

SUBCOMMITTEE REPORT

(Please use one report for each subcommittee recommendation)

Subcommittee Name	Entrepreneurship, Technology and Innovation Subcommittee of the Education and Neighborhood Reinvestment Committee
Subcommittee Chairperson(s)	Heather Harr heatherharr007@gmail.com 505-310-8541
Title of recommendation	Applying Social Impact Bonds to Early Education Initiatives
Describe the recommendation	<p>Explore the possibility of Pittsburgh becoming the second city in the world to utilize social impact bonds to finance proven education programs, specifically, early education.</p> <p>Social impact bonds, also associated with PayForSuccess contracts in the United States, are an innovative financing mechanism in which government agencies pay for clearly delineated, measurable social outcomes only after those results have been achieved. In the meantime, private investors provide operating funds and are repaid, with a modest return, if the initiative achieves its goals. If targets are not met, the government does not have to compensate the external organization that issued the bonds. It is dependent on performance and sold only to qualified investors, making it a more structured product than traditional bonds.</p> <p>The methodology that would be developed in the education sphere could also be applied to Allegheny Mental Health Court, Veterans Court, etc., as well as to a purposeful parenting initiative in collaboration with the American Academy of Pediatrics.</p>
Is this an immediate or long term recommendation?	Begin immediately gathering information for pilot, identify an intermediary such as United Way to manage the project & raise capital for investors, and possibly advocate for helpful state legislative implementation within a few years.
How will this address our challenges or reach our goals?	<p>Mayor-elect Peduto's Policy Paper #34: "It is time to make sure our kids are on the path to become Promise-ready by age five... (with) free, universal early childhood education"</p> <p>"Studies show that for every dollar spent on quality early childhood education, we save up to \$17 later on."</p> <p>http://www.billpeduto.com/2013/04/18/34pittsburghearlyednurturinganewgenerationofpromisereadsburghers.</p> <p>This addresses funding shortages in Pittsburgh Public Schools, as well as improving achievement, reducing crime, and breaking the generational cycle of poverty in neighborhoods. This is a prevention-based solution, which also generates positive externalities for the beneficiaries and tends to generate bipartisan support.</p>
What are the obstacles to implementation?	Social impact bonds are relatively new/unproven, so it may be a challenge to get buy-in from investors (although other cities are starting to have success with this).
Who needs to be	PPS, an investor(s), an intermediary such as United Way. Also research support to demonstrate progress toward goals (e.g., CMU - research from students affiliated with the Institute for Social

involved?	Innovation completing their capstone project, students from Pitt Law's Innovation Practice Institute, Rand Corporation, Harvard's social impact bonds lab).
What city resources need to be invested? Other potential sources of funding?	City can work with all partners and intermediary, help locate investors, and advocate for state legislation (not necessary but helpful). Social impact bonds are usually funded through qualified investors such as Goldman Sachs but may be subsidized through state/federal funding. The White House has proposed a \$300 million incentive fund for social impact bonds, to be managed by the Treasury Dept. Other possible funding sources for eventual payback of upfront investment include: Obama administration universal pre-K initiative; Race to the Top funds (PA was just awarded \$50 M for pre-K in 50 lowest-performing schools. PNC Grow Up Great program could help.
What will be different if the recommendation is adopted?	Effective education programs could be funded using private investment dollars with no risk to the government. Universal pre-K in Pittsburgh would improve educational achievement in the city, help bring people back to Pittsburgh, reduce poverty and crime, improve neighborhoods
Describe any background materials that you consulted	Example of social impact bonds applied to education: http://www.edweek.org/ew/section/multimedia/socialimpactcalculator.html . Other materials available upon request.
Have other cities implemented this recommendation?	Utah is the only state that has applied social impact bonds to education but about ten American cities are experimenting with social impact bonds in other applications. The UK and Australia originate use of social impact bonds.
Are there any other considerations?	Harvard's Social Impacts Bonds Lab provides free technical resources to prepare for social impact use.

We request that each recommendation be submitted by the subcommittee Chairperson to Kevin Acklin and your Committee Chair by **5:00 pm on Friday, December 27.**

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Subcommittee Name	Entrepreneurship, Technology and Innovation Subcommittee of the Education and Neighborhood Reinvestment Committee
Subcommittee Chairperson(s)	Heather Harr heatherharr007@gmail.com 505-310-8541
Title of recommendation	Adopt-a-School
Describe the recommendation	<p>Increase corporate accountability in our schools and neighborhood reinvestment via donations of time, effort and/or monies.</p> <p>Adopt a School programs have been set up in school districts and communities across the nation to engage businesses and other organizations as partners in improving education. These partnerships range from helping with a specific event, to mentoring and tutoring, to donating supplies and equipment, to renovating campuses. The benefits not only accrue to the students, but also to the companies that are actively helping to develop the future workforce.</p>
Is this an immediate or long term recommendation?	<p>Begin immediately to set up. Pilot interventions in spring of 2014. Set up sustainable structure in 2014. Continue and expand program long-term.</p> <p>Examples of projects (below) range from single events that could be implemented in the spring of 2014, to establishing longer-term ongoing relationships:</p> <ul style="list-style-type: none"> • Career and Technical Education Day • Open Houses and Events • Field Trips • Counseling Students • Classroom Design • Enrichment Activities – Tutors, Mentors, and Technical Experts • Multi-disciplinary Projects • Renovating schools and improving classroom design
How will this address our challenges or reach our goals?	<ol style="list-style-type: none"> 1. Help improve achievement in the Pittsburgh Public Schools 2. Helps address the expected funding shortages in the Pittsburgh Public Schools, so that students can still have resources despite projected deficits in state and local funding

	<ol style="list-style-type: none"> 3. Improves the quality of the future workforce. 4. Builds and improves business' relationships with communities. 5. Boosts employee morale and team spirit 6. Offers a customized plan that meets the needs of the school and the flexibility of the business or organization. 7. Attracts more companies to the city of Pittsburgh.
What are the obstacles to implementation?	<p>Need for coordinating business contributions, identifying needs and matching them with businesses.</p> <p>Need to streamline policies and procedures by which PPS accepts donations.</p> <p>Other cities have found that "adopting a school takes a lot of time and resources. We have also learned that not every great idea works and that timing is important. Schools are evolving in every district and it is crucial to make sure that the <u>administrative leadership is actively engaged in your efforts</u>. Immediate return is not always the best option. Consider how decisions might affect the long-term future, and remember that every school has its own unique culture. We strongly encourage companies to collaborate across their industry and establish multi-year plans for engagement with strong ties." (from http://www.wrksolutions.com/AdoptASchool.pdf)</p>
Who needs to be involved? Other potential collaborators?	<p>Pittsburgh Public Schools, Local Government and Business Leaders, and Chamber of Commerce/Allegheny Conference on Community Development. Need to coordinate with existing mentoring organizations (e.g. Be a Sixth Grade mentor)</p> <p>Pittsburgh Federation of Teachers; Power of 32; Pittsburgh Cares; United Way; local foundations; Gates Foundation; education advocacy groups; local universities. Other cities within the state or region (Harrisburg, Philadelphia, Columbus, OH and Cleveland, OH).</p>
What city resources need to be invested?	<p>Corporate and PPS Liaison and/or Implementation Team and/or City of Pittsburgh Liaison.</p> <p>City of Pittsburgh could provide tax incentives for Adopt A School community hours. City could encourage time-off policies for these hours (see other considerations, below).</p>
What will be different if the recommendation is adopted?	<ul style="list-style-type: none"> • More resources for PPS schools. Greater connections

	<p>between local business community and inner-city schools. Greater achievement among students exposed to better resources. Decrease achievement gap compared to suburban and private schools whose students typically benefit from more adult involvement in their education and more exposure to experiential learning than do inner-city public school students.</p> <ul style="list-style-type: none"> • Benefits to businesses, long-term ROI by “investing in tomorrow through today’s public schools” (Chicago program). Help create a better quality workforce, and build a “pipeline” for future employees. Improved morale, team spirit, loyalty among employees engaged in the Adopt-a-School program. Employees and business leaders will say it “feels good to give back,” and their contributions are received with great appreciation by the teachers and students, who encourage even greater involvement by businesses within the schools. • More businesses locating in city of Pittsburgh.
<p>Describe any background materials that you consulted</p>	<p>http://www.wrksolutions.com/AdoptASchool.pdf http://www.helpcps.org/wp-content/docs/ComponentsofaPartnershipwithCPS.pdf http://www.helpcps.org/partnerships/ http://www.helpcps.org/partnerships/#ixzz2nZ41s95a See next section on other cities for more.</p>
<p>Have other cities implemented this recommendation?</p>	<p>Yes. Following the example of other cities, the City of Pittsburgh could collaborate with the Pittsburgh Public Schools to help engage the business community, recruit and manage donations of time and resources.</p> <p>Chicago IL Chicago currently has over 300 partners, including businesses, foundations, associations and other non-profits. In Chicago, businesses and organizations can choose to partner with one school, several schools or make system-wide contributions. In Chicago, there is an organization manages this process, “helpCPS.org” , that can provide inspiration for Pittsburgh: http://www.helpcps.org http://www.helpcps.org/partnerships/#ixzz2nZ4gU87T</p> <p>Houston, TX Houston uses the following tool kit with helpful guidelines for companies: http://www.wrksolutions.com/AdoptASchool.pdf</p> <p>Los Angeles, CA Another example of city and school district collaboration is provided by Partnership for Los Angeles Schools (partnershipla.org), which has resulted in the highest improvement in the state of California. The Partnership launched an Adopt-A-School program to “open the doors of schools to the</p>

	<p>business community to improve the educational experience” for students: http://partnershipla.org/Get_Involved/Adopt_A_School</p> <p>Tuscaloosa, AL Tuscaloosa’s Adopt-a-School program dates back to 1985. It is a collaboration between the Chamber of Commerce and the schools. http://www.tuscaloosachamber.com/aas/</p>
<p>Are there any other considerations?</p>	<p>Pittsburgh Public Schools’ recent report, "Whole Child, Whole Community" opens the door to greater collaboration between the schools and various sectors of the community. So this is a good time for the city to help organize outreach and implementation.</p> <p>City of Pittsburgh could allow its employees to take e.g. two hours a week to help with schools; and encourage private companies to adopt the same policy.</p>

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BUILDING A NEW PITTSBURGH

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Subcommittee Chairperson(s)	Heather Harr heatherharr007@gmail.com 505-310-8541
Title of recommendation	Make Our Schools Hubs of Neighborhood Reinvestment
Describe the recommendation	Co-locate in our schools start-up businesses (where it makes sense for the business); career placement and job training agencies; community college classes; organizations and businesses that can employ parents and community members; health and social services; arts, media and "maker" organizations. Employees of co-located businesses can provide instructional enrichment. Particular emphasis should be given to recruiting STEM start-ups, businesses and organizations.
Is this an immediate or long term recommendation?	Pilot planning immediately including auditing resources/needs and identifying best opportunities; pilot in a few targeted schools in neighborhoods that need reinvestment; expand to more schools long-term.
How will this address our challenges or reach our goals?	<ol style="list-style-type: none"> 1) It is a way of attracting start-ups, businesses, organizations and services to neighborhoods which desperately need reinvestment. 2) By bringing career advice, training and jobs to communities - and by employing parents and relatives of students - it addresses poverty, a key factor in academic achievement. 3) It can help prevent the school closures (proposed by Pittsburgh Public Schools administration) by generating revenues from businesses and organizations who pay rent (see Mayor-elect Peduto policy #35 http://www.billpeduto.com/2013/04/17/35-supporting-neighborhood-schools-strengthening-the-anchors-of-our-neighborhoods/) 4) It will increase parental involvement in the schools because parents will be coming to the school building for career advice and training, jobs, access to services, and arts/culture. 5) In the traditional model of the school building, the school is in a silo, so students may have no sense of how their learning relates to the "real world." The co-location model can expose students to real businesses and careers, and the character traits and skills needed. 6) Build entrepreneurial spirit in our students and seed future ventures. Interesting businesses like a bike repair shop can help students develop a passion for the world of work. 7) Boost PPS enrollment, keep and attract more families to city of Pittsburgh. 8) Co-located businesses/organizations could offer internships or part-time jobs to students
What are the	1) New concept, needs education and buy-in. PPS administration needs to buy-in.

<p>obstacles to implementation?</p>	<p>2) Requires coordination of multiple organizations, policies, resources. 3) Safety and regulatory considerations need to be planned in. Look at how other places such as Cincinnati and Orange County CA deal with liability issues, union issues, OSHA, zoning.</p>
<p>Who needs to be involved?</p> <p>Other potential collaborators?</p>	<p>Pittsburgh Public Schools Superintendent and administration, School Board; Kevin Acklin, in his role as Chief Development Officer; Curtiss E. Porter, Chief Education and Neighborhood Reinvestment Officer; business incubators; Debra Lam, Chief Innovation and Performance Officer; URA; Valerie McDonald-Roberts, Chief Urban Affairs Officer</p> <p>Many, including Three Rivers Workforce Investment Board, Pittsburgh Technology Council, Entrepreneurship Youth (Jerry Cozewith). Adopt-a-School (described in another recommendation of the Entrepreneurship, Technology and Innovation subcommittee). BUILD.org, located in Boston, San Francisco and D.C. has implemented with great success a daily entrepreneurship curriculum, offering mentoring and entrepreneurial experiences to students: 99% of the students they have worked have graduated from high school and been accepted to college. Pittsburgh could collaborate with them and others to develop a start-up-in-residence program in the Pittsburgh Public Schools.</p>
<p>What city resources need to be invested?</p> <p>Other Potential Sources of Funding:</p>	<p>Kevin Acklin (Chief Development Officer) and the new City Office of Innovation and Performance can help clear the path for co-located businesses and organizations by addressing policy, safety, liability and regulatory issues. Zoning will come into play. The city may also be able to help with streamlining process of clearances/background checks for employees of businesses and service organizations co-located within schools.</p> <p>One of the responsibilities of the new Office of Innovation and Performance under Debra Lam (as proposed in the Workforce/Human Capital subcommittee in Economic Development and Innovative Resource Development) is that the City be a resource and can streamline the process of co-locating a business in a school building. For example, by knowing what spaces and resources are available (from the proposed City/PPS audit of schools/neighborhoods), the Office can assist entrepreneurs find space conducive to their needs. The Office can also work to structure policy supportive of entrepreneurs in schools through issues such as zoning, liability, and resource-sharing.</p> <p>For onsite medical clinics, the Affordable Care Act. EITC's: businesses can donate to reconfigure schools to provide innovative education pgms. U.S. Small Business Association. STEM companies, organizations, government agencies and other funders looking to cultivate more STEM careers among African American teens and girls. United Way. The Ashoka Foundation also works with United Way and may be a potential source of funding/subsidizing social entrepreneurs' "rent" - www.ashoka.org. Ashoka has recently developed a stronger focus on working with public schools.</p>
<p>What will be different if the recommendation is adopted?</p>	<p>The implementation of this recommendation can literally transform the Pittsburgh Public Schools and Pittsburgh city neighborhoods. It will break the downward spiral of constantly closing schools and cutting back on resources. It addresses the poverty in neighborhoods that is a drag on student achievement. It will connect our students to the real world of work, encourage their creativity and innovation, and build their capacity to be entrepreneurs.</p>

<p>Describe any background materials that you consulted</p>	<p>Community Schools model – Coalition for Community Schools http://www.communityschools.org/aboutschools/what_is_a_community_school.aspx Cincinnati Public Schools Community Learning Centers - http://www.cps-k12.org/community/clc DePaul, Amy. (2012) "Schools Where Dental Clinics and Algebra Classes Share a Hallway." Voice of OC. September 10, 2012. http://www.voiceofoc.org/article_6cda1b1c-f2ce-11e1-b48f-001a4bcf887a.html Educational Improvement Tax Credit Program (EITC), Pennsylvania Department of Community and Economic Development, Organization Guidelines for Scholarship and Educational Improvement Organizations, 4-1-2013. http://www.newpa.com/webfm_send/3125 Berliner, David C. (2009) <i>Poverty and Potential: Out-of-School Factors and School Success</i>. Boulder and Tempe: Education and the Public Interest Center & Education Policy Research Unit. http://nepc.colorado.edu/publication/poverty-and-potential Davis, Larry E., Bangs, Ralph, Wallace, John <i>et al</i> (2007) <i>Pittsburgh's Racial Demographics: Differences and Disparities</i>. University of Pittsburgh School of Social Work, Center on Race and Social Problems. http://www.crsp.pitt.edu/publications/Demographics_Complete.pdf</p>
<p>Have other cities implemented this recommendation?</p>	<p>Schools are the hubs of community improvement in Cincinnati Public Schools' Community Learning Centers. Other examples include Harlem Children's Zone and Orange County CA. New York City Community School Coalition's 2013 Policy Framework for creating Community Learning Schools strives to offer wraparound services at school sites "at little or no cost to the district, through public/private partnerships and partnerships between different government agencies." Glenclyffe High School in Metro Nashville, TN has received recognition for its community schools program which provides career assistance to parents and involves businesses in "Career Academies," teaching students and providing internships.</p> <p>Our subcommittee's recommendation for Pittsburgh goes beyond providing wrap-around social services, health and arts to place an emphasis on co-locating actual businesses within Pittsburgh Public schools in order to provide career development and jobs for adults and to provide students on-site exposure to the entrepreneurial experience.</p>
<p>Are there any other considerations?</p>	<p>Recommend that representative(s) from the City check out the 2014 National Forum of the Coalition for Community Schools "Community Schools: The Engine of Opportunity" (in Cincinnati April 9-11) http://www.communityschools.org/save_the_date_2014_national_forum.aspx</p> <p>Given PPS School Board's recent interest in developing August Wilson Center into a CAPA extension, co-location model could be applied, with businesses such as a working art gallery, an event/party planner, a music video recording studio, a production company globally marketing intimate live-streamed concerts and performances (featuring Sean Jones, Vanessa German, Wiz Khalifa, national artists)</p>

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Subcommittee Chairperson(s)	Heather Harr heatherharr007@gmail.com 505-310-8541
Title of recommendation	Enhancing Education Technology with Leadership and Assistance from the City and the Technology Sector
Describe the recommendation	<p>Drawing upon the talents of local technology experts, the City of Pittsburgh should proactively partner with Pittsburgh Public Schools to provide real and tangible support and direction to the district re: 21st Century design of school(s). We need to use instructional technology to accelerate classroom innovation & learning (similar to how private schools and suburban districts function), rather than simply making incremental improvements to the existing system.</p> <p>There are three major components to this recommendation:</p> <p>1. AUDIT RESOURCES Conduct an audit of PPS schools: to determine the "fitness" of schools' infrastructure re: wiring, available hardware, available software (academic content), and administrative software (student information systems, etc). All schools should be brought up to levels that prepare students to enter the workforce. This audit will help address inequities in availability and use of technology between individual city schools and city vs. private and suburban schools. Additionally, investigate the availability of outside school resources (businesses/universities/other organizations) to assist and leverage to deliver resources, and training. Also, audit PPS resources to see if any unused or under-used resources can be made available to the community in the surrounding neighborhoods.</p> <p>2. PROVIDE TRAINING TO TEACHERS Even more important than having the latest technology is helping teachers use technology consistently and effectively. Leverage city and regional technology resources, including private tech industry leaders and entrepreneurial tech start-ups, to build capacity among teachers and school personnel to adopt and implement 21st century practices via effective and timely professional development. Schools should also receive guidance how to use technology to help students constantly improve their learning.</p>

	<p>3. ADDRESS POLICY ISSUES</p> <p>Policies regarding student use of technology in classrooms vary from school to school. With moral suasion from the new Mayor, the School Board and the school administration can be encouraged to review and streamline policies regarding student use of technologies so that they reflect 21st century realities. Curriculum can also be developed to better incorporate use of technology in class learning (e.g. students look up research on their I-Pads or cell phones to supplement their class discussion of a topic). Emphasis should be placed on developing STEAM skills not necessarily measured by standardized testing.</p>
<p>Is this an immediate or long term recommendation?</p>	<p>Implement audit immediately. Provide teacher training in near-term and on an ongoing basis. Address policy issues as soon as possible.</p>
<p>How will this address our challenges or reach our goals?</p>	<p>Due to budgetary concerns, Pittsburgh Public Schools recently proposed replacing technology even LESS often (exactly what we don't need).</p> <p>Teachers untrained in technology are apt to not use it – for example one of our committee members observed a classroom where the white board was a repository for yellow, post-it notes.</p> <p>As we all know, a) U.S schools are behind our international counterparts in most key indicators and especially in science, reading and math; b) K-12 is in financial turmoil re: how we fund our schools & the dwindling Harrisburg budgets; c) Equally critical, structurally, we operate under the "factory" model and do not effectively utilize instructional technology. Bottom line, students are disengaged and struggling everyday to achieve higher, and continue to drop out while teachers struggle to meet the needs of all in their classes.</p> <p>This Recommendation: Effective use of instructional technology SYSTEMICALLY can & will make a difference: a) Teachers would have better and faster access to resources to meet the "just in time" needs of all children; b) With investments made over the past 5 years in technology, infrastructure, administrative software, and academic content, EVERY child should have an individualized learning plan to match his/her learning level & mode for success & to challenge. With a more systemic approach and effective implementation and guidance, ALL students could succeed as well as begin to "narrow the achievement gap". c) For teachers & students: effective use of data to make instructional decisions for students immediately and NOT at the end of the year when it is too late, will make a difference; d) This systemic investment in instructional technology will deliver more sustainable ROI in real costs, deliverables, and results vs. current costs.</p> <p>This is NOT just a technology recommendation, but a systemic approach to improving our schools to 21st Century learning environments. If quality (read: excellence) of education does not</p>

	change, our city and of course neighborhoods will not improve, grow, and truly become an international city of destination. The era of "one of", non-systemic integration of technology into curriculum must end.
What are the obstacles to implementation?	1. Current federal & state mandates on schools that does not offer schools opportunities to think "outside the box" and implement truly, systemic approaches but rather continue the piecemeal approach of "one off" solutions/technologies. 2. Current momentum of the structure of K-12 schools and decision makers' mindset.
Who needs to be involved?	Pittsburgh Public Schools Board of Directors, Superintendent and senior team/administration/PPS technology dept., Curtiss E. Porter, Chief Education and Neighborhood Reinvestment Officer; business incubators; Debra Lam, Chief Innovation and Performance Officer
Other potential collaborators?	Google, Pittsburgh Technology Council, CMU Gates/Hillman, other tech companies and start-ups, Allegheny Intermediate Unit, Pa Dept. of Education, A+ Schools (re: policy toward students using technology in the classroom), foundations, universities, Allegheny Conference on Community Development, others.
What city resources need to be invested?	Outreach and coordination of efforts between and among the various partners as discussed herein.
Other Potential Sources of Funding:	Private sector, Foundations (Gates??) and Pa. Department of Education sources, Federal sources (Race to the Top??)
What will be different if the recommendation is adopted?	All students will be more successful. Pittsburgh schools & the city will become the beacon that could lead the nation on re-inventing our schools. Pittsburgh will increasingly become a destination city because of its school excellence and growing pool of an excellent work force. This will add to the city's "entrepreneurial" reputation, as this excellence will foster more industry growth and economic development.
Describe any background materials that you consulted	There are many. Examples: The Knowledgeworks Foundation http://knowledgeworks.org/future-of-learning From The Knowledgeworks study above: "An explosion of innovation has been transforming how we think about learning and how we organize talent and resources for learning

	<p>experiences and has effectively unbundled “school” as we knew it. The tightly bound relationships and resource flows that used to deliver instruction, develop curriculum, perform assessment, grant credentials, and provide professional development are dissolving. Teaching and learning have become uncoupled from traditional educational institutions and are now available through and enhanced by a vibrant learning ecosystem.....Across industries and institutions, the digital explosion has caused a similar breakdown of traditional assumptions, models, and relationships. It has also created unexpected possibilities for those willing to experiment with the novel recombination of resources, talent, and technology. For example, cities struggling to do more with less have been reorganizing to systematically take advantage of citizen contributions..... Knowledge-based industries such as education continue to confront the most significant disruptions and also to find the greatest opportunities for recombination. In keeping with that trend, the next decade promises to bring extensive recombination to education. As new education innovations, organizations, resources and relationships proliferate, we have the opportunity to put the pieces together in new sequences to create a diverse and evolving learning ecosystem.</p> <p>NewSchools Re-Imagined Education: http://www.newschools.org/blog/reimagined</p> <p>The 2013 Horizon Report http://www.nmc.org/pdf/2013-horizon-report-k12.pdf From the Horizon Report above: "The abundance of resources and relationships made easily accessible via the Internet is challenging us to revisit our roles as educators. Institutions must consider the unique value that schools add to a world in which information is everywhere, and generally free. In such a world, sense-making and the ability to assess the credibility of information are paramount. Mentoring and preparing students for the world in which they will live and work is again at the forefront. K-12 institutions have always been seen as critical paths to educational credentialing, but challenges from competing sources are redefining what these paths can look like."</p>
<p>Have other cities implemented this recommendation?</p>	<p>We will research this and get back to you.</p>
<p>Are there any other considerations?</p>	<p>This is not a recommendation to replace teachers with computers, but rather to help teachers and students use technology to enhance their classroom learning.</p>

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Subcommittee Chairperson(s)	Heather Harr heatherharr007@gmail.com 505-310-8541
Title of recommendation	Neighborhood Reinvestment through New Community Housing Developments
Describe the recommendation	<p>Develop new homes and start community building or rebuilding within pockets of the city that are often major spots of long-term city employee residence. Taking desolate neighborhoods or derelict stretches of neighborhoods that can be developed into new communities that better reflect the size, state, culture and modern living amenities of the city necessary to attracting new homebuyers to the city - over the surrounding bedroom communities. Collaborative new community building along with new environmentally beneficial living standards can help spur new sustainable neighborhoods similar to what has happened in Portland, Oregon (EcoDistricts).</p> <p>Invite local home building companies to participate along with the Pittsburgh area Realtors Association to invest in a small community or undeveloped piece of land and build a new plan of homes that will be available to new home buyers.</p> <p>The neighborhood reinvestment should include communities that are often forgotten when it comes to major city projects. Neighborhoods of firefighters, police, school teachers and public workers are the strands that hold these last bastions of "traditional" Pittsburgh together.</p> <p>Communities such as: West End Village, Elliott, Sheraden, East Carnegie, Mt Washington, Duquesne Hgts, Allentown, Overbrook, Beechview, Brookline, Larimer Avenue / and the REAL East Liberty</p> <p>The program can also be applied to areas with many vacant lots, such as Homewood, the Hill District or Hazelwood.</p>
Is this an immediate or long term recommendation?	Begin planning ASAP and implement over time.
How will this address our challenges or reach our goals?	Attracts a new generation of families to put down roots in a city neighborhood and provides a stable neighborhood setting.

What are the obstacles to implementation?	Finding appropriate space that is both easily connectable to an existing community structure while not destroying history and cultural aspects of the community. Need to be linked to neighborhood schools.
Who needs to be involved?	Kevin Acklin, Chief Development Officer (URA,PWSA); Curtiss E. Porter Chief Education and Neighborhood Reinvestment Officer; Valerie McDonald-Roberts, Chief Urban Affairs Officer (oversees housing and Housing Authority); Guy Costa, Chief Operations & Infrastructure Officer (Public Works, PWSA); Zoning; City Building Inspectors; Tax Policy; Pittsburgh home builders, realtors
Other potential collaborators?	Pittsburgh Home building association, Green Building Alliance, Banks and financial institutions and mortgage lenders
What city resources need to be invested?	Homes built in the show could qualify for a City of Pittsburgh 10- or 15-year tax abatement for new homes. City land, and basic community infrastructure, streets, water/sewer
Other potential sources of funding?	Federal?
What will be different if the recommendation is adopted?	Attract young people to buy homes and start families within the city. Turn desolate neighborhoods into places of life. Bring new life to forgotten neighborhoods. Create the same kind of excitement about buying homes in Pittsburgh as the green convention center has brought to our convention business.
Describe any background materials that you consulted	<u>Cincinnati Homerama Pictures of the Community</u> <u>Homebuilders association</u> EcoDistricts – Portland OR http://www.pdx.edu/planning-sustainability/ecodistricts
Have other cities implemented this recommendation?	The program could be patterned after Cincinnati's Citirama. Citirama involves developers in building award-winning inner-city medium-priced small housing communities, with the city of Cincinnati providing 10- to 15-year tax abatements. http://news.cincinnati.com/article/20131122/NEWS01/311220114/Citirama-2014-Builders-announced-College-Hill-site The new housing developments could be planned as EcoDistricts (Portland OR)
Are there any other considerations?	The new housing developments could be showcases of green technology, underscoring Pittsburgh's reputation as a center of sustainable architecture that has made the city a draw for conventions.

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