

**Buncombe County Strategic Planning  
Community Input Session – Educated and Capable Community  
10/26/2019**

*Italicized items are associated in more than one theme.*

Theme	Education/Schools
<b>What would success look like?</b>	<ul style="list-style-type: none"> <li>• Satellite learning sites for formal learning. Classes taught via distance learning at library (college, tech, high school)</li> <li>• Study of why there are gaps</li> <li>• More emphasis on schools/teaching (input from teachers) parents’ welfare – child care, health care access</li> <li>• Collaboration between public and private schools</li> <li>• Support AB Tech’s programs</li> <li>• Embracing all models of education and raising the standard of excellence in instructional quality               <ul style="list-style-type: none"> <li>○ Focused recruitment and retainment initiatives</li> <li>○ School choice is not a bad word</li> </ul> </li> <li>• Wrap around services in schools</li> <li>• Challenge the framework of understanding in what declining enrollment may-mean</li> <li>• Graduates are following their career (whether college or entering the workforce) with a solid understanding of their expertise</li> <li>• More teacher support in K-3</li> <li>• Afterschool resources</li> <li>• Summer resources</li> <li>• Free community college for citizen of Buncombe County – AB Tech promise scholarships</li> <li>• State-of-the-art programs in Cybercrime, Agribusiness and social-entrepreneurship at AB Tech. County support for these programs.</li> <li>• Stronger pipelines from K-12 to AB Tech to universities. Leverage success of AB Tech’s nationally recognized Pathway Project.</li> <li>• Recognize AB Tech as a valued community partner.</li> <li>• School dropouts diminish.</li> <li>• Literacy rates are as high as possible.</li> <li>• All children are able to have post-secondary education</li> <li>• Achievement gaps are close to eradication</li> <li>• Families are more involved in and supportive of schools</li> <li>• County and City leaders are fully involved in and supportive of efforts to meaningfully establish county and city schools and the quality education of students</li> <li>• Support training and vocational programs to ensure residents have the skills needed for advanced manufacturing</li> <li>• Greater collaboration/consistency in policies between ACS &amp; BCS               <ul style="list-style-type: none"> <li>○ Transition to kindergarten plan</li> <li>○ Share definition of school readiness</li> </ul> </li> <li>• K-3 is developmentally appropriate</li> </ul>

	<ul style="list-style-type: none"> <li>• School provides their own development day child care programs</li> <li>• Limit/moratorium on charter schools</li> </ul>
<b>Goals with greatest impact</b>	<ul style="list-style-type: none"> <li>• Comprehensive vision of education that runs from birth to past retirement. (being able to present a vision/strategic plan that supports the importance of education at all levels of life, will lead to an educated and capable community)</li> <li>• After school/summer services Pre-K through middle school</li> <li>• Embrace and encourage multiple options and approaches to education rather than “one size fits all” to match educational resources with individual needs but monitor and intervene as needed to assure equity.</li> <li>• Build a network of schools to establish, share and collaborate in best practices in literacy and community development. <ul style="list-style-type: none"> <li>○ Include charters, traditional, private and homeschool</li> <li>○ Embrace change and options as a catalyst to improve equitable practices</li> </ul> </li> <li>• Break the cycles of poverty and oppression through education (all ages)</li> <li>• County/City/School staff administrators take REI training/Implicit Bias Training</li> <li>• Learning for growing</li> <li>• Literacy</li> <li>• Preparing children with communication, literacy skills</li> <li>• Develop mechanism for better access to existing ed. Resources – i.e. technology directly to citizens</li> <li>• Continual educational opportunities beginning with Pre-K to help eliminate gap in school success among races/ethnic groups. Would incorporate more social services for families.</li> <li>• Establishing the full range of practices needed to effectively approach these needs.</li> <li>• Eliminate the opportunity/achievement gap (so that race or zip code are not predictive of success)</li> <li>• All students graduate high school prepared for college, career and community engagement/involvement</li> <li>• A robust community school model that engages students, parents, teachers and communities in ensuring opportunity gaps are eliminated, students graduate from its community college and career ready and adequate SH/MH services for students/families.</li> <li>• Free community college</li> </ul>
<b>Theme</b>	<b>Transportation</b>
<b>What would success look like?</b>	
<b>Goals with greatest impact</b>	<ul style="list-style-type: none"> <li>• Better public transportation system</li> </ul>
<b>Theme</b>	<b>Jobs/Pay</b>
<b>What would success look like?</b>	<ul style="list-style-type: none"> <li>• Educators find value in teaching and can support their own families based on a true cost of living salary.</li> <li>• Properly paid ECE teachers</li> <li>• Employers pay a living wage</li> <li>• Greater investment in education – teacher salaries</li> </ul>

<b>Goals with greatest impact</b>	<ul style="list-style-type: none"> <li>• Early childhood educational support with an emphasis on addressing income inequity. This may go a long way in helping strengthening home life</li> <li>• Better pay for early childhood educators (County supplements)</li> <li>• Seeing that completion of grade 12 yields a pathway to either employment, career or additional education.</li> <li>• Investments in teacher salaries from ECE to community college.</li> <li>• <i>Improved support for teacher’s pay and resources in the schools so children and families are supported and rewarded.</i></li> </ul>
<b>Theme</b>	<b>Children</b>
<b>What would success look like?</b>	<ul style="list-style-type: none"> <li>• Children discover their gifts and participate in class and community feeling a sense of community</li> <li>• Invest in first 200 days – access to every family that chooses early learning center placement</li> <li>• Social-emotional health of children and families</li> <li>• Better early childhood education</li> <li>• Pre-K seen as part of the education continuum, offered through public</li> </ul>
<b>Goals with greatest impact</b>	<ul style="list-style-type: none"> <li>• Prepare all children for success by assuring they have the social and emotional skills they need</li> <li>• ALERT: DO NOT have African American 4 year old or younger in a classroom setting! Allow them their years of play. Putting them earlier into the “School-to-Prison-Pipeline”. Yes, they may be able to read earlier, but it won’t matter if they get into the toxic system and are eventually put into jail or prison!!</li> <li>• All children have access to high quality, early learning and education during first 2000 days</li> <li>• Investments in childhood development in first 2000 days</li> <li>• Institute an Early Childhood program</li> </ul>
<b>Theme</b>	<b>Criminal Justice</b>
<b>What would success look like?</b>	<ul style="list-style-type: none"> <li>• Capable community – where are there lacks? Unemployable? Prison population?</li> </ul>
<b>Goals with greatest impact</b>	<ul style="list-style-type: none"> <li>• Jail populations diminish</li> </ul>
<b>Theme</b>	<b>Housing</b>
<b>What would success look like?</b>	<ul style="list-style-type: none"> <li>• Access to affordable housing – county invests in new develop includes % of units that are affordable</li> </ul>
<b>Goals with greatest impact</b>	<ul style="list-style-type: none"> <li>• Affordable housing available to all</li> </ul>
<b>Theme</b>	<b>Equity/Inclusion</b>
<b>What would success look like?</b>	<ul style="list-style-type: none"> <li>• Public school students achieving at high levels regardless of race, economic situation or neighborhood.</li> <li>• A network of support systems working together to support students in the gap – those who are typically marginalized or educationally disadvantaged.</li> </ul>

	<ul style="list-style-type: none"> <li>• Eliminating barriers to high quality education</li> <li>• Greater ties between minority communities (black and Hispanic) and AB Tech</li> <li>• Equity and inclusion focus and investment</li> <li>• Department of Equity and Inclusion</li> <li>• Racial equity at the heart of all ed planning/teacher training</li> </ul>
<b>Goals with greatest impact</b>	<ul style="list-style-type: none"> <li>• Removing barriers to opportunities</li> <li>• Equity and inclusion is a priority for children’s service provides (pre-school and K-12)</li> <li>• Diminishing equity gap and increasing opportunity gap in schools addressed to include birth to high school graduation.</li> <li>• County department for equity inclusion – a dedicated person or team of people always thinking about how to make education more inclusive to minorities and underserved parts of our community.</li> <li>• Creation of County Department of Equity, which works across sectors.</li> <li>• Racial equity at the core of education and county policies and practices.</li> </ul>
<b>Theme</b>	<b>Community &amp; Seniors/Adults</b>
<b>What would success look like?</b>	<ul style="list-style-type: none"> <li>• Support aging in place</li> <li>• Access to resilience training – resilience training for all Library services and facilities heavily used and serving as community learning and cultural centers for all ages.</li> <li>• Adequate library facility square footage for the population as recommended by nationally accepted standards.</li> <li>• Fewer, but strategically located library facilities.</li> <li>• Every community within BC has an accessible town square, meeting learning site known as the library. Its place is open lots of hours and provides programs and services for personal growth and learning.</li> <li>• Early learning tie in with child care and library story hour; parental learning support</li> <li>• Community engagement sites, where territory platform is non-threatening – open place – town square.</li> <li>• Library as place and platform; accessible and used by all age groups. First resort not last resort.</li> <li>• Assess how public library can assist</li> <li>• <i>Capable community – where are there lacks? Unemployable? Prison population?</i></li> <li>• Adequate resources are in place, mobilized and organized to assure that each BC resident has the opportunity to develop themselves to their maximum intellectual potential throughout their lives.</li> <li>• Shift in thinking from reactive to proactive model</li> <li>• Communities are safe</li> <li>• <i>Families are more involved in and supportive of schools</i></li> <li>• Support community organizations to ensure educational excellence for every student – 3<sup>rd</sup> grade reading/8<sup>th</sup> grade/HS graduation.</li> <li>• Paid family leave – adoption of family-friendly</li> </ul>
<b>Goals with greatest impact</b>	<ul style="list-style-type: none"> <li>• Senior support and activities center</li> <li>• Elders are able (transportation, financial support, information provided) to access community programs and services.</li> </ul>

	<ul style="list-style-type: none"> <li>• Adults have opportunities for free, life-long learning and work/job skill development</li> <li>• Establish non-traditional educational opportunities for growing 65+ population, adult disadvantaged through training, resources, services (using library as platform). Free and accessible to all of Buncombe County.</li> <li>• Replace “elderly” with elderSupport for family engagement in their children’s education.</li> <li>• Increase access to comprehensive family support programs and high quality early childhood education.</li> <li>• Educational opportunities for those incarcerated – wide service re-entry opportunities.</li> <li>• <i>Early childhood educational support with an emphasis on addressing income inequity. This may go a long way in helping strengthening home life</i></li> <li>• Develop and financially support an educational model that builds from “cradle to grave” with wrap around community support (mental health, healthcare, home support) <ul style="list-style-type: none"> <li>○ First 2000 days – early ed</li> <li>○ K-12 – best practice</li> <li>○ Post grad lifelong learning</li> </ul> </li> <li>• Volunteer Registry</li> <li>• County provided and other community services are coordinated and easily accessed.</li> <li>• Every eligible resident votes in local elections</li> <li>• Identifying and considering the education, social and emotional and operational needs of the full range of the population by county, city and corporate operations.</li> <li>• Educational and vocational access in correctional facilities and upon/after re-entry.</li> </ul>
<b>Theme</b>	<b>Funding</b>
<b>What would success look like?</b>	<ul style="list-style-type: none"> <li>• <i>State-of-the-art programs in Cybercrime, Agribusiness and social-entrepreneurship at AB Tech. County support for these programs.</i></li> <li>• <i>Invest in first 200 days – access to every family that chooses early learning center placement</i></li> </ul>
<b>Goals with greatest impact</b>	<ul style="list-style-type: none"> <li>• Equitable funding across all school types (charter vs. standard public schools)</li> <li>• Make the most of limited resources by doing more with less – best practices – leverage with NFP/Philanthropic resources</li> <li>• <i>Develop and financially support an educational model that builds from “cradle to grave” with wrap around community support (mental health, healthcare, home support)</i> <ul style="list-style-type: none"> <li>○ <i>First 2000 days – early ed</i></li> <li>○ <i>K-12 – best practice</i></li> <li>○ <i>Post grad lifelong learning</i></li> </ul> </li> <li>• <i>Improved support for teacher’s pay and resources in the schools so children and families are supported and rewarded.</i></li> <li>• Working on identifying and procuring sufficient resources and financial practices to establish and maintain the services needed.</li> </ul>

## QUESTIONS:

- How dynamic will the plan be?
- Is there data on income disparities?
- Are we considering educated and capable together or distinct?
- Is there a trend re: child poverty rates that could be shared? Seems critical to accompany population trends.