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Wednesday, January 14, 2015

CHARLOTTE

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INFORMATION:

CityLYNX Gold Line Opening Delayed Until June 2015

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Due to construction delays, Engineering & Property Management has determined that the opening of the CityLYNX Gold Line will be delayed until June 2015. The contractor for the project, Joint Venture, a collaboration between Balfour Beatty Rail and Blythe Development, began experiencing schedule difficulties in summer 2014. Staff immediately brought to the contractor's attention its concerns about the schedule. Joint Venture then committed to meet the contracted completion date of December 23, 2014 by developing an aggressive recovery schedule. The contractor brought on additional crews and made great strides in recovering the schedule and by October was making significant progress in completing the line. However, Joint Venture's efforts fell short of the contracted completion date. The contractor is being assessed liquidated damages, which are monetary penalties, until the contracted work is completed. This delay will not result in an increase of the project budget.

The public may experience intermittent lane closures until the opening of the line; however, streets will open completely in February. Normal access to business driveways has already been restored. The contractor estimates his work to be completed by the end of February, allowing the City to begin testing with a streetcar vehicle on the line in March. At that time, the City will go through a series of safety tests, certifications, and simulated operations that will prepare the CityLYNX Gold Line for passenger service. The Federal Transit Administration has been informed and has approved the extension; the delay will not affect the federal grant.

The opening of the CityLYNX Gold Line will be the first time in 77 years that Charlotte will have a streetcar in mixed traffic as a transportation option offered to the community. Charlotte has recently been named one of the fastest growing cities in the country. Due to this impending growth, the City is committed to providing a robust infrastructure that includes multi-modal transportation so all citizens can have access to safe and reliable options to travel within the Queen City.

Staff will keep Mayor and Council apprised of any further developments with the construction schedule.

January 22 – Mayor's Mentoring Alliance Award Ceremony

Staff Resource: Angie Gover, NBS, 704-336-2928, agover@charlottenc.gov

The Mayor and City Council members are invited to attend the annual Mayor's Mentoring Alliance awards ceremony, "Mentoring: An Inspirational Journey," on January 22, 2015 at 6:00 p.m. at the Blumenthal Performing Arts Center's Booth Playhouse. Since 1995, the Mayor's Mentoring Alliance awards have recognized outstanding mentors, group mentors, mentees,

and mentoring agencies. The event coincides with National Mentoring Month. In recognition of this event, the Duke Energy Center will be lit in green, the color of mentoring awareness.

The Mayor's Mentoring Alliance connects Charlotte mentoring organizations to promote best practices. Member organizations participate in training, networking, share success stories, host workshops to train individual mentors, and partner with United Way of Central Carolinas to train mentors recruited for United Way's Project 1,000 initiative.

The Alliance will soon debut an online Mentor Charlotte Portal developed in collaboration with the Code for America Charlotte Brigade. The portal will be a tool to connect potential mentors to volunteer opportunities with a mentoring agency.

To RSVP for the January 22 awards event, please contact Angie Gover at 704-336-2829 or agover@charlottenc.gov.

ATTACHMENTS:

October 17 Economic Development & Global Competitiveness Committee Summary

EDSummary10-17-14.pdf

COMMITTEE AGENDA TOPICS

I. Subject: Immigrant Integration Task Force Update
Action: On November 25, 2013, Council created an inter-agency task force to research, prioritize and recommend policies to maximize local immigrants' economic and civic contributions. Council asked the task force to provide periodic updates to the Committee. At today's meeting, staff will provide an update. No action is required.

II. Subject: Out of School Time Request for Proposal Process
Action: On May 27, 2014, Council requested that staff work with OST contractors on program improvements, explore alternatives and improvements to the current OST funding process, and consider tying OST funding levels to the maximum permitting by CDBG formulas. On July 2, 2014, staff presented the process to advance this work including engaging stakeholders. At today's meeting, staff will present the findings from the stakeholder focus groups and present for the Committee's consideration recommendations for improving the OST program and FY16 RFP process. Staff seeks the Committee's recommendation to the full Council for consideration at a future business meeting.

III. Subject: Amateur Sports Development at Bojangles Coliseum/Ovens Auditorium
Action: On June 5, 2014, the Committee discussed the updated site plan and development framework as part of a potential partnership with GoodSports Enterprises Global, LLC (GoodSports) to develop an amateur sports-related development at the City-owned Bojangles' Coliseum and Ovens Arena Auditorium Complex. During that discussion, staff briefed the Committee on the necessity to rezone the site. At today's meeting, staff will provide the Committee with the first of several brief updates on the progress of the rezoning effort as well as share the next steps required to prepare the properties for future development activities. No action is required.

IV. Next Date: Thursday, November 6, 2014 – Tour of Amateur Sports Facilities (10 a.m.-3 p.m.

COMMITTEE INFORMATION

Present: Michael Barnes, Al Austin, Claire Fallon Vi Lyles and LaWana Mayfield
Guests: Mayor Dan Clodfelter, Ms. Johanna Anderson (Executive Director, Belk Foundation)
Time: 12:00 p.m. – 1:38 p.m.

ATTACHMENTS

1. Immigrant Integration Survey
2. Immigrant Integration Task Force Update Presentation
3. Out of School Time Process Review Update Presentation
4. Bojangles'/Ovens Area Redevelopment Presentation

DISCUSSION HIGHLIGHTS

Chairman Barnes welcomed everyone to the meeting and asked for introductions. We have three items on our agenda today, a discussion regarding the Immigrant Integration Task Force, discussion regarding the Out of School Time proposals and a brief update on Amateur Sports and Bojangles'/Ovens Redevelopment. I believe Ms. Gordon will have a report for us and I have some feedback we'll get to later. Mr. Deputy City Manager anything?

Kimble: Perfectly done Mr. Chairman. The only one that is going to require some action if you are ready is number two on your agenda, Out of School Time. The rest are updates so I will turn it over to Alexis Gordon for our first item.

I. Immigrant Integration Task Force Update

Gordon: As you remember this started in November with a resolution to form this task force and we quickly formed a 29-member inter-agency task force that is looking at this. Just as a reminder these are City agencies, County agencies, non-profit, educational partners, CMS. Many, many different people are involved on this task force so it's not just purely a City point of view. The purpose is to maximize immigrants' economic and civic contributions to the City of Charlotte, so really looking at the community and how we maximize the newcomers that we are receiving. The charge is to review the 2007 survey that was done on immigration in Charlotte and how our community was changing, to research policies that other new gateway cities are doing. A new gateway city is some place like Nashville, some place like Charlotte, not your typical Chicago, New York, San Francisco; there are different kinds of gateway cities. We are also going to have recommendations for action for City Council to take and that will be coming to you in February and to also look for other opportunities to really embrace the immigrant community and find ways to get them involved and integrated into our community.

The process is broken out into quarters so we started with this listening and learning phase; that's where we have different people from other cities including Nashville. We've had people from Washington and Atlanta come and talk to us about how they're handling immigration changes, how diversity is gone from being black and white in the communities and can be a little bit of everything. Then we also went out in the community and listened to the immigrant population. There were more than 15 listening sessions that were posted and notes were taken and we looked at the good, bad and ugly even of what is happening in our community and what people feel they need. I think one of the biggest take aways was that the immigrant community, and even the second and third generation Americans, they were really happy to have the City put together a task force to come out and ask them. That was one of the biggest pieces of feedback we got from them; thank you so much for asking us how we feel and what we're facing in this community.

The next part of it started this summer with an Immigrant Survey. There are 35 questions and it is in your packet. This ranges from everything do you feel welcome, do you feel connected to just demographic questions about the household, do you have children in school, what does your job look like, do you own a business, those kinds of questions. That is what the bulk of my update will be on today.

Mayfield: Ms. Gordon, when we are through the learning and listening phase do we have a breakdown of where we went and specifically which communities we talked since we know we speak over 130 languages in our CMS School System? Do we have a breakdown of who we targeted?

Gordon: Yes and I can give that to you. There is also a list on the website, charlotteinternational.org as well. We had several that were hosted by the task force, but we also asked community groups because of the trust factor in the immigrant community to also host them. Some groups were better mobilized than others and so do have a little bit more meaning on the Latino population, however we did get surveys back and also feedback from other populations as well. Additionally, we put just the three questions that were asked at every listening session on the website again so if someone felt like they didn't want to say it in public they could say it there and we have that feedback as well. There have been a few people taking that opportunity. Currently the task force is 25 members; we've broken up into different working groups that I will get into in a moment, but these working groups are taking what they learned from the listening session, checking in on what the responses are on the survey and then looking at what can we do as a community, what can we do as a city, what can we do as a county to address barriers, to keep things that are good. For example, sometimes we'll hear things that used to happen in Charlotte but don't anymore that we would like to see come back, so how do we do that? How do we look at those changes and those opportunities to engage more? Then while they work on that they are going to make recommendations then they will share the recommendations with the public, get feedback on what they decided to be done and then they will refine the recommendations based on that feedback. Again, we really want this to be a process for the community, not just a think tank not just wanting people like me sitting at a table talking about what I heard in D.C. We really want it to have some grassroots feel and how the community gets feedback. Once those recommendations are refined, we will return them to Council for your decision.

Currently we are in the public survey phase; it is an electronic survey that is posted on our website, charlotteinternational.org; it is in many different languages. We also have found out that there is a higher population of cell phone use in immigrant communities so we also passed out flyers with QR codes. The three part question is too much to do at a festival but we've been going to festivals and passing out flyers with the QR codes to people who take a picture and do the survey on their cell phone. The other thing that we have done to help with the survey because we know not that everyone has access to a computer, is we are partnering with Que Pasta Mi Gente, which is one of the Spanish newspapers in town; they've printed the survey for us and we've partnered again with Compare Foods, they have boxes for those surveys in all of their locations so people can fill them out at home and drop them off there, drop them in the mail directly to us. Another thing we've been doing is we've partnered with CPCC and their English classes, CMS as well. Some teachers have also reached out and gotten written surveys and are getting into people's homes and collecting and bringing them back to us. The YMCA is actually doing one on one with families they work with where they'll go through the survey and actually using it as a conversation with the people that they are helping. We are also collecting surveys in this way as well so we are getting more than everyone who just had access to the Internet. We are getting people who might not have access as well. A couple other non-profit organizations asked for the printed survey and we have given it to them. We haven't gotten them back yet, but I am hoping that will use it at meetings or give it to their clientele.

To kind of match that we are doing a control sample which is a telephone survey that UNC-Charlotte Urban Institute is leading for us. It's going to have a 95% confidence level so it is just a scientific way

of saying this is going to be a really healthy survey sample. Our survey example isn't a very scientific survey because anyone can do it, but this will have a different confidence level in those answers because it is going to be scientifically done. It's mainly being done through mobile phones because we know that immigrant population is more likely to have a mobile phone.

Just to give you some feedback on where we are right now, we are about half way through with the survey and what we have decided to do on the task force instead of setting a date that is the day we are going to close the survey, we've been watching to see when there are spikes in taking it so if we keep getting spikes of 50 or 100 people, when they've had 200 people take it. We don't want to close the survey until we start seeing those spikes kind of peter out and being smaller. It's starting to get less now; I'm not seeing 200 anymore, I'm starting to see 50 here and 40 there so we are watching it at closely. I would say we are probably about mid-way through with it. It's released in 10 languages, English, Spanish, German, French, Russian, Hindi, Gujarati, Arabic, Vietnamese and Chinese. We've also asked the populations that if someone wants to translate it in another language we will gladly put it on there electronically. That's actually how we have gotten a few of them that way. Another method that people are using, I know one of the refugee groups took the English version and then they read it aloud in class with an interpreter so that they can write on their sheet of paper and they have numbered things so it is easier to get their feedback without paying for a translation. They also use it in teaching English so people can see what the words are.

So far we've had 98 nations, actually 99 when you count responses reported in the United States so we are looking at this by foreign-born. However, anyone can take it and then if interesting stuff that comes out of the open ended questions from our native people. So far we've had, taking out the American born respondents, we've had 1,150 respondents so far and this has only been open since mid-August. Right now our top responding countries are 23% Mexico, followed by El Salvador, Columbia, India and Honduras, which isn't too far off from what our Census numbers are. Our number one is Mexico and number two is India and number three is El Salvador so it is not too different from what we see in our Census numbers.

Currently 83% either agree or strongly agree that they think that Charlotte is a welcoming city to people that are born in other countries. I think that's a good thing for us to hear that people feel they have come here from somewhere else and they feel welcome. The numbers changed a little like they tend to go down a little bit about feeling connected. They feel welcome but they don't always like they are part of everything, so 79% said they feel like they are part of our communities. We also looked at whether or not they feel part of the immigrant community and that one is kind of all over the place. Something I also wanted to give you is we talked a lot about this is supposed to be helping with economic development and encouraging entrepreneurship was one of the things that helped start this resolution that spawns this task force so I wanted to give you a look at what those numbers area as well. Eight percent of those responded so far have their own business and out of those 37% asked a friend to help start their business. Another 27% looked to the Internet. I want to say it is 5% that said I didn't find any help, I just did it on my own just started my own business and muscle through it to get started. Something else that has come up often when we presented this to the Committee is talking about the banked and the unbanked. Currently out of the 1,000 survey respondents, it seems most people are banked in some way. Many people are using savings accounts and credit unions and we are seeing that even from the written surveys as well that, I thought it might be that way just for

the online surveys, but the written surveys as well, people are saying they have a bank to go to, which is a good thing for that community.

Through all this information that we've been getting these are the working groups that we've created. One group is working on economic development, one group is working on public safety, another is working on transportation and housing, education is another one that we have, also health care and social services and the last is civic engagement and the receiving community. The task force thought it was very important that we don't just look at the immigrants that are coming in, but also the people that are here that are receiving them. How are they feeling, how are they working with the different people that are coming in.

We have also had the task force set up guiding principles and these are the principles they have come up with. They want to make sure that any recommendation that they give follow at least one of these but hopefully multiples of them. They want to make sure that there is equitable access, making sure that everyone can be involved and that all residents of Charlotte are getting the services they need. That there is inclusion, that we have diversity and that we strengthen a sense of belonging and safety in our community together; to have connection to promote social connection among diverse groups, to make sure that we are not just having digital connections with the government, but actually real tangible one on one face time. There are many cultures that face time is very important in that connection, being around different people and relating to them is another part of it for us. The other principles we have are economic growth; we want to make sure that whatever we do we remove barriers for growth in our economy, that we are looking for ways to encourage entrepreneurship that we are looking for ways to develop skills and training within the whole workforce to help with leadership, help with diversity on boards and help position Charlotte to be globally competitive. The task force also wants to make sure that this is well-being of all. It was very important when we had Tom Negri from the City of Nashville come. Nashville had a movement called Nashville for All of Us and the task force was really taken on that. This isn't just about immigrants, this is about making Charlotte better for anyone who comes here so whether you came here from Beijing straight to Charlotte or you came via Chicago or you were born in Chicago, moved to New York and then out somewhere to Des Moines and here to Charlotte, we want to make sure that it's all inclusive and that's the well-being being on everybody.

Fallon: Were these people all legally here because they might get a different feeling if they weren't. Would you know, did you vet them at all?

Gordon: We don't ask because again trust is one of the biggest parts of this. We have found that if there is not trust, we cannot get positive feedback at all; we can't even get negative feedback.

Fallon: Would you have found that it was skewed if it was not so many people legal that they feel differently about being accepted?

Gordon: We do know that we have listening groups that people came out and said hey, I'm illegal so we know that we had that feedback from the community and to be honest they felt just as welcomed. I went to many of the listening cessions and both people that came here as refugees, people that came here for school, people that came here illegally and were open about it; I really have not seen a

big difference between them. When you pull up what they said in those listening groups they are not waved one side.

Fallon: Even in the banking sector where they would not put money in the banks because they would be afraid?

Gordon: The main banking fear was actually in our Muslim community because of interest so that has actually been our biggest banking issue because Islamic faith you can't have interest there. Even insurance can be an issue because insurance companies are making interest on what they are giving them so it wasn't so much from the undocumented side that we've heard in banking issues, it was actually more from the religious standpoint.

Fallon: Thank you.

Mayfield: Just for language clarification moving forward, I would encourage us to use undocumented as opposed to illegal since we've had that discussion for many years. No individual is illegal, they act may or may not be but when we are talking about creating transparency and having a task force that is looking at our diverse community, I think we go much further in that conversation if we identify correctly who our target is and that includes those that are documented as well as undocumented opposed to using the language of illegal.

Barnes: I don't want to get into an argument about semantics but I think there are people who have a rule of law perspectives on this topic and do you as if your status is not legal or documented that is illegal but I understand what you are saying.

Austin: Just a question around education. Is it more CMS or is it access to higher education? I noticed some child is there with our undocumented folks in higher education as well.

Gordon: Are you asking more about the respondents, where they are on the education scale?

Austin: Yes. What kind of feedback are we getting around our education system access to be able to see their children to volunteer and then access to higher education ability to help them as well?

Gordon: One of the biggest pieces of feedback we did get during the listening sessions was that there is a lack of being able to volunteer in schools if you are not documented. One of the reasons is that you do not have proper identification to be bringing to the school. The school system currently does background checks using a social security number; you don't have a social security number then you cannot be a volunteer. However, you can still come to your school and have lunch with your student, but they are saying this isn't enough, we want more than that. That was something said was an improvement they would like to see.

Barnes: How so on the topic of school volunteer issue?

Gordon: A lot of parents would like to be able to help their kids do a fieldtrip, be able to be a teaching assistant, come in and actually volunteer in the school and be engaged more with their children and other children and to do that the school system would have to change how we accept volunteers. Part

of that process is just that idea of protecting children. The reason they have to have a social security number is so the school system can do a background check to make sure that your children are being kept safe.

Barnes: That's a good thing.

Gordon: What we've done in getting the recommendation system is also to look what other cities do. In other cities they accept if you have a consulate card so if you are from another country your consulate is your card or passport that says who you are is who you say you are. They can run fingerprints and do it that way to find out whether or not you've been in trouble with the law in any country. There are some of the legal systems and agreements that we have internationally. That is how some other cities handle how do you change policies to allow for the same level of protection of your children while allowing for more interaction and engagement. As far as opportunities for higher education, they felt that CPCC is over and again, time and again we hear about what a wonderful system that is and they do really feel that they have those opportunities. Where there was a more negative skew on what the feedback is understanding that system. What age do I try to get my child to think about college? At what age do I think about whether or not they want to learn a skilled labored thing, do we want to go to the tech? When should I think about that for my child because our system is very different? In some countries you take a test and that's how it is. In many places in Europe you take a test and you come up to this system of that one or this one and we don't have that here so they want to know how you work within the U.S. system. There's not really a lot of information because we just take it for granted. Well yeah, when I was in Middle School my counselor came to me so it is just that communication. We hear a lot about that, there needs to be more communication. Also communication in multiple languages, not just English and Spanish. We've had a lot of people, especially our refugee community come and they speak minority languages and someone says oh, you are a refugee from Vietnam, here is something in Vietnamese. That is not the language they need so that is something that we've seen. We've even seen someone say I'm from China, well here is something in Chinese. That is something we have that people are trying but they are just missing that part of the scope.

Fallon: It's hard for Europeans to understand our education system because at a very early age you're typed in Europe whether you are going to be vocational or will you be able to go to high school or be able to go to college. In its own way, it's a very discriminatory system but it is bad because some children are very late bloomers, so they don't understand here we don't do that. You don't make a decision basically until you go to college what you really want to be and that is usually by the second year. So it's very confusing for them because I've been talking to some people; they just don't understand our system.

Gordon: Are there any other questions? Thank you very much.

Barnes: I was going to tell you earlier that I had a chance to attend the Kauffman Foundation Conference of Mayors and the Mayor's Entrepreneurship in Kentucky yesterday and among the things we talked about was the issue of immigrant integration, particularly around economic development and how to support immigrant entrepreneurs. I know we're doing some work around permitting and working with the County to simplify things there. Many of the speakers talked about essentially a lot

of the work we are doing which made me feel good about what Charlotte is doing. Thanks for your efforts and we look forward to the next set of updates.

Fallon: I thought it was a very good idea to include Americans who are coming here because they also feel sometimes alienated because they don't know how to break into the system. You tell them, get involved in your community and it goes from there. That is something, coming from another city and especially from northern cities. It's hard for people to integrate down here.

Barnes: I just picked up on what you were talking about. I think there is a trick to it, people from up north who come down here have no idea how we do things.

Fallon: That is right and they don't want to say.

II. Out of School Time (OST) Request for Proposal (RFP) Process

Barnes: I believe Mr. Warshauer is going to be joining us for this. Mr. Deputy Manager do you have anything?

Kimble: It goes without saying that you have studied this issue quite a bit in the last several years and the Committee has been assigned the responsibility of looking at again, seeing if there's any suggestions on tweaks on updating and getting ready for the next round of RFPs. Mr. Warshauer is here because you have asked him to come back with some recommendations and some suggestions for your consideration.

Barnes: Welcome Mr. Warshauer.

Warshauer: Thank you for having me back. I want to make sure it is noted that in the back with us is Dawn Hill and Angie Gover who have been guiding this program for some time and really helped put this together. Back in May you asked us to take a look at a couple of things in relationship to our Out of School Time programs to get with the providers and take a look at some of measures for outcomes, community engagement opportunities for efficiencies, how we can increase the donor base and we also wanted to ask them some information about RFP feedback. We are always trying to see how we can do our work better, just in the way that we ask them to look at how we work better. We also brought together some of the funders to take a look at the Third Grade Literacy in our relation to Third Grade Literacy and other initiatives that are happening in the community. You also asked us to take a look at how we are connected to our Community Development Block Grant Funds so I will be going through all of that with you today and getting into some recommendations.

I want to remind you about where we are in our schedule so you'll have a chance to see all the work that it really takes to produce this and to give this back to you in March and April for your deliberation as part of the budget. This goes to you today, we will be looking at putting whatever recommendation you have hopefully on November 10th Council Agenda and then we would release the RFP on November 21st with it being back to us on January 12th. It takes a lot of work on behalf of the providers that are applying as well as us to go through all their applications, tweaking the applications,

to do interviews and site visits to get to a recommendation in March. It is a pretty tight timeframe but wanted you to be aware of what we need to accomplish.

As we began to take a look at getting feedback, which was a great idea for us to come back down and take a look at where we are in the community and how we can do our jobs better, we got with the Council for Children's Rights to help us take a look at two focus groups, one of providers and one of funders. In the providers, we had all the people that are currently funded as well as the people that have been funded. In the funders we had a pretty robust set of people that had been funding the Out of School Time space, particularly in the third grade. Not everyone in the funding component, we also had individual meetings with people outside of our group meeting so we could understand their issues and concerns better. On the measures for successful student outcomes, one of the things that really happened for us in that meeting was really an acknowledgment across the board for those funders for the providers. There are lots of different people that are funding them and they have lots of different interest. It's hard to have one set of agreed outcomes that they are looking for to give the cohorts, the kids a different program they are putting them through and it is hard for them to have one set of measurers. It is also hard for them to get access to some of the data they might like from CMS if we were to go to one system of measures. For us what we are looking for is a part of the Third Grade Literacy effort is to take a look at joint outcomes and be able to provide the resources so that we could agree on that and be able to assist the providers in getting information that they need to develop outcome measurers for us. The way that most all this funds in the space currently is we take a look at what is the research that shows certain kinds of programs to do certain kinds of results. The national best practices is the way that we take a look at how things are funded and that is what all the funders are doing and taking a look at participating in that Third Grade Literacy initiative will help us all be able to have better outcome and interest that we can agree across the board and our agencies be able to provide that information.

Lyles: Tom, could you give us an example of perhaps a cohort or best practice within an organization that we fund and the outcome that you would see at the collective? Does that make sense? What is the big picture for the outcome on an example of a cohort?

Warshauer: You would like to see high school graduation but we fund programs and that begin at a cohort also separate benchmarks that you may have along the path to graduation. Say you want to impact high school graduation or you want to impact Third Grade Literacy. Some of that information might be stuff that would be happening in the birth to two or birth to three or early childhood so even though you are on a path to getting to a larger community goal that you may have, different agencies have kids for only a smaller portion of that, so what is the benchmark that they should be having in order to get their kids there as well. We need to have some agreement on what those benchmarks might be. A lot of times we are looking at academic performances in schools or attendance in schools, but not all the agencies have access to information. They can get information in the school system in the short term or in the long term.

Lyles: Would you see the programs that we provide the be based on the outcomes that you would recommend? The high school graduation you probably work with people all the way through the age of 18 or 19 and in Third Grade Literacy you may be going zero to nine in terms of age so I just want to be clear in what track we are taking. Is it that the recommendation will come back with an outcome that we agree to connect with?

Warshauer: We will be working with the Third Grade Literacy and others to take a look at what are some of the outcomes that we might agree on and there could be different outcomes for different kinds of programs. If you are doing a particular program, we may be looking at best practices for that program and it could be different from others or the age cohort. Different children have different needs; different children enter the system at different place so we want to take a look at what those outcomes could be and how we measure those successes over time with the programs that we are working on.

Fallon: Do you integrate the State's Five Star System with your evaluations?

Warshauer: Do we take a look at programs that are Five Star rated; we are not really in the Fire Star rating business so it is sort of yes and no. Not all of our programs are after school programs that are rated by the State so we are not doing the same as Child Care Resources is doing where they are really looking at the ratings for after school programs or daycare programs in after school. Some of our programs don't have that and are not configured for that.

Fallon: Will you be?

Warshauer: It's is a part of our evaluation; all the things are factored into the Five Star ratings, those are factors that are part of our program evaluation that we have now. The number of kids, per student, the kind of facility the kids have and the kind of educational systems they need.

Fallon: Who is teaching them?

Warshauer: Yes, and the qualifications of the teachers.

Barnes: For the benefit of the Committee I wanted to clarify a couple things. As you guys know we have been dealing with this issue of Our of School Time and actual funding and so forth since I've been on Council. We are doing a re-look now and back in May the Committee asked for some information from staff regarding literacy and there was this Third Grade Literacy analysis that Mr. Warshauer and his folks have been doing and it changes the scope right now, the CDBG fund is about $1.3 million. This actually expands our efforts in this arena and some people want to try to get out of it and not more into it so what we are discussing now is getting us even deeper into it. If the Committee wants to do that that is fine but I want you guy to know that is kind of what we are discussing in part.

Lyles: I didn't understand what you meant by expand it.

Barnes: Meaning that what we are going to be talking about is making a deeper financial contribution to a group that is working on Third Grade Literacy, which will expand the scope of what we are doing now.

Lyles: Where is that assumption here?

Barnes: It is coming.

Lyles: Oh, you read ahead and increasing dollar base is that what you mean? Is it increasing dollar base an option of the funders?

Barnes: We will get to it but it would mean the City making an additional contribution from CDBG funding to assist with the effort.

Lyles: I did not make that assumption.

Barnes: That is what it will be though. That is what it is whether you agree with it or not that is what it is.

Lyles: I didn't make the assumption that your premise is that is what is automatically required to accomplish greater literacy for third graders in this community and the City's contribution is required to do.

Fallon: I think I had asked because it seemed to me we were giving it to a lot more people rather than focusing on people who were showing good results and last year we had a lot of other people come in that had never been in before. I wondered why the money was being pushed from one to the other and what function did it have that we were not concentrating on successful programs.

Warshauer: The whole RFP process that we came out of it desire for Council to make sure that we were funding the best programs that we could for the kids that we would serve so it is really to help part of the community. The Foundation of the Carolinas and a number of people in the community are concerned that a number of our programs were more safe places for kids, but not as enriching as they could be for kids after school. There are a lot of new programs that are coming out across the country and we wanted to make sure that we were giving our kids, that the money that we are spending, the absolute best programs that we could give them so that they were safe but also enriched and had opportunities to achieve better in school. The RFP was designed to really take a look at the best kinds of programs; it was based on national best practices. Part of it we will look at long term outcomes even short term outcomes inside of that but we are able to look at what the theory across the country is selling us are better programs and the way the programs are run. That is what we've been looking at and basing our funding decisions on and the RFP and that is what all the funders are doing too. They are taking a look at what does the research tell us provides better results for kids. That is where we've all been going. We've all wanted to get to a place with more information and knowledge and outcome measurers. That's has been harder and that is something we can do together as a cohort for all of our funding agencies.

Fallon: I think the problem is also the less the State does for education the more we are going to be responsible for.

Warshauer: I will move on to where you want to get but quickly just to community engagement with one of the activities and what we are discovering with a lot of our providers. It is very hard for them to do robust engagement in the community any more than it is for school teachers. They are in schools; they are busy doing their programs, hard for them to get out. We think that we have some responsibility perhaps to help people connect better through the services that we provide in

Neighborhood & Business Services and our neighborhood contact lists and what we are doing in neighborhoods and our board retreats to really help make stronger connections between programs and communities and neighborhoods. They are doing some great work, they are reaching out to businesses, they are reaching out to communities and they are doing some really wonderful work in this area. They want to be sure that we are acknowledging that they are not mentoring agencies. I see staff running after school programs and some of them employ or utilize mentors and utilize volunteers, most all of them utilize volunteers to some extent, but they are as busy as school teachers are and we have a responsibility and we can be a part of that journey with them and helping them to connect to some of the resources in the community.

A third thing that we were asked to look for were program efficiencies and particularly what shows up here is the programs acknowledge both on the program provider side and the funder. There really is a need for technical assistance in this area to really help teachers and providers be able to learn the state of the art kinds of curriculums and relationship building that they should be doing inside their programs. Everyone wants it, part of it is to be provided and one of the things we think the Third Grade Literacy will be very interested in is making sure that we are providing our educators and our providers with the best technical assistance that they can get at CPCC or other places so they can grow on their impact with kids. That's one of the key reasons for our wanting to participate in Third Grade Literacy to be a part of designing that curriculum and seeing how that works.

The fourth took a look at increasing donor base. The providers were looking at more faith based institutions and wanted us to continue our efforts to find additional grants, make connections for corporate funding and recognizing the limitations that we have. They want us be funding, as you all have suggested, the maximum available from the CDBG dollars. They were interested in a reduction in maximum funding from $300,000 to $200,000 which would really ensure that more agencies and more boards are getting funds from us. If we can fund six programs instead of four programs with $200,000 that is more programs that are getting substantial injections of funds from the City and they like that idea.

Austin: Do they have a very robust grant writing financial goal as part of their agencies?

Warshauer: Some do and some don't. One of the things we've done on a journey with all of them is to reduce the percentage of budget that the City provides. We had some years ago that we were 100% of their budget and we've been drastically reducing that; we are 1/3 of budget now and we've been going down from the maximum where we started at $400,000 and we are now at $300,000. A number of agencies on the funder's side said $300,000 is a lot of money; $200,000 would give you a broader set of agencies that you are engaging, you are helping more boards with a significant sum of funds, you are providing more locations for kids to be able to access programs and more approaches. Agencies can be of two minds, make it more competitive and I get more money or make it a little bit less money but I have more opportunity to make sure I'm in there. What we are getting from our agencies is that we looked out there as $200,000 is a significant amount of money; let's put it at $200,000 and we think we will be significant enough for us to make an application and deal with some of our regulations around CDBG dollars but it might be a better thing for the system as a whole. That was even in our conversations we had with people that are currently receiving $300,000 or more.

Austin: In bullet point number two, are they suggesting that the City explore grants?

Warshauer: I think everyone wants us to be as engaged as we possibly can and we are always looking at funds, but we are not sure we are going to be so robust in finding new money.

Austin: For them?

Warshauer: Correct. You are not seeing that on the bottom level of our recommendations but I think everyone would acknowledge if that you are making an ask you make it as large as you could.

Austin: Ok, thank you.

Warshauer: RFP Process – the providers strongly wanted us to continue the OST Program and the allocation. They are frustrated with the politics; many people weren't aware of the opportunity to politic but one of the things we saw was around the budget information so we made a proposal on that to go from 1/3 of their budget to just funding on per pupil basis. It is very hard for us to take a look and detail at programs budget and there was some distrust among different programs that some of the budget numbers might be cooked. It's hard for us to know what the actual value of an in kind donation is; how much is rent worth. Some are paying rent; others are getting rent free, what is the value of rent. Some of the in-kind components were very hard for us to evaluate. We could get away from carrying so much about specifics of that; we went to per pupil and per pupil also enables us to just make it much simpler across the board in a lot of different areas. We were hearing that from them, we were acknowledging the problems for us to really evaluate some of the components of people's budgets and we heard support across the board for going to per pupil allocation which is a part of our recommendation for $1,200 per pupil. We were also hearing from them that they were very interested in making sure the review committee was qualified and we have been in conversations with a number of people to bring on more professional review with deep experience in OST.

Mayfield: If we were to look at that per pupil allocation and just throw out a number of $1,200, is that number based off of previously what it breaks down to, how much we are paying and do we know that that is a beneficial amount, is it a little less, is it a little more; how do we decide if we move?

Warshauer: How do we decide on $1,200? We took a look at the existing component. The existing amount of funds per pupil that we are paying in the programs that we funded this year and we are paying some about $750 up to about $1,300 per pupil so we felt $1,200 was a good number. At $1.2 million, it gives us 1,000 slots and we've been right in the 900 to 1,000 slots for the last many years. It sort of preserves about what we have been funding for an allocation and it's roughly what we've giving on agencies is a percentage of their budget.

Mayfield: We are looking at that $700 to $1,200; are we creating that window or are we saying $1,200 per pupil? I have a concern that we not be able to achieve both of the objectives and that's to reach as many students as possible so if we still have that window of $700 to $1,200, you still have that opportunity of bringing more to the table opposed to $1,200 per pupil being the new standard.

Warshauer: The one that gives us the lowest number is the YWCA. They have a huge number and they are only asking for about 15% to 20% of their full budget. The would still be providing these services so it makes it easier for all of us in terms of accounting with them but the services are still

going to be provided and it's the same amount of money they would be getting. It makes it easier, but still they are impacting a similar number but everyone that we are looking at with their spending, they are all spending $3,000 to $5,000 per pupil. No one is able to provide this service at $1,200; we know that won't happen and if they did come in, we doubt they would score all that high on our criteria so if you're spending more and actually getting better results and a better program you are going to be closer to the $4,000 and $5,000 per pupil anyway. It's not saying come to us at the program for $1,200; they're not likely to be very competitive in what they are offering with a $1,200 only slot.

Mayfield: Thank you for the clarification.

Warshauer: We can certainly propose 1,200 but we doubt that you would have a competitive program at that rate.

We also talked to the funders; they recognize the benefits for us really being at the table that we bring in another perspective. We bring a different set of resources and a different set of concerns and a different set of opportunities by being at the table. We took a look at the Third Grade Literacy as it is just starting off. Let's get at the table with Third Grade so we can be a part of that a journey with the rest of the community on coordinated funding, developing the resources that agencies need and helping to support that resources, but let's evaluate this in another two years down the road and see where they are and what is the best mechanism for us to be funding the programs that we want to fund in our community. They also urged us to consider per pupil allocation. We have a lot more paper work that we require than anyone else requires to access funds and it is a burden for agencies to submit that kind of paperwork. Going to this kind of funding will make it easier to all of us and we think it will still produce great results for our community and a real interest in us continuing to participate in the Third Grade Literacy, which is one of the questions you asked us to recount.

Barnes: I have a few questions for the Committee; remember back to one of the budget meetings a few months ago when we talked about this topic and there were some members of Council who were questioning how much to put into afterschool, whether we should be in the business at all, and if we are to what extent, which recommendations do we follow and so forth. I want to know from you all, one do we remain engaged, because we talked about shifting it to a private partner that would administer it, but then we were also sensitive to this whole idea of people not getting funding and all of a sudden the full press starts and they are lobbying to get back in and get money that they thought they lost. What do you guys think about how we could either stay in the business of assisting with OST and resisting political pressure and is there some structure we could put in place would either deter it or create more certainty among the partners?

Austin: After writing many grants for many years with YMCA, I don't think I've ever had the ability to kind of go back and lobby those entities for more money. It just didn't happen; if you didn't get it you didn't get it and if you didn't get all that you want you didn't go back and beg or lobby for more so I thought that was kind of different being on this side. I'm not quite so sure we do; I think we need to have a healthy conversation here if we really need to be in this business or not and if we are not, is there another organization that can do that and how much money will that costs to the monies to the dollars that we have allocated, how much money will that actually take away from actually supporting

kids? I'm still kind of up in the air. It becomes very complicated and you guys have done it for many, many years and I've only had the advantage of doing it for 11 months and I'm getting exasperated.

Fallon: I think we have to stay engaged. They are our children and they are not getting what they need from the education system so it's our obligation and we have to see what we can do to help. In the interest of being transparent I am on the Board for Greater Enrichment.

Mayfield: I agree with Ms. Fallon that we do need to stay engaged. The Board that I am associated with does not receive any funding through the City but this is a way for us to continue to reach out and support our youth and to do as much as we can to encourage as many great starts to their futures as possible. I'm happy because I was one of the main ones to push a lot more clarification and to figure out how to expand so I'm want to thank Tom and the entire team because I'm really happy with the direction that we are going in. We are reaching out to our partners to find out what the needs are so we can better determine our role in the conversation, but I do think the City definitely has a place at that table to continue to fund.

Austin: We still have the dollars so we still give them dollars, so the students are engaged; we just wouldn't be in as deep in the process. That is all I'm saying.

Lyles: What I remember about the budget meeting was that that most of the people on this Committee support it. I can't remember where you were Mr. Chair so can you help me a little bit and remind me of that?

Barnes: I have supported Out of School funding since I have been on Council and remember last Council it was split between the Budget Committee, which I chaired, and the ED Committee, which is why it is still with us now. The concern that I have, and we've addressed a lot of this, is one resisting some of this political pressure to change funding over night because people didn't get what they thought they deserved. Two, to make sure that the programs that were actually producing the greatest results got the money. CMS used to have the highest rated program of the list and then dropped down and stopped asking for money and now it is citizens and schools so it not CMS per se. I was looking for results and whoever got the best results should get the cash and if we are going to keep doing it. I think we have a role that we have played; it's a valuable role because as we have discussed for years, it is easier to help these kids who need the help in school than have Chief Monroe deal with it. That was kind of where I wound up. I like the idea of the per pupil allocation but again what I'm worried about is somebody say well I didn't get but 10 students or 100 students so I need another $120,000, I need the $1,200 or whatever it may be and how do we resist. It is up to us as elected officials to say look, to Mr. Austin's point we voted, it is over, that is what you get. We are taking staff's recommendation and I'm sorry.

Mayfield: We also have the option of lobbying each other; it is just at the end of the day that gets the votes. The reality is the chance is probably going to come up but I don't think what we saw in 2014 looked anything like what we saw in 2013. That conversation and how that conversation went, I think with the measures that have been put in place and the way that we interact with each other that type of conversation would never happen again, but of course as district representatives and at-large members, you are supposed to advocate for your community so that advocating means me trying to identify a couple of you to go along with. I'm still going to try it.

Barnes: So why don't we have a gentle person's agreement not to do that.

Fallon: The point and fact is because you've cut and they've had to close sites, it forced some of these groups to go outside to the community and say we need your support to help the children and it does work to some extent. It's much more of a community involvement because it is not funded totally any more. Maybe that is a good thing to get the community involved. These are our kids; this is the future, where do we go.

Warshauer: That's a part of the engagement strategy is if organizations are doing more engagement would likely have more support, more people aware of what is going on and it is also good for kids. It is good for kids to have role models and to see people and businesses coming.

Lyles: I think in the budget decision process, I was going to say let's get the funders together, let's try to talk about how we do this and have an agreement because a lot of what we hear is where the funders came to us separately without having any buy into the process. I really appreciate this because we've gotten those folks that are listed on the page too and they have said well here we are, so if there is to be discussion, they ought to be talking about it now before we go to the Council as a whole in November. To me, if we approve this process, this is the process and it is never going to be clean and neat, but I think Mr. Austin is saying why do we have to have such a deep dive into it. I would hope that the dive would come with approval of what's being submitted and not at the heat of the moment in the budget process. The next point that I would like to ask us to consider is that on page three we talked about the community engagement process and I wonder if that is really a value to us in terms of the actual implementation of the program. If we had the successful student outcomes and we have the program efficiencies, I look at those as your outcomes and effectiveness and efficiencies being together. I don't know except that you said in there that it was very hard to measure, people had different resources, in a way by putting in the per pupil cap, you create the necessary action to create those partnerships. I just wonder if that is adding value to our process. I guess my bottom line is that I think we've done this for the past 12 years off of our block grant funding and some expenses; actually some from Community Development Grant Funding was defined to help encourage and participate. I'm very supportive of the allocation and I don't know if this includes the recommendation that as CDBG funding fluctuates that the amount fluctuates as well because I think that is something we've got to address. If it goes up 2%, I would assume we would keep the same amount coming in. I wasn't clear on that but if it went down 2% everybody has to tighten up and do the same thing so I don't know that that was addressed in the presentation. It is something to think about. Then on a final part of it, to me I think that the key would be our per pupil allocation and the maximum funding but I would encourage us to stick very closely to results. If you aren't getting those results, people that come and say well I wasn't funded or I didn't get something accomplished that is where we really have to be to please because the whole overall goal is to make a difference for kids. If we are doing that it doesn't matter who I'm lobbying, who is wanting or what the request is. The bottom line is that we've got to get people in the third grade to read because if you don't read by third grade, you are not going to graduate from high school. If you don't graduate from high school you are never going to break the chains of upward mobility and that is what we are supposed to be about for economic development in this community. That's where I am.

Fallon: That is our biggest thing, there is no mobility. You are going to hear from my Board because they had asked me what I thought. I said I thought a lot of us don't really know what you do. There are some programs that pick up kids and take them home and feed them and stay with them until the parents get there, even if the parent isn't there on time. There are others that you bring the child in so that is a different kind of evaluation. I had suggested that Board members call, not lobbying so much, but explain to you exactly what the program is because I don't think a lot of us, I didn't know until I got involved, what that program is and what it means.

Lyles: I think that this system requires us to accept the fact that there are different levels of service there are people and programs that take the child right after school and stays until the parent comes home. There will be different ways of approach and that is the best practice. How do you do it, but the outcome is that the City is saying, or if we adopt this, we would be saying here is $1,200 to do the best practice and then you have to rely on the community to help you and that is what I think drives the partnership. I actually do think we know a lot more about this than people think that we do. I think we've looked at these programs any number of ways and the good thing is that when the board members call you get an up-to-date awareness and it is a reminder of what good is being done in the community. It's a good thing; it is not a bad thing to have board members call and I think one of my real focus for this area is that we decide early so that the rules are clear for the results.

Fallon: I think letting them know how much you are going to get; and you are going to have to supplement it, and you've got to find places to supplement it, but give them enough notice so that they can start doing that.

Austin: I just want to make sure I am clarifying the point of this interpretation; I do and am in support of After School Time.

Barnes: You made a good point, when you are fundraising in a private college and they say you get a million bucks even though you wanted two, you guys don't call them back and say well where is the other million.

Austin: We start lobbying or have board members call and say it happens.

Fallon: It is not the lobbying so much as information.

Barnes: Let me ask you this because we have to give staff a recommendation to the full Council; we have or at least I tried historically to adjust the contributions on a pro rata basis so if there is 2% reduction then there would be a 2% reduction for the recipients and if there is an increase it is an increase.

Warshauer: I'll go over this for you. We've been at about $1.2 million; CDBG in the last couple years has gone up so with the $590,000 contribution from Innovative Housing which is what we have capped it at, we had available over $1.3 million last year. What we are proposing is to keep our funding at about $1.2 million and put the extra $100,000 into the Third Grade Literacy Program. We are not looking for additional funds that wouldn't have been available, we are saying we want to be at about $1.2 million; we have about $1.3 million that is available, we want to use the extra $100,000 to be able to participate in some of the joint things that everyone has been telling us this community

desperately needs. They need better information on the outcomes, they need better information in technical assistance, and we can be a part of funding that with the other funders in our community and a part of coordinating that across. It still allows some fluctuation in CDBG; if it fluctuates you may have slightly less than $1.2 million but that is sort of using the max CDBG we have the funding ability to stay at $1.2 million and to put $100,000 into the Third Grade Literacy.

Lyles: I actually think the Third Grade Literacy is one of the most important things we can possibly do because in the school system, they are supposed to create student action plans if you can't read by third grade. And that to me has proven on the State-wide level to be ineffective. If we could have a literacy effort for our community and our kids that you can read by third grade it's great. I understand now better the recommendation, I appreciate that and I would support that we do the Third Grade Literacy at the $100,000 commitment. I would also suggest that we substitute the partner Community Engagement into the program efficiencies and make that technical assistance a part of our overall process, how it works and what it can accomplish, so getting something back on that as a Third Grade Literacy Program works. I understand $1.2 million, approximately for the per pupil allocation with a $200,000 cap and a recommendation to participate in Third Grade Literacy Program at $100,000. For how many years?

Warshauer: For two years. That enables us all as a part of that to take a look at is this something we continue to do. People are not quite ready out there to take this off our shoulders right now.

Barnes: Mr. Warshauer, if you could go through the Third Grade Literacy Program.

Warshauer: The goal here is to double read proficiency in eight years on Third Grade Literacy. One of the things that was interesting as we took a look at some of the data around Third Grade Literacy and I really stole this off of Johanna Anderson's slide who is leading this effort from the Belk Foundation. This Third Grade Literacy doesn't just affect low income kids; it affects kids all over our community. There are people in the high income areas that having problems with their kids so this is an issue of Third Grade Literacy impacts all of us. Our resources are always going to be devoted to the kids most in need but the problem is really a community-wide issue and problem. All of these folks are engaged and sitting down at the table and taking a look at how they can better support Third Trade Literacy. I feel in my conversations with some of them that they really would like to see the City take over, not just the $1.2 million that we bring, but other connections that we bring to communities to be an important part of helping to frame how that moves forward. We really have to be all of us together in helping kids in the community.

Mayfield: Just for clarification, would the focus being on Third Grade Literacy, can you give me an example of how that would actually play out? Are we looking at Pre-K, kindergarten, first grade?

Warshauer: People who are participating in this aren't saying we are going to put all of our money into this initiative. They are looking at Third Grade Literacy from zero to eight. They know that it doesn't happen in the third grade; that it begins at birth; it's people holding books so it is the whole spectrum of programs that get you to the third grade in a way that you are reading in the third grade.

Mayfield: We are looking at now on our end possibly expanding our conversation to be that zero. It seemed like before we were five and up so we were focused only on those in school and up opposed to

those preparing for school and this seems like it would be something that ties into that for parents to go to school, which I would totally support because it is proven through studies the impact.

Warshauer: We are not proposing on this that we are moving our funding to only fun activities from zero to nine years of age. Neither are the other funders. They also have a different interest, but by all being together we would know who is in different stages so we are not overlapping in our funding and that we are recognizing the continuing of services that are needed to meet all of our goals, so it is not to say that we move on $1.2 million to only focus in this area. It could be at the end of two years that we want to go there; that is not the proposal in front of you now in terms of participation. It is just that we are part of the collaborative, a number of our programs are in that space, not all of our programs are in that space and we are not proposing that all of our programs at this point would only be in that space.

Mayfield: That is not what I was saying. I was saying that what I'm hearing now is that we are finally going to open up our programs to include a segment that previously were not included. I didn't know that zero up to five were included in our programs. To me it seems that our programs are from kindergarten up.

Barnes: So with respect to After School Time it was K-5.

Mayfield: With the $100,000 we have the opportunity to look at prenatal too or zero up to. I was just wanting to get clarification on the fact that really we are getting ready to expand.

Barnes: That's what I was saying a few minutes ago. And it is only with regards to the $100,000 contribution.

Mayfield: Right so I was saying basically all of that to say good job because we were kindergarten to about before you get to kindergarten the things that need to be in place to help you prepare to go into kindergarten strong so this is addressing that issue which is a good thing for us moving forward.

Warshauer: I didn't want you to feel that we were doing something that we aren't. The funders will be looking at creating about $1.1 million fund that would create a back fund that we would be in it for two years, many of them will be in for five, so to create a staff that would help with the transformation fund to take a look at technical assistance outcome measurers to really be able to provide resources across the board to all these agencies that are involved in this spectrum of reading to three. You are providing services to them and to some of them you may be providing some operating support through new programs but it is not that this money is going directly to the programs. I just wanted to clarify that.

Mayfield: I should have waited for you to get through your whole presentation because I'm not a fan of contributing $100,000 to do a study; I'm a fan of contributing $100,000 to go to the actual program and services. We already know the great programs that are out there. We already have a number of organizations that have been working these programs creating a backbone staff at $600,000 per year that multiple groups are contributing to; I'm not a fan of another study. I'm a fan of factually doing work so what I was originally hearing is that we were going to allocate this $100,000 to go towards programing, not that this in conjunction with other partners creating $1.1 million and a total fund is

going to help create a backbone staff and direct allocation and basically more people to walk around and that administrator. That money can be directed directly to the programing opposed to creating more administrative positions because we already have the experts out there doing the work. Then again I'm one out of the Committee, I'm not a fan of spending a couple hundred thousand dollars on a study when we already know the majority of the answers and the money can go directly to the programing of the work that is actually happening on the ground.

Fallon: I agree. I will tell you right now you have 11,000 children entitled to pre-K by Federal law in this State that are not being funded and if you don't get kids in by pre-K, I'm not talking about babysitting, I'm talking about education, you are not going to save them by third grade. I ran a school for 26 years and I can tell you what makes the difference.

Warshauer: I hear what you are saying but one of the things we heard from a lot of the programs that are out there and a lot of the funders that are out there is there is really need to take a look at outcomes; there is need to provide consolidated services to serve the providers that are out there that they cannot do on their own. This was a mechanism to achieve those goals because without this consolidate effort and consolidated funding, we don't have the ability to help people with long-term outcome and we don't have the ability without this to provide some of the technical assistance to really grow the quality in those programs and we are hearing that from the funders side and we are also getting it from the providers side.

Austin: Our OST providers now were they supportive of this but they were not supportive of another $100,000 being allocated?

Warshauer: They all recognize when you took a look at the beginning component, they recognized the need and all are saying we need more technical assistance. They can't bring in people to really help them with the budgets they have. They need access to OST technical assistance.

Austin: Is that assistance going to be free to them or free to anybody? I'm just trying to flush it out and understand it.

Anderson: I'm Johanna Anderson and I serve as the Executive Director of the Belk Foundation. The design that is being put before you was created with over 100 voices of service providers, family members, parents and also educators; CMS teachers within K-3, principals and literacy facilitators. We heard some great isolated programs in town but what we heard from everyone was is lack of connectivity. In these critical for the first years of a child's life, it's as important to have a great program as it is to know what the next step is. So if you think about a relay race, you need to have four really strong runners, but if you miss the hand-off, you've lost the race. What we don't have in this community is someone looking at the whole spectrum, someone who is connecting the dots of the services and making sure that this hand-off is happening. Who understands the appropriate developmental assessments to know whether a child is making progress all along the way and to really encourage that the providers and the funders to come together, hear the same information and make decisions for the betterment of the whole. Right now, we are all making decisions in isolation; we are hoping that based on the information we are getting, we are making sound decisions but don't know how it fits into a bigger hole. I agree with you, we don't want to fund and we are not proposing to fund just another study that is going to sit on the shelf because we have stacks of those in town.

This was really designed out of frustration for a study sitting on the shelf and recognizing that we needed to put some allocation towards actually implementing on that coordination, that capacity building in town. The transformation fund does put dollars directly into programs and it will encourage collaboration, capacity building, better use of data. The bulk is actually in that bottom right-hand corner, what we are calling the targeted co-funders. This is where we want to open the table to all folks who are supporting programs in this space in the community to come together in a way that the community does not currently do. To all look at the information together, to learn about those really great programs and sit next to each other and say how can we make this program available to more kids. It will require us funders, both public and private working together in a way that we've never worked before, which is what is different and exciting about this. Ultimately, the goal is more money used in smarter ways towards the best programs in town and that should help the City in making a decisions, but also know that you are not making that decision in isolation, that you are really hearing from other funder voices, other leaders in town, connecting with CMS, connecting with the early childhood space to know and have a holistic picture about the birth to third grade space in town. It is too critical these eight years for kids in our life. I'm heartened to hear that you believe and you understand the importance of third grade reading and how we have to get this right in our community.

Lyles: One of the first points that I would like for us to think about is that when we have these programs that are very successful and they get to third grade often by the time they are in sixth grade they are behind again because we don't have the ability to know the best practices and have the technical assistance that connects the program to overall success. That has been one of the proven data points in our community because we have all these third graders and we do have some great programs, but overall we are really losing kids at third grade. One of the things that I want us to think about is we could serve another, whatever the number is, but how are we going to impact the change in the system that is not delivering what we do without that research and technical assistance to build that program to help those programs we are currently serving. There is something about the investment in actual best practices technical assistance that I even think would benefit our programs that would actually help benefit the community overall. I really think that sometimes you have to step back and say we are doing okay, but are we doing our very best and are we doing it overall and I think that is what the transformation fund will help to do. I think it is actually a fund that could help us decrease what we are doing. I don't that it is an increase for us to open up zero to third grade programs. That is a separate decision that can out of the transformation fund because in that fund that could help us guide and say who is best to fund things to get the result that we are working towards so I kind of hold that as another decision to me, but the decision is distinct and specific to the two years of helping in this and not necessarily saying that we are going to get into zero to first grade funding until we have some information about where we would be if asked and request. I think and maybe this is a question for Johanna, is to say is this transformation fund a driver like the catalyst fund to help organizations that are strong, help those that are not doing as well, would it encourage organizations to work in a merger or collaborative way that would benefit the student overall. What are the outcomes and would the catalyst fund be the best comparison for it?

Anderson: The catalyst fund was largely thought of in this way. While we would like the City to be at the table in a governing board role is that largely the governing board would be setting the structure of that transformation fund to be more specifics around it and we think your voice is really important there.

Barnes: We've been dealing with the OST for years and this is new to us. Does the Committee want to vote on recommendations regarding the OST piece today, bring this back for an analysis at our next meeting, the Third Grade Literacy piece? I'm not saying that I'm against it, I'm just saying for the benefit of the Committee feeling like it has gotten everything it needs or wants on the issue, bring this back for the next meeting Mr. Deputy Manager.

Kimble: Two meetings from now, yes that is an option.

Barnes: Is the Committee okay with that? This is the first time I've seen it, it's the first time we've seen it. If you guys are ok with that, let's do that. I do want to get to a vote for Mr. Warshauer and staff on the OST.

Fallon: Johanna, why do you think this will be more successful? I happen to know there has been outreach and because the programs look at themselves as competitive. They don't want to be part of it.

Anderson: So they don't want to be a part of it?

Fallon: There has been an outreach from certain programs to others to say let's work together, let's connect and they don't want to do it because there is a certain competition they feel so that has not been successful. What makes you think this kind of adding this group will make it more successful, because otherwise why would we do it?

Anderson: I think before there hasn't been necessarily the incentive of funding and that changes the dynamics. It is difficult for organizations that are working hard at doing their own program to add on more work and so this provides some incentive, but also supports to help that happen.

Fallon: Will this be a trial for two years?

Anderson: No, this is an eight-year initiative and most of the private funders are committed to five years of funding that part. We will continually reassess to make sure it is making progress. The long-term of doubling proficiency will be set as well as indicators every year.

Fallon: Is this $600,000 every year or over eight years.

Anderson: The $600,000 for the backbone is every year, to be adjusted based on the needs of the effort.

Fallon: The $200,000 is two years, this is for eight years; $600,000 per year for eight years, $4,800,000.

Barnes: I thought it was $200,000.

Warshauer: From the City $100,000 per year for two years. You want to just take a look at the first component so we can issue the RFP. If we could get that we would be very happy.

Barnes: You are on page eight right? And you are talking about the portion on the left, less the $100,000 literacy piece?

Warshauer: Yes, just the first bullet, issue the RFP with revisions, convert to per child of $1,200, reduce maximum per agency from $300,000 to $200,000 and fund maximum permitted by CDBG and continue with two-year award.

VOTE: Councilmember Austin made a motion to adopt the Out of School Time Policy Recommendations. Issue RFP with revisions: convert to cost-per-child allocation ($1,200); reduce maximum per agency from $300K to $200K; fund maximum permitted by CDBG; continue with 2-year award. Councilmember Fallon seconded the motion and the vote was recorded as unanimous.

Barnes: What we will do two meetings from now is have a more thorough discussion about the Third Grade Literacy piece. It is a big deal, as I told Mr. Warshauer earlier. I know how my first kid went to Kindergarten knowing how to read; there is a lot to it. I don't know what would be happening, but I want to know because parents have to be involved more so than anybody else to some extent.

III. Amateur Sports Develo9pment at Bojangles Coliseum / Ovens Auditorium

Barnes: We've got one big item and I know WSOC and WCNC and the print media have been dying to hear and they are going to be disappointed because it is not what you think.

Kimble: We are going to give you a quick update on the Bojangles/Ovens Amateur Sports GoodSports Facility; just a briefing to let you know where we stand. I want to introduce to you our newest immigrant staff member from Florida whose name is Todd DeLong.

Barnes: For the benefit of the Committee, Mr. DeLong has filled the role that Peter Zeiler filled and he has been with us since the summer so we want to welcome him to City staff and to his first Committee meeting.

Kimble: I will tell you he has a strong background in economic development in the State of Florida, worked on both projects where he would fill the role of public and fill of the role of private in his consulting work. He has been an asset and has already helped us out tremendously on bringing the Daniel Levine First Ward project to conclusion. He has worked on that feverishly at the end and now he is also helping us in taking a rather lead role on the Goodsports/Bojangles Amateur Sports complex.

DeLong: I am quite sensitive to your time so I want to go through this as quickly as possible. I apologize if it is a little too quickly in terms of the slides. On June 5th Brad Richardson provided an update presentation, a more realistic presentation of the project, the partnership with GoodSports and some budget issues with that. Today, we are not going to be really addressing any of that except for one little piece of his presentation and that one little piece was the rezoning so that is what we are going to be focusing on today. With that in mind, we have provided to Council a memorandum back in September that addressed the GoodSports financial status. I'm sure you all are wondering where that is. We actually have an open line of communication with the folks at GoodSports; we've actually spoken with them earlier this week a couple of times. They are going through the process of working

through some equity partnerships. They are pleased with the response that they are getting from the private equity market and they are moving forward. We are happy with where they are at this point; they have a process to go through just like we have a process to go through so with that said, we hope to come back to you in December with an update of where they are with a more definitive plan of attack of with how they take this down further. As Mr. Kimble mentioned this is one of public/private partnerships, First Ward and others. A lot of these are very complicated projects and they take time so these are just sort of the natural realm of progress.

Barnes: So Mr. DeLong, just to clarify because I know there are going to be a lot of questions from outside interest, the media and the general public about where GoodSports is with us and to clarify what you just said for the sake of brevity. GoodSports, and I've told some people this, by the middle of November they would have a better assessment of their "T" crossing and "I" dotting and by December they will be back with us physically here to talk about where they are and how we're going to move forward. Right?

DeLong: Yes.

Barnes: Nothing has been tabled, nothing is on the shelf. I just want you to understand here is the point. We are trying to make the thing right. What we've been trying to avoid is getting into something and having to back it up because it wasn't right and being criticized for getting into something that's a bad deal so we are trying to make sure that we've done everything we need to do for the due diligence perspective as we approach getting into a deeper relationship with GoodSports. That's what this is all about. Today though is going by bullet point two than one.

DeLong: That is correct. Moving forward just a quick update on what got us here. There's a very strong interest in the Council to expand the Amateur Sports market in Charlotte area along with the need to also support the tourism and hospitality industries in the area so that's kind of where we are today and why we are where we are today. In moving forward, the goals haven't changed since Brad's mentioned this to you over the last six months or so we've been discussing this project and the same goals remain that you see here on the board. To move forward to what we are doing now, we are going through the rezoning process. We filed a petition on September 22nd and there are a lot of things that are really going on at the same time within this four to five month regulatory process. Essentially, you see this piece right here exists as B-2. We want to change that zoning to MUDD for a mixed-use development district and that's primarily because it is going to be functioning as a mixed-used development, hotels, retail, office, restaurant space, field house, we have the public assembly facility, we have a cultural facility so it is really going to function as a mixed-use development so we need to have the zoning appropriate for that type of development.

Barnes: That lower left quadrant, what is that?

DeLong: This right here is primarily R-22MF so we want to change that to B-2 to allow for the principle use of parking on that particular piece. What you see here in the gray, we are not actually going for any type of rezoning of that parcel. That's where the Econo Lodge sits today and that is currently zoned B-2 so we don't need to change that for what we are going to use it, which is parking. Part of the process is we are doing other studies at the same time; we had a traffic impact analysis that is being done right now. That is required from the rezoning process. We are also looking at

banning the Right-of-Way here and that is taking place and we will actually file a work permit for that next week. Most likely because that is moving along at the same time. We're trying to do things simultaneously, we don't want to delay the approach and make sure that everything is done at the same time. We want to keep working on multiple facets at the same time. We have been working really well with the Planning staff, C-DOT and other folks that are involved in the rezoning. We are listening to some of the requests that they have for our site plan. This is the site plan that we submitted in September so there have been a few modifications based on some feedback from Planning and C-DOT so in December we will actually be coming back to you with a modified site plan, nothing material, just changes to meet their recommendations.

Barnes: What will that Right-of-Way abandon accommodate?

DeLong: Right now there is no road there so it is just allowing us to do what we need to do for parking. There is no functionality for it; it is something that needed to be done for quite a while so there is no reason to have it. It is better to not have it than to have it.

Barnes: I assume those neighbors have been engaged?

DeLong: Yes, and that brings me to our schedule that we have here. We will have a community meeting as part of the rezoning process and we will be scheduling that most likely in early December. We will be coming back to you on December 4th for an update and then we will have the public hearing for the rezoning on December 15th with Council approval on January 20th. That's our plan of attack except there are a lot of things going on at the same time, a lot of moving parts, but this is how we are working to keep that on track.

Barnes: Any questions from the Committee or any statements from Mr. Kimble or Mr. Mumford on that? Our next meeting will be on November 6th and that will be an Amateur Sports Facility tour and it should be an informative experience. After that, we will have our next meeting regarding agenda items that we've been working on all year long for the Committee.

The meeting was adjourned at 1:38pm.

City Council
Economic Development & Global Competitiveness Committee

Friday, October 17, 2014
12:00p.m.
Charlotte-Mecklenburg Government Center
Room CH-14

Committee Members: Michael Barnes, Chair
Vi Lyles, Vice Chair
Al Austin
Claire Fallon
LaWana Mayfield

Staff Resource: Ron Kimble, Deputy City Manager

AGENDA

I. IMMIGRANT INTEGRATION TASK FORCE UPDATE - 30 minutes
Staff: Alexis Gordon, Neighborhood & Business Services
Action: On November 25, 2013, Council created an inter-agency task force to research, prioritize and recommend policies to maximize local immigrants' economic and civic contributions. Council asked the task force to provide periodic updates to the Committee. At today's meeting, staff will provide an update. No action is required.

II. OUT of SCHOOL TIME (OST) REQUEST for PROPOSAL (RFP) PROCESS – 30 minutes
Staff: Tom Warshauer, Neighborhood & Business Services
Action: On May 27, 2014, Council requested that staff work with OST contractors on program improvements, explore alternatives and improvements to the current OST funding process, and consider tying OST funding levels to the maximum permitted by CDBG formulas. On July 2, 2014 staff presented the process to advance this work including engaging stakeholders. At today's meeting, staff will present the findings from the stakeholder focus groups and present for the Committee's consideration recommendations for improving the OST program and FY16 RFP process. Staff seeks the Committee's recommendation to the full Council for consideration at a future business meeting.

III. AMATEUR SPORTS DEVELOPMENT at BOJANGLES COLISEUM/OVENS AUDITORIUM - 10 minutes
Staff: Todd DeLong, Neighborhood & Business Services
Action: On June 5, 2014, the Committee discussed the updated site plan and development framework as part of a potential partnership with GoodSports Enterprises Global, LLC (GoodSports) to develop an amateur sports-related development at the City-owned Bojangles' Coliseum and Ovens Arena Auditorium Complex. During that discussion, staff briefed the Committee on the necessity to rezone the site. At today's meeting, staff will provide the Committee with the first of several brief updates on the progress of that rezoning effort as well as share the next steps required to prepare the properties for future development activities. No action is required.

IV. NEXT DATE: Thursday, November 6, 2014 - Tour of Amateur Sports Facilities (10am – 3pm)

Distribution: Mayor/City Council Ron Carlee, City Manager City Executive Team

CHARLOTTE.
ECONOMIC DEVELOPMENT

Immigrant Integration Task Force Update

Economic Development & Global Competitiveness Committee

October 17, 2014

CHARLOTTE.

Immigrant Integration Task Force

On November 25, 2013, the City Council adopted a resolution creating a 29 member inter-agency task force.

Purpose

- To maximize immigrants' economic and civic contributions to the City of Charlotte

Charge

1. Review the 2007 Study
2. Research policies in other new immigrant gateway cities
3. Prepare a report with recommended actions to City Council
4. Seek opportunities to help Charlotte embrace immigrant communities

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Task Force Process

Spring 2014
- Learning and Listening Phase

Summer 2014
- Immigrant Survey

Fall 2014
- Working groups
- Recommendations formulated

Winter 2014
- Refine Recommendations
- Present to City Council

CHARLOTTE

Immigrant Integration Survey

Public Survey
- Posted on Task Force webpage
- QR code flyers
- Qué Pasa Mi Gente, CPCC, YMCA

Telephone Survey
- Control Sample
- UNC Charlotte Urban Institute
- 95% confidence level

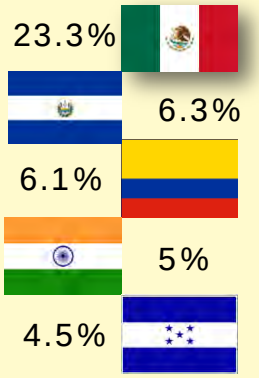
CHARLOTTE

Immigrant Integration Survey

Released in 10 Languages

- English, Spanish, German, French, Russian, Hindi, Gujarati, Arabic, Vietnamese, & Chinese

Top 5 Countries Represented



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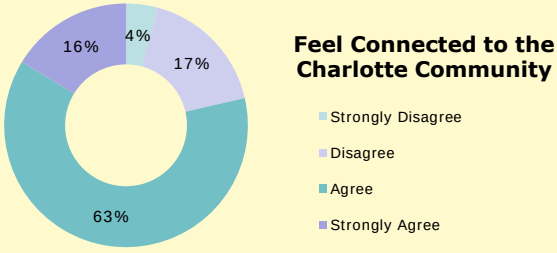
Immigrant Integration Survey

Feel Welcomed & Connected

- 83% Agree/Strongly Agree that Charlotte is welcoming to people born in other countries
- 79% Agree/Strongly Agree they feel connected to the Charlotte community



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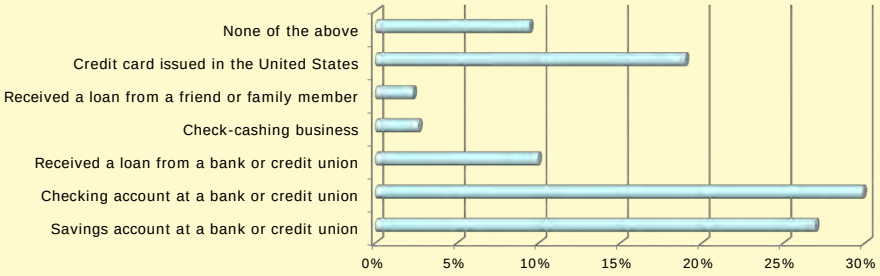
Immigrant Integration Survey

Entrepreneurs

- 8% Own their own business
- 37% Asked a friend for help starting their business
- 27% Look to the internet for help

What financial services have you used in Charlotte?



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Working Groups

Economic Development

- Chair – Wil Russell

Public Safety

- Chair – Stefan Latorre

Transportation/Housing

- Chair – Jennifer Roberts

Education

- Chair – Marianne Lyall-Knusel

Health Care/Social Services

- Chair – Kristen Wade

Civic Engagement/Receiving Communities

- Chair – Emily Zimmern

Proposed Guiding Principles

- **EQUITABLE ACCESS**:
  Ensure availability of economic, civic, cultural and educational opportunities and government services for all residents.
- **INCLUSION**:
  Embrace diversity as a strength, create a sense of belonging, safety and community for all residents, and promote cross-cultural competence to build mutual respect and trust.
- **CONNECTION**:
  Promote social connection among diverse groups, digital connection to government information and resources and physical connectivity among neighborhoods and encourage interfaith interaction and dialogue among people of different religions and spiritual practice.

Proposed Guiding Principles (cont.)

- **ECONOMIC GROWTH**:
  Promote economic development through business start ups, workforce development/skills training, access to financial services and regeneration of declining and vacant areas, leverage technology, and position Charlotte as globally competitive.
- **WELL-BEING OF ALL**:
  Support policies and practices that benefit the entire community, improve social mobility and promote the physical and mental health and safety of all residents of all ages and backgrounds.

Immigrant Integration Survey

Introduction

1. What is your country of birth? _____

2. How many years have you lived in the United States?
   - ( ) Less than 2 years
   - ( ) 2 to 5 years
   - ( ) 6 to 10 years
   - ( ) 11 to 20 years
   - ( ) More than 20 years

3. What is the primary reason you/your household moved to Charlotte? Select only one.
   - ( ) Job transferred to Charlotte
   - ( ) Relocated to accept a new job
   - ( ) Seeking better quality of life
   - ( ) To attend school
   - ( ) To be near family or friends
   - ( ) Settled in Charlotte with a refugee agency
   - ( ) Other (specify) _____

Employment and Education

4. What is your highest level of education?
   - ( ) Less than high school
   - ( ) High School Diploma or equivalent
   - ( ) Vocational Degree
   - ( ) 2 year (Associate's) Degree
   - ( ) College (Bachelor's) Degree
   - ( ) Master's Degree
   - ( ) Professional Degree
   - ( ) Doctorate degree

5. What is your employment status? Check all that apply.
   - ( ) Own my own business
   - ( ) Working full time for pay
   - ( ) Working part time for pay
   - ( ) Working as a volunteer
   - ( ) Unemployed, looking for paid work
   - ( ) Unemployed, not looking for paid work
   - ( ) Attending school
   - ( ) Stay at home parent
   - ( ) Retired
   - ( ) Disabled

6. Where did you find information or assistance about starting or purchasing a business? Check all that apply.
   - ( ) I asked someone else who had already started a business
   - ( ) Internet search
   - ( ) City or County staff member
   - ( ) City or County website
   - ( ) Community organization(s)
   - ( ) Legal services
   - ( ) I could not find the information/help that I needed

7. Select the category below that best describes your occupation.
   - ( ) Office/Administrative
   - ( ) Cleaning and maintenance
   - ( ) Construction
   - ( ) Food preparation, restaurant, or hotel
   - ( ) Health care
   - ( ) Legal services
   - ( ) Manufacturing
   - ( ) Military, Police or Fire
   - ( ) Sales and Retail
   - ( ) Science, Technology, Engineering or Math
   - ( ) Social or Educational services
   - ( ) Transportation

8. Next we want to learn a little bit more about the alignment between your training and education and your employment status. Please select the statement below that best describes how you feel about your current situation. Select only one.
   ( ) My job is in line with my training and education.
   ( ) There are no jobs available that match my training and education.
   ( ) I don't have the skills needed for available jobs.
   ( ) My degree and/or certification(s) are not recognized here.
   ( ) Jobs are available in my field but I have not been selected for them.

Community Engagement and Civic Participation

Please rate the extent to which you disagree or agree with the following statements.

9. I feel connected to the/an immigrant community in Charlotte.

   Strongly Disagree ❖ Disagree ❖ Agree ❖ Strongly Agree

10. I feel connected to the Charlotte community as a whole.

    Strongly Disagree ❖ Disagree ❖ Agree ❖ Strongly Agree

11. I have opportunities to participate in community matters.

    Strongly Disagree ❖ Disagree ❖ Agree ❖ Strongly Agree

12. Local elected officials are responsive to my/my community's needs and concerns.

    Strongly Disagree ❖ Disagree ❖ Agree ❖ Strongly Agree

13. I am satisfied with the overall customer service provided by local government employees (police, receptionists, planners, etc.).

    Strongly Disagree ❖ Disagree ❖ Agree ❖ Strongly Agree

14. Please indicate whether or not you or someone in your household has done each of the following in the last 12 months. Check all that apply.
    ( ) Attended a neighborhood meeting (neighborhood or homeowners' association, Neighborhood Watch, etc.)
    ( ) Contacted government staff (in-person, phone, email or web) for help or information
    ( ) Attended or watched a local public meeting
    ( ) Contacted local elected officials (in-person, phone, email or web) to express your opinion
    ( ) Reported a crime to the police in Charlotte
    ( ) None of the above

15. In this country, are you part of any of the following groups: Check all that apply.
    ( ) A religious/spiritual community or place of worship
    ( ) A political party
    ( ) A trade organization
    ( ) A cultural organization
    ( ) A non-profit service organization
    ( ) A social club
    ( ) A neighborhood organization
    ( ) A Parent-Teacher Association or other school group
    ( ) A recreational sports league

16. Do you have children living at home?
    ( ) Yes ( ) No

Please circle the extent to which you disagree or agree with the following statements.

17. I feel confident working with teachers and school staff to help my child/school-age family member be successful in school.

    Strongly Disagree ❖ Disagree ❖ Agree ❖ Strongly Agree ❖ N/A: My child is not enrolled in school

18. I am satisfied with the opportunities that are available to me to be involved in my child's school.

    Strongly Disagree ❖ Disagree ❖ Agree ❖ Strongly Agree ❖ N/A: My child is not enrolled in school

19. Do any of your children work outside the home to help support your family?
    ( ) Yes
    ( ) No, my child is of working age but does not work outside the home to help support the family
    ( ) No, my child is not of working age

20. Do you know of an association that helps immigrants, refugees or expatriates? If yes, please list them.

    _____

    _____

Living Here

Please circle the extent to which you disagree or agree with the following statements.

21. Charlotte is welcoming to people born in other countries.

    Strongly Disagree ❖ Disagree ❖ Agree ❖ Strongly Agree

22. I feel safe in my neighborhood.

    Strongly Disagree ❖ Disagree ❖ Agree ❖ Strongly Agree

23. It is easy to get to the places I usually have to go (work, stores, school, etc.).

    Strongly Disagree ❖ Disagree ❖ Agree ❖ Strongly Agree

24. I have affordable, quality housing available to me.

    Strongly Disagree ❖ Disagree ❖ Agree ❖ Strongly Agree

25. I would recommend living in Charlotte to someone who asks.

    Strongly Disagree ❖ Disagree ❖ Agree ❖ Strongly Agree

26. I have affordable, quality health care available to me.

    Strongly Disagree ❖ Disagree ❖ Agree ❖ Strongly Agree

27. What is your primary mode of transportation? Select only one.
    ( ) Own vehicle (car, truck, van, etc.)
    ( ) Shared or borrowed vehicle (car, truck, van, etc.)
    ( ) Bus
    ( ) Light rail
    ( ) Walk or bike
    ( ) Other (specify) _____

28. Select the statements below that apply to how you and/or your family access and use health care in Charlotte. Check all that apply.
    ( ) I have a primary care doctor/medical home
    ( ) I get regular dental care
    ( ) I have health insurance
    ( ) I use a free/reduced cost health clinic.
    ( ) I don't go to the doctor because I can't afford it
    ( ) I get regular preventive care (e.g., annual physical exam, well visits for children, etc.)
    ( ) I go to the hospital emergency room when I need medical care
    ( ) I don't get health care when I need it

29. Where do you usually access the internet?
    ( ) From a computer at home
    ( ) From my own computer using public Wi-Fi (café, restaurant, bookstore, etc.)
    ( ) From a computer at a friend or neighbor's house
    ( ) From a computer at a library or community center
    ( ) From my phone, anywhere
    ( ) From my phone, using public Wi-Fi
    ( ) I cannot access the internet
    ( ) I do not want to access the internet

30. What financial services have you used here in Charlotte? Please select all that apply.
    ( ) Savings account at a bank or credit union
    ( ) Checking account at a bank or credit union
    ( ) Received a loan from a bank or credit union
    ( ) Check-cashing business
    ( ) Received a loan from a friend or family member
    ( ) Credit card issued in the United States
    ( ) None of the above

Demographic Information

31. In which category is your age?
    ( ) 18 to 24 years
    ( ) 25 to 34 years
    ( ) 35 to 44 years
    ( ) 45 to 54 years
    ( ) 55 to 64 years
    ( ) 65 years or older

32. What is your gender?
    - ( ) Female
    - ( ) Male
    - ( ) Unspecified

33. What language(s) do you speak fluently? Check all that apply.
    - ( ) English
    - ( ) Spanish
    - ( ) French
    - ( ) Hindi
    - ( ) Other (specify) _____

34. About how much does your household pay per month for rent plus utilities and other housing expenses?
    - ( ) Own your own home
    - ( ) Under $300
    - ( ) $300 to $499
    - ( ) $500 to $699
    - ( ) $700 to $999
    - ( ) $1,000 to $1,499
    - ( ) $1,500 or more

35. About how much do you anticipate your household's total income will be for the current year? In your total, please include income from all sources for all persons living in your household.
    - ( ) Less than $20,000
    - ( ) $20,000 to $39,999
    - ( ) $40,000 to $59,999
    - ( ) $60,000 to $79,999
    - ( ) $80,000 to $99,999
    - ( ) $100,000 or more

Open Ended:

36. What are things Charlotte can do to help immigrants feel welcome here?

_____

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NEIGHBORHOOD & BUSINESS SERVICES

Out of School Time Process Review Update

Economic Development and
Global Competitiveness Committee
October 17, 2014

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Council Charge

City Council requested staff to:

- Work with Out of School Time (OST) Providers on a collaboration for recommendations in four areas:
  1. Measures of successful student outcomes
  2. Models for community engagement
  3. Program Efficiencies
  4. Increased donor base
  5. RFP Feedback
- Explore alternatives to the current OST funding process, including collaboration with Third Grade Literacy effort
- Consider tying OST funding levels to the maximum permitted by Community Development Block Grant formulas

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Request For Proposal Timeline

Council EDGC Committee	July 2, 2014
OST Providers/Funders Committee Meetings	July – Sept, 2014
Present Recommendations to EDGC Committee	**Oct 17, 2014**
RFP Recommendations to City Council	Nov 10, 2014
FY16-17 RFP Release	**November 21, 2014**
Pre-Submission Conference	December 5, 2014
Proposal Due	January 12, 2015
Eligibility Determination and Notice	January 23, 2015
Clarifications Due	January 30, 2015
Site Visits for Eligible Applicants	February 2-6, 2015
Staff Interviews for Eligible Applicants	February 9-11, 2015
OST Evaluation & Recommendations	March 1, 2015
Staff Recommendations	**March, 2015**
Present Funding Recommendations to City Council	**April, 2015**
Provider's Information Session	June, 2015
Contract Execution	September 1, 2015

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Feedback Methodology

- Two Focus Groups – Providers & Funders
- Facilitated by Council for Children's Rights

Providers	Funders
Citizen Schools*	The Belk Foundation
Police Activities League*	CMS
Greater Enrichment Program*	Foundation For The Carolinas
Youth Development Initiatives*	NC Forum
Above and Beyond Students*	
YWCA*	
BELL	
Bethlehem Center	
First Baptist Church	
St. Paul Baptist Church	
Plaza Road After School Enrichment Program	

* FY15 OST Providers

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Provider Feedback
Student Outcomes

1. Measures for successful student outcomes
Summary: • Measures vary based on program's mission and Funder specifications • Typical variables include common-core based values, attendance, pre & post assessments, surveys, reading growth, 21st century skills, behavior, EOG scores and family engagement • Providers interested in analyzing comparison group data & social emotional assessments
Recommendations: • Work collaboratively with other community Funders to track long term results and outcomes

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Provider Feedback
Community Engagement

2. Models for community engagement
Summary: • Providers agree community engagement and partnerships are vital, but lack capacity to create partnerships • Providers focus on their services; they are not mentoring agencies • Interest in providing "real world" opportunities • City assistance needed to help Providers engage community, identify best practices and highlight successes
Recommendations: • Develop resources to engage local community and businesses including exposure to "real world" opportunities and world of work

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Provider Feedback
Program Efficiencies

3. Program efficiencies
Summary: • Opportunities exist to collaborate with other OST providers, community partners and faith based organizations • Resource sharing is challenging • Providers are eager for quality professional development opportunities • Youth Program Quality Assessment (YPQA) potential tool
Recommendations: • Fund Technical Assistance in partnership with Third Grade Literacy ($100,000 annually for two years)

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Provider Feedback
Increasing Donor Base

4. Methods to increase donor base
Summary: • Providers can target financially stable faith-based organizations • City should explore additional grants and corporate funding opportunities • Reduce maximum per agency funding to engage more providers
Recommendations: • Fund maximum permitted in CDBG • Reduce maximum funding from $300,000 to $200,000 per agency

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Provider Feedback
RFP Process

5. City RFP Process
Summary: • City continue to support OST program and the allocation process • Providers frustrated with 'politics' in FY13-14 funding allocations • Perception that budget information was not sufficiently examined • Providers want RFP Review Committee to be impartial
Recommendations: • Create objective 3rd party review committee   ○ Current Committee consists of four (4) staff and two (2) community volunteers with industry experience • Move to per pupil allocation so that budget / in-kind numbers are less critical • Continue path forward for two year grant cycle

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Funder Feedback
Explore Funding Alternatives

Explore alternatives to the current OST funding process	

Summary:
• Recognized benefits in the City's support for and community perspective on OST
  • Commit to allocation decisions
	Recommendations:
	• Continue to fund OST and manage RFP
	  • Continue transition to 2-year award
	  • Re-evaluate in 2-years

• Consider per pupil allocation	• Implement per pupil allocation ($1,200) • Reduce maximum funding per agency from $300,000 to $200,000
• Consider participation in Third Grade Literacy effort • Consider way to leverage data from CMS	• Participate in Third Grade Literacy effort

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Funding Process
CDBG Allocation

Consider tying OST funding levels to the maximum permitted by Community Development Block Grant formulas

- OST funding level approx. **$1.2 million** for the past 12 years
- OST currently receives **15% of total CDBG funding**; allocation fluctuates
- Annual reductions in federal funding have been offset with increased City funding to maintain $1.24 million
- Innovative Housing cap at $590,000
- **FY15 OST funding was $1,337,761**

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Third Grade Literacy
What is it?

Goal: Double **READING PROFICIENCY** in 8-years

Local Action Team formed to pool resources to ensure students achieve on or above grade level by third grade.

Research shows children who cannot read proficiently by third grade are **4x** more likely to drop out.

In 2012 nearly **1/3** of CMS third graders were not reading at grade level.

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Third Grade Literacy
Action Team

BELK FOUNDATION
MetLife Foundation
UNC CHARLOTTE
cms Charlotte-Mecklenburg Schools
THE DUKE ENDOWMENT
FOUNDATION FOR THE CAROLINAS
Charlotte Mecklenburg Library
United Way
United Way of Central Carolinas
Bank of America
WELLS FARGO Wells Fargo Foundation
C.D. SPANGLER FOUNDATION
SISTERS OF MERCY NORTH CAROLINA FOUNDATION
DUKE ENERGY FOUNDATION
PNC

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Third Grade Literacy
Framework & Benefits

GOVERNING BOARD
City Representative
Governance, Vision, Strategy, Allocates Pooled Fund

BACKBONE STAFF
$600,000/year

TRANSFORMATION FUND
$500,000/year
Help direct allocations including capacity building

TARGETED CO-FUNDING
$Millions/year in private & public funding
Participation in Funder Meetings (access to best practices, data sharing, etc.)

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Summary
Recommendations

Policy Recommendations:	**Process Improvements:**

• Issue RFP with revisions
  • Convert to cost-per-child allocation ($1,200)
  • Reduce maximum per agency from $300K to $200K
  • Fund maximum permitted by CDBG
  • Continue with 2-year award
 	
• $100,000 for Third Grade Literacy annually for 2 years
 	
• Review where community is in two years to determine best path forward
	• Develop resources to engage local community and businesses including exposure to "real world" opportunities and world of work
	
	• Work collaboratively with community Funders to track long term results
	
	• Create objective 3rd party review committee

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Committee Action Request

Make recommendations to City Council:

- Authorize staff to **proceed with RFP** with recommended changes
- Direct staff to **commit to Third Grade Literacy effort**
- **Bring back recommendations** in 2016 for future alternatives

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Next Steps

- Present recommendations to City Council - November 10, 2014
- RFP Release - November 21, 2014
- Pre-Submission Conference - December 5, 2014

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Expected Student Outcomes

Improve neighborhood quality of life through a community engagement strategy that ensures children are safe, succeeding in school, and supported by their community.

Goals
- Children are safe
- Children are succeeding in school
- Children are supported by their community

Program Characteristics
- **Effective partnerships**
- **Family engagement and support**
- **Quality staff & programming**
- **Financial sustainability**

Provider Strategies
- **Varied academic** and non-academic **activities**
- **Exposure to new and engaging experiences**
- **Opportunities for positive social interaction**
- **Community engagement opportunities**

Outcomes
- Healthy behavior
- Academic and social skills that support learning
- Community connections

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Expected Student Outcomes
RFP Scoring

120	Program Characteristics	• Staff • Family Engagement • Partnerships • Financial Sustainability
100	Provider Strategies	• Varied Activities • New Experiences • Social Interaction • Community Engagement
80	Site Visits & Interviews	• Field Observations • Staff Interviews

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Cost per Child Chart

FY15 OST Programs	$ Award	Total Program Budget	# Children Served (with City funds)	Total Program $ Per Child**	City's Cost Per Child
Citizen Schools	$306,342	$1,291,372	**238**	**$5,426**	**$1,287**
Police Academy League	$287,410	$667,518	**237**	**$2,817**	**$1,213**
Greater Enrichment Program	$350,000	$789,527	**200**	**$3,948**	**$1,750**
Youth Development Initiatives	$162,325	$654,941	**120**	**$5,458**	**$1,353**
Above and Beyond Students	$110,358	$500,748	**140**	**$3,577**	**$788**
YWCA	$158,826	$1,125,110	**210**	**$5,358**	**$756**
Total	$1,375,261		**1,145**		
Average Cost Per Child				**$4,430.40**	**$1,191.19**

Recommendation: *Implement $1,200 per pupil allocation*

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ECONOMIC DEVELOPMENT

Bojangles'/Ovens Area Redevelopment

Economic Development & Global Competitiveness Committee

October 17, 2014

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Presentation Overview

- Policy Framework & Project Goals
- Rezoning Process
- Next Steps

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Policy Framework

- Since FY11, amateur sports has been a Council priority.
- The FY13 and FY14 Economic Development Focus Area Plans include the following initiative:
  - *Develop a new public/private model for adding amateur sports facilities in the Region*
- The approved FY15 Economic Development & Global Competitiveness Focus Area Plan includes the following initiative:
  - *Implement the Bojangles/Ovens Redevelopment Plan*
- City Council allocated $25 million in the Community Investment Plan toward this initiative.

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Project Goals

- Support the revitalization of Independence Boulevard and East Charlotte
- Provide an indoor sports and recreation facility to meet market demand
- Respond to the recreational needs of the community
- Support the regional hospitality and tourism industry
- Expand the State and local tax base

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Proposed Site Plan / Rezoning

- Existing zoning of affected parcels – R-22MF & B-2
- Requesting B-2(CD) & MUDD-O

Schedule & Next Steps

- Rezoning Filed
  September 22, 2014
- Community Meeting(s) for Rezoning
  Early December 2014
- Council Committee Updates
  October 17, 2014
  December 4, 2014
- Rezoning Public Hearing
  December 15, 2014
- Council Approval for Rezoning
  January 20, 2015