



Summary of Community Conversations, Online Survey and Summit Event Conversations

May 2016

Background

The Mayor's Education Summit is a community process on how the City can help address the opportunity gap and disparities experienced by Seattle public school students. The summit process started with gathering ideas and input from residents all over Seattle and will conclude with recommended solutions on how the City can help partner with Seattle Public Schools, families, business and community groups, and education advocates to improve results for students. The Education Summit is taking place in three phases from March 2016 through Fall 2016.

The first phase involved gathering input from Seattle's families, students, educators and community members on how to address the opportunity gaps and disparities in order to achieve the City's vision "that every child in Seattle will graduate with hope and the ability to embrace their full potential." Input was gathered in March and April 2016 through multiple community conversations held across the city, along with an online survey.

The conversations and survey prepared for the second phase, the Mayor's Education Summit event, which was held on April 30th at Garfield High School and sponsored by the City of Seattle and Seattle Public Schools. Attendees were briefed on the community input, then heard from students, experts and community organizations. With this background, they gathered in small groups to identify action ideas.

The third phase involves using the community and Summit event input to develop recommendations. An Education Summit Advisory Group composed of education and community advocates, educators, City and school district leaders, and business and philanthropic leaders will develop recommendations and action items for the Mayor about how the City can best align its resources and develop partnerships to make education more equitable and to close the opportunity gap.

This report summarizes the ideas and comments generated through the community conversations, online survey and the April 30th Summit. The Education Summit Advisory Group will use these ideas and comments as the starting point for their work of developing recommendations for the Mayor.

Community Conversations

The community conversations were held at community centers, neighborhood resource centers and several Seattle schools. The sponsors of the community conversations were:

- Alliance for Education
- Chinese Information and Service Center
- Councilmember Rob Johnson and Soup for Teachers
- El Centro de la Raza
- Garfield High School
- Mockingbird Society, Treehouse, and YMCA of Greater Seattle
- Nathan Hale High School
- Neighborhood House
- North Seattle Family Resource Center, Children’s Home Society of Washington, and Lake City Future First
- OneAmerica
- Rainier Beach High School
- Seattle Alliance of Black School Educators and United Black Christian Clergy
- Seattle Education Association (two conversations)
- Seattle Metropolitan Chamber of Commerce (two conversations)
- Southeast Seattle Education Coalition and Vietnamese Friendship Association
- Team Child
- Urban League of Metropolitan Seattle.

In addition, Education Summit outreach took place with the following community organizations as a part of the Department of Neighborhoods, Public Outreach and Engagement Liaison program:

- Ethiopian Community
- Goodwill English as a Second Language
- Youth Commission.

The Mayor extends sincere thanks to all the community hosts and participants.

Participants

Nearly 2,000 people participated in Phases One and Two. Below is a breakdown of how they participated:

1. Community Conversations: more than 1,300
2. Online Survey: 176
3. Education Summit: 500.

The participants included parents and grandparents, students, teachers, school administrators, business people, employers, community leaders, and interested residents from across the city. With the help of community partners, the City was able to convene a diverse group of participants to attend these conversations, representing various ages, races, ethnicities, and languages. Of those who provided

demographic information (around half of all participants), 9 percent of the community conversation participants and 3 percent of the online survey respondents were age 20 or under.

Community meeting participants were:

- 35% White
- 28% Black
- 17% Asian
- 10% Latino/a
- 2% American Indian
- 1% Pacific Islander
- 7% Multiple races.

Online Survey participants were:

- 70% White
- 7% Black
- 6% Asian
- 2% Latino/a
- 1% American Indian
- 4% Pacific Islander
- 10% Multiple races.

The community conversations were conducted or interpreted in the following 15 languages: Amharic, Bangla, Cantonese, English, Farsi, Filipino, French, Hmong, Mandarin, Oromo, Russian, Somali, Spanish, Tigrinya and Vietnamese. Participants who responded to this question also listed a total of 37 languages they speak.

Generation of Ideas and Comments

Each community conversation began with a videotaped message from the Mayor and information about the education opportunity gap. Participants gathered in small groups, sometimes organized around a particular topic, with City staff and volunteers serving as note takers. In each group people shared their ideas in response to two questions:

1. What barriers do Seattle students, in particular students of color, face?
2. What is the solution to overcome these barriers?

The online survey included an introduction to the summit purpose and provided the Mayor's videotaped message. The survey asked three questions:

1. My idea for how we can create equity and excellence in our schools is regarding . . . (followed by a checklist of topic areas).
2. What barriers do Seattle students, in particular students of color, face? (followed by an open response box)
3. What is the solution to overcome these barriers? (followed by an open response box)

At the April 30th Education Summit, speakers offered more in-depth information about the opportunity gap and some solutions that have shown promise in other cities. Participants were asked to discuss the following question:

What can the City do to help you, your community, or your organization make sure each child succeeds in school and in life?

Collection and Analysis of the Responses

Comments and ideas from community members were collected in three ways: (1) notes taken at the community conversation discussion groups; (2) responses to the online survey; and (3) action ideas cards filled out by discussion groups and individuals at the April 30th Education Summit. DEEL staff typed up all the notes and cards, and downloaded the online survey results.

Every word from the notes, online surveys and ideas cards was read. Nine themes about barriers and solutions emerged. The comments were sorted into the themes and into subtopics within each theme. A tally organized by theme was prepared and organized by the number of comments received (see Appendix).

It is important to note that this effort was not meant to nor did it provide statistically valid data from Seattle residents. The tally and this summary provide a snapshot of the views of the individuals who chose to participate in the process, as captured in the community conversation notes, Education Summit idea cards and online survey.

Summary of Comments

Common Threads

Overall, there were three common threads heard throughout the comments:

- The importance of affirming and valuing students' race and culture
- The need for programs and supports for students and families in their home language
- The desire to ensure that funding for schools is adequate, fair and flexible.

Themes

The following is a summary of the comments grouped in the nine themes that emerged from the discussions and survey. The themes are presented in order of frequency in which they appeared in the notes, survey and idea cards, from the most frequently mentioned to the least. After each theme title below is a brief summary of the major concerns participants raised and the barriers they cited. This is followed by a bulleted list of solutions that participants suggested, including a bullet with program examples they discussed. After the suggested solutions is a list of selected quotes that were taken down by conversation note takers, written by survey respondents and written on idea cards. The quotes offer a sample voice of the participants.

Note: The views and opinions expressed below are not necessarily shared by the City of Seattle.

1. *Improving School Climate*

The subject raised by the participants most frequently related to the climate in schools that surrounds and supports (or does not support) students. School climate refers to the quality and character of school life, and reflects values and expectations, interpersonal relationships, teaching and learning practices, and organizational structures. Elements also include safety, respect, a shared school vision, and care of the school's physical environment. Many participants cited concerns about stereotyping, bias, lack of cultural competency, and low expectations for students of color. A second major barrier they mentioned was the lack of support services for students and their families. There were also concerns about disproportionate discipline and the school-to-prison pipeline, bullying, overcrowded classrooms, and inadequate facilities.

The solutions suggested the most frequently and examples of programs discussed were:

- Offer ongoing cultural competence and anti-bias training for teachers, administration and staff, and provide tools to communicate about race, equity, socioeconomic status and gender issues.
- Use a multicultural and multi-lingual approach and curriculum, and work with communities of color to better understand their needs and assets.
- Provide a family support worker in each school, along with bilingual social workers and more counselors, and consider adding a public health worker and family involvement coordinator.
- Use a restorative justice approach, alternative discipline, and culturally competent behavior expectations, and engage the community in identifying strategies to use.
- Create a trauma-informed cultural model in schools, and provide mental health and trauma-informed practice training for educators.
- Address hunger and poor nutrition through high-quality and universal free breakfast and lunch, suppers in afterschool programs, summer meals, and food pantries in schools.
- Address social/emotional intelligence, resilience and self-advocacy.
- Institute a dropout prevention program.
- Appoint students to leadership roles.
- Create a classroom environment that helps students feel successful.
- Change funding priorities to fund smaller classes.
- Plan for the growth of school capacity that is in line with the growth of the city.
- Improve the conditions of school buildings and resources, and provide more funding for ongoing maintenance.
- *Examples of programs discussed:* Seattle Public Schools/Seattle Education Association Equity Teams; PACA (club to learn about other cultures); Childhaven; Rainier Success Coordinator; Waldorf and Montessori model; Safe Places (for LGBTQ); Proyecto Saber; New Teacher Project (tntp.org); Renton Academy's trauma-informed model; Restorative Justice Oakland Youth Model; Equity Change Teams in schools like FEAT teams; RULER curriculum (anger management).

The following selected quotations are from conversation, survey and Summit participants:

- "When we talk about barriers, we are really talking about symptoms from historical racism."

- “Educators can’t deal with kids who have different learning styles. Educators must learn from kids on how to learn.”
- “There needs to be ongoing, consistent effort in equity training.”
- “We’ve got to believe we can change.”
- “[The student was] disciplined for being talkative and energetic.”
- “Look at the root cause of discipline problems—trauma from a young age.”
- “Prepare kids to be confident in themselves.”
- “We cannot let our kids drop out. Build on their strengths.”
- “Establish a city Office of African American Male Achievement.”

2. *Improving In-School Instruction and Programming*

The second most frequently heard comments from participants were ideas to improve instruction and programs in schools overall and for specific groups of learners. The barriers participants cited included: quality of instruction and curriculum that varies by neighborhood; Eurocentric and monocultural curricula and materials; lack of bilingual programs and support for English Language Learner (ELL) students; too much emphasis on high-stakes testing; lack of and confusion about special education services; limitations on which students can access advanced classes; lack of science, math, engineering and math (STEM), and arts and music classes; and lack of technology resources, especially in low-income schools.

The solutions that participants suggested the most frequently were:

- Provide highly challenging, up-to-date, innovative, antiracist and multicultural curricula supportive of different learning styles and culturally specific learning strategies.
- Help children learn who they are and appreciate the strengths of their own culture (identity development and empowerment).
- Provide better ELL and bilingual programs, and more ELL teachers.
- Decrease reliance on standardized tests, and instead use metrics appropriate for a multicultural student body.
- Provide equitable classes for special education students and more information for parents about the program and the student’s Individualized Education Program (IEP).
- Increase access to advanced placement (AP) and International Baccalaureate (IB) classes, especially for students of color and ELL students.
- Provide better math instruction and technology classes starting in elementary school.
- Provide arts and music education to all students, and use these classes to spur their creativity.
- Provide laptops, tablets, digital devices, wireless access and instruction for all students, as well as updating school computers, software and smart boards.
- *Examples of programs discussed:* Black Scholars program; Freedom Schools model; Middle College programs for at-risk students; Rainier Beach HS IB program; Federal Way model “academic acceleration for all”; Fremont, CA, and Austin, TX, central deaf school that is English-ASL bilingual; Thornton Creek model outdoor classrooms to improve science and tech education; Wit & Glitter—outreach to girls in science and technology.

The following selected quotations are from conversation and survey participants:

- “School assignment policies mean students may be forced to attend low-performing schools for anywhere between 5 to 13 years.”
- “[Barrier is] having my race be a club [Black History] and not a necessity to learn—but you need white history to graduate.”
- “Our son is African American and Puerto Rican. He rarely had a teacher that looked like him, he was rarely ever asked about what he loved and how he could see himself in the curriculum. The standardization of learning and . . . focus on behavior . . . has led him to not trust his own intelligence, his own self worth. . . . He is now a drop out.”
- “We want students of color and Latinos to have extra help in their own language.”
- “We used to live in Denmark and there, Somali kids are taught in their own language.”
- “Being bilingual is not being illiterate.”
- “By tying graduation and funding to test scores, a racist and classist system is perpetuated.”
- “Define success with multi-dimensional measures.”
- “[The school] told students of color that they can’t and shouldn’t take AP classes.”
- “It’s insulting how much better the teachers are for the AP classes—like the district’s priorities are stacked against the economically challenged.”
- “Music and Arts – no art at all. Rainier Beach used to have the Broadway Bound program, but not anymore. We have a lot of creative kids, but they’re not able to put their performances out.”

3. Improving Family/Community Engagement and Partnerships

The third most frequently heard comments were about the need to engage families and build partnerships with the community. Participants said that it is difficult for parents to communicate with schools and the district, and to get engaged with the schools. They said it is a significant barrier that school materials sent home are all in English, and that no interpreters are available for parent-teacher conferences or Parent Teacher Student Association (PTSA) meetings. They said many parents lack the time or knowledge to help their child. There were also concerns that the school district does not value input from parents and families, especially parents of color, and that there is poor transparency by the school district.

The solutions that participants suggested the most frequently were:

- Use more face-to-face communication with parents, including home visits by educators and frequent communication on student progress and grades.
- Institute an authentic, culturally and language appropriate program of family engagement, such as identifying neighborhood ambassadors from local language and ethnic groups, and appointing an engagement liaison at each school.
- Create school/district partnerships with community-based organizations (CBOs) that know the community, such as paying CBOs to provide educational support and social-emotional learning, and partnerships with philanthropy.
- Create business-school partnerships, such as an adopt-a-school program.

- Provide all school information in the languages of families, including ways to support children’s learning at home, and provide interpreters for parent-teacher meetings.
- Form parent peer support groups, drop-in groups and/or a support network.
- Engage communities in designing programs and solutions, and deciding how to spend money to serve their needs.
- Increase transparency, accountability and communication between schools and communities.
- *Examples of programs discussed:* Family engagement pilot of Constance Rice to provide transportation, food and child care for parents to attend PTSA meetings; Chatmon’s program—elders to greet in schools; Encores for Youth national campaign for 50+ volunteers with youth; Oakland Promise—city, school district and other stakeholders share responsibility; Tacoma Housing Authority’s Education Project; Graduate Tacoma; Tacoma Whole Child Initiative; UW Tacoma Center for Strong Schools; YMCA educational success tools.

The following selected quotations are from conversation, survey and Summit participants:

- “The old model of school-parent interaction doesn’t work anymore.”
- “More opportunities that target particular under-represented groups—let them tell what will work for them, not top down.”
- “We fight to be valued because our education matters and our lives matter. That’s what inequality looks like. I don’t have a solution, but I have a start. Make us feel like we matter, like we aren’t the only ones in this battle.”
- “Establish community-based partnerships with a goal of addressing each community’s needs related to student achievement. City help is needed for space/facilities and capacity to provide those services.”
- “As a community we should embrace our world-class local talent and consider corporate partnerships to enhance the public school system. Starting with grade schools and an emphasis on STEM, corporate employees could volunteer in the classroom . . . and loaning corporate campuses for school projects.”
- “Pool all public school PTSA fundraising dollars (in some part) to be distributed equally to all schools.”

4. Supporting Community and Family Needs

Participants offered many comments about the needs of families, especially families with lower incomes and families of color, in order to survive, thrive and help their children be successful in school. They said that families struggle every day with the basic needs: income to support a family, affordable housing, and lack of health care and mental health services, especially in the face of generational trauma and adverse childhood experiences (ACEs). Other barriers cited were the lack of transportation to school and after-school activities, and the lack of access to social services.

The solutions that participants suggested the most frequently were:

- Connect struggling families to food and other supports for basic needs.
- Provide affordable housing for families and teachers, along with housing assistance and emergency housing.
- Provide school-based health and mental health clinics, using a proactive approach to address ACEs starting in elementary school.
- Make families aware of social services, prenatal care and home visiting.
- Use the Families and Education Levy to add fulltime family support workers in schools.
- Provide safe transportation and access to school and after-school programs, including providing ORCA cards for all free/reduced lunch students and those who live in unsafe neighborhoods.
- *Examples of programs discussed:* Dept. of Neighborhoods grants for safety projects and sidewalks; Harlem Children’s Zone wrap-around services for families

The following selected quotations are from conversation and Summit participants:

- “You don’t know what you don’t know [re available resources].”
- “Students should never have to choose between education and employment.”
- “[Need] increased affordable housing near schools, with two+ bedroom units to support our families and teachers.”
- “Support school-based health programs (all-inclusive: mental, physical, oral, vision) for students and, as appropriate, families, as part of the wrap-around service approach that our most vulnerable students need.”
- “Families need proactive services rather than reactive services—help them before they’re ‘problematic.’”
- “Family support workers are the lifeblood to schools. Lack of funding to these professionals is unacceptable. Please City of Seattle help our families with financial supports to keep family support workers in our schools.”
- “Coordinate SDOT, SPD and Metro to create safe routes to school.”

5. *Strengthening Post-Secondary Access and Attainment*

Participants said that students do not see the connection between their classes and their future. They said that students need information about careers, college, and job and internship opportunities, along with mentors and advisors to give them individual help.

The solutions and example programs that participants suggested the most frequently were:

- Provide a Skill/Vocational Education Center in middle and high schools to provide technical training, job readiness and career development programs.
- Create leadership development programs and ask students what they want to achieve.
- Provide mentoring, support and resources for challenged students and specifically for children of color.
- Engage community members as role models and volunteers in the classroom, and in programs such as a breakfast mentorship group with African American leader role models.

- Provide a college preparation and information program, including ACT/SAT preparation, and assistance filling out the FAFSA/Common Application.
- Provide financial help, such as funding for the ACT/SAT and the FAFSA application, creating scholarships, and/or helping to pass the Free Community College (Washington Promise) legislation.
- Create an internship program (for paid and unpaid positions) including summer interns and job shadows.
- Use the City’s contracting power to prioritize employment of youth of color, and negotiate with area businesses to support summer and after-school jobs with a stipend.
- *Examples of programs discussed:* Running Start to engage students with career and tech schools; Rainier Scholars program opportunities to interact with professionals and visit job sites; Cleveland’s job shadow program; Upward Bound; YMCA Homework Help; LINK – upper classmen mentoring underclassmen; College Bound program; Garfield Y Scholars program to help with college applications and preparation.

The following selected quotations are from conversation, survey and Summit participants:

- “Life skills is an objective, not just academic success.”
- “We must ask our youth what THEY need to overcome these barriers.”
- “Parent mentors in each class!”
- “Convene city, business, colleges and high schools on how to support kids’ transitions out of high school.”
- “Develop partnerships with schools and workforce boards to support internships and job shadows that support and inform career planning and transitions.”

6. *School-City Collaboration*

Participants discussed the challenges of insufficient funding for schools and said that the least resources seem to go to the schools that need the most support. They also discussed challenges they see in the current governance model, and encouraged high-level leadership to push for improvements.

The solutions that participants suggested the most frequently were:

- Apply equity rather than equality in distributing resources, increasing the Families and Education Levy to provide more funds to schools with the most need, particularly low-income schools and those serving communities of color.
- Encourage the state to fully fund schools (McCleary) and/or to adopt a more progressive tax system.
- The Mayor and Superintendent should work together on a shared vision and goals, and meet with parents and teachers on what is working and what is not.
- Sponsor a public forum about school board positions prior to elections, fund some positions to attract more candidates, and/or provide training to the board in education and cultural competency.

- Some participants encouraged increasing executive/mayoral control of schools or requiring a school board seat as part of the Families and Education Levy; some encouraged the City not to get involved with running the schools.
- Some participants suggested increasing charter schools and having the City become a charter authorizer; others suggested moving away from charters.
- *Examples of programs discussed:* Robust city support for schools in San Diego and St. Paul.

The following selected quotations are from conversation, survey and Summit participants:

- “Schools with more needs should get more resources.”
- “There is a difference between equality and equity. Equality is everyone having the same thing, equity is need based, meaning . . . the people who need the most get the most. I go to Rainier Beach High School and every time we need something it's like we are fighting for what we need and deserve. Here's a place with an amazing staff and students that my freshman year I was told they wanted to close down and build waterfront condos because it was thought of a place of value, not because the future leaders and scholars of the world were there getting their education, but because it was prime real estate. Stop the disadvantage in the system The advantaged must have that conversation with each other and teach each other.”
- “Fully fund education so there are funds for social services and counseling.”
- “We can talk to add our voices but is someone going to listen to our voices?”
- “We want to know there’s really action and it’s not a publicity stunt.”

7. *Recruiting, Supporting and Retaining a Diverse and High-Quality Educator Workforce*

Participants expressed concern about the lack of diversity among educators. They said that there need to be more teachers, administrators and staff who can be role models for their students and who have a connection to their culture.

The solutions that participants suggested included the following:

- Actively recruit and retain more teachers of color, including more male teachers, and bilingual and multilingual teachers.
- Provide incentives for people of color to become teachers, and create a mentor program to assist them.
- Support professional development for teachers, including monetary support or incentives and paid training days.
- Incentivize good teachers to work at high-need schools.
- Empower principals, with accountability, to create programs suited to their students.
- Increase pay to attract better and more diverse teachers, and reduce turnover.

The following selected quotations are from conversation participants:

- “How are we going to increase the number of teachers of color?”
- “Recruit and retain teachers of color and increase visibility of people of color to increase the sense of belonging.”

8. Improving Access to Quality Expanded K-12 Opportunities

Participants expressed concern about the lack of meaningful before- and after-school and summer opportunities, and their cultural relevance. They also had concerns about the length of the school day and the start and end times, and about whether the school year was long enough to support the learning of all students.

The solutions and example programs that participants suggested included the following:

- Increase the number, offerings and cultural relevance of before- and after-school programs and Saturday school, including programs in the student’s home language, providing ELL help, and offering programs for children with special needs.
- Offer an extended day for those needing extra help.
- Extend the school year, offer year-round school, and/or offer a free 13th year in all high schools.
- Offer free summer learning opportunities, including multilingual programs.
- *Examples of programs discussed:* STEM clubs; Safe Futures; YTP; TRIO; College Bound.

The following selected quotations are from Summit participants:

- “[Need] afterschool programs that are community-based and culturally relevant.”
- “Create meaningful summer programs that are part of the school curriculum . . . not daycare, make it more school!”

9. Expanding Access to Quality Early Learning

Participants expressed concern about the lack of quality early learning and preschool programs, the expense of programs, and the lack of training opportunities for early learning teachers. Some participants were concerned about using school classrooms for preschool when space is needed for grade school students.

The solutions that participants suggested included the following:

- Make quality and affordable preschool and early learning available for all children, including an all-day option for working parents.
- Fund programs that are working, such as Seattle Preschool and Step Ahead, especially in low-income areas.
- Move preschools out of school buildings to community centers or build preschool facilities.
- Provide or fund training and resources for teachers in a variety of settings, including preschool, home visiting, and play and learn.

The following selected quotations are from survey and Summit participants:

- “City should provide education and training for early learning teachers (Early Achievers) focused on serving communities negatively impacted by the academic opportunity gap.”
- [Response re solutions:] “Higher quality early learning; more affordable child care; paid parental leave for a families in Seattle; more connections between early learning providers and K-12 teachers; better compensation for early learning providers.”

- “City could incentivize more quality accredited preschools that are available to city residents—particularly those with low-incomes. The problem is that many quality preschools in Seattle are taken up with students from outside city whose parents work in city. City needs to incentivize these preschools in low-income and minority neighborhoods.”

Mayor's Education Summit

APPENDIX

Themes and Summary Comments from Community Conversations, Online Survey and Summit Event

May 2016

INTRODUCTION

This document provides a summary of the public input for the Mayor's Education Summit, which was gathered in March and April 2016. Through Community Conversations, an online survey, and the April 30th Education Summit, participants were asked to identify barriers to student success and solutions to the educational disparities among Seattle's public school students.

It is important to note that this community feedback effort was not meant to generate statistically valid data from Seattle residents. Participant comments were captured through notes taken in each Community Conversation small group discussion, in the online survey, and in Summit Action Ideas cards. Methods for note taking in the Community Conversation small groups and for completing Summit Action Idea cards varied by hosts and small group leaders. The number of people contributing to a set of conversation notes and Summit Action Idea cards varied, as did the format in which those notes were submitted. In addition, some online survey participants indicated that they completed the survey on behalf of a group.

An analysis of the barriers and solutions identified in participant comments produced nine major themes. The following list of the themes is in the order of frequency in which the themes appeared in the notes and surveys, starting with the most frequent:

1. Improving School Climate
2. In-School Instruction and Programming
3. Improving Family/Community Engagement and Partnerships
4. Supporting Community and Family Needs
5. Strengthening Post-Secondary Access and Attainment
6. School-City Collaboration
7. Recruiting, Supporting and Retaining a Diverse and High-Quality Educator Workforce
8. Improving Access to Quality Expanded K-12 Opportunities
9. Expanding Access to Quality Early Learning

The comments were sorted by theme then grouped into topics within each theme. This Appendix specifies the nine themes, details the topics, and provides phrases from the comments (as written by note takers and survey respondents) and sample direct quotes from participants. In each row (topic) of the comment tables, the comments are arranged by the frequency of the comment, from the most frequently heard comments to the least frequently heard. **Note: The views and opinions expressed below are not necessarily shared by the City of Seattle.**

NUMBER OF PARTICIPANTS

Mtg #	Date	Host	# Participants
1	3/8/16	Seattle Metropolitan Chamber of Commerce #1 – Board of Trustees	60
2	3/15/16	Seattle Metropolitan Chamber of Commerce #2 – Business Issues Forum	60
3	3/15/16	Seattle Alliance of Black School Educators and United Black Christian Clergy	60
4	3/16/16	El Centro de la Raza	100
5	3/17/16	Southeast Seattle Education Coalition and Vietnamese Friendship Association	60
POEL 1*	3/22/16	POEL: Goodwill English as a Second Language	150
POEL 2	3/22/16	POEL: Ethiopian Community	80
6	3/29/16	Mockingbird Society, Treehouse, YMCA of Greater Seattle	60
7	4/2/16	Councilmember Rob Johnson and Soup for Teachers	30
8	4/4/16	OneAmerica	100
9	4/6/16	North Seattle Family Resource Center, Children’s Home Society of WA, Lake City Future First	80
10	4/6/16	Urban League of Metropolitan Seattle	90
11	4/7/16	Rainier Beach High School	35
12	4/8/16	Chinese Information and Service Center	60
13	4/9/16	Team Child	20
POEL 3	4/12/16	POEL: Youth Commission	9
14	4/14/16	Neighborhood House	50
15	4/19/16	Garfield High School	70
16	4/20/16	Nathan Hale High School	50
17	4/21/16	Alliance for Education	25
18	4/26/16	Seattle Education Association – South	30
19	4/26/16	Seattle Education Association – North	30
Subtotal for Community Conversations			1,309
20	4/30/16	Education Summit Event	500
Total Conversation Participants			1,809

* POEL: Conversation conducted as part of the Public Outreach and Engagement Liaison program of the City of Seattle Dept. of Neighborhoods.

Total Online Survey Responses: 176

GRAND TOTAL PARTICIPANTS: 1,985

THEMES, COMMENTS AND QUOTES

Please note:

- For each topic (row) in the comment tables below, the comments about barriers are arranged from those heard most frequently to those heard least frequently. The comments about solutions for each topic are arranged the same way, from most to least frequently heard.
- “CC” in the Quotes section means the quote is from a set of Community Conversation notes.
- The views and opinions expressed in this document are not necessarily shared by the City of Seattle.

Theme 1: IMPROVING SCHOOL CLIMATE

Topic	Barriers	Solutions	Quotes
Cultural Competency and Implicit Bias Training and Reflection	<ul style="list-style-type: none"> • Stereotyping, racial profiling, teacher prejudice and fear, institutional racism, classism, bias, tokenism, ignorance, students of color are excluded and blamed, not respected, no understanding of youth culture and expression, school expectations and infrastructure geared to white middle and upper class, lack of fit with varying learning styles • Low expectations for students of color, mismatch of teaching and learning styles • Lack of understanding of student/family culture, cultural competency • Lack of resources/time for competency training, tools to bridge diversity • Lack of equity • Lack of cultural competency in other students, students clustering in racially based groups • Resources geared to income level instead of to race and institutional racism • Lack of Education Summit meeting for Native community 	<ul style="list-style-type: none"> • Cultural competence and antibias training for teachers, administration and staff; antibias training throughout the year not one-time; cultural learning for both students and staff/teachers; Undoing Institutional Racism training for teachers and staff; professional development about cultures and learning styles of students; open program to parents; create an accepting culture; analyze data on specific race, gender, sexuality • Consider needs of Native learners; work with communities of color to better understand their needs and assets • Diversity in all classes • Cultural competency training for PTAs • Tools to communicate about race, equity, SES, gender issues; get rid of SPS Equity Toolkit as it is cumbersome and not effective • PACA – club to learn about other cultures • SPS/Seattle Education Association Equity Teams • See examples at Maria Kaplan’s unlockmybrain.org 	<p>“Racism, a lot of racism!” CC</p> <p>“When we talk about barriers, we are really talking about symptoms from historical racism” CC</p> <p>“Educators can’t deal with kids who have different learning styles. Educators must learn from kids on how to learn.” CC</p> <p>“We’ve got to believe we can change.” CC</p> <p>“There needs to be ongoing, consistent effort in equity training.” CC</p>
Wrap-Around Services for Students and Families	<ul style="list-style-type: none"> • Lack of family support workers, loss of family support program, cohesive support services; had to use grant money for a social worker • Lack of health services with knowledgeable staff, social workers 	<ul style="list-style-type: none"> • Adequate support functions and wrap-around services, early intervention, family involvement coordinator, family support workers, social worker at each school, bilingual school social workers, social workers working directly with families at school, 	

Topic	Barriers	Solutions	Quotes
		<p>counselors students can seek out, reading specialist in each school, align student and family support and connect the dots of services and resources; public health workers in schools, nutrition director; use Families & Ed Levy to support family support workers and counselors</p> <ul style="list-style-type: none"> • Wrap-around support including housing, job skills, living wage: at least one caring adult invested in student’s success, children of color need more relational model, support programs for youth • Hire community liaisons in schools • Designate teachers to act as advocates like ombudsman • Stipend for club activities • Model like Childhaven • Rainier Success Coordinator – track those falling behind • Reflective Scholar time – move to mid-day so kids use it to get the help they need instead of leaving early • Provide district-wide funding for basic supplies 	
Discipline Policies and Implementation	<ul style="list-style-type: none"> • Discipline system, suspensions, disproportionate discipline, inconsistent policies, school to prison pipeline, behavioral issues confused with mental disabilities, schools use discipline to “police” youth, criminalize substance abuse instead of exploring why students use, security guards not respectful • Discipline issues need to be resolved jointly between school and family • Discipline keeps students out of learning 	<ul style="list-style-type: none"> • Alternative discipline measures, no suspensions, address reasons for behavior before disciplining, get community engagement on strategies for discipline, regulate suspension fairness, research alternatives, have advocates in the disciplinary process, uniform disciplinary actions, District-wide discipline policy and tracking • Fund teachers trained in solving disciplinary problems, train in relationship tactics • Culturally competent behavior expectations • Hold students and adults accountable for their behavior, teach executive function and self-discipline 	“Discipline for being talkative and energetic” Survey

Topic	Barriers	Solutions	Quotes
Creating Positive Student/Family Experiences	<ul style="list-style-type: none"> • Bullying in school or outside school, feeling unsafe • Students feel isolated, disconnected from school • Extracurricular (band, sports) too expensive, opportunities not well communicated • Telling parents what to do • Lack of time and resources for schools/teachers to engage families • Families don't trust schools • No process for hand-off to new school • Meetings at times parents are working • School "labeled" as ghetto school • School culture not welcoming in middle and high school 	<ul style="list-style-type: none"> • Appoint students to leadership roles, empower students, ask youth what they need and empower them to create solutions; have Youth Leadership Council engage and inform other youth • Coordination among all teachers to create a holistic student workload, homework, grading and homework policies impact student success, class environment that helps students feel successful, supportive teachers and staff who advocate for students • Small group support for students, peer groups, affinity groups, integrate extracurricular and volunteer activities into school day, extracurricular activities like FBLA, debate • Consider model of Waldorf and Montessori schools that create calming, safe, structured environment • Gender-specific programs • Establish a city Office of African American Male Achievement • Feeling of safety • Teacher involvement in safe places for LGBTQ youth 	<p>"Support from the parents and for the parents." CC</p> <p>"We cannot let our kids drop out. Build on their strengths." CC</p>
Lower Class Sizes	<ul style="list-style-type: none"> • Overcrowded schools, large class sizes, high teacher:student ratio, poor teacher allocation, students can't get into desired classes, lack of individual attention 	<ul style="list-style-type: none"> • Add more teachers, fund smaller classes, stop building stadiums and bike lanes and instead use funds for teachers and • Plan for school capacity growth for the growing city, recognize schools capacity in zoning decisions, city planning dept. and demographer work together with SPS, open/build more school buildings in areas of population growth and density to reduce crowding, provide land for schools • Help acquire land for schools as quid pro quo for SPS land gifted to Parks Dept. in '70s, help identify land to build new schools 	

Topic	Barriers	Solutions	Quotes
Culturally Responsive Services	<ul style="list-style-type: none"> Differences in language and culture between families and schools, fear of brainwashing Differences prevent building a relationship with teachers 	<ul style="list-style-type: none"> Multi-lingual approach, programs, multicultural curriculum, social justice lens for school policies and curriculum, fund programs for recently arrived immigrants, immigrant children who were taught in refugee camps Proyecto Saber programs at more schools, expand Proyecto Saber and use as a model, not just a program Culturally competent breakfast and nutrition program, fund programs relevant to youth of color; reflect multiple cultures in school building Target levy funding to culturally responsive services, and trauma-informed care Have opportunities to celebrate the students' cultures Teach for different learning styles, small group learning and collaboration Partner with organizations like New Teacher Project (tntp.org) to use systemic data to make changes 	
Trauma-Informed Practices	<ul style="list-style-type: none"> Lack of understanding of historical trauma, oppression, historical racism, no training Lack of counselors, too much turnover in staff, need for trauma informed care, requiring counselors to do too much data work Need resources for kids who are suffering, ACES, generational trauma 	<ul style="list-style-type: none"> Mental health and trauma-informed practice training for all teachers and staff, create trauma-informed cultural model in schools, acknowledge trauma students feel; Renton Academy's trauma-informed model Clinicians-mental health counselors for traumatized children, address generational trauma, ACES 	<p>"Look at the root cause of discipline problems—trauma from a young age." CC</p>
Food Resources and Physical Activity	<ul style="list-style-type: none"> Poor quality food and beverages, no access to food at school, centralized lunch doesn't work, not enough time to eat lunch Lack of access to recess and outdoor time, sitting 5 hours a day, little physical education time 	<ul style="list-style-type: none"> Provide high-quality breakfast and lunch, universal free lunch and breakfast, suppers in afterschool programs, summer meals; City should regulate school cafeterias; leverage federal child nutrition programs; use federal Community Eligibility Program to provide free meals for all eligible students; put food pantries in schools 	

Topic	Barriers	Solutions	Quotes
		<ul style="list-style-type: none"> • Provide more recess, playtime, outdoor environmental learning opportunities 	
Restorative Justice Practices	<ul style="list-style-type: none"> • Lack of social justice options, no conflict resolution options 	<ul style="list-style-type: none"> • Use restorative justice, implement the Restorative Justice Oakland Youth Model, put a restorative justice coordinator at each school, restorative discipline with community oversight • Train district staff to use the City’s Race and Social Justice framework • Create diversion program for kids in danger of suspension, with contract with El Centro, SeaMar, Rainier School • Have Equity Change Teams in schools like FEAT teams • Curriculum RULER teaches skills to manage anger 	
Social and Emotional Learning Curriculum	<ul style="list-style-type: none"> • Lack of social-emotional support of students 	<ul style="list-style-type: none"> • Whole-child learning, social-emotional growth, resilience, social/emotional intelligence in curriculum, teach self-advocacy, anti-bullying curriculum 	“Prepare kids to be confident in themselves” CC
Condition of School Facilities	<ul style="list-style-type: none"> • Poorly maintained buildings, lack of equipment, portable-style buildings, no library, facilities needing repair, lack of emergency equipment 	<ul style="list-style-type: none"> • Reduce overcrowding, better facilities • Improve conditions of buildings and resources, more funding for maintenance, improve facilities especially in low-income areas 	
Attendance Awareness and Support	<ul style="list-style-type: none"> • Lack of understanding of importance of school and attendance 	<ul style="list-style-type: none"> • Dropout prevention • Encourage parents to make sure students attend every day 	

Theme 2. IN-SCHOOL INSTRUCTION AND PROGRAMMING

Topic	Barriers	Solutions	Quotes
Quality Instruction	<ul style="list-style-type: none"> Quality varies by neighborhood with disadvantaged neighborhoods getting less, attendance zoning, change in boundaries of schools, lack of ability to choose schools and alternative high school Not enough time for teachers to give individualized attention Curriculum outdated, not relevant, inadequate materials, lack of resources Too much or inappropriate homework Special needs kids are concentrated in under-resourced schools Not enough access to classes like calculus, independent living, shop Even in high-performing schools, there are students who need more help Schools lack coherency 	<ul style="list-style-type: none"> Provide highly challenging, up-to-date, innovative and interactive curricula across the district, with no gaps; supporting different learning styles; programs connected not siloed; students need to see relevance to future, increase motivation Change school boundaries for more diverse area, add magnet and option schools, alternative schools, more choice Keep neighborhood schools All building permits with Section 8 housing should fall both into a neighborhood school and an option school More opportunities for students in open-ended inquiry, critical thinking, collaboration Remove time-wasting requirements for teachers and classrooms Assign less homework before high school Address needs of failing students early 	<p>“I chose to go here. Rainier Beach is a very transformative place. We’ll fight for our resources.” CC</p> <p>“School assignment policies mean students may be forced to attend low performing schools for anywhere between 5 to 13 years.” Survey</p> <p>“When 1 in 5 Seattle students opts for private schools, that’s a sign of a system that is not responsive.” Survey</p>
Cultural Competency and Culturally Representative Curriculum	<ul style="list-style-type: none"> Lack of multicultural curricula, Eurocentric approach and history, lack of value for multicultural approaches, kids don’t see themselves in curriculum Library books and textbooks have a Eurocentric slant and don’t reflect the student population A culture of learning that values competition over collaboration and intelligence solely of the mind Programs have been cut: African American Academy, Native Heritage, Middle College, other 	<ul style="list-style-type: none"> Antiracist and multicultural curricula, American Ethnic Studies starting in elementary, black history, Freedom Schools model; use culturally specific learning strategies, cultural relevance, culturally competent tests, culturally relevant curriculum and activities, experiential learning; City should help SPS develop multicultural curricula Help children learn who they are and appreciate the strengths of their own culture (identity development and empowerment, self-esteem), cultural affirmation programs for students; build self-esteem and sense of 	<p>“Having my race be a club [Black History] and not a necessity to learn – but you need white history to graduate.” CC</p> <p>“Our son is African American and Puerto Rican. He</p>

Topic	Barriers	Solutions	Quotes
	alternatives	<p>being a contributing member of the community</p> <ul style="list-style-type: none"> • Engage parents and community members to bring diverse cultures into classroom, parents at classroom volunteers • Empower teachers to innovate, provide shared curriculum support for teachers • Return the Black Scholars program 	<p>rarely had a teacher that looked like him, he was rarely ever asked about what he loved and how he could see himself in the curriculum. The standardization of learning and . . . focus on behavior . . . has led him to not trust his own intelligence, his own self worth. . . . He is now a drop out.” Survey</p>
English Language Learner Programs	<ul style="list-style-type: none"> • Lack of translation/interpretation, language access • Lack of support for ELL students, bilingual programs and schools; not enough ELL teachers (1:50 ratio); ELL teachers not adequately prepared or integrated in school • Students need to learn both English and home language • Refugee children are academically behind for their age, limited English • ELL program doesn’t lead to college/career 	<ul style="list-style-type: none"> • Better ELL and bilingual programs, more ELL teachers, ELL-focused staff in each school, program to transition students from other countries, more dual-language and dual-language immersion programs, help children develop their home language also (Amharic, Chinese, Somali) • Provide information to parents (in own language) about the ELL program and how it works • Provide interpreters for school events and materials in students’ languages, artificial intelligence that can speak students’ language • Fulltime language IAs and SPED IAs in every classroom 	<p>“We want students of color and Latinos to have extra help in their own language.” CC</p> <p>“We use to live in Denmark and there, Somali kids are taught in their own language.” CC</p> <p>“Being bilingual is not being illiterate.” CC</p>
Tracking and Testing	<ul style="list-style-type: none"> • Too much emphasis on high-stakes testing, standardized tests don’t account for cultural differences and learning styles, need a different measurement, teachers don’t have time to 	<ul style="list-style-type: none"> • Decrease reliance on and spending for or get rid of standardized tests; City should take a stand against standardized tests and promote other metrics appropriate for multicultural student body 	<p>“By tying graduation and funding to test scores, a racist and</p>

Topic	Barriers	Solutions	Quotes
	<p>prepare students for tests, tests tied to graduation is racist</p> <ul style="list-style-type: none"> • Harmful tracking, tracking is based on race • Increased graduation requirements • Families & Ed Levy is tied to assessment metrics that are too narrow 	<ul style="list-style-type: none"> • Define success with multi-dimensional measures, use only one measure to evaluate students and school, measure growth not test scores, new way of testing that is empowering; stop tracking; change tests to student evaluations (WWU and Evergreen College as resources) • Alternative graduation requirements such as demonstrating competencies • Reform IQ/test scale to be culturally appropriate • Decouple Levy from standardized testing and attendance • Better communication about testing • Programs that improve outcomes, such as Middle College, Rainier Beach HS IB program 	<p>classist system is perpetuated.” Survey</p> <p>“Define success with multi-dimensional measures.” CC</p>
Special Education Services	<ul style="list-style-type: none"> • Special ed classes need to be redesigned, kids are labeled, classes look like child care, are poorly supported, special ed students are marginalized by schools, district and state policies • Lack of special education, waiting time too long, no multilingual special ed, competes with funding for library • Students incorrectly labeled as special education because of culture, language or race/ethnicity, or behavioral issues • Hard to understand special ed program, especially for non-English-speakers • Special ed meetings for parents once a year are not often enough • Deaf students not taught ASL or by deaf teachers, too many students per teacher, isolated 	<ul style="list-style-type: none"> • Equitable classes for special ed students; special ed kids in regular classrooms with IA support; reconsider categories of IEPs and special ed • Provide understandable explanation of IEP for parents, have longer, more frequent parent meetings on IEP • Reconsider how and how many special ed programs are placed in a school • Distinguish between learning problems and cultural/ language differences • IEP for all students • Contract out to school with established deaf program, provide SEE interpreters in mainstream schools for deaf students and teachers who teach using ASL, approach is language access not special ed; central deaf school that is English-ASL bilingual, such as in DE, Fremont, CA, and Austin, TX • Use Orton-Gillingham approach for language difficulties rather than special education 	

Topic	Barriers	Solutions	Quotes
Advanced Placement/ International Baccalaureate Programs	<ul style="list-style-type: none"> • Limiting who can access AP, honors classes and IB; cost of AP, no information provided about AP, few students of color in AP, little access to AP for ELL students, teachers not referring students of color and ELL students • Separating and providing more resources to gifted students 	<ul style="list-style-type: none"> • Better access to advanced (AP, IB, honors, Spectrum, HEAP) classes for students of color and ELL, no requirement to test in, use levy to pay for IB; enroll everyone in AP/IB so they have to opt out if desired, or provide information to all, provide information about AP opportunity at elementary and middle school to encourage all to go • Restore “Middle College” programs for most at-risk students, Rainier Beach IB program • Provide \$200 donation for each IB exam • Federal Way model “academic acceleration for all” 	<p>“Told students of color that they can’t and shouldn’t take AP classes” CC</p> <p>“Opt all students into IB/AP so you have to jump through hoops to get out, not get in.” CC</p> <p>“It’s insulting how much better the teachers are for the AP classes—like the district’s priorities are stacked against the economically challenged.” CC</p>
Arts; Science, Technology, Engineering, Math (STEM)	<ul style="list-style-type: none"> • Lack of arts and music education and field trips, especially in high-poverty schools; poor performing arts facilities; few opportunities for creative self-expression • Lack of STEM education 	<ul style="list-style-type: none"> • Increase STEM education, better math instruction, math curriculum for elementary that is doable and aligns with standards, technology classes, STEM spaces with culturally relevant trade and artistic skills prioritized • Arts and music education and programs for all, certificated arts teacher in every school starting in elementary school, use arts to spur creativity, renovate all high school performing arts facilities, make musical instruments available to all students • High schools with different focuses (STEM, arts, etc.) • Use outdoor classrooms to improve science and tech education, Thornton Creek model • Wit & Glitter – outreach to girls in science and tech 	<p>“Music and Arts – no art at all. Rainier Beach used to have Broadway Bound program, but not anymore. We have a lot of creative kids, but they’re not able to put their performances out.” CC</p>

Topic	Barriers	Solutions	Quotes
Technology in Classrooms	<ul style="list-style-type: none"> • Lack of technology resources, especially in low-income schools; lack of laptops and ipads for students • Lack of technology access at home 	<ul style="list-style-type: none"> • Provide laptops, tablets, digital devices, wireless access and instruction for all students; leverage technology resources; update school computers, software, smart boards • Class podcast, online learning (flipped classroom) to enable child to go to any school in the city; homework via social media 	

Theme 3: IMPROVING FAMILY/COMMUNITY ENGAGEMENT AND PARTNERSHIPS

Topic	Barriers	Solutions	Quotes
Communication and Engagement	<ul style="list-style-type: none"> • Families not engaged , no engagement program, harder for parents of color, parents don't feel welcome, difficult for parents to communicate with school and district and understand school processes, enrollment too complicated, school/district communication is not culturally competent • PTSA not welcoming, especially for ELL families, special ed families • Teachers' comments on student performance don't provide enough information, comments vary in type and length • Parents need to see that teachers are listening to them • Parents fear children will lose own language and culture • Schools seem distant from communities • SPS doesn't communicate upcoming decisions 	<ul style="list-style-type: none"> • More face-to-face communication, home visits by educators, communicate with parents regularly on student progress and grades, better evaluations and understanding of student needs, more information on students' performance, train teachers and administrators to communicate individually with families; authentic, cultural and language appropriate program of family engagement, add neighborhood ambassadors from local language and ethnic groups • Provide list of parent conferences and meetings at the start of the year and translate into families' languages • Make PTSA accessible to parents who speak another language, who work, special ed families • Provide more support to help families participate, fund a family engagement liaison at each school, fund a community organizer • Make schools more welcoming to all families and processes more user friendly • Family engagement pilot of Constance Rice to provide transportation, food & child care for parents to attend PTSA meetings • Monthly school-community conversations, build partnerships between schools in different parts of city • Give more notice of input opportunities • Ask community leaders and parents: "What would an event at [school] look like that you would want to attend?" 	<p>"The old model of school-parent interaction doesn't work anymore." CC</p>

Topic	Barriers	Solutions	Quotes
Community-Based Organization Partnerships, and Business Supports and Partnerships	<ul style="list-style-type: none"> • PTAs in underserved schools lack funding and the ability to fundraise • PTSA lacks diversity and perspective • Lack of community involvement and partnerships, SPS does not collaborate with CBOs that know the community 	<ul style="list-style-type: none"> • School/district partnerships with CBOs, create capacity at community level, connect teachers w/ CBOs; partner schools with CBOs and philanthropy, pay community organizations to provide educational support, social-emotional learning, engage CBOs like ReWA at World School, partner w/ Atlantic Street, Parks & Rec, public libraries, SHA, utilities, United Way • Get the entire community behind helping kids succeed, engage business and community leaders and law enforcement • Business-school partnerships, adopt-a-school, loan campus for school projects; get corporations/ nonprofits to adopt PTAs in high-need schools; get business to adopt Flexible schedule for parents to attend school activities • PTAs in wealthier neighborhoods pair up with PTAs in high-need neighborhoods; pool and distribute all PTO/PTSA funds equitably (or split 50/50) across district • City should support school-community partnerships, community call to action, Whole Child Initiative to convene stakeholders, use collective impact approach • Create a volunteer program with business, retired people, retired professors, college students in the classroom; pay community elders to greet in schools (Chatmon’s program); Encores for Youth national campaign for 50+ volunteers with youth (Jim McGinley on Steering Comm.) • Involve Teachers Union • Make schools community places • Delivery of public library materials to students at school • Tacoma Housing collaboration with schools (THA Education Project), Tacoma model alignment of 	<p>“As a community we should embrace our world-class local talent and consider corporate partnerships to enhance the public school system. Starting with grade schools and an emphasis on STEM, corporate employees could volunteer in the classroom . . . loaning corporate campuses for school projects.” Survey</p> <p>“Pool all public school PTSA fundraising dollars (in some part) to be distributed equally to all schools.” Summit</p>

Topic	Barriers	Solutions	Quotes
		<p>programs and neighborhoods, Graduate Tacoma, Tacoma Whole Child Initiative, UW Tacoma Center for Strong Schools</p> <ul style="list-style-type: none"> • Model like Oakland Promise where city, school district and other stakeholders share responsibility • Educational success tools at YMCA • Seattle Public School Task Force (city-district partnership) 	
Translation Interpretation and Language Access	<ul style="list-style-type: none"> • Language barrier for family, they don't feel welcome, need interpretation for parents to participate, materials sent home only in English • Lack of Amharic, Chinese, Tygringa • Parents want more information on how ELL program works • Parent-teacher conferences and PTA meetings have no interpreters • Interpreters not qualified 	<ul style="list-style-type: none"> • Provide all school information and materials in languages of families, info. on how to support child's learning at home • Fund interpreter training and professional development, hire highly qualified interpreters • Provide a hotline parents can call with a speaker of their language to get information • Add Chinese interpreters • Add an ELL liaison to families • Provide interpreters for parent-teacher meetings, IEP meetings, events where a Spanish interpreter spoke alongside the English speaker were inclusive 	
Family Education/ Training	<ul style="list-style-type: none"> • Lack of time/knowledge to help child, need information on child development • Need parenting classes 	<ul style="list-style-type: none"> • Orientation for parents in different languages, information on how school systems work, grading system, how to advocate for student, how to get things done in the school system, provide translated school documents and multilingual information, create a video introduction to the school system in different languages • Parent peer support groups, drop-in groups, support network • Training on parents as educators, reading at home, parenting skills, how to be a strong role model and mentor • Have dual programs with computer classes for parents and activities for children 	

Topic	Barriers	Solutions	Quotes
Family and Community Members as Decision-Makers in School and District Policy	<ul style="list-style-type: none"> Schools/district doesn't value input from parents and families of color or include them in decisions 	<ul style="list-style-type: none"> Make families, teachers, community part of decisions; communities decide how to spend money to serve their needs, engage communities in designing programs themselves, give schools self-determination to allocate funding; seek unity between schools and their communities on goals, the school ecosystem and how to define success Invite black leaders to policy discussions and create action plans; reach out to and involve trusted community members and leaders from different communities, immigrant/refugee leaders, and resource the discussions; ask under-represented groups what will work for them, have community listening session locally and citywide to develop strategic goals Listen to community, agendas generated by local community, ask for feedback and use it, solutions need to come from the communities Give student councils a voice Change to a community-based school system ("community-based cultural schools") where communities create the curriculum and measures City could provide space/capacity for community-based partnerships on student achievement 	<p>"More opportunities that target particular under-represented groups—let them tell us what will work for them, not top down." Summit</p> <p>"Establish community-based partnerships with a goal of addressing each community's needs related to student achievement. Seattle City help is needed for space/facilities and capacity to provide those services." Summit</p> <p>"We fight to be valued because our education matters and our lives matter. That's what inequality looks like. I don't have a solution, but I have a start. Make us feel like we matter, like we aren't the only ones in this battle." Summit</p>

Topic	Barriers	Solutions	Quotes
Communicating Results	<ul style="list-style-type: none"> • Poor communication and transparency from school district 	<ul style="list-style-type: none"> • Provide a way of community to hold school district accountable, more data on outcomes broken down to see reality of how children are/aren't succeeding • More transparency and accountability, report results to community • Increase communication between schools and community, progress report • Review need for all district central office positions, provide oversight to administration • Empower families to ask questions • Celebrate mixed-income neighborhoods 	

Theme 4: SUPPORTING COMMUNITY AND FAMILY NEEDS

Topic	Barriers	Solutions	Quotes
Basic Needs Support	<ul style="list-style-type: none"> Poverty, financial barriers, unemployment, youth having to work, lack of food, basic needs not met, family instability Gentrification, access to housing, affordability, displacement, homelessness, housing services needed, disinvestment in communities Limited time with children because of working multiple jobs Family mobility, changing foster child placements 	<ul style="list-style-type: none"> Support for basic needs: living wages, food and other supports for struggling families, drug intervention Affordable housing for families and teachers, keep taxes affordable, rent control, multi-bedroom affordable housing for families, house homeless, mixed income housing, housing assistance, emergency housing, “in lieu” option might create more segregation families 	<p>“Increased affordable housing near schools, with 2+ bedroom units to support our families and teachers.” CC</p>
Health and Mental Health Services	<ul style="list-style-type: none"> Lack health care and mental health services, ACES, lack of sleep Youth hopelessness, low self-esteem Generational trauma Too much screen time Lack of time for extracurricular Stigma of charity 	<ul style="list-style-type: none"> School-based health clinics Proactive, not reactive services, address ACES starting in elementary school, make school behavioral health resources more attractive to students and families Talk about public safety and public health Drug policy, decriminalize marijuana 	
Transportation and Safety	<ul style="list-style-type: none"> Lack of transportation to school & after-school activities, rules for getting ORCA unfair Violence and public safety in neighborhoods, police-student interactions Lack of safe routes to school (sidewalks, crossings, lights), public safety on school grounds Using public transport with small child in tow School bus for special ed is late, bus crowded 	<ul style="list-style-type: none"> Safe transportation and access to school and after-school programs, and/or programs near where families live, mass transit for cross-city exchange, provide ORCA cards for all free/reduce lunch students and those who live in unsafe neighborhoods Increase neighborhood safety, safety around schools, reduce crime, police reform Dept. of Neighborhoods grants for safety projects, sidewalks, etc. 	<p>“Coordinate SDOT, SPD and Metro to create safe routes to school.” Summit</p>
Family Support and Wrap-Around Care	<ul style="list-style-type: none"> Lack of support system, challenge of adapting to a new culture Documentation requirements, immigration status Parents don’t value education Lack of time/funds to create PTA 	<ul style="list-style-type: none"> Use levy to support fulltime family support workers; provide advocates for families to access social services, create community centers in schools, use schools as a community hub for city social services, hire a school navigator for families 	<p>“You don’t know what you don’t know [re resources available].” CC</p> <p>“Students should</p>

Topic	Barriers	Solutions	Quotes
	<ul style="list-style-type: none"> • Low awareness of services available • Need child care while attending school programs 	<ul style="list-style-type: none"> • Social services, prenatal care, home visiting, coordinated services, establish a family support network, provide a school contact to social services to coordinate services • Address root causes rather than symptoms, proactive services • Funding/support for children’s school needs, stipend for school clothes and books • Support for foster parents to prevent change of school with change of placement • Underserved neighborhoods need more funding • Paid parental leave • Pay students to attend school instead of having to work, especially for homeless students • Program like Harlem Children’s Zone services for families 	<p>never have to choose between education and employment.” CC</p> <p>“Families need proactive services rather than reactive services—help them before they’re ‘problematic.’” CC</p> <p>“Family support workers are the lifeblood to schools and funding. Lack of funding to these professionals is unacceptable. Please City of Seattle help our families with financial supports to keep family support workers in our schools.” Summit</p> <p>“Support school-based health programs (all-inclusive: mental, physical, oral, vision) for students and, as appropriate, families, as part of the sort of wrap-around service approach that our most vulnerable students need.” Summit</p>

Theme 5: STRENGTHENING POST-SECONDARY ACCESS AND ATTAINMENT

Topic	Barriers	Solutions	Quotes
Career Exploration	<ul style="list-style-type: none"> • High school classes not connected to future, students don't see future opportunities • Need to promote other opportunities after school besides college; lack opportunities to train for good jobs 	<ul style="list-style-type: none"> • Skill Center/Vocational Education, technical training, job readiness, career development programs earlier, vocations in context, life skills, educate children for life, not just tests—summer jobs, STEM, internships; field trips, summer programs, enrichment, career prep period, two-day internship during school, Running Start to engage students w/ career and tech schools • Help students see pathways for future, education as path to opportunities; ask students what they want to achieve; provide leadership development programs • Life skills classes • Rainier Scholars program and other opportunities to interact with professionals and visit job sites • Upward Bound-type program • Use service learning requirements for career exploration • Military job options 	<p>“Life skills is an objective, not just academic success.” CC</p> <p>“We must ask our youth what THEY need to overcome these barriers.” Survey</p> <p>“Convene city, business, colleges and high schools on how to support kids’ transitions out of high school.” Summit</p>
Advisors, Mentors and Counselors	<ul style="list-style-type: none"> • Lack of mentors, lack of tutors and homework help, waiting list for tutors, limited academic assistance, access to someone trusted who can help when they have a question • Lack of college and career counselors and career focused curriculum; not enough counselors: 1.6 to 650 students; high turnover of counselors • Privacy gets in the way of teachers, staff, counselors identifying kids who need more support 	<ul style="list-style-type: none"> • Mentoring, support, resources for challenged students, after-school tutors, mentors specifically for kids of color, community members as role models and volunteers in classroom, meet each child with adult support • Guidance counselors for college, vocations, internships, jobs • More programs like Rainier Scholars, YMCA Homework Help • Study skills classes and coaches, test prep, teach how to advocate for oneself, teach learning techniques (see www.guaranteed4.com) • LINK – upper classmen mentoring underclassmen • Breakfast mentorship group with African American 	<p>“Parent mentors in each class!” CC</p>

Topic	Barriers	Solutions	Quotes
		leader role models <ul style="list-style-type: none"> Pair each student with a staff member who will follow the student through the school to address student's issues 	
College Enrollment and Completion	<ul style="list-style-type: none"> Need college prep. and vocational education Need SAT prep, help with college applications and scholarships Had to use grant money for a .4 FTE counselor for college applications College scholarship was terminated 	<ul style="list-style-type: none"> College prep, information on how to get to college, college fairs, exposure to college campus, info on scholarship programs, funding for ACT/SAT prep, program to fill out FAFSA/Common App, cover cost of FAFSA app., start college readiness at early grade Free college for all, free community college, \$300 college savings account, scholarships, help pass Free CC (Washington Promise) legislation College Bound program Garfield Y Scholars program to help with college applications and prep College classes in high school View education as preK to college 	
Youth Jobs and Internships		<ul style="list-style-type: none"> Internships (paid and unpaid), apprenticeships, job shadows, Cleveland's job shadow program, summer interns, job readiness Youth employment programs Use contracting power of city to prioritize employment of youth of color Protect student right to fair work 	<p>"Develop partnerships with schools and workforce boards to support internships and job shadows that support and inform career planning and transitions." Summit</p>
Business Supports and Partnerships		<ul style="list-style-type: none"> Develop business internship opportunities, partnership with workforce boards, ask big companies and negotiate with community businesses to support summer & after- school jobs with a stipend 	

Theme 6: SCHOOL-CITY COLLABORATION

Topic	Barriers	Solutions	Quotes
Funding	<ul style="list-style-type: none"> • Lack of equity in funding (schools in disadvantaged neighborhoods get less) • Lack of funding for schools, need McCleary funding • No information on how budgets are allocated • Property owners overtaxed by levies 	<ul style="list-style-type: none"> • Prioritize funding, equity in distributing resources, equity rather than equality, more resources for low-income and communities of • Encourage the state to fully fund schools (McCleary), change to more progressive tax system • Increase levy, target levy money to schools with the most need (not by test scores), use Operations and Families & Ed levy funds equitably, leverage Levy for specific outcomes, new standards of excellence, explain the impact every year • Find new funding sources • Charge impact fees on development to support school construction and infrastructure, impact fees paid to school district • Allow schools to manage their own budgets to respond to community needs • Constitutional amendment requiring equal access and equal funding regardless of district incomes • Don't allow wealthy communities to raise money only for their own schools • Funding for libraries 	<p>“Schools with more needs should get more resources.” CC</p> <p>“Fully fund education so there are funds for social services and counseling.” CC</p>
Leadership	<ul style="list-style-type: none"> • Lack of leadership and accountability at district level, out of touch with schools and families, history of turnover of superintendent and school board • Micromanagement, bureaucracy, little capacity for innovation, too many staff at central office • Lack of communication between City & SPS, lack of shared vision, lack of information on growth policies and plans • Jargon • Lack of address verification to confirm students live in the district 	<ul style="list-style-type: none"> • Mayor and Superintendent should work together on shared vision and goals, form a task force on capacity, meet with parents and teachers on what's working and not; Examples of robust city support for schools: San Diego, St. Paul • Leverage Mayor's influence and media coverage to change the media story on schools, celebrate and share success stories, promote equity • Solutions need to be sustainable and consistent beyond particular leaders • Align and coordinate all city agencies that work with families and children, clearinghouse 	<p>“We can talk to add our voices but is someone going to listen to our voices?” CC</p> <p>“We want to know there's really action and it's not a publicity stunt.” CC</p>

Topic	Barriers	Solutions	Quotes
		<ul style="list-style-type: none"> • Provide a tax break for attending public school • Conduct a third party audit of central office and institute Lean management, flatten administrative structure, reduce central office staff, break up the district • City leadership in housing for mixed income neighborhoods • Close non-performing schools • Remove silos in SPS and City 	
Governance	<ul style="list-style-type: none"> • Lack of agreement of city, school district and community on strategies; poor communication by/with school board • Lack of voter understanding of school board responsibilities, barriers to accessing school board positions • School board needs to be qualified to make decisions about education and empowered to do so 	<ul style="list-style-type: none"> • City should take over schools, increase executive/mayoral control, City Council should have more influence over schools, require a school board seat as part of the F&E levy, sponsor a public forum about school board positions prior to elections, stabilize governance • City should NOT run schools, stay out of the way • Fund school board positions to attract more candidates, paid school board, have some appointed school board positions • Accountability, publish and get public review of budget every year • Provide training to school board in education, cultural competency • City should share information with SPS on tent cities, growth planning, demographic projections; couple development permits with school planning • School board should hold its meetings in schools, open dialogue with school board • School board elections should be at November general election only 	

Topic	Barriers	Solutions	Quotes
Charter Schools	Stop opposing charters People who want to privatize schools	<ul style="list-style-type: none"> • Increase number and options for charters, example Summit Schools, vouchers for students • City should become a charter authorizer like Spokane • Reject efforts to privatize public education 	
Best Practices and Models		<ul style="list-style-type: none"> • Use successful approaches rather than inventing new programs, best practices and innovate ideas from other countries for multilingual education, and from cities that are closing opportunity gap; use models from neighboring districts: Bellevue (Eastside Pathways), Lake Washington 	

Theme 7: RECRUITING, SUPPORTING, RETAINING A DIVERSE AND HIGH-QUALITY EDUCATOR WORKFORCE

Topic	Barriers	Solutions	Quotes
Diverse Educator Workforce	<ul style="list-style-type: none"> • Lack of diversity, lack of role models, teachers and staff who look like students, teachers and principals of color, understanding of youth culture • Need for tuition support for teachers of color, degrees from home country don't transfer, high attrition of teachers • No understanding of community and families' needs • Teachers can't afford to live in the city • Lack of accountability 	<ul style="list-style-type: none"> • Actively recruit and retain more teachers of color, more male teachers, more bilingual and multilingual teachers, teachers representing special needs, qualification over certification to reduce barriers, alternate pathways, collaborate with CBOs to recruit teachers of color • Pay for education degree for people of color, create incentives for people of color to become teachers, create mentorship and employment programs • Supports for diverse and bilingual teachers, librarians, nurses, family support workers • More Chinese and Somali teachers 	<p>"How are we going to increase the number of teachers of color?" CC</p> <p>"Recruit and retain teachers of color and increase visibility of people of color to increase the sense of belonging." CC</p>
Professional Development for Educators	<ul style="list-style-type: none"> • Inexperienced teachers, especially in schools with greatest needs; lack of teacher training, preparation and skills • Cost is too high 	<ul style="list-style-type: none"> • Training and support for teachers including monetary support or incentives and paid training days, train teachers in new aspects of role, such as acting as facilitators, modern and effective skills • Measure teacher success, improve teacher quality • "Reflective" grading practice • Teacher development and time for reflection, time for collaboration • Cameras in classroom to help with self-assessment and professional development, share best practices • Trauma-informed practice training for after-school staff 	
Strategic Deployment of Principals and Teachers	<ul style="list-style-type: none"> • Lack of equity across the city, lack equity of access to high-quality opportunities, lack of resources for high-need students, funding not distributed equitably, capacity and resources vary by school • Lack of instructional assistants • Teachers expected to pull community in 	<ul style="list-style-type: none"> • Incentivize good teachers to work at high-need schools, more/better teachers for low-income and high-needs schools • Add teaching assistants assigned to small cohorts, teacher and TA in every classroom • Arrange for students in early grades to have same teacher for three years for stability 	

Topic	Barriers	Solutions	Quotes
Principal Leadership	<ul style="list-style-type: none"> • Lack of school leadership, accountability, innovation, high staff turnover • Institutional instability • Resistance to change 	<ul style="list-style-type: none"> • Empower principals, accountability, allow them to create programs suited to their students, training and retention of principals, LEAN/6 Sigma concepts; provide capacity-building training on how to cultivate donors, business support, volunteers • Principal quality drives teacher quality • Form team of principals and teachers with a track record of helping children of color succeed and have them give feedback to other principals and teachers 	
Teacher and Staff Pay	<ul style="list-style-type: none"> • System/union issues, contracts destroyed teacher motivation • Poor payscale and support to stay in teaching field, teaching not seen as a high-status job 	<ul style="list-style-type: none"> • Increase pay to attract better and more diverse teachers and stop turnover, living wage for teachers, social workers, staff • Tie pay to performance/accountability • More pay for teachers with training to help kids with educational barriers • Get rid of teacher salary averaging, which masks inequities in spending • Don't allow principals to evaluate teachers in their school 	

Theme 8: IMPROVING ACCESS TO QUALITY EXPANDED K-12 OPPORTUNITIES

Topic	Barriers	Solutions	Quotes
Before- and After-School Programs	<ul style="list-style-type: none"> • Lack of programs, no meaningful after-school and summer opportunities, hard to access, waiting list, poor supervision; lack of before- & after-school programs <i>at</i> schools, which help working parents; limited funding • Cost is too high • More parks and recreation opportunities needed, community center has no gym • Need to include food • Programs need to be student-led 	<ul style="list-style-type: none"> • Increase number and offerings of before- and after-school programs and Sat. school, including for middle school; culturally relevant; target to all cultural groups; programs in home language and ELL help; programs for special needs kids; opportunities to interact with other students; opportunities to demonstrate talents; comprehensive programs up to 6-7 p.m. • Use Parks & Rec. for after-school programs and give youth priority access to sports fields; more closely align Parks programs to student needs • Affordable/free after-school programs • Engage high-quality staff; add staff at community centers • Enable schools to contract with afterschool providers at schools • Add youth-led and youth-driven activities: academic, cultural, sports • Programs suggested: poetry club, global reading group, field trips, STEM clubs, Safe Futures, computers, sports, YTP, gym, art, music, theater, dance, TRIO, College Bound • City could provide field trips to museums, arts events, parks, theater 	<p>“Afterschool programs that are community-based and culturally relevant.” Summit</p>
Extended Day and Year	<ul style="list-style-type: none"> • School hours don’t fit parents’ work schedules or with other needs like child 	<ul style="list-style-type: none"> • Extended day for those needing extra help; extended school year, year-round school, mandatory study period, offer a free 13th year in all high schools • Later start and end times for school day, especially high school; later start time might not work for students with jobs; change times to correspond with parents’ work hours 	

<p>Summer Programs</p>	<ul style="list-style-type: none"> Lack of summer opportunities, multilingual programs and programs for ELL students, hard to access programs 	<ul style="list-style-type: none"> More summer programs to keep learning going; free summer school, bookmobiles, multilingual programs Summer that are (Chinese) 	<p>“Create meaningful summer programs that are part of the school curriculum—make it more school!” Summit</p>
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Theme 9: EXPANDING ACCESS TO QUALITY EARLY LEARNING

Topic	Barriers	Solutions	Quotes
Quality Programs	<ul style="list-style-type: none"> • Lack of quality preschool programs, lack of early learning programs in native language, disparity between City pre-K and SPS pre-K programs • Too expensive, only families with means can afford quality • Not given priority 	<ul style="list-style-type: none"> • Make quality preschool available for all children; include 0-3; substantive preK curriculum; all-day option for working parents; fund programs that are working—Seattle Preschool, Step Ahead; incentivize accredited preschools in low-income areas; offer dual language early learning; connect early learning with K-12, strong preK-3 approach • Affordable or free preschool • City should get out of the preschool business, don't fund preschool until schools fully funded Enable schools to contract with childcare providers at schools • Better compensation for early learning teachers 	<p>“Higher quality early learning; more affordable child care; paid parental leave for a families in Seattle; excellent preschool; more connections between early learning providers and k-12 teachers; better compensation for early learning providers.” Survey</p> <p>“City could incentivize more quality accredited preschools that are available to city residents— particularly those with low-incomes. The problem is that many quality preschools in Seattle are taken up with students from outside city whose parents work in city. City needs to incentivize these preschools in low-income and minority neighborhoods.” Survey</p>

Topic	Barriers	Solutions	Quotes
Facilities	<ul style="list-style-type: none"> • Displacing K-8 students for preK and child care • Requirements for child care facilities need to be more flexible 	<ul style="list-style-type: none"> • Move preschools out of school buildings to community centers • Build preschool buildings; provide more classrooms for early learning 	
Professional Development		<ul style="list-style-type: none"> • Training and resources for a variety of settings—preschool, home visiting, play & learn, training for Early Achievers 	<p>“City should provide education and training for early learning teachers (Early Achievers) focused on serving communities negatively impacted by the academic opportunity gap.” Summit</p>