SPEAK OUT

1999

Final Report

SPEAK OUT LEXINGTON 1999

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SPEAK OUT LEXINGTON 1999:

How Can Our Community Be More Connected to Our Schools?

Final Report

A NOTE TO READERS:

This report describes the results of 59 meetings of Lexington-Fayette County citizens and educators held in early 1999. Each session addressed the topic: "How Can Our Community Be More Connected to Our Schools?"

You may find it useful to read the Summary Report for *Speak Out Lexington 1999*, produced as a separate four-page document, before reading this report. The Summary Report provides an overview of results and the most frequent responses to each question asked during the *Speak Out* sessions.

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INTRODUCTION

A Brief History of *Speak Out Lexington*

Speak Out Lexington offers citizens of Lexington-Fayette County an annual opportunity to meet together and talk about public issues that matter to our community. *Speak Out Lexington* has these purposes:

- To encourage public discussion of issues that matter to residents of Lexington-Fayette County;
- To help shape the Urban County Government budget and to give neighborhoods, civic groups, schools, private businesses, and other citizens a source for ideas.

The Mayor and Urban County Council started *Speak Out Lexington* in 1992. The 1,609 participants in 1992 responded to a set of questions about how things were going for their work and for their families. Participants in 1992 expressed concerns about their families that were even stronger than their worries about work security. As a result, in the following year the format of *Speak Out Lexington* focused on engaging citizens in talking through questions about strengthening their families, neighborhoods, and communities. A total of 1,029 people participated in 1993.

Speak Out 1994 invited session organizers to choose from two types of topics instead of the single topic available in previous years. One topic, "What Kind of Community Do We Want?," continued the two-year tradition of inviting open-ended discussion about what citizens want for their community, while the second topic, "How Do We Build a Safer Community?," presented participants with the opportunity to discuss this specific community issue in some depth and to develop strategies to address it. A total of 1,312 people participated in 1994.

In 1995, *Speak Out* participants addressed the topic "How Can We Heal Racial and Other Divisions in Our Community?" The main innovation of *Speak Out Lexington 1995* was the addition of a culminating celebratory event, the Unity Festival. *Speak*

Out 1995 also witnessed a significant increase in participation, with a total of 2,329 people involved in the sessions.

In 1996, *Speak Out Lexington* undertook something new, joining forces with New Century Lexington, an effort devoted to developing a shared community plan for the local economy. Groups were invited to choose from among three topics related to community prosperity: diversity and inclusiveness; jobs and economic foundations; and education. A total of 1,295 people participated in 1996.

The format for *Speak Out Lexington 1997* differed from that of previous years by asking participants to think about how our community makes decisions about issues we face rather than address a specific issue. The *Speak Out* sessions consisted of three sections: Community Bonds; Public Spaces; and Big Decisions. A total of 478 people participated in 1997. In 1997 a Citizen Symposium was added to *Speak Out's* sponsored activities. A group of citizens met regularly to assist with the design of *Speak Out* and to consider the issues in greater depth.

In 1998, *Speak Out* returned to its original format of asking open-ended questions about a specific issue facing our community and retained the Citizen Symposium. Participants at *Speak Out* sessions discussed the topic "What's Going on with the Young People in Our Community?" The organizers of *Speak Out 1998* made an extended effort to include those who are the closest to this issue and whose input is especially relevant — young people themselves. As a result, groups consisting of young people comprised a larger percentage of *Speak Out* groups than in previous years. A larger number of student moderators and reporters also helped to bring the *Speak Out* sessions closer to the views of young people than ever before. A total of 1,339 people participated in 1998.

Speak Out Lexington 1999

In 1999, *Speak Out Lexington* focused on an issue of crucial importance: "How Can Our Community Be More Connected to Our Schools?" An advisory committee met to design the specific questions related to this year's topic. In addition, the Fayette County Board of Education adopted a resolution endorsing the program and recommending participation by staff, students, parents, family members, and all others who are connected to or impacted by the public schools of Fayette County.

Speak Out sessions included adults from community groups as well as adults representing various school groups or associations, such as teachers, guidance counselors, administrators, principals, and members of school councils. A few adult groups consisted of representatives from both the community and a particular school or school affiliation. A number of young people also participated in *Speak Out Lexington* sessions. A total of 1,018 people participated in 1999.

This report presents a wide variety of perspectives on the relationship between the community and schools. Participants' responses reveal their hopes for stronger, more meaningful connections between the community and schools and their ideas concerning potential opportunities for engagement. This report offers insight into those hopes and ideas for the future along with the present challenges and barriers that must be overcome in order for our community and schools to move forward as partners. Participants share many common concerns about our public schools and attribute the lack of better connections between our community and our schools to many of the same problems. Their responses signify, though, that people differ widely in their approach to these concerns or problems and have unique ideas for solutions. Consequently, this report outlines specific suggestions for improved connections between our community and our schools and steps that individuals are willing to take to lead to improved outcomes for students.

Reports from the moderators and reporters for *Speak Out 1999* indicate that this topic often stirred strong emotions and strong responses based on participants' personal experiences. Groups appeared to be engaged by the topic, suggesting that these issues affect nearly everyone in the community in some capacity— regardless of whether or not they have children or interact directly with schools. School personnel in particular seemed to appreciate the opportunity to address this topic and to be consulted. The conversations from these sessions attest that many people are willing to personally commit to creating stronger connections between our community and our schools.

The groups that participated in *Speak Out Lexington 1999* are placed into four categories:

- adult community groups;
- adult school groups;
- adult mixed groups (composed of school and community representatives);
- young people groups.

A total of 35 adult community groups, eight adult mixed groups, nine young people groups, and seven adult school groups participated. Except where noted, responses did not significantly vary among the four group categories.

The narrative that follows presents a description of the responses to each of the questions asked in the *Speak Out* sessions. The *Speak Out* advisory committee intentionally designed the questions to move from general concerns to specific barriers and individual ideas for ways to improve the school-community relationship. Several groups held an abbreviated session, during which they started with the second question or asked the questions in a different order. Consequently, not every group followed the same format or responded to the same questions. A tabulation of frequencies of responses and detailed ideas from the *Speak Out* sessions appears in Appendix A.

Question One: When you think about grades k-12, what do you care the most about?

Participants offered a long list of things they care about when it comes to public schools. Responses predominantly fell within 11 main categories: conditions for learning; curriculum issues; results; conditions of teaching; equity issues; adult input; the level of students; values; the school system; and extracurricular activities.

Conditions for Learning

People of all ages and all backgrounds care a great deal about both the physical and psychological conditions within which students learn. Participants in 42 out of a total 59 groups cited safety as one of the things they care most about in relation to students. People want students to learn in a secure, nurturing, inclusive, and protective environment.

In addition to safety, participants listed class size, or the student-teacher ratio, as another important condition of learning, and they expressed a desire for smaller classes so that teachers can provide students with more individual attention. Members of community groups in particular care that schools have the necessary facilities, resources, and funding and that teachers have the necessary training and materials. People of all ages believe that learning should be fun for children and that conditions that encourage flexibility, creativity, and individuality will lead to stronger outcomes for students. Participants believe that a significant part of students' enjoyment of school depends on the development of respectful, satisfying relationships with their peers and with the adults in their school.

Curriculum Issues

Speak Out participants care about many facets of the school curriculum, from the general to the specific. Participants want schools to challenge students with a rich curriculum that incorporates general knowledge, the arts and humanities, and "real world" skills such as writing, communication, and computer competencies. In addition, participants seek an inclusive curriculum that cuts across different ethnic or racial backgrounds, different learning styles, and different abilities. A few participants would like schools to return to a more "traditional" curriculum, with less emphasis on standardized tests. Other participants are more interested in specialized classes.

Results

Most participants care deeply about student outcomes and the kinds of people that emerge from schools. They want schools to produce productive citizens, life-long learners, and well-rounded students. One of the issues that participants consistently cited as a concern relates to students' readiness for life and the workplace. For most, this means students' mastery of basic skills: reading, writing, and arithmetic. A few other participants mentioned such things as work ethic and a sense of responsibility. Additionally, *Speak Out* participants care about academic achievement and the quality of education. They would like schools to set high goals and high expectations for parents, teachers, and students, and they want those goals to be reached. Young people who participated in *Speak Out* sessions particularly care about immediate results, such as getting good grades, graduating, and going to college. Participants of all

ages and groups are concerned about "social promotion" and want schools to ensure that children pass every single grade and advance only when they have mastered the necessary skills and knowledge.

Conditions of Teaching

In addition to conditions of learning, participants care about certain conditions of teaching. Foremost, they want competent, caring instructors. They feel that teachers ought to be respected by the community and paid appropriately. Some participants also care about the current structures that are in place for supporting teachers, such as substitutes, aides, and preparation time. They feel these support systems are vital in order to manage the tremendous number of requirements which teachers must satisfy.

Equity Issues

Participants in a large number of groups discussed the issue of equity as one of their biggest concerns about public schools. They care about equal opportunities, equal expectations, and equal resources for *all* students, regardless of their race, gender, or socioeconomic background. Many people feel that such conditions of equity are not always present in our schools. Participants would also like schools to treat adults equally by creating environments that are accessible and welcoming to all people.

Adult Input

In addition to their interests regarding what happens to students within schools, *Speak Out* participants care about external support for schools and the relationship between school staff and parents or other members of the community. Members of adult community and adult mixed groups in particular care about parent/adult involvement in school life. Participants feel that more adults should become involved in schools as volunteers and mentors, even if they do not have children or no longer have children in school. Participants would like schools to keep them better informed about what is going on with their own children in particular and with the entire school or education system in general.

Level of Students

Although participants mentioned cares about students at all levels, concerns about elementary-age children drew the most responses. They want elementary students to have a solid

foundation for learning. Participants also discussed concerns about the transitions that students must undergo as they progress from one school level to the next.

Values

Participants would like students to leave the public school system with a sense of self-worth, morality, and the strength to resist temptations such as drugs, unprotected sex, or violence. Participants would also like schools to instill an attitude of self-reliance and personal responsibility in students. A small number of participants believe that these goals may be accomplished by reestablishing religion in schools.

The School System

In addition to their interests in the curriculum, participants care about what happens in schools in terms of the structure and rules. Although they seek varying degrees of discipline, they all care about some kind of structure for students. Beyond the structure of individual schools or classrooms, participants care about such aspects of the entire school system as the location of schools, the hours of the school day, and the consistency of school rules from year to year.

Extracurricular Activities

Adult community groups and young people groups in particular care about inclusive extracurricular activities and after-school programs for students of all ages.

Question One a: What are the top three things you care most about?

After listing all the things they care about when it comes to grades k-12, participants combined any responses that seemed similar in nature and then voted on the top three things about which they care most. Out of more than a hundred general responses to Question One, participants emphasized many of the same top priorities. The top six vote getters, in order, were: safety (physical and psychological); the quality of education/ academic achievement; parent/adult involvement; competent, caring instructors and staff; equal opportunities, resources, and expectations for all students; and students' readiness for life and the workforce.

Question Two: What prevents our community and our schools from being more connected?

Participants' responses to this question can be divided into two main categories: barriers on the school side and barriers on the community side.

Barriers on the School Side

Location

By far the biggest barrier cited by *Speak Out* participants is the location of schools in our district. Participants in 55 out of a total 59 groups believe that when students attend schools that are located outside of their neighborhoods and/or communities, it prevents our community and our schools from being more connected. They feel that the distance between both homes and schools and workplaces and schools, as well as the lack of transportation alternatives for many people, often prevents parents or other members of the community from becoming more involved in school activities or events. Participants also blame the location of schools for the disconnection between parents/community members and school staff, particularly teachers.

A few participants, mostly those in adult community groups, also cited the increasing size of the Fayette County school district as a barrier between the community and schools.

Lack of Information/ Lack of Outreach to the Community

In addition to the location of schools, the way that schools handle their relationship with the community is often perceived as a barrier to further connection. Participants believe that schools do not always communicate well with the community and that schools sometimes seem to assume the community knows what is going on in schools and what schools need. They feel that schools also bear some responsibility for poor or negative media coverage. A few participants believe that schools deliberately withhold information from the public.

People feel that schools do not sufficiently initiate effective outreach efforts in the community. They believe that members of the community would be more responsive if schools just

demanded or asked for more. Several participants lamented the fact that schools often only ask for money, especially from businesses, and they suggested that people (and businesses) would be willing to donate more of their time and/or resources, if schools would only make requests or communicate their needs.

Beyond issues of communication, participants discussed the fact that schools do not use their facilities as often as they could to host community events. They view this as further evidence of the detachment between schools and the community. Some participants feel that schools could overcome their physical separation from neighborhoods and the community by encouraging members of the teaching staff to meet the community or conduct home visits. They know of few schools that have conducted such outreach efforts.

Other barriers in this sub-category included the lack of individual school leadership or district leadership, fear of the unknown, and mutual blame between parents and schools. Some participants believe that there is no existing mechanism or forum through which parents/community members can effectively address schools or administrators. They find it difficult to identify the right person to talk to about a particular issue and that even if they do find the right person, they are not always given satisfactory answers. A few people believe that because schools seem to take their direction from state mandates rather than from local input, their opinions do not really count. Many participants do not consider the school board receptive to parents' concerns or ideas.

Inaccessible or Unwelcoming Schools/ Staff

Participants — primarily those in adult community groups — expressed concerns that schools are not welcoming to all parents or all members of the community. Some participants believe this non-welcoming attitude is particularly directed toward minorities or disadvantaged members of society. People feel this attitude often extends beyond adults to the students themselves and that some teachers treat students differently according to their socioeconomic status or racial background.

Several participants believe that teachers do not communicate well with parents. They resent it when teachers do not return phone calls or only contact parents for negative reasons. Some

participants also perceive a lack of motivation on the part of educators.

In addition to these issues involving staff members, participants cited the fact that schools are not open at night for activities — either those community or school related — as another reason why the community and schools are not well connected. They believe that the hours of the school day are generally inaccessible and leave many parents unable to attend meetings, school activities, or special events. Participants also discussed class size and school size as conditions that often result in an impersonal relationship between the community and schools.

A few participants recognized that schools are justifiably more protective now of who they allow in their buildings, although they still feel that schools have a responsibility to create a welcoming environment for everyone.

Lack of Resources

Many participants expressed their frustration with the perceived inequities that exist between magnet and non-magnet schools. They resent the special treatment often given to magnet schools.

A few participants believe that schools lack the money and facilities necessary for improved connections with the community. They feel that school staff members are already overwhelmed with work and responsibilities and that there simply is not enough time for them to add one more thing to their load. Some participants suggested that this barrier might be overcome if schools combined their resources, when appropriate, and planned properly for coordinating efforts.

Other participants asserted that the existing resources that schools offer to the community are not effective. They cited Family Resource Centers, PTA meetings, and the Homework Hot-Line as examples of resources that fail to adequately meet the needs of the community.

What Happens in Schools

A small number of participants believe that certain internal school functions create barriers to a deeper connection between the community and schools. They mentioned the curriculum, a lack of focus, not enough discipline, student apathy, and

student behavior as things that prevent our community and schools from being more connected.

Barriers on the Community Side

Lack of Information, Agreement, Understanding, or Communication

Many *Speak Out* participants believe that members of the community neither know nor understand what goes on in schools. They believe that the community is largely uninformed and does not know what schools need. Participants believe that some gaps in communication can be attributed to a lack of effort on the part of the community. Some participants also blame the media for neglecting to cover school events or issues thoroughly enough. They feel that when the media does present school news, it is mostly negative in nature.

Several participants believe that community prejudice against certain schools or areas of town prevents connections, and they attribute such prejudices to a lack of accurate information. Members of adult community groups in particular feel that there is a lack of community consensus or goals when it comes to public schools and that many people fail to understand the roles of those individuals involved in matters of education either in the community or in the school system itself.

Lack of Interest

Participants believe that one of the most significant barriers on the community side relates to apathy or disinterest. People feel that parents are less involved in school matters than they used to be and that parents do not continue to have a relationship with schools once their children graduate or advance to the next level. They think that parents are more involved when their children are in elementary school but that parent involvement declines as children grow older. A few young people feel that some parents simply do not care and do not take the time to talk to or listen to their children.

Lack of Time or Resources

Another significant barrier cited by participants is lack of time. People are either just too busy to become further involved with schools or they cannot take time off from work to attend school events or participate in school activities.

Dislike or Fear of Schools, Teachers, or Students

Some participants believe that people's own bad experiences when they were in school prevent them from becoming more involved now. Others feel that parents or community members are intimidated by schools or perceive the area around certain schools as unsafe or certain students as undesirable. Still other participants believe that parents lack the proper respect for teachers and do not support them in their work.

Lack of Effort or Response

A few participants stated that they were reluctant to become more connected to schools in the future because previous efforts had failed to yield any visible results. These participants feel that their opinions do not count and that their attempts to become involved do not have any lasting effects. Along these same lines, they assert that businesses often do not get involved with schools because there is no incentive for doing so.

General Conditions in the Community

The breakdown in family life, drugs, the general decay of society, and violence were all mentioned by a few participants as conditions that prevent our schools and our community from being better connected.

Question Three: How can these barriers be overcome so that our community and our schools are more connected?

For this question, *Speak Out* participants were asked to work in small groups composed of three to four people each. Groups had ten minutes to come up with three ideas. Each group then shared its ideas with the whole group, one at a time, until all ideas had been heard.

Even using this condensed approach to gathering opinions, *Speak Out* participants offered an extremely wide variety of ideas on how our community and our schools can be more connected. Most responses seemed to indicate that schools have a greater responsibility to find ways to involve the community and to design the means to attract involvement. Participants suggested that many members of the community would like to be more involved, but do not know how to

approach schools. A majority of responses to this question thus focused on ways that schools can be more welcoming, more accessible, and more oriented towards the community. The preponderance of suggestions emphasized structural changes, such as creating more activities or more mechanisms for involvement, while other suggestions highlighted changes in attitude or perception.

When *Speak Out* participants discussed things that the community can do to become more connected to schools, their responses largely focused on the role of businesses or other institutions, Urban County Government, and the media. People also suggested many ways that parents or other adults can become more involved or show support for schools.

Many participants focused on the responsibility that leaders in both the community and schools have for overcoming barriers to more meaningful connections. Their responses indicated that members of Urban County Government, city council representatives, school board representatives, members of school councils, leaders of neighborhood associations, church leaders, and business leaders all must do more — through both words and actions — in support of deeper connections between the community and schools.

Specific responses fall into two major categories: what schools can do and what the community can do to overcome the barriers that exist between them.

What Schools Can Do to Overcome the Barriers

Structure

A large number of participants' suggestions for what schools can do relate to structural conditions within schools, including (but not limited to) changing the curriculum, improving the climate for teaching, resolving transportation issues, strengthening the rules, and overhauling school associations. In many groups, participants asserted that the barriers between schools and the community can be overcome most effectively by returning to neighborhood schools. People believe that this would restore a sense of connection between the community and schools, as well as a sense of ownership for education on the part of community members.

Participants also suggested such structural changes as ensuring equity among all schools, holding efficient meetings, enhancing culture diversity education for both teachers and students, and designating people to function as intermediaries between schools and parents as ways to overcome the barriers. They believe that creating more favorable conditions for teachers, such as limiting class size, providing more aides, boosting salaries, and providing ongoing, worthwhile professional development are other possible mechanisms for improving connections between the community and schools.

Activities/Services

Beyond the conditions within schools, participants offered many ideas for activities and services through which schools can increase community involvement. Foremost, participants believe that school buildings should become part of the community and should be used after school hours for both social and educational purposes. Both community members and school staff would like to see tutoring programs, adult education classes, potlucks, and other interactive opportunities take place at schools in the evening or on the weekends. In addition, participants would like schools to incorporate time for public relations and activities that involve parents and other members of the community into the normal school day routine. They feel people would be responsive to such structured activities or events and that schools would benefit from these new relationships, without creating an extra burden for teachers and staff. They believe that schools could actively recruit those who are retired, independently wealthy, or idle to take part in these activities. A few participants suggested that schools could also do more service-learning or community-service projects during the day, thereby increasing the visibility of schools in the community.

Participants also discussed ways that schools can become more "parent friendly." They think schools should invite parents to come to school with their children to see how it works and that schools should develop parent leadership. They also believe that many parents may be more inclined to attend meetings or school functions if schools provided transportation and/or childcare.

Communication

Participants had many ideas for ways that schools can communicate more effectively with the community. They

believe that schools should make regular, positive contact with parents a higher priority. Parents want to be contacted for both good and bad reasons, and they want teachers and other school staff to respond to their questions or concerns in a timely fashion. Parents would also like schools to share more information with them about community activities *and* school events. They feel that such communication can take place through weekly notes from teachers to parents or through newsletters, instead of simply relying on the telephone. One participant suggested that schools place two marquees outside, one that lists upcoming community events and one that lists school activities.

Speak Out participants feel that schools should also make more of an effort to share clear, accurate information with neighborhoods and the community. They suggested newsletters, surveys, and the web as possible avenues for such communication. A few participants suggested that each school establish a community relations person.

In addition, participants would like schools to create more feedback opportunities or regular forums through which parents/members of the community and teachers or other school staff can interact and exchange information. Participants emphasized that these forums should be held in a neutral, friendly place. Similarly, people believe that the leadership of the school district can contribute to the formation of better connections between schools and the community by being more straightforward, clear, concise, and honest.

A few responses to this question related to how schools can better communicate with one another. Several participants suggested that schools share resources and coordinate events. Participants in one group proposed that the district create "sister schools" by pairing south-side and north-side schools.

Attitude

Several *Speak Out* participants believe that schools can overcome many of the barriers outlined in Question Two by creating an environment that is welcoming to all parents and visitors. They would like this welcoming attitude to start in the front office and permeate throughout the entire school. They believe one way to achieve this attitude is through helping teachers develop good listening skills and good relationships with parents.

What the Community Can Do to Overcome the Barriers

Volunteer/Get Involved

Foremost, participants believe that more family and parent involvement in schools will go a long way towards overcoming the barriers. They feel that parents, as well as community members, can become involved in all facets of school life, from serving as bus monitors to chaperoning field trips to job-shadowing teachers. Participants believe that anyone in the community can volunteer in schools, even those without children. They would like the community to take part in coordinating volunteer efforts throughout the district.

Communication/Attitude

Participants in all groups believe that better media relations and more positive publicity will help improve connections between the community and schools. They look beyond the *Lexington Herald-Leader* towards other media outlets such as radio and television stations to provide this positive coverage. In addition, people think that the media should do more to promote community involvement in schools.

Participants feel that a positive attitude on the part of community members will also lead to improved connections with schools. They believe that communication between the community and schools should be reciprocal and that the community has a responsibility to listen to the ideas of school staff. Along with communication between adults, participants feel that parents and other members of the community should listen to children and talk to them about what happens in schools.

Business, Institutional, and Organizational Support

Participants had many unique ideas for ways that institutions, organizations, and businesses can become more involved with schools. People in several groups suggested that businesses in particular need to do more to overcome the barriers between the community and schools. They believe that individual businesses could require their employees to volunteer in schools or give parents time off to participate in activities. They also think the Chamber of Commerce should encourage more business involvement in schools.

In addition to businesses, participants believe that churches, local government, civic organizations, and the University of

Kentucky can help overcome the barriers by getting involved or showing more support for schools.

Resources

In terms of specific suggestions regarding what the community can do to overcome the barriers, participants in several groups think that local government could provide free, public transportation — possibly through Lextran — to enable greater numbers of parents and/or retirees to become more involved with schools. A few participants suggested an increase in taxes to help pay for schools and a prioritization of those extra funds. Other responses within this category related to increased contact between community members, school staff, and students through such ventures as job shadowing, camps, and internships.

Structure

A small number of responses to this question addressed larger issues in the community, such as increased safety, more options for childcare, increased wages, and integrated housing/ civic life. Some participants believe that improving general conditions in the community would naturally improve the connection between the community and schools.

Question Four: What can you — and people like you — do to help our community be more connected to our schools?

This question called for participants to focus specifically on what individuals can do to enhance the connection between our community and our schools. Participants offered wide-ranging ideas for their own — and other people's — role in improving the relationship between the community and schools. Responses fell within six major categories.

Volunteer/Get Involved/ Be an Advocate

By far the most frequent response (44 responses, combined across all groups) to this question was "volunteer, get involved, and donate time and resources." Many participants also said that they could become a positive advocate and set an example for others. Others said that they could mentor or tutor a child or adopt/visit a school. Members of adult community groups

suggested that they could be more pro-active in following through with ideas and making sure they are implemented. Other participants had ideas about specific ways that schools and the surrounding neighborhoods could become more connected to each other.

Communicate with Others

A large number of responses to this question related to communication practices. Many participants asserted that they could contribute to the community conversation about school issues by talking more frequently with their neighbors, other parents, or their colleagues. People feel that such personal, direct talk may encourage others to become involved in school activities or more aware of school issues. Additionally, they believe that this type of exchange would provide people with alternative sources of information about schools, instead of simply relying on media reports. People also believe in the benefits of participating in *Speak Out Lexington* sessions.

Several participants in adult community groups declared that they could adopt a teacher. Through this effort, they would get to know teachers on a personal basis and work with them, when appropriate. Participants think this would lead to greater understanding of the daily lives of teachers, and hence greater appreciation of their role and responsibilities. Short of adopting a teacher, participants suggested that they could simply thank teachers more often and talk to them about daily "school happenings" rather than just when they have a problem or concern. In addition to talking about school activities, a few participants suggested that they could inform school staff more often about things happening in the community or in their neighborhoods.

Participants in all four group categories ventured that they could help assure effective communication between schools, parents, and the community. They feel that this communication could occur in multiple ways, such as telephone calls, newsletters, e-mail, and personal notes. Members of adult community and adult school groups suggested that they could contribute stories or editorial letters to the *Herald-Leader* that portray the positive things that are happening in our schools. Participants believe that all individuals should make more of an effort to vocalize the positive dimensions of public schools.

Join Organizations

In addition to individual efforts, participants mentioned several group or organizational efforts they could join as a way to help our community become more connected to our schools. Specifically, participants suggested they could join the PTA and become active on committees, even if not a parent themselves. People also discussed joining site-based decision-making councils or attending meetings, participating in the Prichard Committee's Commonwealth Institute for Parent Leadership, or planning joint activities for school and community organizations as possible initiatives.

Several other responses within this category related to school boards. People in adult community groups in particular suggested that they — and others like them — could actively participate in the school board process by attending meetings in person or watching them on television, discussing issues with school board representatives, initiating a change in the size of the board, encouraging others to run for a school board position, or even running for a position themselves.

Members of adult school groups suggested that educators serve on more community-based boards, as a further way to connect schools with the community.

Make Requests of Others/ Seek Support

Within this category, the largest number of responses related to business involvement. Participants believe that employers could provide more internships or work programs so as to connect students to the job market. People also suggested that they could take a more pro-active approach with businesses by asking their employers for release time in order to participate in school activities.

Other responses in this category include organizing more community outreach programs, finding more ways for young people to volunteer in the community, encouraging each other, and being a talent scout for good teaching and then promoting it to the community. Participants in adult community and adult mixed groups mentioned that they could ask their neighborhood association or church to pass on information about schools through their newsletters or bulletins.

Create Changes in Attitude

School personnel indicated that they could take personal responsibility for creating a more welcoming, nurturing

environment at their school. Young people also indicated that they could affect changes in attitude by respecting other people and other cultures and by not judging others.

Increase Resources

A small number of responses to this question dealt with money and other resources. For the most part, these responses are not things that individuals can do but rather things they would like other people or institutions to undertake. Participants in a couple of groups suggested that the school district pay teachers more, spend money wisely, and create more after-school groups. As individuals, participants asserted that they could advocate for a tax increase.

APPENDIX A
Group Frequencies for Responses

This Appendix contains a tally of the number of groups in which someone gave a particular response to one of the questions. The tables display the frequency of response by type of group. Of the 59 groups, 35 were adult community groups, seven were adult school groups, eight were mixed adult groups of community and school representatives, and nine were young people groups. Some groups did not answer all of the questions.

Question One: When you think about grades k-12, what do you care most about?

Category	Response	Adult Community	Adult School	Adult Mixed	Young People
Conditions for Learning	Safety (physical and psychological)	28	5	6	3
	Class size (student-teacher ratio)	14	2	1	2
	Schools and teachers have the necessary facilities, resources, training, and funding	11	1	4	2
	The overall learning environment (classroom management, comfort, caring educators, kids who participate)	10	4	1	3
	Kids are having fun in school	6	0	1	3
	Kids have friends, a social life, and social skills	3	0	1	3
	The student-teacher relationship (mutual respect)	1	1	0	2
	Good food in the cafeteria	2	0	0	1
	Wise use of money and resources	2	0	0	0
	Students learn at their own pace and according to their maximum ability	1	0	1	0
	Green space and equipment for recreation	2	0	0	0
	Motivating students	1	0	0	1
	Flexibility	1	0	0	0
	Elementary schools should receive more money	0	0	1	0
	See what other state school districts are doing and how we compare	0	1	0	0
	Schools/teachers that encourage creativity	0	0	1	0
	Taking kids who don't want to learn out of schools	0	0	0	1
	Cleanliness of schools	0	0	0	1
	Cooperation between all grades	1	0	0	0
Curriculum Issues	A challenging, rich curriculum	12	1	3	2
	Art education and the humanities	6	1	1	0
	Schools' ability to address learning problems early/special education	4	0	2	1

Category	Response	Adult Community	Adult School	Adult Mixed	Young People
Curriculum Issues	Providing students with real world experiences, skills, and opportunities	5	0	0	1
	Schools' ability to address different learning styles	5	0	1	1
	Multi-culturalism and diversity	5	2	1	0
	Tutoring programs	1	0	1	2
	Providing students with more information about jobs, possible career tracks, the global economy, and the free enterprise system	3	0	1	0
	Equipping students with good writing skills	3	0	0	0
	Computer competencies	2	0	1	0
	Kids have too much homework	3	0	0	0
	Increased emphasis on a traditional curriculum, especially at the elementary level	1	0	1	0
	Quality physical education programs	2	0	0	0
	Equipping students with effective communication skills	2	0	0	0
	Different schools have different curriculums (should be the same, consistent programming)	1	0	1	0
	More emphasis on math and science	2	0	0	0
	More focus on teaching and less on standardized performance tests	2	0	0	0
	More emphasis on academics and less on athletics	0	0	1	0
	Schools should teach ecology as the foundation for all else	1	0	0	0
	Our county is afraid to develop gifted students	1	0	0	0
	Choice/availability of classes before and after school	0	0	0	1
	Field trips are not educational	1	0	0	0
	Accurate textbooks	1	0	0	0
	More specialized curriculum, especially in high school	0	0	1	0
	Collaborative school work	1	0	0	0

Category	Response	Adult Community	Adult School	Adult Mixed	Young People
Curriculum Issues	Look at international students	1	0	0	0
	Vocational schools	1	0	0	0
Results	Students' readiness for life and the workforce (mastery of basic skills)	22	3	4	3
	Quality of education/academic achievement	23	2	3	1
	Making sure kids pass every single grade	9	2	2	3
	Setting high goals/expectations for parents, teachers, and students — and reaching them	8	1	1	1
	Producing productive citizens	5	2	3	0
	Encouraging kids to go to college and preparing them	6	0	0	3
	Making sure kids graduate	3	0	2	2
	Producing well-rounded students	4	0	2	0
	Encouraging individuality among children	3	1	0	0
	Getting good grades	0	0	0	3
	Producing life-long learners	0	0	2	0
	A brighter future for our children	1	0	0	1
	Rewards for students who do well on tests	0	0	0	1
	More incentives for school production	1	0	0	0
	Gaps in ability from grade to grade	1	0	0	0
Conditions of teaching	Competent, caring instructors	17	2	4	2
	Quality pay for teachers and administrators	4	0	2	1
	Respect for authority and for others	4	1	0	0
	Respect for the teaching profession	3	1	0	0
	Too many requirements of teachers	2	0	1	0
	More qualified substitutes	1	0	1	0
	Support for teachers from school infrastructure (aides, prep time)	2	0	0	0

Category	Response	Adult Community	Adult School	Adult Mixed	Young People
Conditions of Teaching	Less pay for administrators	0	0	0	1
	Teachers participation in after-school activities not as strong as it used to be	1	0	0	0
Equity Issues	Equal opportunities, expectations, and resources for all students	21	3	4	0
	Making schools accessible and welcoming to all people	6	0	0	0
	Inaccurate perceptions of North end schools	1	0	0	0
	Selection process in magnet schools seems unfair	1	0	0	0
	There is a problem securing minority representation on councils and other groups	1	0	0	0
	Students' inability to meet expectations because of economic status	1	0	0	0
	Unfair districting (not stable)	1	0	0	1
Adult Input (School Staff and Community)	Parent/adult involvement (volunteers, mentors, partnership between schools and families, even after children graduate)	21	0	5	1
	Quality communication to parents on a timely basis	4	1	1	0
	The need for a collaborative effort from everyone (community sense of ownership)	0	2	2	1
	Understanding and supporting KERA	2	0	1	0
	Support for students outside of school	1	0	1	1
	Schools reaching out to the community and to neighborhoods (not just parents)	3	0	0	0
	Availability of enough counseling services	0	0	2	1
	Site-based councils	2	0	0	0
	Good principals	2	0	0	0
	More say for parents	2	0	0	0
	Parent release time by employers	0	1	0	0

Category	Response	Adult Community	Adult School	Adult Mixed	Young People
Adult Input (School Staff and Community)	Communication from businesses to support schools	1	0	0	0
	Community should be challenged to better support schools, including financial support	1	0	0	0
	Employees' job descriptions need to be looked into, from administrators on down	0	0	1	0
	Knowing more about teachers' backgrounds and education	1	0	0	0
	Everyone blaming others for problems	1	0	0	0
	Lack of interest in education by Americans	1	0	0	0
	More data about test scores	1	0	0	0
	Need to collect data to evaluate programs before making changes	0	0	1	0
	More choice of schools for parents	1	0	0	0
	Stability on boards	1	0	0	0
	There is more of a media focus on magnet schools	1	0	0	0
	Strong vs. weak PTAs	1	0	0	0
Level of Students	Elementary schools (getting a good start)	5	0	2	3
	High school	1	0	0	2
	Transition from elementary to middle school	1	0	0	2
	Transition from middle school to high school	2	0	0	0
	Senior year (it's a waste of time, there aren't enough class choices)	1	0	0	0
	Middle school	1	0	0	0
Values	Equipping students with values, morals, and self worth	3	1	2	0
	Making children responsible for their own work and behavior	3	1	1	0
	Teaching kids to say "no" to temptations	5	0	0	0

Category	Response	Adult Community	Adult School	Adult Mixed	Young People
Values	Religion back in school	3	0	0	0
	Student apathy/interest	0	0	0	2
	Students are losing their innocence	0	0	0	1
	Peer pressure	1	0	0	0
The School System (Structure and Rules)	Structure and discipline	10	2	0	3
	Neighborhood schools	7	0	2	1
	Hours of the school day (starts too early)	6	1	1	0
	Dress code/uniforms	3	0	0	0
	Inconsistency of school rules (change every year)	2	0	0	2
	Year-round schools	2	0	0	0
	Transportation	2	0	0	0
	Suspension rates, especially at the primary level	1	0	0	1
	K-12 system of socialization needs to be rethought	1	0	0	0
	Attendance	1	0	0	0
	Developing a plan for overcrowding	1	0	0	0
	Magnet programs	1	0	0	0
Extra-curricular Activities	Inclusive extracurricular activities and after-school programs	10	0	0	1
	Volunteerism in the community	1	0	0	0
	Staff schools 24 hours a day	1	0	0	0
Miscellaneous	Move away from public schools to private or home schools	4	0	0	0
	Start with kids before they get to school	1	0	0	0
	More child care for young mothers in school	0	0	0	1

Question One a.: What are the top three things you care most about?

Response	Adult Community	Adult School	Adult Mixed	Young People
Safety (physical and psychological)	17	2	3	1
Quality of education/academic achievement	13	3	4	1
Parent/adult involvement	8	0	2	0
Competent, caring instructors and staff	7	1	1	0
Equal opportunities, expectations, and resources for all students	6	1	2	0
Students' readiness for life and workforce (mastery of basic skills)	6	1	1	0
Discipline	3	2	0	0
Learning environment	3	1	1	0
Challenging, rich curriculum	3	0	1	0
Encouraging students to go to college and preparing them	2	0	0	2
Elementary school years	2	0	1	1
Hours of the school day	2	1	0	0
High school	1	0	0	2
Neighborhood schools	2	0	1	0
Teaching kids to say "no" to temptations	1	0	0	2
Diversity/individualism	2	0	0	0
Making sure all kid graduate	0	0	0	2
Setting high expectations/goals for students, teachers, and parents — and reaching them	1	0	1	0
Equipping students with effective communication skills	2	0	0	0
Transition from elementary to middle school	1	0	0	1
Collaborative effort (community sense of ownership)	0	2	0	0
Class size	1	0	0	0
Senior year	1	0	0	0
Communication between families and schools	1	0	0	0
Producing life-long learners	0	0	1	0
Too many requirements of teachers	1	0	0	0

Response	Adult Community	Adult School	Adult Mixed	Young People
Producing productive citizens	1	0	0	0
Less respectful children	1	0	0	0
The student/teacher relationship	0	0	0	1
Making learning fun	0	0	0	1
Making sure kids pass every single grade	0	1	0	0
Parents should have more say in school situations	1	0	0	0
Equipping students with social skills	1	0	0	0
Quality pay for teachers	0	0	1	0
Transition from middle school to high school	1	0	0	0
Students learn real world skills	1	0	0	0
Schools teach ecology	1	0	0	0
Spiritual growth of students	1	0	0	0
Respect for the teaching profession	0	1	0	0

Question Two: What prevents our community and our schools from being more connected?

Barriers on the School Side...					
Category	**Response**	**Adult Community**	**Adult School**	**Adult Mixed**	**Young People**
Location	Schools are located outside of children's neighborhoods/communities — problem of disconnectedness, transportation, bussing, magnet schools	34	5	12	4
	Size of district (not planning for growth)	7	1	2	0
Lack of Information/ Lack of Outreach to the Community	Schools don't communicate, they just assume that the community knows what is going on	21	4	9	6
	Schools don't do outreach, demand too little from the community and/or businesses (only ask for money, not much else)	16	2	4	1
	Schools don't host community events	5	2	0	2
	Teaching staff doesn't meet the community; no home visits	2	1	1	3
	There is no forum or mechanism for parents/community members to address schools (it's hard to find the right person to turn to; administrators are not able to answer the community's questions)	3	0	0	1
	Fear of the unknown/change	1	1	1	0
	Schools take their direction from state mandates rather than local input	3	0	0	0
	The school board acts uninformed or defensive (doesn't take the ideas and work of volunteers seriously; is not receptive to suggestions)	3	0	0	0
	Mutual blame between parents and schools	2	0	0	0
	Lack of leadership	2	0	0	0
	People without children don't feel like a part of schools	1	0	0	1
	Some teachers don't know what the state wants them to teach	1	0	0	0
	Wrong view of adults by students	0	0	0	1

Barriers on the School Side...					
Category	**Response**	**Adult Community**	**Adult School**	**Adult Mixed**	**Young People**
Lack of Information/ Lack of Outreach to the Community	Schools make assumptions about parents' availability	1	0	0	0
	Students don't spend time in neighborhoods	1	0	0	0
	Children don't bring home information	1	0	0	0
	Schools are secretive	1	0	0	0
	There are too many quick fixes to problems, not enough deliberation	1	0	0	0
	Stereotypes of young people by adults	0	0	0	1
Inaccessible or Unwelcoming Schools/Staff	Schools are not welcoming to all parents or members of the community (especially minorities)	18	1	3	2
	Teachers don't communicate well with parents (don't return phone calls, only contact parents for negative reasons)	6	1	6	3
	Schools are not open at night for activities (school hours are inaccessible for many)	13	1	1	1
	Teachers have different attitudes towards each socioeconomic level; label students and/or their parents	7	0	2	1
	Safety issues (more protective now of who comes into the school)	7	0	0	1
	Lack of motivation on the part of educators	3	2	1	1
	Class size and school size (impersonal)	6	0	1	0
	Meetings (they are boring, inefficient, difficult, time-consuming, closed to the community)	6	0	0	0
	A lot of red tape	3	0	0	0
	Prejudices in the school system	1	0	0	1
	No summer hours	1	0	0	0
	Lack of diversity	1	0	0	0
	Teachers feel they are perceived as enemies	1	0	0	0

Barriers on the School Side...					
Category	**Response**	**Adult Community**	**Adult School**	**Adult Mixed**	**Young People**
Inaccessible or Unwelcoming Schools/Staff	Cliques (PTA) — community power groups with strange agendas	1	0	0	0
	Magnet schools are perceived as elitist	1	0	0	0
	Discriminatory treatment of Girl Scouts (not given the same use of school facilities)	1	0	0	0
	Parishioners don't have a natural connection to children	1	0	0	0
Lack of Resources	Schools need more money and equal facilities	7	2	1	1
	Staff is too busy	5	1	0	1
	Schools are not planning properly or combining resources (turf protection)	2	2	1	0
	It is complicated for schools to organize volunteer activities for parents and students	1	0	1	1
	Private schools hurt public schools, prevent involvement	1	0	0	0
	Family Resource Centers need to be more active in the community	1	0	0	0
	There are no PTA meetings at middle or high schools	1	0	0	0
	The Homework Hot-Line is not effective	0	0	1	0
	Need a bigger school board	1	0	0	0
	Substitutes need more education	1	0	0	0
	There are not enough committees of students and adults meeting together	0	0	0	1
What Happens in Schools	Lack of focus	4	1	2	0
	Not all schools have the same curriculum	3	0	0	0
	There is too much emphasis on the curriculum and academic achievement	1	1	0	0

Barriers on the School Side...					
Category	**Response**	**Adult Community**	**Adult School**	**Adult Mixed**	**Young People**
What Happens in Schools	Not enough discipline	1	0	1	0
	Student apathy, lack of involvement	0	0	0	3
	Overemphasis on sports, not on academics	2	0	0	0
	Can't incorporate personal beliefs	1	0	1	0
	Students are disrespectful of the neighborhoods surrounding schools (smoking, vandalizing yards)	0	0	0	1
	Schools are segregated by the age of people attending	1	0	0	0
	Many students are not prepared for college	1	0	0	0
	Principals make a difference	1	0	0	0
	Peer pressure from other students	0	0	0	1
	Bad behavior	0	0	0	1
	Teachers are created in the classroom, not in schools of education	0	0	1	0
	Elementary schools have incorporated reform, but middle and high schools have not	1	0	0	0
	Too much emphasis on technology, not enough on the basics	1	0	0	0
	Year-round versus traditional schools	1	0	0	0
	Teachers dress less professionally than they used to	1	0	0	0
	Absences	0	0	1	0
	Middle schools	0	0	1	0
	Politics have invaded the school system	0	0	0	1
	Not enough extracurricular activities for middle and high school students	0	0	0	1
	Too much violence and too many drugs in schools	0	0	0	1

Barriers on the Community Side...					
Category	**Response**	**Adult Community**	**Adult School**	**Adult Mixed**	**Young People**
Lack of Information, Agreement, Understanding, or Communication	Lack of knowledge and understanding about what goes on in schools (community is uninformed, doesn't know what schools need)	13	5	6	1
	Lack of communication from community to schools	15	4	7	5
	Mostly negative media reports about schools and not enough coverage	7	6	5	0
	Community prejudice against certain schools or areas of town	7	2	3	1
	Lack of community consensus or goals	7	1	2	0
	Lack of understanding of roles within system and community	5	0	2	1
	Community doesn't want to share problems with school officials	3	2	1	1
	Poor government communication; poor public relations on the part of the Mayor's office	2	2	0	1
	Lack of information about reform	1	0	0	0
	Don't perceive schools as important community institutions	1	0	0	0
	Perception that magnet schools are better	0	1	0	0
	Lack of recognition of problem	1	0	0	0
Lack of Interest	Apathy, disinterest (people don't speak up)	19	7	2	8
	Lack of parent involvement (more in the lower grades but less in upper grades; none after child graduates)	10	1	3	4
	Some parents don't care	2	1	1	3
	No sense of community around schools	4	0	0	1
	Parents don't listen to or talk to their children	1	0	0	2

Barriers on the Community Side...					
Category	**Response**	**Adult Community**	**Adult School**	**Adult Mixed**	**Young People**
Lack of Interest	The South is behind	1	0	0	0
	Not enough people believing	0	0	0	1
	No mentors	1	0	0	0
Lack of Time or Resources	Lack of time	20	3	5	3
	Parents can't get off of work	11	1	6	6
	Citizens demand/expect too much of schools	2	1	0	0
	Illness or disability	0	0	0	1
	Parents are already really involved with children's extracurricular activities, especially sports; don't have time for academics	0	0	1	0
	School board salaries are too low	1	0	0	0
Dislike or Fear of Schools, Teachers, or Students	People who had a bad experience in school don't like to go there now	3	0	3	2
	Lack of respect for/support of teachers by parents	3	1	2	1
	Parents or community members are intimidated	5	0	2	0
	Area around certain schools not perceived as safe	1	2	0	1
	Fear/stereotypes of children	1	0	0	2
	Lack of trust	0	0	2	0
	Lack of civility in public dialogue	1	1	0	0
	Disparity of expectations by community for certain schools	0	0	1	0
	Perceptions regarding student outcomes (skills are not adequate for work or life)	1	0	0	0
	Aversion to outsiders in Fayette County	1	0	0	0
	Conflicts with the administration	0	0	0	1
	Parents interaction with teachers is too often defensive regarding grades	1	0	0	0

Barriers on the Community Side...					
Category	**Response**	**Adult Community**	**Adult School**	**Adult Mixed**	**Young People**
Dislike or Fear of Schools, Teachers, or Students	Disillusionment with school board's credibility	1	0	0	0
Lack of Effort or Response	You don't see the results of your efforts; feel your opinions don't count	3	1	0	0
	Students are not voters and parents are not in the majority	3	0	0	0
	Businesses are not involved, and often don't have an incentive to get involved	3	0	0	0
	Community members don't meet the teaching staff	1	0	1	0
	Much criticism when something is wrong, but no support when something is right	0	0	1	0
	City lets schools be the only institutions that care about diversity and equity	0	1	0	0
	Large gap between university and public schools	0	0	1	0
	City councilmen	1	0	0	0
	Not enough people in the community are involved in the school board process	1	0	0	0
General Conditions in the Community	Breakdown of family life	2	0	1	2
	Drugs	1	0	0	2
	General decay of society	0	0	0	2
	Television — no supervision	1	0	0	0
	Violence	0	0	0	1
	Unequal housing practices	1	0	0	0

Question Three: How can these barriers be overcome so that our community and our schools are more connected?

What Schools Can Do...					
Category	**Response**	**Adult Community**	**Adult School**	**Adult Mixed**	**Young People**
Structure	Return to neighborhood schools	11	6	6	1
	Improve equity among schools	1	2	1	0
	Hold high performance, efficient meetings	2	1	1	0
	Improve and enhance culture diversity education	1	0	1	1
	Designate ombudspersons to act as an intermediary between schools and parents	3	0	0	0
	Eliminate magnet schools	2	1	0	0
	Start over with a new board and administration	2	0	0	0
	Limit class size	2	0	0	0
	Increase the number of teachers' aides	2	0	0	0
	Make board meetings more accessible	2	0	0	0
	Provide more choice for minorities	2	0	0	0
	Pay teachers more	1	1	0	0
	Recruit more caring, competent teachers, and provide ongoing training	1	0	0	1
	Offer special classes in all schools	0	1	1	0
	Give more power to teachers to discipline students	1	0	1	0
	Institute a dress code/uniforms county-wide	1	0	1	0
	Improve security in schools	0	0	0	2
	Institute the same curriculum in all schools	1	1	0	0
	Put religion back in schools	0	0	0	2
	Eliminate or significantly reduce bussing	0	0	1	0
	Look at foreign school systems	1	0	0	0
	Limit the size of elementary and middle schools	1	0	0	0
	The evaluation of teachers and principals should include a component about community involvement	1	0	0	0
	More options for parents and families	0	0	1	0

What Schools Can Do...					
Category	**Response**	**Adult Community**	**Adult School**	**Adult Mixed**	**Young People**
Structure	More worthwhile professional development for teachers	1	0	0	0
	Increase the size of school committees	1	0	0	0
	Find magnet schools that are working and implement the concept in all schools	0	1	0	0
	Provide more transportation or options regarding opening times for magnet schools	1	0	0	0
	Establish direct ties between parent involvement and student assessment	0	1	0	0
	Look at schools by feeder patterns — meet regularly	0	1	0	0
	Provide for non-college bound students	1	0	0	0
	Bus monitors should do their jobs, pay attention to children	1	0	0	0
	Change the hours of the school day (start later)	1	0	0	0
	Utilize staff social workers and counselors to do more prevention	1	0	0	0
	Create mandated classes in high schools that cover such things as communication skills, child psychology and development, parenting skills, discipline, decision-making, budgeting, etc.	0	1	0	0
	Year-round schools	1	0	0	0
	Simplify the administrative structure	1	0	0	0
	Redistricting by main roads, not by neighborhoods	0	0	0	1
	Accept all applicants to magnet schools	1	0	0	0
	Check the qualifications of teachers	1	0	0	0
	No dress code or uniforms	0	0	0	1
	PTSA more organized	0	0	0	1
	More autonomy to individual schools	1	0	0	0
	Make all schools site-based	1	0	0	0
	More diversity training for teachers	1	0	0	0

What Schools Can Do...					
Category	**Response**	**Adult Community**	**Adult School**	**Adult Mixed**	**Young People**
Structure	Diversity Council for all schools	1	0	0	0
	Students and teachers should stay together throughout school (for example, all through middle school)	1	0	0	0
	Decrease early specialization	1	0	0	0
	Higher education and graduation standards	1	0	0	0
	Continuous evaluation of students, teachers, and administrators	1	0	0	0
Activities/ Services	Make school buildings part of the community (provide learning as well as social opportunities)	10	6	6	1
	Make time during the school day for community relations and community/parent involvement activities	10	4	2	6
	Parents can come to school with their children to see how it works	4	1	2	2
	Service-learning projects/community service projects	1	2	0	4
	Teachers can make home visits	4	1	2	0
	Create a task force/small groups to visit business owners, town meetings, or specific neighborhoods to educate people about the benefits of improving schools	4	1	1	0
	Make meetings/activities more family oriented by involving children directly, providing transportation, or providing childcare	3	1	0	1
	Combine school and community meetings (for example, combine neighborhood meetings with PTA meetings)	2	2	1	0
	Actively recruit retired people, idle/independently wealth people, parishioners, or people without children to volunteer in schools	4	0	0	0
	Develop parent leadership	1	1	0	2
	More mentoring programs, buddy system	2	1	0	1
	Provide Family Resource Centers or Youth Service Centers in all schools	1	2	0	0

What Schools Can Do...					
Category	**Response**	**Adult Community**	**Adult School**	**Adult Mixed**	**Young People**
Activities/ Services	Hold Career Day	1	0	0	2
	Send school board delegates into the community; encourage them to be responsive	3	0	0	0
	Tutoring program for parents so they can help kids with homework, know about things going on in school	1	1	1	0
	Identify and use community/neighborhood resources	2	0	1	0
	Sponsor activities inclusive of all students and all schools	2	0	0	1
	Support groups for parents and students	1	1	0	1
	Hold school meetings at community facilities	2	0	1	0
	Hold open house more than once a year	2	0	0	1
	Keep the Homework Hotline updated	1	0	1	0
	Make better use of volunteers	1	0	0	0
	Hold more PTA meetings	0	0	0	1
	Superintendent can get funds from the state for transportation	1	0	0	0
	Aggressively seek UK professors to visit classrooms and share expertise	0	0	1	0
	Projects that have a common theme around which to join together	1	0	0	0
	CIPL in Fayette County	1	0	0	0
	Get parents involved before their children start school	0	0	1	0
	Teachers can work with students on their own time	0	0	0	1
	Post maps in schools and have guides to show new people and guests around	0	0	0	1
	Have expert speakers at PTA meetings regarding special needs	1	0	0	0
	Reward competence and punish incompetence in the school system	1	0	0	0
	Renaissance program and academic pep rallies	0	0	0	1

What Schools Can Do...					
Category	**Response**	**Adult Community**	**Adult School**	**Adult Mixed**	**Young People**
Activities/ Services	Reward schools successful with special needs students	1	0	0	0
	Reward kids for good behavior	0	0	0	1
	Have activities free of cost	0	0	0	1
	Have someone who works in the evening	1	0	0	0
	Assign one person to the be key contact person for each student at the high school and middle school level	1	0	0	0
	Involve the community more in fund-raising	1	0	0	0
	Teams of faculty, administrators, and parents can conduct surprise site visits	1	0	0	0
Communication	Clear accurate information and regular, positive contact between schools and parents/the public (different kinds of contact, weekly notes from teachers)	13	4	5	5
	More communication from schools to neighborhoods and the community (different modes of communication, such as newsletters, surveys, the web)	11	5	5	3
	Share more information with parents about community activities and school events	6	2	0	3
	Leadership of the school district should be more straightforward, clear, concise, and honest	6	1	2	0
	More communication between schools (share resources, coordinate events, pair south-side and north-side schools as “sister schools”)	6	1	0	1
	Provide more feedback opportunities and regular forums for information exchange between teachers and parents/members of the community (in a neutral, friendly place)	6	0	0	0
	Establish a community relations person for each school	3	1	1	1
	Form a common goal of basic education	3	0	0	0

What Schools Can Do...					
Category	**Response**	**Adult Community**	**Adult School**	**Adult Mixed**	**Young People**
Communication	Outline expectations of school's community partner	1	1	0	0
	Let people know where the money goes in schools	1	0	0	1
	Educators can speak in layman's terms	0	1	0	0
	Provide easier access to decision-making at all levels	0	0	1	0
	More communication and better interaction between teachers and students	0	0	0	1
	Target the specific needs of the community, instead of assuming the needs	0	1	0	0
	Do better public relations regarding magnet schools	1	0	0	0
	Teachers should be more clear regarding the criteria for grades	1	0	0	0
	Principals need to act as a liaison between teachers and parents	1	0	0	0
	Build a bridge between Ashland Elementary and Ashland Community	0	0	1	0
Attitude	Welcoming front office/school to all parents and visitors	2	2	5	0
	Help teachers develop good listening skills and good parent relations	4	1	0	1
	Don't judge students or parents on their past behavior	0	0	0	2
	More motivation/involvement by teachers	1	0	0	1
	Schools must see community involvement as a priority	2	0	0	0
	Principals need to develop more personal relationships with students	0	0	0	1
	Build people's confidence and establish clear expectations	1	0	0	0

What Schools Can Do...					
Category	**Response**	**Adult Community**	**Adult School**	**Adult Mixed**	**Young People**
Attitude	Students should take more responsibility for themselves	0	0	0	1
	Recognize that most people don't have kids in school	0	1	0	0
	Educators can develop a customer service attitude	0	1	0	0
	Visible demonstration of respect and support of teachers by the school board and superintendent	0	1	0	0
	Teachers should assert their authority at the beginning of the year	1	0	0	0
	Build trust between parents, the school, and the community	1	0	0	0
	Learn respect	0	0	0	1

What the Community Can Do...					
Category	**Response**	**Adult Community**	**Adult School**	**Adult Mixed**	**Young People**
Volunteer/ Get Involved	More family and parent involvement in schools (for example, as monitors)	11	5	4	4
	More volunteers and better volunteer coordinators	3	0	0	2
	Build community ownership for education for all children	1	3	0	1
	Volunteers should be distributed throughout the community, not just at their own child's school	1	0	0	0
	Vote in school board elections	1	0	0	0
	Get out, share ideas	0	0	1	0
	Help each other	0	0	0	1
	Parents should join councils	0	0	1	0
	Set priorities for how we spend time	0	0	1	0
Communication/ Attitude	Better media relations (not just with the Herald-Leader) and more positive publicity	7	6	4	3
	More adequate communication with schools	3	2	1	0
	We should listen to the ideas the school people already have	1	0	1	1
	Conduct Speak Out sessions with school personnel	1	0	1	0
	Be positive, show support	0	0	1	1
	Listen to kids, talk to them	0	0	2	0
	Establish priorities for education and keep them in mind	1	0	0	0
	The community should put as much emphasis on academics as we do on sports	1	0	0	0
	Less conflict among citizens expectations for schools	1	0	0	0
	Don't let other kids intimidate you	0	0	0	1
	Urban County Government should produce a marketing plan for successes in county schools	1	0	0	0

What the Community Can Do...					
Category	**Response**	**Adult Community**	**Adult School**	**Adult Mixed**	**Young People**
Communication/ Attitude	Discipline should start at home to carry into the school system	1	0	0	0
	The media can promote positive social skills and character education	0	0	1	0
	Trust the school	1	0	0	0
	The Herald-Leader can run a reader questionnaire that lists ways the reader could have been involved in schools in the last two years and asks readers to "rate yourself"; those with a low score can call the school district to get involved	0	0	1	0
	Urban County Government can release facts about crime rates in the whole county, not just isolated parts	0	0	1	0
	APPLE partners need more guidelines for how to assist in communication with schools and with equity between partners	0	0	1	0
Business, Institutional, and Organizational Support	Business need to do more, require employees to volunteer	5	2	1	2
	Employers should give parents time off to participate	4	2	2	0
	Interface between local government and schools	0	3	0	0
	The Chamber of Commerce needs to push business involvement in schools, encourage them to adopt a school	1	0	1	0
	Stop real estate agents and developers from giving misinformation about the quality of schools in different areas	1	1	0	0
	The University should have more reciprocal relationships with schools	0	1	1	0
	Follow through with promises	0	1	1	0
	Sponsor after-school activities	1	0	0	0

What the Community Can Do...					
Category	**Response**	**Adult Community**	**Adult School**	**Adult Mixed**	**Young People**
Business, Institutional, and Organizational Support	Encourage church involvement	1	0	0	0
	Support micro-city government	1	0	0	0
	Businesses need to get involved with Junior Achievement	1	0	0	0
	Form arts and school partnerships	1	0	0	0
Resources	Provide public transportation (Lextran) to enable parents and/or retirees to become more involved in schools	2	2	3	2
	Raise taxes to pay for our schools and prioritize funds	3	0	0	2
	Exchange of job shadowing between community members and principals or other school folk	0	1	1	1
	Give money to schools with no strings attached	2	0	0	0
	Provide an incentive for increased community involvement	0	0	1	1
	Create shadow camps where kids see what it is like to live as a college student	0	0	0	1
	Better car pooling	1	0	0	0
	Provide scholarships so that people from more varied backgrounds can become teachers	1	0	0	0
	Provide more internships and scholarships to students	1	0	0	0
	Form collaborative groups to meet before a new school is built	0	1	0	0
Structure	More integrated housing patterns	1	0	1	0
	Increase safety in the community	1	0	0	0
	Implement existing housing laws	1	0	0	0
	Clean up neighborhoods	0	0	0	1

What the Community Can Do...					
Category	**Response**	**Adult Community**	**Adult School**	**Adult Mixed**	**Young People**
Structure	Increase job wages based on grades, attendance, attitude, etc.	0	0	0	1
	More election years	1	0	0	0
	Overturn 1972 desegregation laws and follow other cities	1	0	0	0
	Hold parents accountable	0	1	0	0
	Create more integrated, diverse community groups	0	0	1	0
	Have branches of public agencies in one place and encourage them to work together	1	0	0	0

Question Four: What can you — and people like you — do to help our community be more connected to our schools?

Category	Response	Adult Community	Adult School	Adult Mixed	Young People
Volunteer/ Get Involved/ Be an Advocate	Volunteer, get involved, donate time and resources	30	2	9	3
	Become a positive advocate, set an example	9	1	3	2
	Mentor or tutor a child	9	0	3	0
	Adopt a school, visit a school	6	0	0	1
	Be pro-active in seeing that ideas are implemented	5	1	1	0
	Connect potential volunteers, parents, and partners to the schools	3	1	0	0
	Train students to present themselves as spokespersons for schools	1	1	1	0
	Teach my own child, get involved with child's education	2	0	0	0
	Participate in a service-learning project	2	0	0	0
	Read my "Blue Book"	1	0	0	0
	Participate in Junior Achievement	1	0	0	0
	Do research about schools	1	0	0	0
	Make personal choices about how to spend time	0	0	1	0
	Call the Historic Commission to find out about the neighborhood around schools	0	0	1	0
	Distribute fliers in the community on upcoming school activities and events	0	0	0	1
	Act as an emergency substitute a couple of times a year	1	0	0	0
	Advocate for activities that are free of charge	0	1	0	0
	Be more involved in school extra-curricular activities	0	0	0	1
	More involvement of new teachers in being leaders	0	1	0	0
	Teach my neighbor's child	1	0	0	0
	Schools should do activities in communities where students live	1	0	0	0

Category	Response	Adult Community	Adult School	Adult Mixed	Young People
Volunteer/Get Involved/ Be an Advocate	Assist people in schools if they need help	0	0	0	1
Communicate with Others	Join the community conversation about school issues — talk with neighbors, parents, and colleagues	9	4	2	1
	Adopt a teacher — get to know them, work with them, job-shadow	9	0	0	1
	Assure effective communication (including multiple modes of communication) between schools and parents/the community	4	2	2	2
	Write to the Herald-Leader about positive things happening in schools; convey the positive to the public	3	4	0	1
	Thank teachers, talk with them	6	0	0	1
	Do Speak Outs	5	0	1	0
	Call other parents to attend meetings with me; collaborate with other parents	2	1	1	0
	Speak out in the face of prejudice	0	1	2	1
	Be more aware and informed about school activities	1	0	1	1
	Talk with teachers and principals about the importance of opening the schools	2	0	0	0
	Tell my parents about school	0	0	0	2
	Know your child's friends and their parents	0	1	0	0
	Talk to children, get them involved	1	0	0	0
	Schools and the community should make a packet of school information for newcomers so they will consider public schools	1	0	0	0
	Invite my parents to come to school	0	0	0	1
	Report teachers who aren't doing their jobs	0	0	0	1
	E-mail Dr. Flynn	1	0	0	0

Category	Response	Adult Community	Adult School	Adult Mixed	Young People
Communicate with Others	Tell teachers about things happening in my neighborhood	0	0	1	0
	Neighborhood leadership should negotiate uses/access to schools	0	0	1	0
	Encourage parents to go through available channels when they have complaints	1	0	0	0
	Be careful about we (schools) share with the press and public	0	1	0	0
	Place suggestion boxes at each school	1	0	0	0
Join Organizations	Join the PTA or a similar organization, be active on committees (even if not a parent)	9	2	2	0
	Participate in the school board process: watch or attend board meetings, call members about issues	8	1	1	0
	Join SBDM committees or attend meetings	5	0	0	0
	Run for a school board seat or encourage others to run	3	0	1	0
	Educators should serve on community-based boards	1	3	0	0
	School and community organizations can adopt one another, plan collective activities	2	0	1	0
	Initiate a change in state statutes to increase the size of the school board	1	0	1	0
	Encourage different volunteer organizations to coordinate their efforts and to communicate	0	0	0	2
	Break PTA meetings into smaller groups	1	0	0	0
	Need dress code/uniforms for all	0	0	1	0
	Send disruptive students to another school	0	0	1	0
	Put students on the school board	1	0	0	0
	Join the Commonwealth Institute for Parent Leadership	1	0	0	0
	Vote for school board members	1	0	0	0
	Have people run from a district but elected by all and represent all once elected	0	0	1	0

Category	Response	Adult Community	Adult School	Adult Mixed	Young People
Join Organizations	Hold district-wide meetings at a time when most people could attend; include the superintendent and representatives of councils	1	0	0	0
	Form a parent advocate council on behalf of parents who aren't comfortable challenging school policies and decisions	1	0	0	0
	Get the school board to increase publicity of meetings	1	0	0	0
	Welcome community and neighborhood meetings at school facilities	0	1	0	0
	The city council and the school board should meet together once a year	0	1	0	0
	City council members should be actively involved in neighborhoods	0	1	0	0
	Reorganize site-based councils	1	0	0	0
Make Requests of Others/ Seek Support	More business involvement (internships, work programs, bring kids to work place, more parent-friendly)	6	0	2	0
	Ask my employer for release time to participate in school activities	4	1	1	0
	Community outreach programs	2	1	1	1
	Encourage each other	2	0	0	3
	Find more ways for youth to volunteer	2	0	2	1
	Be a talent scout for good teaching, promote and reward it	3	1	0	0
	Create safer neighborhoods	0	0	0	4
	Ask my neighborhood association or church to pass on information about schools in newsletters or bulletins	2	0	2	0
	Create designated parking places for parents at Central Office lots	1	1	0	0
	Recruit senior citizens to become more involved in schools (do their walking there)	1	0	1	0

Category	Response	Adult Community	Adult School	Adult Mixed	Young People
Make Requests of Others/ Seek Support	Combat the resentment of folks without kids in school	0	0	1	0
	Parents can come up with ideas for meetings	1	0	0	0
	Hold community monthly meetings to discuss social issues	1	0	0	0
	Invite the neighborhood to PTA meetings	1	0	0	0
	Schools should connect with the faith community	0	0	1	0
	Make better connections between schools and groups helping schools	0	0	1	0
	Make schools more accessible to the community after hours	0	0	1	0
	Open school performances to all	0	1	0	0
	Home visits by teachers	0	1	0	0
	Forge closer relationships between the university and school system	1	0	0	0
	Teachers should prepare strategies to link with the community	1	0	0	0
	Students can make better choices	0	0	0	1
	Non-parents can support parents	1	0	0	0
Create Changes in Attitude	Create a welcoming, nurturing environment at my school	1	3	3	0
	Don't have a bad attitude	1	0	0	1
	Set your own goals	1	0	0	1
	Respect people and other cultures	0	0	0	2
	Don't judge people	0	0	0	1
	More of an effort by teachers to be positive in front of students and the community in promoting schools	0	1	0	0

Category	Response	Adult Community	Adult School	Adult Mixed	Young People
Increase Resources	Pay teachers more	1	0	1	0
	Advocate for a tax increase	2	1	0	0
	Create more after-school groups	0	0	0	2
	Spend money wisely and hold schools accountable	2	0	0	0
	Ask community volunteers to teach things that students are interested in	1	0	0	0
	Split the money from PTA fund-raisers with the whole district	1	0	0	0
	Know about community resources	1	0	0	0
	Make it better if it is not a good place	1	0	0	0
	Refocus some commitments to the needs of the entire district	0	1	0	0
	Develop a telephone hot-line for parents	0	0	0	1
	Help make Keswick Center a better place by providing space for meeting and tutoring	0	0	1	0
	Send out a school bus for student/parent activities	0	1	0	0
	Creative use of "parent nights" to get more parent involvement	0	1	0	0

APPENDIX B

Speak Out Lexington Group Participants

*Held more than one session

Anthem Blue Cross Employees

Beaumont Residential Association

Bell Court Neighborhood Association

Breckinridge Elementary PTA

Christ the King Parents

Community Action Council

Community Action Council Job Readiness Program

Community Reinvestment Alliance of Lexington

CRISES (Coalition for Reform in Special Education Services)

Deep Springs Elementary & Community

Eastside Neighborhood Association

Epworth Headstart (Community Action Council)

Family Care Center

Fayette County Education Association

Fayette County PTA Board

Fayette County School Administrators

Fayette County Schools Adult Education Coordinators

Fayette County Schools Council of Site-Based Councils

Fayette County Schools Equity Council

Fayette County Schools Guidance Counselors In-Service

Fayette School & Central Alternative School

First Urban County Council District

Gainesway Community Empowerment Center

Girl Scouts - Wilderness Road Council

Golden K Kiwanis of Lexington

Good Shepherd Episcopal Church

Goodbye Cinderella & F.O.C.H.Y.S. teen groups

Government Access Channel 3

Henry Clay, Morton, Cassidy PTSA's

H.H. Greene Child Development Center

Jessie Clark African American Parents

Jessie Clark Middle School Boys Group

Jessie Clark Middle School Girls Group

Kentucky Tech and Children's Haven Parent Committees

*Lafayette Law and Justice Class (Lafayette High School)

Lexington Breakfast Optimist Club

Lexington Chamber of Commerce, Partnership for Education

Lexington Commission on Race Relations

Lexington Community College

Lexington Friends Meeting (Quakers)

Lexmark Employees

Meadowthorpe Neighborhood Association

Metropolitan Woman's Club

Northern Headstart

Northside Neighborhood Association

Palomar Hills Community Association, Inc.

Picadome Elementary and Kentucky American Water Co.

Pinnacle Homeowners Association

Southeast Lexington Parent Group

Southern Elementary School

Southern Hills Methodist Church

**Speak Out* Moderators and Reporters

Speak Out Volunteers Luncheon

Superintendent's Student Advisory Council

Twin Pines Christian Church Disciples of Christ

United Way of the Bluegrass

University of Kentucky College of Education

APPENDIX C

Speak Out Lexington Moderators and Reporters

Marybeth Allen
Zaida Belendez
Terri Brittain
Freddie Brown
Valerie Canter
Mary Carter
Robert Carter
Kathryn Chastain
De'Nay Coleman
Tammye Coles
Gloria Compton
Sue Crone
Scott Crosbie
Darlene Easterwood
Angela Edmonds
Amanda C. Elliott
William Enright
Christy Fitch
Arnold Gaither
Ann Garrity
Georgeanna Gaunce
Lillian B. Gentry
Sandy Godecker
Renita Gore
Abby Gorton
Julie Gray
Richard Greissman
Demecia Haley
Pam Hammonds
Edwin Hanna
Arthur Hayden
Mary Hayden
Vivian Herndon
Dianne Holleran
Randolph Hollingsworth
Sylvia Howard
Jeffrey Howerton
Kimberly Jackson
Barnetta Jennings
Jacquette Johnson
Stanley Jordan
Steve Kay
Marge Keller
W.S. Krogdahl
Susan Lancho
Angie Lemons
Rebecca Lewis
Bobby Jean Looper
Annette Mayer
Ted McCormick
Bernadette McManigal
Helen McQuinn
Richard Mitchell
Mattie Morton
Barbara Murray
Betsy Neale
Barbara Nielsen
Mark Onishi
James Orr
Dennis Pearce
Smita Prasad

James Pruitt

Kesha Raglin

Carlos Rangel

Malcolm Ratchford

Atiya Ravens

Tashawanna Richardson

Gloria Rie

Sandra Robertson

Susan Sadr

Clara Samuels

Aliceann Sanders

Sandra Smith

Amy Stawicki

Barbara Sutherland

Gail Taylor

Bernice Thomas

Della Thomas

Jennifer Thompson

Wendy Warner

Alayne White

Rosha Williams

Barbara Willis

Angene Wilson

Kelly Woodall

APPENDIX D

Speak Out Lexington Session Organizers

Group Name	Session Organizer
Anthem Blue Cross Employees	Mark Onishi
Beaumont Residential Association	Leah Robey
Bell Court Neighborhood Association	Nina McCormack
Breckinridge Elementary PTA	Marybeth Allen
Christ the King Parents	Bernadette McManigal
Community Action Council	Rosha Williams
Community Action Council Job Readiness Program	Clara Samuels
Community Reinvestment Alliance of Lexington	Lillian Gentry
CRISES (Coalition for Reform in Special Education Services)	Gina Burns
Deep Springs Elementary & Community	Valerie Canter
Eastside Neighborhood Association	Jim Ryder
Epworth Headstart (Community Action Council)	Kesha Raglin
Family Care Center	Jeanne Terry
Fayette County Education Association	Pam Hammonds
Fayette County PTA Board	Janet Moughler
Fayette County School Administrators	Elizabeth Fugazzi
Fayette County Schools Adult Education Coordinators	Carlos Rangel
Fayette County Schools Council of Site-Based Councils	Stanley Jordan
	Fayette County Schools Equity Council

Fayette County Schools Guidance Counselors In-Service	Carlos Rangel
Fayette School & Central Alternative School	Bob Carter
First Urban County Council District	George Brown
Gainesway Community Empowerment Center	Mattie Morton
Girl Scouts - Wilderness Road Council	Tammy Durham
Golden K Kiwanis of Lexington	Edwin Hanna
Good Shepherd Episcopal Church	Bob Sessum
Goodbye Cinderella & F.O.C.H.Y.S. teen groups	Jodi Mullins
Government Access Channel 3	Scott Crosbie
Henry Clay, Morton, Cassidy PTSA's	Charmain Pfister
H.H. Greene Child Development Center	Sandra Robertson
Jessie Clark African American Parents	Kathryn Chastain
Jessie Clark Middle School Boys Group	Kathryn Chastain
Jessie Clark Middle School Girls Group	Kathryn Chastain
Kentucky Tech and Children's Haven Parent Committees	Amy Stawicki
Lafayette Law and Justice Classes (Lafayette High School)	Robin Reid
Lexington Breakfast Optimist Club	Ed Kusche
Lexington Chamber of Commerce, Partnership for Education	Melinda Asbridge
Lexington Commission on Race Relations	Ken Johnson
Lexington Community College	Randolph Hollingsworth
Lexington Friends Meeting (Quakers)	Richard Mitchell Lexington Herald-Leader
Sandy Canon	

Lexmark Employees	Paula Anderson
Meadowthorpe Neighborhood Association	Dennis Pearce
Metropolitan Woman's Club	Al Cinson
Northern Headstart	Mary Hayden
Northside Neighborhood Association	Demecia Haley
Palomar Hills Community Association, Inc.	Cindy Leonard
Picadome Elementary and Kentucky American Water Co.	Kathy Lousignont
Pinnacle Homeowners Association	Susan Lancho
Southeast Lexington Parent Group	Leah Robey
Southern Elementary School	Bernice Thomas
Southern Hills Methodist Church	Dennis Pearce
Speak Out Moderators and Reporters	Stu Johnson
Speak Out Volunteers Luncheon	*Speak Out* Staff
Superintendent's Student Advisory Council	*Speak Out* Staff
Twin Pines Christian Church Disciples of Christ	Elizabeth Fugazzi
United Way of the Bluegrass	Sue Crone
University of Kentucky College of Education	Charles Babb
	Ann Garrity

APPENDIX E

Speak Out Lexington 1999 Advisory Committee Members

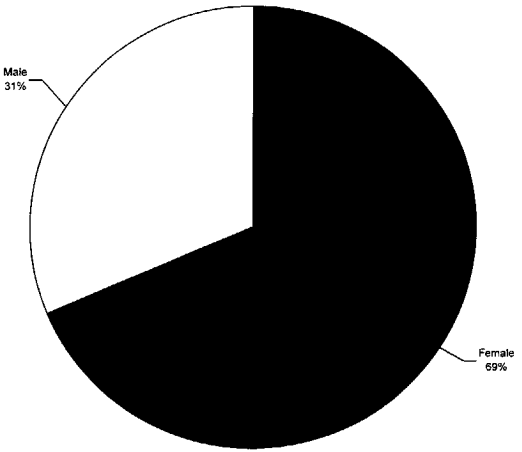
Amanda Elliott
Lillian Gentry
Jake Gibbs
Richard Greissman
Annette Mayer
Ted McCormick
Gail Taylor

APPENDIX F

Speak Out Lexington 1999 Vital Statistics

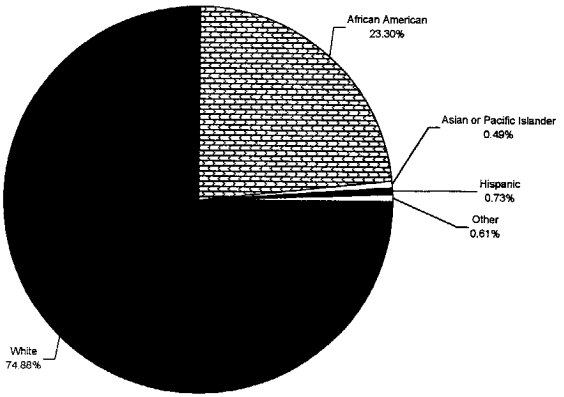
Participants in each *Speak Out* session reported basic information about themselves, such as their gender, how long they have lived in Lexington, and their race. Some participants did not report on all factors, however. Consequently, the number of people listed on each table varies from the total number of *Speak Out* participants (1,018).

1999 Speak Out Lexington Participants, by Gender



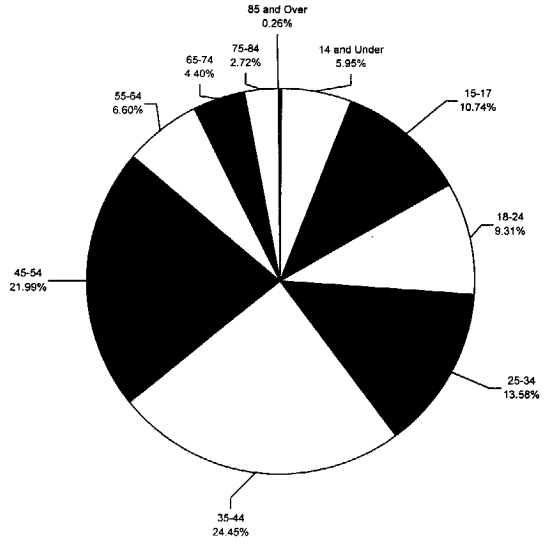
Gender	Number	Percent
Female	568	68.68%
Male	259	31.32%
Total	827	100.00%

1999 Speak Out Lexington Participant, by Race



Race	Number	Percent
African American	192	23.30%
Asian or Pacific Islander	4	0.49%
Hispanic	6	0.73%
Other	5	0.60%
White	617	74.88%
Total	824	100.00%

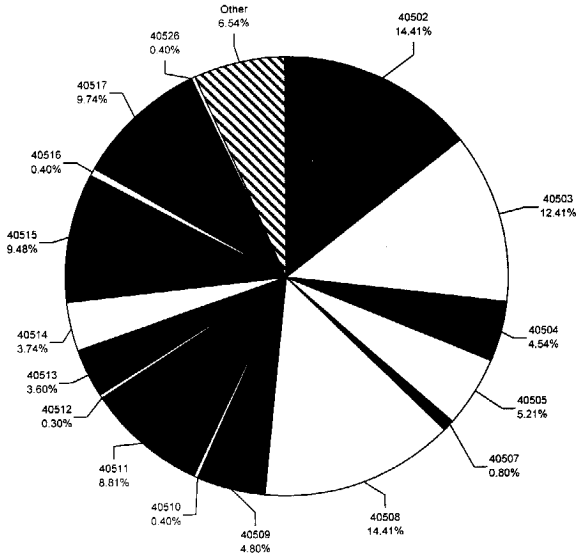
1999 Speak Out Lexington Participants, by Age



Age	Number	Percent
14 and Under	46	5.95%
15-17	83	10.74%
18-24	72	9.31%
25-34	105	13.58%
35-44	189	24.45%
45-54	170	21.99%
55-64	51	6.60%
65-74	34	4.40%
75-84	21	2.72%
85 and Over	2	0.26%
Total	773	100.00%

Years in Lexington	Number	Percent
0	58	8.41%
1	7	1.01%
2	15	2.17%
3	23	3.33%
4	16	2.32%
5	18	2.61%
6	17	2.46%
7	10	1.45%
8	12	1.74%
9	13	1.88%
10	27	3.91%
11	11	1.59%
12	23	3.33%
13	19	2.75%
14	24	3.48%
15	38	5.51%
16	18	2.61%
17	20	2.90%
18	11	1.59%
19	12	1.74%
20	28	4.06%
21	7	1.01%
22	10	1.45%
23	11	1.59%
24	11	1.59%
25	22	3.19%
26	10	1.45%
27	12	1.74%
28	4	0.58%
29	10	1.45%
30	25	3.62%
31	9	1.30%
32	7	1.01%
33	14	2.03%
34	3	0.43%
35	6	0.87%
36	7	1.01%
37	8	1.16%
38	8	1.16%
39	3	0.43%
40	10	1.45%
41	2	0.29%
42	11	1.59%
43	4	0.58%
44	4	0.58%
45	6	0.87%
46	5	0.72%
47	1	0.14%
48	2	0.29%
49	6	0.87%
50	8	1.16%
52	4	0.58%
53	2	0.29%
55	2	0.29%
56	2	0.29%
57	1	0.14%
58	1	0.14%
59	1	0.14%
60	2	0.29%
82	2	0.29%
63	1	0.14%
70	1	0.14%
73	1	0.14%
75	1	0.14%
80	2	0.29%
82	1	0.14%
Total	690	100%

1999 Speak Out Lexington Participants, by Zip Codes



Zip Code	Number	Percent
40502	108	14.44%
40503	93	12.43%
40504	34	4.55%
40505	39	5.21%
40507	6	0.80%
40508	108	14.44%
40509	36	4.81%
40510	3	0.40%
40511	66	8.82%
40512	1	0.13%
40513	27	3.61%
40514	28	3.74%
40515	71	9.49%
40516	3	0.40%
40517	73	9.76%
40526	3	0.40%
Other	49	6.57%
Total	748	100.00%