

**Mayor's Education Summit Advisory Group  
Advisory Group Meeting  
July 11, 2016 3:30 pm- 6:30 pm  
Seattle City Hall, Bertha Knight Landes Room, 1<sup>st</sup> Floor**

*Advisory group members present:* Co-Chair Kristin Bailey- Fogarty, Co-Chair Ron Sims, Co-Chair Brad Tilden, Co-Chair Sheila Edwards Lange, Janis Avery, David Beard, Dwane Chappelle, Kyla Shkerick (on behalf of *Maud Daudon*), Howard Frumkin, Saadia Hamid, Bruce Harrell, Theodore Howard, Cassandra Johnston, Erin Kahn, Kent Koth, Nimco Bulale (on behalf of *Roxana Norouzi*), Dr. Larry Nyland, Mindy Huang (on behalf of *Erin Okuno*), Estela Ortega, Betty Patu, Fern Renville, Dr. James Smith, Yolanda Watson Spiva, Blair Taylor, Omar Vasquez. *Facilitator:* John Howell

*Absent:* Kaaren Andrews, Pamela Banks, Phyllis Campano, Maud Daudon, Kent Koth, Jennifer Mims, Sara Morris, Roxana Norouzi, Ed Taylor.

*Ed Summit/City staff present:* Dana Harrison, Paula Hoff, Tara James, Erica Johnson, Regina Jones, Monica Liang-Aguirre, Isabel Munoz-Colon, Sara Rigel, Anthony Shoecraft, Sid Sidorowicz, Carol Wallace

**Action Items**

TASK	RESPONSIBILITY	DATE
Revise Vision and Goal statements	Regina Jones and Omar Vasquez	July 25
Revise Principles	John Howell	July 25

**WELCOME AND REVIEW AGENDA**

Co-Chair Sheila Edwards Lange welcomed Advisory Group members and described the meeting agenda.

**DISCUSSION OF REVISED VISION AND GOAL STATEMENT**

Regina Jones introduced the revised vision and goal statement (See attached). She reminded the group that in creating the original draft vision and goal statement, staff looked at other city's vision/goals. She reviewed the changed by members at previous meetings. Regina called the group's attention to a member's suggested revisions sent via e-mail regarding the lack of reference to African American/Black students in the revised language. Several group members agreed with the e-mailed suggestion, supporting language stating a specific emphasis on African American/Black youth. Many members stated the need to explicitly state the groups most adversely affected, which are African American youth and other youth of color. A member reminded the group that if we improve one group, we improve society as a whole.

Discussion

- Several group members suggested specific language stating an emphasis on African American youth in the goals. The group discussed the importance of using objective data to show where the achievement gap is greatest.

- ✓ Approved edit to goals: "...specific emphasis on African Americans /Black and other youth of color who have..."
- ✓ The group reached consensus on the vision statement after agreeing on an edit to the beginning of the vision. It was suggested that the beginning of the vision statement should be revised to state, "A city-led, broad-based, community-wide effort will ensure that Seattle will become a city where children of all races and ethnicities thrive and succeed."
- ✓ Omar Vasquez offered to work with Regina to do some final wordsmithing on the vision statement.

### **TWO SMALL GROUP DISCUSSIONS: SOLUTIONS TO BARRIERS**

The group was asked to split up based on how group members originally divided themselves at previous meetings. If a group member was absent at a previous meeting, they can choose which group to join. The two small groups had a discussion on suggested solutions after a staff member presented background information and potential solutions. The group was asked to think about the potential impact, scale, community partnerships, structures/systems needed in each solution. Summaries of the the two work group discussions are attached.

Work Group 1: Improving Access to High Quality Learning Opportunities & Programs.

Work Group 2: Creating Positive, Supportive, and High Quality Teaching and Learning Environments

### **NEXT STEPS AND ADJOURN**

Immediately following the small group discussions, the meeting adjourned. The next meeting will be held on July 25<sup>th</sup>. There will be discussion about solutions to barriers for work group #3 (Providing Authentic Family and Community Support and Engagement) and work group #4 (Strengthening Post-Secondary Access and Attainment).

## REVISED DRAFT FOR JULY 11 ADVISORY GROUP MEETING

### VISION

Seattle will become a city where children of all races and ethnicities thrive and succeed.

Seattle's children will enter school ready to learn; they will have equitable access to educational opportunity and will thrive in school; they will graduate from school prepared for post-secondary attainment through higher education, trade school, apprenticeship or other certificated programs; they will arrive at young adulthood prepared to reach their full potential; and Seattle's children will succeed in life. A City-led, broad-based, community-wide effort will achieve this vision by focusing on actions to address the inequitable educational outcomes for many of our students of color. By transforming our public educational system, we change the course of Seattle children's futures and our own.

### GOAL

Through targeted [City, District and other partnership] investments across the education continuum, increase post-secondary credential attainment to 70% for all SPS graduates by 2030 with specific emphasis on youth of color who have been historically underserved by the education system.

**Summary Work Group 1**  
**Improving Access to High Quality Learning Opportunities and Programs**  
**July 11, 2016**

*Barrier – Cultural Competency and Culturally Representative Curriculum*

Solutions

- Learn from experience in closing the achievement gap at three schools – Aki, Denny and Mercer
  - Info Request: What are the lessons learned and results from those three schools? (DEEL)
  - Info Suggestion: Conversation between city and district staff to determine essential elements of program activity (e.g. curriculum development, professional development, team development, extended learning, etc.) that would enable District to replicate positive results at other schools. (Would require some conversation with DEEL and District staff prior to Aug 22 AG meeting.)
- Assist individual schools develop plans for their schools
- Leadership training for principals to help them learn effective practices for closing opportunity gap
- Request funding/support from King County mental health services to support counseling in schools

*Barrier – Quality Early Learning Programs*

Solutions

- Focus on Birth to 3 programming.
- Family support programming to help connect families to basic services
  - Info Request: What percentage of children in Seattle pre-school programs have unmet health needs (i.e., vision, dental, physical or mental health)? (Health)
  - Info Request: What is the gap in needed family support services? (DEEL)
- Focus on programming to address the transition of children from pre-school to kindergarten. Capitalize on the investment in children in pre-school programs.
  - Info Request: What is the gap for needed programming to accomplish pre-school to K-3 alignment? (DEEL)
- Develop a pipeline for recruitment and retention of teachers of color
- Address the affordability of high quality pre-school/childcare programs

### *Barrier – Summer Programs*

#### Solutions

- Existing city and SPS programs serve between 4500 – 5000 students. There are approximately 10,000 additional students who need support. Research suggests that programs that help students overcome “summer slide” have a positive impact.
- Provide summer learning for all students not reading by 3<sup>rd</sup> grade.
- Double the size of the program, with a focus on elementary and middle school students.
- Provide incentives (perhaps financial) for teenage students to attend summer school
- City serve as convener with District and community organizations to resolve issues regarding space needs. Include libraries in discussions.

### *Barrier – Before and After-School Programs*

#### Solutions

- Often used in conjunction with summer program activities to help students achieve success
- Define quality curriculum. Build on work underway to identify youth program quality standards
- Develop a phased approach to expanding program activity to the neediest schools.
  - Info Request: Identify scale of program activity to address gaps at neediest schools (Parks)
- Expand My Brothers Keeper as a mentoring program that could be used in conjunction with before and after-school programs
- Use more community volunteers to play mentor/counselor role

**Summary Work Group 2**  
**Creating Positive, Supportive and**  
**High Quality Teaching and Learning Environments**  
**July 11, 2016**

**SUGGESTIONS RAISED THAT POTENTIALLY ALIGN BETTER WITH OTHER WORKGROUPS:**

*Barrier – Cultural Competency, Implicit Bias Training & Reflection*

Solutions

- Increase availability of quality, relevant books)
- Pilot the use of classroom cameras
- Pilot an Adopt-A-School model (one business per school matching arrangement)
  - ADDITIONAL COMMENT: This would also include “role swap” wherein the business leader is “principal for a day” (field learning, role appreciation, etc.)
- Support increased connections between parents/teachers:
  - EXAMPLE: Pilot expansion of Chicago-based *Parent Mentor Program* (elementary level family engagement curriculum-based model)
- Increase student-to-student and teacher-to-teacher relationship-building
- Expand SPS home visit program
- Develop a clearinghouse of culturally responsive curriculum and modules for teachers
- Increase pathways for re-engagement (provide a menu of tailored options)
- Increase capacity of SPS to partner better in the re-engagement space (enable new/different partnerships; consider expanding Interagency Academy)

*Barrier – Discipline Policies & Implementation*

Solutions

- Better aligning city resources to common educational outcomes and impact areas
- Support expansion of PBIS / Restorative Justice models
  - ADDITIONAL COMMENT: Expand these models to other justice-related institutions (to increase partnerships between institutions and organizations and ensure consistent practices across systems; Rainier Beach model cited as example)

*Barrier – Diverse Educator Workforce*

Solutions

- Develop a city-wide initiative to recruit and retain more diverse teachers:

- ADDITIONAL COMMENT: Perhaps the city supports a targeted recruitment initiative aimed at Black males
- Convene and develop housing partnerships for neighborhood teachers and staff
  - EXAMPLES: housing vouchers, tax incentives, etc.
- Increase access to place-based programs for teachers and students expanding
- Start or convene a city-led funding initiative for teacher salaries
- Increase support for school district levies
- Address SPS hiring practices:
  - EXAMPLE: Advocate for mandating cultural competency modules and training in new employee hiring and onboarding.

***SUGGESTIONS RAISED THAT POTENTIALLY ALIGN BETTER WITH OTHER WORKGROUPS:***