

Safe, Equitable and Thriving (SET) Communities  
Task Force  
October 6, 2016  
Meeting Minutes

SET TASK FORCE MEMBERS PRESENT:

Stacey Walker, Mary Wilcynski, Dale Todd, Gary Hinzman, Leslie Wright, Carlos Grant, Paul Hayes, Jenny Schulz, John Tursi, Ben Rogers

SET TASK FORCE MEMBERS ABSENT:

Alphonse O'Bannon, Akwi Nji, Rodrick Dooley, Trace Pickering, Okpara Rice, Dorice Ramsey, LaSheila Yates, Karl Cassell, Rafael Jacobo

CITY LIASION:

Angie Charipar

CITY STAFF PRESENT:

Council Woman Susie Weinacht, Police Chief Wayne Jerman, Sgt. Cristy Hamblin, Administrative Assistant Jean Novak

OTHERS PRESENT:

Jerry Elsea

CALL TO ORDER/APPROVAL OF MINUTES:

The meeting was called to order by Co-Chair Mary Wilcynski at 7:40 AM. Gary Hinzman moved to approve the minutes from September 1, 2016. Jenny Schulz seconded the motion, which was unanimously approved.

PUBLIC COMMENT:

Jerry Elsea presented various comments in support of the Task Force. He is a writing coach for a former gang member, who has written a booklet entitled "If I Knew Then What Joining a Gang Really Meant". Members of the Committee expressed an interested in obtaining some of the booklets.

TIMELINE:

Mary reported that the timeline between this month's meeting and next month's meeting is, we will have all of the information on the table, and we will have vetted it with each other as a Task Force. Then she, Stacey and Jennifer Hemmingsen will go to work compiling all of our information into a report. In January, they will come back with that report for the Committee to approve, or to tell us what they need to change so that we have the voice of everyone. Then we will take that to our three entities: County, City, and School Board. The work of the Task Force is finished once we have reported our work.

#### SUBCOMMITTEE'S UPDATE ON RECOMMENDATIONS AND EVIDENCE:

Leslie distributed an updated SET Priorities spreadsheet. She has made some formatting changes, and will continue to add to the spreadsheet. She is trying to collect from people references they've made to other projects and she wants to record those. Things she has missed from past efforts is the 21<sup>st</sup> Century Task Force Report from the Public Safety Committee, which needs to be added. Also needing to be added are re-entry programs and Civil Rights. She is attempting to create a shorthand document that would allow people to see the scope of the work, and potentially the populations or age groups that are impacted. She welcomes any suggestions.

Gary mentioned that Chief Jerman, Jennifer Hemmingsen, and himself are working on another project on mentoring and trying to develop stronger community-wide mentoring programs that may even include a mentoring academy and a mentoring hotline. They have been debating whether it fits in their Committee, or does it fit with Programming.

Mary mentioned that Programming has created a live document that allows for agencies and organizations to put in their group program, age, date, ages they serve, quadrants of the city, whether it is a before or after school program, summer program, when they run, and they are continuing to gather that information. Also, Mary mentioned that it was reported to her that a caller to 211 had a very difficult experience trying to get the person on 211 to know the answer to their question. Stacey mentioned that during the flood, he tried to go through 211 several times and got voice mails or messages, but never talked to a live person. It was suggested that maybe 211 is not necessarily the answer, and that we need to figure out how to build the capacity. Another thought would be to try to create a document that could be accessed on the internet. There are people who don't have internet access, but most people could get access through the Library. If we publish something, it will be out of date by the time it hits print. We could keep it in an internet based system where quarterly or every six months, or even annually, it could be updated. Would this be one of the recommendations?

Leslie stated that she has the responsibility for 211, and they have had some technical and operational issues. Everything described is something that 211 is supposed to be able to do. Without guidance from the community, they can't build that capability. Also, 211 has a new programming manager, who will take 211 in a very different direction. It would make a lot more sense to her, to not build another database tool, because 211 updates twice a year. It's not working well now because they just transitioned to a new database. There is a web based search function that can even save what you find and send it to yourself. It can be translated

into any language, and they have translation services. If you call 211 from a cell phone, you may not get them, because not all cell phone providers have chosen to program 211. Part of what the situation was early on, is people who don't have landlines and call 211 from cell phones can't get 211. From a cell phone, the number to call is 319-739-4211. They need to work with all the cell phone carriers in the United States to fix it, so that those who call from a cell phone can just dial 211. Also, during the first two days of the event (flood) their call volume went from 200 calls a day to over 1,500 calls a day. If someone can't get through to 211, Leslie would like to know when did you call, and how did you call, because she needs to figure out how to fix it. Also, 211 personnel need to work on how to engage the caller to find out exactly what it is they really need. They need to make sure that all of the programming information is in there as well.

Leslie said that 211 is intended to be every resource a community would have. They don't list for-profit entities, but it is for non-profit and government, and it's only as good as the information we put in. Because there are 30,000 records in the database, it is important to be coded well. Part of the exploration is what are the key words that they need to use to help people find what they need? They have the technology, and the base system. If it is not working the way we want it to, let's get it to work the way we want it to instead of building something different that two years from now, we'll have to start all over again.

Mary felt that would be ideal to figure out how to help make 211 in whatever system, whether it's a phone call or internet based, or both, more efficient for the people who need the service. But keep it there rather than trying to market something new.

### ***Economic Opportunities Subcommittee Report***

Carlos presented the Worktable to the Committee (Attached).

Carlos discussed policy and practices, and the Committee has identified some that are going to be long-term to see actual results, and some that can be immediate.

The first one deals with the gap in getting students prepared for marketplace skills, and the preparation for post-secondary planning. One of the things that they identified is House Bill 2392, which talks about career and guidance planning, and specifically how every 8th grader needs to have a career plan developed starting in 8<sup>th</sup> grade, going all the way through to high school graduation. That's something that they have already started on, but they need to make sure that it's consistent with every student. Part of the recommendation of this Committee is going to be that there is accountability of the School Board, and make sure that plans actually are in place.

Also, the School District is starting a program called K Navigator, which helps students with what their plan is going to be after graduation. It starts with 8<sup>th</sup> graders and continues through high school. Much discussion was heard regarding the vocational track versus the college track. Mary felt that it is our responsibility to celebrate whatever path the youth chooses and to keep the doors wide open as long as we can, so that they have the opportunity to do whatever they want, and we don't start tracking them.

The next item discussed was disconnect with job placement. They recommended Navigator that links resources with potential candidates and high school dropouts. IowaWORKS already has something in place, and also the ACE Mentor organization. The recommendation will be to over-utilize those two resources. In addition to that, continue to educate the educators as to how this is an opportunity to get people into the labor market at virtually no cost and getting people connected to career pathways.

The next item is getting people through the initial screening process, and they are looking at reverse job fairs, where students work booths and share their skills to employers. Also recommended is to introduce students to the workshops available at IowaWORKS that addresses job search and the interview process.

The next item discussed was KPACE (Kirkwood Pathways for Academic Career Education and Employment) and other industry sector boards. KPACE already exists and the recommendation is to give kids the opportunity to be actively involved in KPACE, and the opportunity to look to see what the market looks like for the various industry sector boards.

Next discussed was the low quantity of paid internships for high school and college students. IowaWORKS has the opportunity through the Creating Futures Program for paid on the job training for students meeting the eligibility. This is another resource that exists, but it is under-utilized.

Discussion was heard regarding job screening processes and banning the box. Ben has spoken with the County's HR Director to see if this is something that they can implement. Maybe after November, we may know more if the State legislature has an interest in this. Jenny suggested that perhaps we could have a local ordinance change to ban the box. Ben said that Linn County could do something like that, but if we could get a coalition of people pushing it at the State level to sponsor a piece of legislation, that would be a better pathway than just a single county taking the lead on banning the box. Mary felt that banning the box could be a recommendation from the Task Force.

Carlos discussed the Workplace Learning Connection Job Shadowing Program. This also currently already exists, but it is under-utilized. Also, he discussed the Kirkwood HS Academy, where students can achieve dual credit and pursue industry certifications while in high school. The recommendation will be that Kirkwood Academy classes be taught in the building to eliminate the need to transport students.

### ***Education Opportunities Subcommittee Report***

Paul Hayes presented the Worktable to the Committee (Attached).

They are looking at a college career readiness platform, and scaling kids up to be ready to make informed decisions about life after high school.

Also, they are going to focus on making an effort on finding those kids who are chronically absent, re-engaging them, finding out what the barriers are for them, and minimizing or eliminating those barriers. They have found that a lot of families don't necessarily realize that the number of days that their child is missing is an issue.

They also recommend developing a restorative approach to discipline. They will be looking at their suspension data. How are they issuing suspensions? Why are they? To whom are they doing those suspensions? They will be having conversations with students and their families and the harm that was created, and how to go about repairing that harm, rather than just excluding them from instruction through a suspension. They will be engaging them in the problem solving part of their behavior. The restorative approach holds kids accountable for their behavior, rather than just excluding them from instruction and inviting them back after three days.

Mary suggested restorative justice includes folding the family in, and that takes resources, because you have to go to them. Are there financial resources for the people needed to do restorative justice? Paul said that they currently have people/resources already in place to have these conversations with parents. The people who will be having those discussions are learning support people in the building, and at the District level who are already having conversations about the kids. What are their barriers? When they have those conversations, they can get to the bottom of what's really going, and then refer to an appropriate entity, or support, or resource.

Gary asked which age group this would apply to. He mentioned a program that was developed because there were so many students that were drop outs. A lot of them were no longer getting benefits as a foster kid, were out on the street, and there was a huge problem for the community. They met with the School District and developed a program. Their goal was to create it in a Cedar Rapids School District setting. Mary was at Metro then, and they worked together on this program, and it was one of the most effective programs they developed. These were kids, when they first started the program, everyone thought that they could just be put back into the schools. They didn't fit anymore. They were trying to get everybody with a high school completion (a diploma), rather than a GED. When the program was operating well, they were getting 40% and 60% completion rates, and it was a pretty remarkable program. Unfortunately, it lost funding. Mary said maybe we could look at it as a re-birth of that, providing for those kids who are out of our schools, but in our system.

Leslie brought up addressing implicit bias as a factor in disproportionality in suspensions and expulsions. Jenny wondered if that's something that goes along with every committee, or if that becomes an overarching recommendation from the entire Task Force. We have to examine implicit bias in everything, from housing, education, law enforcement, etc. Paul said that's why it's not reflected explicitly in their report, because it is an overarching thing, and that's why the Task Force exists. Mary agreed that it is an overarching thing that has to be addressed within each subcommittee, if it makes sense. Leslie said one of the challenges we face is the dissolution of Diversity Focus. The board is still there and committed, but no staff. Who is the engine that drives the learning and capacity building because understanding and changing our ideas of implicit bias in a way that's healthy and moves the community forward. Unless it's

wrapped into somebody's mission, sometimes it becomes very difficult for those things to continue to make progress.

Leslie said that so much begins for our kids well before they get suspended or expelled. It's an interaction with their environment. She also mentioned trauma informed strategies. For many of the young people we are talking about, foster youth in particular, their experiences of trauma are extraordinary and should be acknowledged.

Jenny, said that we focus on the child's behavior, but we also need to focus on the adults. She feels this is part of the restorative approach; a broader piece than just when kids are being suspended or expelled. She mentioned a restorative justice model, and what they do is they come in when there's been an incident. Maybe it's between a kid and teacher and they'll have a facilitator sit down with them and talk it through. They may meet with the kid first. Through that dialogue, she feels that there is a softening where the adult didn't realize what a mess their home life was.

Carlos agreed we need to have those conversations about restorative justice as it is vitally important, as well as trauma informed care. Mary suggested that how we approach implicit bias is going to be somewhat different in each subcommittee, and the action steps are going to be different.

Paul said they are in the process of looking at implementation of the Mentors in Violation Prevention Program. They have training scheduled, and will be implementing the program beginning in January at all of the high schools. They have some existing resources such as the SROs and current personnel with juvenile court liaisons. They are training 7 or 8 people from each high school, who will take charge and identify the students, and then work with them through the scenarios in the MVP tool kit. The funding for this is being provided by Kirkwood, and they are putting up all the money for all the training and everything. They have great partners with the PD, Juvenile Court, Kirkwood and UNI, who are providing resources to make this happen. They will get some community people trained as well, because if we can get the community partners using the same concepts with the kids that they work with outside of school using the same language and the processes, then we're all better off.

Also, in their recommendation, they will open engagement through the Gallup Student Poll, to measure those percentages of students who are hopeful for their future and who are actively engaged in their learning.

There was much discussion about parental engagement and folding the parents in.

Dale felt that schools in the core neighborhoods should have school year round. Jenny mentioned that if you look at the difference in how a low income kid and a high income kid spend their summer, one kid has a summer camp to go every single week, and different learning experiences, and the other kid is fending for themselves. Gary agreed there needs to be programs, whether they are private foundations or non-profits that are helping the schools, but have access to the schools in the summertime to have structured programming.

ADJOURN:

The meeting adjourned at 9:25 AM. The next meeting will be held on November 3, 2016 at 7:30 AM, at the City Services Center.

*Respectfully submitted,*  
*Jean Novak*

## Worktable for SET Task Force

<b>EDUCATION OPPORTUNITIES</b> <b>Purpose Statement</b>	To assist children and families in navigating and benefiting from education systems as a means of engaging or re-engaging them in quality learning experiences.
<b>Conditions To Change</b>	<ul style="list-style-type: none"> <li>• To instill a sense of hope (the ideas and energy students have for their future)</li> <li>• To increase and nurture engagement (the involvement in and enthusiasm for learning)</li> </ul>
<b>For Who &amp; How Many</b>	We intend to focus efforts on CRCSD children of color (4561) and children of poverty (7403), recognizing that many children are in both groups.

<b>Conditions to Change</b>	<b>Policy Changes</b>	<b>Practice Changes</b>	<b>Strategies</b>
To instill a sense of hope (the ideas and energy students have for their future)		House File 2392: Career Planning	Annually assess hope and engagement and develop strategies for improvement
To increase and nurture engagement (the involvement in and enthusiasm for learning)	<p><b>Attendance:</b> Review of Procedures 602a and 602b</p> <p><b>Discipline:</b> Review of Regulation 604.2 and accompanying guidance</p>	<p>Focus on chronic absenteeism to re-engage students</p> <p>Develop a restorative approach to discipline</p> <p>Implement student-lead prevention and intervention models (MVP)</p>	<p>Ensure consistent application of practices</p> <p>Engage community members in reinforcing messages and duplicating practices</p>



**Recommendation**

The Cedar Rapids Community School District will annually administer the Gallup Student Poll to measure Hope and Engagement. The strategies below will be implemented as a means of increasing the measures and with the intent of engaging community partners in the success of the efforts.

<b>Action</b>	<b>Evidence</b>
<p>Implement a College/Career Readiness system designed to build a foundation for lifelong career success. (<i>House File 2392: Career Planning</i>)</p> <p><b>Community Partners:</b></p> <ul style="list-style-type: none"> <li>• Kirkwood Community College</li> <li>•</li> </ul>	<p>The foundation of Iowa’s career and academic planning system is reflected in the elements below. They are the common experiences and activities which all students must complete as part of the individual career and academic planning process:</p> <ul style="list-style-type: none"> <li>• <b>Self-understanding:</b> Students shall engage in developmentally appropriate inventories and assessments that promote self-understanding, the connection to work, and engage in meaningful reflective activities about the results.</li> <li>• <b>Career Information:</b> Students shall research careers based on self-understanding results and engage in meaningful reflection about the findings.</li> <li>• <b>Career Exploration:</b> Students shall engage in activities that reveal connections among school-based instruction, career clusters, and the world of work and engage in meaningful reflection.</li> <li>• <b>Postsecondary Exploration:</b> Students shall engage in activities to explore relevant postsecondary education and training options related to career interests and engage in meaningful reflection on the exploration experience.</li> <li>• <b>Career and Postsecondary Decision:</b> Students shall complete relevant activities to meet their postsecondary goals consistent with the plan and stated postsecondary intention.</li> </ul> <p>(<i>House File 2392: Career Planning</i>)</p>

<p>Focus on chronic absenteeism to re-engage students</p> <p><b>Community Partners:</b></p> <ul style="list-style-type: none"> <li>• United Way of East Central Iowa</li> <li>• Neighborhood Associations</li> <li>• Local Businesses</li> </ul>	<p>School attendance rates starting as early as preschool and kindergarten are contributing to achievement gaps and high school dropout rates across the country. By partnering with parents and focusing efforts on specific strategies to re-engage chronically absent students, schools have realized a 50% decrease in the number of students missing 10% or more of their education. <i>Attendance Works &amp; Healthy Schools Campaign, September 2015.</i></p>
<p>Develop a restorative approach to discipline</p> <p><b>Community Partners:</b></p> <ul style="list-style-type: none"> <li>• CRPD</li> <li>• 6<sup>th</sup> Judicial District Juvenile Court Services</li> <li>• Kids First Law Center</li> </ul>	<p>Emerging reforms at the state and district levels reflect the use of restorative approaches. States are revising discipline laws to enhance local discretion, curtail zero-tolerance requirements, and encourage the development of alternative disciplinary approaches such as restorative justice. At the district level, reforms have included adding social and emotional learning to curricula, implementing positive behavioral intervention and support frameworks, building and sustaining community and family partnerships, replacing suspension rooms with learning centers, and assembling intervention teams to help struggling students and their families. <i>The US Department of Education Guiding Principles on Discipline Reform.</i></p>
<p>Implement a student-lead prevention and intervention model (Mentors in Violence Prevention)</p> <p><b>Community Partners:</b></p> <ul style="list-style-type: none"> <li>• University of Northern Iowa</li> <li>• Kirkwood Community College</li> <li>• CRPD</li> <li>• LBA Foundation</li> <li>• 6<sup>th</sup> Judicial District Juvenile Court Services</li> </ul>	<p>The MVP model has been evaluated in multiple high schools throughout the state and has been shown to:</p> <ul style="list-style-type: none"> <li>• Increase awareness of bullying and abusive behaviors</li> <li>• Increase knowledge of the bystander approach to preventing bullying and violence</li> <li>• Increase attitudes and perceptions of peers' attitudes with respect to preventing and interfering in violent behaviors</li> <li>• Decrease incidents of bullying and violence among students</li> </ul> <p><i>The University of Northern Iowa Center for Violence Prevention.</i></p>

### Worktable for SET Task Force

<b>Economic Opportunities</b>	Develop a comprehensive communication plan that connects targeted (at-risk) individuals in an employment gap with resources designed to provide meaningful skills, training and certifications that lead to gainful employment in existing high quality jobs.
<b>Conditions To Change</b>	<ul style="list-style-type: none"> <li>● Low quantity of qualified candidates for the current job market tied to gaps in proficiency skills.</li> <li>● Current disconnect with job placement efforts, despite high wage options</li> <li>● Barrier with getting potential candidates through the initial screening processes.</li> <li>● Principals, teachers and school counselors are not completely competent with the various career training programs to include KPACE (Kirkwood Pathways for Academic Career Education and Employment) and other Industry Sector Boards.</li> <li>● Low quantity of paid internships for high school and college students.</li> <li>● Lack of visibility for mid-size companies in their attempt to market paid internships and apprenticeships to students.</li> </ul>
<b>For Whom</b>	<ul style="list-style-type: none"> <li>● High School Students</li> <li>● Underemployed Adults</li> <li>● Unemployed Adults</li> <li>● Out of School Youth (age 18-25)</li> </ul>

<b>Conditions To Change</b>	<b>Policy Change</b>	<b>Practice Change</b>
Low quantity of qualified candidates for the current job market tied to gaps in proficiency skills.	CRCSD's current policy linked to Career Education states students will be infused into all levels of the instructional program. Components should include, but not be limited to, awareness of self in relation to others and the needs of society, experiences in personal decisionmaking, and exploration of employment opportunities. Experiences will be designed to foster work skills and work ethic. As a part of career education, the administration is authorized to develop and offer educational activities in which students participate directly in the development and demonstration of various products, services,	<ol style="list-style-type: none"> <li>1. Adhere to House File 2392               <ol style="list-style-type: none"> <li>a. School districts need to develop a career and academic plan for all eight graders based on career guidance and development standards.</li> <li>b. Districts choose career information system from a list of vendors who meet career guidance and development standards.</li> <li>c. Districts establish</li> </ol> </li> </ol>

	<p>and skills. A comprehensive guidance program will assist in the dissemination of career information. Community representatives may provide information or instruction to individual students or groups of students during school hours upon the authorization of the appropriate administrator. The Board may periodically review the means by which career education is integrated into the guidance and instructional programs.</p>	<p>a team of personnel (principals, teachers, counselors) to help every student develop a career and academic plan.</p> <p><u>CTE Redesign Plan</u> <a href="http://www.explore-ace.org">www.explore-ace.org</a></p>
<p>Current disconnect with job placement efforts, despite high wage options</p>		<ol style="list-style-type: none"> <li>1. Navigator that links resources with potential candidates and high school dropouts.</li> <li>2. <a href="http://www.acementor.org/">http://www.acementor.org/</a></li> <li>3. Rise Program</li> <li>4. Connect youth with IowaWORKS early</li> <li>5. Educate teachers and counselors about the labor market information available at no cost and use this information in assisting youth in deciding their career path</li> </ol>
<p>Barrier with getting potential candidates through the initial screening processes.</p>		<ol style="list-style-type: none"> <li>1. Consider reverse job fair where student works a booth and shares their skills with invited employers.</li> <li>2. Introduce students to workshops available at IowaWORKS that addresses the job search and interview process.</li> </ol>
<p>Principals, teachers and school counselors are not completely competent with the various career training programs to include KPACE (Kirkwood</p>	<p>CRCS D's current policy linked to Career Education states students will be infused into all levels of the instructional program. Components should include, but</p>	<ol style="list-style-type: none"> <li>1. Align practices to the standing school board CTE policy. <ol style="list-style-type: none"> <li>a. Active recruitment of students into</li> </ol> </li> </ol>

<p>Pathways for Academic Career Education and Employment) and other Industry Sector Boards.</p>	<p>not be limited to, awareness of self in relation to others and the needs of society, experiences in personal decisionmaking, and exploration of employment opportunities. Experiences will be designed to foster work skills and work ethic. As a part of career education, the administration is authorized to develop and offer educational activities in which students participate directly in the development and demonstration of various products, services, and skills.</p> <p>A comprehensive guidance program will assist in the dissemination of career information. Community representatives may provide information or instruction to individual students or groups of students during school hours upon the authorization of the appropriate administrator. The Board may periodically review the means by which career education is integrated into the guidance and instructional programs</p>	<p>KPACE.</p> <ul style="list-style-type: none"> <li>b. Active, positive marketing of the advantages of such programming.</li> <li>c. Celebrate KPACE success equivalent to current celebration around Advance Placement (AP) programming</li> </ul> <p>2. Adhere to House File 2392</p> <ul style="list-style-type: none"> <li>a. School districts need to develop a career and academic plan for all eighth graders based on career guidance and development standards.</li> <li>b. Districts choose career information system from a list of vendors who meet career guidance and development standards.</li> <li>c. Districts establish a team of personnel (principals, teachers, counselors) to help every student develop a career and academic plan.</li> </ul>
<p>Low quantity of paid internships for high school and college students.</p>		<p>1. Creating Futures program at IowaWORKS is able to pay for on the job training for students meeting the eligibility. Make appropriate referrals to CF.</p>

Lack of visibility for mid-size companies in their attempt to market paid internships and apprenticeships to students.		
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<p>WLC Job shadow program is inaccessible to many low income students due to transportation hurdles. These experiences are help to influence and guide decisions on what students want to pursue in their post-secondary options. The goal would be to increase participation with currently enrolled students who have economic hurdles and those who don't see themselves as strong candidates for this type of experience or need support in the application for the program. Program information can be found at : <a href="http://www.workplace-learning.org">www.workplace-learning.org</a> This program is a conduit to provide information to students about the Kirkwood HS Academy programs where students can achieve dual credit and pursue industry certifications while in HS. Information can be found at this link for the CCHS programs: <a href="http://www.kirkwood.edu/site/index.php?p=32038">http://www.kirkwood.edu/site/index.php?p=32038</a></p>		<p>WLC staff will share new process supported by Tara Troester of CRCSD with students in the CR Metro area schools during the WLC program fall presentations. Students who identify themselves via their WLC portal job shadow application as needing transportation support for their job shadows will be able to access district support (funded by CTE resource \$'s). WLC school liaison will pull report in late September to identify students in need and share with Tara Troester so transportation supports can be arranged directly with the WLC point of contact at the school and the student. This support process already exists at Metro HS and Jefferson -goal is to replicate with KHS/WHS. Students will also be reminded that application assistance exists for them to utilize in their school's point of contact office:  Metro-Tara McLaughlin  KHS-Jay Goodlove  WHS-Carla Wosoba  JHS-Tim Collins</p>
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