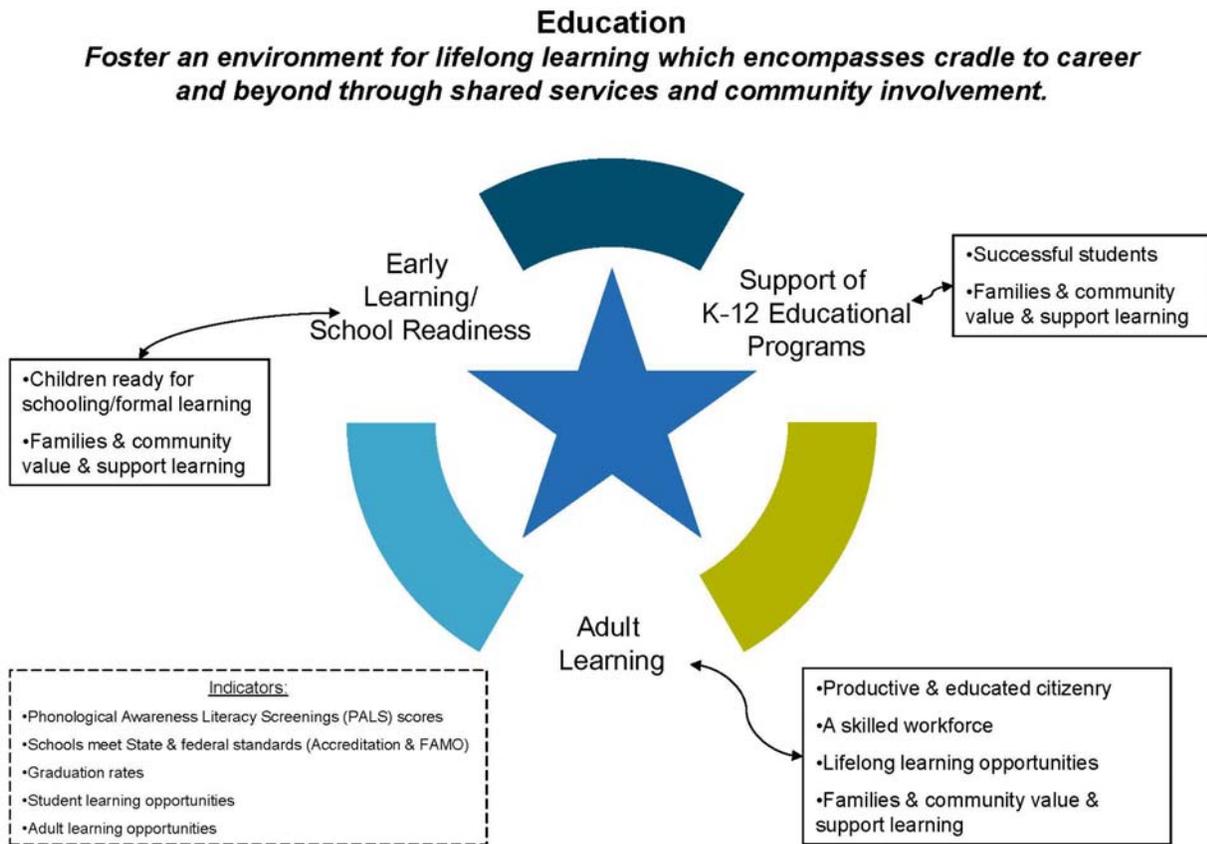


## Summary of Education Priority

The Education Priority Team developed a strategy map to address the factors that affect education over the course of an individual’s lifetime. Learning begins before the child enters formal learning programs and continues through post-secondary education and other adult learning opportunities. In order to develop successful students and to support a productive and educated citizenry, our City government, families, and the community-at-large must commit resources, financial and otherwise, to support education from pre-school through adulthood. To address the priority statement, the team created a map around three primary factors: Early Learning/School Readiness, Support of K-12 Educational Programs, and Adult Learning.



# Education



## Statement of Request for Results

### Team Members

**Members:** Sheila Umberger, Libraries  
Michele Vineyard, Human Resources  
Amelia Merchant, Management & Budget  
Acquenatta Jackson-Harris, Management & Budget

### Priority Statement

Foster an environment for lifelong learning which encompasses cradle to career and beyond through shared services and community involvement.

### Summary of Priority

The Education Priority Team developed a strategy map to address the factors that affect education over the course of an individual's lifetime. Learning begins before the child enters formal learning programs and continues through post-secondary education and other adult learning opportunities. In order to develop successful students and to support a productive and educated citizenry, our City government, families, and the community-at-large must commit resources, financial and otherwise, to support education from pre-school through adulthood. To address the priority statement, the team created a map around three primary factors: Early Learning/School Readiness, Support of K-12 Educational Programs, and Adult Learning.

### Early Learning/School Readiness

We are committed to success for all the children of Roanoke. In order to prepare students for success in learning, it is important to establish a firm foundation during the pre-school years. The support of a stable home life with parents or guardians who have knowledge and skills that enable them to raise healthy, inquisitive children is one part of that foundation. An adequate supply of quality, affordable daycare and early learning programs is another essential part of the foundation. The outcomes that will result in addressing this causal factor include:

1. Children ready for school/formal learning

It is crucial that the Federal Government, the Commonwealth, and the local community support early childhood education programs serving preschool-

age children so that they may attain the fundamental knowledge and skills necessary for optimal development in formal schooling and beyond. It is essential that preschool-age children have the instruction, experiences, and environment needed in order to continue learning in more structured settings. It is important that departments work with community organizations to provide the necessary framework for children to succeed.

2. Families and community value and support learning

Families and members of the community will be exposed to various educational programs that support their children's early learning experiences. Local government will partner with the community to offer experiences for parents and guardians to gain a clear knowledge of their role in their children's preparedness for formal learning. These programs will help families and communities nurture and teach children to be open to and interested in learning.

### **Support of K-12 Educational Programs**

K-12 educational programs, such as the City's public schools, private schools, and home-schooled efforts seek to provide formally structured learning designed to give students the tools they will need to be successful in the next stage of their lives following graduation. The support of their families is just as important during these challenging years as students transition from childhood to young adulthood. Also, there are programs offered by other City departments, outside organizations, and the community in general that can supply additional training and mentoring for our young people. All of these groups working together can prepare our students to succeed. The outcomes that will result in successfully addressing this causal factor include:

1. Successful students

We have high expectations for all students, and we are invested in their success. Successful students graduate with content knowledge, technical skills, and habits of mind that allow them to move to the post-secondary option of their choice, regardless of their income, ethnicity, disability, or other challenges. The mission of Roanoke City Public Schools' K-12 educational programs is to graduate students who are prepared for life in a rapidly changing world. We expect that other formal education programs have similar goals. Fully state accredited public schools where students meet federal guidelines provide excellent learning opportunities. Schools must be safe places where all students are engaged and challenged by state-of-the-art learning experiences. These state-of-the-art learning experiences are delivered through programs, activities, and opportunities for students that will include advanced academic programs, experiences in the arts, enriching co-curricular and athletic activities, and strong career and technical education programs.

2. Families and community value and support learning

Families and community entities that value K-12 educational learning will be actively engaged in all aspects of the student's education. Programs that strengthen and encourage a family's ability and desire to support their

child's learning will result in the child's educational success and greater interest in formal schooling. A range of programs and opportunities will be needed to support the unique needs of a diverse population.

## **Adult Learning**

Learning does not stop after K-12 education. Community colleges, four-year colleges and universities, technical schools and certification programs provide another level of academics and training that can further develop an educated citizenry and a better-prepared workforce to support our Valley's current businesses and serve as an incentive to entice new ones to our area. City departments, outside organizations, regional and state entities, and the community can provide resources to support formal learning as well as offer opportunities for personal growth and lifelong learning in areas of interest. Adult learners also require family support as they balance the demands of family, employment, and financial commitment in order to obtain an advanced degree, a certification or license to increase or improve job skills, or simply to enhance personal learning. The outcomes that support this causal factor include:

1. A productive and educated citizenry  
It is essential that the citizens of Roanoke be provided with the opportunities necessary to be productive members of the community. Productive citizens increase the livability of a community through regular employment and committed volunteerism. An educated citizenry will provide the basis needed for the community to be productive. Key to this outcome is opportunities for obtaining the needed degrees, diplomas, certificates and licenses required for a productive work force.
2. A skilled workforce  
Workforce development programs and initiatives enhance the economic well-being of the area by improving the skills and abilities of citizens and employees. By leveraging training resources and opportunities, the skills of the Valley's workers are improved; therefore, allowing industries to grow and attracting other businesses to the area. Other products of a skilled workforce include increased competitiveness and employee retention in the region.
3. Lifelong learning opportunities  
Lifelong learning refers to a vision that one has for constant personal growth and enrichment. Learning opportunities should be available to all adults in our community on an ongoing basis. Lifelong learning means that people have opportunities for individual learning pathways, suitable to their needs and interests. Lifelong learning encompasses structured learning such as classes and training as well as cultural activities, hobbies, and opportunities for fun new leisure activities.

4. Families and community value and support learning  
Key to this outcome are community and family support of programs and resources which foster an environment for adults to obtain degrees and certificates, expand upon their job skills, or just to continue their personal learning. A range of programs and opportunities will be needed to support the unique needs of a diverse population. An educated citizenry is better able to support family and community.

## Indicators

### Indicator 1: Phonological Awareness Literacy Screenings (PALS) scores

Measure 1: Increase in % of children who meet PALS benchmarks

Definition: Early literacy screening is the key to providing effective literacy instruction and preventing future reading difficulties. The Phonological Awareness Literacy Screening (PALS) is a state-approved screening and diagnostic tool for measuring young children's knowledge of important literacy fundamentals that predict future reading success. The tool identifies students who are below grade-level expectations in certain areas and may require additional reading instruction.

PALS consists of three instruments, PALS-PreK (for preschool students), PALS-K (for kindergartners) and PALS 1-3 (for students in Grades 1-3) and involves untimed and developmentally appropriate tasks for students at each grade level. The PALS instrument enables educators to identify struggling readers and, based on information from the screening, to plan appropriate instruction to meet the individual student's needs. All students not meeting the benchmark score for their grade level receive additional reading services beyond the regular classroom instruction.

Information regarding PALS benchmarks may be obtained through the Roanoke City Public Schools, Office of Research, Testing and Evaluation.

### Indicator 2: Schools meet state & federal standards (Accreditation & Federal AMO)

Measure 1: All schools are accredited by the State

Definition: The Standards for Accrediting Public Schools in Virginia (8 VAC 20-131) are designed to ensure that an effective educational program is established and maintained in each of Virginia's public schools. These standards provide an essential foundation for K-12 educational programs for all students, encourage continuous evaluation and improvement for the purpose of raising student achievement and establish a means of determining school effectiveness. The Commonwealth sets rigorous academic standards, known as the Standards of Learning (SOL), and measures achievement through annual SOL tests and alternative and alternate assessments in English, mathematics, science, and history/social science.

A school's accreditation rating reflects overall student achievement on the annual SOL tests. Schools in compliance with the regulated standards and in which students meet or exceed the benchmarks set by the state for the SOL tests are rated as Fully Accredited. "All schools will achieve and maintain accreditation based on Virginia's Standards of Learning (SOL) tests" is identified as a performance measurement by the Roanoke City Public Schools in its strategic plan.

Information regarding each school's accreditation may be obtained through the Roanoke City Public Schools' Office of Research, Testing and Evaluation or on the Virginia Department of Education website:

[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/index.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/index.shtml)

Measure 2: All schools meet Federal Annual Measurable Objectives (FAMO)

Definition: The No Child Left Behind (NCLB) federal legislation requires states to set annual measurable objectives of proficiency in reading and mathematics, participation in testing, and graduation. These objectives are in addition to the high standards for learning and achievement required under Virginia's Standards of Learning (SOL) program. Schools that meet federal accountability under the federal education law are considered to have met annual measurable objectives by improving proficiency of all students in reading, mathematics and (for high schools) graduation. All measures include nine different subgroups of students defined by the federal guidelines.

NCLB requires annual testing in grades 3 – 8 and at least once in high school to measure student progress in reading and mathematics. For an elementary or middle school in Virginia to meet federal accountability, it must meet or exceed 36 benchmarks required by NCLB for participation in statewide testing and achievement in reading and mathematics. For a Virginia high school to meet federal accountability, it must meet or exceed 45 benchmarks required by legislation for participation in testing, achievement in reading and mathematics, and graduation. An improvement plan is required when a school does not meet all federal annual measurable objectives.

Information regarding a school's progress toward making and sustaining these objectives may be obtained through the Roanoke City Public Schools' Office of Research, Testing and Evaluation or on the Virginia Department of Education website:

[http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/index.shtml](http://www.doe.virginia.gov/statistics_reports/school_report_card/index.shtml)

Indicator 3: Graduation rates
-------------------------------

Measure 1: Increase in graduation rates

Definition: While Virginia recognizes three slightly different calculations to report cohort graduation rate (On-Time Graduation Rate – OGR, Federal Graduation Indicator – FGI, and Graduation Completion Index – GCI), the Virginia On-Time Graduation Rate is the Commonwealth's official graduation

rate. It is based on four years of longitudinal student-level data in Virginia's Educational Information Management System. On-time graduates are graduates who earn diplomas within four years of the first time they entered the ninth grade. The Virginia On-Time Graduation Rate takes into consideration student mobility, changes in student enrollment, policy and instructional practices such as ninth-grade retention. The new formula also recognizes that some students with disabilities and limited English proficient (LEP) students are allowed more than the standard four years to earn a diploma and are still counted as 'on-time' graduates. The Virginia On-Time Graduation Rate is reported annually for schools and school divisions.

Information regarding the annual graduation rate in Roanoke City Public Schools may be obtained through the Roanoke City Public Schools' Office of Research, Testing and Evaluation or on the Virginia Department of Education website:

[http://www.doe.virginia.gov/statistics\\_reports/graduation\\_completion/cohort\\_reports/index.shtml](http://www.doe.virginia.gov/statistics_reports/graduation_completion/cohort_reports/index.shtml)

<b>Indicator 4: Student learning opportunities</b>
--

**Measure 1:** Increase in number of participants in advanced academic programs (Advanced Placement or college dual enrollment classes), arts programs, career and technical education classes, and co-curricular clubs and athletic teams.

**Definition:** A well-rounded curriculum assists students to develop skills in critical thinking, creativity, research, and use of technology. An excellent educational program provides students with opportunities for arts and athletics. Rigorous academic and technical programs challenge students and support them as they strive to earn advanced diplomas and technical and industry certifications. A variety of learning opportunities and experiences are required to meet the needs of a diverse student population.

<b>Indicator 5: Adult learning opportunities</b>
--

**Measure 1:** Increase in number of participants in adult learning programs

**Definition:** Lifelong learning is the lifelong, voluntary and self-motivated pursuit of knowledge and a holistic approach to learning that includes, but extends beyond, what occurs in the classroom. It is a philosophy that involves the development of knowledge, skills and values throughout all stages of a person's life – from early childhood through adulthood. It also recognizes that learning is not just an intellectual process, but one that permeates all aspects of an individual's life, including their role in the community, performance in the workplace, personal development, and physical well-being.

Lifelong learning may involve the development of knowledge and skills such as literacy, critical thinking, computer training, managerial training, workforce development, apprenticeships, service to others, social and interpersonal skills, an appreciation for diversity, personal development, creativity, reading, art,

music, sports and recreation, educational travel, nature, handicrafts, etc. A community of lifelong learners is an educated community, committed to active citizenship, continued growth and intellectual stimulation, and more fulfilling and enriched lives.

Measure 2: The number of participants who are involved in programs that support post-secondary education

Definition: College and career readiness is an essential measure of educational excellence at the K-12 level. In an increasingly competitive, diverse and technology-driven world, simply earning a high school diploma alone is not enough. Too often, high school students graduate to find out that what they learned in high school has not truly prepared them for college courses or careers. It is the goal of the City of Roanoke to collaborate with Roanoke City Public Schools and the community to prepare graduates for life after high school and to support the pursuit of post-secondary educational opportunities.

It is equally important that programs in the community provide access to basic, advanced and continuing education, literacy instruction and workforce development for adults. The National Advisory Council on Continuing Education reports that over twenty-three million adults participate in continuing education annually. The community's commitment to post-secondary learning and continuing education for our adults is crucial to the City's economy. As a result, the City desires to improve continuing education to retain a more skilled and educated workforce, to forge opportunities for adult skills improvement and career advancement, and to ultimately enhance the quality of life of our citizens.

## **Purchasing Strategies**

Our team will purchase offers that:

1. Address multiple causal factors and/or outcomes
2. Offer collaborative solutions where appropriate
3. Develop and strengthen relationships between students and their families and the community
4. Exhibit data driven decision making using internal and external data
5. Demonstrate success based on research, proven results, and accountability
6. Impact the greatest needs by utilizing resources in creative and cost-effective ways
7. Meet or exceed previous years' results
8. Align with the strategic focus areas of the Roanoke City Public Schools, when appropriate.

## **Statement of Request for Results**

We are seeking offers that best deliver results from educational programs and services that foster an environment for lifelong learning – cradle to college and beyond - through shared services and community involvement. The City of

Roanoke has a long-standing commitment to education and is stepping up to the challenge of providing performance-based educational programs and learning opportunities for our citizens. The City plays an important role in conducting not only its own educational activities and programs but also in supporting the strategic focus areas of the Roanoke City Public Schools and other educational entities. In addition to providing funds for Roanoke City Public Schools, the City of Roanoke budget allocates funds to support education through other programs or activities. We are seeking offers that produce a variety of sustainable and results-oriented early learning and school readiness programs, programs that support the priorities identified for K-12 educational programs, and post-secondary and lifelong learning opportunities.

Special consideration may be given to offers that promote partnerships and collaboration and innovations that leverage existing resources and information.

**(Early Learning/School Readiness) - We are seeking offers that promote and enhance early learning and school readiness.**

Specifically offers that:

- Support affordable, high quality early childhood programs.
- Provide learning programs for pre-school aged children.
- Increase enrollment of at-risk four year olds in the Virginia Pre-School Initiative.
- Offer professional development for child care providers.
- Provide parent education and family support programs from birth to school entry.
- Establish programs that create positive relationships between children and adults.
- Develop and strengthen relationships with families and guardians.
- Support programs that train and mentor family members to support healthy child development.

**(Support of K-12 Educational Programs) - We are seeking offers that support K-12 educational programs.**

Specifically offers that:

- Strengthen reading at grade level by the third grade.
- Provide affordable before- and/or after-school programs for school aged children and adolescents that provide increased learning time.
- Provide summer educational programs for school aged children and adolescents.
- Assist school-aged children and adolescents in the use of technology/computers to develop knowledge and skills in such areas as reading, writing, mathematics, research, foreign languages, critical thinking and creativity.
- Offer multiple pathways for students to earn high school diplomas.
- Create programs which serve the needs of over-aged, under-credited students who are not on track to graduate.
- Assist with preparing students for college/career success.

- Provide for the unique learning challenges of special populations, including students with limited English proficiency, students with special needs, and/or low-performing students.
- Support the increase of graduates with advanced diplomas and technical and industry certifications.
- Support programs that train and mentor family members to support student learning.
- Create programs that address behavior and conduct.
- Provide or support programs to prevent truancy and reduce bullying and harassment.
- Provide students with opportunities to participate in enhanced arts, athletics, recreational, and other learning activities.
- Produce programs that create positive relationships between children and adults.
- Provide family access to transportation for educational opportunities.
- Address barriers to student achievement.
- Develop and strengthen relationships with families and guardians.
- Collaborate with businesses, non-profit organizations, and community and faith-based organizations to provide better prepared students.
- Provide opportunities and internships for students in career and technical fields.
- Establish programs to encourage a spirit of volunteerism and community service in our students.

**(Adult Learning) – We are seeking offers that support college and career readiness, post-secondary education and lifelong learning opportunities.**

Specifically offers that:

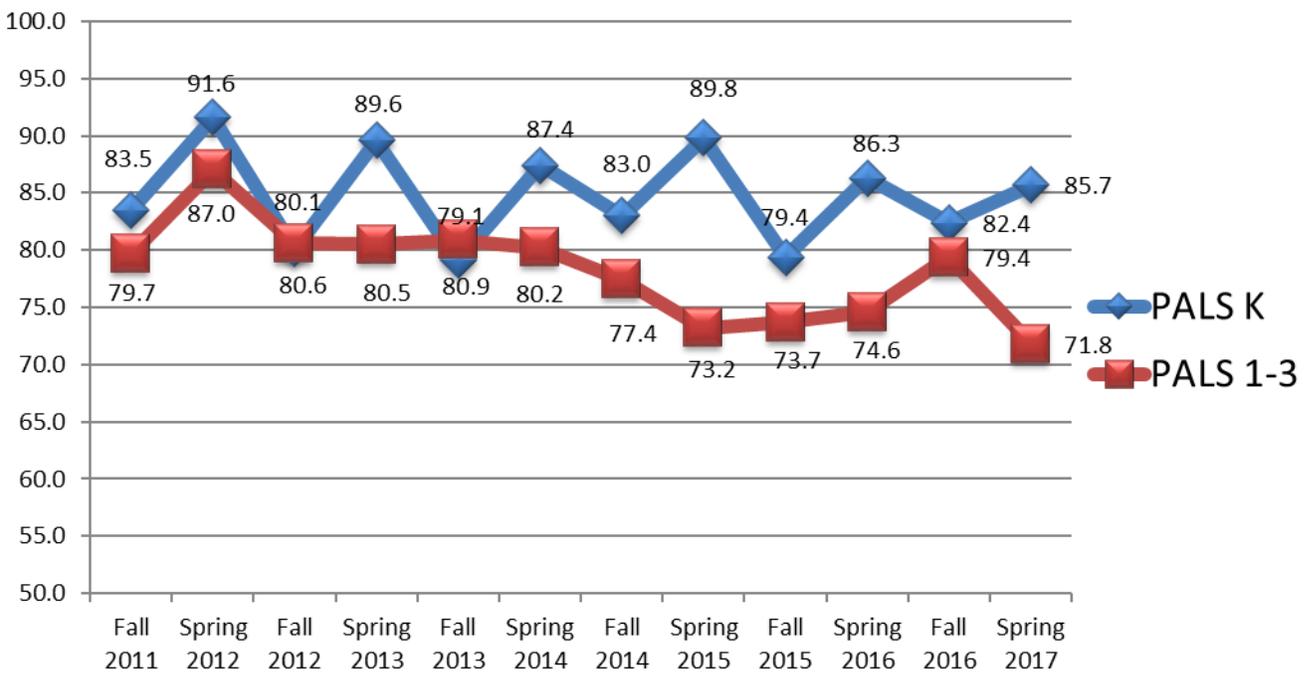
- Develop partnerships with community colleges and community educational programs that support post-secondary education.
- Enhance employment opportunities and training to improve job skills and readiness.
- Provide career and technical education and continuing education opportunities for young adults and adults.
- Advance the opportunities for family members to participate in literacy programs, including programs for limited English proficiency.
- Assist adults in the use of current technology, including computers.
- Enhance family awareness of, access to, and use of a range of services that support education.
- Support programs that train and mentor family members to support lifelong learning.
- Provide lifelong learning opportunities that enhance intellectual, physical, social, and emotional development.
- Develop and strengthen relationships with families and guardians.
- Support programs that are responsive to workforce needs in the community.
- Establish programs to encourage a spirit of volunteerism and community service in our citizens.

# Education



## 1. Phonological Awareness Literacy Screenings (PALS) Scores

### MEASURE 1: Increase in % of children who meet PALS benchmarks



Comments: The data in the table shows the percentage of students who are “ready to read” as measured by the PALS assessment given in the fall and again in the spring. Roanoke City Public Schools adopted an English series Spring 2014 that directly supports the PALS benchmark standards as well as the Virginia SOLs for reading. In the fall of 2016, the only 3<sup>rd</sup> graders who were administered the PALS were the students who failed the PALS as 2<sup>nd</sup> graders in the previous spring. Similarly, in the spring of 2017, the only 3<sup>rd</sup> graders who were administered the PALS were the students who failed the PALS in the previous fall.

## 2. Schools meet State & Federal Standards (Accreditation & Federal Annual Measurable Objectives)

### MEASURE 1: All schools are accredited by the State

Number	Accreditation Status for 2016-2017	Schools
23	Fully Accredited	Crystal Spring, Fairview, Fallon Park, Fishburn Park, Garden City, Grandin Court, Highland Park, Lincoln Terrace, Monterey, Morningside, Preston Park, Roanoke Academy for Mathematics and Science, Round Hill, Virginia Heights, Wasena, Westside, Lucy Addison Middle, James Breckinridge Middle, James Madison Middle, Stonewall Jackson Middle, Woodrow Wilson Middle, Patrick Henry High, William Fleming High
1	Partially Accredited: Reconstituted School	Hurt Park

Comments: All of the District's schools made significant progress last year. The 2016-2017 data reflects that 23 schools earned full accreditation compared to 18 schools in 2015-2016.

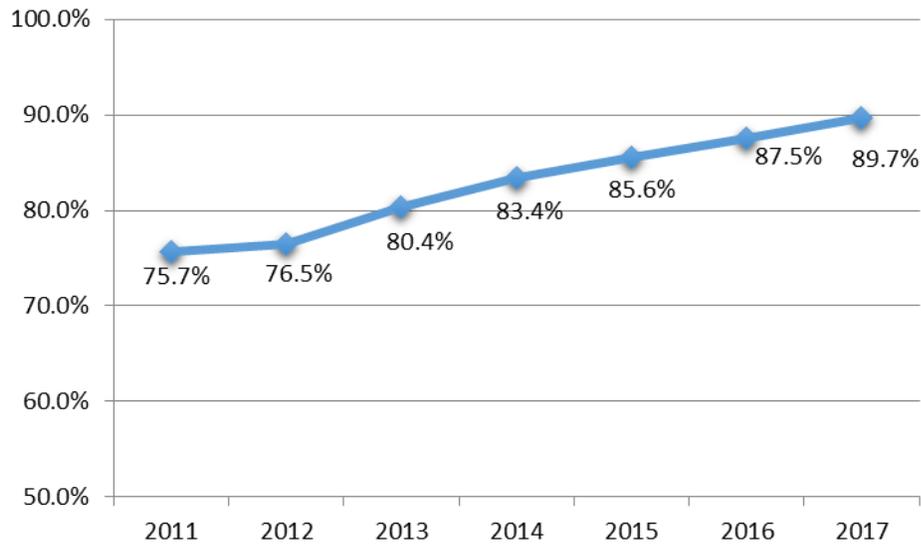
### MEASURE 2: All schools meet Federal Annual Measurable Objectives (FAMO)

Number	Federal Accountability Status for 2015-2016	Schools
11	Met All Federal AMOs	Crystal Spring, Fishburn Park, Garden City, Grandin Court, Highland Park, Hurt Park, Lincoln Terrace, Monterey, Morningside, Roanoke Academy, Wasena
13	Did Not Meet All Federal AMOs	Fairview, Fallon Park, Preston Park, Round Hill, Virginia Heights, Westside, Lucy Addison Middle, James Breckinridge Middle, Stonewall Jackson Middle, James Madison Middle, Woodrow Wilson Middle, Patrick Henry High, William Fleming High

Comments: The chart above represents the 2015-2016 Federal Accountability Status. The Every Student Succeeds Act of 2015 (ESSA) was signed into law on December 10, 2015. As Virginia transitions to ESSA, the Annual Measurable Objectives (AMOs) established by the state Board of Education under Virginia's federal flexibility waiver no longer apply to most schools but factor in the identification of Priority and Focus schools for 2016-2017. This adjustment is based on guidance in a December 18, 2015, communication from the U.S. Department of Education (USED) regarding its plan for an orderly transition from the Elementary and Secondary Education Act of 1965 (ESEA) to ESSA. Report cards have been made available through the VDOE Web site since the fall of 2016. These report cards display achievement results similar to previously released report cards, but do not display whether the results meet the state's AMO targets.

### 3. Graduation Rates

#### MEASURE 1: Increase in graduation rates



Comments: The on-time graduation rate has been steadily increasing. The focus will be to closely monitor the progress of each student to ensure that the graduation rate continues to increase for the 2017-2018 school year. Please note that as the graduation rate increases, it is more difficult to continue to see the growth that we have seen in previous years.

### 4. Student Learning Opportunities

#### MEASURE 1: Increase in number of participants in advanced academic programs (Advanced Placement or college dual enrollment classes), arts programs, career and technical education classes, and co-curricular clubs and athletic teams

	<u>FY2013</u>	<u>FY2014</u>	<u>FY2015</u>	<u>FY2016</u>	<u>FY2017</u>
Advanced Placement	815	791	720	703	689
Dual Enrollment	168	468 *	536*	490	462
Arts Programs	4,356	4,936	5,858	6,098	6,277
Career and Technical	4,184	4,409	4,747	5,135	5,481
Co-curricular Non-Athletic	2,605	2,437	2,340	2,467	2,632
Athletics	2,596	2,598	2,793	2,762	2,873

Comments: The numbers for Advanced Placement, Arts Programs, and Career and Technical represent the total number of student assignments to those classes. Co-curricular Non-Athletic refers to the actual number of students who participate in school clubs and other non-athletic school activities. Athletics numbers represent the aggregate total of all athletic rosters.

\* The numbers for Dual Enrollment represent the number of individual students who participated in Dual Enrollment courses.

## 5. Adult Learning Opportunities

### MEASURE 1: Increase number of participants in adult learning programs

<u>FY2012</u>	<u>FY2013</u>	<u>FY2014</u>	<u>FY2015</u>	<u>FY2016</u>	<u>FY2017</u>
4,913	6,719	8,332	16,607	24,728	24,158

Comments: These numbers only include participants in relevant Library classes. The significant increase between FY2015 and FY2016 is partially attributed by the Libraries to the re-opening of the Raleigh Court Library branch and the focus of their programming work on this area of need. They have worked to increase support and programs in these areas based on feedback from the community and new partnerships with other organizations. In FY2017, an additional 4,988 citizens also participated in Virginia Cooperative Extension Agricultural and Natural Resources (ANR) and Family and Consumer Sciences (FCS) programs including Master Gardener Help Desk inquiries.

### MEASURE 2: The number of participants who are involved in programs that support post-secondary education

	<u>FY2012</u>	<u>FY2013</u>	<u>FY2014</u>	<u>FY2015</u>	<u>FY2016</u>	<u>FY2017</u>
Participants in the Library's Mango Language classes, Universal Classes, Atomic participants, and Other participants*	---	2,746	2,749	3,003	3,818	249,951
# of City students receiving scholarships from VWCC **	3	0	6	6	13	0
# of City students participating in Community College Access Program (CCAP) through VWCC ***	74	52	116	116	78	121
# of City residents taking courses through the Roanoke Higher Education Center (RHEC) ****	568	572	559	387	325	367

Comments:

\* The main driver for the increase is several databases were added which increased the use of educational online work for the following participants Universal Classes, Gale/Newbank Research, Westlaw, Chilton, Ancestry and Heritage Quest. The following databases was dropped Mango and Atomic in FY17.

\*\* No scholarships were funded for FY17 as the funds moved to the VWCC Educational Foundation. Going forward into FY18, the college anticipates serving 10 students through the City's non-CCAP funds, which the school has now dedicated to supporting scholarships for Workforce Development students pursuing industry recognized credentials.

\*\*\* CCAP's growth in FY17 was due to a welcome increase in qualified applicants, by "qualified", the college means those students who complete their financial aid application (THE FAFSA) as well as CCAP application. The school has made a great effort internally to work with our applicants, to ensure they complete the required documents and are eligible for this opportunity.

\*\*\*\* Based on discussions with RHEC staff, they consider the school year to be the fall, spring, and summer semesters. As such, the FY2015 number was restated, and the FY2016 number included City residents that attended the fall 2015 semester, the spring 2016 semester, and the summer 2016 semester.

EDUCATION			
DEPARTMENT	OFFER	RANK	OFFER TOTAL
Roanoke City Schools	Roanoke City Public Schools	1	\$79,592,200
Roanoke City Schools	Additional funding based on local tax projections (Supplemental)		\$1,654,326
Libraries	Library Core Community Services	2	\$1,322,875
Libraries	Core Service Enhancements		\$11,200
Libraries	Library Early Literacy Services	3	\$196,626
Libraries	Library Early Literacy Services - Supplemental -Books, Materials, and Programs for Early Literacy		\$10,000
Libraries	Library Services to K-12	4	\$189,918
City Manager's Office	Youth Services Initiative	5	\$53,750
Libraries	Summer Reading Initiative	6	\$22,332
Outside Agency	CCAP - Community College Access Program		\$100,000
Outside Agency	Roanoke Valley Sister Cities		\$10,800
Outside Agency	Virginia Cooperative Extension (VCE)		\$82,848
Outside Agency	VWCC - Scholarships		\$10,303

**Education**

**Offer Executive Summary**

<b>Offer:</b>	<b>Roanoke City Public Schools (RCPS)</b>	<b>Rank: 1</b>	
<b>Dept:</b>	Director of Finance	<b>Factor:</b> Support of K-12 Educational Programs	
<b>Outcome:</b>	Successful students	Existing	
<b>Executive Summary:</b>			
Provides support to Roanoke City Public Schools. Amount provided is determined through a funding formula.			
<b>Performance Measures:</b>			
<u>Measure Title</u>	<u>FY 2019 Target</u>	<u>FY 2018 Target</u>	<u>FY 2017 Actual</u>
Provide funding to support RCPS	Yes	Yes	Yes
<b>Seller/Owner:</b> 9310 - TRANSFERS TO OTHER FUNDS			

<b>Offer:</b>	<b>Additional funding based on local tax projections</b>	<b>Rank: 1</b>
<b>Dept:</b>	Director of Finance	<b>Factor:</b> Support of K-12 Educational Programs
<b>Outcome:</b>	Successful students	Supplemental
<b>Executive Summary:</b>		
Additional funding for RCPS based on local tax projections and provides support to RCPS.		
<b>Seller/Owner:</b> 9310 - TRANSFERS TO OTHER FUNDS		

<b>Offer:</b>	<b>Library Core Community Services</b>	<b>Rank: 2</b>	
<b>Dept:</b>	Libraries	<b>Factor:</b> Adult Learning	
<b>Outcome:</b>	A productive and educated citizenry	Existing	
<b>Executive Summary:</b>			
The citizens of the city of Roanoke request, expect, and depend on the core community services provided by the Roanoke Public Libraries. These essential services involve a wide range of facilities, technology, resources, and staff in multiple departments to meet the needs of children, adults, researchers, immigrants, readers, students, families, and professionals. Core library services covered in this offer include program planning, cataloging and processing of library materials, material distribution to the branches, and operational support for neighborhood library branches. The citizens of Roanoke rely on these comprehensive services to be better educated, to stay informed, and to continue their quest for lifelong learning through grass-root community centered library services.			
<b>Performance Measures:</b>			
<u>Measure Title</u>	<u>FY 2019 Target</u>	<u>FY 2018 Target</u>	<u>FY 2017 Actual</u>
Number of items the library loans and borrows (inter-library loans)to provide citizens better access to information and materials	2,200	2,200	1,500
<b>Seller/Owner:</b> 7310 - Libraries			

<b>Offer:</b>	<b>Core Service Enhancements</b>	<b>Rank: 2</b>
<b>Dept:</b>	Libraries	<b>Factor:</b> Adult Learning
<b>Outcome:</b>	A productive and educated citizenry	Supplemental
<b>Executive Summary:</b>		
The Main Library supports all of the other library locations as well as patrons that interact with libraries across the consortium. This funding request brings our core services back to fully operational levels.		
<b>Seller/Owner:</b> 7310 - Libraries		

**Education**

**Offer Executive Summary**

<b>Offer:</b>	<b>Library Early Literacy Services</b>	<b>Rank: 3</b>
<b>Dept:</b>	Libraries	Factor: Early Learning/School Readiness
<b>Outcome:</b>	Children ready for school/formal learning	Existing

**Executive Summary:**

In 2016-2017 the Library reached over 16,000, children under the age of 5 along with their parents or caretakers, for a 8% increase in Early Literacy Services. Promoting early literacy starts children on the path of a love of learning. Librarians and staff provide early literacy programs for children that incorporate teaching parents and caretakers ways to support the child's literacy and language development. Foundations for school readiness skills are another outcome of these programs. Partnership with outside agencies and the All-American City Star City Reads plan magnifies the ability of Library staff to reach more families. There is a great need in our community for early literacy programs. In the fall of 2016, 82.5 % of kindergartners entered school meeting the benchmarks they need in order to succeed, up from 79.4% in 2015. The Library plays a critical role in offering services for young children and families to help them be ready for school.

**Performance Measures:**

Measure Title	FY 2019 Target	FY 2018 Target	FY 2017 Actual
Number of early literacy programs offered for children birth-age 4	1,000	1,000	986

**Seller/Owner:** 7310 - Libraries

<b>Offer:</b>	<b>Library Early Literacy Services - Supplemental -Books, Materials, and Programs</b>	<b>Rank: 3</b>
<b>Dept:</b>	Libraries	Factor: Early Learning/School Readiness
<b>Outcome:</b>	Children ready for school/formal learning	Supplemental

**Executive Summary:**

Research shows that in the first three years of life, children from low-income families hear about 30 million fewer words than more affluent children. The libraries play a huge role in exposing these children to more words and early literacy activities each day. There is a great need in our community for early literacy programs. One in five Virginia children enters kindergarten without the basic skills needed to succeed in school. Without more exposure to early literacy programs, our children will not thrive. The Roanoke Public Libraries' support in this effort is critical to a child's success. The Libraries offers programs that give young children the foundation they need to achieve school readiness and is the Lead on the All America City Star City Reads initiative.

**Seller/Owner:** 7310 - Libraries

<b>Offer:</b>	<b>Library Services to K-12</b>	<b>Rank: 4</b>
<b>Dept:</b>	Libraries	Factor: Support of K-12 Educational Programs
<b>Outcome:</b>	Successful students	Existing

**Executive Summary:**

The Library offers a diverse collection of materials and programs and engaged and trained staff to support children's learning and literacy. Students come to the Library seeking assistance with homework, academic enrichment and as a place to socialize with friends. The Library is now a co-applicant with the City Schools on eight 21st Century Learning grants. This enables the library to reach many low-income students and provide afterschool support.

**Performance Measures:**

Measure Title	FY 2019 Target	FY 2018 Target	FY 2017 Actual
Number of educational programs offered for youth ages 0-17. Children's programs include storytimes, craft programs, puppet shows, author visits, Winter and Summer Reading Programs, programs for teen include technology, art and music programs.	2,500	2,500	2,477
Number of materials checked out for children birth to 17	126,000	126,000	125,163

**Seller/Owner:** 7310 - Libraries

**Education**

**Offer Executive Summary**

<b>Offer:</b>	<b>Youth Services Initiative</b>	<b>Rank: 5</b>
<b>Dept:</b>	City Manager	Factor: Support of K-12 Educational Programs
<b>Outcome:</b>	Successful students	Existing

**Executive Summary:**

The Youth Services Initiative supports the Roanoke Youth Services Mission and the efforts of various city departments who strive to meet that mission. The mission statement seeks for the Youth Services Citizen Board to assist community organizations, city agencies, and other entities in establishing, developing, and monitoring programs and services for the youth in Roanoke. The board participates in all segments of public and private programs that are intended to assist in the development, support, and protection of the youth and their families in Roanoke. The board develops programs and activities in collaboration with various city departments that focus on the development of youth. The board also coordinates the assembly of information regarding the availability of programs directed to the interests of youth and their families through representation on the Roanoke Valley Youth Voices group. The board also serves as a clearinghouse to receive and present concerns of citizens.

**Performance Measures:**

Measure Title	FY 2019 Target	FY 2018 Target	FY 2017 Actual
Percent increase in attendance at Kids to Parks Day	25%	25%	0%
Percent increase in attendance at Melrose Fall Festival	9,000%	20%	150%
Percent increase of Roanoke City High School students, who are rising 8th through 12th graders, that attend the Youth Summit	25%	25%	25%

**Seller/Owner:** 1211 - City Manager

<b>Offer:</b>	<b>Summer Reading Initiative-Tier 4 Essential</b>	<b>Rank: 6</b>
<b>Dept:</b>	Libraries	Factor: Support of K-12 Educational Programs
<b>Outcome:</b>	Successful students	Existing

**Executive Summary:**

The Summer Reading program over the past several years at the Library and with collaboration with the City Schools has been very successful outcomes. Over 80% of students who attended the maintained or increased their reading level over the summer break. Library participation was up overall from 1,733 in 2014 to 5,706 this past year. Students at City elementary schools participated in the Library's Summer Reading 1,101 enrichment programs to support reading and computer literacy as well as other Library programs offered over the summer to the community.

**Performance Measures:**

Measure Title	FY 2019 Target	FY 2018 Target	FY 2017 Actual
Library Summer Reading Programs Offered	1150	N/A	N/A

**Seller/Owner:** 7310 - Libraries

**Education**

**Offer Executive Summary**

<b>Offer:</b>	<b>CCAP - Community College Access Program</b>	<b>Rank:</b>	
<b>Dept:</b>	City Manager	<b>Factor:</b>	Adult Learning
<b>Outcome:</b>	A productive and educated citizenry		Existing

**Executive Summary:**

Community College Access Program or CCAP makes college available tuition-free to graduates of public high schools in the Counties of Botetourt, Craig, Franklin, and Roanoke, and the Cities of Roanoke and Salem. CCAP funds the cost of tuition for two years at Virginia Western Community College if a qualified student does not have sufficient financial aid. The program supports as many students as possible based on student need and funds available.

**Performance Measures:**

Measure Title	FY 2019 Target	FY 2018 Target	FY 2017 Actual
Fund CCAP in current fiscal year	Yes	Yes	N/A

**Seller/Owner:** 7220 - Affiliations & Contributions

<b>Offer:</b>	<b>Roanoke Valley Sister Cities</b>	<b>Rank:</b>	
<b>Dept:</b>	City Manager	<b>Factor:</b>	Support of K-12 Educational Programs
<b>Outcome:</b>	Families and community value and support learning		Existing

**Executive Summary:**

Roanoke Valley Sister Cities' (RVSC) overall mission is to develop resources for the international exchange of citizens to accomplish cultural, artistic, educational, medical, and economic initiatives. Roanoke has the following sister cities: Wonju, Korea; St-Lo France; Florianopolis, Brazil; Kisumu, Kenya; Pskov, Russia; Lijang, China; and Opole, Poland.

**Performance Measures:**

Measure Title	FY 2019 Target	FY 2018 Target	FY 2017 Actual
Increase the number of colleges.	33%	33%	50%
Increase the number of students in secondary school exchange programs.	10%	10%	-38%
Percentage of business relationships developed with economic development agencies in the region.	75%	75%	100%

**Seller/Owner:** 7220 - Affiliations & Contributions

**Education**

**Offer Executive Summary**

Offer: **Virginia Cooperative Extension**  
 Dept: Libraries  
 Outcome: Lifelong learning opportunities

**Rank:**  
 Factor: Adult Learning  
 Existing

**Executive Summary:**

Virginia Cooperative Extension (VCE), is part of the national network of extension services offering three concentrated program areas that are relevant for living in the City of Roanoke. Those programs include Agriculture and Natural Resources (ANR), Family and Consumer Sciences (FCS); and 4-H Youth Development. VCE in Roanoke is uniquely positioned to offer these program streams to City residents in a way that other local organizations cannot because they (1) access a national network of land-grant research universities to inform, ground and adapt best practices programs to local interests and needs; (2) engage Virginia Tech faculty to train volunteers in core knowledge and skills competencies to deliver their respective programs; (3) conduct professionally designed evaluations and compare outcomes to statewide, regional and national benchmarks; and (4) mobilize assets to serve the greatest number of people at the lowest possible cost.

**Performance Measures:**

Measure Title	FY 2019 Target	FY 2018 Target	FY 2017 Actual
Number of citizens participating in ANR programs	8,000	7,000	N/A
Percent of FCS participants that increased their knowledge	90%	85%	N/A
Percentage of positive increases in life skills development	98%	96%	N/A

**Seller/Owner:** 8210 - VA COOPERATIVE EXTENSION

Offer: **VWCC - Scholarships**  
 Dept: City Manager  
 Outcome: Lifelong learning opportunities

**Rank:**  
 Factor: Adult Learning  
 Existing

**Executive Summary:**

The Virginia Western Community College (VWCC) Local Advisory Board asks for locality support for scholarships for students of workforce programs.

**Performance Measures:**

Measure Title	FY 2019 Target	FY 2018 Target	FY 2017 Actual
Number of City students who receive a scholarship	3	3	0

**Seller/Owner:** 7220 - Affiliations & Contributions