



Minnesota  
Minority  
Education  
Partnership, Inc.

**Report to St. Cloud School District:**  
**Community Input Process**  
*and*  
**Integration Planning**

**Presented by: Jennifer Godinez and Mona Harris,  
Minnesota Minority Education Partnership, Inc.  
March 25, 2008**

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*In appreciation of time and advice given by **Bondo Nyembwe**, Program Administrator for School Choice, Minnesota Department of Education.*

## **Executive Summary: St. Cloud District and Integration Funds**

### **Community Recommendations: Priorities for Integration and Academic Success:**

Minnesota Minority Education Partnership, Inc. (MMEP) facilitated a process to gather community input that would prioritize educational programming themes for St. Cloud Schools' integration planning. This process involved: gathering key insights from previous community meetings on educational equity and excellence and facilitating an open and democratic meeting with several stakeholders in the St. Cloud community. Over 120 community members prioritized the following themes to be addressed by integration plans and funds:

- 1. Establishment of tutoring or after-school programming at school sites; including transportation**
- 2. Increasing teachers/staff of color**
- 3. Summer programming to provide more academic support**
- 4. Parent support programs**
- 5. Broader teaching of American History (African American and Immigrant not excluded)**
- 6. Mentors for students**
- 7. Anti-racism training for teachers**
- 8. Bilingual teachers in core curriculum**

This report outlines how each of these priorities can and cannot be addressed through integration funds according to state rules.

### **MMEP Final Recommendations:**

#### **1. Integration Funding is for Cultural Integration—not merely additional revenues:**

Minnesota state Desegregation Rule and Integration Revenue are only beneficial to communities that have a vision or a high value of cultural, racial, gender and class integration. From our experience, many districts see this revenue as bringing much needed resources to a strapped budget, which is evidence that there is limited understanding of the rules (3535.0100 to 3535.0180) or the statute (124D.86).

#### **2. Community Themes that integration funds cannot cover—should not be ignored:**

The Minnesota Minority Education Partnership, Inc. has facilitated this community process in St. Cloud to prioritize the will of the community in greater scope than the purpose of integration revenue. Some of the themes brought to this process do not qualify under this revenue stream, but should not be ignored in future decisions made by the District.

**3. Inter-District Collaboration and Integration Funding:** Other districts included in this Integration Collaborative must have a community vision of increasing diversity AND they must be partners in the planning of the desegregation efforts that result from this planning.

#### **4. Use of Evaluation to Measure Progress with Integration Plans:**

As the plan is developed, it will be invaluable to provide quantifiable outcomes for reporting and evaluation purposes.

## **Overview of Process:**

### **Services from MMEP:**

Minnesota Minority Education Partnership, Inc. staff, Mona Harris and Jennifer Godinez, were contracted to provide facilitation services to the St. Cloud School District as they develop their integration funding plans for district improvement. (see appendix for consultant biographies) Ms. Harris and Ms. Godinez attended a meeting January 30, 2008 regarding the District's plans to develop a community-wide input process for the integration plan. (MMEP was not present at the November 30, 2007 meeting on integration). A follow up meeting with District officials March 10, 2008 produced the agenda for the community-wide meeting held on March 15, 2008.

### **Prior Community Meetings:**

MMEP requested to view notes from community meetings that were held prior regarding integration funding and District priorities. These notes were reviewed to find reoccurring "themes" about equity and excellence concerns that a larger, community-wide meeting would *review* and *prioritize*.

The following meeting notes were reviewed to determine the themes (see appendix for meeting notes).

- GRIP committee notes
- Nu Way Baptist Church, Feb. 6, 2008
- GRIP meeting--Mona Harris present, Feb. 2, 2008

### **Community Themes from Previous Meetings:**

- Establishment of tutoring or after-school programming at schools with transportation
- Summer programming to provide more academic support
- Broader American history curriculum (African American, Immigrant not excluded)
- Anti-racism training for staff
- Teachers of color
- Bilingual teachers in core curriculum
- Mentors for students
- Parent support programs

### **Agenda for March 15, 2008 and Roles of SCSD and MMEP:**

The order of the agenda for March 15 included: One hour lunch and check -in, Presentation of MMEP's facilitation process, break-out time to discuss definitions related to equity and excellence in education. A final one hour of discussion of reoccurring themes from previous meetings and prioritizing of those themes occurred at the end of the day through a voting process. (Note: this agenda was approved at a prior meeting with District staff, March 10, 2008).

## **March 15--Community Input Process:**

**Attendees Present: Approx. 120-150 (diverse stakeholders)**

**Outcome 1: Definitions from Community Meeting Attendees:**

The attendees were assigned to small groups for the purpose of defining the terms listed below. The groups were designed to be intentionally diverse as a model of a community belief that diversity and integration are valued. An exception to this model was a group of Somali attendees. A bi-lingual interpreter brought their report to the larger group. Below are some examples of responses that were reported by the group recorders. The complete document of responses is found in the appendix.

**Definitions:**

Excellent Education	<ul style="list-style-type: none"> <li>○ Comprehensive – meets needs of global community – academic and social.</li> <li>○ Individualized approach</li> <li>○ 80% of student population graduate and go on to higher education.</li> </ul>
Equitable educational outcomes	<ul style="list-style-type: none"> <li>○ Equal and equitable must be defined – all students achieving so that the achievement gap closes between.</li> <li>○ If the standard is there, the opportunity is equal for all students.</li> <li>○ Every student should be expected to know the same things.</li> </ul>
Racially balanced schools	<ul style="list-style-type: none"> <li>○ All schools have equal balanced schools that reflect community.</li> <li>○ Staffing of schools that reflect the community.</li> <li>○ Curriculum reflects all races and encourages different perspectives.</li> </ul>
Culturally balanced schools	<ul style="list-style-type: none"> <li>○ Education system being aware of every culture coming in to be taught.</li> <li>○ History must address all cultures in a positive way.</li> <li>○ Culture is so important to people – keep this “alive” – sense of belonging</li> </ul>
Equal access to resources	<ul style="list-style-type: none"> <li>○ Equal vs. equitable:               <ul style="list-style-type: none"> <li>a. Equal = same</li> <li>b. Equitable = based on need</li> </ul> </li> <li>○ To be fair is to understand need – differentiate treatment and needs</li> </ul>
Language equity in school settings	<ul style="list-style-type: none"> <li>○ Skill appreciation – recognize the skills/knowledge that students already have.</li> <li>○ Provide equal opportunities for the non-English speaking students to achieve success and a sense of community.</li> </ul>

**Outcome 2: Meeting Attendees Prioritize Academic Themes:** Attendees of the meeting voted individually on the themes by ranking them 1,2,3, and 4<sup>th</sup> choice. The table below is organized into three columns. The left column lists the theme as presented during the

meeting. The middle column explains what cannot be done in this area with integration funds. **The right column explains what is possible with integration funds.**

**Prioritized Themes and Use of Integration Funds Recommendations:**

<b>THEME:</b>	<b>UTILIZATION OF INTEGRATION FUNDS...</b>	
<p><b>1. Establishment of tutoring or after-school programming at school sites; including transportation</b></p>	<p><b>No if...</b></p> <ul style="list-style-type: none"> <li>○ It is replacing something the district is or should be doing</li> <li>○ It is designed to help students pass MBST</li> <li>○ It is remediation only</li> </ul>	<p><b>Yes if....</b></p> <ul style="list-style-type: none"> <li>○ Increasing opportunities for cultural and academic enrichment for all students</li> <li>○ Cross cultural awareness is a component of every session</li> <li>○ It is not held at an “isolated” school location – perhaps at a high school; or one semester each at each of two sites with a continuing group of students</li> <li>○ Intentionally open to all students</li> </ul> <p><i>Example: Algebra Project – -Everybody has the ability and the need to increase their math competence -includes a staff/volunteer professional development component that includes cultural competency</i></p>

<p><b>2. Increase teachers/staff of color:</b></p> <p>A. Helping Somali teachers to get licensure here (inc. course by course evaluation)</p> <p>B. Scholarships for students of color wanting to become teachers</p> <p>C. Scholarships for adults of color wanting to become teachers</p> <p>D. Financial support for UTP students teachers of color as they student teach</p> <p>E. Promoting teaching to students of color in the district</p> <p>F. Hiring of cultural navigators</p>	<p>No if...</p> <p>A. Only available to Somali residents</p> <p>B. No</p> <p>C. No</p> <p>E. Only students of color</p> <p>F. Used for purposes of behavior or truancy support</p>	<p><b>Yes if...</b></p> <p>A. They are employed as staff as a staff development stipend</p> <p>B. University of MN has scholarship for this.</p> <p>D. Forward thinking; future district hires</p> <p>E. Opportunity provided to all students; perhaps to form leadership core for cross cultural awareness in the schools</p> <p>F. Consider hiring a cultural navigator who can help all students. In some districts they call them success coaches because they work with all students.</p> <p><i>Note: It is critical to create a comprehensive job description so that these positions do not become behavior or truancy support positions in schools.</i></p>
<p><b>3. Summer programming to provide more academic support</b></p>	<p>No if...</p> <p>For remediation</p>	<p><b>Yes if...</b></p> <ul style="list-style-type: none"> <li>○ High value of integration is intentional with component of continuing interactions through the school year</li> <li>○ New strategies can be added to complement what the district is already offering.</li> <li>○ This is an opportunity for St. Cloud to create unique program that will attract Holdingford students. Holdingford should create different program that will attract St. Cloud students.</li> </ul> <p><i>Note: Perhaps the two districts can create some joint programming for the</i></p>

		<i>summer. First half can take place in St. Cloud and second half can take place in Holding ford. In doing so, students are moving and transportation can be paid through Inter-district transportation Aid. This is a separate pot of money.</i>
<b>4. Parent support programs</b>	<p>No if...</p> <ul style="list-style-type: none"> <li>○ ESL</li> <li>○ Homework help for parents</li> </ul>	<p><b>Yes if...</b></p> <ul style="list-style-type: none"> <li>○ Cross cultural awareness for parents impacts student achievement</li> <li>○ Creating community awareness</li> <li>○ Anti-racism/white privilege training for ALL</li> <li>○ Culture through language</li> </ul>
<b>5. Broader American History (African American, Immigrant not excluded)</b>	<p>No if...</p> <ul style="list-style-type: none"> <li>○ Curriculum</li> <li>○ For use in regular classroom</li> </ul> <p><i>Note: Integration revenue cannot purchase regular education curriculum. This is considered supplanting.</i></p>	<p><b>Yes if...</b></p> <ul style="list-style-type: none"> <li>○ Inclusive history in a different delivery system or inter-district partnerships</li> <li>○ Complimenting current curriculum</li> </ul> <p><i>Example: Professional development in the Culturally Responsive Classroom-using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them.</i></p>

<b>6. Mentors for students</b>	Not with integration revenue.	
<b>7. Anti-racism training for teachers</b>		<p><b>Yes if...</b> Up to 30% of budget</p> <p><i>Example of Staff development: +Antiracism training designed for k-12 staff +Tripod Project-The Tripod Project aims to strengthen content, pedagogy, and relationships in ways that raise achievement for all students, while narrowing achievement gaps between racial and ethnic groups.</i></p>
<b>8. Bilingual teachers in core curriculum</b>	<p><i>No. Note: Integration revenue cannot hire teachers. This is considered supplanting.</i></p>	

# Appendix

**Process done by these MMEP Associates:**

**Jennifer Godinez--Associate Director MMEP and Director Minnesota College Access Network:** Jennifer Godinez is Associate Director of MMEP and Director of the Minnesota College Access Network and has in-depth experience in youth development, college access program development, and education policy development. Jennifer was instrumental in the organizational development of the youth-serving organization, La Escuelita, where she served as Executive Director from 1999 to 2004. During her tenure, the organization was recognized by groups such as MOAPPP and the National Association of Bilingual Educators for an exemplary after-school model serving Latino youth in Minneapolis. In 2004, she was appointed to serve as a Commissioner for the Minnesota Out-of-School Time Commission and currently serves on the Advisory Council for the new Dean of the College of Education and Human Development at the University of Minnesota. She has co-chaired the “College Access Working Group” on the Minnesota P-16 Education Council. Jennifer has served as a board member for various educational entities including: El Colegio Charter School, the Latino Scholarship Fund of Minnesota, and Achieve!Minneapolis. At the national level, she served on the Excelencia en Educacion “Promising Practices” Committee for 2007 and served as an advisor at the “Latino Drop-Out” Symposium held by Arizona State University.

**Mona Miller Harris, Program Director, MMEP**

Mona Miller Harris, Program Director, Minnesota Minority Education Partnership, Inc. Mona has lead ministry and educated children and families in North Minneapolis for more than 30 years, as a children’s minister, Director of the Confident Kids program and as a staff member of the Minneapolis Public Schools. Educational pathways for Mona included private and public postsecondary and graduate schools in Minnesota and Indiana. She is a parent educator and a circle keeper of restorative justice circles. She has participated in the Achievement Gap Initiative at Harvard and has consulted with the conference leaders. She is an Advisory member of the Inver Hills Community College Urban Education Program, the Urban Teacher Program at Metropolitan State University and the MNSCU Community Action Diversity Council. Mona recently served on the Minnesota Department of Education Math and Science Teacher Advisory Task Force. In addition to MMEP she works nationally in the area of racial righteousness and serves on national and local boards with a focus on equity, housing and education. She is a parent educator and a circle keeper of restorative justice circles.

Great River Interfaith Project (GRIP) Community Meeting  
2-2-08  
St. Mary's Center

**What is a successful school?**

- Equal opportunity for each student
- See students as individuals rather than members of a peer group; freedom for individual learning
- Ready for college by age 20
- Constant communication with parents
- Respect the sense of identity that parents instill in children

**What changes or services do we, as parents, want to ask District 742 to provide?**

Bi lingual education

- More bi-lingual teachers in all subjects
- More ELL classes
- Students should not be in ESL all day - they should have bi-lingual teachers in their other classes
- Increase language immersion

College Access

- College information provided to families

After School programs

- Transportation is a barrier
- More transportation
- Student recognition for gains in after school programs
- Bi-lingual after school programs

Student placement

- Age placement does not work for all students. Instead use a skill based placement in grade levels

Parents

- Parent orientation 1<sup>st</sup> day of school
- Need positive communication to balance out the negative interactions
- Transportation

Staff

- Diverse Faculty
- Teachers who understand different cultures
- Teachers with clear communication
- Teacher contacts on Saturdays
- Increase positive reinforcement in school

Curriculum

- Broad historical teaching
- Too much focus on social skills instead of academics
- Too much educational jargon
- Increase Advanced Placement
- Increase Jump Start [gathering of new-to-country ELL students with bi-lingual para's and ELL teachers; mainstream curriculum in an ELL protocol]

#### Other

- More mentors in schools
- More action instead of more meetings
- More trust
- Working together – teachers & parents
- Increase team and activity participation by helping students identify, “who you are and who you are with your community”
- Adult education

#### **What should parents do to support education?**

- Be present with teachers and children
- Communicate

#### **What should the community be doing to support education?**

- Non discriminatory housing practices
- More volunteers in schools
- Health
- Workforce
- Mentors – if “it takes a village to raise a child, where is everybody”
- Are you willing to make change for someone else’s child if it is too late for the change to affect your own child

#### **What is being done that works?**

- Tutoring
- After school programming
- Some parents are engaged

# DRAFT

## **Racial Equity in Education GRIP Education Task Force**

Based on the data collected on January 23, 2008, the Education Task Force has selected four goal areas on which to focus:

1. Instruction should be based on the skill-level of the student. This might be achieved through:
  - after school programs and appropriate transportation
  - a focus on achieving a solid foundation: reading, writing, math, science; also need more opportunities for advanced classes
  - mentoring for every student of color who needs it
  - frequent testing to know students' skill level with follow up tutoring or small classes as needed;
  - Jumpstart programs in all schools
  - ELL expansion to include appropriate placement and immersion programs
  
2. Teachers need to be better equipped to meet the needs of students of color. This might be achieved through:
  - bringing in teachers of color and bilingual teachers
  - mentoring teachers in designing programs for success
  - forming partnerships with community groups of color
  - training teachers in ways to honor diverse cultures and including all peoples' histories and accomplishments in the curriculum
  
3. Students should be mentored to achieve success. This might include:
  - fostering students of color and helping finance their educations to prepare them to return to the district as teachers
  - emphasizing post-secondary education goals
  - addressing the needs of those who are new to the district and struggling with the transition
  - enough mentors for every student; begin at an early age and stay with through high school
  
4. Parents and the community should be more involved and have more of a voice in their child's education. This might be accomplished by:
  - increasing parental involvement and engagement in the school processes: classroom, PTA, Site Council, School Board
  - establishing family-school liaisons or advocates
  - more parent visibility in the schools
  - pre-employment preparations for parents of color who might be interested in working in the schools
  - regular communication between schools and home on curriculum issues
  - parent/student classes outside of classroom

Nu Way Baptist Church  
Notes from Wednesday, February 6, 2008

Discussion Panel Members:

Rev. McAfee – Nu Way Baptist Church Reverend

Gary Loch – Diversity Coordinator

Bob Huot – Principal of North Jr. High School

Julia Espe – Director of Curriculum, Instruction and Assessment

INTRODUCTION

We have money to use for all of student so we would like input on how to spend this money.

Quick turn around- money is coming

Partner in plan – Integration plan – Holdingford

March 15 meeting; transportation, child care, lunch and interpreters are available. Jennifer Godinez and Mona Harris will review student achievement levels, community meeting notes and data. Their presentation = this is where we are, this is our hope for our future

Opportunities to be heard:

We will collect your input at the March 15<sup>th</sup> meeting; we will collect your input tonight, or please call or contact us at any time in between...

We want you to feel like part of the plan and that we want to listen and know what will work with your kids.

The Rule: primary goal is to enable all students to achieve academic success

Equity and Excellence – our goal

Integration is important

Parent choices

A few things that other districts are doing in their plans –

- Teacher professional development – i.e., about cultures and diversity, to promote cultural understanding
- Ongoing classroom partnerships – webcams with Holdingford students will get to know each other and learn from each other – current events and cultural understanding
- After school programming and transportation and food
- Cultural navigators – look and sound like our kids of color to navigate through school
- Recruit and train professionals of color to teach and work in our school
- AVID – Advancement via individual determination, finding kids who need help in study skills to be more successful in education
- World Language Immersion programs, Spanish and Chinese language, Transportation – could be paid for
- Creation of other programs – skies the limit...

What is your vision for kids?  
What do you think we should do?  
We want to hear from you!

## COMMUNITY RESPONSE

Superintendent said students from diverse cultures are lagging behind from students that are from here...What about establishing a tutoring program – get these students on track?

Curriculum – outdated and still teaching students in the same way they did in the 60s and 70s

Our children are different learners now

Cyber School – everything is learned on computers

Global economy

Language skills – our children need to learn the English language better and other languages as well

NCLB – total farce, not working for our children

Special Education – labeling our children. Do we do it to get extra money? – hope we are not operating in that way

Algebra needs to be learned and students need to understand how it is applied to real life  
See how it is applied in their adult life

African American Studies – need to offer that to our children

Civil Rights – how and why students who are immigrants are able to sit in this classroom

\*\*\*Reverend McAfee – let's stay focused. – What is it you see that will help children of color – what will help them become better in school? We've got gangs – what programs can help the children? \*\*\*\*

Teachers need diversity training – to understand the plight

Big Brothers and Big Sister Programs for more attention - getting education from older kids to help with homework to stay off the streets

Different languages for students

Staff of color

Fine Arts Programs

After school programs with transportation

AVID

Navigators – for early growth targeting for students

Career path, Internships, Career programming

As a college graduate, to become a teacher there are licensing requirements, how can a single parent afford to pay to go to school and pay for the license? There needs to be money to help pay for tests and cost for college. We have excellent teachers in our community, but the school will not get teachers and staff of color if they cannot afford to go to school.

Kids need to have consequences if they do not go to school – no father to make kids go to school

Importance of minority teachers – VERY IMPORTANT

Qualifications – teachers need to be better qualified (education or experience) in the education of cultures and teaching minority students

Post secondary - one year of college underneath their belt by graduation – can go into a trade immediately.

Have an Arts High school

Proposals need to be made for bussing kids to different schools – have these schools learn for themselves –

\*\*\*\* Rev. McAfee – one of the reasons we are having troubles at school is because of troubles at home– start it at the house. Not necessarily about the teachers of color at the school – not for the bussing much either \*\*\*\*

PTA – need to have an open dialog with each other - find commonality and help identify what needs more work with kids

Need transportation for parents to come to PTA meetings

Problem – Parents work at night – can't teach them at home after school

After school programs – need busses!

Summer programs – need to have parent guidance during the summer

Is there a place they could go to and have people do things with them in the summer with guidelines and structure?

Teachers need to help in different ways with different activities

Dysfunctional – and absenteeism of the man – mentorship needs to be a part of curriculum

Drugs and medicating problems with chemicals – Students need to learn about addiction and recovery in school – learn about AA programming and addiction at an early age and programs – tears families apart

School all year round

School system should partner with community based organizations to develop after school programs and gang deterrent programs

Teach our children how to obtain from sex – Sex Ed

School for fine arts – business aspect – black entrepreneurs

School of Humanities – need to learn social skills

It takes a whole village to raise a child – we have gotten away from involving the parents, social workers and families – teachers and students all involved. Cooperated efforts - Dysfunction within the home – needs help at school – there is a disconnect  
Need to be able to trust the school system again

State mental hospital employee - worked with children who were a danger to themselves – and needed to be re-trained to be back into society – first thing schools do is kick them out of school – or transferred to ALC – set up some mentor or behavior program to re-train the students how to better handle situations

Too many students pushed through the system

Bi-polar - teachers labeling the students

Training for teachers to deal with HDD and bipolar and bring in African American to enhance the program to work those students

Counseling for the students – when there is something that the student cannot tell the parent – but they could go to the counselor to talk about what is going on

Many fabulous things – surface issues – what are the core issues – cause/effects – all goes back to home. Home developments – hands on personal development – parents – programs for recovering addicts – but whole community development –

Students need ways to express themselves

Community support groups – minority run support groups – for parents

Teacher training on ADHD and ADD – too much labeling – teachers do not know enough about these issues themselves to help these kinds of children.

Foreign language education – Somali and Spanish/Hispanic communities in St. Cloud to improve communication

Wants tutor for her son – how people afford these options?

Need to provide teachers within the community – we have them here.

#### CLOSING COMMENTS

Julia – thank you! We want ideas to bubble up and we can find something

Bob – grateful to be here – you have to say what is important

We have a lot of work to do to educate all of our students everywhere

# Definitions for Community

What do these phrases mean to you?

1. Excellent education
2. Equitable educational outcomes
3. Racially-balanced schools
4. Culturally-balanced schools
5. Equal access to resources
6. Language equity in school settings

## **Excellent Education**

- High Expectation
- Security- economic for future
- Empowerment- to feel sense of belonging
- Life long learning
- Opportunities- wide range
- Individualized approached
- Raising the bar a step higher from the individual ability level of every child. (2)
  - o High standards- all students will meet a high standard
- Monitor the progress and help them achieve on the continuum of standards.
- Find out where the student is at and help them grow.
- Maximize the ability- offer the best that you have for every child for whatever they can excel at in their educational career
- Helping the child achieve their hope and dream to whatever they want to become
- Resources, material, data
- To receive success to go to college and be successful in workplace
- Kids need knowledge to achieve-some need extra help
- Tutoring programs, counseling programs to find root of problem
- Parents involvement-learning mostly comes from home
- 80% of students population graduate and go on to higher education or other educational opportunities
- Parent reinforcing discipline needed to succeed in school
- Quality teachers and knowledge and materials to differentiate
- Caring community
- After school programs
- Help kids to be problem-solvers
- Summer school programs
- Every student challenged and successful
- Diverse opportunities
- Comprehensive- meets needs of global community- academic and social
- Equips learners for current and future needs
- Resources meet our changing world (3)
  - o Need the resources to help them achieve the most they can
  - o Equal access to resources-updated resources
  - o Offering our children the best we have to offer-resources, faculty, etc.
- Max potential of each learner- give tools, not information (2)
  - o Every child has necessary tools to pass-to address student needs
  - o Giving students tools they need to learn- at their levels, diversified
  - o Provides tools we need to be lifelong learners
- Is money a necessity for excellence?
- Dedicated teachers (3)
  - o Better teachers
  - o Teachers who understand all students-translators as necessary
- Desire to learn
- Being prepared for world of work and living
- Strategies that work for all children, moving forward academically

- Materials that students understand
- Requires partnership and communication between schools and parents
- Mix of children and cultures

### **Equitable educational outcomes**

- Growth- all students grow and improve
- Hope- offers hope to student for their future
- Dreams- what is next beyond high school? College?
- Choice of route for education- equality, choose path that you need or want
- Options- to choose from, more variety
- If the standard is there, the opportunity is equal for ALL students
- If we hold kids to same standards, opportunities need to be equitable, however we need to meet the child's needs.
- Students come at very different levels. They may never learn some basic skills, but we still offer equitable opportunities. Some may need more education and more help.
- All students have the opportunities to be challenged educationally at the level they are at.
- Equitable resource to all groups (2)
  - o Access to all resources statewide no matter statewide
- Each students will be able to access the educational outcomes to grow to productive citizen
- Equal- final result
- Wouldn't see big disparity between groups
  - o Equal and equitable must be defined- all students achieving so that the achievement gap closes between
- Not tracking kids
- Standards- kids are getting better v. all reach the same level
- All states meeting high standard so the achievement gap closes between all groups
- Use brain cells- tap unlimited potential
- Have expectations for specific/certain levels of performance
- World class standards
- Maximum dollar per child- money spent now to keep kids out of prison
- Every student should be expected to know and do the same things
- Students should not be segregated
- Students should learn international history and geography as well as reading, writing, and math
- Outcomes should be set higher-more rigorous, disciplined approach to all subjects.
  - o Kids should not be limited in expectations

### **Racially- balanced schools**

- Reflect community-at-large (2)
  - o All schools have equal balanced schools that reflect community
  - o School
  - o Community/ state

- USA
- Global
- Staffing of schools reflect the community
- Reflect global representations towards growth based on the spirit of common ground. Common ground is education.
- Open enrolled to mix student groups a bit more to give them different opportunities and experiences.
- Cultural, financial, etc. experiences should be split up better in order to give a variety of experiences.
- What does it take? This is a big question.
- Double edge sword- mix culturally can be opportunity but can also be a deterrent in regards to identity
- Schools and environment has to be conducive and open for this to work.
- Integration (racially balanced neighborhood) of neighborhoods is the first step. Where to go to schools but also where you play after school.
  - Recruit and retain
  - Environment makes the person
- Where everyone knows everyone's backgrounds
- Data
- Quality
- Above average numbers of minority kids in one school
- Curriculum reflects all races and encourages different perspectives
- Taught more about all culture to enhance relationships (global world view)
- Schools should offer different languages- like Somali
- Schools have to offer equal access- equal playing field to all students
- Get spiritual power back into schools
- All students need to be able to address their own spirituality in school (diversity in religious freedom)
- Diverse cultures should have equal voice, equal educational opportunities
- Needs are met
- Opportunities are available
- No discrimination
- In terms of staffing- in time these students will come back and be a part of our district

### **Culturally-balanced schools**

- Socio-economic balance
- Focus on what we have in common- common ground
- Share each other's culture. Bridges the tension of differences- building trust.
- Reflect the community
- Educational system being aware of every culture coming in to be taught
- What is culture?
  - Economics
  - Social interaction
  - Governance system
 (Takes more drills down)

- Incorporate to curriculum (2)
- No being surprised at cultures mixing in lunch room
- Organized way to learn from each other
- Starts with parents being open minded so that children can feel free to ask questions
- Adult culture openness vs. kids culture openness
- Music, art, dance, athletics
  - o Value the diversity of kids in this way
  - o Keep kids active- extracurricular to keep them involved so academics excel
- Culture is so important to people-keep this “alive”- sense of belonging
- Know about each other, have opportunity to explore
- When a school showcases culture, all the community understands
- Blacks= Somali and African Americans- racially balanced does not mean culturally balanced
- How do you “mandate” what teachers teach?
- Diverse
- Professional development over time
- Hiring practices
- Teacher preparation
- History must address all the cultures in the school in a positive way
- All students have same privileges
- Teachers of color- culturally diverse and aware
- Culturally aware
- Textbooks that represent
- Osborne (resource for cultures)

### **Equal access to resources**

- Equitable opportunities
  - o Opportunities to participate in...
- Economic balance- parents
- Differentiate the resources so students have equitable access to success- to programs, to facilities- to a positive future (2)
- Continue to provide supports/programs already assisting families and communities to achieve growth and success
- Equitable access to reach child’s needs and goals
- Equal vs. equitable
  - o Equal= same
  - o Equitable= based on needs
- To be fair is to understand need- differentiate treatment and needs
- Needs drive what we do to help out every child
- Opportunities for different ways of learning
- Quality teachers and parent advocates working together
- Whole community- all have opportunities to better the community
- Child and parent have opportunities to learn
- Resources differ in buildings- poverty is an issue

- Opportunity to participate
- Do all students who are eligible/ capable have access? Post sec.
- Personal choice is an issue- opportunity to participate- equitable- clarify expectations/ differences in culture- ex: family norms, etc.
- Academics and Activities- post secondary options, etc. are all students given the opportunity to access all classes, etc.
- Music, art- access to all programs
- Diversity programs
- Participation plus different types of art, music, etc.

### **Language equity in school settings**

- Skill appreciation- recognize the skills/knowledge that students already have
- Provide equal opportunities for the non-English speaking students to achieve success and a sense of community
- Raising global children
- Each person speaks good English when they leave us.
  - o It is a detriment for our students not to learn English before they enter they work world.
- Non English: if can discuss and work in groups in own language to understand and learn to understand in English, we achieve much more.
- Being able to (ELL) succeed academically
- Textbooks- variety/levels/differentiate
- Helping parents to learn about the curriculum so they can help their children choose classes that will help them be ready for higher education
  - o Knowing where kids should be, what is offered, where should they go
- Bilingual opportunities
- Language opportunities
- Prep classes for ACT- kids should know the expectations
- Community values education through media
- Interpreter available
- Not expecting students to be interpreters
- Respect use of your own language
- Language instruction for all immersion second language
- Appreciate
- Give English speaking students the opportunity for immersion
- Mandatory second language instruction
- Bilingual paras, etc are necessary
- All must learn English
- Other languages offered for cultural understanding
- 3 part
  - o 1. help children be prepared to learn
  - o 2. provide representation and identification
  - o 3. expanding our knowledge and understand of global community

Tally of Votes Prioritizing Community Themes

	Teachers of Color	Bilingual teachers in core curriculum	Mentors for students	Parent support programs	Establishment of tutoring or afterschool programming at schools with transportation	Summer programming to provide additional academic support	Broader American History curriculum (African American, Immigrant)	Anti-racism training for teachers/staffs
<b>Blue=1</b>	23	2	1	4	60	2	3	5
<b>Red=2</b>	16	6	13	10	5	29	11	8
<b>Green=3</b>	20	3	17	19	2	8	7	17
<b>Yellow=4</b>	10	8	9	9	12	23	19	5
<b>TOTAL</b>	69	19	40	42	79	62	40	35