Ferguson Commission was formed by Executive Order:

- Study and recommend ways to make the St. Louis region a stronger, fairer place for everyone to live. Recommendations will be made in four areas – (1) public policy (2) institutional systems (3) organizational practices (4) individual contributions

- Take testimony and gather information; engage the scholarly and research expertise necessary to help inform the commission

- Issue a report containing policy recommendations after undertaking a study of the following subjects:
  - Citizen-law enforcement interaction and relations;
  - Racial and ethnic relations;
  - Municipal government organization, and the municipal court system; and
  - Disparities in substantive areas that include, but not are not limited to, education, economic opportunity, health care, housing, transportation, child care, business ownership, and family and community stability.

“Their most important work will be the changes we see in our institutions and our work places, in our communities and in our interactions with one another. Change of this magnitude is hard; but maintaining the status quo is simply not acceptable.”
• The Ferguson Commission is an empowered, independent and diverse group.

• Openness and transparency will be cornerstones of the Commission’s work.

• The challenges we face are not unique to our region, the Commission looks to serve as a role model and offer best practices to communities across the country.

• The Commission members have the responsibility – and the opportunity – to hear from people from diverse backgrounds and all walks of life, and to form concrete recommendations for making this region a stronger, fairer place for everyone.
Ferguson Commission Values:

- Transparency
- Equity & Fairness
- Civic Engagement
- Diversity & Inclusion
- Integrity
Standard Operating Principles:

Explore the underlying social and economic issues in the St. Louis metropolitan area using a common set of principles including:

(1) Honoring community expertise and youth perspective;
(2) Looking beyond what is to create a model for what can be;
(3) Leveraging new and existing data to generate evidence-based recommendations;
(4) Centering on principles of equity and justice; and
(5) Prioritizing action with a sense of urgency
Child Well-Being/Education Equity Work Group Members:

Rasheen Aldridge, Ferguson Commission Members
Dr. Carol Basile, UMSL, Dean of Education
Koran Bolden, Entrepreneur, Street Dreamz
Dr. Crystal Gale, Principal, Roosevelt High School, SLPS
Dr. Sharonica Hardin, Asst. Superintendent, Ritenour School District
Becky James-Hatter, Big Brothers Big Sisters of Eastern Missouri
Katie Kaufmann, Ready by 21
Dr. Katie Plax, The Spot
Dr. Ramesh Raghavan, Washington University
Dr. Scott Spurgeon, Superintendent, Riverview Gardens School District
Dr. Grayling Tobias, Superintendent, Hazelwood School District
Child well-being is a goal to ensure that children, ages 0-25, are thriving in their daily lives:

Final Definition should consider...

- Growth and development of child to full potential
- Retain the ability to be children
- Have what they need to be fulfilled, contributing adults both internally (as a matter of resiliency) and externally (as secure attachment) to an adult and access to the support he or she needs
CHILD WELL BEING
Community Feedback from February 24, 2015 Meeting

Consider when creating Child Well-Being Scorecard:
• Include qualitative design/observational level
• Kindergarten readiness
• Reading by 3rd Grade
• High school graduation rate in 4 years
• Participation in quality after-school/out-of-school programming
• Percentage of kids participating in activities they want
• Safe parks child’s ability to interact with other children
• A smile quotient to evaluate a child’s happiness
• Time children are able to be separate from guardian/parent
CHILD WELL BEING

Feedback from February 24, 2015 Meeting

Consider when creating Child-Well Being Scorecard: (continued)

• Ability to play (express playfulness)
• Relationship with a caring adult (mentor role)
• Capacity for increasing independence across the life course (strong internal locus of control) and interdependence (not all about self)
• Access to resiliency safety that equips children to readjust, rebound despite trauma or circumstances
• Ability and across to cross-cultural interaction as a basis for respect (cultural broadly defined to include social-economic position and other definitions)
• Freedom and ability to fail, learn and recover from that failure
• Knowledge of strengths, gifts and talents with confidence and ability to share those strengths, gifts and talents
• Access to physical and mental health resources
EDUCATION EQUITY
Community Feedback from February 24, 2015 Meeting

Education equity is a measure of achievement, fairness, and opportunity in education.

Need to consider in final definition:

• Expectations for all (high standards)
• Access
• Equity does not always mean the same
• Includes outcomes for students
• Includes similar opportunities for all students
• Students will be college and career ready
Consider when creating Education Equity Scorecard:

- MSIP V standard with modifications and a better definition/clarification
- Mobility rate
- Attendance
- Immunization
- Academic achievement
- Activities (co-curricular and after school)
- % of Incarcerated family members
- % of employment/unemployment in the home
- % with lack of transportation
- % of homelessness
EDUCATION EQUITY
Community Feedback from February 24, 2015 Meeting

Consider when creating Education Equity Scorecard: (continued)

- Entering college without remediation
- Number of scholarships
- Number and quality of business partnerships/internships
- Early childhood for all at age 3 (free)
- Expand Parents As Teachers
- Kindergarten readiness
- College and Career Ready
- College Graduation rates increase (4 year rate)
- Children ready for schools AND SCHOOLS READY FOR CHILDREN
- Employers are ready for children
EDUCATION EQUITY
Community Feedback from February 24, 2015 Meeting

Consider Current and Future Public Policies:

• Consider requirements for home day care providers

• Mandate age for kindergarten (should be younger than age 7)

• **ALL** 3-5 year olds should have access to a **high quality** early childhood program

• Current transfer bill

• Requirements of unaccredited districts
A Fundamental Assertion

If we make decisions and work in the best interest of children, especially those who are often left out and left behind, every aspect of our community will improve, short-term and long-term.

A vast body of evidence proves this point. A few examples.

• Failing to educate children is costly and wrong – it increases their need for public support; compromises their sense of humanity and dignity; doesn’t produce a reliable work force; squanders our individual and collective ability to prosper, etc.
• More children growing up in poverty, means more adults living in poverty.
• More adults living in poverty and uneducated results in more crime and incarceration.

Our Forever Question

Is it good for children?
CHILD WELL-BEING

Definition: This is NOT the final recommendation!

*Child well-being is a goal to ensure, that children, ages 0-25, are thriving in their daily lives.*

Metrics to Track:
• Begin work on scorecard design and 2015 goals TONIGHT!

How/Who to Track:
• Will move forward with conversations with organizations (i.e. Vision for Children) and experts (surveying children)
• Plan to have preliminary recommendations for input by April 8th meeting.
Child well-being is like a car battery; where the positive and negative poles must work together to produce the right “energy”.

In much the same way, child well-being is generated by focusing on the positive and negative experiences/circumstances.

In the case of positive experiences, we must push up on the assets of individual children AND at the same time we must push down on the negatives experienced by dysfunctional and discriminatory systems.
Child Well-Being is like a battery **NOT** a see-saw!

Negative Systems (push down)
- "ecology and intrapersonal deficits"
- Racism
- Segregation
- Income Inequity
- Education Inequity
- Incarceration
- Inadequate Housing
- Violence/Neglect/Abuse

AND

Positive Assets (push up)
- "assets of individual children"
- Mentoring
- After-school programming
- Quality Child Care
- Quality Early Childhood Education
- Summer Camp
### STL Positive Change

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<th>Focus Area</th>
<th>2015 Goal</th>
<th>Number in Target Population</th>
<th>Current Total Participation</th>
<th>Current # in Quality Settings</th>
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Sample scorecard provided to community. Community will provide feedback to design. Community will “practice” aligning actions/activities/programs in scorecard by pushing down on **deficits** and pushing up on **assets**.
EDUCATION EQUITY

Definition: This is NOT the final recommendation!

*Education equity is a MEASURE of achievement, fairness, and opportunity in education.*

Metrics to Track:

- In development based on two full meetings of feedback.
- Plan to have preliminary recommendations for input by April 8th meeting.

How/Who to Track:

- In development based on two full meetings of feedback.
- Will move forward with conversations with organizations (i.e. U.S. Department of Education) and experts (universities and researchers)
- Plan to have preliminary recommendations for input by April 8th meeting.
EDUCATION EQUITY

Input on broad public policy scenarios:

# 1 – If a student is attending an unaccredited school in an unaccredited school district is it ok to require the student to attend an accredited school first within the district even if the district is unaccredited. (intra-school transfer).

# 2 - If a school district and its schools are unaccredited is it ok for students to transfer to a charter or virtual school even if a traditional public school is available.
EDUCATION EQUITY

Input on broad public policy scenarios:

# 3 - If students are transferring, should the receiving schools districts be able to set their own fee.

# 4 - If receiving school districts set their own fees but charge the transferring districts only 90% of that fee is it fair and reasonable that they should not have to be accountable for the children’s performance for 5 years.

# 5 - If receiving school districts sets their own fees but then charge the transferring districts only 70% of that fee is it fair and reasonable that they should not have to be accountable for the children’s performance for 1 year.
Child Well-Being and Education Equity

(Feedback from Breakouts; Open Mic Public Comments and Questions from Commissioners)
Thank YOU!

Mark your Calendar
Child Well-Being and Education Equity
April 8, 2015
5:00pm – 7:00pm
Location to be determined

www.stlpositivechange.org
contact@stlpositivechange.org