relate and to be relatable, and we have the caring to see this through. The work of the Deeper Learning Department is about this shift to valuing the development of people: teachers, students, and the relationships between them; through the equitable growth of all their many capacities.

**The Project**
Deeper learning is a broad term for a variety of pedagogical attitudes focused on valuing and developing all learners, students, and teachers, towards...

Strengths-based approaches; recognizing as assets the relationships, culture, communities, the people that our students bring to the classroom.
Learner-centered, learner-driven experiences; leveraging intrinsic curiosity, initiative, instinct, to motivate and drive inquiry, passion, and the making sense and meaning of the world.
Authentic products for real audiences, because when students are producers of purposeful work and not just consumers, there is a reason behind what we do.
Valuing student voice by including students in the co-constructions, the choices, and the creation of their classrooms...

There are many methods and approaches for creating values-oriented classrooms: Cross-Cultural Competence, Project-Based Learning, Social-Emotional Learning, Passion Projects, CARE for Kids, Different Ways of Knowing, Inquiry-Based instruction, and the newest iteration of these values, Professor Marcus Haynes and Dr. Chris Emdin’s concept Ratchedemics.

They are all deep, and they are all real. They are all about valuing all students’ strengths, voices, and cultures. At its heart, deeper learning is about doing school with kids, and not to kids. It’s about flipping the script from power and control to empowerment by values.

Only then will the next generation of our people be the citizens who can continue the great democratic tradition of speaking truth to power. Only then will the people be able to recreate for all of us the large, complex institutions that, as Dr. Robin DiAngelo truly observes, “that whites built and dominate... often at the expense of and on the uncompensated labor of other groups.”
It is about us, teachers and students, developing each other’s capacity to make, and remake, these social, economic, and political institutions. It is the ultimate cooperative group work. The world is The Project. The Deeper Learning Department is about valuing and developing our people for this work, because it’s our world that we make.
Fostering a Supportive School Environment for Students in Foster Care

By Lindsay Bale—JCPS Foster Care Liaison

Students in foster care have unique challenges they bring to school with them as a result of abuse, neglect, and/or dependency. These challenges can include not knowing where they will be living from week to week, difficulty building relationships and trusting others, not having a “typical” family, learning problems, difficulty sleeping due to nightmares, acting out behaviors, and more. There are over 800 children in foster care who attend JCPS schools. As educators, we can create school cultures that help students in foster care overcome these challenges, and help them feel supported and safe.

One important thing school personnel can do to help students in foster care is to maintain confidentiality. It is important that the student is not publicly labeled as a foster child, and only those who need to know are made aware of the student’s foster care status. Ensure that you do not discuss the student’s private matters in public places, such as a breakroom, restroom, etc. Also, notify students of school visitors related to their foster care status in a private manner.

If a student in foster care is frequently absent, the absences could be related to their foster care status. For example, they may have parent visits, sibling visits, therapy appointments, court dates, etc. Ensure that these absences are excused and work with students to make up any work missed due to these absences.

Educators should be aware of the challenges faced by students in foster care when they are given an assignment or activity that is related to family. Assuming that students live with their birth families, or know their family history (i.e. family trees, making Mother’s Day or Father’s Day cards) can present challenges for students in foster care. Help students by providing alternative activities for all students, which will avoid calling attention to the students in foster care.

Another way for school personnel to build a safe and supportive environment for students in foster care is to invest in building a trusting relationship. This will take time, as students in foster care can have a difficult time trusting adults, but your investment will be worth it. Go out of your way to engage students who may be suffering in silence. Celebrate accomplishments and successes, recognize birthdays, encourage students to build on their strengths, and spotlight their positive attributes to students and
their caregivers. Positive, caring adult relationships are instrumental to the success of children in foster care.

Students in foster care often feel out of control due to the circumstances in which they were placed in foster care without a choice in the matter. It is imperative that students in foster care are given the opportunity to express their opinions and have a voice in the decisions made about their education. Students in foster care experience high rates of school mobility. With the passage of ESSA which was authorized in December 2015, students are now able to stay in their school of origin when it is in their best interest. When best interest determinations are made regarding a student’s school placement, a student’s opinion on whether they want to stay in their school should be taken into consideration. This is one example of a time when students can be given a voice. Educators should also advocate for the best interest of the child to remain in the school of origin when possible. Educators can do this by participating in the best interest determination meeting, and by contacting the Foster Care Coordinator to request transportation for a child in foster care to remain in their school of origin.

Another way to create a supportive environment is by assuring that students in foster care know what supports are available to them at school. Identify a trusted adult in the building that the student can speak to when he/she is having a rough day, having worries about parents or siblings, having difficulties in the foster home, etc. Be certain that students know about counseling services, FRYSC services, CAP closet, or other supports available to them. Students may need basic supplies, such as uniforms, backpacks, clothing, hygiene supplies, etc., especially when they first enter foster care. When possible, help students access these things.

Implementing trauma-informed practices in the classroom is imperative to the success of students on foster care. It is important for school personnel to understand the impact that trauma can have on students; especially related to learning, behaviors, cognitive development, responses to adults, and interaction with peers. Students who have been exposed to trauma are often misdiagnosed, which can lead to students not receiving appropriate educational services. By completing a comprehensive evaluation, educators can rule out that a student’s difficulties are a trauma response as opposed to another disability. Being informed about trauma informed practices will help educators and those working with children who have been traumatized to respond to children in a way that is sensitive to their unique needs. For a free copy of the Trauma Toolkit for Educators produced by the National Child Traumatic Stress Network, follow this link: [https://rems.ed.gov/docs/NCTSN_ChildTraumaToolkitForEducators.pdf](https://rems.ed.gov/docs/NCTSN_ChildTraumaToolkitForEducators.pdf).

At times, school is the most stable and consistent part of the life of a foster child. Following these suggestions can help students in foster care feel safe and supported in the school environment, thereby increasing academic success. Do these little things every day to make a big difference!

For questions, support, or assistance contact JCPS Foster Care Coordinator Lindsay Bale at 485-6358 or Lindsay.bale@jefferson.kyschools.us.
"Show me a successful individual and I'll show you someone who had real positive influences in his or her life. I don't care what you do for a living - if you do it well I'm sure there was someone cheering you on or showing the way. A mentor." -- Denzel Washington

Oscar-winning actor Denzel Washington entitled his first book, 'A Hand to Guide Me,' dedicating it to the mentors that helped shape his life. If he had not met the mentors who were willing to sponsor his dream, we may have never experienced the gift of a brilliant acting career. When we consider equity, this idea of sponsorship should play prominently in how we approach the work. There may not be another Denzel Washington, but what we need are more students who have mentors that help them believe the best about themselves. The equity move for the next couple of weeks (or longer) is to be a sponsor to a student (or educator) of color.

"A mentor is someone who allows you to see the hope inside yourself." -- Oprah Winfrey

Oprah had Ms. Duncan (her 4th grade teacher), Quincy Jones had Ray Charles and Luke Skywalker had Obi-Wan Kenobi. Even Rudolph, the Red Nosed Reindeer had a sponsor - Santa! (Think about it). My first sponsor was a principal named Tom Shouldice.

***

On a hot Saturday in August of 2005, Mr. Shouldice interviewed me for an English Language Arts position at Dundalk Middle school. As we toured the facility, he inquired about my interest and experience. I had more of the former and none of the latter, but I had passion. He saw this passion and offered me the position; he saw my inexperience and paired me with a mentor - Mrs. Eleanora C. Hall. Six years later, he saw a nervous Black male educator whom he hired win the top award in the state.

This moment could not have happened without him. Because of him, I have been able to sponsor many teachers and students in the years since that August day, helping students and teachers reach their best selves through effective instruction and coaching. If equity is about fit for all and access to the underserved; then those who profess to be equity warriors must be in the business of sponsoring or
mentoring students and teachers. We must use the connections that we have to prepare and then place students in rooms that may seem to big for them now; but rooms that they may be standing in front of in time to come.

Two weeks ago, I received a message from another informal mentor in my prior district: "Afternoon - it is with great sadness that I inform you that Tom Shouldice passed away."

In a heartbeat, my August conversation with him ran through my mind. I mentally sped through many of our interactions in the three years I was under his leadership to the visits I made to his office when I left the classroom and then to the last time I saw him alive - at his retirement dinner. I had few words then and the ones I have left comprise the body of this blog. Just then - another image came to my mind that took on a different meaning. The time he sat me in his office and put me on a Teacher Assistance Plan during my second year of teaching.

I remember sitting across him in a comfortable chair. My heart flashed and I looked at him with confusion in my eyes. "I thought I was a good teacher," I said, while the Assistant Principal was entering into the room. I was beside myself.

"You have the potential to be, but this process will ensure that it happens," he said. He did not appear moved by my confusion, but rather resolute in putting me through a process that could have broken me or made me. In the months that followed, I found my voice. The process made me better.

Mr. Shouldice was and always will be my first assistance plan. My first sponsor. I can only honor him by paying his gesture forward.

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If you are reading this article and have experienced any modicum of success, you had a sponsor. A mentor. I wonder how many of our underserved students who may eventually drop out or live lives controlled by other people can say the same. We can be a student's assistance plan if we set our minds to not only give them access to rigorous coursework and instruction, but to the tools and processes that cultivate the character necessary to succeed in challenging and rewarding spaces. It is on us to put them in positions to win. Let's get to work.
Classroom Instruction Principle

Provide access to and preparation for challenging content and enrichment experiences

Three Actions/Strategies to Implement Today

1. **Use your agency and privilege to put students in powerful places.** What are some connections that you have as a teacher that can allow students to be 'at the table' or 'in the room' where decisions are made? What can you do to help them see the real-life application of the content they are studying? On an even more basic level, how can you help them to become co-creators of their daily classroom and schoolhouse experience?

2. **Proclaim the 'what's next' for your students and challenge them to get there.** When you see promise in a student; stoke that fire with articles, information, scholarships or experiences that can help them deepen that knowledge. If a student is a fan of writing fiction, sponsor him/her to enroll in a community college course, massively open online course (mooc) such as this one or just offer to have this student attend a book signing of a famous fictional author. When the author is talking, whisper in your student's ear - "I can see you doing this."

3. **Showcase your colleagues (and students) via your own platforms.** Since being named Maryland Teacher of the Year in 2012, I have had the honor of being able to use my platform to promote the profession as well as urgency of equity. Recently, I had the privilege of using this platform to highlight a young teacher (and his amazing students) who I am coaching. It is a joy to be able to use what you have been blessed with to sponsor the next generation of teacher leaders. How are you using your platform to catapult others into positions of influence and learning?

Two Resources for Further Study

- Selecting Complex Texts (blog) - by @EducationNomad (Sierah Tyson) - [https://blog.unbounded.org/selecting-complex-text-pt-1/](https://blog.unbounded.org/selecting-complex-text-pt-1/)
- Teaching with Challenging Texts: Prior Knowledge (video) by Dr. Tim Shanahan - [https://www.youtube.com/watch?v=YVmuG5l0cx4](https://www.youtube.com/watch?v=YVmuG5l0cx4)
- One Inspirational Quote/Video

"For they are all our children; we will either profit by or pay for what they become." -James Baldwin

Josh Parker, an award-winning educator and instructional coach, uses his experiences in urban schools—and as a black male teacher—to share practices that help teachers and school leaders better serve their students of color.
Food Literacy Project’s Field-to-Fork Program

By Laura Krauser, Program Associate, Food Literacy

You may be familiar with the Food Literacy Project: established in their current home at Oxmoor Farm and offering education and transformative experiences for young people on a working vegetable farm in the Hikes Point area. In the past several years, they have worked to expand their efforts through an urban farm initiative, developing an outdoor classroom and replicating their successful discovery-based Field-to-Fork Program model in south Louisville at Iroquois Farm. A few miles past Churchill Downs in the Hazelwood neighborhood, a nearly nine-acre plot of land exhibits the power of community, sustainable agriculture, and innovation. Formerly host to Iroquois Homes public housing complex, demolished in 2008, the ground beneath Iroquois Farm is historically lush with neighborhood interaction. The Food Literacy Project aims to build on neighborhood assets, address challenges, and invite youth to drive change in their community. Without traveling too far, south Louisville residents of all ages will be able to nourish their community through hands-on field-to-fork experiences – touching, smelling, cooking, and tasting fresh fruits and vegetables -- while cultivating a love for healthful foods and the earth.

With a mission to transform youth and their communities through food, farming, and the land, the Food Literacy Project’s Field-to-Fork Program unleashes the joy of real food, as youth and families cultivate the knowledge, skills, and access needed for a lifetime of healthy eating through direct experience planting, harvesting, and cooking with farm-fresh vegetables. Working with schools and community-based organizations, the Food Literacy Project envisions a just and sustainable food system that cultivates healthy people and places by engaging youth and families from urban neighborhoods that face limited access to fresh vegetables and significant health disparities. Hazelwood Elementary, which is adjacent to Iroquois Farm and partners closely with the Food Literacy Project, reflects many of the neighborhood’s challenges, with 96% of the student population participating in the free/reduced lunch program. It is a diverse school community reflecting the great ethnic and racial diversity of...
Iroquois Farm is a primary resettlement area for immigrants and refugees in a historically white, working class community.

Iroquois Farm is an exciting expansion of The Food Literacy Project’s 11-year history of rich community partnerships in south Louisville. They helped establish a now thriving garden at Americana Community Center in 2006. In 2009, they launched their yearlong farm-based education program with Hazelwood Elementary. In 2012, they partnered with KentuckyOne Health and Sts. Mary and Elizabeth Hospital to bring afterschool programs and family engagement opportunities to local schools. The Food Literacy Project launched a Youth Community Agriculture Program (YCAP) at Iroquois High School last year and have been engaging teens from the neighborhood with their summer YCAP job opportunities since 2012. These relationships have laid the groundwork for the success of the Food Literacy Project’s new outdoor classroom and Field-to-Fork Program at Iroquois Farm.

Farm-based education programs kicked off at Iroquois Farm this past fall. Students from adjacent Hazelwood Elementary (who can literally see the farm from their classroom windows) walked over for a field study. Portland Elementary students also enjoyed the field-to-fork experience at our new urban farm

Students in the academic-year Youth Community Agriculture Program (YCAP) at Iroquois High School also built a relationship with Iroquois Farm and helped bring the vision for a new outdoor classroom to fruition. Students met weekly to explore food and farming issues, cook healthy recipes, and engage with their local food system. In October, students harvested sweet potatoes planted by the summer YCAP crew and constructed a wood-fired cob oven at Iroquois Farm with earthen materials. Through this program, 25 young people from 12 different countries offered unique knowledge and excitement around planting, harvesting, and building at Iroquois Farm. One student recalled his background growing food in the Congo remembering, “We grew potatoes just like this on our farm!” The hard work and passion of both summer and academic-year YCAP participants have created new resources at Iroquois Farm, enriching the opportunity for other young people to discover the power of growing, cooking, and eating wholesome foods.

The Food Literacy Project will continue to support and expand access to food production and food education with a farm that feeds community members and invites them to discover how food grows. They will support a culture of wellness and engage children and families in planting, harvesting, and developing recipes with the vegetables they help grow right in their own community. The future is bright for Iroquois Farm and its neighbors, as the Food Literacy Project is helping youth and families develop the knowledge, skills and access needed to thrive and drive community change. Their Iroquois Farm project will promote health equity and a renewed sense of place and neighborhood pride.

Follow the Food Literacy Project’s growth at Iroquois Farm via social media: Facebook, Instagram, and Twitter.
As the men of Alpha Phi Alpha Fraternity, Inc. Alpha Lambda chapter close out the remainder of their fall educational programming, the theme of October’s session caught the eyes of many students and gave them hope for a brighter future, Careers in Technology. The men took their youth academy on a college tour to Ivy Tech the middle of October where the students were exposed to practical knowledge in the fields of science, math, and technology. Ivy Tech offers hands-on experience with some of the state’s most advanced technologies and training facilities, plus the convenience of more than 1,000 online classes, and the attention that comes with a small average class size of 22.

Youth were amazed at what a two-year college degree could afford them after high school. “Our students were impressed and eager to tour the campus, especially when they learned the starting hourly wages that could be earned just from receiving an associate degree,” said Director of Education, Alpha Academy, Bro. Mark Rorer. A week after the college tour students were able to put what they learned to good use from watching and participating in an electric safety demonstration through Louisville Gas and Electric’s Mini City demonstration. This tabletop display of a virtual city went over the importance of electric safety and why not to touch a down power line. Last month’s theme was vital to growth and development of today’s youth. It is important that we continue to expose youth to opportunities that may look foreign to them, because as the old sayings relays, “A mind is terrible thing to waste.” (Author, Unknown)
Seeking eight to twelve rising leaders from YOUR Louisville-area high school!

Louisville Engaging Nonviolence Symposium: Empowered Young Leaders

Free Opportunity for High School Students
Thursday, January 18, 2018, 8:30am – 2pm

Held in Saints Hall of
St. Matthew’s Episcopal Church
330 N. Hubbards Lane, Louisville, 40207

Morning Session
Empowered Young Leaders
What do peace, violence, and nonviolence really mean in our present world and how do they play a role in our lives? Empowered young leaders will join peers from across the city to consider these questions through activities and discussions. They will learn about ordinary people and sometimes extraordinary movements that have used or are using nonviolence creatively and effectively to work for a more peaceful and just world.

Afternoon Session
A Dialogue for the Heart
What is nonviolence in action? How does it connect with growing compassion? After lunch students will engage with a panel presentation featuring local civic leaders.

Lunch is provided!
Register with Anne Walter at DrepungGomangCompassion@gmail.com or 502-614-5616.

The process employed in the Louisville Engaging Nonviolence Symposium rests on the principal that non-harm is an essential foundation to building compassion. Based on universal human values, the symposium is not religious in nature nor is it partisan.

This FREE symposium was developed by the Compassion Education Center of Drepung Gomang Center for Engaging Compassion, and is made possible for high school students through a generous grant from Snowy Owl Foundation.

DREPUNG GOMANG
Center for Engaging Compassion
The Center for Health Equity at the Louisville Metro Department of Public Health & Wellness has released a new report—2017 Health Equity Report: Uncovering the Root Causes of Health. The report, designed as a tool for policy makers and residents to better understand how they can create more equitable policies and practices, examines the history of Louisville and how our past has influenced our present.

The top three causes of death in Louisville for the past five years are cancer, heart disease, and chronic obstructive pulmonary disease (COPD). Although cancer is the number one cause of death across Louisville, the report shows there are differences in cancer death rates based on where you live, your gender, and your race. However, because cancer is not the leading cause of death in the United States, there are positive changes that can be made to benefit all Louisville residents by intervening in the root causes of cancer, such as food systems and environmental quality.

“Health equity is everybody’s work. We want policy makers, businesses leaders, government officials, physicians, schools, civic and nonprofit organizations and residents to use the report to create equitable policies and practices so that everyone can thrive for
our entire city can become healthier,” said Brandy N. Kelly Pryor, PhD., director of the Louisville Metro Center for Health Equity.

The report shows the demographics and diversity of the city’s residents, noting, for example that Louisville’s population is growing and becoming more diverse. It reviews 21 health outcomes such as infant mortality, asthma and teenage pregnancy and examines 11 root causes for those outcomes, ranging from food systems to neighborhood development. These health outcomes are arranged in the order of the life course, from infancy through seniors, to demonstrate how root causes have different impacts at every life stage and can have cumulative effects over time.

Education and early childhood development are two of the root causes of health explored in the report and demonstrates connections to many of our community’s health outcomes. Early childhood development and its relationship to health encompass factors such as a child’s social environment, kindergarten readiness, and opportunities for learning. The educational resources and opportunities available to each person across the span of their life have an impact on an individual’s employment and income, which are other root causes of health.

In addition to exploring health outcomes and root causes, the report lists evidence-based best practices to improve health that are already under way in Louisville, as well as recommendations proven to have a positive impact in other communities. Examples of best practices include expanding access to early childhood home-visiting and developmental screening programs like Healthy Start, enforcing comprehensive smoke-free policies to reduce second-hand smoke exposure, and instituting policies that help families build wealth, like childcare subsidies and earned-income tax credits.

A few of the findings in Louisville Metro Health Equity Report 2017 include:

• We can improve quality of life and reduce deaths from the leading causes, such as cancer, heart disease, and Chronic Obstructive Pulmonary Disease (COPD), if we focus on root causes of health.
• Different groups are affected by different health outcomes. For example, young girls of color, especially those who are not Hispanic or Black (this includes AAPI, Native Americans, etc.), are 3.75 times more likely than White girls to have a child between the ages of 15-19. Additionally, there are significant gender and age disparities—85.2% of sexual assault survivors were female with a median age of 18 years.
• Louisville’s population is growing and becoming more diverse. The Hispanic/Latino population has tripled since 2000, and the Asian population has more than doubled.

With 2017 rounding to a close, this year’s events have been nothing short of impactful. The men of Alpha Phi Alpha Fraternity, Inc. are on the move once again with a positive defense! The first Louisville Scholastic Chess Open was held this fall on Saturday, October 7 at the University of Louisville (UofL). Local and regional chapters of the fraternity teamed up to offer a different type of competition that was sure to meet the eye of many, competitive chess.

The event, hosted by the Cleveland and Louisville chapters of Alpha Phi Alpha Fraternity and sponsored by JCPS, welcomed dozens of kids to UofL for a day-long chess tournament.

“With so many other things students could have been doing on Saturday morning, it was remarkable to see the overwhelming turnout of participants,” said Bro. Cecil Brookins, President, Alpha Lambda Chapter of Alpha Phi Alpha Fraternity, Inc. “We have a lot of partners in the community, as well as our other fraternity chapters to thank for making this event a success.”

College scholarships and job internships were on the line for the top competitors, as well as door prizes, electronic devices and gift cards for others competing. As many could see this was an impactful event surely to stimulate the mind in more ways than none. Its civic involvement and exposure to such a mind moving activity as chess that can change the lives of youth. The local men of Alpha Phi Alpha Fraternity, Inc. hope is to continue to offer many programs that target youth and life skills that will expose, nurture change, and help youth make good decisions.
The ACLU of Kentucky was proud to sponsor a team of eight students from the Central High School Law Magnet at the annual Kentucky Youth Assembly (KYA). KYA, sponsored by the Kentucky YMCA, is a program where students from across the state hold a mock General Assembly. The Central team passed the “unDACAmented education” bill. Written by Grace Reyna, Jocy Portales, Kendall Vance, and Avani Ray, this bill was an act to expand eligibility, specifically for undocumented students, for the access to and use of KEES (Kentucky Educational Excellence Scholarship) money for educational benefit. Grace shared the group’s vision. “We aspire to expand eligibility for KEES money to undocumented students because education should have no borders. Every student has the ability to measure their own level of difficulty in the journey of education but education should be an equal opportunity to obtain as a privilege,” she stated. From their efforts on the bill, they were all awarded with the Top Ranked Bluegrass Bill award, an award given to the top bill in the Bluegrass section of the capitol during the convention. Moreover, for her extraordinary efforts on the delegation of the bill, Grace Reyna received the Outstanding Delegate award. Congratulations to the 2017 Central High School Delegation for such a successful year!
School administration at Kammerer Middle School, along with members of Alpha Phi Alpha Fraternity, Inc. – Alpha Lambda chapter are calling last Friday night’s Alpha Academy lock-in a success.

The men of the Alpha Lambda chapter of Alpha Phi Alpha Fraternity, Inc. hosted its second lock-in with their academy program. More than 40 students were in attendance, ranging from grade levels 6th through 8th. The lock-in was from 2 p.m. – 9 p.m. to help keep youth males out of trouble and teach messages on higher education, health and hygiene, and life skills – in addition to one of the fraternity’s national programs, Project Alpha, which is designed to help young males make better and more informed choices about responsible behavior and relationships.

Throughout the evening students were put in groups and rotated to various sessions with instructors who gave presentations on current events. In the middle of the agenda the men of the Alpha Lambda chapter decided to add a little bit of friendly fitness challenges to keep the young men engaged. There were also awards and prizes offered to the youth for their participation.

W.E.B. DuBois said it best, “Education must not simply teach work – it must teach Life.” Through this lock-in youth males were able to learn, grow, and expand their horizons with the understanding that opportunities for greater are endless.

With so much going on in today’s society, it is important that youth males have an outlet and a positive path set before them. “We want to empower and encourage our youth men in the academy,” said Mark Rorer, Director of Educational Programming, Alpha Lambda chapter. “These are some very talented, intelligent, articulate young men. Our goal is to give them an opportunity for them to express themselves in a safe environment.”
Books for Young Readers

**What Color Is My World?: The Lost History of African-American Inventors**
By Kareem Abdul-Jabbar and Raymond Obstfeld
Candlewick, 2013
For ages 8-12

This book features illustrated profiles of African American inventors whose ingenuity helped to create a safer and better world.

**Amelia to Zora: Twenty-Six Women Who Changed the World**
By Cynthia Chin-Lee and Megan Halsey
Charlesbridge, 2008
For ages 8-12

This book profiles twenty-six amazing women and their stories. It features women who have changed the world through literature, science, sports, politics, and the arts. Each story is beautifully illustrated.

**Heart and Soul: The Story of America and African Americans**
By Kadir Nelson
Jump at the Sun, 2008
For Ages 8 and up

Told through the point of view of an African-American female narrator, this book tells the story of African American history - from struggles to triumphs, and the determination for liberty and justice.

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Images obtained from Google Images.
Books provided by Heather Lee, Louisville Free Public Library
WEST LOUISVILLE Satellite Office

Conveniently located in the California Community Center at 1600 W. St. Catherine Street, the west Louisville satellite office will provide equitable access to district services and resources for families in and around west Louisville.

Services offered at the west Louisville satellite office will include:

**Diversity, Equity, and Poverty Programs**—Staff will be available on Tuesdays and Thursdays to connect parents with resources that strengthen educational access and student achievement, which will include out-of-school-time learning opportunities, volunteer recruitment, Parent Teacher Student Association (PTSA) groups, homeless education, and foster care services.

**Exceptional Child Education (ECE)**—Staff will be available on Thursdays to focus on the individual needs of students who are eligible for special education and related services according to the Individuals with Disabilities Education Act (IDEA).

**Student Assignment**—Staff will be at the satellite office each Thursday to assist families with applications for students who are entering kindergarten or who have a change of address. They will also help families who wish to submit a student transfer request or learn more about optional and magnet programs in the district.

**Student Relations**—Staff will be available on Tuesdays to meet with students and families who are recommended for choice and alternative school placement. They will work with the case manager, school staff, parents and students to make appropriate decisions regarding student placement in choice and alternative behavior support schools.

**Title I**—Parents will find information provided by the Title I Office on topics that include getting involved at their child’s school and how to find counseling, tutoring or other related services. Parents will also be able to learn more about the topics presented at the monthly Parent Advisory Council meetings. Title I will hold some parent meetings at the site.

**HOURS**
Tuesdays & Thursdays
9:30 a.m. to 4:30 p.m.

**CONTACT**
Annie Haigler at 465-7465 or annie.haigler@jefferson.kyschools.us
1600 W. St. Catherine Street
Louisville, KY 40210
It is an honor to be elected by my colleagues to be the first African-American chairwoman of Jefferson County Board of Education (JCBE). I cannot and will not take acclaim for this accomplishment without recognizing the greatness of so many African-American women who were, are, and will be influential to the progress of America and to public education. I would be foolish to believe that I got here on my own. I would like to thank the African-American women who served on this Board before me—Dr. Joyce Howell and Mrs. Ann Elmore. They made my service to education possible. I will not ignore the mighty past of African-American women. Harriet Tubman told us it’s time to go. Sojourner Truth told us we can do anything a man can do. Their messages and their heroism still have validity today.

It is time to move past the way we do certain things. It is time for my colleagues, allies, and me to move more of the masses across the
achievement line and into a zone of educational freedom, one that allows students and families to thrive, not survive. I do not pretend that this position is anything close to what Harriet was put on this earth to do. However, I recognize that this position is set to make change and be a part of leading that requires knowledge, bravery, and the ability to challenge.

Were it not for Harriet and many others demanding change, I may not be here. In short, many are counting on Jefferson County Public Schools (JCPS) not to maintain, but to move forward.

What does moving forward look like? The answer is simple. All students get what they need in order to succeed. All staff, certified and classified, get what they need so that they can help students become successful.

Mary McCleod Bethune said, "Invest in the human soul. Who knows, it might be a diamond in the rough." Ms. Bethune was a philanthropist and civil rights activist, noted for starting a private school for African Americans that later continued to develop as Bethune-Cookman University. Her dedication to education and her willingness to challenge and demand change reached my own family. My daughter graduated from this university, as have many others. The vision of the university was our children must never lose their zeal for
building a better world—“enter to learn, depart to serve.” Thus, Mary, Harriet, and Sojourner sit alongside me as I take this chair appointment. Their lasting impact is still as vibrant and ongoing as ever before.

As I move forward, standing on the shoulders of my ancestors, I appreciate this opportunity to publish in the JCPS Envision Equity special edition during the month of February. Not just because it is African-American History Month, but also because we are celebrating the contributions of African-American women throughout history who have given us strength and continue to serve as beacons to guide us. Very seldom does a trail worth traveling come without resistance and doubters. None of us can afford to stop because of turbulence.

It is my intention that we move forward with focus, fearlessness, and fortitude. To do anything less would be a failure to the future that we influence with everything we do or do not do.

I am honored to be the first African-American chairwoman of the JCBE. I am focused to lead as so many African-American women before me have—with grit, love, pride, and purpose. I end with another quote from Mary McCloud Bethune, “I leave you hope ... I leave you a thirst for education ... I leave you racial dignity ... I leave you, finally, a responsibility to our young people.”

All children can learn. All children do learn. It is all about what and how we teach them. I will do my part to make sure what they learn continues on the trail that so many have blazed for me.
I have always debated whether the coldest, grayest winter months were most appropriate months to celebrate and honor the many significant individuals and cultural groups who shaped our great country and inspired each of us to do great things for humanity. After all, who can celebrate and sincerely give thanks with all the ice, snow, cold, flu, holiday weight gain, rumors of nuclear war, fake news, and the list goes on. Honestly, the bears have this thing figured out, hibernate at the first sign of winter and stay put until spring—providing new inspiration with all her warmth, beauty, and new life—signals a new start. Alas, time waits for no woman and when tasked with writing about the great women who inspire me, I, like most, immediately thought about the great women in my personal life. A brave, loving, hardworking mother; a kind, loving, funny grandmother; three fiercely independent, brave aunts; two sisters and their beautiful, intelligent, and extremely talented daughters. Without a doubt, these women are precious to me and continue to shape
my world daily with new life lessons and encouragement to remain strong in my convictions and commitments. Then, naturally, I thought of all the great women of history and the present who blazed the path and made dreams possible for us all. I am grateful to Harriett Tubman, Sojourner Truth, Mahalia Jackson, Angela Davis, Betty Shabazz, Barbara Jordan, Maya Angelou, Coretta Scott King, Georgia Davis Powers, Maxine Waters, Aretha Franklin, Chaka Khan, Oprah, and Misty Copeland, who reminded us all that with extreme will and a willingness to work, we can accomplish much.

However, there is another group of women in my sphere of influence who stimulate my thinking, motivate me to want to do great things for myself and others, encourage me during those long days and late nights at my desk, energize me, and remind me of why I must get to school each day. They range in ages from 11 to 13 and represent many cultural groups and ethnic hues, and they have the unlimited power to excite me and make me believe that with hard work and dedication to the task, we can make the world a better future place with no opportunity gaps! They inspire me because despite the rhetoric that suggests so many of them are disengaged from what matters in life, disinterested in academics and the role academics play in their futures, and are interested only in the newest cellphone or sneaker—these students continue to show up each day. They show up, holding out hope that today will be the day that they get the answers to the deep issues that plague them in their home lives and the promises that there will be safety and a future for them. They show up hoping that they will find at least one adult who will listen and not
parents knock because they have a key. Wondering what kind of day I’m going to have because anything could go wrong at any time. About my family when they are having a bad day. The list went on.

When asked what school could do to make it better, they said: Focus a tiny bit more on our dreams and what we want to do. Have more go-to people like Ms. ******. She is the one person that I think I could tell anything to and she not look at me any differently. Be more understanding because they don’t know what students go through when they get home. They could have a group of people that come from big jobs to explain how they got where they are. I want them [teachers] to help make me want my dreams and help me through my rough times, and I want them to lift me up more.

The verb inspire calls to action our abilities to encourage, influence, and motivate. Thanks to all who show up each day to inspire and be inspired. As Helen Keller said, “The best and most beautiful things in the world cannot be seen or even touched—they must be felt in the heart.”
I find being a Black/African-American woman in the world today very challenging and difficult. Women still get treated differently than men, and discrimination based on skin color is still an issue in the world today. I believe these societal issues affect some Black women’s confidence levels, and they feel powerless to try to fight back to prove people wrong about their strength and greatness.

Sometimes I think, What is wrong with my skin color? But I never say I hate being Black because God made me who I am and I love myself. It bothers me that some Black people want to kill each other and act so horrible to make others call us all “the N-word” again and look at us in such a shameful or hateful way. The media always focus on the negative and not the positive differences Black people and Black women are making in the world.

I realize that as a woman, it will be up to me to be strong and independent and to fight the negative stereotypes that exist about both Black people and women. While others may try to knock me down and silence me, I will use my education, my morals, and my faith in God to make the world a better place for all people.
Black Woman In America

A Poem by Salem Gaines—Central High School Student

What is it like to be a black woman living?
To be in America
To know and tell how you’re feeling
But when you are heard
Always the color of your skin seems to be taken into account
Not complaining
Just want to be heard out
Often conforming to a rubric long ago created
Often joining into old thought processes
Cause so many others participated
Pushing aside the fact that you are an individual
Forgetting major differences are not only ethnic and visual
Sometimes mistaking race for ethnicity
Refusing to connect the present to history
Making generalizations and expecting like behavior to come naturally
Testing racial theories to test its reality
Wondering what is easy and what is actually hard
Is the game of life a game of chess or Cards?
Are you pinning the plot of your circumstance to the way you look
Do you consider your journey your personal journal or a hardback book?
What is a challenge?
Learning what makes you black and what does not
Being content with the hair and expectations you’ve got
What is to love and what is to hate
My answer is the same for both its all debate
Some may ask how we describe or characterize African-American women and/or women in general. It’s best expressed through the vibrant, poetic, and inspiring words of the great Maya Angelou, who said, “Strong Woman – You may encounter many defeats, but you must not be defeated. In fact, it may be necessary to encounter the defeats so you can know who you are, what you can rise from, how you can still come out of it.”

African American women have in fact encountered many years of defeat, and yet we are still striving to be the best we can be, being recognized for our accomplishments, and given the opportunities to demonstrate our abilities. It’s imperative, and we would be remiss if we didn’t acknowledge the pioneers past and present who have made it possible, paved the way, and unapologetically provided a shoulder for us to stand on. As a middle-aged young African American woman, I believe we must continue in the spirit of our predecessors and help one another as well as the younger generation of women. This can be accomplished when we rally around one another and are willing to share our knowledge, resources, talents, and time. It’s important to deposit into our young women to allow them to be relentless enough to withdraw greatness from deeply rooted wells of perseverance and survival. We must be willing to share our defeats and strategies.

Who I Admire Most
Influential Women of Color Share Their Most Influential or Admired African American Historical Figure

-Dr. Tauetta Taul, Marion C. Moore School, Assistant Principal

Continued on next page
for living a victorious life. Overall, I attribute my success to having an example of a strong woman in my mother and many other women who took the time to divulge to me the hidden secrets of life and this world. In addition to them, I found strength and inspiration through historical women who served as living examples of defeat and triumph.

One African American woman in history who has made an impression upon me and influenced my service to society, as well as endeavors for educational equality, is Mary McLeod Bethune. Throughout history, the African American race has made many contributions to the overall success of this country. Moreover, various African American women have regrettably been disregarded for their influence and demonstration of being a strong woman. Nonetheless, despite public adoration, there are those of us who recognize and acknowledge individual pioneers for their impact in our lives. Furthermore, if we aspire to be change agents who truly impact the lives of others, ideally we reminiscence over the moment that transformed our lives. For me, the moment occurred when I was asked to perform a yearly, routine, normal assignment. I recall being in middle school and completing my Black History Month report. I remember thinking that I wanted to learn of someone different from the familiar historic figures so frequently suggested to us. After consulting with a retired African American teacher, I was directed to Dr. McLeod Bethune. Upon learning about her struggles and accomplishments, I was astonished.
At such a young age, I wasn’t aware of how she would later impact my passion for fulfilling my life’s purpose and that I would later walk in her shoes of educating our youth. Once I realized in my sophomore year in college that a law degree was not satisfying my desire to continue on in education, I ignited my faith, changed my major to secondary social studies education, and redirected the trajectory of my life. Subsequently, Dr. McLeod Bethune is one of the pioneers whom I immediately retreated. I wanted to impact the lives of youth as she did regardless of the barriers that may have been encountered. I too desired to open my own school and/or community center, lead a school, or at least play an instrumental role in the lives of students and other colleagues who encounter students daily. My goal was to obtain as much education as possible and to commit to being a lifelong learner. With faith and passion as demonstrated through her achievements, I have been presented the opportunity to impact the lives of students and educators. Dr. McLeod Bethune was faithful, persistent, generous, and devoted to her service to others her entire life. I continue to strive to have that testimony.

Although I have been a classroom teacher and am currently an administrator and adjunct professor, my service is still not complete. I desire to continue on for our disadvantaged youth and to impart in them the same passion, hope, and encouragement that was afforded me several years ago. As we celebrate women and African American History Month, I implore all women to take some time to encourage another woman and be willing to offer guidance if needed. We must embody Maya Angelou’s words when she expressed, “I would like to be known as an intelligent woman, a courageous woman, a loving woman, a woman who teaches by being.”
As I think about Ella Baker’s advocating for civil rights and social justice, I see how she has influenced me to invest in young people and advocating for students to learn about their history. She loved people and wanted the voice of the youth to be heard. Baker led quietly by example; she inspired, guided and invested in young people. It is important to be a part of those who are growing, and for me, that would be the students of Jefferson County Public Schools (JCPS). The organizational philosophies Baker brought to the Student Nonviolent Coordinating Committee (SNCC), along with her leadership skills, helped encourage young people to look to themselves as the main catalyst for change. A catalyst to change inequities relating to education, economics, history, race, culture, gender, and politics. Her philosophies help me ensure a quality public education for all students. Giving voice to students to speak their truth and recognize they are bold, confident, kind, and brilliant! Her leadership did not look like the leadership of the time. The look of her leadership influenced collective decision making with students, not for students. My students and I grow and learn together. We want to radically change what education looks like. Education has looked the same for many years; we want to organize differently, lead differently. We organize differently starting with curriculum and we lead differently by giving students voice to think critically about what they are being taught.
An African-American figure who has influenced me is Oprah Winfrey. What I admire most is her drive to empower people, especially women and young girls. Over the years, Ms. Winfrey has helped others find their voice, experience their best life, and reflect on those experiences to make new decisions about who they want to be. A driving force in my life is to empower others and help our families navigate resources to make choices that best support their upward mobility. The one thing we all have in common is the ability to make choices; regardless of the choices we make, the power comes when we make the choice to choose again.

-Stephanie White, Principal, King Elementary School
I chose President Barack Obama as my favorite historical figure because he inspired me to remain dedicated to my passion for public service. His presidency spoke to the hearts, minds and souls of our youngest and oldest generations. I am incredibly grateful that we had the opportunity to elect and experience the outstanding leadership of our first black President.

-Ishmael M. Parrott  
Senior Policy and Development Advisor  
Office of Mayor Fischer  
Louisville Metro Government

I am most influenced by Michelle Obama because of her integrity, compassion and vision that she brought to the White House. She graced the White House with such wisdom, knowledge and beauty. I was inspired by her relentless efforts to change what our children are eating at school. She put energy into planting and growing food at the White House and inviting students to come and learn about different foods and visiting schools to get the message out about healthy eating. I believe that she is such a role model for our black girls and women to be inspired to do positive things in our communities, to believe in positive change and have compassion for others.

-Veronda Hawkins  
Secretary to Dr. John D. Marshall,  
JCPS Chief Equity Officer
Rose Mapendo, Congolese American, who survived genocide and prison camp inspires me. Founder of the Rose Mapendo Foundation, she serves as an advocate for refugees and empowers women especially girls. I had the honor of meeting her in 2015 and her strength, courage, and humility remain with me.

Today Rose works as a global activist to bring awareness to the violence that continues in the Democratic Republic of Congo. Residing in Phoenix, Arizona, she is living proof that it is possible for a Tutsi woman to live a happy and healthy life that is full of worth and value – something that once seemed impossible. Through the Rose Mapendo Foundation, she is able to provide necessary survival resources to women in the DRC who continue to be affected by the vicious ethnic warfare that still exists. The ultimate goal for Rose and the foundation is to end suffering for all women by securing for them a spot at the peace table where true change can be made.

Dr. King continues to inspire many Latinos today including me. I believe that if he were alive today, he likely would be working side by side with Latinos and other minority groups to address the issues of inequality we continue to face today.
There are several African Americans who have influenced my life in a number of ways – academically, philosophically, socially, mentally, and politically. When I merge these ways, one Black female rises to the top and she is former First Lady Michelle Obama. All that she does and epitomizes resonates with me as a Black female committed to equity. Former FLOTUS is brilliant, equity-minded, and a dedicated mother and spouse. Michelle Obama is humane and real, with an admirable ability to connect to with people – those facing all types of challenges. Even when under attack, Michelle Obama took the high road. I will always remember “when they go low, we go high.”

I respect her focus on family, education, and health. She is authentic, and such a role model. The links below say more.

-Dr. Donna Y. Ford, Professor of Education and Human Development at Vanderbilt University
Alberta Odell Jones was born in Louisville, KY, the third child of Sarah (Sadie) Frances Crawford Jones and Odell Jones. She was also a first cousin of Raymond Ponder. During her brief life, Alberta Jones was at the forefront of change in Kentucky and Louisville. She was one of the first African American women to pass the Kentucky Bar (1959) and the first woman prosecutor in Kentucky (1964). [Sally J. Seals White was the first African American woman admitted to the Kentucky Bar.]

Jones was prosecutor in the Louisville Domestic Relations Court; her law office was located at 2018 W. Broadway. [James A. Crumlin, Sr. was the assistant prosecutor.] Jones was Cassius Clay's [Muhammad Ali's] first attorney, taking him to California to be trained under Archie Moore. Jones was also a civil rights activist: in addition to participating in the March on Washington and the marches in Louisville, she rented voting machines and held classes to teach African Americans how to vote for the candidates of their choice. Jones also established the James "Bulky" Welch Fund and held a fund-raiser, raffling off a car to pay Welch's medical bills and purchase the prosthetic arms to replace the ones young Welch had lost trying to retrieve his dog from under a train. Alberta Jones was a graduate of Louisville Central High School and attended the Louisville Municipal College for Negroes. When the college was merged with the University of Louisville (U of L) during desegregation, Jones continued her education at U of L and graduated third in her class. A picture of Alberta O. Jones hangs in the U of L Law School. She was a member of the American Bar Association, the Fall City Bar Association, and the Louisville Bar Association, serving as secretary of the latter. She was also a member of the Eta Zeta Chapter of Zeta Phi Beta and the Sigma Chapter of Iota Phi Lambda. Alberta O. Jones was murdered in August of 1965 -- the case has not been solved.
Georgia Davis Powers was an American politician, who served for 21 years as a member of the state senate in the Commonwealth of Kentucky. In 1967, she was the first person of color and the first woman elected to the senate.

Elected to serve in the Kentucky Senate from January 1968 to January 1989, Powers sponsored bills prohibiting employment discrimination, sex and age discrimination, in addition to introducing statewide fair housing legislation. She was a leader in the movement to change what many considered the racially insensitive wording of the Kentucky State Song, My Old Kentucky Home, in 1986.

Powers was included in a national photographic exhibit that opened on February 8, 1989, at the Corcoran Gallery in Washington, D.C.: Portraits of Black Women Who Changed America. In 1989 Powers received an honorary doctor of laws degree from the University of Kentucky and an honorary doctorate of humane letters from the University of Louisville.
Dr. Alexa Canady was born on November 7, 1950, in Lansing, Michigan. While she was in college, a summer program inspired her to pursue a medical career. In 1981, she became the first female African-American neurosurgeon in the United States. Canady specialized as a pediatric neurosurgeon and served as chief of neurosurgery at the Children's Hospital in Michigan from 1987 to 2001.

While Alexa Canady was attending the University of Michigan, a health careers summer program for minority students sparked her interest in medicine. After graduating from college in 1971 with a major in zoology, Canady continued on to the university's medical school. Canady initially wanted to be an internist, but her plans changed when she became intrigued by neurosurgery. It was a career path that some advisers discouraged her from pursuing, and she encountered difficulties in obtaining an internship. But Canady refused to give up, and was eventually accepted as a surgical intern at Yale-New Haven Hospital. She went there after graduating, cum laude, from medical school in 1975.

When her internship ended in 1976, Canady moved to the University of Minnesota, becoming, as a resident of the university's department of neurosurgery, the first female African-American neurosurgery resident in the United States. Upon completing her residency in 1981, she became the country's first female African-American neurosurgeon.
Businesswoman, politician, and civil rights activist, Mae Street Kidd, was born February 8, 1904 in Millersburg, Kentucky to a black mother and white father. Kidd’s biological father refused to acknowledge her as his daughter. She attended a segregated black primary school in her community. As a teenager, Kidd enrolled at Lincoln Institute in Simpsonville, Kentucky, a boarding school for African Americans.

After completing school, Kidd moved to Louisville. She became a successful life insurance agent at the black owned Mammoth Life Insurance Company. During World War II, Kidd served with the American Red Cross in England. Following the war, she became an entrepreneur, opening a cosmetic and an insurance company in the Midwest.

She served in the Kentucky House of Representatives from 1968 to 1984, representing Louisville’s 41st legislative district. Kidd co-sponsored legislation to make Dr. Martin Luther King Jr.’s birthday a state holiday and the Kentucky Fair Housing Act of 1968, which provided accessible and low-income housing to all Commonwealth residents. In the 1970s, Kidd continued her housing advocacy efforts, and following a two year battle on the House floor, she introduced House Bill No. 27 to the House, and it became law in 1972. The law established the Kentucky Housing Corporation, which promoted and financed low-income housing.
Simone Askew is the first African-American woman to hold the position of First Captain of the U.S. Military Academy's Corps of Cadets, Askew is responsible for overseeing the performance of approximately 4,400 students.

As a 6-year-old child camping in the Virginia woods, Simone Askew marched for fun, wielding a plastic gun and leading her young sister and friends in formation. A few years later, the sight of Navy midshipmen striding across an Annapolis football field solidified her desire to be the person who led troops.

The first captain position is often a herald of successful Army careers. Cadet Vincent K. Brooks held the title in 1980, becoming the first African-American to serve as West Point first captain — and he now is a four-star general commanding American forces in South Korea. Cadet John W. Nicholson Jr. was first captain in 1982, and he also wears four stars today as the senior American and NATO commander in Afghanistan.

The significance of Cadet Askew’s achievement has resonated with many black women who have graduated from West Point; most attended the school when a white male held the prestigious and competitive role.
Ava Marie DuVernay is an American film director, producer, screenwriter, film marketer, and film distributor. At the 2012 Sundance Film Festival, DuVernay won the Best Director Prize for her second feature film Middle of Nowhere, becoming the first African-American woman to win the award.

For her work in Selma (2014), DuVernay was the first black female director to be nominated for a Golden Globe Award. With Selma, she was also the first black female director to have her film nominated for the Academy Award for Best Picture. In 2017, she was nominated for the Academy Award for Best Documentary Feature for her film 13th (2016).

DuVernay's next film, A Wrinkle in Time, reportedly has a budget exceeding $100 million, making DuVernay the first black woman to direct a live-action film with a budget of that size.
As a second generation licensed NASCAR driver, Tia Norfleet is understood what it is to break barriers and she well knows the low odds and risks involved with being a professional racecar driver.

Her father, Bobby Norfleet was a fairly prominent driver himself throughout the '90s, and is credited with helping the sport gain traction in the African-American community. He lists his three mentors as NASCAR champion Wendell Scott, Hall of Fame driver Alan Kulwicki and singer Gladys Knight, who told him: "Whatever I do for you, you better be willing to do it for somebody else." Taking that advice to heart, when his daughter began to take a keen interest in the sport, he in turn shifted his focus.

This past June, 2011, Tia delivered the graduation commencement address to the Unidad of Miami Beach & the New Generation Leadership and Workforce Institute’s (NGLWI) graduating class. Tia is also involved with children and looks to help out in any way that she can. This year, Tia plans to take her Driven to Read program to the next level, which teaches kids the importance of reading and its kinship to racing. It will be centered around her new comic book series that is being developed by the renowned Reginald Byers.
Bessie Coleman was the first black woman to earn a pilot's license. Because flying schools in the United States denied her entry, she taught herself French and moved to France, earning her license from France's well-known Caudron Brother's School of Aviation in just seven months. Coleman specialized in stunt flying and parachuting, earning a living barnstorming and performing aerial tricks. She remains a pioneer of women in the field of aviation.

In 1922, a time of both gender and racial discrimination, Coleman broke barriers and became the world's first black woman to earn a pilot's license. Because flying schools in the United States denied her entry, she took it upon herself to learn French and move to France to achieve her goal. After only seven months, Coleman earned her license from France's well known Caudron Brother's School of Aviation.

Tragically, on April 30, 1926, Coleman was killed in an accident during a rehearsal for an aerial show which sent her plummeting to her death. She was only 34 years old.

Coleman remains a pioneer of women in the field of aviation.
Alice Coachman became the first African American woman from any country to win an Olympic Gold Medal when she competed at the 1948 Summer Olympics in London, UK. Born November 9, 1923, in Albany, Georgia, to Evelyn and Fred Coachman, Alice was the fifth of ten children. As an athletic child of the Jim Crow South, who was denied access to regular training facilities, Coachman trained by running on dirt roads and creating her own hurdles to practice jumping.

During World War II, the Olympic committee cancelled the 1940 and 1944 games. Alice Coachman’s first Olympic opportunity came in 1948 in London, when she was twenty-four. On August 8, 1948, Alice Coachman leapt 5 feet 6 1/8 inches to set a new Olympic record and win a gold medal for the high jump.

During her career, she won thirty-four national titles, ten for the high jump in consecutive years. Alice Coachman was inducted into nine halls of fame including the National Track-and-Field Hall of Fame (1975) and the U.S. Olympic Hall of Fame (2004). Coachman became the first black woman to endorse an international product when Coca-Cola signed her as a spokesperson in 1952. Coachman married Frank A. Davis and is the mother of two children. In 1994, she founded the Alice Coachman Track and Field Foundation to provide assistance to young athletes and former Olympic competitors.

Coachman died in Albany, Georgia on July 14, 2014. She was 90.
Toni Morrison was born on February 18, 1931, in Lorain, Ohio. She is a Nobel Prize- and Pulitzer Prize-winning novelist, editor, and professor. Her novels are known for their epic themes, exquisite language, and richly detailed African-American characters who are central to their narratives. Among her best-known novels are *The Bluest Eye*, *Sula*, *Song of Solomon*, *Beloved*, *Jazz*, *Love*, and *A Mercy*. Morrison has earned a plethora of book-world accolades and honorary degrees, also receiving the Presidential Medal of Freedom in 2012.

Morrison's first novel, *The Bluest Eye*, was published in 1970. She used as her literary first name "Toni," based on a nickname derived from St. Anthony after she'd joined the Catholic Church. The book follows a young African-American girl, Pecola Breedlove, who believes her incredibly difficult life would be better if only she had blue eyes. The controversial book didn't sell well, with Morrison stating in a 1994 afterword that the reception to the work was parallel to how her main character was treated by the world: "dismissed, trivialized, misread."

A rising literary star, Morrison was appointed to the National Council on the Arts in 1980. The following year, *Tar Baby* was published. The Caribbean-based novel drew some inspiration from folktales and received a decidedly mixed reaction from critics. Her next work, however, proved to be one of her greatest masterpieces. *Beloved* (1987) explores love and the supernatural. Inspired by real-world figure Margaret Garner, main character Sethe, a former slave, is haunted by her decision to kill her children rather than see them become enslaved. Three of her children survived, but her infant daughter died at her hand. Yet Sethe's daughter returns as a living entity who becomes an unrelenting presence in her home. For this spellbinding work, Morrison won several literary awards, including the 1988 Pulitzer Prize for Fiction. Ten years later, the book was turned into a movie starring Oprah Winfrey, Thandie Newton, and Danny Glover.
Coretta Scott was born on April 27, 1927, in Marion, Alabama. In the early decades of her life, Coretta was as well known for her singing and violin playing as her civil rights activism. She attended Lincoln High School, graduating as the school's valedictorian in 1945, and then enrolled at Antioch College in Yellow Springs, Ohio, receiving her Bachelor of Arts in music and education in 1951.

Coretta was awarded a fellowship to the New England Conservatory of Music in Boston, Massachusetts, where she met soon-to-be famed civil rights leader Martin Luther King Jr., then a doctoral candidate at Boston University’s School of Theology. They married on June 18, 1953, at her family home in Marion.

After earning her degree in voice and violin from NEC in 1954, Coretta moved with her husband to Montgomery, Alabama, where he served as pastor of Dexter Avenue Baptist Church and she, subsequently, oversaw the various tasks of a pastor's wife.

Working side by side with her husband throughout the 1950s and '60s, Coretta took part in the Montgomery Bus Boycott of 1955, journeyed to Ghana to mark that nation's independence in 1957, traveled to India on a pilgrimage in 1959 and worked to pass the 1964 Civil Rights Act, among other endeavors.

Though best known for working alongside her husband, Coretta established a distinguished career in activism in her own right. Among many roles, she worked as a public mediator and as a liaison to peace and justice organizations.
Born on June 23, 1940, in St. Bethlehem, Tennessee, Wilma Rudolph was a sickly child who had to wear a brace on her left leg. She overcame her disabilities to compete in the 1956 Summer Olympic Games, and in 1960, she became the first American woman to win three gold medals in track and field at a single Olympics.

Growing up in the segregated South, Rudolph attended the all-black Burt High School, where she played on the basketball team. A naturally gifted runner, she was soon recruited to train with Tennessee State University track coach Ed Temple.

Nicknamed "Skeeter" for her famous speed, Wilma Rudolph qualified for the 1956 Summer Olympic Games in Melbourne, Australia. The youngest member of the U.S. track and field team at age 16, she won a bronze medal in the 400-meter relay. After finishing high school, Rudolph enrolled at Tennessee State University, where she studied education. She also trained hard for the next Olympics.

The 1960 Olympic Games were a golden time for Rudolph. After tying a world record with her time of 11.3 seconds in the 100-meter semifinals, she won the event with her wind-aided mark of 11.0 seconds in the final. Similarly, Rudolph broke the Olympic record in the 200-meter dash (23.2 seconds) in the heats before claiming another gold medal with her time of 24.0 seconds. She was also part of the U.S. team that established the world record in the 400-meter relay (44.4 seconds) before going on to win gold with a time of 44.5 seconds. As a result, Rudolph became the first American woman to win three gold medals in track and field at a single Olympic Games. The first-class sprinter instantly became one of the most popular athletes of the Rome Games as well as an international superstar, lauded around the world for her groundbreaking achievements.
Ibtihaj Muhammad was born on December 4, 1985 in Maplewood, New Jersey. She is one of five children born to parents Eugene and Denise Muhammad. From a young age, Muhammad had a competitive streak and loved sports. However, participating in sports at school sometimes conflicted with her religious observance to dress modestly. Often when playing sports, her mother Denise had to alter the uniforms to add long sleeves or covering for her legs. When she was 13, Muhammad and her mother discovered fencing when they saw a high school fencing team practice as they drove home. "The kids were wearing their long pants and hats, and my mom just thought, 'This is perfect,'" Muhammad said. "That's where it all began." Fencing was an ideal opportunity to participate in sports while wearing a hijab. Unlike when she played other sports, she also did not feel out of place amongst her teammates.

In 2016, Muhammad earned a spot on the U.S. Saber Fencing Team for the Olympics in Rio. She is the first Muslim woman to wear a hijab, a traditional Muslim headscarf, to represent the United States at the Olympics. She has stated that qualifying for an Olympic team means a great deal not only for her and her family, but also for the Muslim community. She is seen as a symbol of promise for a community that sees few Muslim women playing at an elite level of sport.
Born in 1917, Ella Fitzgerald turned to singing after a troubled childhood and debuted at the Apollo Theater in 1934. Discovered in an amateur contest, she went on to become the top female jazz singer for decades. In 1958, Fitzgerald made history as the first African-American woman to win a Grammy Award. Due in no small part to her vocal quality, with lucid intonation and a broad range, the singer would go on to win 13 Grammys in total and sell more than 40 million albums.

Her multi-volume "songbooks" on Verve Records are among America's recording treasures. Fitzgerald died in California in 1996.

By the 1980s, Fitzgerald experienced serious health problems. She had heart surgery in 1986 and had been suffering from diabetes. The disease left her blind, and she had both legs amputated in 1994.

She made her last recording in 1989 and her last public performance in 1991 at New York's Carnegie Hall.

Ella Fitzgerald died on June 15, 1996, at her home in Beverly Hills. In all, Fitzgerald recorded more than 200 albums and some 2,000 songs in her lifetime. Her total record sales exceeded 40 million. Her many accolades included 13 Grammy Awards, the NAACP Image Award for Lifetime Achievement and the Presidential Medal of Freedom.
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.
Jazz vocalist Billie Holiday was born in 1915 in Philadelphia. Considered one of the best jazz vocalists of all time, Holiday had a thriving career as a jazz singer for many years before she lost her battle with substance abuse. Also known as Lady Day, her autobiography was made into the 1972 film Lady Sings the Blues. In 2000, Billie Holiday was inducted into the Rock and Roll Hall of Fame.

At the age of 18, Holiday was discovered by producer John Hammond while she was performing in a Harlem jazz club. Hammond was instrumental in getting Holiday recording work with an up-and-coming clarinetist and bandleader Benny Goodman.

With Goodman, she sang vocals for several tracks, including her first commercial release "Your Mother's Son-In-Law" and the 1934 top ten hit "Riffin' the Scotch."

Known for her distinctive phrasing and expressive, sometimes melancholy voice, Holiday went on to record with jazz pianist Teddy Wilson and others in 1935.

She made several singles, including "What a Little Moonlight Can Do" and "Miss Brown to You." That same year, Holiday appeared with Duke Ellington in the film Symphony in Black.

Holiday gave her final performance in New York City on May 25, 1959. Not long after this event, Holiday was admitted to the hospital for heart and liver problems. On July 17, 1959, Holiday died from alcohol- and drug-related complications.
Future chemist Marie M. Daly was born on April 16, 1921, in Queens, New York. The pioneering scientist was the first African-American woman to receive a Ph.D. in chemistry in the United States, and her groundbreaking work helped clarify how the human body works.

Daly came from a family who believed strongly in the power of education. Her father, Ivan C. Daly, had emigrated from the West Indies as a young man and enrolled at Cornell University to study chemistry. A lack of money blocked his path, however, and he was forced to quit college, instead returning to New York City where he found work as a postal clerk.

After graduating from Hunter College High School, an all-girls institution in New York City, Daly attended Queens College in Flushing, New York, choosing to live at home in order to save money.

Daly graduated with honors in 1942 and, to get around the fact that she didn't have much money for graduate school, landed work as a lab assistant at her old college as well as a hard-earned fellowship. Both were instrumental in helping her to cover the costs of getting a graduate degree in chemistry from New York University.

At Columbia, Daly took to the lab, studying how the body's chemicals help digest food. She finished her doctorate—unknowingly making history as the first female African American to receive a Ph.D. in chemistry in the United States—in 1947.

Misty Copeland and her siblings grew up with a single mother whose several failed marriages resulted in financial instability. When young, Copeland moved with her family from Kansas City to San Pedro, California. Her first formal encounter with dance was on the drill team of her middle school. The team’s coach noticed her talent and recommended that she attend ballet classes taught by Cynthia Bradley at the local Boys & Girls Club. Copeland’s natural ability was quickly recognized by Bradley, and, though age 13 was a late start for a serious dance career, Copeland began taking classes with Bradley at the San Pedro Ballet School. When her training became more intensive, Copeland moved in with Bradley and her family in order to be closer to the studio. In 1998, at age 15, she won first prize in the ballet category of the Los Angeles Music Center Spotlight Awards. That summer she was accepted with a full scholarship into the intensive summer program at the San Francisco Ballet.
Born on March 14, 1997, in Columbus, Ohio, gymnast Simone Biles has emerged as a champion in her sport. She and her sister, Adria, were raised by their grandfather Ron and grandmother Nellie, after their mother’s struggle with substance abuse problem.

Ron and Nellie eventually officially adopted the two girls, and Biles calls her grandmother “Mom.” Nellie has been a constant source of support through Biles’s rise in the world of competitive athletics; as the gymnast told CNN, “She encourages me and never lets me feel down about something for too long.”

Biles discovered her abilities at an early age. According to the official USA Gymnastics website, she visited a gymnastics center on a field trip with her day care group, noting, “While there I imitated the other gymnasts, and Coach Ronnie noticed. The gym sent home a letter requesting that I join tumbling or gymnastics.” Very soon, Biles was on her way to developing those natural gifts.

**2016 Olympic Games in Rio**

On August 9, 2016, Biles led the U.S. women’s gymnastics team to win the gold. She earned an impressive 15.933 in the vault, a 15.3 on balance beam, and 15.8 for a crowd-pleasing floor routine in which she performed “the Biles,” her signature move comprised of a double layout with a half twist. The powerhouse gymnast shared the victory with Raisman, Douglas, Hernandez and Kocian, a team which calls themselves “The Final Five.”
Oprah Winfrey was born in the rural town of Kosciusko, Mississippi, on January 29, 1954. In 1976, Winfrey moved to Baltimore, where she hosted a hit television chat show, People Are Talking. Afterward, she was recruited by a Chicago TV station to host her own morning show. She later became the host of her own, wildly popular program, The Oprah Winfrey Show, which aired for 25 seasons, from 1986 to 2011. That same year, Winfrey launched her own TV network, the Oprah Winfrey Network (OWN).

Winfrey launched The Oprah Winfrey Show in 1986 as a nationally syndicated program. With its placement on 120 channels and an audience of 10 million people, the show grossed $125 million by the end of its first year, of which Winfrey received $30 million. She soon gained ownership of the program from ABC, drawing it under the control of her new production company, Harpo Productions ('Oprah' spelled backwards) and making more and more money from syndication.

Winfrey is a dedicated activist for children's rights; in 1994, President Clinton signed a bill into law that Winfrey had proposed to Congress, creating a nationwide database of convicted child abusers. She founded the Family for Better Lives foundation and also contributes to her alma mater, Tennessee State University. In September 2002, Oprah was named the first recipient of the Academy of Television Arts & Sciences' Bob Hope Humanitarian Award.
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.
Born on May 21, 1959, in Greensboro, North Carolina, Loretta Lynch went on to earn her degree from Harvard Law School. She worked as a litigator for a private law firm before becoming a prosecutor for the U.S. Attorney's office in New York's Eastern District, eventually making news as a senior prosecutor for the infamous 1997 Abner Louima police-brutality case. She served as U.S. attorney under the administrations of presidents Bill Clinton and Barack Obama, and in 2014 was nominated by President Obama to be U.S. attorney general, succeeding Eric Holder. After a long delay, in April 2015 she was confirmed and sworn in, thus becoming the first African-American woman to hold the position.

In 1999, Lynch served as one of the senior prosecutors in the high-profile case of Abner Louima, a Haitian immigrant who was beaten and sodomized after being taken into police custody in Brooklyn. Coordinating strategies that included surprise testimony from police witnesses, Lynch and her team were able to secure a conviction for officer Justin Volpe.

Lynch married Stephen Hargrove, who works behind the scenes at the cable channel Showtime, in 2007. She has two stepchildren.
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).
Joan Elizabeth Higginbotham is an American engineer and a former NASA astronaut. She flew aboard Space Shuttle Discovery mission STS-116 as a and is the third African American woman to go into space, after Mae Jemison and Stephanie Wilson.

Coretta was awarded a fellowship to the New England Conservatory of Music in Boston, Massachusetts, where she met soon-to-be famed civil rights leader Martin Luther King Jr., then a doctoral candidate at Boston University’s School of Theology. They married on June 18, 1953, at her family home in Marion.

Higginbotham was born in Chicago, Illinois, and attended Whitney Young Magnet High School, graduating in 1982. She received a Bachelor of Science degree from the Southern Illinois University Carbondale in 1987, and a Masters of Management Science (1992) and Masters in Space Systems (1996) both from the Florida Institute of Technology. Higginbotham is a member of Delta Sigma Theta Sorority and The Links, Incorporated.

Higginbotham began her career in 1987, two weeks after getting her Bachelor of Science degree, at the Kennedy Space Center (KSC), Florida, as a Payload Electrical Engineer in the Electrical and Telecommunications Systems Division. Within six months she became the lead for the Orbiter Experiments (OEX) on OV-102, the Space Shuttle Columbia. She later worked on the Shuttle payload bay reconfiguration for all Shuttle missions and conducted electrical compatibility tests for all payloads flown aboard the Shuttle.
Cathay Williams was the only known female African American Buffalo Soldier. She was the first black woman to be documented for her service in the U.S. Army before women were officially allowed to enlist.

Williams was born in September of 1844 in Independence, Missouri. Aside from this lone fact, details of her life up until her enlistment in the Army are unknown or based on rumor. It has been reported that, while her father was a free black man, her mother was a slave and Williams herself was born into slavery. She appears to have been considered the property of William Johnson, an affluent farmer. As a child, Williams was moved to Johnson’s home in Jefferson City where she worked as a domestic servant. At the onset of the Civil War, Union soldiers seized the farm, and the 16-year-old Williams was absorbed into the migrations of the Union Army. She was taken to Little Rock, Arkansas, where she worked for the Army as a laundress and a cook.

While serving as a Buffalo Soldier, Williams learned to use a musket, and to perform garrison duty, guard duty, and scouting missions. Although no records imply that she was an exceptional soldier, every indication exists that she was perfectly capable. She never had cause to personally engage in combat during her enlistment.
Althea Gibson was born in South Carolina on August 25, 1927. At an early age, she developed a love of sport. Her great talent was in tennis, but in the 1940s and '50s, most tournaments were closed to African Americans. Gibson kept playing (and winning) until her skills could no longer be denied, and in 1951, she became the first African American to play at Wimbledon. Gibson won the women's singles and doubles at Wimbledon in 1957, and won the U.S. Open in 1958.

After winning several tournaments hosted by the local recreation department, Gibson was introduced to the Harlem River Tennis Courts in 1941. Incredibly, just a year after picking up a racket for the first time, she won a local tournament sponsored by the American Tennis Association, an African-American organization established to promote and sponsor tournaments for black players. She picked up two more ATA titles in 1944 and 1945. Then, after losing one title in 1946, Gibson won 10 straight championships from 1947 to 1956. Amidst this winning streak, she made history as the first African-American tennis player to compete at both the U.S. National Championships (1950) and Wimbledon (1951).

But just as her early childhood had been, Gibson's last few years were dominated by hardship. She nearly went bankrupt before former tennis great Billie Jean King and others stepped in to help her out. Her health, too, went into decline. She suffered a stroke and developed serious heart problems. On September 28, 2003, Gibson died of respiratory failure in East Orange, New Jersey.
Elizabeth T. Greenfield
1871 - 1876

Born in or around the second decade of the 1800s in Natchez, Mississippi, Elizabeth Taylor Greenfield established a career as an acclaimed vocalist, touring the United States and Great Britain, where she gave a Buckingham Palace concert for Queen Victoria. Known as the "Black Swan," Greenfield continued performing into the 1860s and also worked as a teacher. She died in Philadelphia, Pennsylvania, on March 31, 1876.

Elizabeth Taylor Greenfield had a passion for song, becoming a church vocalist and learning how to play instruments like the harp and piano on her own. She was only able to receive limited musical training due to racist ideology but was nonetheless able to develop a stunning voice, with an apparently multi-octave range and the ability to sing soprano, tenor and bass. It is believed Greenfield began performing for private events by the 1840s.

Greenfield died on March 31, 1876, in Philadelphia, Pennsylvania. Years later, Black Swan Records—the record label home of figures like Fletcher Henderson, Ethel Waters, R. Nathaniel Dett and Trixie Smith—was named in the historical singer's honor.
Civil rights activist Rosa Parks was born on February 4, 1913, in Tuskegee, Alabama. Her refusal to surrender her seat to a white passenger on a Montgomery, Alabama bus spurred a city-wide boycott. The city of Montgomery had no choice but to lift the law requiring segregation on public buses. Rosa Parks received many accolades during her lifetime, including the NAACP's highest award.

Rosa Parks's childhood brought her early experiences with racial discrimination and activism for racial equality. After her parents separated, Rosa's mother moved the family to Pine Level, Alabama to live with her parents, Rose and Sylvester Edwards—both former slaves and strong advocates for racial equality; the family lived on the Edwards' farm, where Rosa would spend her youth. In one experience, Rosa's grandfather stood in front of their house with a shotgun while Ku Klux Klan members marched down the street.

On December 1, 1955, after a long day's work at a Montgomery department store, where she worked as a seamstress, Rosa Parks boarded the Cleveland Avenue bus for home. She took a seat in the first of several rows designated for "colored" passengers. Though the city's bus ordinance did give drivers the authority to assign seats, it didn't specifically give them the authority to demand a passenger to give up a seat to anyone (regardless of color). However, Montgomery bus drivers had adopted the custom of requiring black passengers to give up their seats to white passengers, when no other seats were available. If the black passenger protested, the bus driver had the authority to refuse service and could call the police to have them removed.
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.
Annie Minerva Turnbo Malone (August 9, 1869—May 10, 1957) was an African-American businesswoman, educator, inventor and philanthropist. Annie was two years younger than Madam C. J. Walker. She had launched her hair care business four years before Sarah Breedlove (later known as Madam C. J. Walker). In the early 1900s Madam Walker worked as a "Poro Agent" for Annie for about one year.

In the first three decades of the 20th century, she founded and developed a large and prominent commercial and educational enterprise centered around cosmetics for African-American women.

Annie was born in Metropolis, Illinois to former slaves. She was the tenth of eleven children born to Robert Turnbo, a poor farmer, and Isabella Cook Turnbo. Because her parents died when she was young, Annie was raised by her older sister in nearby Peoria, Illinois. She was a sickly child and missed a lot of school which resulted her in having to withdraw before completing high school.

While she was coming of age, the popular style among Black women was that of a “straight hair” look. Black women were starting to turn their backs on the braided cornrow styles they’d associated with the fields of slavery and began to embrace a look which, for them meant, freedom and progression toward equality in America.
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.
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 prophetic.
Marjorie Stewart was born in 1896 in the Blue Ridge Mountains of Virginia to parents who were descended from slaves. When she was a teenager the family joined the Great Migration, moving to Chicago where so many African-Americans were moving for jobs and a better life.

Before she was twenty, she met and married Robert Joyner, who was studying podiatry. Because Robert was busy with school and studies, Marjorie enrolled at the A.B. Molar Beauty School, and she became the first African-American to graduate from there.

In 1945, Joyner and her friend, Mary McLeod Bethune, president of Bethune-Cookman College in Daytona, Florida, co-founded an association for beauty school owners and teachers (now known as Alpha Chi Pi Omega). Joyner was also active in Democratic politics and She served as chairperson of the Chicago Defender Charities as well as the Bud Billiken Parade, which also honored African-American causes.

In 1973 at the age of 77, Margaret Stewart Joyner fulfilled another lifelong dream. She attended Bethune-Cookman College and earned a B.S. in psychology.
Maya Angelou was an American author, actress, screenwriter, dancer, poet and civil rights activist best known for her 1969 memoir, I Know Why the Caged Bird Sings, which made literary history as the first nonfiction best-seller by an African-American woman. Angelou received several honors throughout her career, including two NAACP Image Awards in the outstanding literary work (nonfiction) category, in 2005 and 2009.

Angelou published several collections of poetry, but her most famous was 1971’s collection Just Give Me a Cool Drink of Water 'Fore I Die, which was nominated for the Pulitzer Prize.

In 1944, a 16-year-old Angelou gave birth to a son, Guy (a short-lived high school relationship led to the pregnancy). A poet himself, Angelou’s son now goes by the name Guy Johnson.

In 1952, the future literary icon wed Anastasios Angelopulos, a Greek sailor from whom she took her professional name — a blend of her childhood nickname, "Maya," and a shortened version of his surname. The couple later divorced. Notoriously secretive about her marriages, Angelou was likely married at least three times, including in 1973 to a carpenter, Paul du Feu.
Mary Beatrice Davidson Kenner was an African-American inventor most noted for her development of the sanitary belt.

She was born in Monroe, North Carolina and credited her father, Sidney Nathaniel Davidson (June 1890-November 1958), with giving her a thirst for discovering things. Her sister, Mildred Davidson Austin Smith (1916–1993), was also an inventor.

The sanitary napkin wasn't patented until 1956, thirty years after she first invented it. The company that first showed interest in her invention rejected it after they discovered that she was an African American woman. Between 1956 and 1987 she received five patents for her household and personal item creations. She invented a bathroom tissue holder which she patented with patent number US 4354643, on October 19, 1982. and a back washer mounted on the shower or bathtub wall, which she patented in 1987. She also patented the carrier attachment for an invalid walker in 1959.
Black History Month, or National African American History Month, is an annual celebration of achievements by African Americans and a time for recognizing the central role they have played in U.S. history.

The story of Black History Month begins in 1915, half a century after the Thirteenth Amendment abolished slavery in the United States. Few could have imagined African Americans’ future contributions to music, art, and literature that would be recognized by the global community.
The Great Migration of African Americans from the South to industrial towns in the North is underway. Millions of African Americans will have migrated north by the 1960s.

Organized by the National Association for the Advancement of Colored People, thousands of African Americans march down New York City’s Fifth Avenue to protest racial violence and discrimination.
Claude McKay publishes a collection of his early poetry, *Harlem Shadows*. It becomes one of the most important early works of the Harlem Renaissance.

A. Philip Randolph organizes the Brotherhood of Sleeping Car Porters, the first successful African-American trade union.

**The 1920s**
Jazz trumpeter and vocalist Louis Armstrong forms his band, the Hot Five. He will become a jazz legend and a cultural icon.

Langston Hughes publishes *The Weary Blues*, his first book of poetry. A pivotal force in the Harlem Renaissance, Hughes will go on to become one of the 20th century’s most recognized American writers.

**The 1920s**
Diversity, Equity, and Poverty Programs Celebrates Black History

Nine African-American youths are convicted of raping two White women in Scottsboro, Alabama. The “Scottsboro Boys” case later attracts national attention as a miscarriage of justice and helps fuel the civil rights movement.

Sculptor Augusta Savage establishes the Savage Studio of Arts and Crafts in New York, the largest art center in the nation at that time.

The 1930s
Track and field athlete Jesse Owens wins four gold medals in the Berlin Olympics, thwarting Adolf Hitler’s plan to use the games to demonstrate “Aryan supremacy.”

Joe Louis, the iconic “Brown Bomber,” becomes the heavyweight boxing champion of the world by defeating James J. Braddock. He will hold the belt for nearly 12 years, a boxing record.

The 1930s
Singer Marion Anderson is denied permission by the Daughters of the Revolution to sing at their hall because she is an African American. Instead, Anderson performs at the Lincoln Memorial before an audience of 75,000.

The Supreme Court ruled in the *Norris v. Alabama* case that a defendant has the right to a trial by jury of one’s peers. This ruling overturned the Scottsboro Boys’ convictions.
The first pilot training program for African Americans is established at the Tuskegee Institute in Alabama. The Tuskegee Airmen serve heroically during World War II.

Benjamin O. Davis Sr. becomes the Army’s first African-American general. His son, Benjamin O. Davis Jr., commander of the Tuskegee Airmen, later becomes the Air Force’s first African-American general.

The 1940s
The interracial Congress of Racial Equality is formed in Chicago. It will become famous for organizing the Freedom Rides of 1961.

_Ebony_, a magazine about African-American life and achievements, is founded. The magazine presents works by literary figures such as Langston Hughes and Gwendolyn Brooks. It becomes an instant success.
Baseball legend Jackie Robinson becomes the first African American to break the color barrier when he is allowed to play in the major league.

President Harry Truman issues Executive Order 9981 desegregating the military, and more than 2.5 million African-American men register for the draft as the U.S. enters World War II. Though they experience discrimination, they continue to rise to the challenge to serve the nation.

The 1940s
Ralph J. Bunche wins the Nobel Peace Prize for mediating the 1949 Armistice in the Arab-Israeli conflict in the Middle East.

Gwendolyn Brooks becomes the first African American to win a Pulitzer Prize, which she receives for her poetry collection *Annie Allen*.

The 1950s
Diversity, Equity, and Poverty Programs Celebrates Black History

In *Brown v. Board of Education*, the Supreme Court rules unanimously against school segregation, overturning its 1896 decision in *Plessy v. Ferguson*.

Chuck Berry records "*Maybellene.*" A true showman, Berry will go on to write numerous rock and roll classics. He is also responsible for one of rock’s most recognizable stage moves, the duckwalk.

The 1950s
Diversity, Equity, and Poverty Programs Celebrates Black History

Four African-American girls are killed in the bombing of the Sixteenth Street Baptist Church in Birmingham, Alabama. The bombing elevated worldwide sympathy for the civil rights cause.

Sidney Poitier becomes the first African-American actor to win an Oscar for Best Actor, which he won for his role in *Lilies of the Field*.

**The 1960s**
Diversity, Equity, and Poverty Programs Celebrates Black History

Tennis player Arthur Ashe is the first African American to win the U.S. Open. He wins both the amateur and professional open national championships in the same year.

The passing of the Civil Rights Act of 1964 and Voting Rights Act of 1965 marks a significant step toward equality for African Americans.

With the full engagement of the U.S. in the Vietnam War, African-American service members continue the tradition of serving with distinction.
Fifteen African-American members of Congress form the Congressional Black Caucus to present a unified African-American voice.

Hank Aaron breaks Babe Ruth’s record for career home runs. Aaron continues to hold many of baseball's most distinguished records today, including runs batted in (2,297), extra base hits (1,477), total bases (6,856), and most years with 30 or more home runs (15).
Barbara Jordan of Texas becomes the first African-American woman from the South to be elected to the U.S. House of Representatives. She will serve three terms.

Addie Wyatt becomes the first African-American woman elected International Vice President of a major labor union. In 1975, she and Barbara Jordan become the first African-American women named Person of the Year by *Time* magazine.

The 1970s
Diversity, Equity, and Poverty Programs Celebrates Black History

Michael Jackson, whose legendary career began with Motown Records, publishes the *Thriller* album. It becomes one of the best-selling albums of all time.

Alice Walker’s novel *The Color Purple* wins the Pulitzer Prize and the National Book Award. The movie receives 11 Academy Award nominations.

Spike Lee’s film *She’s Gotta Have It* wins him the Best New Director Award at the prestigious Cannes Film Festival.

The 1980s
Diversity, Equity, and Poverty Programs Celebrates Black History

General Colin Powell becomes the first African American to be named Chairman of the Joint Chiefs of Staff. He goes on to serve as Secretary of State.

Oprah Winfrey, the first African American to head a major nationally syndicated talk show, founds Harpo Productions. She goes on to produce numerous movies and television shows.

The 1980s
Diversity, Equity, and Poverty Programs Celebrates Black History

W. Lincoln Hawkins, Ph.D., wins the National Medal of Technology. During his lifetime, he will secure over 140 patents and help make universal telephone service available through his work as the first African-American scientist at Bell Labs.

Rita Dove is appointed as Poet Laureate and Consultant in Poetry to the Library of Congress. She becomes the youngest person—and first African American—to receive this highest official honor in American letters.

The 1990s
Diversity, Equity, and Poverty Programs Celebrates Black History

Michael Jordan and the Chicago Bulls win their fifth National Basketball Association championship. One of the most effectively marketed athletes of his generation, he is instrumental in popularizing the NBA worldwide.

Tiger Woods becomes the first African American—and the youngest golfer—to win the Masters tournament. He goes on to win 14 major championships.

The 1990s
Diversity, Equity, and Poverty Programs Celebrates Black History

Venus Williams wins the singles title at Wimbledon, becoming the first African-American woman to do so since Althea Gibson. She and her sister Serena go on to win three Olympic women’s doubles gold medals.

Condoleezza Rice is the first African-American woman to serve as U.S. National Security Advisor and the first African-American woman to serve as U.S. Secretary of State.

The 2000s
Diversity, Equity, and Poverty Programs Celebrates Black History

Grant Fuhr—National Hockey League goaltender and the first African American to have his name on the Stanley Cup—becomes the first African American to be inducted into the Hockey Hall of Fame.

Michelle Howard is promoted to Rear Admiral. She goes on to become the first African-American woman to achieve three- and four-star rank and the first to be named Vice Chief of Naval Operations.

The 2000s
Barack Hussein Obama II becomes the 44th President of the United States and the first African American to hold the office. He is later elected to a second term.

Barbara Hillary is the first African-American woman to reach the North Pole—at age 75. She goes on to successfully reach the South Pole at age 79.

The 2000s
Diversity, Equity, and Poverty Programs Celebrates Black History

- http://www.whitehouse.gov/
- http://www.biography.com/
- http://www.africanamericanhistorymonth.gov/
- http://www.pbs.org/wnet/aaworld/timeline.html
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Sources
Diversity, Equity, and Poverty Programs Celebrates Black History

“Never underestimate the power of dreams and the influence of the human spirit. We are all the same in this notion: The potential for greatness lives within each of us.”

—Wilma Rudolph,
U.S. track and field athlete
Books to Add to Your Bookshelf

Just as we understand the contributions of African Americans should not be relegated to just February, we understand that our schools, libraries, and homes should also have books with diverse characters in them. Sometimes the messages we send are verbally silent but mentally internalized.

Here are a list of books to consider adding to your classroom, collection, or checking out from the library.

**Henry’s Freedom Box**
by Ellen Levine
Illustrated by Kadir Nelson
A stirring, dramatic story of a slave who mails himself to freedom by a Jane Addams Peace Award-winning author and a Coretta Scott King Award-winning artist.

**Coretta Scott**
by Ntozake Shange
Artwork by Kadir Nelson captures the movement for civil rights in the United States and honors its most elegant inspiration, Coretta Scott King.

**Coming on Home Soon**
by Jacqueline Woodson
Ada Ruth’s mama must go away to Chicago to work, leaving Ada Ruth and Grandma behind. It’s war time, and women are needed to fill the men’s jobs.

**If A Bus Could Talk: The Story of Rosa Parks**
by Faith Ringgold
In this book a bus does talk, and on her way to school a girl named Marcie learns why Rosa Parks is the mother of the Civil Rights movement.

**Nelson Mandela**
by Kadir Nelson
In this picture book biography, award-winning author and illustrator Kadir Nelson tells the story of Mandela, a global icon, in poignant free verse and glorious illustrations.

**He’s Got the Whole World in His Hands**
by Kadir Nelson
Nelson is a powerful artist as well as writer, and this book is a great marriage of his gifts.

**Sweet Clara and the Freedom Quilt**
by Deborah Hopkinson
As a seamstress in the Big House, Clara dreams of a reunion with her Momma, who lives on another plantation—and even of running away to freedom.

**Bigmama’s**
by Donald Crews
A nostalgic riff on visiting your country folks, heavy on the love, light on the mosquitos.
The Alternative Certification for Elementary and Secondary (ACES) Program is a certification-only, district-based program. This 18-month program requires a commitment to the certification process and a three-year commitment to teaching in the Jefferson County Public School (JCPS) District. This route is for individuals interested in certification in the following areas: elementary education, math (middle and high), science (middle and high), and dual certification (middle and high).

The ACES Program is for minority (as defined by JCPS staffing needs) candidates looking to receive teaching certification.

The application period is open. The deadline is February 5, 2018, and candidates may apply online using the JCPS AppliTrack system.

For more information about the ACES Program, please contact Vanessa Posey, JCPS ACES Program coordinator, at 485-3631 or vanessa.posey@jefferson.kyschools.us.
Pre-Employment Transition Services for Special Populations

Outcomes, Opportunities, and Actions

By Dr. Jason Wheatley—Specialist, ECE Programs

Post-school outcomes for our community’s youth with disabilities have been far less successful when compared to non-disabled peers. The reality is, when youth with disabilities are of working-age, they are 40% less likely to be employed than their peers. Additionally, many of our students with disabilities who do obtain employment will earn far less than those without disabilities. The disparity is even more realized, amongst our population with disabilities, by persons of color and persons with low levels of education. In an examination of projected employment growth rate data, this narrative is unlikely to change in the next five years as persons with disabilities are often employed in jobs that are declining in growth.
On July 22, 2014, President Barack Obama signed into law the Workforce Innovation and Opportunity Act (WIOA). While the act seeks to provide coordination through the theme of partnership, implications have been systemically enjoyed amongst local education agencies and rehabilitation agencies nationwide. In Kentucky, the Jefferson County Special Education Cooperative and the Office of Vocational Rehabilitation (OVR) entered into an agreement that, since its launch last September, has directly and positively impacted over 1,000 of our JCPS students with disabilities.

The agreement with OVR identified the need to provide pre-employment transition services (Pre-ETS) for high school age students with disabilities in JCPS and Kentucky School for The Blind. In JCPS, these transition services are implemented in the areas of career readiness, job exploration, work-based learning, counseling on post-secondary opportunities, and self-advocacy. Our JCPS Pre-ETS team, led by Ms. Brittany Hill, provides these services to students across the district via partnerships throughout the community. In fact, nearly every high school and special program in JCPS has been impacted by these preparative efforts to ensure the success of all students, including those with disabilities.

Ms. Hill has coordinated My Future Story Transition Trips, trips to promote career awareness through tours and job shadowing opportunities with local employers and postsecondary education/training environments. Most recently, My Future Story Transition Trips provided students from across the district a unique opportunity to explore the Carl D. Perkins Vocational Training Center, in Thelma, KY. The mission of the training center is to support persons with disabilities...
in achieving sustainable competitive integrated employment, maximizing independence, and gaining self-respect.

As described by Brittany Hill (Post Secondary Transition Resource Teacher), “students and staff express how meaningful the opportunities are, referring to the time spent beyond the classroom. Students are given a real look into what post secondary opportunities are available and appropriate for their individual needs and interests. It’s such a rewarding position to be able to provide the great experiences through the work that we have accomplished.”

Career readiness is an essential part of transition, especially for students with disabilities. To support career readiness for our students with disabilities, JCPS has partnered with The Coalition for Workforce Diversity to implement Interviews For Success. The Coalition is a network of employers, service providers, and resources that are committed to supporting people with disabilities focusing on employment opportunities.

Although there is already a very large pool of individuals with various disabilities who are eager to work, they are underrepresented in the workforce. JCPS and the Coalition for Workforce Diversity implement Interviews for Success by providing secondary school students with disabilities the opportunity to prepare, and participate in a mock interview with an Coalition employer. Students gain feedback, confidence, interview experience and a few tangible items to promote positive employment outcomes in the future!

“Young Empowered Self-Advocates!” (YES!) is a partnership that JCPS has with The Center For Accessible Living. YES! promotes self-advocacy skills in high school students with disabilities. Currently, seven JCPS high schools convene a group for YES! once a month. Student participants learn what it means to be an objective observer of themselves and report leaving YES! with a newfound sense of empowerment.

Working together, through partnership and interagency coordination, the JCPS Pre-ETS team is excited about engagement with all community stakeholders to better support, prepare, and inspire students with disabilities.
Greetings!

I would like to formally introduce myself, as I eagerly begin work in Jefferson County Public Schools (JCPS).

My name is Ashley N. Duncan. I am a proud Louisville native and JCPS graduate. Most of my career has been spent increasing diversity and inclusion and managing employee relations, civil rights, and Equal Employment Opportunity (EEO). I most recently held positions at the Transit Authority of River City (TARC).

My statement of focus is listed below. This statement should provide some perspective as to what the future of my role and will be:

• Assist JCPS leadership and our district partners to strategically meet the needs of the students, staff, and community through cultivating a diverse workforce, which will be reflected in prospective applicant pools and active/intentional recruitment, hiring, and promoting of diverse, qualified candidates.

• Support qualified individuals and resources with an emphasis on minority representation to ensure long-term development and sustainability in diversity hiring as we continue to further increase capacity within JCPS in support of the goals outlined in our district’s strategic plan, Vision 2020.
To many readers of this publication, the figures will come as no surprise:

- Black students are largely not reading on grade level.
- Black students are less likely than other groups to graduate high school.
- Black students are underrepresented in Gifted programming.
- Black students are more likely than other groups to be taught by teachers with few years of experience.
- Black students are less often than White students taught by teachers who share a racial identity with them.
- Black students are less likely than other groups to be prepared for college or a career when they do graduate.

*Disparity to this extent is clearly a social justice issue.* It is, at a very base level, morally wrong to leave so many of our children and families behind in society, mitigating opportunities to lead a prosperous life, perpetuating the disparities we see in Louisville and across the country. It’s wrong, nothing short of life and death.

Obviously, education is linked to employment and earning. Low academic achievement is related to criminal justice involvement and linked to lower life expectancy.

If we are not moved by this gross injustice that is being perpetuated, maybe we should consider that it is more than a moral mandate: It’s an existential imperative for our city. Fewer than half
of JCPS students are White. While there are of course many students in private schools, we cannot continue to leave so many of our students out of the system. In order to maintain a sufficiently educated workforce, which demands more highly skilled workers, all of our students must be prepared for college and/or a productive career, in order to meet the needs of businesses. Otherwise, Louisville’s economic promise will never be realized as STEAM companies move, never relocate to Louisville, or worst of all, never organically develop because we simply do not have the human capital to support them.

Improved literacy among all students is in the best interest of everyone in the community. A literate community is a thriving community. “The common perception is that at least enlightened self-interest, if not divine compassion, requires that we humans ought to be decent to one another” (Newman et al., 1993, p. 91).

JCPS and other community entities such as Metro Government, Metro United Way, the Louisville Urban League, and many others are increasingly recognizing the role that external factors play in academic performance, and which we in JCPS see regularly. These factors include lack of supervision at home (often due not to drug use or negligent parents, as many will undoubtedly assume, but to parental employment or other responsibilities), family drug use, violence, homelessness, challenges with the English language, etc. These are community problems, which we all are responsible for addressing. Such challenges can translate into low academic performance or behavior problems.

Diversity, Equity, and Poverty Programs in JCPS, under supervision of Chief Equity Officer, Dr. John Marshall, has produced two previous editions of the Envision Equity Scorecard (https://www.jefferson.kyschools.us/node/1566), which have presented data and underscored disparities between student groups. With a first edition presenting 2013 data and a follow up presenting 2016 data, the Scorecard will soon get another edition. The four areas that were presented in the previous two editions—Literacy, Culture and Climate, College and Career Readiness, and Discipline—will be supplemented with Opportunities and Access, for a total of five areas.

An improvement over the previous versions, the new Scorecard will present school-level data in addition to District-level, which will provide helpful information for principals as they develop strategies for their schools. In addition, promising interventions that are being implemented elsewhere to
address disparities will be presented. Further, current JCPS interventions and programs that members of the community, and members of the JCPS community, may not be aware of will be explained.

In featuring promising practices that are working in other cities, we present the community with opportunities to support students in ways that could bolster their school performance. The solutions are not obvious, and will necessarily be complex, but in this Scorecard, some starting points are presented in accounts of strategies that seem to work in other communities; surely we can replicate some of the successes in Louisville.

Below is a brief overview of the five sections of the Scorecard, including why we should be concerned about these areas. Following the table is more detail on each of the five Scorecard areas.

<table>
<thead>
<tr>
<th>Scorecard Section</th>
<th>Data Points</th>
<th>Why we should care</th>
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</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>We see that Black students have the lowest reading proficiency average of all ethnic groups. The proficiency rate for Black JCPS elementary students is just 29%.</td>
<td>In addition to hindering future school achievement and success later in life for individual students, we are jeopardizing our city’s future workforce. This is a moral problem as well as an economic challenge.</td>
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<tr>
<td>Discipline</td>
<td>Black males accounted for about 43% of all suspensions in 2016-17, even though they are fewer than 19% of all JCPS students.</td>
<td>When students are suspended they become less engaged in school, and school performance is negatively impacted. Overly punitive environments harm school climate, and reduce performance of the entire school.</td>
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<tr>
<td>College and Career Readiness</td>
<td>In 2017, only 38.1% of Black graduates and 53% of Latino students were CCR. Sixty-nine percent of White students were CCR.</td>
<td>Again, we all will suffer—not only individual students—when we are graduating so many seniors who are considered ready for neither college nor a career. We are only perpetuating the cycle of poverty and unemployment among our communities of color if we don’t support our students in their transition to adulthood.</td>
</tr>
<tr>
<td>Culture and Climate</td>
<td>For all measures, Black students are least likely to report feeling positively about their school environments. Interestingly, Latino students report more positive feelings than White students.</td>
<td>School culture and climate is a priority for our acting superintendent. A positive school culture and climate leads to an environment conducive to both teaching and learning. When culture and climate are poor, students can disengage and exhibit negative behaviors, and teachers are more likely to leave.</td>
</tr>
<tr>
<td>Opportunities and Access</td>
<td>Many students of color do not have any teachers of color. Schools with higher poverty levels have teachers who are less-experienced. G&amp;T and AP both have underrepresentation of Black and Latino students, illustrating disparities in opportunities and access.</td>
<td>When students have a teacher who shares the same ethnicity, they are more likely to perform better academically. Because so many of our teachers are White, students of other ethnicities are at a disadvantage. Limiting access to enriching academic opportunities (e.g., Gifted programming and Advanced Placement) restricts ability to realize full academic potential, which also in turn cripples our future workforce.</td>
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**Literacy**

Scorecard data indicate Black JCPS students have lower levels of reading proficiency than any other racial group. 2017 KDE data show that only 29% of Black JCPS elementary students were proficient or distinguished in reading. The number for White students was nearly 60%. (For Latinos and Asian students,
who together make up a much smaller share of JCPS students, the figures were 40.1% and 68.3%, respectively.) We also see the proficiency level for Black students who pay for lunch is similar to that for White students who are eligible for free lunch (50% and 46%, respectively), which counters a regular argument that disparities should be attributed to income, rather than to race.

**Discipline**

In the 2016-17 School Year, Black males received more suspensions than any other group, followed by Black females. Black males accounted for 42.5% of all District suspensions (while making up 18.6% of the total student population), and Black females accounted for 25.0% of all District suspensions (while accounting for 18.1% of the total student population) (source: 2016-17 Data Books). There is evidence that suspensions account for about a fifth of the academic performance difference between Black and White students (Morris & Perry, 2016). Suspension exacerbates feelings such as apathy, anger, and disengagement, which increases the likelihood of more suspensions. In other words, it could be argued, suspension begets suspension. The rationale behind suspension is that it removes troublesome students so others can learn without distraction or disruption. However, overly strict environments undermine control, and in fact can foster anxiety and distrust, which can impede the learning environment for all students. Punishment is effective only if it is moderate, consistent, and perceived by students as fair (Perry & Morris, 2014).

Hence, it is important to identify alternative discipline strategies, which are less likely to decrease engagement or increase resentment, and which will result in positive outcomes for both teachers and students. Restorative Practices is being implemented in a few JCPS schools, with plans for future expansions, and shows promise as an alternative to suspension for some referrals.

**College and Career Readiness**

In 2017, 65.1% of JCPS grads were College or Career Ready (CCR). This figure reflects wide variation between racial groups. For example, in 2017, only 38% of Black students were CCR, and only 53% of Latino students were ready (source: JCPS Data Books). This is alarming! These figures only reflect the readiness of graduates. According to KDE, in 2016-17, the graduation rates for Black and Latino students were 78.2% and 75.8%, respectively; if we included students who did not graduate, the CCR rates would most certainly be even lower. Again, not only are individual students losing opportunities
for future success, but we are hindering our economic stability as a city. We are now a majority-minority school district, which means that fewer than half of our students are White. If we are to sustain economic growth and vitality of our city, we cannot keep perpetuating a system that keeps students of color from achieving to their full potential.

**Culture and Climate**
For all measures reported in the Scorecard, Black students are the least likely group (out of Black, White, and Latino students) to report feeling positively about their school environments. Interestingly, Latino students report more positive feelings than White students. Culture and Climate are related to suspension rates (Bottiani, Bradshaw, & Mendelson, 2016) so addressing one should improve the other. An overly punitive environment can foster anxiety and create distrust. This, in turn, can impede the learning environment for all students, even those who do not get suspended. This anxiety hinders academic performance (Perry & Morris, 2014). Thus, improving culture and climate may decrease the suspension disparities described above.

Acting Superintendent Marty Pollio has prioritized school culture and climate, which is a hopeful sign that we might see more resources and support for schools. A positive school climate should increase student engagement and be reason for more teachers to continue teaching.

**Opportunities and Access**
One of the most important updates to the Scorecard will be the section on Opportunities and Access. Included are the following data points: teacher ethnic diversity, enrollment in Gifted programming, years of teacher experience, and participation in Advanced Placement.
Teacher ethnic diversity

Most (84%) of the teachers in JCPS are White, but fewer than half of our students are White. This is troubling for a number of reasons. Black teachers tend to have higher expectations for Black students than non-Black teachers do, when comparing the same students (Gershenson, Holt, & Papageorge, 2016), and there is evidence that when students share demographic characteristics with their teachers, they perform better academically (Dilworth & Coleman, 2014; Egalite, Kisida, & Winters, 2015; Pitts, 2007). At a handful of JCPS schools there are no teachers of color. This is an example of disparate impact, in that the school setting itself will theoretically impact student groups differently, with White students experiencing more favorable outcomes than other student groups. Further, Black students are more likely to be referred to Gifted and Talented programs (discussed below) if they have a Black teacher, even if controlling for assessment scores (Grissom & Redding, 2016).

JCPS teachers are largely dedicated and devoted to their students. This discussion is by no means meant to condemn individual teachers. Rather, we should continue to support teachers through ongoing cultural competency training; intensify our efforts at improving school culture and climate so teachers, staff, and students all benefit; and expand existing efforts to recruit and retain teachers of color.

Gifted programming

KPREP scores are, unsurprisingly, higher among students enrolled in Gifted and Talented programs. However, Black and Latino students are underrepresented in gifted programming. In JCPS, nearly 20% of White students are identified as G&T, but only 8% of both Black and Latino students are. This is not unique to our District. Research has found that even after controlling for social factors and assessments, Black and Latino students are less likely to be referred for gifted programming (Grissom & Redding, 2016). However, a Black student is more likely to be identified as gifted if his or her teacher is also Black (Ford, Moore, & Scott, 2011; Grissom & Redding, 2016). (As is pointed out elsewhere on this Scorecard, we know that JCPS has few Black teachers.) Scholars point to diversified curriculum
and teacher training around culture, history, and social context as promising approaches to increase Black and Latino enrollment in gifted programming (Ford, Moore, & Scott, 2011).

**Years of teacher experience**
Many of our most challenged schools—those in priority status, with concentrated poverty, with large populations of gap students, etc.—tend to have teachers with fewer years of experience than the schools with less poverty and fewer students of color. While teacher mobility at priority schools is perhaps unsurprising, this fact is a systemic barrier disproportionately faced by JCPS students of color, another example of *disparate impact*. The new Scorecard will present publicly-available data from the Kentucky Department of Education on years of teacher experience by school.

For example, at one of our high poverty schools, whose student body is nearly 90% Black, the average teacher experience is 3.3 years. While we clearly always welcome new teachers to the District, it is unfair to both students, who do not benefit from experienced educators, and new teachers, who may not be fully equipped to handle the extra challenges present at the school. At the other end of the spectrum, another school’s average teacher experience is 18.6 years; fewer than one fourth of its students are Black.

We need to explore ways to support teachers at schools with many challenges, as well as find ways to retain experienced teachers (there is not evidence that higher pay alone will do it).

**Participation in Advanced Placement**
While only 37% of JCPS high school students are White, 65% of all AP test takers were White in 2016-17. Further, White students got credit at twice the rate as Black students (50% vs. 25%) and about 50% higher than Latinos. The Advanced Placement equity challenge is thus two-fold: Black and Latino students are less likely than White students to take an AP test, and they are less likely to get a credit-bearing score. Because this is a phenomenon unique to high schools, it is important that we work to address the other equity issues, discussed above, earlier for students.

**Conclusion**
We have known for a long time that JCPS outcomes vary by ethnic group. The Envision Equity Scorecard has emphasized, with considerable community attention, these stark differences. The additions of Opportunities and Access, school-level data, and best practices will improve the utility of the Scorecard and turn community conversations into community action.
Louisville & Southern Indiana came alive and colorful during its transition to fall starting October 9 until the late winter season November 2017. In conjunction as the John Maxwell Team, led locally by Leadership Coach Lettie Johnson, Chief Empowerment Officer of a fast growing small Business Gifted By Design Leadership and Consulting, hosted and trained over 12,000 students between the ages of 8-18 years in schools around Kentuckiana.

The John Maxwell Team Global Youth Initiative is an international movement comprising hundreds of free community events with topics ranging from leadership development to anti-bullying, self-esteem and more to help the youth in communities around the world thrive.

This event is dedicated to helping kids, teens, and college-age students between the ages of 8-26 years old in our community. Schools around Kentuckiana become change makers was part of a global event where 264,000 young people were served through the John Maxwell Team Global Youth Initiative at a series of programs held worldwide.

Speaking on the importance of the event, Lettie Johnson said, “With John Maxwell, I’ve learned that leadership develops daily, not in a day. Our goal is to spark an intentional and lifelong leadership interest in today’s youth.”

According to the United Nation International Children’s Education Fund, two out of every person below the age of 20 years is faced with struggles rising from low confidence, fear of failure, and bullying – a challenge the John Maxwell Team are committed to solving.

Check out a few of the highlights from the school and community events held below; we would with Community Partners such as Kentucky Higher Education Assistance Authority, YouthBuild Louisville, CityLife, & Jefferson County Public Schools and more.

Our special feature was sharing the platform with JCPS Male High School Graduate, Intern for GBD, & Simmons Scholar Ms. Tierra Beard. “Peers, learn to use your failure, pain, and heart ache to thrust you into greatness”.

The youth leadership training is available to any youth organization or school group. For more information about visit www.johncmaxwellgroup.com/LettieJohnson.

Gifted By Design Leadership and Consulting is an business comprised of John Maxwell Team Members with an emphasis on connecting, consulting and coaching. The John Maxwell Team is a group of independent John Maxwell Certified coaches, teachers and speakers, who offer workshops, seminars, keynote speaking, and coaching to aid personal and professional growth through study and practical application of John Maxwell’s proven leadership methods.
A Multicultural Curriculum That Encompasses HIStory and Promotes Social Justice for All

By Robert Gunn—Principal W.E.B. DuBois Academy

As the proud new principal of the W.E.B. DuBois Academy, I have enjoyed the opportunity to hold countless conversations with individuals regarding the need for, and misperceptions about, this innovative program. Our middle school program starts with 150 sixth graders in August and will grow to 450 sixth, seventh, and eighth graders over the next three years. Each young man we serve will receive rigorous instruction and support to help him succeed in the classroom and in life. Research shows that if we are to close the achievement and opportunity gaps, students must feel a sense of belonging at school, be engaged with lessons taught in the classroom, and see themselves reflected in the curriculum.

As an African-American male, my K–12 educational experience lacked these research-based practices, especially seeing myself or other minorities and cultures reflected in the curriculum. Outside of every February, where we discussed Dr. King and Rosa Parks and had a one-day Black History Month “celebration,” there was very little discussion about prominent individuals of color (male or female) who positively impacted our nation. I was taught that the history of my ancestors began when they arrived in America on ships that brought
them from Africa. The extent of the conversation about slavery in the United States was that it was “bad.” At the W.E.B. DuBois Academy, our staff will intentionally ensure that daily instructional content and culturally responsive pedagogy will eliminate the educational malfeasance I experienced as a student. Unapologetically, we reject the type of education I received and aim to educate and equip the young Kings of the DuBois Academy to be agents of change in our community.

The goal of our curriculum begins with detailing a complete history from multiple lenses and cultural perspectives, not just one dominant, Euro-centric narrative. In order to improve the systems and structures of our nation and not further perpetuate past mistakes, our young men must be exposed to the fact that history is littered with discriminatory practices that have marginalized members of minority groups. Additionally, our young men must learn that throughout this same history, there have been individuals who look like them, along with some men and women who do not, who have fought tirelessly to lead change in countless professional fields, not just cotton fields, as some textbooks claim. As Dr. Marshall often states, “Until Hidden Figures are no longer hidden, our curriculum is failing kids.”

In addition, to ensure that entire histories and perspectives are exposed and “hidden figures” are revealed, our curriculum is intended to teach young men how to defend, discuss, debate, and think critically. Teaching these academic skills coupled with our P.R.I.D.E. values (Perseverance, Resilience, Initiative, Discipline, and Empathy) will allow us to meet the goal of equipping young men to be leaders of change for us all. The following quote from former United States Secretary of Education John King sums this up beautifully: “I am convinced we will make better choices when we grapple with history in all its complexity—the ugliness and the glory—and when we commit ourselves to increasing equity and opportunity for all.”

OnePride. OneBrotherhood.
Cassiopia Blausey has been hired by Jefferson County Public Schools (JCPS) as the director of school choice. She will be responsible for supporting the Jefferson County Board of Education (JCBE) in its role as a charter school authorizer. Her role will also include providing administrative leadership, management, and implementation of district processes and procedures as they relate to charter school authorization.

Blausey was previously a policy advisor for the Kentucky Department of Education’s (KDE) Office of Continuous Improvement and Support.

She is a former teacher in Nevada, assistant Commonwealth’s Attorney in Jefferson County, and research analyst for the state’s Office of Education and Accountability. Blausey is a graduate of Centre College and earned her master’s in education from the University of Nevada-Las Vegas and legal degree from the University of Louisville.
My name is Talisha Ford. I am the President of the Greater Louisville Alliance of Black School Educators, commonly known as GLABSE. A member for several years, I have witnessed the important role GLABSE has played in our community. Currently, I serve JCPS students and families as a Certified School Social Worker.

It is an honor to represent GLABSE, which has been an influential organization to me as well as countless others in K-12 education and beyond. I am grateful for this opportunity to support our students, highlight the successes of educators and staff, and collaborate to navigate the challenges inherent in a district the size of JCPS and a state like Kentucky that possesses such a wide variety of strengths and needs. GLABSE has been active at the forefront and behind the scenes for many years. The organization has impacted public education policy, local board decisions, and the career advancement of many educators through mentorship, grants, and support.

As a voice for students and families, GLABSE has been involved in many areas from distribution of school supplies, to coaching parents and guardians on appropriate questions to ask teachers or administrators, to sponsorship of annual scholarships. GLABSE provides thousands of dollars in scholarships.
each year to graduating seniors. In 2016, the first GLABSE educator grants were offered to members in order to further their implementation of high quality teaching strategies through choice in professional development and resources.

Finally, GLABSE provides members with opportunities to engage with one another and explore current issues affecting teaching, learning, school culture and culturally responsive education. We encourage members to learn from each other’s experiences as well as challenges to create a more informed workforce dedicated to academic success. However, we must continue to move forward in such a way that demonstrates and celebrates our core value of furthering the academic success of all children by eliminating the achievement gaps and promoting high quality professional development for educators.

My pledge to the organization is to keep members informed about new and exciting things happening in GLABSE with sincere gratitude for the continued support of the JCPS family. GLABSE members pledge to continue to brainstorm areas of need, develop solutions, and collaborate on ideas with the goal of high quality educational experiences that develop life-long learners and problem solvers.

Our members like to say, “GLABSE is you and you and you.” We invite everyone, educators and citizens alike, to become more involved in our initiatives. The Ole’ Landmark, our newsletter, is published three times per year with updates, opportunities for action and information that keeps us connected to the greater Louisville community. Our meetings center around topics important to our profession and are open to anyone interested in creating a better future for our kids, through college or career and beyond.
THE IMPORTANCE OF MINORITY TEACHERS IN SCHOOLS

By Khamari Brooks—Fern Creek High School Senior

Over the past 6 to 7 months I have been deeply involved with a program called What's the Story? This program efficiently gets students involved and connected around the community. The overall idea of the group is to find something going on in the world today that you are inspired by, wanting to change, and that sticks with you for life. Projects can span a variety of topics, whether that be building a website for people who need to vent and talk about their addiction situations, figuring out the connect between the school to prison pipeline, or trying to separate gender roles.

When first joining What’s the Story? I had no idea of what I wanted my passion project to be. I just knew that I was involved in all of these social justice related things and wanted my voice to be heard. After thinking long and hard about this passion project, I came up with the idea of making people aware of cultural appropriation. The idea was very close to being my ending result, but I knew I needed something that would spark conversation around the state. The obvious topic that needed to be brought to life and discussed was the lack of minority teachers in the school system.

The importance of minority teachers for students of color in classrooms needs to be stressed because students are more likely to understand and engage and content more if they are being taught by someone who looks like them. My overall goal in this project is to empower and encourage students of color to branch out into the career of teaching because they are needed to educate the future students who will be in their shoes along the road. People as a whole are more willingly to listen and gravitate toward people who look like them, so if the
majority of teachers are white then how are students of color actually going to thrive? I know that in my entire school career I have only had three teachers of color, which I never understood. I always wanted teachers that look like me, just because I know I can relate and connect with them on a more serious level which leads me to success in the classroom. Most students of color usually do not have the best time at school, due to suspensions, fights, misunderstandings, etc. If all of this is going on in their minds, there is no chance that they will go to college to be a teacher, let alone attend college at all because of negative experiences they’ve had in the classroom.

It’s very hard to keep a student’s attention in the classroom about a subject that they don’t necessarily care about, so teachers need to incorporate deeper learning into the classroom in order to keep all students tuned in to the content. Deeper learning is the easiest way to keep students on track, especially minority students in my opinion. If students of color feel like they can relate to the content more, they will be more likely to succeed in their classes. If these students are actually doing well in their classes, then maybe their views on school will change. Before there are any minority teachers getting hired into the school system, the “school culture” has to change and that starts with current teachers and/or educators.

All voices of students need to be heard in a school setting. I’m grateful to be a part of these amazing groups and organizations that actually give me that outlet to express my views on important situations in education and real life. I’m pushing for all students to have a voice in the school system. Any student of color could be an empowered leader with the right guidance, sometimes they just need that extra push... like a teacher of color.
Upon hitting the streets after graduating the police academy, I realized there is so much focus on young boys and men. I would respond to so many calls of crimes that were affiliated with boys/men, and so many troubled/lost girls were in the background. These young girls were being overshadowed, and they reminded me so much of myself. I had to come up with something to be able to help these young girls, and let them know that they can have a successful future no matter what obstacle is thrown their way.

I started off small with my mentor program by mentoring middle and high school kids at the YMCA and one middle school. As time went on I knew I had to come up with a name for my program. With so many girls suffering from a silent struggle, I wanted every girl that I come across to know that they don’t have to be lost in their struggles, and that is how I determined “No Girl Lost” as the name of the mentor program.

I entered the 2015/2016 school with eight groups of girls, and there were a little over 115 total. I contacted the schools, send them an outline of No Girl Lost, and ask them to put the girls who are struggling the most with behavioral issues, communication, home life, grades, attitudes, and so on. For the current 2016/2017 school year, No Girl Lost holds seven groups with nearly 100 girls.
I enter day one by telling the girls my story and the struggles I faced as a young girl and in my early adult life. I then go around to each girl and ask them whom they reside with. Some live with Mom, Dad, Grandparents, Aunts, Uncles, Cousins, or some may be adopted or in foster care. Whenever I have a girl living with one parent or neither parent, I challenge them. I will them ask them where are their parent(s). This is a very tuff question for the girls because they have never been faced to accept their pain of not having that parent or parents. This is all good for them, because this is the beginning of the girls finding themselves and being in tuned with themselves. Now, this day is always emotional for them and many tears will occur that day. This is why each girl enters No Girl Lost with a journal, they need to be able to express themselves outside of group someway, because our topics are deep, and they will leave group with our topic for the day on their mind.

Day two is opened up with asking each girl to define themselves. It never fails; none of them know what I mean when I ask that question. I’ll give them an example and say “if I look up the word beautiful, it’s going to give me a definition, correct?” “I want you to do the same for yourself”. It is always heartbreaking to listen the first time I do this. It never fails, each girl has something negative to say about themselves, they talk low and with their head down, there is no confidence at all, and some simple say “I don’t know”! Now, as time goes on with group, they do get better, but it takes a lot of work. No one is asking these girls to define themselves, so when I come in, they are just lost and don’t feel like they are worthy of much.

The given topics are what is discussed during group, but not just limited to the given topics. Girls will come to group with their own issues or something that they need to let out, and there is no one else they can express themselves to.

- Home, social, and school matters
- Importance of education
- Value and respect within yourself
- Do you know your worth?
- Who is the adult raising the youth?
• Are you comfortable in your own skin?
• Do you feel like you have to fit in to be accepted?
• Do you act out? Or do you observe?
• Who helps you with homework or your daily needs?
• What are your activities after school and on the weekends?
• Do you feel loved by family, or do you shut your family out?
• What or who hurts you the most?
• What or who makes you happy?
• What do you hear about violence, drugs, and gangs from your peers? What is right and wrong in your eyes? Are you comfortable to let someone know when wrong doings need to be reported? Or are you afraid to speak up?

Mock interviews
Bullying (cyber, school, and personal)
Children of incarcerated parents (financial hardships, trauma, and witnessing violence)
College application (FAFSA)
Family tree
Building relationships with teachers

For each girl who completes No Girl Lost will be able to attend the dance at the end of the school year. The dance will consist of a DJ, pizza, drinks, candy & cookies, and prizes for each girl. The location of the dance will be decorated like a miniature prom. All the girls need to bring is themselves. The dance is my way of showing them that I appreciate them also, and I’m thankful that they were able to complete the program.

I struggled with a silent struggle as a child. I was left with the “why am I not good enough for my father to want to be in my life”. I always thought the street life was more important than me. I played sports, made good grades, and was a pretty good child coming up. I never saw myself good enough
to have that father daughter bond. My father eventually served 13 years in the penitentiary. My Father was released in 2009, but unfortunately he was killed in 2015. The father daughter bond will forever remain a mystery to me.

My Mom was a great mother, tried her hardest, but single mothers also have the silent struggle. I see a lot with me being her first and her only being 19 when I was born. I thank her, but I’ll never know what it is like to have a family bond.

When I became a mother, I was left to take care of a precious boy on my own. There were many times that I didn’t know how I was going to make it. I wanted to throw in the towel because I felt like the world was on my shoulders. There were many all-nighters to study for exams or pulling double shifts to make rent or to purchase groceries. I relied on government assistance to be able to make a way, and help focus on finishing college.

I knew I had a little person that would grow up and look at me as their role model. No matter how hard things got for me, I had to keep pushing for Landyn. I also had to beat the odds, because I did become a statistic, and I refused to fall short. With determination and the will power; I graduated college May of 2012. I graduated the police academy August of 2013. We (my son and I) became a home owner July 2014.

On Friday September 29th, 2017; I received the 2017 Break Thru Guru award for No Girl Lost.
As a child growing up in the California neighborhood, it was hard to imagine myself in a world beyond 9th Street. West Louisville was the only area of town generations of my family had ever known. I love the west-end and the good people who reside there, but even as a child, I despised certain conditions, violence, and the effects poverty had on my community. Fortunately, I had access to people and programs that without a doubt, changed the trajectory of my life.

Like many youth in low-income neighborhoods, my family had to navigate numerous challenges, including my mother's illness and disability, alcoholism, poverty, and homelessness. Considering the challenges we were facing and my mother's limited income; the out of school time programs offered at the California Community Center, Parkland Boys and Girls Club, and the YMCA provided me with
a necessary daily escape that was completely free. The hours I spent in those facilities kept me out of trouble, provided me with alternatives to the streets and negative influences, and allowed me to be surrounded by likeminded positive friends, mentors and coaches.

Some of my favorite childhood memories are playing in the Muhammad Ali Football League with the California Park Jets and taking camping trips to the YMCA's Camp Piomingo. My first experience traveling outside of Louisville and staying in a hotel was while playing little league football. At Camp Piomingo, I remember nervously propelling down a 50-foot tower and riding a horse for the first time.

Those childhood experiences may be underwhelming to most people, but they were life-changing events for me. They increased my confidence, and I became more optimistic about my future. The exposure to new places and new experiences convinced me that the world is, in fact, bigger than the neighborhood and even the city I was growing up in. My eyes were opened to the opportunity I had to create a better life for myself. All the while, my coaches, and mentors were continuously encouraging me to work hard, make smart decisions, and they stressed the importance of education. As a young man, out of school time programs gave me hope!

Today, the view out of my office window at the corner of 16th and West Broadway, is simply surreal. It is awe-inspiring because I remember walking these very streets as a child. As the new Director of Youth Development and Education at the Louisville Urban League, I am proud to lead our out of school time programs, serving hundreds of students each week and providing youth with pathways to becoming successful academically, personally, and socially.

I am blessed with the privilege of paying forward the experiences that were given to me by creating and providing engaging programming for the youth in our community. Our primary focus is education as an essential means of empowering our youth with the knowledge, skills, and self-confidence to be successful in school and life. We offer various youth programs to reach elementary, middle and high school students.

Street Academy and Project Ready are two of our longest running youth education programs. Street Academy is an educational enhancement program that provides academic enrichment, increased social/behavioral skills, and cultural enrichment for fourth and fifth-grade male students in five
different Jefferson County Public Schools. Street Academy instruction emphasizes a direct reading curriculum model with literacy enhancements. Additionally, students engage in martial arts and chess instruction to increase discipline and self-resiliency skills.

Project Ready prepares students for a successful transition from high school to college. The program focuses on college and career exploration, academic enrichment and leadership development. Students that participate in Project Ready graduate from high school “college-ready” and are equipped with the life skills and tools that support success in college and beyond.

Two of our newer youth program offerings are G.L.O.W. (Girls League of the West) and L.Y.R.I.C.S. (Louisville Youth Resisting Injustice & Changing Systems). G.L.O.W. provides workshops geared towards empowering black girls in middle school to motivate, liberate and celebrate themselves. L.Y.R.I.C.S. provides a space for high school students to discuss the relationships between elements of hip-hop culture and social justice, and how various social sciences have historically affected communities of color.

In addition to offering various program options, The Louisville Urban League demonstrates its commitment to the success of our youth by continuously educating and training our staff to ensure that we are providing relevant, effective, high-quality support. We participate in Metro United Way's BLOCS system, which provides training and learning opportunities for youth workers. They also evaluate our programs and identify any gaps in service, to ensure program quality.

So many of our youth need inspiration and hope. They feel the odds of being successful are stacked against them, and the genuine support they crave is limited or non-existent. As a young man growing up in West Louisville, I felt the same way, until I began to participate in out of school time programs. And it doesn't take much time to see the benefits of your child participating in youth programs; just 30 hours of quality out of school time programming has a direct correlation to success in school and high school graduation. Considering that students are only in school 20% of their lives, it is crucial that learning continues outside of the classroom. Out of School time programs provide that learning opportunity, as well as help our youth build skills, acquire passions, and take on responsibilities for changing their worlds as they grow, learn and develop. I am living proof!

Sam Johnson is the Director of the Youth Development and Education at the Louisville Urban League. For more information on the Louisville Urban League, its programs and services, visit www.lul.org.
During my high school academic years I started an after school club with the help of my computer teacher called, Girls Who Code. Girls Who Code has opened multiple doors for me and the girls I explore code and computer science with. For an example, being the president of Girls Who Code helps me to reach out to other young teens on expanding their horizon of knowledge by learning computer science. Sadly some students learn throughout high school without learning any type of computer science at all. Code helps my girls and I receive extra experience with learning code after school.

Every week when the club, Girls Who Code, meets we always learn something new. For an example, some days we learn about new computer languages, others we learn about the hardware aspect of computer science. My group and I contribute to the community because right now Women are a minority in the computer science field, whether it’s in the work force or in schools. My group and I want to make this change in society.

My girls and I are currently empowering and encouraging every female that anything is possible with education, motivation, and knowledge. Due to me also being a senior I have
became the class spokesman and have received the opportunity to talk on television multiple times. While receiving interviews on my computer science experience I speak on my schools behalf on how we rebuild and code computers to donate to the unfortunate. We have even been given the opportunity to get the idea and word out on Girls Who Code and the mayor’s state address. This is our way of giving back to the community because due to this generation and era it’s important to have a computer to learn, fill out job applications and more. This contributes to families as well because when in need they are able to receive a refurbished computer as well.

With being a mentor and a role model in Girls Who Code I’m able to set the tone that Girls don’t have to feel intimidated or uncomfortable because they won’t have many individuals similar to them. I have the passion to empower others to develop their knowledge in computer science and more.

When joining Girls Who Code to help break the ice and help others stop feeling intimidated or overwhelmingly challenged by the subjects we have speakers who come in to tell their story. For example, so far this year we have had speakers such from Humana and government agency to explain code to us and talk about their general journey of being a minority in the computer field. We learn the hardware and software aspects of computer science so then we can be useful within any job we desire to join. In addition, more importantly so we can benefit our community and classmates making the learning environment a more equal environment fee for equity and education for everyone.
Please Have a Look at a Few of the Winners of our MLK Courage 2 Create Poetry Contest!

**The Brightest Star**
By Grant Berkley
Kammerer Middle School, 7th grade

Almost 50 years ago, a bright star fell.
An incredible man who we all know of well.

He came in a time when we needed a voice.
When equality and freedom didn't seem like a choice.

"Be concerned about your brother" is what he would say.
Those words are just as important today.

His legacy means so much to us all.
We must stay united or divided we will fall.

"We've come so far but have so much further to go"
It's what he told us then but we still need to grow.

You see I AM Martin Luther King's dream.
And I want us all to play for the same team.

Remember to shine bright and be true to who you are
Because "only in the darkness can you see the stars."

**Together in the Darkness**
By Ellie Koloms
Bloom Elementary, 3rd Grade

My heart hears you from a mile away
My heart sees you from a mile away
You are fierce
I am strong
We stick together all the way
Down the road

Even if we get lost
We find each other
In the darkest places
We rise up together
Like angels on feathered wings

**Dr. King Had a Dream**
By Chrysette Diggs
Brandeis Elementary School, First Grade

Martin Luther King had a dream
That we would work as a team.
We shouldn't care about the color of our skin.
Let's get along and be good friends.
There was a man who had a dream

Of peace, love and harmony.
Now let's put are hands together
And go to school and play with each other.
And I want us all to play for the same team.

Remember to shine bright and be true to who you are
Because "only in the darkness can you see the stars."

**Full List of Winners**

K-2:
- Chrysette Diggs, 1st grade – Brandeis Elementary – Dr. King Had a Dream
- James Flowers, 1st grade – Foster Traditional – Only in the Darkness, We See the Stars
- Atonia Parks, Kindergarten – King Elementary - Stars

3-5:
- Navarra Brailynn Brewer, 3rd grade – Lincoln Performing Arts – Beautiful Darkness
- Syesha Gary, 4th grade – King Elementary – Find Your Star, Let it Shine
- Ellie Koloms, 3rd grade – Bloom Elementary – Together in the Darkness

6-8:
- Grant Berkley, 7th grade – Kammerer Middle - The Brightest Star
- Believe Chakenya, 7th grade – Farnsley Middle – Rise
- Alex O’Connor, 8th grade – Brown School – Martin Luther for a Day

9-12:
- Shaylee Skaggs, 10th grade – Brown School – We are Stars
- Brittany Johnson, 12th grade – DuPont Manual – Press On
- Casey Guzman, 10th grade – Ballard – Far Away Stars
Street Academy Student Spotlight

Malachi English
Wheatley Elementary
5th (First year in SA)

Malachi consistently leads the boys by setting an example of discipline and composure, no matter what is going on around him. He has a rare sense of focus and a thirst for knowledge that is rarely seen. He excels in every area of Street Academy and is always eager to help other young men. In essence, he is the epitome of what a model student should be.

Favorite book: Diary of A Wimpy Kid - Because “It is someone’s journal and gives me a look into their thoughts and daily life. I can relate to some of it. It is a great personal narrative.”

Reasons for enjoying Street Academy: “It gives me a chance to get away from home and my video games, and a reason to be active.”

Future Aspirations: Truck driver - “They make a lot of money, and my mom bought me a lot of trucks when I was young. I love trucks... I always have.”

DeAndre Hicks
Byck Elementary
5th Grade. 1st year of Street Academy.

DeAndre Hicks was selected for his willingness to learn and eagerness to answer question and situations in class. He has a great attitude, gets along with his peers and is a great leader in our class sessions. He has embodied the art of being a student who wants more out of life.

Favorite Book
The Gun

What they want to be when they grow up?
DeAndre wants to be Basketball Player.

Reasons for enjoying Street Academy: He says that he loves everything about Street Academy. He enjoys all of our activities and spending time with his brothers.

Elijah Ferrell
Rangeland Elementary
5th grade

A natural curious but very inquisitive young man who is always on point, always has the correct attitude and always goes out of his way to show us he wants to be here and this program is important to him.

Favorite Book - 12 Rounds by Muhammad Ali.

What they want to be when they grow up - Professional soccer player.

Reasons for enjoying Street Academy: SA is fun and he gets to work on improving parts of himself while learning how to grow into being a man.

Javion Arnold
King Eementary School
Fifth Grade

Favorite Book - Javion loves both novels The Bully"and The Gun.

Javion wants to be an entrepreneur.

Javion because leads by example. His grades are very important to him and he’s a very open-minded young man. He practices the art of listening and he tries to apply what he learns to his life on a daily basis. Exemplifies that leadership is not necessarily the one who is in charge, but rather the one setting the example.
Miriam Makeba used her remarkable voice to inform people around the world about the injustice of South African apartheid. She escaped South Africa and used her songs to tell the world about the struggles of her people. For years, she was exiled from her home for speaking out and her music was banned in her country. She was threatened and feared for her family, but it did not stop her.

Long before Rosa Parks, there was Elizabeth Jennings. Jennings was a young African American woman living in New York in the 1850’s. One day, on her way to teach a choir class at her church, Jennings was refused passage on a streetcar because of her skin color. The conductor injured her when she refused to leave the car. In a stunning victory that involved luminaries such as Frederick Douglass and future president Chester Arthur, Elizabeth Jennings sought and won legal damages against the streetcar company. This victory set a legal precedent against segregation in New York. Many of the book’s pages are dedicated to pictures, newspaper clippings, and background information that are interesting and serve to break up the text.

During the summer of 1963, around thirty African-American girls aged 11-16 were confined to a dilapidated prison cell outside of Americus, Georgia for their involvement in peaceful Civil Rights Movement protests. The girls were locked in a single dirty room without working toilets, clean bedding, or decent food. Many of the girls became ill in the hot, bug-and-waste infested cell, but they held firm to their belief that their cause was worth the suffering they endured.
A FUTURE EDUCATOR ON THE RISE

By Orvelle Thomas—Senior, Atherton High School

Many 6-foot black males aspire to become a professional basketball or football player. I have been urged and motivated to be apart of that population because of my outstanding height. Having parents who were both 5’10 and athletes, many assumed I would continue that “tradition” when I started high school.

Things took a turn when I started getting involved in my education class and other school programs. The last three years have provided me with opportunities to work with children and teachers in their classrooms. I have made lesson plans, and observation notes while working in the classroom each school year. Each year, I have worked with a different elementary school, choosing a different grade level to work with. So far, I...
have worked with kindergarten, first grade, fifth grade, and now third grade.

Last year, I chose to take my role as a teacher assistant serious at Bloom Elementary School and decided to get as involved as I could. I worked in a fifth-grade classroom, where students always talk to me about the great things they do after school at the Childcare Enrichment Program (CEP). Being persuaded by staff, and students, I applied for my first position as a group leader in the YMCA’s CEP. To my surprise, many of the staff at Bloom were ecstatic to hear that I applied, and even personally recommended me to the site director. They were happy to see a familiar face take on a position that needed to be filled.

Working at Bloom has opened many doors of opportunities and has allowed me to build great connections. With the help of an amazing Assistant Principal, Kristie O’Bannon, I have been blessed to be able to build a remarkable reputation with administrators within the school district. Mrs. O’Bannon saw the potential within me to become a great educator and told me she would make sure I had “mentors and programs that would assist with my education.”

Fast-forward to 2017, I joined Educators Rising. Tammi Yowell, the chapter advisor at Atherton at the time (who is also my neighbor), had encouraged me to join and participate in the Educators Rising competitions held district and state-wide. I was a little hesitant to join because of my busy work schedule--but I was guaranteed that I would have time to be able to work on my competitions.

Although I didn’t win first place in the few competitions I competed in, I was so happy I attended. Not only did I compete, but I was able to hear from many guest speakers that worked in the education field. I heard tips, and stories from volunteers about what it takes to be a great educator.

Being in Educators Rising has allowed me to intern during my senior year. I leave school every day at 11 am, and head to Farmer

Continue on next page
Elementary School in Jeffersontown. At Farmer, I work in Mrs. Mattingly’s lovely third-grade class. With the help of the teacher, I can work individually with students who struggle with newly taught content; quiz students, and work in many ways to improve their reading and writing.

I absolutely love working at Farmer. Students are always walking around with a smile on their faces and are quick to scream my name when they see me in the hallway and in CEP. Not only do I work with kids academically, but I have also enjoyed spending wellness time with them. Weather permitting, I enjoy a game of toss, football or tag with the students. I have been to the ER because of how good I thought I was at football and slid and busted my knee.

When I can, I attend the third-grade basketball games! Right after work, I’ll head to Mid-America ready to see my Dragons play! I keep the homemade poster I made in my trunk, shouting and screaming while holding and watching them play! My third-graders will always know how much they mean to me and I will cry, and dread, as I reluctantly leave them on the last day of school.

“Why do you want to teach? You won’t even make a lot of money.” It is not an exaggeration when I say that I am asked this question daily. So “why do I want to teach?” you ask. As a child, I saw myself being a lawyer, judge, or an architect--working in a career that helped other people. Growing up, I frequently played school with my siblings--myself of course being the teacher. In the first few months of high school, I realized that the game of school I played, was what I wanted to pursue as a career.

I want to be the teacher that students get excited to see in the halls; the teacher that students get excited to work with. My classroom will be a safe place full of positive vibes, and a positive learning and social environment. My children will feel comfortable to speak to me about any school or home related issue. I will be the positive difference in my children's lives, making sure they’re engaged and focused. My children are not just students--they will be treated like children of my own.

When I start teaching, I will be teaching primarily in title-I schools. I prefer working with these students because I can better connect with them. I will provide what’s necessary for their success if their parents cannot. East end/suburban schools are not bad at all, but my preference would be an inner-city school. Students of color make up the majority of the population in those schools, and I feel that I will be a good, relatable mentor to all of them ensuring they have the necessities to be successful. Additionally, many male students lack the influence of a male teacher and role model.
While academic growth is important, I will always make sure my students are stable and grow socially and emotionally.

I plan to slowly work my way to an administrative position. I believe it can only be done with as much classroom experience as possible. Years after teaching, I plan to make every effort to become a principal or assistant superintendent. I want to be able to share the common vision of student success and growth across the many schools in Jefferson County.

At this year’s Educators Rising conference, each session I visited was by an educator holding a doctorate. The powerful words these leaders spoke truly defined the difference of teaching students and caring for students. They each stressed the importance of learning more about your multicultural students, taking care of students, and being a role model for students.

Towards the end of the conference, I was very grateful to be able to hear from Robert E. Gunn Jr., the principal of the new W.E.B. DuBois Academy. Mr. Gunn’s story was inspiring and striking to me. He’s taking on a role that I aspire to achieve, and has overcame many of the obstacles thrown at him as a young man.

The all boys DuBois Academy, will start off seating sixth-graders, and will slowly grow into a full middle/high school. Being an all boys school will eliminate distractions from the opposite sex that occurs in many other traditional schools allowing students to achieve the school’s mission which is to learn and excel, socially, emotionally, and academically.

The school will be based on an Afrocentric curriculum. This will allow students to learn more of what is traditionally only taught during Black History Month at most JCPS schools. Each student attending the DuBois Academy will receive either a Chromebook or an iPad—again, providing them with the necessary resources to be successful! I fully support this idea and I hope to see the DuBois Academy set the standard for school districts in other states.

As my high school career comes to an end, and college starts up—I plan to stay in Kentucky. I have been accepted to my top two colleges, Northern Kentucky University, and the University of Louisville. I plan to attend one of these two colleges, majoring in Elementary Education. After college graduation, I hope to start my career teaching in Jefferson County Public Schools.
COMMUNITY LEADER PROFILE

Sherry Durham, Coordinator of the Multicultural Teacher Recruitment Program (MTRP)

Sherry Durham is the new Coordinator of the Multicultural Teacher Recruitment Program (MTRP) formerly known as the Minority Teacher Recruitment Project. Sherry is a native of West Louisville and graduated from the Louisville Central High School Magnet Career Academy and is a Whitney Young Scholar. She is a first generation college student and received a B.S. in Organizational Communication and an M.S. in Human Development and Leadership with a concentration in College Student Personnel from Murray State University.

She has served as the Interim Coordinator for the past semester, prior to being an Academic Counselor in the College of Education and Human Development Office of Education Advising and Student Services (EASS) where she worked with students in Health and Sport Sciences majors. She has taught Academic Orientation classes, worked with Admissions on recruitment at the Accolades events, Woodford Porter Scholar Receptions, and served as the EASS liaison with Academic Services for Athletics. She is currently a member of the CEHD Diversity Committee and has been with UofL going on three years.

While Interim Coordinator of MTRP, Sherry’s duties included organizing recruiting events with Jefferson County Public Schools (JCPS), Ohio Valley Education Cooperative (OVEC), and local community colleges, creating and expanding programming to support education majors including professional development opportunities, and organizing resources and sessions to prepare students for the PRAXIS exam and the teaching profession.

Sherry enjoys working with and supporting CEHD students and is excited about her continued opportunities with MTRP. “MTRP is an essential program needed to support our students of color whom plan to diversify the teaching workforce. We need our teachers to reflect the students in the classroom and supporting future educators while they are in college will help solve this issue. I love what I do and being able to support these students and knowing that one day they will support students in the classrooms as well, is very fulfilling!”

Photo provided by Sherry Durham
Name: Ignacio C.
School: Rangeland Elementary
Grade: Fourth

Ignacio was chosen as the Street Academy Student of the Month because he has shown himself to be an incredibly focused and driven young man. He is a leader among his peers and Street Academy is a better place with him in it. His favorite book is *Diary of a Wimpy Kid*. When he grows up, he wants to be a Police Officer to make people trust the police again, while making his community safer and better. Some of the things he loves about Street Academy are; karate with Sensei Gomani, the celebrations of excellence, and his teachers, Mr. Steed and Mr. Cortez.

Street Academy is an education enhancement program that provides academic enrichment, increased social/behavioral skills, and cultural enrichment for targeted male students of Jefferson County Public Schools. Street Academy instruction emphasizes a direct reading curriculum model with literacy enhancements. Additionally, students will engage with martial arts and chess professionals to increase discipline and self-resiliency skills. Lastly, there is a parental involvement requirement with this program that consists of scheduled parent workshops throughout the school year.

Learn more about Street Academy here: https://lul.org/education/street-academy/
On February 15, the Diversity, Equity, and Poverty Programs Department—in conjunction with the JCPS Division of Student Support, Metro Louisville Department of Parks and Recreation, and the Men of Quality Mentoring Program—hosted a Parent Involvement Series “Honor Night” to recognize the hard-working students in the JCPS Men of Honor program. The event took place at the JCPS West Louisville Satellite Office located in the California Community Center.

More than 50 students and their families attended the event, which provided dinner and dessert to each attendee. The JCPS Men of Honor program is aimed at helping students achieve both academically and socially in school. The program stresses the importance of discipline, integrity, community involvement, leadership, academic performance, empathy, social skills, respect, and responsibility. The Men of Honor program holds monthly events that pair students with mentors who teach them to tie a necktie.
The Men of Honor program is run by Kenny Boyd, a program specialist in the JCPS Community Support Services office. Mr. Boyd uses his own story of perseverance to inspire students in the Men of Honor program. A native of Nashville, TN, Mr. Boyd began dealing drugs at age 12 and was subsequently expelled from school, jailed, shot, and run over by a car. Kenny hitchhiked his way out of Nashville in July 1989 and ended up in Louisville. His arrival in Louisville led him to several homeless shelters, specifically the Jefferson Street Center. From 1989 to 1991, the staff at the Jefferson Street Center encouraged Kenny to turn his life around. In 1995, Kenny enrolled at Jefferson Community College and successfully earned his associate’s degree in Human Science in 1999, and later received a bachelor’s degree and master’s degree.

For more information about the Men of Honor program, please contact Kenny Boyd at 485-8331 or kenneth.boyd@jefferson.kyschools.us.
The goal of the child welfare system is to promote safety, well-being, and permanency for children. Kentucky has implemented a statute that proclaims a child’s right to be free from abuse and neglect. These laws are covered under the Kentucky Unified Juvenile Code. The code makes it mandatory that suspected neglect, physical, sexual, or emotional abuse and dependency of children—whether it occurs in the home, the school, or other community settings—be reported. It also requires that these reports be assessed and investigated, and it requires that social services will be provided to children found to be experiencing maltreatment. There are two basic principles inherent in the code including: a child’s fundamental right to be safe and to be nurtured; and a child’s basic right to be raised by his or her own parents, whenever possible (Reporting Child Abuse and Neglect Booklet, 2014).

Many times, adults do not intend to hurt children. They may not know that they are being abusive and/or neglectful. Adults may be experiencing stressors that lead to abuse or neglect including; financial stressors, poverty, domestic violence, difficulty regulating their own emotions, or substance abuse issues. In addition, some parents do not understand child development or know alternative ways to discipline children. Sometimes parents need help with practical things, such as buying groceries or paying electric bills, and other times they need treatment, such as substance abuse treatment or parenting classes. By making a report, you can help parents and children access the help they need.
Regardless of the reason for the abuse or neglect, it can have harmful effects on children. Some consequences include: frequent injuries, learning problems, bad dreams, acting out behaviors, depression, and fear of certain people or places. As adults who were abused or neglected as children, people are more likely to continue the pattern of abuse in their own families, use violence to solve problems, have trouble learning, attempt suicide, and engage in substance use/abuse (American Psychological Association, 2017).

Educators are in a unique position to identify abuse and neglect, as they have regular contact with children and youth. It is extremely important that educators recognize the signs of abuse and neglect and report suspected abuse or neglect to Child Protective Services as mandated by law. This will help parents and families access the help they need.

The following definitions were taken directly from the KY Child Abuse and Neglect Handbook. For more information on indicators of abuse and neglect, visit the web page at: http://www.chfs.ky.gov/dcbs/dpp/

*Neglect* is when the caretaker has failed to protect a child, or has by lack of action, placed a child at risk of harm. It may not produce visible signs, and it usually occurs over a period of time. It is the failure or lack of prudent care for a child’s well-being through lack of adequate supervision, food, clothing, shelter, education, or medical care.

*Physical abuse* is the injury by other than accidental means of a child under 18 years of age which is the result of actions by a parent, guardian, or other designated (temporary or permanent) caretaker. Examples include hitting, kicking, biting, use of a weapon or instrument, and beating.
Sexual abuse and sexual exploitation may be defined as contacts or interaction involving the use of children for sexual stimulation. The definition remains broad to include molestation and/or rape of a child by an adult or juvenile as well as acts such as child pornography and prostitution.

Emotional injury is any injury to the mental or psychological capacity or emotional stability of a child noted and evidenced by a substantial and observable impairment in his or her ability to function within a normal range of performance and behavior with regard to the child’s age, development, culture and environment (as testified to by a mental health professional).

Dependent means any child, other than an abused or neglected child, who is under improper care, custody, control, or guardianship that is not due to an intentional act of the parent, guardian, or person exercising custodial control or supervision of the child.

If you suspect child abuse (physical, emotional, or sexual) or neglect, it is mandatory that you make a report to the Child Protective Services hotline at (502) 595-4550 or online at https://prdweb.chfs.ky.gov/ReportAbuse/home.aspx. In Kentucky, every person is a mandated reporter. By reporting abuse and/or neglect, you could save a child’s life!
On February 21, Dr. John Marshall, JCPS Chief Equity Officer, and Delquan Dorsey, Community Engagement Specialist, presented during a monthly City Lead Planning Lab hosted by Cities United. The City Lead Planning Lab welcomed attending individuals from Cities United partner networks located in Houston; Texas; Pittsburgh, PA; and Knoxville, TN, to name a few.

Launched in 2011, Cities United is a national movement focused on eliminating the violence in American cities as related to African-American men and boys. The 92 mayors (and counting) participating in Cities United intend to reduce...
homicides in their cities by 50 percent by the year 2025. Moreover, they are committed to restoring hope to their communities and building pathways to justice, employment, education, and increased opportunities for residents.

Dr. Marshall and Mr. Dorsey spoke to the Cities United group about the work of the Diversity, Equity, and Poverty (DEP) Programs Department and how it relates to issues affecting males of color. In addition to February 21, DEP will also present during the Cities United Planning Labs on Wednesday, March 21; Wednesday, April 18; and Wednesday, May 23.
I’m not a Louisville native, but I consider myself a very loyal adopted citizen. I grew up in Louisville, graduated from Male High School, and it is in this great city I learned to love public service. After teaching in Las Vegas as a Teach for America corps member and earning my master’s degree in education, I returned to Louisville with my husband, now a
a teacher at Doss High School, to attend law school at the University of Louisville. After working as an assistant commonwealth’s attorney in Louisville for a short time, I found I needed to return to education. I served as a research analyst for the Office of Education Accountability in Frankfort and then moved to the Kentucky Department of Education as a policy advisor in the Office of Continuous Improvement and Support.

As the new Director of School Choice for Jefferson County Public Schools, my key work from the start has been to put into place quality systems to prepare the district, community, and families for the implementation of the charter school legislation that was signed into law in 2017. While the topic of charter schools in Kentucky is met with much debate, my role is a complex yet fundamentally simple one: to ensure transparency and that any charter school authorized by the Jefferson County Board of Education (JCBE) is of quality and worthy of the students who attend. In the following weeks and months, the community will learn more about charter schools, the legal requirements and high expectations surrounding them, and the JCBE’s role in authorizing.

The rollout of charter schools in Kentucky is, undoubtedly, a moment in the history of Kentucky education and JCPS. However, it is important to remember that charter schools are just one element of the education framework going forward. I would be remiss not to mention the wealth of school options available within JCPS already. There are so many exciting things taking place in schools across this district. I am excited to join this work to ensure access to quality educational opportunities for all students in JCPS.
There are many aspects of life within the walls of Semple Elementary School. At the forefront of all the values we hold dear is that of love. Love for our mission, for what we do each day, and for our community. This love is why we host our annual International Night here at Semple. It provides an opportunity for all walks of life to converge in a celebration of what makes each of us exquisitely unique. Founded and conducted by the English as a Second Language (ESL) unit here at Semple, the event involves surrounding organizations, school staff and students, and many volunteers who believe in the powerful benefits of diversity. This year we were able to showcase traditional dances from around the world, ancient martial arts performances, and cornucopia of international dishes provided by our families. Attendees were shown modernized stepping with roots in ancient African heritage, others gained historic understanding of Mexican heritage from a Semple star student, and students and staff danced the night away with an interactive Salsa lesson.

Our hope is that the belief that all cultures have a great deal to offer resounds from this and events like it all over the city. We here at Semple love our multicultural school climate, and hope to see even more peoples and their cultures represented at next year’s International Night!
The Men of Quality Program, a mentoring and leadership development initiative for young men of color, was organized by Omega Psi Phi members in 1996. Appearing before the Jefferson County Board of Education (JCBE) on January 22, 1996, the members pledged to help raise academic levels, to encourage successful postsecondary transitions, to increase civic awareness, and to encourage proper lifestyle choices. Those objectives still hold true today.

Currently, the program involves 22 Jefferson County middle and high schools.
The Lifestyle Choices Forum was created as an extension to the mentoring program. The forum is designed to be held during the spring break week of a university. For several years, it was conducted at Spalding University until it was moved to UofL. Last year, more than 600 young men attended the 2017 Lifestyle Choices Forum.

The annual forums are designed to augment and enhance the Men of Quality monthly MOQ meetings, which help prepare the participants for academic, social, and personal success. Forum topics and workshops focus on developing self-esteem, setting goals, solving problems, making decisions, and developing support systems.

Dr. Mordean Taylor-Archer, UofL’s vice provost for Diversity and International Affairs, will host this year’s event. Dr. John Marshall, JCPS chief equity officer, leads the JCPS partnership team.

For more information, please contact Michael Shoulders at michael.shoulders@jefferson.kyschools.us.
On Tuesday, February 20, more than 100 young men at Iroquois High School attended a motivational breakfast where more than 150 male volunteers took time out of their busy schedules to listen, talk, and motivate students to succeed. The volunteers were made up of school administrators, police officers, active military members, lawyers, and businessmen, just to name a few.

The event was spearheaded by Iroquois High School college access resource teacher Carla Kent and was made possible with the help of Parkhill Algonquin California Teens (PACT) in Action, an initiative of the Center for Women and Families and KentuckyOne Health that focuses on the Parkhill, Algonquin and California neighborhoods.

Check out some of the photos from Iroquois High School’s Celebrating Us breakfast!
The Muhammad Ali Center offers a variety of curriculum-based guided tours for students, covering Civics/Citizenship and the Civil Rights Movement. In the Civics/Citizenship curriculum, students will explore the Six Core Principles of Muhammad Ali and learn how to define citizenship and the importance of responsible participation of citizens in a democratic government. The curriculum details Ali’s experience as a conscientious objector and how, despite his controversial stance, Muhammad could still be viewed as being a good citizen. Activities in this curriculum include how citizens can create change in their own lives, creating “What Are You Fighting For?” signs where students describe what they are passionate about and what do they want to see changed in the world, and how each core principle relates to civic virtues.

The Civil Rights curriculum covers the movement during the 1960s and 1970s. Activities include analyzing current events, finding commonalities between them and events during the Civil Rights Movement, discussing Racism, Segregation, the Vietnam War and the issues that led Muhammad Ali to be a conscientious objector.

Guided curriculum tours are open to all schools, Tuesday-Saturday from 9:30 a.m. to 2 p.m. and include an educational introduction from one of the educational programmers about Muhammad Ali and the Muhammad Ali Center, a scavenger hunt for the students to complete during their time in the exhibits, and an optional lunch space.

For more information on the guided curriculum tours, please reach out to the program coordinator of the Muhammad Ali Center, Elliot Mitrani, at (502) 992-5340 or through email at emitrani@alicenter.org.
**Mae Among the Stars**  
By Roda Ahmed  
HarperCollins (January 9, 2018)  
For Preschool–3

A lovely and inspiring classroom read that follows Mae Jemison as a child. Mae has big dreams. She wants to be an astronaut yet throughout her life people tell her to dream smaller. One teacher tells her “Be a nurse.” No one believes she can do it, except her parents. Her mother tells her “If you believe it, and work hard for it, anything is possible.” Mae’s determination and support from her parents cemented the way for her remarkable achievement as the first African American woman to travel in space. Beautiful illustrations also accompany the story and will inspire children to reach for the stars.

**Can I Touch Your Hair?: Poems of Race, Mistakes, and Friendship**  
By Irene Latham  
Carolrhoda Books (January 1, 2018)  
For grades 3-6

Irene and Charles are fifth grade classmates paired together to work on a poetry project. It’s clear they wouldn’t have picked one another as a partner for many reasons, but the big difference they see in each other is the color of their skin. They decide on topics to write about and they begin to see their similarities. Their poetry and the illustrations reflect their shared joys, fears, embarrassments, and accomplishments. This is a moving book that is perfect for sharing and beginning conversations with children about race.

**Pashmina**  
By Nidhi Chanani  
First Second (October 3, 2017)  
For grades 5-8

Priyanka Das has so many questions for her mother. Why did her mother abandon her home in India years ago? What was it like there? And who is her father and why did her mom leave him behind? But Priyanka’s mom evades these questions and refuses to talk about that part of her past. Then one day Priyanka finds a strange pashmina (scarf) folded away in a forgotten suitcase. When she put it on she is transported to India!
Autism resources available in the JCPS Professional Library:

101 Games and Activities for Children with Autism, Asperger’s, and Sensory Processing Disorders
by Tara Delaney, 2009.
Contains instructions for 101 games and activities designed to appeal to the unique needs and skills of children with autism, Asperger’s syndrome, and sensory processing disorders. Discusses how to engage children in each activity and use these games to improve their motor skills, grasp of language, and ability to socialize.

Activity schedules for children with autism: teaching independent behavior
Explains how to use activity schedules—sets of words or pictures that cue activities—to help autistic children to follow a sequence of steps to perform home, school, and leisure activities with little adult assistance or supervision. Helps point to positive outcomes including better self-management, decreased problem behaviors and improved skill generalization.

The autism checklist: a practical reference for parents and teachers
by Paula Kluth with John Shouse.
A practical resource filled with information, tips, and checklists for helping kids with autism. This guide offers teachers an understanding of children on the autism spectrum and provides them with the kinds of support and intervention they need. Written in a checklist format, the book is filled with research, practical advice, and resources on a wide range of topics. The book covers five areas: basic information on autism, checklists for parents, checklists for teachers, effective support strategies, and helpful resources. Provides vital, accessible information for parents and teachers working with children in the autism spectrum. Contains a wealth of useful strategies, information, and resources.

Autism Spectrum Disorder in the Inclusive Classroom
by Barbara Boroson, 2016.
With 1 in 68 children now being diagnosed with Autism Spectrum Disorder, every teacher needs to be ready to teach children with ASD. This engaging and informative book will both help you understand your students on the autism spectrum and provide strategies to help them succeed in school. Drawing on 25 years of experience working with students with ASD, Barbara Boroson guides you to create a classroom community that is attuned to the needs of children with ASD and allows all of your students to learn and grow.

The Autistic Brain: Helping Different Kinds of Minds Succeed
Weaving her own experience with remarkable new discoveries, Grandin (who has autism) introduces the advances in neuroimaging and genetic research that link brain science to behavior, even sharing her own brain scan to show which anomalies might explain common symptoms. Most excitingly, she argues that raising and educating kids on the autism spectrum must focus on their long-overlooked strengths to foster their unique contributions.

Engaging Autism: Using the Floortime Approach to Help Children Relate, Communicate, and Think
by Stanley I. Greenspan, Serena Wieder
Describes the DIR/Floortime approach and show how to enter a child’s world and bring her or him into a shared world of relating, communicating, and thinking. Describes goals for working with children with ASD and other special needs within the DIR framework; shows how families can take the lead in working with their children toward these goals; describes and illustrate the DIR model’s Floortime technique in various contexts; and looks at how to create a comprehensive treatment plan and how school environments can be modified to support treatment plans.
Hello, my name is D’Shawn Johnson, I am the Urban Youth Golf Program Manager for the Louisville Urban League and the Executive Director for The First Tee of Louisville.

Founded in 1998, the mission of the Urban Youth Golf Program is to impact the lives of young people, particularly minority and disadvantaged youth, in the Louisville Metropolitan Area with exposure to the game of golf, thereby increasing their golf skills and providing them with a wide range of developmental experiences. UYGP assists participants improve their academic performance and social development while improving self-esteem and building confidence.

The First Tee is an international youth development organization whose mission is to positively impact the lives of young people by providing educational programs that build character, instill life-enhancing value and promote healthy choices through the game of golf.
In 2005, The First Tee of Louisville became the 200th chapter of The First Tee and began in partnership with the Urban Youth Golf Program by delivering Golf and Life Skills to young people at Shawnee Golf Course. We seek a community in which all kids, regardless of background, have available to them the equipment, golf course and range access, and comprehensive instruction - both on the course and in the classroom- needed to develop the necessary skills for success for life.

The First Tee of Louisville and the Urban Youth Golf Program shapes kids from all walks of life by introducing them to the values inherent in the game of golf. Independent research from a five-year longitudinal study concluded that the programs delivered through The First Tee instill Life Skills and Core Values in youth participants. The First Tee of Louisville and UYGP offers a range of programs for young people of all abilities through the spring, summer and fall at Shawnee, Seneca, Long Run, Bobby Nichols and Quail Chase Golf Courses. The First Tee of Louisville also has active programs in nine Jefferson County Public Schools with in-school programming called The National School Program (NSP).

The relationship between character education and academic success is incredibly important, as research shows high-quality character education leads to scholastic achievement. Many research studies have also shown the learning environment is optimal when children are in an activity-based setting and when the character education exists side-by-side with the academic program.

The First Tee National School Program combines these principles in its curriculum that integrates golf skills and motor skill development with character education and wellness. It’s a winning combination.

Within the walls of gymnasiuims and on school fields across the country, students are learning the game of golf along with The First Tee Nine Core Values and The First Tee Nine Healthy Habits. And they love it! The First Tee National School Program provides everything schools need (curriculum, training and equipment) to easily deliver the program in a variety of school settings.

Our D.R.I.V.E. (Develops Rewarding Inspiring Values for Everyone) program in 8 JCPS Communities In School’s and 8 Metro Parks Community Center locations targeting middle school students with out-of-school time programming.
The First Tee of Louisville and the Urban Youth Golf Program has a unique approach to session programming, using golf as a tool to reach kids. Golf is truly a game of life. Golf does not discriminate. Learning non-cognitive skills through experience-based learning is a potent combination to equip youth with Life Skills. Every golfer experiences the same emotions while playing, regardless of his or her background. **Golf tests your resiliency, your ability to be honest with yourself. It teaches you to focus, how to manage your emotions.** Throughout a round of golf, you are tasked constantly with problems that you have to find solutions for. Because golf is slower paced, one’s communication skills are sharpened as you have time to interface with your peers. Whether delivered at elementary schools, after school on golf courses or other youth-serving locations, the programs provided by The First Tee of Louisville & The Urban Youth Golf Program impact today’s young people in a meaningful way.
Most people know that Muhammad Ali was a West Louisville resident who through the sport of boxing developed a vision of greatness for himself.

When the great Muhammad Ali died, the world mourned...that was the impact of his relentless striving for greatness.

Muhammad Ali’s vision of greatness and global impact is exactly what the West Louisville Chess Club plans on duplicating.

The West Louisville Chess Club was founded in May 2016 by the Louisville Urban League. The Louisville Urban League appointed Mr. Corbin Seavers to serve as the club’s senior coach and recruiter.

The West Louisville Chess Club wasted no time in making itself known! The West Louisville Chess Club earned a fourth place team trophy in the West Louisville Chess League. Later that year (2016) Chess Club sent 13 chess athletes to the Queen City Classic, an annual mid-West regional tournament, held in Cincinnati, Ohio. No less than 550 chess athletes compete in the Queen City Classic!

At the 2016 Queen City Classic, one West Louisville Chess Club athlete (out of 13) won a place trophy. That year the West Louisville Chess Club won no team trophy.
In 2018, Coach Corbin instituted an even stronger training program. He also do more towards teaching the Club’s mission statement and vision statement (see www.thewestlouisvillechessclub.com).

The West Louisville Chess Club’s mission is the intellectual empowerment and the character development of Louisville youth through chess education. Their vision is to create the most successful urban chess program in the Commonwealth of Kentucky.

In 2018, The West Louisville Chess Club won the West Louisville Chess League’s first place team trophy! They also participated in a regional tournament held at the University of Louisville. Approximately 24 club members participated and 5 won place trophies, including one who earned a perfect 5 out of 5 rounds! As for the Queen City Classic, 22 young athletes competed. Out of the 22, four won place trophies. The West Louisville Chess Club in Grade 4-6, Under 800 rated section, won the first place team trophy!

Today Coach Corbin owns, manages and coaches the West Louisville Chess Club. And Mr. Seavers is not shy about telling anyone, “All I am doing for urban chess athletes would be next to impossible if it were not for the solid backing from the Louisville Urban League, and other representative community organizations.”

Why does the Louisville Urban League support the West Louisville Chess Club?

It is simple...they share a common vision for the young people, regardless of their income background, religion and skin color to be offered opportunities that can help them reach their full potential as citizens of Greater Louisville and the world!

Would the late great Muhammad Ali have it any other way?

Mr. Corbin Seavers has been teaching chess throughout Jefferson County on a professional basis since September 2010. He owns and operates HFS Chess Marketing, an authorized Jefferson County Public School vendor, and the West Louisville Chess Club.

More information on the West Louisville Chess Club can be found at www.thewestlouisvillechessclub.com.
As Reading Recovery teachers, we have a wealth of best practice knowledge regarding early literacy. We realized that by not sharing our knowledge we were doing a disservice to the kids we served directly, the first grade kids we didn’t get to work with, and their teachers.

About a year ago, our school was trying to figure out a way to help first graders combat the summer reading loss and help support first grade teachers so they could not only catch the students up but also teach their core content. We knew we needed to think “out of the box”.

The combination of the two led us to create The First Grade Reading Lab.

We have modeled our lab around best practice teaching strategies and techniques. Utilizing the reading workshop format and the scientifically studied teaching practices of Marie Clay’s
Engelhard is a high poverty school with over 95% of our population qualifying for free/reduced lunch and almost 15% of our population qualifying for McKinney-Vento services (homeless assistance). We recognize that we have many students who are very bright, but need an extra boost in a variety of areas. One area is the loss of learned literacy skills over the summer.

Summer reading loss can have a compounding effect on our students as they grow. Our First Grade Reading Lab is an innovative and cost-effective way to make up some of the summer reading loss from kindergarten and allow first graders to become more solid in their foundational skills more quickly. As they master first grade standards sooner, they will have more time to practice, which will allow them to have a more solid grasp of these skills by the end of the year. Hopefully, if these skills have been incorporated into their long-term memory the loss over Summer will not be as great.

Our lab runs in a reading workshop format. We start with a mini-lesson led by one or both of us; we then split into centers to practice skills in small-groups or independently; and at the end, return for a brief wrap-up. We have four centers for the students. Two centers are led by the Reading Recovery teachers, one independent reading with leveled books that we have selected for each child, and another that is a high-interest library with an adult volunteer who can read with the children. It takes two weeks for students to rotate through all four centers. Each week they work with one teacher and one independent reading center.
This is our first year to implement this and we have already seen some exciting gains.

When looking at our MAP scores from Fall to Winter we have decreased the percentage of students who are considered Low/Low Average and increased our percentages of Average and High/High Average!

Additionally, we are the only school in our cluster to have a positive School Conditional Growth Index for first grade according to MAP.

Looking to next year, we want to expand to Kindergarten and Second grade, but in modified forms. In kindergarten, we are planning on trying a shorter Lab that allows the Kindergarten teachers to come with their students into the room. We plan on having monthly team planning with this grade, too. This will allow for 3 certified teachers to work with students in intentionally-planned lessons utilizing common best practice strategies. Also, we are hoping to work with second grade teachers in monthly PD sessions centered on their guided reading time. We will build a common teaching language and provide a safe environment for the teachers to learn from each other’s teaching. By adding the two grades in these modified forms we are able to reach more students while continuing to maintain our priority jobs as Reading Recovery teachers.

We are proud of our results, but ultimately, it is a joy to see our first graders have further opportunities to read and to love reading. The response from our students has been resoundingly positive, and they are all excited to have the extra reading time! Our success can best be summed up by a sentence a student named Ray wrote recently: "I love the Reading Lab because the books are fun!"

If you ever want to contact us or come out to see the lab in action, feel free to get in touch!

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THE POWER OF RECOGNITION

By Alyssa Zediker—Events and Programming Coordinator, The Global Game Changers

Coinciding with the Mayor’s Give a Day week, all Jefferson County Public Schools (JCPS) will be participating in a service project utilizing the OGO J.A.R. (O Great One Jackpot of Acknowledgement and Recognition) to learn about the power of recognition. JCPS is playing a critical role in promoting recognition to build a compassionate community by committing participation of their 100,000+ students to join 30,000+ other students from the Louisville/Jefferson County in completing the project.

The project has been made available to all schools in Louisville/Jefferson County by the Global Game Changers Student Empowerment Program in collaboration with Lead2Feed Student Leadership Program and thanks to a generous Kentucky AmeriCorps Grant as well as the donation of over 10,000 OGO J.A.R.’s.

The OGO J.A.R. is an educational tool created by former Yum! Brands CEO David Novak and is being employed for this service project to recognize the efforts of school staff who strive to make a difference in the lives of thousands of students in the Louisville community on a daily basis.

The jars will be delivered to the principals of every school between April 9-13 for implementation in class during Give A Day Week, April 16-20.
Each jar includes a curriculum designed by the Global Game Changers and Lead2Feed for the elementary and 6-12th grade students, respectively. The curriculum works to foster dialogues about the importance of compassionate leadership, recognition, gratitude, and service; ultimately, with the hopes of using these dialogues as a stepping stone to develop a school culture around these concepts.

The lesson along with a documentary regarding the projects development and implementation will later be available online at http://www.globalgamechangers.org/ and https://www.lead2feed.org/ following Give A Day.

Students will be given the chance, as a class, to select one individual school staff member to recognize. Every student will learn the power of sharing a simple thank you and experience how it feels to share appreciation with someone like a janitor, a counselor, a teacher, a FRYSIC, a lunchroom worker, or one of the thousands of other staff members who help make each school a better place.

One school staff member recognized by the students during Give A Day week will also be recognized as a part of the Hilliard Lyons Awards for Excellence on April 26. This Global Game Changers Award will be given to highlight an individual who positively impacts the lives of students and is someone who embodies what it means to be a Great One.

AmeriCorps VISTAs serving the Global Game Changers, extensively worked to oversee the project’s success, develop the curriculum, and obtain a grant for project expenses. Additionally, the VISTAs along with State AmeriCorps Members and University of Louisville education students will put in over 300+ hours of service in preparation of the OGO J.A.R.’s.

By providing all materials and curricula for the project to teachers and their classrooms, the OGO J.A.R. project’s success is viewed as recruiting all 130,000+ students in Jefferson County to become volunteers that will help Ignite Good!® in their community. (In Global Game Changers curriculum, to Ignite Good!® means to do something nice for someone else without expecting anything in return.) Success of the program within JCPS also equals approximately 6,600 school staff recognized by students.

Success will be measured through both quantitative and qualitative data to track attendance, number of hours served by the students and the teachers, and a collection of stories for a mini-documentary highlighting the impact of the community effort. Recognition is incredibly impactful as it inspires the recipients to continue their efforts with new-found vigor as well as forging a strong bond between the students and recipients of OGO J.A.R.’s

According to research conducted by KRC Research for OGO Enterprises LLC, 70% of people wish they received more recognition, and 83% of those surveyed said they could do more to recognize others. By completing and delivering the OGO J.A.R., students will enhance the compassion in the education communities, which works harmoniously with the goal of the Mayor’s Give a Day week to develop a more compassionate city.

By participating, Louisville and its schools will exemplify a commitment to fostering engaged and compassionate citizens.

The Global Game Changers Student Empowerment Program inspires students to cultivate their talents and help parts of their community by discovering their Superpower to Ignite Good!®. The Lead2Feed Student Leadership Program charges its students with the mission to be Empowered to Lead and Inspired to Serve in their community.

Together the two organizations see the OGO J.A.R. project as an equitable opportunity to plant the seed to develop over 100,000 Superheroes and leaders for the community. To track the project’s progress, follow Global Game Changers and Lead2Feed on Twitter @GlobalGameChgrs and @LeadtoFeed.

“We are excited to strengthen bonds within our community and contribute to the growth of Louisville as a compassionate city,” said Jan Helson, Co-Founder of Global Game Changers. “By participating in the OGO J.A.R. project, we hope recognition culture will shape students as leaders, who Ignite Good!”
Since 1985, the Multicultural Teacher Recruitment Program (MTRP), formerly Minority Teacher Recruitment Project, has been addressing the shortage of minority teachers in our nation's classrooms. The program is a partnership among the University of Louisville's College of Education and Human Development, the Jefferson County Public Schools (JCPS), and the schools of the Ohio Valley Educational Cooperative (OVEC).

Our focus is the recruitment of minority teacher candidates who will strive to incorporate the values, learning styles, and multiple cultural perspectives reflected in today's public schools.

MTRP helps hundreds of students realize their goal of becoming certified teachers in Kentucky's schools by providing career guidance, course advising, professional development seminars, and financial assistance.

Prior to September 2015, MTRP offered a scholarship to qualified students, the Minority Educator Recruitment and Retention Scholarship (MERR), which was funded by the state. The scholarship was discontinued on September 16th, 2017. In 2002, a complaint was filed with the Office for Civil Rights (OCR) regarding the constitutionality of these programs. The legality of using race as a factor to determine eligibility was in question. Over the years, the Kentucky Department of Education (KDE) has worked with OCR staff to resolve the complaint, however the final decision was to discontinue the scholarship. Students who currently receive the scholarship were not affected, but the program cannot accept new applicants.
MTRP stands strong in its commitment to supporting, encouraging, and developing future teachers of color in Kentucky. MTRP strives to offer racially and ethnically diverse students programmatic support to assist them in the successful completion of initial teacher certification. MTRP is not a degree program itself, but is meant to support students while pursuing a teaching degree program here at the University of Louisville. Working in the field of education is a true calling and requires passion, commitment, and perseverance! There is a nationwide shortage of certified minority teachers to diversify our Kindergarten-12th grade classrooms. It is our goal to close that gap through recruitment, retention, and programmatic support.

It is essential to have programs like MTRP to support to students of color as they pursue a degree in higher education and it is our job to help them persist and be successful on our college campuses. A passion for education lives at the core of every MTRP student and they are devoted to becoming leaders both on campus and in the classroom.

“MTRP gives me the opportunity to strive and excel while also lifting the financial burden placed upon students of color, especially first generation students like myself. The resources provided to me through MTRP have been essential to my learning experience at UofL and the development of my character. I’m extremely grateful for the dedicated staff who put MTRP students at the forefront.” –Current UofL MTRP Student, Dion Copeland

The Multicultural Teacher Recruitment Program at the University of Louisville is not only a priority of the College of Education & Human Development, but it is a commitment to our core beliefs and values.

Please visit our website at: louisville.edu/education/mtrp. If you have questions or would like to contact the MTRP Coordinator at UofL, please email Sherry Durham at: sherry.durham@louisville.edu or call: 502-852-7384.
We Survived is a three-part series that was created to give ESL Newcomer Academy students an opportunity to tell their stories of resilience, perseverance, and triumph. In these essays, you will fall into the lives of these survivors among us. They come to our shores from the dangerous and troubled regions of our world - ready to start a new chapter in their lives in the United States of America, with their hearts and minds filled both with the stories of their pasts and their dreams for their futures.

These young authors lived in Congo, Syria, Sudan, Guatemala, Yemen, Rwanda, Mexico, Jordan and Senegal. They are from Venezuela, Colombia, Mauritania, Tanzania and Cuba, Gambia, Puerto Rico and India, Burundi, Somalia, Egypt, Nepal and Ethiopia. They survived chemical attacks, floods, even lions and scorpions. They survived dangerous journeys from country to country across frontiers, deserts and jungles. Many have seen their families break apart, and are now separated by those they love who were left behind. And yet each day they come to school, work with each other and look to their futures.

Nearly all of them have been in America less than a year. The essays you read are their own words. While their teachers offered guidance, the words - mistakes and all - are their own. We hope you will appreciate the level of accomplishment in these essays, and overlook mistakes as each of these young authors took the leap to share their stories with the world.

The technology involved Chromebooks and Google Slides. For all students, this is their first time to be published, and for many their first significant writing piece in English. Many of these students had never touched a computer keyboard until very recently. All of them are proud of their accomplishment. Their stories are the story of America: a struggle, survival, a journey and then hope. They are the Newcomers, but not for long.

Disclaimer: These students are from a variety of non-english speaking countries. We have worked to fix grammar and spelling issues, but wanted each story to remain in the student’s own voice.
My name is Glory. I am from Tanzania.

We traveled from my country to the United States last year on May 30th. On my last day in Tanzania, I went shopping with my friends and had fun as it was my last time with them.

After shopping, I prepared my stuff and gave my other stuff to my friends. I felt so sad to leave my friends from school and my soccer team but it was something I had to do.

On May 30th, we took a bus from home to the airport, it took about an hour. After one hour, we took a plane from Tanzania to Dubai, it took about 6 hours 30 minutes.

I remember I was lost in Dubai airport for 24 minutes. It was hard for me because I couldn’t speak Arabic so I was trying to talk with my hands and trying to speak the little English that I knew.

After a couple of minutes, I found someone who spoke French so he helped me by taking me to the place that I was supposed to be.

Six minutes before leaving, we got to the gate and we took a plane to Washington, DC. It took about 13 hours. I was so scared and feeling uncomfortable when we were up in the air and seeing the ocean below.

We arrived in United States on May 31st, 2017, safe with my whole Family. I was so happy!
My name is Raidel. On September 17, 2017, I left my country of Cuba with my family to come to the U.S. with my dad.

In August 15, I went to Camaguey, Cuba with some friends to visit the beautiful city. When I was there, I received a call from my mom to tell me that I should get back to my house because we needed to go to the embassy located in The City of Habana.

Two day later I went back to my house to talk with my mom about it and leave for the embassy. I was asked some questions inside the embassy and that same day I was approved.

Days before my departure, my family and some friends made a surprise party to say goodbye to me, I felt upbeat.

Finally I came to the U.S. on September 17, 2017 to meet with my father.

Now that I’m studying, I feel pretty good. But I miss my family, especially my mom.
My name is Moustapha. A hard time in my life happened in my country of Senegal, particularly in my city, Thies. About four years ago on January 15, 2014, it was very difficult for my family, my friends and me because my mom was very ill. I’m going to explain what happened next.

My mom was so sick and we didn’t know what happened to her what kind of illness she had exactly. We went to the hospital but we didn’t have money to take care of her illness. We didn’t have anybody to help us so it was very difficult for us to save her.

In my country if you don’t have money you are not considered important by anybody. We were at the hospital and those doctors rejected us and they didn’t take care of her because we had no money.

Her sickness was very difficult, there was nothing else we could do. A person who heard about our problem offered to help us. We did not know who he was, but he gave us a lot of money so we went back to the hospital. Now the doctors agreed to take care of my mom.

We had been at the hospital about two months and she finally started feeling better than before. It was never easy for us and some of my family even believed she was going to die because her illness was grim. Now she feels good and she is survivor. We were so excited to see her return to her normal and overjoyed self.

So I implore everyone to take good care of their mothers and tell them that you love them before they leave you.
It is no secret that Cuba, as in many Latin-American countries, has gone through a rough situation with respect to everything. Many of us decided to leave our countries for this reason. Others, because their lives are in danger. We are all here for some reason.

My situation in Cuba was not so bad. I saw everything too easy but I knew there was no future there.

My mom decided to come to the United States. That implied many things for me. I had to say goodbye to the family, the friends that we have been together since we have memory. It was a very important step. It not only meant to pack and leave, it was also to start a long journey towards a better life.

To reach the much desired American dream, my mother had to work hard to collect the money for the plane tickets. I tried to help her as well as I could. When I left school I went to a small store in the corner of my house. I did not have a good salary but it was at least some donation I was making to my mother so that she did not have to pay all the expenses.

-Rachel G.
When I was a little boy, I was in Venezuela-Bolivar in my father’s house. I was living with my father, his wife and the son of my father’s wife. The trouble was that she abused me. She pushed me every time my father left the house for work. I have a lot of scars on my body for this reason. She took advantage of me and did malicious things to me. She was a dreadful person with me but I never could understand why? Why she acted with this character towards me? I can’t find an answer.

Everybody that I tell my story to asks me, what did your father do? My father just confronted his wife, but he was drunk every time, because he worked in the night and he didn’t do anything for me. And my mother didn’t know anything about this problem, because I never talked with her. The people who saved me were my neighbors and my grandparents who supported me in everything that I needed.

In this time, my grandparents acted like my parents, because the law said that my parents can’t carry me with them, but my new parents (my grandparents) never enable me; they told me “you have to do everything by yourself.” They taught me everything like cooking, working a farm, and washing my clothes.

-Duarte M.
My hardest time was in August 2014, in Havana, Cuba at my home. The people involved were my family. What happened in my life was that I left my home, family and friends. I went to a new country without knowing anything about that place. I felt melancholic because I thought that I’ve lost the people that I care about.

Starting my life over was a difficult thing because everything was new and I missed everyone that I left in Cuba. I thought that I would never be content again.

My parents knew that I was gloomy and I really needed my life the way it used to be. So my parents told me that they felt the same way but even missing the people that I left I have to think about the new opportunities in that new country (Brazil); which opportunities may help me to go back to family. I felt panicked just thought about having no friends around to talk to or my grandparents, scared me a lot. Immediately I made Brazil my home because I found people that made me feel joyful again. I realized that always I will miss my family, but I can come back to see them, and if I move to another place that doesn’t mean that I won’t see my friend anymore.

I think my family helped me in the best possible way because they taught me to look forward and see the favorable side of everything. The support of my parents at that time was what made me feel great again. Without them I would have never passed that time.

Ammi M.
Hello my name is Fallou. I am from Spain but my parents are from Senegal. My hard time was on May 13, 2013. I was on my street, it was a bad street. I was with my best friend, he was in gang. One day we were playing soccer, people drove past in a car and they shot him. With luck, did not die. I was very scared because he was my best friend. For a long time, he was a very good boy. But sometimes people make bad choices. The year after I came to America My friend stayed in Spain.

I learn how bad being in gangs can affect your life and that studying is very important and never ever be afraid because of the color you are the or the language you speak.
The situation occurred in November 2014 when I was 12 years old. In my house in San Juan Puerto Rico. My mom, my grandmother and I were the only people in the house. It was 2:00 am at night. I saw in the bathroom a lot of blood on the floor and I was shocked about what happened. Then I had hallucinations for one week that was shocking. I thought that I was in hell in those hallucinations.

My mother said to me that I need to eliminate what happened. My father brought me to his house and stayed with him like for 1 week. He talked to me and he brought me with my mother to a psychologist.

I told to the psychologist all the situation and she was writing in her papers about all information what happened. I told her how I imagine hell in those hallucinations. My parents enabled me in a positive way because It could help me forget what happened.

I will help my children but depends what happens If they are little kids I could help them. If they are teenagers it depends on the problem if the problem is too bad. I could help them but if they have a naive situation, I let them solve their problems.
I survived a hurricane in 2008. I don’t remember much because it was a long time ago. This event occurred in my house, La Habana, Cuba and I was with my family.

First, my parents saw that the hurricane was near our country. They put our things into safety. Then my mother and me went to my grandfather’s house, but my father stayed in our house to fix it when the hurricane was gone. Next, when the hurricane arrived to my country, the wind was very strong and some trees fell. The river near our house commenced to increase it size. The river flooded our house and when my mother told me I was worried about my dad, but I started playing with my cousin and I was relaxed.

Finally, my mother and I went back to our house and it did not get much damage, but the streets were dirty, many trees were on the ground and we did not have electricity because the hurricane had caused a disaster in the country. This hurricane was really bad for the country. It was very bad and intense, but we managed to survive.

Edel M.
Hello my Name is Aliou Mbaye I am from Senegal my Hard time was in may 13, 2010. When I was 9 years old in my house in dakar Senegal my dad’s brother and my grandma I got Wood splinter in my left eye I had an operation.

What my parents did was my mother and her friends cried because my mom and her friends, They thought I was blind that’s so mournful.

Did my parents Enabled me in positive way or negative way, my parents Enabled me for Negative way because when I had eye problem my mom stay with me a long time and , then she said don’t think anything I am here to help you for your any problem.

What I will Do when my children have 14 years old I Will Do the same thing my parents Did for me but in this time I don’t know what children look like but when, I am 30 or something years maybe I will have one or two I will protect them.
My hard time was on May 4, 2011, when I was in Camaguey, Cuba on Rosario street, I was 12 years old. I was with my mother, my father and my brother. When my parents decided to go to Ecuador, Guayaquil and we left all the people that we knew in that moment I felt like my whole world was changed.

I was scared but they told me that everything was for a better life, for my future although; they also left people back. They just wanted to make us happy.

Now I don’t really know if that was in a positive or negative way, but I realize that they did the best that they could.

The country where we went before was very different from our previous country. There were some racist people there.

They just acted ignorant in front of us, because they view themselves as superior to us. We just wanted a better life, but they didn’t want more people in their country but even when they were like that we must thank them for letting us be in their country.

After that, we come to U.S. where the people are very nice to us and this looks like a superior country for us to have a superior life.

-Michel M.
Almost 6 years ago in May 15, 2012, my mom came to United States to visit the country. Me and my brother stayed in Cuba, Santa Clara with my grandmother.

My mom arrive to the United States to see her grandmother and she wanted to see my grandfather because he was unhealthy. She didn’t came in time and he died. Me, my brother and my sister miss him so much because had never been separated.

In that moment, I was afraid because I felt like a part of my life was collapsing. I know it’s not so bad because she was going to return, but I felt super dependent on my mom.

She had not told us the day she was leaving for the United States so that we would not suffer. I would have liked to know to tell her that was going to miss her.

She spent 3 months in the United States. I was crazy because she had many wishes to give her a hug and sleep with her at night since. She is the only person who has always been for me.

They enabled me in a positive way because when she came to here we acquired the knowledge that we needed to do when we were alone in the house. We were learning to have answerability. We do all of the best of we and be independent.

When I have children I will help them, teach what to do them. I will go to enable them for a positive way, and they need to do the best of themselves. For me it would be a pride to teach my children everything my mom taught us.

-Lisbeisy E.
Almost one year and nine months ago I was in my house in Esfahan with my the sister of my mom and her children. My mom was leaving Iran and my parents tried to help me. My dad called me and told me that my mom needed to leave and he talked with me about why my mom needed to leave Iran and I understand and I said “okay” and after that my mom left the Iran and she came to U.S.

My dad just wanted to make me cheerful and he sent me money to I have fun and don’t think about my family too much and my dad every day called me to see if I’m okay or not.

One day me dad called me and after that the conversation end I looked at the calendar and I understand that is nine months that I’m alone.

And the way I look at this situation is positive way because my parents enabled me to learn how to organize my life and how to spend my money and how to be good person in the world.

And that way I learned how to help my children, for example I will give them my advice and let them do everything they want and make it in life.

-Arash G.
My name is Nejah and I from Ethiopia. This is the story from when I was young. In 2008, I was 7 years old. That day was the saddest day in my whole life. That day is the day I lost my best teacher, here is my story.

One day I went to school then I came back to my home at the end of the day. My teacher went to his home, he took a taxi but he got into an accident with another taxi. The police man called his wife, and he told her that her husband got into an accident. Then she called my dad and she told him to take her to the hospital. When my dad told us our teacher got into an accident everyone start to crying.

The next day we went to visit my teacher in the hospital. When we went to the hospital, the doctor told my dad that my teacher needed blood, so we need to find someone with blood like his.

After that whole my family came to the hospital, the doctor check all of them and he said you need to come back tomorrow.

When my dad went to the hospital the doctor told him. No one has his blood type.

In my country we do not have good doctors like in USA. The doctor told my dad I can not do anything for my teacher.

Finally my teacher died, and that is my saddest day of my whole life.
The impenetrable time in my life was when my father died. This happened in my house in Holguin, Cuba on August 6, 2004. I was only 6 years old. This was a dense time in my childhood, since my father was more than my everything, he was and is my incentive and my symbol to follow.

My mom did not want to tell me in the beginning, because maybe she thought that not telling me will be better in this moment, she also felt that a part of her heart was gone.

My opinion is that my mom responded in an unfavorable way when she did not tell me. I think this because she needed to talk with me to explain bearing to me.

When my son came into my life, I felt like the happiest woman in the world, because God gave me the most beautiful gift, which I must take care of and protect with all my strength.

When my son has his tough time, I am going to help him with his problems. I will help him to feel that he has an momentous support in me. I will also teach him to be independent and solve various problems by himself. I will do this because all the children need the advice of their parents and their support at all times.

-Grettel G.
I’m from Cuba, specifically from La Havana, yes like the song… I lived there for the previous 17 years of my life, so I got a special connection with my country. Yes I lived right there, in front of the known Capitolio (Replica of the White House). I saw many people every day, much sound, much smells and much LOVE.

My mom woke me up like she was a military. She yelled out and shook me, but it is normal for the Cuban people. She made me the breakfast so fast and later she went to work and I should washed the dishes and order the table. I walked to the best place ever the school like if I walked through a flowered field with many people made me company.

You can hear the singing of the birds and many people talking loudly or yelling out, the old neighbor was selling coffee and talking about the move that Industriales (baseball team) did the last night. On the next corner were the old people brought newspapers and they were complaining about the long line and the bad Government as nobody is hearing Them.

My school was in the next corner and I can hear the voices of guys saying “Good morning“ and “Que bola acere“. I really enjoyed this part of the day, is so exciting for me. At the 4:00 pm, the Elementary School finished their lesson and everybody finished their work too and it is time to do the purchase in the Black Market (the purchase in the National Stores is so expensive), my mom was working so I did the purchase for her.

Between 5:00 to 8:00, is time to play outside with my friend but no too far because my mom will scold me if I go far without her permission. So before 8:00 my mom yelled out my name and I knew that it is time to go to my house and I don’t wanted leave the game because it was in the most fun part but I cannot disobey her. I arrived to my house and without scale I go to take a shower because I’m so dirty.

Next I went to the table and dinner with my FAMILY. My mom told me:” if you finished your whole your dinner you can go out again” and I went out no to play, I just went out to made jokes with my friends.

The other side of my Habana is the night and the most popular street Obispo. This is the perfect time to hear the nuances of voices and the Caribbean rhythm on this street. This street ends on the Malecon with the waves crash with the walls.

- Gabriela O.
When I was fifteen years old, my parents decided to leave Cuba to find a better life with more learning opportunities and a better economy for us. We traveled from my city of birth Ciego de Avila to Toronto, Canada. In that travel were four people, my mom, dad, my little sister and me.

They always kept the same attitude nothing changed. I knew that they were scared, but they never showed it. On September 21, 2016, we crossed the border of the Niagara that separates the United States and Canada in a place named Buffalo. After doing paperwork of immigration, we took a bus to New York where a family of my mother lives. We spent few days getting to know the city, which we had not dreamed of knowing.

Then we took a plane to Miami where we thought that everything would be uncomplicated for us because of the language among other things that are facilitated in that place, but it turned to be the opposite. The rents were very strenuous to pay and too expensive, and there was no work. The minimum wage is less than $8 an hour. It was complicated at the beginning. We survived six months in that place. When we bought a car we started a road trip to Louisville, things started to transform in a positive way. We discovered a place where I could learn English and prepare myself for the future.

From a very young age, my parents influenced me in a positive way. They gave me a lot of advice about how to do the right things. I think this helped me become who I am today.

I will do the same as my parents did with me. It is the correct way because every person who has children has to love them, take care of them and teach them how be a successful person who can help others with his or her positive mind like their parents were.

-Adrian Alejandro M.
Stay tuned for part two of *We Survived* in the May edition of *Envision Equity*. Additional ESL Newcomer Academy students will tell their stories of resilience, perseverance, and triumph.

For more information about the *We Survived* project, please contact ESL Newcomer Academy teacher Scott Wade, at scott.wade@jefferson.kyschools.us.

Disclaimer: These students are from a variety of non-english speaking countries. We have worked to fix grammar and spelling issues, but wanted each story to remain in the student’s own voice.
Stella Diaz Has Something to Say
By Angela Dominguez
Roaring Brook Press, 2018
Ages 6-9

Sometimes Stella feels like she doesn’t quite belong anywhere. Born in Mexico but raised in the US, Stella doesn’t speak Spanish well enough to communicate with her family from Mexico. A speech impediment and occasional use of Spanish words at school means she is teased for her English as well. Stella tries to blend in and go unnoticed, but when she is assigned a presentation in front of the whole class she is forced to confront her fears.

Write to Me: Letters from Japanese American Children to the Librarian They Left Behind
Written by Cynthia Grady
Illustrated by Amiko Hirao
Charlesbridge, 2018
Ages 4-8

In 1942 after the attack on Pearl Harbor, the United States government put more than 100,000 Japanese American citizens in internment camps. When her young Japanese American patrons were sent away, children’s librarian Clara Breed gave them postcards so they could write to her. She kept correspondence with the children, sending books, gifts, and encouragement for three years. Appalled by her young patrons’ experiences, she wrote articles and spread information about the injustice of their treatment.

Where’s Rodney?
Written by Carmen Bogan
Illustrated by Floyd Cooper
Yosemite Conservancy, 2017
Ages 4-8

Rodney loves being outside. He loves watching the birds, the sky, and insects. He loves it so much sometimes he struggles to pay attention in class. He isn’t worried when his teacher tells him he won’t be allowed to attend the class field trip to the park if he doesn’t pay attention. Rodney has seen the neighborhood park and it isn’t a nice place. Little does Rodney know the neighborhood park isn’t where this field trip is headed! He is amazed and completely in his element when the class arrives at a large park outside of town.

Images obtained from Google Images.
Books provided by Heather Lee, Louisville Free Public Library
# APRIL

**Together we can make a better world for those with autism**

**Awareness • Acceptance • Appreciation**

For more information & other events go to FEATofLouisville.org

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| FEAT of Louisville Day
* SAVE 10% TODAY when registering for the Outrunning Autism 5K use code: FEAT2018
www.FEAT5K.com | Awareness Day | **World Autism** | **Start a Team**
Get your friends and family to join you & #Run4Autism at the 2018 Outrunning Autism 5K. | **Kentucky Autism Awareness** | **Support Autism Awareness**
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Tweet your favorite family photo | **Favorite Picture**
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11AM-12PM | **Frazier** | **Early Bird Registration Discount Ends** | **Volunteer**
Contact FEAT on how you can help make a difference
support@featoflouisville.org | **TBT FEAT 5K Pictures**
Share pictures of you from past Outrunning Autism Events | **#LVILLE4AUTISM @FEATofLou** |

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11AM-12PM | **All Center**
Free Admission for Autism Families 5PM-7PM | **Puzzles Fun Dome**
FEAT Family Fun Night Free Event at Puzzles Fun Dome 6:30-9:00PM | **Favorite Quote**
Tweet your favorite autism related quote | **You & FEAT**
Share a video of how FEAT has benefitted your family on FEAT’s Facebook Page | **#LVILLE4AUTISM @FEATofLou** |

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| **Free FEAT Family Day** at the BATS
To reserve your tickets go to FEATofLouisville.org EVENTS | **Post a Picture**
Post a picture of your family from any FEAT Event | **#FEATofLou #LVILLE4AUTISM @FEATofLouisville** | **Kentucky Science Center 5K Run/Walk**
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Tweet your favorite family photo | **#LVILLE4AUTISM @FEATofLou** |

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| **Fitness is... AU-SOME!**
To reserve your spot go to FEATofLouisville.org EVENTS | **Republic Bank: Celebrating Autism**
In honor of Autism Awareness Month, Republic Bank is accepting donations at all locations for FEAT of Louisville. You will receive a puzzle piece to put on the wall and a FEAT bracelet. |

**Whole Foods: Nickels for Non-Profits**
April thru June, customers who bring in their own bags at Whole Foods can donate their “WOODEN NICKEL” to FEAT of Louisville and support programs & workshops for local autism families.
On April 20, the Diversity, Equity, and Poverty Programs Department hosted the second annual Educators of Color Celebration at the Kentucky Center for African American Heritage. The Educators of Color Celebration is designed to recognize the amazing teachers, administrators, and school support staff of color within Jefferson County Public Schools (JCPS). We believe educators of color make a positive and lasting impact on students across our district. Our educators of color serve as advocates, role models, counselors, and, at times, even surrogate parents for our students. During the 2018 Educators of Color Celebration, attendees heard from various speakers, including JCPS Superintendent Marty Pollio, University of Louisville Professor Ricky L. Jones, and JCPS Chief Equity Officer John D. Marshall, among others.

Educators of Color award winners were nominated by students, parents, teaching peers, superintendents, and anyone from the community who has an interest in honoring an outstanding educator. Educators could also self-nominate. Nominations were accepted in the following categories: JCPS Educators Rising Student, University of Louisville Minority Teacher Recruitment Project Student, JCPS Elementary Teacher, JCPS Middle Grades Teacher,
JCPS Secondary Teacher, JCPS Administrator, and Retired JCPS Teacher/Administrator. This year, a special award was created in honor of retired JCPS administrator Dr. Allene Gold. This award, called the Dr. Allene Gold Schoolhouse Educator award, is presented to a JCPS teacher(s) who exemplifies versatility, compassion, toughness, activism, strong pedagogy skills, and a deep love for Louisville.

We would like to thank all of the individuals who nominated a JCPS employee for a 2018 Educator of Color Award. We would also like to thank all of our 2018 Educator of Color Celebration sponsors, including the Patriot Group LLC; Houston-Johnson Industries; Spatial Data Integrations; Men of Quality, Theta Omega, Inc., and Omega Psi Phi Fraternity, Inc.; 15K Degrees, and the Greater Louisville Alliance of Black School Educators (GLASBE).
Greetings!

I would like to formally introduce myself, as I begin work in Diversity, Equity, & Poverty (DEP).

My name is Christopher S. Wood. I am a proud graduate of University of Phoenix’s MBA program and Capella University’s Graduate Diversity program. I have been employed with Jefferson County Public Schools (JCPS), for over 10 years. Most recently working as Human Resources Generalist where I was effective in creating new business partnerships and efficient in increasing diversity hiring of classified substitute employees.

My vision for my new role is to establish positive relationships for Jefferson County Public Schools (JCPS) in the diverse business communities of Louisville and surrounding areas.

My three focus points in achieving this are:

1. Increase visibility in our community by endorsing and implementing JCPS’ commitment to provide increased procurement opportunities with diverse businesses.

2. Increase business awareness of JCPS’ business operations, policies and business concepts.

3. Implement and conduct internal awareness programs within JCPS’ departments that procure services from outside sources.

To contact me I can be reached by telephone at (502) 485-3620 or by email at christopher.wood@jefferson.ky schools.us.
On April 18, 2018 more than 100 boys and their parents participated in the inaugural open house of the W.E.B. DuBois Academy. Held at the Durrett Auditorium, the open house gave students and opportunity to connect with their future classmates, teachers and principal. Students were even fitted for their signature DuBois Academy blazer.

Renderings of the DuBois Academy's future location were made available to parents and students to give them an idea of what their school will look like when it opens next fall. Students also gathered on stage to learn and recite the DuBois school creed, which is:
“I was born to achieve greatness. I will not be defined by my mistakes, but my willingness to accept correction to learn and grow. My greatness will be a result of my work ethic, mentorship, and support. I will achieve all of my goals. I will be accountable for my actions and responsible to positively impact my community. I was born to achieve greatness, and I will determine the man I become.”

The DuBois Academy is being designed to help serve and meet the needs of young males of color. It will serve 150 sixth graders in its inaugural class and grow into a sixth- through eighth-grade academy after three years.

DuBois will offer an Afrocentric, multicultural curriculum and an innovative learning environment, with each student receiving a Chromebook or an iPad. The core tenets of the program will emphasize academic skills such as leadership, literacy, numeracy, social sciences, technology usage and speaking a foreign language. The DuBois Academy will serve as a model school for the district, where other teachers and administrators can visit and learn practices that will help close the achievement gap across the district.

Among the W.E.B. DuBois Academy staff to greet parents and students were, Principal Robert Gunn Jr., Assistant Principal LaTonya Frazier-Goatley, and Counselor Calvin Brooks.
Celebrating student success is essential to retaining underrepresented students. The College of Education and Human Development at the University of Louisville celebrated nine graduates from the Multicultural Teacher Recruitment Program (MTRP). The MTRP Spring 2018 Graduation Celebration was held on April 25th in the Student Activities Center in the Multipurpose Room on UofL’s campus. Of the nine graduates four are graduating with honors and three were offered jobs (as of late April) in Jefferson County Public Schools. In attendance at the celebration were representatives from Jefferson County Public Schools, Shelby County Public Schools, Bullitt County Public Schools, faculty and staff and from the University of Louisville, MTRP graduates and families, and students from the College of Education and Human Development.

MTRP provides a number of resources to improve student success, retention, and to recruit students to Educational Preparation Programs. This includes preparation for certification exams in teaching (i.e. Praxis test), meetings with current MTRP students each semester, financial assistance while completing initial certifications in teaching, networking, campus and community engagement, professional development, and guidance in being career ready. The partnerships between MTRP and local school districts are invaluable in supporting
students and getting them ready for the teaching profession and helping students find jobs. The collaborative effort is beneficial to our school districts in order to produce teachers to increase the population of certified minority teachers in Kindergarten-12th grade classrooms.

Amongst other programmatic support, the graduation celebration is an integral part of MTRP. We will continue to host this celebration as we prepare our students to teach in the classroom. The ceremony is not only about celebrating students’ academic achievement while completing their degrees at the University of Louisville, but also to celebrate students for choosing the great profession of teaching. MTRP will continue to provide support to students in order to close the gap of the nationwide shortage of minority teachers.

Please visit our website at: louisville.edu/education/mtrp. If you have questions or would like to contact the MTRP Coordinator at UofL, please email Sherry Durham at: sherry.durham@louisville.edu or call: 502-852-7384.
STREET ACADEMY
Student of the Month

Name: Kenyon S.
School: Byck Elementary
Grade: Fourth

Kenyon was selected because he is a student that has shown growth in his first year with the program. He is constantly proving that is trying to become a more focused learner. We see him as one of our students that pays attention closely and can retain a nice amount of information.

Favorite Book
Dog Man

Future Goals
Kenyon wants to be a professional basketball player or agent.

Street Academy is an education enhancement program that provides academic enrichment, increased social/behavioral skills, and cultural enrichment for targeted male students of Jefferson County Public Schools. Street Academy instruction emphasizes a direct reading curriculum model with literacy enhancements. Additionally, students will engage with martial arts and chess professionals to increase discipline and self-resiliency skills. Lastly, there is a parental involvement requirement with this program that consists of scheduled parent workshops throughout the school year.

Learn more about Street Academy here: https://lul.org/education/street-academy/
Children in the Outdoors” is the signature outdoor education initiative run by Jefferson Memorial Forest. Thanks to a $30,000 Meet Me at the Park grant from the National Recreation and Park Association (NRPA) and The Walt Disney Company, the “ECHO Mobile” is a mobile outdoor recreation and nature play unit that takes a bit of the outdoors to relatively nature-poor urban parks. Louisville ECHO provides youth education and out-of-school-time activities at Jefferson Memorial Forest and other community spaces.
“In the past, we’ve had to bring kids from their neighborhoods to Fairdale to have nature-based experiences,” said Bennett Knox, administrator for Jefferson Memorial Forest and the Natural Areas Division of Metro Parks. “This gives us the ability to take the experience to where they live.”

The ECHO unit brings activities such as biking, archery and fishing, as well as a variety of natural materials and nature play opportunities to youths throughout the community.

You can see the full ECHO schedule here – more dates may be added to the schedule. For more information, call 502-366-5432.
On April 3, 2018 the Walmart Foundation announced a nearly $250,000 investment in Cities United’s Roadmap to Safe, Healthy & Hopeful Communities Academy Planning Labs. Cities United joins 11 other finalists who are all implementing solutions to the nation’s most pressing challenges and exploring innovative approaches to reach diverse communities who persistently lack equal access to opportunity.

The Walmart Foundation is committed to helping advance solutions to bridge divides and build more inclusive, empathetic communities where all people have equal access to the tools and opportunities they need to reach their full potential, said Julie Gehrki, vice president of the Walmart Foundation. “By supporting organizations working to build trust and foster cross-sector partnerships including Cities United we’re helping to build capacity for organizations and practitioners working on the front lines to help strengthen communities.”

Cities United was selected from over 150 applicants that applied through an open RFP issued by the Walmart Foundation as part of their larger commitment to building more inclusive and vibrant communities.

The Walmart Foundation announced its grants in conjunction with the commemoration of the 50th anniversary of the assassination of the Reverend Dr. Martin Luther King, Jr. Walmart and Sam’s Club are lead sponsors of the MLK50 Symposium being held at the National Civil Rights Museum, April 2-4, in Memphis, TN.

Cities United supports a growing, national network of 122+ mayors committed to working with their communities to create solutions to cut the homicide rate of young Black men and boys in half by the year 2025. Cities United’s Roadmap Academy partners with mayors and city leaders from across the country to accelerate their comprehensive public safety plans that will establish safer, healthier and more hopeful cities for everyone. The mayors involved in Cities United bring together all corners of the community—city agencies, businesses, faith leaders, public safety officials, community members and young people most impacted by violence—to implement a comprehensive strategy to countering violence.
“For our cities to prosper, we must improve life outcomes and expand opportunities for all our young people and residents,” said Mayor Madeline Rogero of Knoxville, TN. “This includes creating opportunities and establishing safe neighborhoods for our young Black boys and men who currently face greater barriers to surviving and thriving. Cities United’s Roadmap Academy comes at the right time, allowing Knoxville to deepen our efforts to establish lasting public safety by equipping us with invaluable tools and resources to develop and carry out our plan.”

The Roadmap Academy is a year-long engagement with invited mayors, their teams and community partners designed to provide the coaching and capacity building needed to lay the groundwork and launch a comprehensive public safety plan in each city. The Academy provides hands-on opportunities to share promising practices, exchange data and case studies and implement a plan to reduce violence and improve life outcomes for young African American men and boys.

“We need a new blueprint for 21st century public safety that lights a path to real hope and opportunity for all young people,” said Anthony Smith, Executive Director of Cities United. “We’re honored to be a 2018 Walmart Foundation Diversity and Inclusion Competitive Grant recipient. The funds will allow us to expand our Roadmap Academy to provide a practical forum for mayors and city leaders to accelerate the creation of city-level comprehensive public safety plans that will tackle all the interlocking factors that allow shootings and homicides to persist in our communities.”

Mayors and city leaders are uniquely positioned to develop and lead comprehensive approaches to addressing violence that are grounded in social justice, equity, youth voice, collaboration and innovation – while also investing resources into quality education, building an inclusive economy and engaging youth and families as part of the solution.

Nine cities participated in the Roadmap Academy Planning Labs in the first quarter of 2018, including Brooklyn Park, MN; Buffalo, NY; Gary, IN; Hampton, VA; Houston, TX; Knoxville, TN; Newport News, VA; Pittsburgh, PA; and West Palm Beach, FL. Up to 40 cities total will participate through the end of the year.

ABOUT CITIES UNITED: Cities United was launched in 2011 by former Philadelphia Mayor, Michael A. Nutter, and Casey Family Programs President and CEO, Dr. William C. Bell, who partnered with New Orleans Mayor Mitch Landrieu, Campaign for Black Male Achievement CEO, Shawn Dove, and the National League of Cities to forge a national network of communities focused on eliminating violence in American cities related to young African American men and boys. Today, this movement has grown to 122 mayors (and counting) committed to working with community leaders, families, youth, philanthropic organizations and other stakeholders to cut the homicide rate of our young Black men and boys in half by the year 2025. These mayors are focused on restoring hope to their communities and building pathways to justice, employment, education and increased opportunities for residents. For more information: www.citiesunited.org. Twitter: @CitiesUnited.
ESL Newcomer Academy Students Share Personal Essays of Resilience, Perseverance, & Triumph! (Part One of Three)

Introduction By Scott Wade and Minerva Gonzalez—Teachers, ESL Newcomer Academy

We Survived is a three-part series that was created to give ESL Newcomer Academy students an opportunity to tell their stories of resilience, perseverance, and triumph. In these essays, you will fall into the lives of these survivors among us. They come to our shores from the dangerous and troubled regions of our world - ready to start a new chapter in their lives in the United States of America, with their hearts and minds filled both with the stories of their pasts and their dreams for their futures.

These young authors lived in Congo, Syria, Sudan, Guatemala, Yemen, Rwanda, Mexico, Jordan and Senegal. They are from Venezuela, Colombia, Mauritania, Tanzania and Cuba, Gambia, Puerto Rico and India, Burundi, Somalia, Egypt, Nepal and Ethiopia. They survived chemical attacks, floods, even lions and scorpions. They survived dangerous journeys from country to country across frontiers, deserts and jungles. Many have seen their families break apart, and are now separated by those they love who were left behind. And yet each day they come to school, work with each other and look to their futures.

Nearly all of them have been in America less than a year. The essays you read are their own words. While their teachers offered guidance, the words - mistakes and all - are their own. We hope you will appreciate the level of accomplishment in these essays, and overlook mistakes as each of these young authors took the leap to share their stories with the world.

The technology involved Chromebooks and Google Slides. For all students, this is their first time to be published, and for many their first significant writing piece in English. Many of these students had never touched a computer keyboard until very recently. All of them are proud of their accomplishment. Their stories are the story of America: a struggle, survival, a journey and then hope. They are the Newcomers, but not for long.

Disclaimer: These students are from a variety of non-english speaking countries. We have worked to fix grammar and spelling issues, but wanted each story to remain in the student’s own voice.
The most important person in my life who is inside my heart and in my mind is my brother.

From my birthday to now he was with me in every moment. Our parents divorced when he was 6 years old and I was 3 years old. Then we were together me and him. When he went anywhere I was with him. When I went anywhere he was with me. In the school to our friends in every places he was with me. We had a lot of difficult time and sad time together; but when I cried he says, “Don’t cry. I’m always with you.”

When our mother went to the U.S we stayed together I was doleful he was doleful too because his mother is gone.

But he didn’t let me feel like I was missing someone, he tried to make me smile. He controlled himself because he didn’t want to show me that he’s hurting too. I remember every radiant moment with him he is so droll, he did a lot of funny things to make me happy. I remember when I’m sick he was so kind, He would stay awake all night to make sure that I’m good. He is everything to me, a brother, a father, a friend. But something happened. The first time in all my life that he’s not with me. I went to American with my mom because she wanted me to stay with her. He couldn’t come. I have not seen my brother in nine months.

I mis him more than anything in the world. He’s my soul. How can I live without my brother, how? Every night in my bed, I asked myself this question. I talk with him everyday in video and he texts me. I’m so sad, how can I go to school without him?

Life is like that moment when you have something or someone that you love so much and you lose it because that is life.

There is no word or sentence that can describe my feeling about my brother.

-Emira E.
It was a beautiful and sunny day, the birds were chirping, the sky clear, it was really a cool day. We woke up in the morning at about 9:00am to prepare ourselves to go from Jordan to America. Our group was made up of my mama and sister without my dad. My problem was when we came to America the people in Chicago airport sent my mama back to Jordan.

When we were in the airport we had some conversation with each other, not just caring about eating and sleeping as you know, when my mom was talking with me she told me I have feeling that they gonna send me back so I want from you and your sister to take care of each other, you are my daughters I love you more than myself, in this moment I told her: “you are kidding! Aren't you?”

We spent a long time in the plane, it was very cool actually, when we arrived to the Chicago airport we were so glad that we come to America, we were expecting a new awesome life with my mom--finally we will become a whole family again. My dad was here in America for like 11 years without us he was visiting us for 1 month every 4 years. My life in Jordan was so much better, I mean all my family was there.

It was very disappointment for us when they sent my mama back, so what happened is we sat down in front of the airport police, they didn’t give us any food or any drink, also it was cold in there. I have diabetes and I didn’t know how to deal with it without my medication.

-Wafa S.
My name is Sulmi, and I want to tell you about a difficult part of my life. I am from Guatemala. This happened on April 6, 2016 at 5:30 pm.

Some people called my mom to ask for money, when I was in the school.

When I come back to my house my mom was not there.

They said: “If you want your daughter to live, you have to do exactly what we tell you.”

The people wanted to kidnap me, so my mom in just a moment went to the police and they looked for some possible solution but the bad people continued with the threat.

One week after, my mom went to the (PNC) Civil National Police. They are detectives and they investigate some things but they were insufficient.

Then my mom deposited only Q200.00 to the people, only for information. But the people wanted Q15,000.

My actually grandfather thought my mom was the culprit and He said you are bad person you call me because you want money. My grandfather accused my mom for extortion.

That hurt me because that is why my grandfather stopped me from wanting to be the daughter of the woman he hated at that moment.

My mother decided to emigrate to the U.S because we have a better future than in my country.

When we came across Mexico to get here, it was a very difficult time for me because I may not be able to see my family anymore.

I started my new life here in this country, because in my country it is impossible to live peacefully.

-Sulmi G.
I was 7 years old and I asked my mom where my father was. I asked what was his name? My mom told me that my dad had died on May 1, 2000 and his name was Jacinto Gutierrez Pablo. When I heard what my mother told me, that my father had died, I was crying. I will never see him and I do not have my father’s last name.

I only have my mother’s last name. I was born on August 22, 2000, three months after he died. So I never saw my dad and I will never get a hug from my father. I have 2 sisters and one brother, and they all have the last name of my father.

In 2016 I came to America.

-Pedro S.
My survival moment happened on August 8, 2010 during the afternoon. I was in my country of Guatemala.

My sister was cooking lunch. She was about 16 years old. The kitchen is located outside the house, in a separate hut. She was preparing the fire and was putting gasoline to make it burn bigger. She was using a gas jug to put in the fuel and placed the jug too close to the fire. She grabbed the match, and since the jug was too close, the jug caught on fire as well. The fire burned very quickly and became very big. She ran out of the hut, screaming.

There were five of us outside the house, including cousins and friends. We used water that was in a water tank and ran with barrels into the hut to put out the fire. We were too late, the kitchen burned down. We were able to use water to stop the fire before it spread more.

After the fire was out, a lot of people came and we said that there had been a fire in the house. It took 3 days to rebuild the hut, but afterwards everything was back to normal.

-Juan M.
My name is Dominique. My story began three years ago in my country of Senegal. The city’s name is Mbour. We had an accident, me some of my friends and my brother.

First, I was preparing with my brother in our room. Before we finished, my mom came. She wouldn’t let me go. She wanted me and her to go to my uncle’s house. But I told her, “I really wanna go “! We talk and talk, finally she said ok. Some minutes later, we left our house to go to our friends house.

We took the bus and some time later in the bus I said “hi guys we need to pray,” they said,”No, this is not a church ok”. Then the driver started the bus and we departed. We’re so excited and I said “ let’s go to the marvelous town.

Next, we were on the highway that is between the forest and some time later in front of the bus we saw a dog and the driver dropped the bus to the left and the wheel broke, the bus go to the trees that moment I was scared.

Sadly my brother’s leg was broke and some of my friends who were in the bus with me, they felt atrocious and they were crying.

The police and ambulance came later and the ambulance they came to took us, that was so hard. I never forget that calamity.

-Dominique G.
On March 10, 2016, my brother and I traveled from El Salvador to the U.S.A.

First, my dad and mom called me and said you need to come to U.S.A. When they said that, I felt bad because I will be separated from my best friend and my grandmother, but I felt good because finally I can see my mom and dad and my little brother too.

Even though I thought it would be difficult because I can’t see my grandmother and best friend, I know I can go back. I felt afraid because the United States is a new place with a new language as well. All the people were strangers for me.

Next, I went to California and I lived with my mom, dad and my two brothers. My dad came to Kentucky so I was separated from him again, and after one more year my brother came to join my dad, because we had family problems in the house.

-Lorena C.
Hello, my name is Erick. The story I tell is about a health problem I had a long time ago.

I suffered from an illness called asthma. It is a disease that affects a large number of people that can even be deadly for a person.

My mother says that I had that problem since I was born. It was always a big problem because that affected me a lot. My mother took me often to the health center. Because the problem was serious. What I felt at night at the time of sleeping was very tired, pain in my chest, and problems breathing.

The doctors of the health center prescribed my mother to take me to a center where there are many specialties for physical internal and mental problems.

My mother and I went to the place immediately and they treated me. They explained everything that happened to me and they rushed me the hospital. The news they gave us was that I had a heart problem. My heart was throbbing very fast and that affected my breathing. Probably my heart would stop beating at any time.

They did everything possible to help me, they left me many appointments and therapies that I had to perform and it was thanks to that I survived.

-Erick R.
A month ago, in Kentucky at 9:00 pm at night the atmosphere around me felt cold and the sky was cloudy but with bright stars. I was in a parking lot in a car that belonged to my mom’s friend and I stayed waiting for her while she was in the store. Two strangers tried to steal the car while I was inside. They were big and had their faces covered so I could not recognize them. Those people were inside their car, which was a Mustang and they seemed to be between 22 and 24 years old. The only thing I could see was the color of their skin which was white.

They did not realize I was in the car at first. Then, I saw that they walked around the car and saw me. I took my phone and pretended to call my mother. My mother came to the car and I was frightened and startled in that moment. Then I was lucky at the moment because she went back to the car, even though I had only pretended to have called her.

Those unknown people had some kind of scarves over their mouths so that only a part of their face and eyes could be seen. Finally, I saw my mother come to the car with her friend and the strangers saw that they were not alone. They got in the car and they drove away. After they left, my mom was very worried and started asking me many questions to make sure I was ok because I am only 17 years old and had to handle that situation alone.

-Brallan C.
I survived a very bad experience when I lost my favorite teacher in 2007. I was in my home, and my teacher was teaching me the Quran every night.

My teacher was working on making a building in the town during the day. One day as he was working, the building fell down. My teacher was inside the building.

The people took him out of the building and went to the hospital, but the doctor said he had died inside the building.

All the people were very sad then.

They took him home and all the people he knew came to his home. They made food and told stories and took his body and buried him.

I still remember him as a very good teacher.

Suleka J.
Alma and How She Got Her Name
by Juana Martinez-Neal
Candlewick (April 10, 2018)
For ages 4-8

Alma Sofia Esperanza José Pura Candela does not like her name. It's too long she tells her mother. So her parents proceed to tell her where each name they gave her comes from and what they mean. Alma learns about her family’s history and is inspired with the knowledge that she will give her first name, Alma, its own story. This is a beautifully warm and affectionate picture book that will encourage children to explore the origins of their own names.

Maya Lin: Thinking With Her Hands
by Susan Goldman Rubin
Chronicle Books (November 7, 2017)
For ages 10-14

This book is an extensively researched and well-written biography on Maya Lin, most famous for her design of the Vietnam Veterans Memorial. Rubin includes information and photos on Lin’s other projects and offers an important discussion of the role of women and minorities in American society and art.

You Should Meet Mae Jemison
by Laurie Calkhoven
Simon Spotlight (September 6, 2016)
For ages 6-8

The You Should Meet books are a fabulous series to introduce beginning readers to historical figures. This title highlights the accomplishments of the first African American female astronaut, Mae Jemison. There is also a section at the back of the book that includes extra trivia and information relating to each figure in the areas of history, science, geography and math.
Jefferson County Public Schools is on the verge of passing arguably the most impactful policy since busing. This policy is poised to vastly change the ways in which decisions are made in relation to hiring, teaching, creating policies, and allocating resources. The main purpose of this policy is to tackle systemic inequities that have a negative impact on marginalized students — particularly students of color. Inasmuch, the policy calls for changes in teaching, learning, access, and equity. This policy assures the community that the district must take these historical, social, and institutional factors into account in educating students of color so that the district can achieve and maintain racial educational equity for all students.

The overarching aspects of the policy include the following:
- Diversity in Curriculum, Instruction, and Assessment
- School Culture and Climate
- Programmatic Access
- Staffing and Classroom Diversity
- Central Office Commitment to Racial Educational Equity
- Community Equity Advisory Council

This policy declares the following:
The Jefferson County Board of Education acknowledges persistent gaps in the achievement, learning, expectations, opportunities, and disciplinary outcomes among student groups based on race and ethnicity.

The Jefferson County Board of Education recognizes that Students of Color (i.e., students who have a racial identity other than White) have been disadvantaged by long-standing inequities in our society, the causes of which are multifaceted and reflect historical, social, and institutional racism.

The board believes that as a diverse urban school district whose student population is predominantly non-White, the district must take a systemic approach to ensure that Students of Color have equitable learning opportunities, experiences, and outcomes.

District Commitment:
Every school and central office department and division shall develop an Annual Racial Equity Improvement Strategy to implement the strategies in the systemwide plan.

School, division, and department strategies shall be aligned to the systemwide plan and developed based on data (much of which will be provided from the Equity Scorecard).

Outcomes and Accountability:
The expected outcomes will be evaluative.

If you have any questions, please contact Veronda Hawkins at 485-3506 or veronda.hawkins@jefferson.kyschools.us or contact Delquan Dorsey at delquan.dorsey@jefferson.kyschools.us.

Fraternally,

John D. Marshall, Ed.D.
JCPS Chief Equity Officer
**District Commitment to Racial Educational Equity**

**FINDINGS**

The Board hereby finds and declares the following:

- The Board acknowledges persistent gaps in achievement, learning, expectations, opportunities, and disciplinary outcomes among student groups based on race and ethnicity.

- The Board recognizes that Students of Color (i.e., students who have a racial identity other than White) have been disadvantaged by long-standing inequities in our society, the causes of which are multi-faceted, and reflect historical, social, and institutional factors.

- The Board believes that as a diverse urban school district whose student population has a majority of Students of Color, the District must take a systemic approach to ensure that Students of Color have equitable learning opportunities, experiences, and outcomes.

**COMMITMENTS**

In accordance with the Board’s findings, the Board commits to remedying these inequities and guaranteeing fair treatment and equitable access to a quality education for all students. The District must take these historical, social, and institutional factors into account in educating Students of Color, so the District can achieve and maintain racial educational equity for all students.

To achieve and maintain racial educational equity for all students, the Board commits the District to promoting the success of all students and work actively to eliminate institutional and structural policies and practices that perpetuate inequities among racial groups and thereby contribute to disproportionality of access and outcomes.

**System-wide Racial Educational Equity Plan**

The Superintendent shall prepare and submit to the Board for approval, a System-wide Racial Educational Equity Plan (system-wide plan) that contains strategies for achieving and maintaining racial educational equity for all students. The system-wide plan will utilize research or evidence-based strategies and practices at the classroom, school, and District levels. The system-wide plan will be developed with diverse and inclusive participation of principals, teachers, students, parents, family members, and community members. The development of the system-wide plan shall be informed by data, including District, school, and building-level data. The system-wide plan shall establish clear goals and metrics for improvement and accountability. The system-wide plan shall be subject to review and renewal by the Superintendent, and approval by the Board, at least once every three (3) years.

Every school and Central Office Department and Division shall develop an annual Racial Equity Improvement Strategy to implement the strategies in the system-wide plan. School, Division, and Department strategies shall be aligned to the system-wide plan, and developed based on school, Division, or Department-level data. A school’s strategy shall be incorporated into the school’s Comprehensive School Improvement Plan. Division and Department strategies shall be incorporated into the District’s Comprehensive District Improvement Plan.
**District Commitment to Racial Educational Equity**

The system-wide plan shall include strategies to:

a) Raise the achievement of all students while minimizing the gaps among Students of Color and White students, balancing those efforts across the intersectionality of race, gender, household income, and special education status.

b) Eliminate or alter school and District procedures and practices that create systemic racial disparities in educational opportunities and outcomes, including, but not limited to, disciplinary practices, identification of students for special education services, and access to programs and courses for enhanced or accelerated learning.

c) Increase the diversity of school and District staff to more closely reflect the demographics of the District’s student population.

d) Improve the culture and climate of all schools, the Central Office, and all District facilities such that all students, families, and staff feel welcome and respected. School, Division, Department, and building-level culture and climate data shall be used to develop the strategies.

e) Establish in all schools a culture of teaching and learning that maintains high expectations for all students and staff, promotes engagement in Deeper Learning, and provides personalized and systemic supports for students and teachers.

f) Provide teachers and other school-based personnel with ongoing technical, pedagogical, socio-emotional, and curriculum training and support throughout their careers, to improve school climate and culture, and to create an environment of respect and support among students, faculty, and staff.

**Racial Equity Advisory Council**

The Superintendent shall establish an eleven (11) member Racial Equity Advisory Council (advisory council) with management and facilitation by the Diversity, Equity, and Poverty Programs Division. The advisory council will assist the Superintendent in the development and monitoring of the system-wide plan. In addition, the advisory council will provide technical support to schools and District leadership that includes, but is not limited to, the development of school and Division or Department Racial Equity Improvement Strategies.

The initial membership of the advisory council shall be established by a diverse and representative Racial Equity Advisory Council Selection Committee (selection committee) whose membership, in so far as possible, shall reflect the racial and ethnic composition of the student population of the district, and have a proven commitment to racial educational equity. Membership shall be as follows:

a) A teacher representative selected by the Jefferson County Teachers Association;

b) An administrator representative selected by the Jefferson County Association of School Administrators;

c) A non-administrative classified employee representative selected by the leaders of the associations that represent classified employees of the District;

d) Two (2) parent representatives selected by the 15th District PTA;
District Commitment to Racial Educational Equity

Racial Equity Advisory Council (continued)

e) Two (2) student representatives selected by the Diversity, Equity, and Poverty Division; and

f) Two (2) community representatives selected by the Superintendent.

With the assistance of the Diversity, Equity, and Poverty Division, the selection committee shall develop and conduct an application and selection process to establish the initial membership of the advisory council.

The advisory council shall:

a) Be comprised of individuals who have a proven commitment to racial educational equity;

b) Include a majority of members who are not employed by the District;

c) Include representation from several different geographic areas of the District;

d) Include parent, student, teacher, classified staff member, administrator, and community member representation; and

e) Reflect, insofar as practicable, the racial and ethnic composition of the student population of the District.

Members of the advisory council shall serve three (3) year terms, except that the initial terms shall be staggered, with four (4) members having three (3) year terms, four (4) members having two (2) year terms, and three (3) members having one (1) year terms, as determined by the selection committee. Members may serve two (2) consecutive terms. Vacancies shall be filled with individuals selected by the advisory council, in accordance with the parameters for council membership set forth in this section.

Policy Directives

The system-wide plan shall be developed and implemented by the Superintendent to address the following policy directives:

1. Diversity in Curriculum, Instruction, and Assessment

The District shall:

a) Identify, develop, utilize, and prioritize District-wide implementation of instructional practices that have been shown to improve learning outcomes for Students of Color at all achievement levels in order to minimize the prevalent and persistent learning outcome gaps among Students of Color and White students.

b) Develop rich curriculum resources for schools to implement that more effectively and accurately include the contributions and historical relevance of African-American, Latinx, Asian-American, and other non-White cultures; the experiences of People of Color; and the history of immigration and ethnic diasporas and their impact on U.S. history, culture, and society.
District Commitment to Racial Educational Equity

POLICY DIRECTIVES (CONTINUED)

2. School Culture and Climate

The District shall:

a) Provide ongoing mandatory professional development for all school and District staff that
   1. Creates a culture of high expectations for all students;
   2. Provides teachers with knowledge and tools to provide students with ongoing
      opportunities to understand racial identity and its impact;
   3. Helps identify and address racism (personal and structural) and implicit bias;
   4. Trains school and District staff to implement restorative practice strategies;
   5. Increases the cultural competence of school and District staff; and
   6. Equips and empowers school and District staff to eliminate racial and ethnic disparities
      in learning opportunities and to minimize the prevalent and persistent learning outcome
      gaps among Students of Color and White students.

b) Reduce racial disproportionality in disciplinary actions.

3. Programmatic Access

The District shall:

Increase enrollment and success in enhanced or accelerated educational programs and courses by
Students of Color, including, but not limited to, magnet and optional programs, programs for
Gifted and Talented students, Advance Program, Advanced Placement, Dual Credit, International
Baccalaureate, Cambridge International, internships, apprenticeships, and career and technical
programs.

4. Staffing and Classroom Diversity

The District shall:

a) Attract, recruit, hire, and retain staff and leadership that more closely reflect the racial,
   ethnic, and linguistic diversity of the student body of the District.

b) Provide training to District and school administrators and school-based decision making
   councils regarding the importance of and strategies for increasing staff racial diversity in
   an urban school district, where a majority of students are Students of Color.

5. Central Office Commitment to Racial Educational Equity

The District shall:

a) Conduct regular (i.e., at least every three [3] years) comprehensive reviews of existing
   Board policies, including, but not limited to this policy, using an evidence-based racial
   equity analysis tool, and propose changes to policies as needed to achieve and maintain
   racial educational equity.
STUDENTS

09.131
(CONTINUED)

**District Commitment to Racial Educational Equity**

**Policy Directives (continued)**

b) Utilize an evidence-based racial equity analysis tool when developing recommendations for staffing, budget allocations, developing curriculum, and adopting alternative discipline practices.

c) Designate a District team to work closely with community partners to address poverty, its root causes, and its consequences for student success, taking into account the intersectionality of race, gender, household income, and special education status.

**Accountability**

a) The Superintendent or designee shall meet at least bi-monthly with the Racial Equity Advisory Council to receive status reports, concerns, and provide support.

b) The Superintendent shall report at least two (2) times per year to the Board regarding the implementation of this policy at the classroom, school, and District levels, and progress on meeting the measurable goals established in the system-wide plan.

c) The Superintendent or designee, in collaboration with the Racial Equity Advisory Council, shall host community conversations two (2) times per year to hear from community members regarding issues relating to racial educational equity, and to provide status reports to community members regarding implementation of the System-wide Education Equity Plan.

d) Progress toward implementation of this policy and the reduction of gaps in achievement, learning, expectations, opportunities, and disciplinary outcomes shall be considered as part of the Superintendent’s evaluation.

**Related Policies**

01.111; 02.442; 03.133; 03.1912; 03.233
08.132; 08.141; 08.2; 08.51; 09.13; 09.42811
IA; IB
The Louisville Regional Global-Local Summit (GLOCAL) is an opportunity to learn about the current state of foreign born immigration in our region, to identify current challenges to integration and to prioritize actions to expand opportunities to help them succeed.

Join leaders from across the community to explore:
- Jobs and career development
- Starting and growing a business
- Education
- Healthcare
- Financial literacy and community wealth building
- Connecting with people
- Celebrating and sharing everyone's culture and heritage

The event is free and open to the public. Registration is required.

Click this link to Register Now! Or visit the facebook page

Questions or for further information contact Bryan Warren (502-574-2867).

The Global Local Summit is a pre-meeting event affiliated with the National Welcoming Interactive and Welcoming Economies Convening being held June 18-20 in Louisville, KY. To attend or find out more about this national gathering of immigrant integration experts visit WelcomingInteractive.org

Sponsored By:
Are you a high school junior or senior who will possibly be the first person in your family to graduate college? If so, Jefferson County Public Schools (JCPS) invites you to attend D.O.R.M.S.

D.O.R.M.S.—which stands for Decision, Organization, Ready, Meet, Study—is a two-session workshop conference designed for future first-generation college graduates and their parents. D.O.R.M.S. will provide high school juniors, graduating seniors, and their parents with resources and information to help achieve success for a college setting. The event is free and all are welcome, but seating is limited. For more information or to R.S.V.P., please email delquan.dorseyjefferson.kyschools.us or call 485-3506.

There will also be a drawing for possible scholarships for graduating seniors who meet all of the criteria and complete necessary paperwork, by May 31, 2018. Please visit https://tinyurl.com/yb8vb6wx

Volunteers will be available to assist with the 2018-19 Free Application for Federal Student Aid (FAFSA), for those who need to complete financial aid forms. The follow information is needed to complete the 2018-19 FAFSA:

- Student’s FSA ID and one parent. Create an FSA ID at: fsaid.ed.gov.
- 2016 1040 Form and 2016 W2’s (Student and parent(s) for both)
- Record of any other income
- Parents’ date of birth, Social Security number, marital status, and date parent was married, divorced, or widowed
SAVE THE DATE

DIVERSITY, EQUITY AND POVERTY IN PARTNERSHIP WITH KENTUCKY YOUTH ADVOCATES PRESENT
2018 FOSTER CARE CONFERENCE
"Promoting Educational Resilience for Youth in Foster Care"
TUESDAY, JULY 24, 2018
8:00 A.M. – 12:00 P.M.
LOCATION: TBD
Open to Educators, FRYSC Coordinators, Child Welfare Workers, Foster Parents, Court Personnel, Advocates for Foster Youth, and others!
R.S.V.P., using the following link:
https://tinyurl.com/y9jdwwq
If you have any questions please contact
lindsay.bale@jefferson.kyschools.us or 485-6358.

Credits

Editor—Catherine Collesano
Editor, Photo Contributor—Abdul Sharif

Special thanks to those that contributed to Envision Equity during the 2017-2018 school year. We look forward to providing you with more content starting in August of 2018. Until then, remember to Envision Equity!

Envision Equity is a publication of the JCPS Department of Diversity, Equity, and Poverty Programs. All submissions should be sent to Catherine Collesano at catherine.collesano@jefferson.kyschools.us or Abdul Sharif at abdul.sharif2@jefferson.kyschools.us. If you are interested in becoming a subscriber or a contributor to Envision Equity, please contact one of the editors at the above email address.

www.jefferson.kyschools.us

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