

Portland Rotary



Childhood Hunger and Education

December 2014



Childhood Hunger and Education Steering Committee

Portland Rotary Club's Childhood Hunger and Education Steering Committee will:

- Create a three-to-five year plan to address childhood hunger and education issues in the Portland area.
- The plan will be completed by the end of 2014.
- The plan will include strategies for legislative advocacy in Augusta as well as volunteer activities and charitable giving in Portland.

- Co-Chairs: Bowen Depke and Laura Young
- Members:
 - “Local” Chairs; Steve Stromsky, Laura Young, & Paul Tully
 - David Clough, Dave Seddon, Erik Jorgensen, Charlie Friar, Becky Wright, Rusty Atwood, Bob Clark, Tom Nickerson, & Mark Millar

CHE objectives for next 5 years.

- Continue with existing successful partners and projects that involve CHE.
- Join new partners and create new projects and fundraisers which will help us achieve our objectives.
- Set measurable goals after we fully understand the issues and where Rotary can best help.
- Internal: Engage and mobilize membership through interesting projects, services and fundraisers.
- External: CHE is what Portland Rotary will be known for locally. This is our community focus.

Childhood Hunger

Goal: Help End Child Hunger in Portland

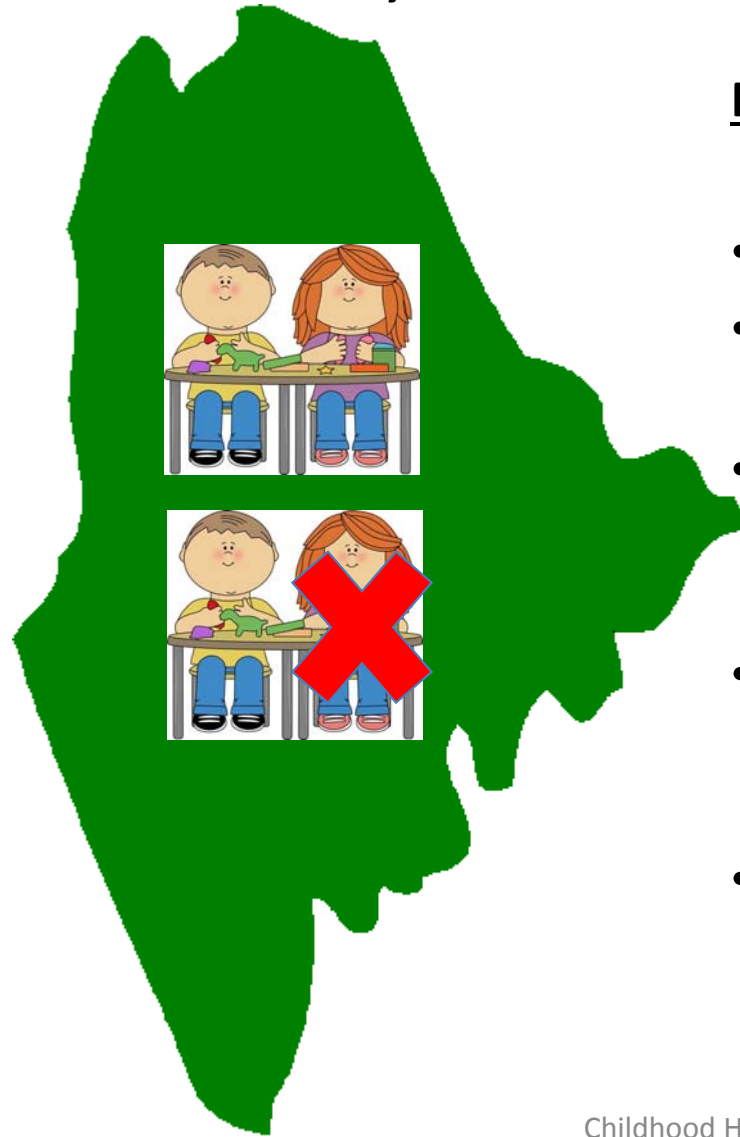
No child should grow up hungry, but one in four children in Maine struggles with hunger.

Case for helping childhood hunger

- a. Issue
- b. Rotary approach
 - a. Micro; local hands on effort/policy
 - b. Macro; government policy to help end hunger
- c. Rotary Projects
- d. Rotary Funding

Issue

In Maine, 1 in 4 kids are food insecure.



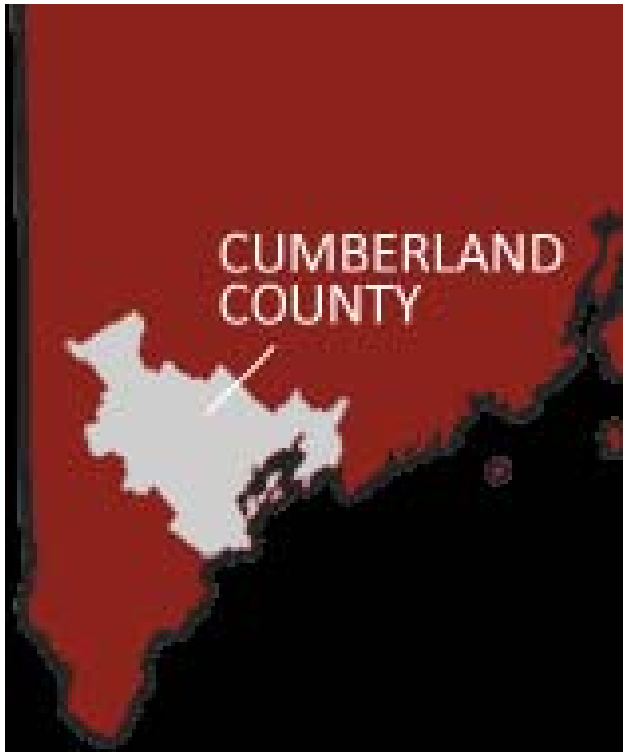
Facts first: Maine: State of Childhood Hunger

- 87,000 children in Maine are food insecure
- 46.8% students are eligible for Free or Reduced Price Meals
- 117 school districts have a population with 50% or more of the students living with hunger
- USDA programs are available to pay for each one to receive nutritious meals every day.
- In this state there is plenty of food to feed every hungry child.

Issue

In Cumberland County

Facts first: C.C. State of Childhood Hunger

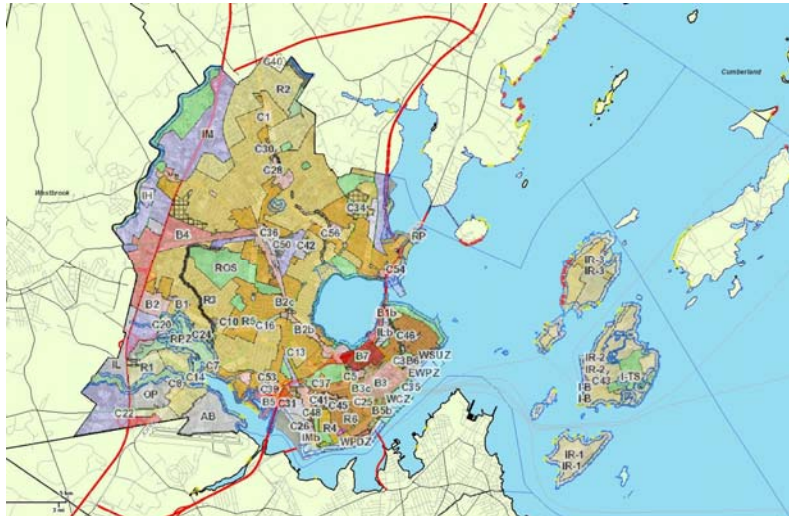


- 14,000 children are food insecure.
- Over 23% of kids are hungry
- About 1/3rd of students are eligible for Free or Reduced Price Meals

Issue

In Portland

Facts first: Portland State of Childhood Hunger



- 3,800 students in Portland are food insecure.
- Over 50% of kids in Portland are hungry; and these are just the kids that are participating!
- Schools present an opportunity to reach nearly all food insecure children
- We have the breakdown for each school in Portland (see Appendix 1)

Issue

The impact: The cycle of childhood hunger.



The student who is food insecure isn't going to do as well in school.



The student who is hungry is going to get sick more often.



They are less likely to graduate from h.s. and go on to college. Hunger will have a negative impact on their economic future.



The cycle continues, 20 years from now they are less likely to earn enough money to feed their family.

Rotary Approach-Micro

Portland Rotary will focus on increasing sign up, participation, and consumption in federal nutrition programs in Portland Schools (starting at one school), and after-school and summer programs.

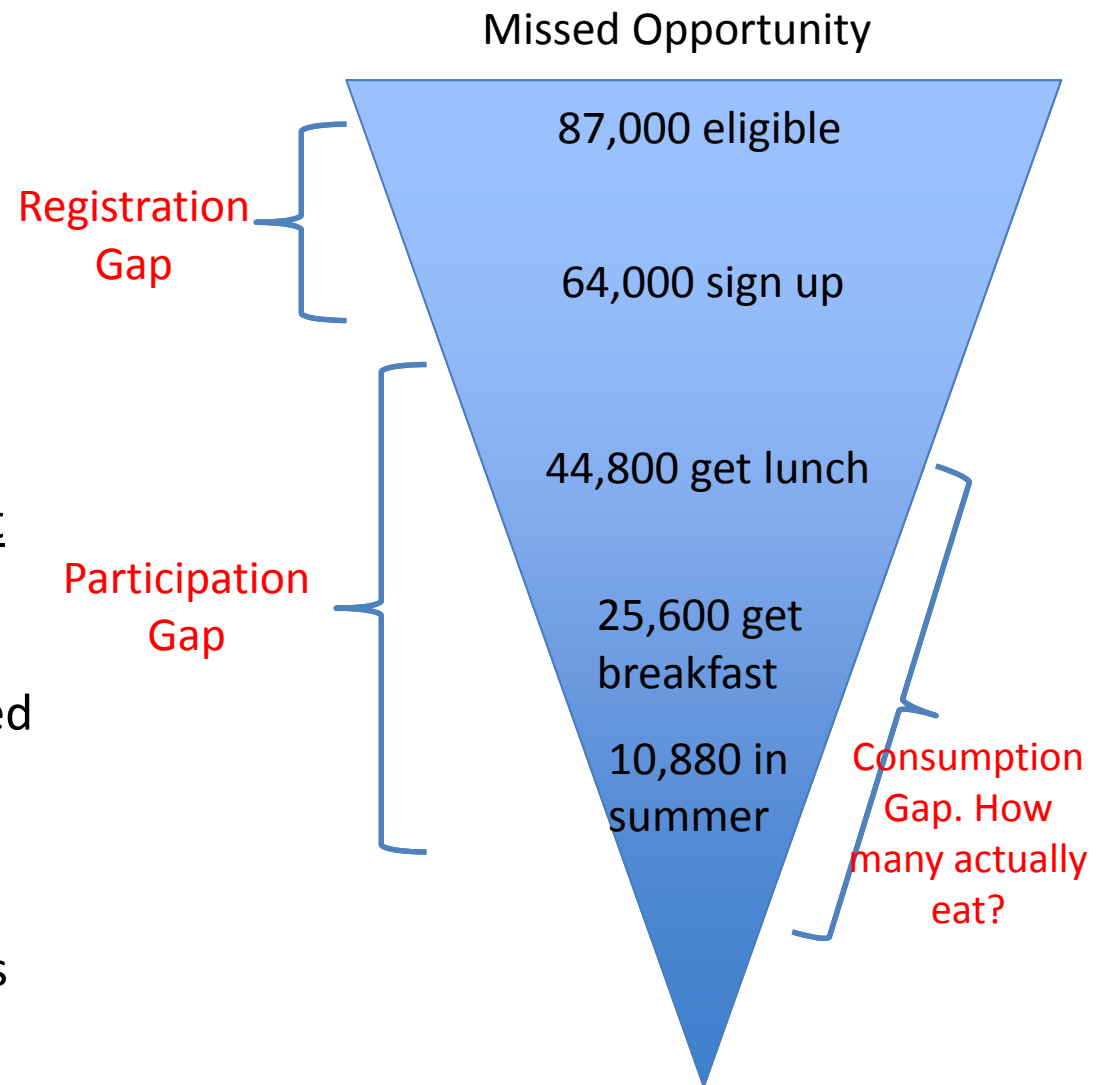
These programs are highly measurable and will provide a good cost/benefit for our work.

- Schools have the opportunity to provide breakfast, lunch and snacks to students
- Schools also can provide food to take home, backpack programs
- Schools are also focal points for summer meals
- Given our early geographic (Portland) approach, they present an opportunity to reach nearly all food insecure children

Rotary Approach-Micro

Maine Student Participation

- 64,000 of the eligible 87,000 students sign up for National School Lunch Program
- About 70% of those 64,000 registered children actually eat a free or reduced lunch.
- Roughly 40% of those registered students receive a free or reduced breakfast
- Just 17% of all eligible students receive a summer meal.



Up to \$50 million in paid taxes will come back to the state as part of this process. See Appendix III

Rotary Approach-Micro

In addition to the “new” approach with Portland schools, we will continue to work with and expand projects dealing with childhood hunger with existing partners.

- Boys & Girls Clubs of Southern Maine
- Preble Street Resource Center
- Good Shepard Food Bank

Potential New Partners

- Maine Academy of Nutrition and Dietetic (Dave Seddon)
- Feeding Bodies and Minds (Summer food/reading program with Portland ConnectEd and United Way)
- No Kid Hungry (John Woods)
- Full Plates Full Potential (John Woods)
- SNAP Ed
- Mayor Brennan’s Food Initiative

Rotary Approach-Macro

While the Micro approach will help feed more kids, the Macro approach will deal with advocacy and address WHY kids are food insecure. This is largely about poverty, so the macro approach will try to LOWER the 3,800 number of food insecure kids.

We will build partnerships that enlist influential individuals in the cause and advocate policy changes needed to achieve our goals. The advocacy campaign has a several approaches:

- We have been participating in the Maine State Task Force to End Student Hunger in the next 3 to 5 years
- We will participate in the parallel program Full Plates Full Potential which is private/public effort
- Our Rotarians that are legislators, lobbyists, senior members of hunger-related businesses, and corporates will help keep us informed of related efforts and drive dialogue to help end hunger in Portland.

Rotary Projects

A full list of potential projects is in Appendix II

Registration Gap Project approach

- How can we reach 100% (eligible) USDA Student registration? We are looking at Best Practices (e.g., York) and will capture the strategy and duplicate across Portland school systems
- We will start with low hanging fruit; schools which are near the 50% threshold. See Appendix I. When over 50%, schools are available for other programs and secondary benefits (e.g., teacher student loans forgiven).
- USDA program/school alignment: Are individual schools deploying the right USDA program to meet their needs? It's about offering the right programs and delivery methods at each school. (CEP, breakfast in the classroom)

Rotary Funding

What Fundraisers can we do today?

Full Plates Full Potential Fundraisers

No Kid Hungry Fundraisers

TABLE: Culinary Arts and Event Center

The Kennebunkport Festival

Scoops for Kids / Stars & Stripes Spectacular

The Portland Food & Wine Festival

What Fundraisers can we do tomorrow?

- Revive Pizza Bowl with new emphasis on Childhood Hunger
- Easter Egg Hunt in Deering Park
- Ugly Sweater Christmas Party at Custom House; Family oriented BYO
- Apply for District Grant, June 1, 2015 deadline
- Seek Corporate sponsorships with those aligned with Hunger

Childhood Education

Our Goals:

- Third Grade Reading Proficiency: All Portland children will read at grade level by the end of 3rd grade.
- High School Graduation: All Portland students will graduate from high school prepared for college and career success.

Working Together: Our Partners

Whose kids are these? To get this right, these kids have to be ours: the business community's, the education community's, all of ours.



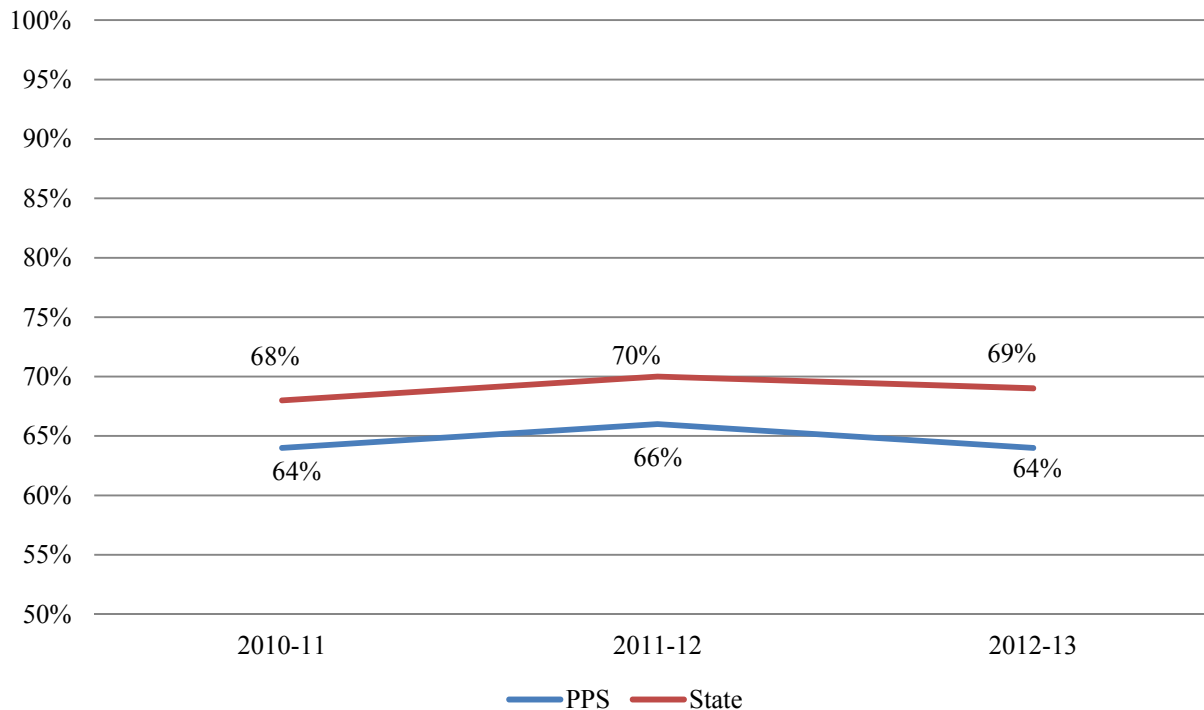
Portland ConnectED
..... *From Cradle to Career*

Portland Snapshot

Portland Community Demographics	
<i>Total Population</i>	66,218
<i>Percent of Persons Below Poverty Level</i>	19.4%
<i>Percent of Adults with a High School Diploma or Higher</i>	91.2%
<i>Percent of Adults with a Bachelor's Degree or Higher</i>	45.7%
<i>2014 Portland Public Schools Enrollment</i>	7,340
<i>Approximate Percent of Students Eligible for Free or Reduced Price Lunch</i>	54%
<i>Approximate Percent of Students Speaking a Language Other Than English at Home</i>	32%

Third Grade Reading Proficiency: Where Are We Now?

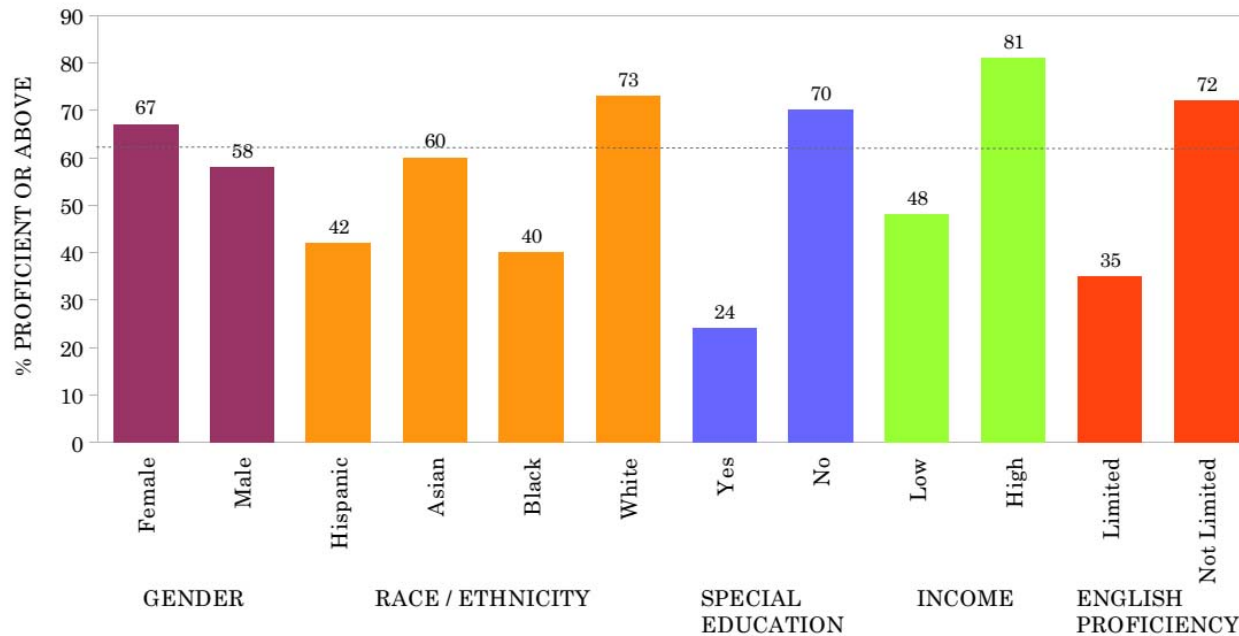
Beginning of Grade 4 NECAP Reading Results



Portland's reading proficiency results have tracked about 5% under the state scores over the past four years, and 64% of Portland students scored proficient or above at the end of third grade in 2012-2013.

Third Grade Reading Proficiency: Where Are We Now?

THIRD GRADE READING PROFICIENCY
2012-2013 Disaggregated Data

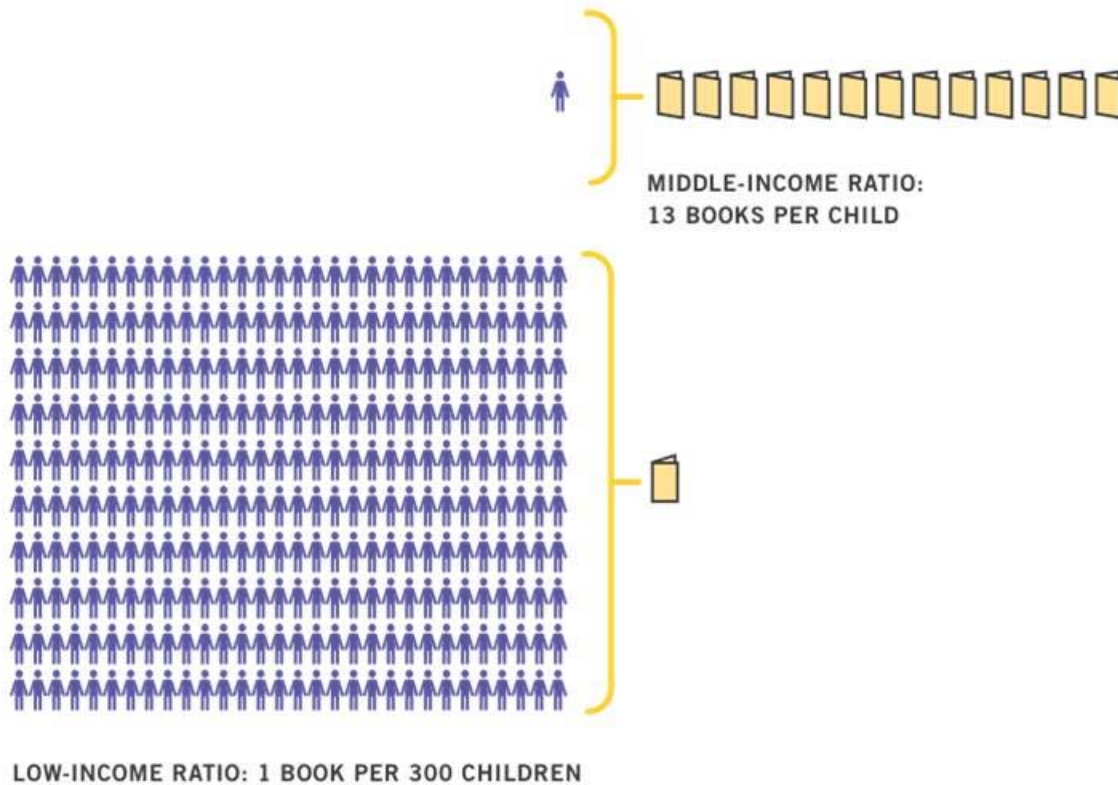


When we break down the data, we find that financially disadvantaged students, English-language learners, and minority students are facing barriers to achieving reading proficiency.

Third Grade Reading Proficiency: Where Are We Now?

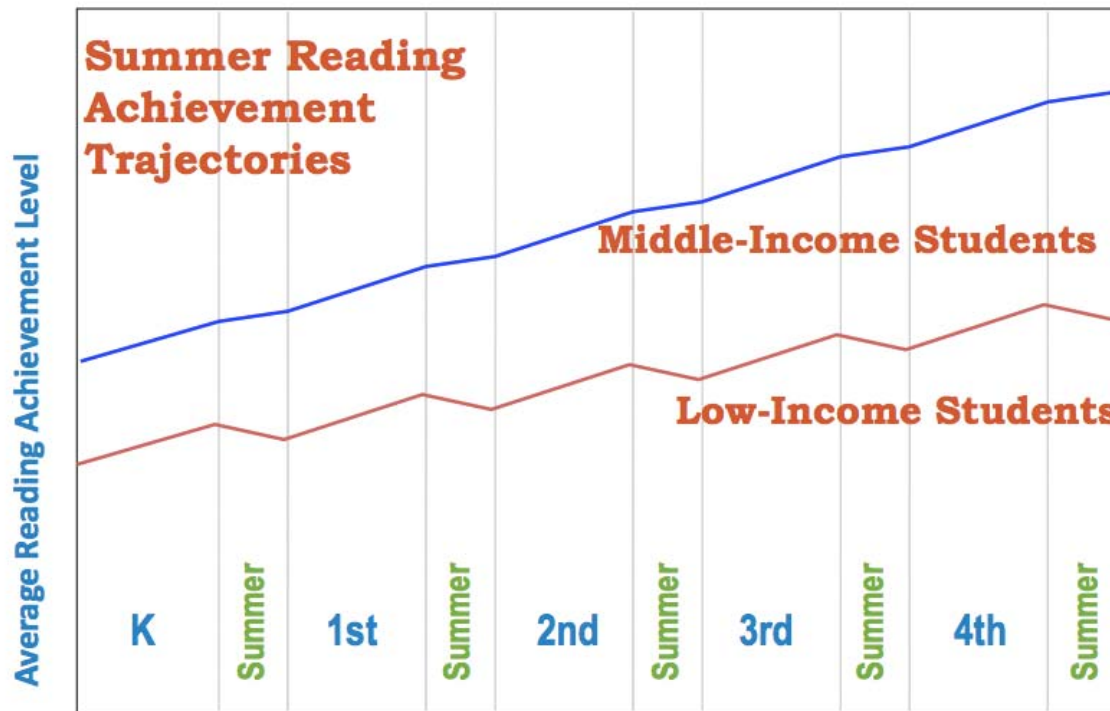
Portland Public Schools 2012-2013 Beginning of Grade 4 NECAP Reading Results	
	% of students reading at grade level
All Students	64%
Ethnicity	
Caucasian	73%
African American	40%
Asian	60%
Hispanic	42%
Gender	
Male	58%
Female	67%
Limited English Proficient (LEP) Status	
LEP	35%
Non-LEP	72%
Socioeconomic Status	
Economically disadvantaged	48%
Not economically disadvantaged	81%
Individualized Education Plan (IEP)	
Students with an IEP	24%
No IEP	70%

Third Grade Reading Proficiency: What keeps kids from reading at grade level?



Third Grade Reading Proficiency:
What keeps kids from reading at grade level?

SUMMER LEARNING AND THE ACHIEVEMENT GAP



Source: Adapted from Borman, G.D. (2000). The effects of summer school: Questions answered, questions raised. *Monographs of the Society for Research in Child Development*, 65 (1, Serial N. 260).

Third Grade Reading Proficiency: Measurements for Success

- 120 more readers
- To move from 63% to 85%
- By 2017

= 5 kids per school per year

120 How to Get There? Start with Proven and Promising Strategies

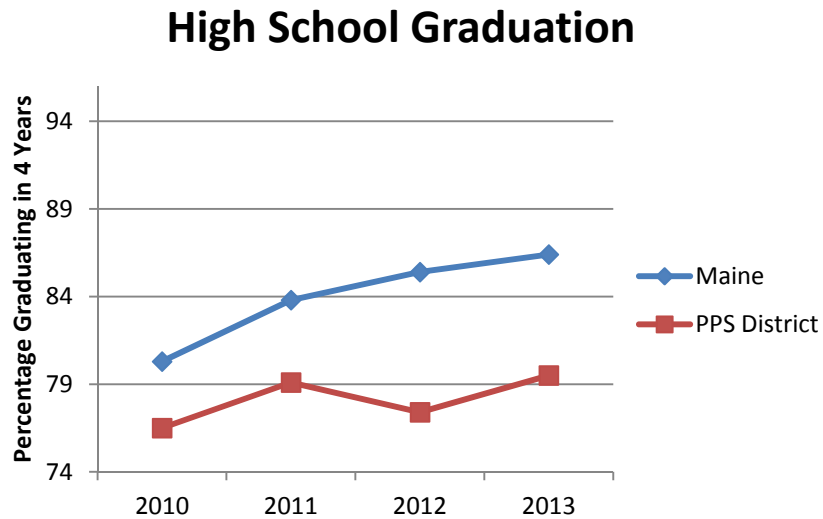
- Increase School Readiness
- Reduce Chronic Absence and Tardiness
- **Reverse the “Summer Slide”**
- **Enhance PK-3 Literacy Instruction (in and out of school)**
- Partner with parents, a child’s first and most influential teachers, to support success in schools
- **Provide community-based supports to students at risk of faltering in school**

Third Grade Reading Proficiency: Portland Rotary's Role



- Adopt a site for the summer food and reading program, Feeding Bodies and Minds, serve meals, buy books and read to the children
- Volunteer to read to students at Lyseth Elementary School

High School Graduation: Where Are We Now?

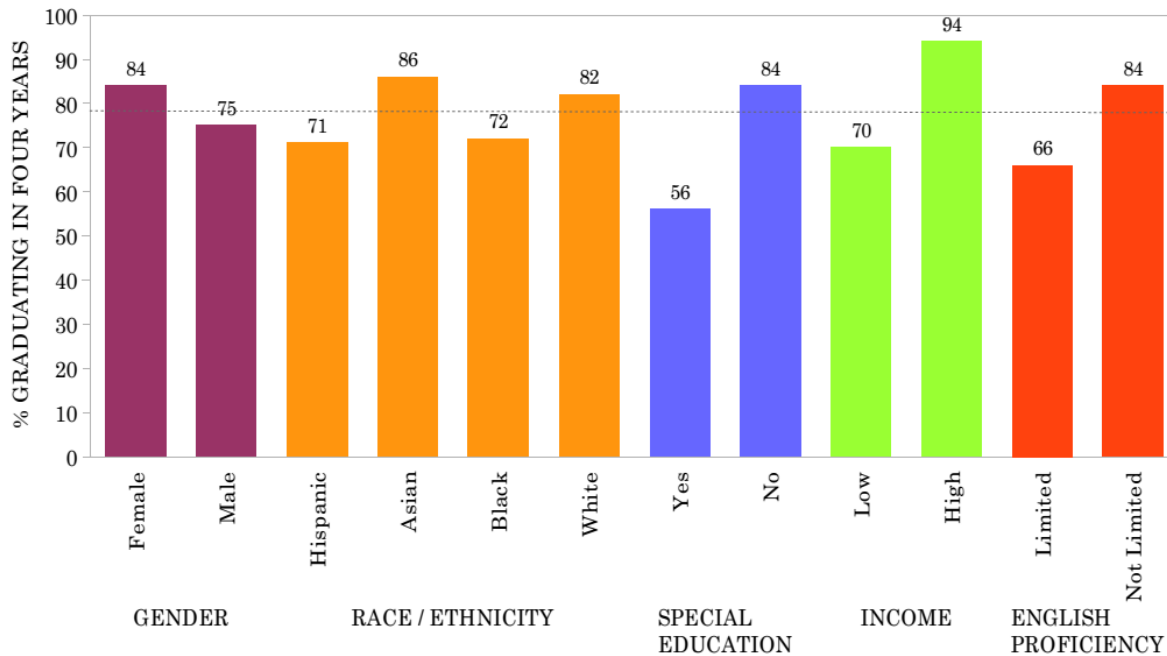


Over the past few years, Portland's high school graduation rate has fluctuated, while the statewide rate has steadily risen. In 2013, Portland's rate increased from 77% to just under 80%.

High School Graduation: Where Are We Now?

HIGH SCHOOL GRADUATION RATES

2012-2013 Disaggregated Data



When we break down the data, we find a familiar pattern. Once again, financially disadvantaged students, English-language learners, and certain minority students stand to benefit most from targeted support.

Portland ConnectED

●●●●●●●● *From Cradle to Career*

High School Graduation: Measurements for Success

- 60 more graduates
- To move from 79% to 91%
- By 2017

60 How to Get There? Start with Proven and Promising Strategies

- Remodel the high schools to focus on student-centered learning, expeditionary learning, international studies, and “talent academies.”
- **Expand and deepen internships, job shadows, and other out-of-school learning opportunities.**
- **Connect willing students to community mentors**

High School Graduation: Portland Rotary's Role



- Mentor High School Students
- Deering High School Interact
- Youth Leader Awards in all High Schools
- Rotary Youth Leadership Awards – send 10 sophomores to camp in Bridgton
- Mock Job Interviews
- Internships, job shadowing, externships
- Long Creek mentoring and activities

Appendix I

<i>Portland Public Schools</i>		October 31, 2014				Percent Free & Reduced	
School Name	Sch. ID #	Enrollment	Free	Reduced	Total		
Deering High	1357	944	513	42	555	58.79%	
Casco Bay High	1904	363	141	18	159	43.80%	
Portland High	1356	869	398	40	438	50.40%	
King Middle	1353	501	233	26	259	51.70%	
Lincoln Middle	1354	496	201	32	233	46.98%	
Moore Middle	1355	497	237	40	277	55.73%	
East End Elementary East End PreK = 17	1939	419	314	13	327	78.04%	
Hall Elementary	1347	421	181	18	199	47.27%	
Longfellow Elementary	1348	349	61	9	70	20.06%	
Lyseth Elementary Lyseth PreK = 14	1351	496	170	17	187	37.70%	
Ocean Ave Elementary	2626	422	192	19	211	50.00%	
Peaks Island Elementary	1349	52	5	7	12	23.08%	
Presumpscot Elementary Presumpscot PreK = 19	1350	302	227	14	241	79.80%	
Reiche Elementary Reiche PreK = 18	1358	406	297	14	311	76.60%	
Riverton Elementary Riverton PreK = 35	1359	468	334	18	352	75.21%	
TOTALS		7005	3504	327	3831	54.69%	
Cliff Island Elementary	1345	4	1	0	1	25.00%	

11/10/2014

* Enrollment figures taken on 10/31/14
 Intended for internal use only for Portland Public Schools Food Service Program.
 Per the State West Students are accounted for in their sending schools as West is a program not a school.

Appendix II Rotary Projects

Portland Public Schools: Increase Registration

- Meal Benefit Application Process
 - Encourage more families to complete the application by September 30th of each year.
 - Develop awareness campaign
 - Develop and Print materials (12,000 packets, 6 pages front/back currently)
 - Investigate mailing applications back directly to PPS Food Services with pre-paid envelope.
 - Investigate direct mail to families in August.
 - Refine letters to Direct Certification families.
 - Fund online application
 - \$2500 annual promotion of online application with YouTube how to do it, run on Channel 3 as well.
 - Promotion of Alternative application for schools going that direction.
 - Temporary help to process/or screen applications; if we solve the confidentiality issues (assure parents financial info secure)

Appendix II Rotary Projects

Portland Public Schools: Increase Participation

- Marketing Program for School Meals
 - Build on Gorman Foundation grant at Cultivating Community
 - Digital materials for menu displays
 - Troubleshoot digital menu board system and simplify it so it works consistently
 - Promotions and incentives at schools for eating meals, participating in focus groups
 - Build feedback system so students with their phones can send in photos for digital menu displays, register ideas and complaints.
 - Work social media Community outreach materials to use in presentations by program to build confidence of parents in the system.

Appendix II Rotary Projects

Portland Public Schools: Increase Participation

- Volunteer opportunities weekly for breakfast in the classroom deliveries
- In kind donations for service carts, recycling containers per floor, etc.
- Lunch programs Nutrition Education for classrooms
- Salad Bar Ambassadors –encourage students to take fruits and vegetables
- Taste testing products with students in the café
- Assist with training students on the cafeteria waste reduction lines
- Promote meals incentive programs for classrooms trying new vegetables and entrees on the menu or in the classroom.
- School gardens- support through finances, materials, in kind, volunteer help, nutrition education support

Appendix II Rotary Projects

Portland Public Schools: Other

- Summer Food Service Program
 - Additional \$5,000-10,000 of funding to extend the CHAMPS grant through October so we can gather, summarize and report data from Summer 2015 programming.
- Full Plates Full Potential
 - Matching funding for expansion of universal breakfast:
 - Hall = \$15,900; Longfellow = \$25,100; Lyseth = \$23,200; Ocean Avenue = \$11,500; Peaks Island = \$7,600; Casco Bay High School = \$14,500
 - Total Cost = \$97,800 for 2015

Appendix II Rotary Projects

Portland Public Schools: Other

- Afterschool Snacks – Supper Program Funding for schools that do not qualify for free meals
- Enrichment activities and volunteers for sites
- PR to families and students
- Summer Food Service Program
 - Site Supervisors to run sites for one or two meals a day
 - Activities for sites and volunteers to run it
 - Funding for PR campaign or in kind donations
 - Support with training and volunteer recruitment
 - Support with incentive programs including prizes
 - Develop a teen program at middle or high schools using ideas from the teens as to what would attract them and keep them coming back: Their design!
 - Funding to hire teens to assist in site operation, food service, or activities.
 - Funding to hire students to harvest local fruits and vegetables, assist in processing them at the central kitchen for use in meals during the school year.

Appendix III: Closing the gap funding

Part of the value proposition of working with partners is that we know that 50% of each dollar coming in to a school department is used to purchase food. The remaining 50% is used on the administration of the programs.

The net effect is that between 32 million and 49 million dollars of USDA appropriated funds do not flow back to Maine to purchase the underserved food insecure students a meal.

Our state economy and more specifically the industries that serve the schools will benefit from increased participation. It is a compelling argument for engagement on not only a moral level but also financial.