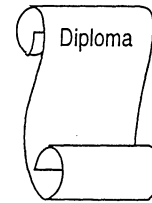
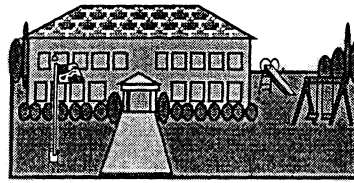
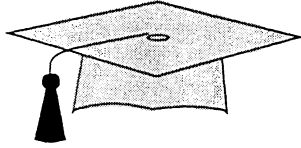


EDUCATION



A. NEIGHBORHOOD ASSETS

- Parkville has a "community school" with a library branch, day care center and senior center.
- Parkville Community School was recently renovated and expanded and the building is in good shape
- The school is centrally located.
- The school is involved with several innovative programs and has meaningful partnerships
- There are non-profit organizations in the neighborhood that directly or indirectly deal with education. For example, Literacy Volunteers of Greater Hartford, an adult education literacy program is located in the neighborhood.

Information

- There is one school located in Parkville, Parkville Community School, with grades from kindergarten to sixth grade.
- Our students go to Quirk Middle School and Hartford High School.
- There are few educational institutions located in Parkville
- Some programs at Parkville Community School include; First Steps Project, full-day kindergarten, a classical magnet program, Think and Learn Project, The Hole in the Wall Discovery Camp, AmeriCorps, The Bushnell/Guakia Partnership, OPMAD, etc.

Opportunities

- With a Parent Liaison and a School Governance Team, there are opportunities for developing more parent and community involvement to support student achievement.
- The building that formerly housed the Our Lady of Sorrows parochial school is mostly empty and adjacent to the Community School. It could be used for other school/community programs, ideally those that would support a 'family resource center concept'.
- Non-profit organizations located in the neighborhood that directly or indirectly deal with education, could work with other groups to help provide enhanced services to neighborhood residents.

B. CHALLENGES

- The number of students coming from poor families is increasing.
- The number of families with limited English proficiency is increasing.
- The students are performing below average on the State's Connecticut Mastery Tests.
- Hartford Public High School is at risk of losing its accreditation.
- There are few adult education programs in the neighborhood.
- It is difficult to attract families to the neighborhood and city when the schools are perceived as bad.
- The City's schools have been taken over by the State Department of Education.
- It is unknown if the residents have the workforce skills that local and area employers want.

Information

- The number of students that qualify for the free or reduced lunch program at the school has increased over the last five years. --88.%
- The number of students from non-English home language has increased over the last five years. --78.5%
- The percentage of students who attend preschool, nursery school or Headstart is below the city and state levels. Parkville --20.4%, the City -- 40.9 % and the State --66.7%
- The percentage of students returning to the same school each year is lower than the city and state. Parkville --61.2%, the City -- 69.1 % and the State -- 85.1%
- The percentage of residents who are linguistically isolated is higher in Parkville --22% than in the City in general --14%
- A recent report (1998) by the National Literacy Institute estimates that 41% of Hartford's adult population has the lowest level of literacy. Their English skills are so poor they cannot fill out a bank deposit slip without assistance.
- The percentage of residents with a high school education is lower than the city and state. Parkville --52%, the City --59% and the State --79%

Negative Consequences

- Youth and adults will not achieve their full potential.
- Fewer businesses and families will want to locate or invest here.
- Increased costs in providing health, social and other related services for those with limited education.
- Residents will not have the education to obtain well paying jobs

C. ACTION PLAN

Parkville's Goals and Objectives

The quality of life in a community is related in numerous ways to the quality of education available to its citizens. It affects a community's desirability as a place in which to invest, locate new businesses and raise families. Levels of educational attainment also influence the costs of providing health, social and related services needed to care for those who drop out of the system.

Programs available at public schools significantly impact the lives of children and their families, and the entire community that they serve. Therefore efforts aimed at improving the quality of life in Parkville or any community in Hartford must focus on the public schools. No other single institution has the potential to significantly impact the lives of all residents. Today, more than ever, educators understand that interventions aimed at improving academic achievement for children are greatly enhanced when parents and families are involved.

Although public schools have the potential to meaningfully affect children and families, achieving that goal has been difficult. This has occurred, in part, because public schools are greatly affected by numerous forces, most beyond their control (government; local, state and federal, unions, economic levels, etc.). As a result, it is difficult to align influences to address a myriad of needs so that effective programs are provided. It is also difficult for a single neighborhood to make an impact on a complicated system.

Every school in the Hartford Public School system is required to have a school improvement plan (SIP). Parkville Community School has completed its School Improvement Plan for the 1997-1998 school year. The plan represents a lot of hard work on the part of the school's Governance Team which is comprised of the principal, other staff, parents and community members. Rather than duplicate efforts, we should support the city's procedures for improving schools with community input.

Goal: Adults as well as youth achieve an education that allows them to be responsible and effective in meeting the challenges of a diverse and changing world.

Goals One-Five, from Parkville Community School's (SIP):

1. All students will actualize their academic potential.
2. Students will demonstrate appropriate behavior for learning and for effective participation in society.
3. Parents, students, and community members will be involved in the educational process.
4. Students will be educationally and socially prepared to enter kindergarten.
5. Technology will be integrated and expanded into the educational program.

Parkville Neighborhood Revitalization Plan

Objective One: (refer to objectives listed in Parkville Community School's SIP in the appendix)

Objective Two: More adults will be involved in adult education programs.

Parkville's Strategies

1. Refer to Parkville Community School's SIP. Of particular importance to this neighborhood strategic plan are those strategies related to goal number 3: Parents, students, and community members will be involved in the educational process.
 - The Parkville School Community will have an open house.
 - The Parkville School Community will host Family Nights every school year.
 - Provide parents with a monthly calendar of school events.
 - The Parkville School Community will host parent workshops on academic expectations and CMT expectations.
 - Arrange for a Room Parent to represent each classroom.
 - Compile a volunteer list with tasks preferences to be given to every classroom teacher to be used as classroom resources.
 - The Parkville School community will host a "Parent-Come-To-School-Day". Parents will spend the day in school taking classes and participating in students' daily activities.
2. **The School Governance Team** and concerned neighborhood organizations will sponsor a meeting with other neighborhood non-profits and appropriate city departments to develop plans for promoting and enhancing education services.
3. **Job Fair--** To address the education needs of the adult population, hold a job fair for residents, employees as well as providers of adult education services.

Parkville Neighborhood Revitalization Plan

ACTION STEPS

Activity	Expected Results	Responsibility	Date Due	Expected Barriers
1. Parkville School Governance Team's implementation of SIP	See Goals	Parkville School Governance Team monthly	One Year check progress	Inability to motivate others and resources
2. Governance Team collaboration with residents and neighborhood non-profits and city dpts.	Collaborative efforts and program promotion	Parkville School Governance Team	One year	Lack of cooperation and resources
3. Neighborhood organizations being proactive to support education and families in Hartford.	Collaborative efforts, leading to better education and support for families	Individual organizations	every 6 mos.	Inability to motivate others
4. Job Fair	Residents get employed and/or education services	PRA	yearly	Lack of coordination