



GRADUATE SCHOOL OF EDUCATION



Supporting Children in Louisville, Cradle to Career A Partnership with the Harvard Education Redesign Lab

Since the early 2000's, Louisville has been focused on education as one of the most important drivers for community change. Early work by the mayor's Education Roundtable and Business Leaders for Education led to an ambitious goal in July 2009: that 50 percent of Louisville's working-age population will hold an associate's degree or higher by 2020.

LOUISVILLE'S LONG-TERM VISION FOR CHILDREN

In May 2010, members of the roundtable signed the historic Greater Louisville Education Commitment, focused on five key objectives:

1. *Create and support a college-going culture.*
2. *Use the business community's unique points of leverage to accelerate attainment.*
3. *Prepare students for success in college, career, citizenship, and life.*
4. *Make postsecondary education accessible and affordable.*
5. *Increase educational persistence, performance, and progress.*

Since then, under the leadership of a local organization, 55,000 Degrees, and the mayor's Cradle to Career effort, the community has been working to address the academic and non-academic barriers to postsecondary completion, including the effects of poverty and the cost of college. Louisville also stresses the need for equity, to resolve "historic disparities based on race,

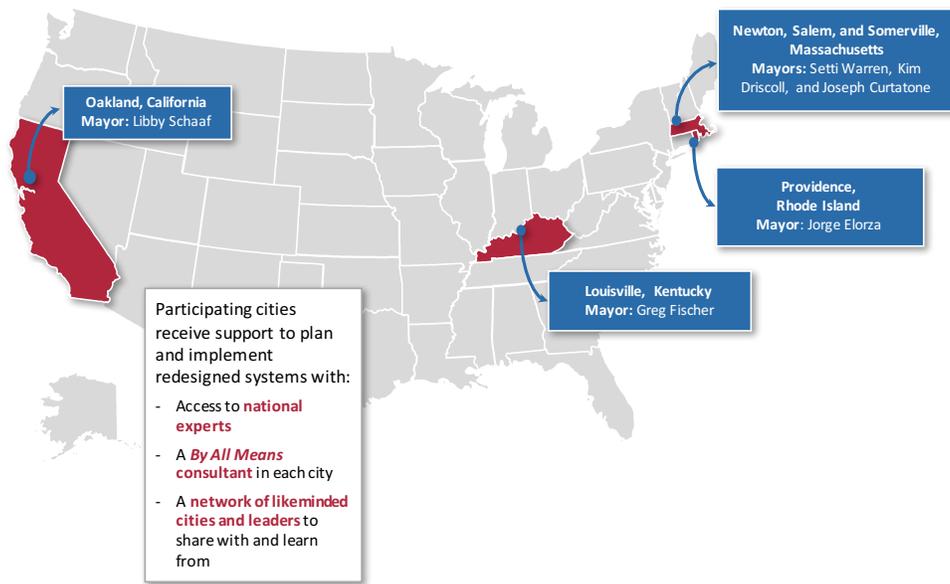
ethnic origin, socioeconomic status, and other factors that have an impact on college attainment." Concurrently, the Jefferson County Board of Education adopted a new five-year strategic plan, Vision 2020: Excellence with Equity, to develop and implement structures supporting social, emotional, and intellectual knowledge and skills needed to thrive in college, career, community, and life. Targets include kindergarten readiness, early literacy, and college/career readiness.



Mayor Greg Fischer

INITIAL FOCUS AREAS FOR BY ALL MEANS

The *By All Means* initiative in Louisville is focused on developing a robust, shared-governance structure that catalyzes efforts to support students' social-emotional, out-of-school time, and personalized learning needs. This work will build on the existing Cradle to Career effort. The Behavioral Health Working Group is working to identify a project that addresses one of the highest needs identified in the JCPS strategic plan. Simultaneously, the cabinet is undertaking an extensive asset-mapping project to identify all of the services currently being provided to school-age children; it will use this information to optimize results by addressing redundancies and gaps in service offerings.



By All Means
is redesigning
education to
restore social
mobility

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ABOUT BY ALL MEANS

The *By All Means* initiative is addressing the iron law correlation between socioeconomic status and education outcomes by partnering with visionary mayors and superintendents from Louisville, KY; Oakland, CA; Providence, RI; and Salem, Somerville, and Newton, MA. Each city has created a Children’s Cabinet—a cross-sector team made up of mayors, superintendents, health and human services directors, and community and civic leaders—to embark on a redesign process that is focused on creating integrated systems of opportunity and support from early childhood through higher education. These cities are laboratories for the construction of advanced, integrated systems which will make it possible for all children to succeed.

With support from the Education Redesign Lab, each cabinet has designed its own ambitious agenda with system-transforming initiatives that are inclusive, build on prior successes, and chart new territory in providing comprehensive wrap-around supports and a full range of learning opportunities to all students. These plans include components of the Lab’s three initial design elements: creating personalized systems of education and child development that offer student-centered, customized learning experiences; integrating social, emotional, and health services with education; and providing greater access to high quality expanded learning and enrichment experiences. To accelerate this work, the Harvard Graduate School of Education hosts the cabinets for five 2-3 day retreats over 2.5 years, bringing leaders to Cambridge to learn from national experts, Harvard faculty, and from each other.

ABOUT THE EDUCATION REDESIGN LAB

In order to overcome widespread inequity in education and child development opportunities and outcomes, the Education Redesign Lab was created to advance a new educational design—one that creates the systems of opportunity and support necessary for all students to be prepared for success in college and careers. This 21st century design will align and integrate systems of education and child/youth development to personalize supports, services, and opportunities for disadvantaged children beginning in early childhood and proceeding through higher education.

The Lab’s plan for action has four primary components: advocacy, field building, field work, and research. Advocacy involves partnering with national civic and policy leaders and grassroots organizations in communities to build a field committed to this new vision of education, while also identifying policy barriers and opportunities to implementing a more comprehensive system of supports for children in communities across the country. Our field work focuses on working with communities where top leaders have embraced a broader definition of education and are committed to realizing a system where all children thrive. Research on promising practices and barriers to success plays a critical role in this work: it guides our thinking, shapes our ongoing theory of action, and provides the basis for our programs, policy, and advocacy work.

The Lab was founded by Paul Reville, Professor at the Harvard Graduate School of Education and former Massachusetts Secretary of Education.