

**Mayor's Education Summit Advisory Group
Advisory Group Meeting
July 25, 2016 3:30 pm- 6:30 pm
Seattle City Hall, Bertha Knight Landes Room, 1st Floor**

Advisory Group members present: Co-Chair Kristin Bailey- Fogarty, Co-Chair Ron Sims, Janis Avery, David Beard, Phyllis Campano, Dwane Chappelle, Maud Daudon (attending with Kyla Shkerich), Howard Frumkin, Kent Koth, Dr. Larry Nyland, Estela Ortega, Susan Peters (proxy for Betty Patu), Jennifer Samuels, Dr. James Smith, Ed Taylor, Omar Vasquez. *Facilitator:* John Howell

Absent: Kaaren Andrews, Pamela Banks, Saadia Hamid, Theodore Howard, Cassandra Johnston, Erin Kahn, Jennifer Mims, Sara Morris, Roxana Norouzi, Erin Okuno, Fern Renville, Yolanda Watson Spiva, Blair Taylor, Brad Tilden

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

Guest: Sebrena Burr, SCPTSA

Action Items

TASK	RESPONSIBILITY	DATE
Compile recommendations from all 4 workgroups into one document	John Howell	July 25
Provide a written description for each solution on the compiled full list of recommendations	Parks, DEEL, HSD, OED	August 19

WELCOME AND REVIEW AGENDA

Co-Chair Ron Sims welcomed Advisory Group members and described the meeting agenda.

DISCUSSION OF REVISED VISION AND GOAL STATEMENT, AND PRINCIPLES STATEMENT

The final vision and goal statement proposed at the July 11 Advisory Group meeting was unanimously approved by all present today. In addition, the Advisory Group principles, revised by John Howell on July 13, were unanimously approved.

UPDATE ON RESEARCH

Deputy Mayor Kim and Dwane Chappelle discussed a memo sent to the Mayor in Fall 2015 about collaboration between the City of San Francisco and its school districts. A copy of the memo was provided to Advisory Group members as an example of what other cities are doing with their City/District partnerships.

REPORT OUTS FROM SMALL GROUPS #1 AND #2 (FROM JULY 11 MEETING)

Workgroups 1 and 2 presented the suggested solutions for barriers they had prioritized in an earlier meeting.

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

Of the 3 middle schools that have closed the achievement gap, what are the lessons learned and specific results? Request for info from DEEL to provide this information. It was also suggested that the City and District talk to determine the program elements that would enable replication of results at other schools.

For the Early Learning, Summer, and Before/After School program barriers, the question is how to get more, and of higher quality? Ways to link to other organizations and programs should be explored. Community members need to be better utilized.

Regarding Cultural Competency and Culturally Relevant Curriculum, the Advisory Group should look at work the Seattle School District is already doing, as well as CBO's and groups that have done or are doing work in this area.

It was noted by a group member that it was good to see a split between systems issues and the relationship/enrichment side. A member commented that they were beginning to see a clearer picture for the City's role.

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

In reviewing the barriers and their solutions, this group landed on both short and longer term ideas and approaches. Some suggestions potentially aligned better with other workgroups, as outlined on the work group 2 summary. It was noted that as conversations continue, they may need to expand beyond prioritized barriers, i.e. inadequate facilities and physical environments, and inadequate partnerships with outside parties.

A question was asked about how the barriers were identified. It was answered: from community conversations, the Education Summit, and Advisory Group discussions.

TWO SMALL GROUP DISCUSSIONS: IDENTIFYING SOLUTIONS TO PRIORITIZED 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, or wanted to switch groups, he or she can choose which group to join. The two small groups then discussed 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 two work group discussions are attached.

Work Group #3: Providing Authentic Family and Community Support and Engagement

Work Group #4: Strengthening Post-Secondary Access and Attainment

NEXT STEPS AND ADJOURN

Immediately following the small group discussions, the meeting adjourned. The next meeting will be held on August 22. After the full list of recommended solutions (and their descriptions) are presented to Advisory Group members at the August 22 meeting, the next task is to prioritize those ideas likely to make the biggest impact. In September, the Advisory Group should also explore how to carry their work forward after the group disbands.

Summary Work Group 3
Providing Authentic Family and Community Support & Engagement
July 25, 2016

Barrier – Lack of Health & Mental Health Services

Solutions

- Clinics in schools
 - Expand hours further into out-of-school time
 - Seek collaboration with public agencies and community-based organizations (i.e. Public Health Seattle-King County, Seattle Parks)
 - Identify needs of school – distinguish between Trauma-Informed Services and Mental Health Services
 - Co-located health services that offer late hours (allows patients to be discreet about what services they are receiving – removing the stigma of mental health support)
 - Increase trauma-informed services
- Addressing aspects that lead to unhealthy behaviors (regarding chart re: Rates of Health-Risk Behaviors):
 - Obesity – what leads to obesity? Is there **Parks Access**? Is it safe for kids to walk to school – sidewalks?
 - Low Fruit & Veg Consumption – is there access to Healthy Foods?
- Interactive, nature-oriented, hands-on learning (i.e. planning field trips to local places that allow kids to connect with nature and culture)
- Facilitating more opportunities for intergenerational connection
- Expand, include, and develop curriculum related to mindfulness and helping kids build positive self-image (there is too much emphasis on comparing one’s self to others – not enough appreciation of ‘self’) – i.e. RULER
- Utilizing agency resources (i.e. Parks – ‘Tiny Trees Preschool’ & SDOT ‘Safe Routes to Schools’). Are there programs that other agencies already provide that could tie in to larger picture? Are there leveraging opportunities to take advantage of? Are there synergies with existing budgets?

Barrier – Lack of Family Support & Wrap-Around Services

Solutions

- Involve community-based service providers in planning a family engagement calendar
- Leverage resources, relationships, funding opportunities – i.e. Best Starts for Kids, Sound Transit 3
- Provide more resources to support parents in Homework Help (i.e. Academic Parent Teacher Teams, ‘Math Night’)
- Expanded Learning Opportunities - Better integration of before, after, and summer school support programs. (Reikes Foundations recent research/study that has coined the term

Expanded Learning Opportunities (ELO). YDEKC also has created a great SPS/CBO Partnership Development Tool

- Using the '40 Assets' approach – identifying a list of positive activity choices for youth to make, to deter less-productive activities
- Provide in-class case managers – through building trusted relationships, case managers are able to identify behaviors and underlying issues; students feel comfortable sharing thoughts/feelings/situation/accounts with trusted ally
- In addition to inviting CBOs to share info about their programs, invite schools to share info about the programs that are already a part of their school community – allowing for better integrations and partnering
- Find out how parents would like to engage with the school – how frequent, when, related to what... Tailor family engagement plan to meet engagement desires of parents. Go to the parents! Shift the frame of meeting with parents (which currently tends to be negative)
- Provide opportunities for Parent-leadership Development
- Provide opportunities for Instructor/Teacher Leadership Development
- Enhancing what is already in practice re: effective engagement strategies (ex. CCER)

Barrier – Inadequate Transportation & Safety

Solutions

- Expand ORCA access for summer!
- Plug into City/SPS Transportation Committee – what is the role of this group? How can we build on this effort?
- Have SPS students use student IDs to take bus (similar to a U-Pass)

New Barriers & Solutions

- Academic Parent Teacher Teams
- Providing ELL classes for parents where content is built from resources they would need to better navigate school system (ex. Partnership with North Seattle Community College)
 - Ex. Call teachers into a parent conference
- Building authentic relationships w/ families through culturally responsive strategies
- NOTES SUBMITTED BY DR. NYLAND:
 - Barrier: Relationships
 - Goal: Earning trust and listening for parent needs first

Solutions:

- Going to community centers or other places where parents gather
- Student check-ins – each staff member check-in daily with five students, acting as friends/advocate
- [Watch D.O.G.S. Program](#)
- [Natural Leaders Program](#) – parents who act as go-betweens for schools and parents
- Home visits
- Parks/Rec intramurals program each afternoon
- Student-led conferences

- Student Success Mentors (President Obama's *My Brother's Keeper*)
- Reframe Home Visits – ‘what are you aspirations for your child?’
- Shift power paradigm
- Look @ family network to communicate with families – it may be an auntie or uncle that is primary caretaker
- Provide case-management for students
- School-based Anchor Partners (identify what makes these partnerships successful)

What role should the City play?

- Convener – bring SPS, City Staff, CBOs together to plan (ex. Kent Best Start for Kids)
- SPS & City are doing A LOT together already. How can we expand or formalize these partnerships?

Summary Work Group 4
Strengthening Post-Secondary Access and Attainment
July 25, 2016

Barrier – Lack of Career Pathway Planning and Exposure

Solutions

- Expand Mayor’s Youth Employment Initiative to 10,000 students every year.
 - There needs to be funding for more than just “slots”. There needs to be resources to support both employers and students.
 - Explore the possibility of the local program taking advantage of the federal government intern programs
 - This will require a strong public/private partnership
- Expand the use of high schools focused on different employment sectors (e.g. aerospace, maritime, hospitality industry, health care, etc.). Curriculum should be developed with sector to insure it is meeting state education standards, as well as industry standards.
- Advocate for state support of state work study programs (providing work experience to low-income students)

Barrier – Awareness of Education/Training Pathways

Solutions

- Partner with, and provide support for SPS and community based organizations that are working to prepare students for college, training and careers (i.e. members of the College Access Network). Help students understand what credentials are needed in the labor market.
- Early and mandatory advising and support. Begin program as early as middle school.
- Support the work of the Seattle Regional Partnership, which is working to create clarity regarding how to align K-12 education curriculum with job opportunities for different sectors
- There is a need to recruit and retain high quality teachers in schools. Consider increasing pay for teachers in high-need schools.

Barrier – Affordability of post-secondary education/training

Solutions

- Create a Seattle Promise program at a large scale (e.g. offering financial support to all Seattle students who want to pursue post-secondary education/training).
- Advocate for state support of State Need Grants and College Bound Scholarships.

Barrier – Post-secondary readiness, persistence and completion

Solutions

- Collaborate with higher education institutions to rethink college entry requirements for students of color. Redefine requirements to consider the character qualities of a potential student, not just grade point, test scores, and community service.
 - Consider defining this as a public benefit that would be included in the city's major institutions policies
- Support a 13th year program to help prepare students for post-secondary success. Consider use of performance contracting for 13th year programs to achieve desired outcomes. Develop a public/private funding source to support this initiative.
- Expand the use of International Baccalaureate (IB) and Advance Placement (AP) programs. Create a pilot for testing approach in middle and elementary schools. Expand the program beyond the three high schools where it is currently in use. There are additional funding requirements to support IB/AP schools.
- Require language emersion programs for all students. The estimated cost for a school to carry out language emersion is approximately \$500,000.

Funding Strategy

- Consider offering developers increased density in return for funding support for education programming (e.g. youth employment initiative, or Seattle Promise program, or 13th year program, etc.).