DRAFT Road Map Project System–Wide Racial Equity Essentials – *Discussion for Aug 23rd Meeting*

BACKGROUND

This list of "essentials" are foundational, cradle-through-college system-level efforts that, if strengthened, will help our region advance racial equity and support student success across multiple indicator areas/age groups. This draft list was developed and has been refined by members of the Planning Group and Community Network based on evaluation findings and feedback provided to CCER staff over time. The identified essentials, or levers for change, are intended to be multipliers of opportunity in the near and mid-term and also serve as building blocks for long-term systems change. Each equity essential is described here in terms of the challenges it presents, the areas and populations of greatest impact, potential indicators of success, and the near/mid-term and long-term opportunities for impact. In addition, we're working to identify what success might look like at the 5-year mark (2020) and describe who is currently involved or would need to be involved in the effort.

It has been noted that strong data, research and analytic capabilities across all bodies of work will be necessary, including using different data to help support implementation, ex. federal Office of Civil Rights data.

In the next phase of the Road Map Project, our collective work will put a heightened focus on impacting these system conditions so that our students of color are well supported and able to reach their full potential. Progress, both in the short- and long-term, on these major system changes will take time but making system change is necessary if we are to attain and sustain regional improvement.

EQUITY ESSENTIAL	DESCRIPTION OF CHALLENGE	INDICATOR AREA, GEOGRAPHIES, POPULATIONS MOST AFFECTED	RESULT/PROXY INDICATOR	NEAR/MID-TERM OPPORTUNITY	LONG-TERM PLAY (SYSTEM CHANGE TARGETS IN EQUITY TIME SCALES)	WHAT COULD SUCCESS IN 2020 LOOK LIKE?	WHO IS INVOLVED? / WHO IS LEAD?	MAJOR NEXT STEP
EQUITABLE FUNDING								
Advocate for State Funding Equity	Washington state has a K12 funding crisis. The Supreme Court has found the state in violation of the state constitution for failing to provide funding amply and equitably for the students of the state. The current funding methods do not provide adequate poverty weights to properly resource high poverty schools / districts.	Inadequate and inequitable funding disproportionately impacts students of color and schools with very high poverty concentrations. Seattle overall does have more resources, so South King County is probably more disadvantaged than South Seattle.	We want to see the state respond constructively to the court order, increase the overall K12 funding levels and, most importantly, add to the poverty weights. We also want to see greater guardrails put on some of the uses of the funds. For example, we want to see guidance dollars used to strengthen the guidance systems - especially in high poverty middle and high schools.	Re-activate the Cradle to College Coalition for the 2017 legislative session. Document and expose the inequity of the current funding system Define guardrails/ priorities for the use of funds aligned to investments that will advance equitable gains for students and families.	See our state properly fund the full education continuum with a major focus on equity of opportunity from early learning expansion to higher education funding. Include strongly weighted K12 funding. Expanded higher education access and better funding for student support. State Need Grant (SNG) is fully funded.	Good Early Childhood Education and Assistance Program (ECEAP) expansion progress *NOTE: Add a number here* The reliance on local levies to fund basic education has ended. Road Map Project districts have doubled their high school guidance staffing. Poverty weights have increased. SNG "backlog" cut in half. *NOTE: Add #'s*	Involved ✓ Equity in Education Coalition (EEC) is doing a lot of work on poverty weights. ✓ Children's Alliance, Child Care Resources (CCR) and Early Learning Action Alliance (ELAA) are champions for ECEAP expansion. ✓ Community Center for Education Results (CCER) is staffing the Cradle through College Coalition (C2C) Coalition.	
Advocate for Local and Regional Funding Equity, including Public and Private Sources *NOTE: There may be opportunities with suburban cities.*	In our region children of color are disproportionately low-income and are highly likely to attend schools with very high concentrations of poverty. For example, in King County there are 40 elementary schools where over 75% of students	All 40 of these schools are in the Road Map Project region.	Increased targeted funding	The recently-passed Best Starts for Kids (BSK) levy offers a great opportunity to target the funds where the need is greatest, and to attempt to increase the additive impacts of the levy by ensuring that appropriate supports and	Areas in King County with high poverty concentrations receive strong public and private support to counter poverty impacts.	Best Starts for Kids Levy investments are yielding gains New resources or expanded existing resources are flowing to key priorities.	Involved ✓ County BSK team ✓ School's Out WA (SOWA) & Youth Development Executive for King County (YDEKC) ✓ CCER (advocate)	

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	qualify for Free and Reduced-Price Lunch.			interventions provided for children are continued and "hand-offs'" are done well. Targeted resource development plans in place (in some districts and for some priorities).			✓ Aligned Funders Group ✓ Raikes Foundation ✓ Communities of Opportunity stakeholders ✓ Suburban Cities	
SCHOOL CLIMATE; STUDENT SUCCESS & ACCESS TO OPPORTUNITIES								
Diversify the dducator (teachers, counselors and principals) workforce – retention and recruitment *NOTE: Could also add school boards.*	Over 70 percent of the Road Map Project students are students of color, but 90 percent of the teachers are white. *NOTE: Check the statistic. Need data on principals and counselors.* The extreme lack of diversity makes it very difficult for students to easily relate to their teachers and vice versa. (Cite research) Delivering culturally competent services is also made more challenging when there are few adults that share the cultural identities and experiences of the students and families.	We need to look at the data to see if there are any bright spots, but it seems as though this is a huge problem across our region.	We need to get baseline data on the demographics of the educator workforce and patterns of retention and collect information on the major education schools that feed our system. There are some nascent efforts to diversify. Tracking changes to the demographics and retention patterns of the workforce overtime and the changes to key pipelines. Some of the districts have high school Career Technical Education (CTE) teacher academies - that may also be useful to explore.	Getting baseline data and a good landscape analysis of who is working on this issue. Then getting regional players to back a strong strategy (ESD, PESB, TAF, Highline).	Educator workforce mirrors student demographic composition	The region has a strong recruitment and retention strategy underway and districts are hiring and retaining significantly more teachers, counselors and principals of color each year. Earlier stage teacher talent pipelines are also building strength.	Involved ✓ Professional Educator Standards Board (PESB) ✓ Gates Foundation ✓ Technology Access Foundation (TAF) ✓ Districts Puget Sound Educational Service District (PSESD)	
Improve the cultural competence of the educator workforce	We have multiple indications that too many students of color are not consistently well served by school personnel. Disciplinary rates, state of parent/family engagement, parent and student reports, and feedback from families attest to this.	We need to look at the data to see if there are any bright spots, but it seems as though this is a huge problem across our region	Investigate the use of school climate data.	Assess current efforts to train or coach school personnel in this area. Identify points of entry and work with PSESD, PESB, TAF, Highline School District, etc. to develop a strategy. Prototype offerings, define new requirements, etc.	Cultural competency is treated as a base-line requirement for all school personnel.	Cultural competency is part of teacher training, induction, and ongoing professional development. Parent and student reports, including school climate, point to significant, measurable improvements.	Involved ✓ Professional Educator Standards Board (PESB) ✓ Gates Foundation ✓ Technology Access Foundation (TAF) ✓ Districts Puget Sound Educational Service District (PSESD)	

Equity Essential	Description of Challenge	Indicator Area, Geographies, Populations Most Affected	Result/Proxy Indicator	Near/Mid-Term Opportunity	Long-Term Play (System Change Targets in Equity Time Scales)	What could success in 2020 look like?	Who is Involved? / Who is Lead?	Major Next Step
Reform discipline policy and practice to eliminate racial disproportionality.	Students of color, especially African American boys and young men, are subject to disproportionate school disciplinary actions. In recent years, out-of-school suspensions and expulsions have decreased but disproportionality remains. There is concern that in school suspensions have replaced exclusionary discipline. *NOTE: Cite data here.*		We would like to see a total elimination of disproportionality and the widespread use of trauma-informed behavioral support practices. We will need to collect and analyze data that looks at discipline data starting in the early grades. *NOTE: Is there data on the state of practice in our region?*	We can do multi-grade discipline data analysis and we can highlight best practices such as those being employed by Sound Discipline. Investigate the degree to which schools of education are teaching the trauma-informed practices.	Eliminate disproportionality in school discipline.	Comprehensive data is collected and reported. Discipline rates are used in the State's school rating under ESSA. All districts have trained all principals in trauma-informed practice, in- and out-of-school rates are down. Disproportionality is sharply decreasing	Involved ✓ State Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) ✓ TeamChild ✓ Grassroots Organizing ✓ OneAmerica ✓ Districts ✓ Sound Discipline State ESSA planning group CCER data function ✓ Juvenile Justice System	
Support bilingual pride and language access - greatly expand opportunities for dual language instruction, seal of bi-literacy, world language competency credits, home language campaign and improved language access for families.							Involved ✓ ELL Work Group ✓ OneAmerica ✓ Districts ✓ Grassroots Organizing	
Increase access to career connections and pathways to success	Low income young people often lack the informal social networks that typically help those who are more affluent network and connect to initial jobs and internships. The Seattle metro economy has an abundance of amazing career opportunities in a wide diversity of fields, but students often do not know much about the possibilities nor see how their education relates to future career preparation.					With the active involvement of the Challenge Seattle companies by 2020, all Road Map Project students will have at least one high-quality career connection experience where every student visits a Challenge Seattle company during the 8th or 9th grade, and has employees visit their school each year beginning in eighth grade.	Involved ✓ Challenge Seattle ✓ CCER ✓ Districts ✓ Educurious	

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	Students do not see professionals who look like them and who have come from their communities. This disconnect reinforces the region's growing income inequality and cultural divide. Businesses hire educated people who move to the region from elsewhere while local young people remain isolated and disconnected from the Knowledge Economy and cut off from powerful routes out of poverty.							
STRONG FAMILY ENGAGEMENT PRACTICES & FUNCTIONS								
Support families as early childhood brain-builders				Vroom Activation			✓ Public Health ✓ Reach Out & Read ✓ SOAR ✓ Vroom Network members	
Building a strong regional practice of family engagement so parents can better support their children's education.	Authentic, culturally relevant family engagement is a key component for student success and it is also a powerful equity lever. Typically, schools have not effectively engaged parents as allies in their child's education. Schools sometimes engage parents as volunteers or for fundraising help, but rarely as true instructional partners. This is true across race and income lines. But in more affluent	Students of color and non-native English speaking students are most impacted by weak approaches to family engagement	We want all of our districts to adopt effective parent engagement practices (at a minimum at their schools with high poverty rates) so that we can see progress on each of our family engagement indicators - Indicator #1 Parent Knowledge & Confidence (% of parents who feel confident in their ability to support their child's education from cradle to college)	4 of 7 districts decide to participate with the post-Family Engagement Institute action planning to be provided by IEL and in each participating district high poverty schools begin to show evidence of family engagement practice improvement by the end of the 2017/18 school year. *NOTE: We will insert targets.* Local field leaders complete a business plan	Effective family engagement practice is routinely taught as a core component of both teacher preparation and principal leadership training. Note: We should look at baseline data for our big education schools. Best Practice approaches are implemented as a matter of course. The talents of diverse families are tapped to help teachers help	All districts are now implementing strong family engagement practices at the majority of the region's high-need schools. Local leaders have created and obtained funding for a family engagement field-building nonprofit which annually trains and coaches over 25 school and which runs a parent university region-wide.	All 7 districts have Family Engagement Leads. Many CBO's carry out extensive family engagement work. CCER has played a role in organizing resources for field building support, e.g. delegations to Harvard Summer Institute in 2014 and 2015, a local Institute in 2016, and likely one in 2018. CCER would like to stay in a support role.	

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	communities, parents often organize and become potent advocates for their children and for overall school quality. The lack of effective engagement of parents of students of color also exacerbates the cultural divide that often exists between predominantly white, college-educated teachers and non-white parents. Teachers may hold beliefs and assumptions about students that are untrue, and the lack of authentic engagement prevents the kind of dialogue and mutual learning that might help teachers better understand their students and help parents more effectively assist in their child's education.		s Indicator #2 Welcoming Climate (% of parents who their child's school providing a welcoming and culturally responsive environment) Indicator #3 Leadership & Influence on Decision-Making (% of parents who feel that have leadership opportunities and can influence decisions at their child's school or district)	by spring of 2017 to establish the ongoing local capacity to support districts and schools as they try to build sustainable systems for delivering family engagement, including potentially establishing a regional Parent University Leadership Training Program that could serve multiple districts.	students, and teachers see parents as allies and as valuable teachers as well. Data is collected that can explicitly tie strong family engagement with student achievement.		Aligned funders have been very active in this sphere – BMGF, College Spark, SVP. Early grants from BMGF supported the development of the family engagement indicators and a variety of companion tools by UW. The Aligned Funders Group supported 2 years of travel to Harvard Summer Institute. College Spark has funded the delivery of a local Institute and the on-going technical assistant support from IEL. A recent grant from SVP will allow CCER to provide stipends for local field leaders interested in developing a plan for on-going technical assistance capacity.	
Build regional capacity for grassroots parent advocacy							✓ OneAmerica ✓ Others?	
Support parents and students through the college-going process							✓ Puget Sound College & Career Network ✓ College Access Now ✓ College Success Foundation ✓ Dream Project	
COMMUNITY CLIMATE; FAMILY ACCESS TO OPPORTUNITIES								
Help build capacity of culturally relevant CBO's	Language and cultural barriers too often isolate parents in communities of color and immigrant and refugee communities from the educational system. Even when parents are able	Students of color and non-native English speaking students	Climate survey, parent reports/parent survey	Define a focused capacity building and resource development agenda for culturally relevant CBOs	Culturally relevant CBOs are working with parents across a continuum of engagement, ranging from parent involvement to parent organizing.	A robust network of culturally relevant CBOs is providing supports to parents in and outside schools, parent access has increased, and parent satisfaction with school	✓ One America ✓ Community Network Steering Committee ✓ PSESD	

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	to navigate those barriers and access the system they find additional challenges as a result of institutional mindsets and practices.					responsiveness has increased and parents are achieving key policy wins.		
Increase access to strong family supports (e.g. housing, health, etc.)	Poverty has exploded in South King County. Housing has become unaffordable and families have been pushed out of Seattle. Homelessness is becoming a rapidly growing regional issue. The south suburban communities do not have the comprehensive set of quality out-of-school time service providers that exist in Seattle. Children and families need ready access to safety net services so the basics of health and housing are not in question.						<u>Involved</u> ✓ Housing Authorities ✓ Building Changes ✓ Raikes Foundation ✓ BMGF ✓ Enterprise Community Foundation ✓ The Seattle Foundation ✓ Communities of Opportunity ✓ Neighbor Care ✓ Districts Juvenile Justice System	
Increase access to quality out-of-school-time	Students need the support and enrichment of high quality out-of-school time offerings to fight summer learning loss and to provide both aligned academic support and extra social emotional support.						✓ YDEKC ✓ SOWA ✓ Districts	
MAJOR POLICY & CIVIL RIGHTS FRAMEWORKS								
Support strong implementation of House Bill 1541 which calls for thorough disaggregation of race and ethnic demographics.							<u>Involved</u> ✓ EOGOAC ✓ EEC ✓ Data Advisors Group ✓ Community Advocates	

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Maximize the civil rights opportunities created by the new ESSA law.							Involved ✓ State OSPI / SBE ✓ EEC ✓ LEV ✓ Grassroots Organizing ✓ C2C	