Mayor's Education Summit Advisory Group
Advisory Group Meeting
August 22, 2016 1:00 pm- 5:00 pm
Seattle City Hall, Bertha Knight Landes Room, 1st Floor

Advisory Group members present: Co-Chair Kristin Bailey-Fogarty, Angelique Odom (on behalf of Co-Chair Sheila Edwards Lange), Co-Chair Ron Sims, Janice Avery, Pamela Banks, David Beard, Phyllis Campano, Maud Daudon, Howard Frumkin, Saadia Hamid, Ted Howard, Erin Kahn, Kent Koth, Roxana Norouzi, Larry Nyland, Mindy Huang (on behalf of Erin Okuno), James Smith, Yolanda Watson Spiva, Jenee Myers Mitchell (on behalf of Ed Taylor). *Facilitator:* John Howell

Absent: Co-Chair Brad Tilden, Kaaren Andrews, Bruce Harrell, Cassandra Johnston, Jennifer Mims, Sara Morris, Estela Ortega, Betty Patu, Fern Renville, Blair Taylor, Omar Vasquez

Ed Summit/City staff present: Lori Chisholm, Lara Davis, Robert Feldstein, Kacey Guin, Matthew Houghton, Tara James, Regina Jones, Monica Liang-Aguirre, Waslala Miranda, Kyle Morrison, Isabel Munoz-Colon, Sara Rigel, Anthony Shoecraft, Sid Sidorowicz.

Action Items

TASK	RESPONSIBILITY	DATE
Send Racial Equity Analysis Tool to Advisory Group	John	Sept 8
Draft of final report for Sept. 12 AG meeting	John	Sept 8
Revised draft templates per work group conversations	City Staff Leads	Sept 8

WELCOME AND REVIEW AGENDA
Co-Chair Kristin Bailey- Fogarty welcomed Advisory Group members and reviewed actions taken at the last Advisory Group meeting. At that time, the group unanimously approved the final vision and goal statement, as well as the final guiding principles. The Co-Chair then described today's meeting agenda, which includes a discussion of cultural competency and reviewing a discussing the draft recommendations developed at previous meetings.

CULTURAL COMPETENCY PRESENTATION
The issue of cultural competency and racial equity has been a concern of both the community and Advisory Group members as it applies to shaping the recommendations. Because many interpretations and definitions exist for the phrase "cultural competency," discussion of terms is critical so that the Advisory Group can ensure final recommendations are guided by a common racial equity framework.

The presentation began with a reminder of the Core Charge of the Group, which is to develop recommendations and action items about how the City can best align its resources and efforts, and develop partnerships to reduce the opportunity gap and make education more equitable. Discussion of the difference between equality and equity followed. Acknowledged was the need for specific training on race,

racism and racial equity for staff, teachers and principals, which is critical for changing systemic policies and practices that contribute to the imbalance. The group looked at the Seattle Public School District's current definition of cultural competency and at District efforts already underway that address racial inequities.

It was mentioned that there might be ways for the Innovation School model to share successful cultural competency strategies with other SPS schools, and help build a culture of learning together. One member said that while the newer teachers get much more exposure to racial equity topics, some of the long-term career teachers are asking for more training in this area. Another member said that efforts to hire more teachers of color should include an assessment of cultural fit; it shouldn't be assumed that all people of color automatically mesh well with all communities of color. Other points raised included increasing access to early learning opportunities for families of modest means; solutions should not replicate the barriers already faced by those in lower income brackets. As well, developing culturally relevant curriculum is an important piece of the racial equity puzzle.

Also discussed:
- Parents and teachers should have direct contact once or twice a year, to foster community engagement with, and an understanding of, the deeper issues.
- Although the racial equity analysis tool referred to in earlier Advisory Group meetings has been used during recommendation development, it can be more fully applied as the recommendations are implemented. The steps in this tool will be sent to the Advisory Group in the next batch of materials and applied to the recommendations where possible, pre- and post-implementation.
- Ensure that <u>all</u> the recommendations have quantitative information (good understanding of data about students) to address the racial equity gap, and ensure that they all target the groups most affected by inequities (young African American/Black students, and other students of color).
- Add the equity lens to the Transportation recommendation.
- There is a difference between cultural competency and racial equity; the latter is about power structure. As the recommendations are finalized, ask: do they empower youth, parents and family?
- The Language Immersion recommendation ideally should address a broader scope of ages than existing immersion programs.
- Parents need help navigating the school systems and changes to policies and practices.   The My Brother's Keeper model has proven to be effective.

Members were then reminded about work remaining for the final two meetings of the Advisory Group, which are scheduled for September 12 and September 28. As today's meeting further evolves the recommendations, a request was made to review them for measures to remedy inequity, and modify if necessary. The goal for the September 12th meeting is to prioritize the final recommendations by relative impact and ability to implement. At the next meeting, a draft of the group's final report will also be made available.

SMALL GROUP DISCUSSIONS – SESSION 1:

Summaries of Work Group 1 and 2 Follow Up Actions - Attached

SMALL GROUP DISCUSSIONS – SESSION 2:

Summaries of Work Group 3 and 4 Follow Up Actions - Attached

NEXT STEPS AND ADJOURN

Immediately following the small group discussions, the meeting adjourned. The next meeting will be held on September 12th.

ADVISORY GROUP SMALL GROUP DISCUSSIONS
FOLLOW UP ACTIONS & NOTES
August 23, 2016

WORK GROUP 1

Summer Learning
- Include a more robust list of potential partners (e.g. Libraries, Parks, other agencies)
- Add "culturally relevant curriculum" to the list of "conditions needed for success" (#9 on the template)
- Make it clear that program will need to phase up to 10,000; stress importance of maintaining high quality programming and providers
- Describe program as combination of academics, life skills, and fun
- Work to recruit teachers of color
- Use City funds for level 1 & 2 students but work to secure additional funding for a blend of student achievement levels

Before/After School Programs
- Include text about the importance of coordinating with other extended learning programs
- City role in helping identify space opportunities for program activities, given shortage of school spaces available. Note: although space away from schools is possible, it then raises transportation issues.
- Include text suggesting additional training and professional development for after school teachers/providers. Coordinate with teacher training.
- Coordinate before/after school programs with summer programs   Is it possible to be clearer about the scope of the expansion?

Innovation Schools
- No changes

<u>*Mentoring*</u>
- The goal should be to create a relationship between every child in need and "a caring adult".
- In addition to academic mentoring, program should reference work on life skills (e.g. grit and perseverance)
- Describe opportunities to collaborate with colleges, universities, corporations and civic groups to find mentors

<u>*Early Learning*</u>
- Use the term "Prenatal to 3" as opposed to "Birth to 3"
- Describe initial thinking about priorities for expenditures

WORK GROUP 2

<u>*Diversity in the Educator Workforce*</u>
- Suggested New Template: Advocate for significant state and regional investment in talent development pipeline.
  o Combine demand across smaller districts to build program o *Recommended by Jan; subgroup included: Jan, Isabel, Anthony, Roxana, missing others*

Suggested Changes to *existing* template:
- *Comment: recommendations need to be bold in articulating what we want to see happen*
- Specify/quantify desired recruits (e.g., X # teachers from X demographic groups; see X % enrollment of paraeducators <u>and</u> their transition to FT teachers)
- Connect pre-K recruitment to k-12 recruitment
- Partner with SPS to build a teacher pipeline of diverse recruits
- Incentivize participation in certification pathways
- Increase weight of cultural competent skill set in evaluations (parents should help inform)
- Address barriers to entry by expanding support for alternative certification pathways (e.g., teacher residency, other programs)
- Deploy strategies for attracting more diverse recruits into the workforce:
  a. Create pipeline for investing in instructors—e.g., SPP diversity program (early educators) feed into a BA program
  b. Develop Public Information Campaign aimed at teachers of color
  c. Recruit instructional assistants (IAs), paraeducators via Parks/Rec and CBO staff
- Address retention strategy in ways that ensures teachers of color are set up to thrive in new roles via various support structures, ensuring upward trajectory
- Provide training and coaching support for existing teacher corps to scaffold their cultural competency practice
- Provide funding to SPS for staff lead on teaching alternative pathways

Innovation Schools
- Specify criteria to explicitly address closing the opportunity gap
- Specify how will
- Document or develop a rubric of the most high yield practices or features of innovation schools that moves student performance
- Leverage investment and documentation as incentive for schools to adopt high yield practices
- Check for redundancy in innovation schools strategies and other AG recommendations
- Encourage collaboration between all schools—not only innovation schools
- Identify population movement data (from SHA and OCR)

WORK GROUP 3

Transportation
- Add explicit language on safe routes—walking, biking, cycling
- Under outcomes, add specific measurable increases in # kids walking/biking, etc. to school
- Call out SDOT and SPD and key partners
- Address lateness as having an impact on student attendance and learning
- Target strategies that impact attendance and punctuality
- Partner anchor CBOs like Cascade Bike Club and Bike Works

Family Engagement & Support
- Separate family 'support' and 'engagement'
- Identify family engagement baseline metric(s)
- Develop a map or ecosystem of family support services (to figure out where to make investments and how to measure success).
- Develop culturally relevant supports to assist families in navigating SPS school system
- Develop innovative approaches and methodologies to implement climate surveys that leverages both existing school building-level channels <u>and</u> school-level natural brokers (CBO partners, PTSA, equity teams, parent leaders, etc.) ○
  Adopt Road Map Project Family Engagement Survey
- Develop partnerships (e.g., UW, Flamboyan Foundation) to create family engagement fellowships to enhance teachers' ability to institutionalize their practice (instructionally, relationally, leadership, etc.)
- Identify tactics that better operationalize the work of family support and family engagement
- Add the following family outcomes/measures: % families feeling welcomed in school, parent efficacy, feeling have leadership opportunities at the school
- Develop measures for a) engagement relationships and b) connections to services

- Identify "service brokers" (e.g., Communities In Schools)—*probably worth checking in with School-Community Partnerships Office*

School-based Health Centers
- Specify innovative practices like trauma informed care
- Add hearing/vision screening, birth control outcome measures
- Consolidate school nurse/school clinic (so there's no duplication)
- Clarify roles of each as they work together
- Address housing security as essential to school success

WORK GROUP 4

Workplace-based Learning
- Add to the list of potential expansions: industry focused, hands-on learning at the high school level, with some exposure for middle school students. Target industry growth sectors and leverage industry support. This will require the work of an effective intermediary. The caveat is that this type of program needs to be focused toward the AG's target population. I cannot become an Aviation High School, where the student population has become less diverse. Include clear statements about the target audience and the need to "screen those students into the program". Need to partner with culturally competent private firms, WMBE where possible to create good role models.
- There is a need for more and better data about what students are participating in these programs and what outcomes are being achieved.
- For the expansions of the Mayor's Youth Employment Initiative, there needs to be a reference to the importance of good training for both students and employers, and evaluation of program outcomes.

Career/College Planning
- Include language in the "Description" section about the need to change the culture in secondary schools to provide all students with the confidence and opportunities to pursue post-secondary pathways. Many African American students and students of color do not believe they have opportunities after high school.
- Change the title of this template (Matt had language that Yolanda and Matt agreed with)
- Add the creation of a career pathways class in high school. Could use Navigation 101 at the middle school level, but need a more sophisticated program at the high school level.
- Increase the number of career counselors available in schools. Professional development is needed for college and career counselors
- Partner with higher ed institutions to work on changing the culture for students about the opportunities to pursue a post-secondary pathway

- Add "summer melt" program – between high school and post-secondary

Financing Post-Secondary Attainment
- Include text about the importance of advocating for full funding of the state need grant
- Advocate for continued full funding for the college bound scholarships. Need more education and promotion about this program.
- Add opportunity grant for community colleges (Janis)

IB Pathway
- Add text to suggest that federal funding is available for world language programming

Language Immersion

Create a template for this strategy