

# AGENDA

## BOARD OF EDUCATION SPECIAL BOARD MEETING/RETREAT

**Thursday, August 3, 2017**

**Varnum**

South Grand Conference Room, 17<sup>th</sup> Floor, 333 Bridge St. NW

**8:00 a.m.**

### Call to Order

Roll Call

Approval of Agenda

Public Comment

### Special Order of Business

1. OCR Work to Date
2. Achievement Gap
3. Suspension Data
4. “Eliminating Barriers for Under-Represented Through Board Policy”  
Presenter – Mary Fertaskis

### **11:30 – LUNCH**

5. School Advance – Superintendent Evaluation Goals & Training  
Presenter – Tina Kerr

### Action Items

- a. City Board Liaison Committee MOU
- b. Administrative Appointments

*The Grand Rapids Public Schools is an Equal Opportunity Institution - F/M/V/D  
If you need special accommodation due to a disability, please contact the Equal Opportunity Office at 1331 Franklin, SE  
P.O. Box 117, Grand Rapids, MI 49501-0117 or call 819-2100 (TDD 1-800-649-3777) prior to the meeting.  
The advance notice will enable us to better accommodate you.*

## ***GLOSSARY OF COMMON TERMS IN EQUITY WORK:***

**Equality:** Each person receives the same amount of resources, attention and supports.

**Equity:** Each person receives the amount they need in the way of resources, attention and supports.

**Race:** A powerful social idea that gives people different access to opportunities and resources. Race is not biological, but affects everyone – whether we are aware of it or not.

**Racism:** Any program or practice of discrimination, segregation, persecution or mistreatment based on membership in a race or ethnic group.

**Interpersonal Racism:** Pre-judgment, bias, or stereotypes about an individual or group based on race.

**Internalized Racism:** The conscious or unconscious acceptance of the dominant society's views, stereotypes or biases of one's own ethnic group.

**Institutional Racism:** When organizational programs or policies work to the benefit of certain racial groups to the detriment of people of color, usually unintentionally or inadvertently.

**Structural Racism:** The interplay of policies, practices and programs of multiple institutions which leads to adverse outcomes and conditions for people of color compared to members of other racial groups.

**Racial Inequity:** When communities of color do not have access to opportunities, and a person's race can predict their social, economic and political opportunities and outcomes.

**Racial and Educational Equity:** Providing equitable access to opportunities, resources and support for each and every child by intentionally recognizing and eliminating historical barriers, as well as the predictability of personal and academic success based on race, background and/or circumstance.

**Implicit Bias:** Beliefs or associations that a person makes between an object and its evaluation that are automatically activated by the presence (actual or symbolic) of the object. Often operates at a level below conscious awareness.

**Stereotype/Identity Threat:** A situational predicament in which people are, or feel themselves to be, at risk of conforming to stereotypes about their social group. One of the most widely studied topics in social psychology.

**Microaggressions:** The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

**White Privilege:** A set of advantages and/or immunities that white people benefit from on a daily basis beyond those common to all others. White privilege can exist without white people's conscious knowledge of its presence and it helps to maintain the racial hierarchy in this country.

**White Fragility:** A state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves. These moves include the outward display of emotions such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the situation. These behaviors, in turn, function to reinstate white racial equilibrium. Racial stress results from an interruption to what is racially familiar.

**Culture:** The ways that we each live our lives, including: values; language; customs; behaviors; expectations; ideals governing child-rearing; the nature of friendship; patterns of handling emotions; social interaction rate; notions of leadership; etc.

## MATCH THE TERM TO ITS DEFINITION:

RACE

RACISM

INTERNALIZED RACISM

STRUCTURAL RACISM

INTERPERSONAL RACISM

INSTITUTIONAL RACISM

1. Refers to a socio-political construction created to concentrate power with white people and legitimize dominance over people of color.

2. The conscious or unconscious acceptance of the dominant society's views, stereotypes or biases of one's own ethnic group. It involves using racist terms against other members of the same racial/ethnic group and placing higher value on members who appear or act more like the dominant group.

3. Refers to the beliefs, attitudes and actions of individuals that consciously or unconsciously support or perpetuate racism. It occurs between individuals. Once we bring our implicit bias and prejudice into our interactions with others, racism is categorized as \_\_\_\_\_ racism.

4. Refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups. The institutional policies may never mention any racial group, but their effect is to benefit whites and oppress people of color.

5. \_\_\_\_\_ racism encompasses the entire system of white domination, diffused and infused in all aspects of society including its history, culture, politics, economics and entire social fabric. \_\_\_\_\_ racism is more difficult to locate in a particular institution because it involves the reinforcing effects of multiple institutions and cultural norms, past and present, continually reproducing old, and producing new, forms of racism. This type of racism is the most profound and pervasive form. All other forms of racism emerge from it.

6. \_\_\_\_\_ is defined as prejudice plus power. Combining the concepts of prejudice and power points out the mechanisms by which \_\_\_\_\_ leads to different consequences for different groups. The relationship and behavior of these interdependent elements has allowed \_\_\_\_\_ to re-create itself generation after generation, such that systems that perpetuate racial inequity no longer need to explicitly promote racial differences in opportunities, outcomes and consequences to maintain those benefits.

## Racial Microaggressions in Every Day Life

Theme	Microaggression	Message
Alien in own land: When Asian Americans and Latin Americans are assumed to be foreign-born	“Where are you from?” “Where were you born?” “You speak good English” A person asking an Asian American to teach them words in their native language	You are not American.  You are a foreigner.
Ascription of intelligence: Assigning intelligence to a person of color on the basis of their race	“You are a credit to your race.” “You are so articulate.” Asking an Asian person to help with math or science problem.	People of color are generally not as intelligent as Whites. It is unusual for someone of your race to be intelligent. All Asians are intelligent and good in math/science.
Color blindness: Statements that indicate that a White person does not want to acknowledge race	“When I look at you, I don’t see color.” “America is a melting pot” “There is only one race, the human race.”	Denying a person of color’s racial/ethnic experience Assimilate/acculturate to the dominant culture. Denying the individual as a racial/cultural being.
Criminality assumption of criminal status: A person of color is presumed to be dangerous, criminal, or deviant on the basis of their race.	A White man or woman clutching their purse or checking their wallet as a Black or Latino approaches or passes. A store owner following a customer of color around the store A White person waits to ride the next elevator when a person of color is on it	You are a criminal.  You are going to steal /You are poor/You do not belong.  You are dangerous.
Denial of individual racism: A statement made when White deny their racial biases	“I’m not a racist. I have several Black friends.” “As a woman, I know what you go through as a racial minority.”	I am immune to racism because I have friends of color. Your racial oppression is no different than my gender oppression. I can’t be a racist. I’m like you
Myth of meritocracy: Statements which assert that race does not play a role in life success	“I believe the most qualified person should get the job.” “Everyone can succeed in this society, if they work hard enough.”	People of color are given extra unfair benefits because of their race. People of color are lazy and/or incompetent and need to work harder.
Pathologizing cultural values/communication styles: The notion that the values and communication styles of the dominant/White cultural are ideal.	Asking a Black person: “Why do you have to be so loud/animated? Just calm down.” To an Asian or Latino person: Why are you so quiet? We want to know what you think. Be more verbal.” “Speak up.”	Assimilate to dominant culture
Second-Class citizen: Occurs when a White person is given preferential treatment as a consumer over a person of color	Person of color mistaken for a service worker Having a taxi cab pass a person of color and pick up a White passenger Being ignored at a store counter as attention is given to the White customer behind you “You people...”	People of color are servants to Whites. They couldn’t possibly occupy high-status positions. You are likely to cause trouble and/or travel to a dangerous neighborhood Whites are more valued customers than people of color. You don’t belong. You are a lesser being.

<p>Environmental microaggressions: Macro-level microaggressions, which are more apparent on systemic and environmental levels.</p>	<p>A college or university with buildings that are all names after White heterosexual upper class males Television shows and movies that feature predominantly White people, without representation of people of color Overcrowding of public schools in communities of color Overabundance of liquor stores in communities of color</p>	<p>You don't belong/You won't succeed here. There is only so far you can go. You are an outsider/You don't exist People of color don't/shouldn't value education People of color are deviant</p>
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Sue, D. W., Capodilupo, C.M., Torino, G. C., Bucceri, J. M., Holder, A.M.B., Nadal, K., & Esquin, M. (2007). Racial microaggressions in ever day life: Implicaions for clinical practice. *American Psychologist*, 62, 271-286

## Disability Microaggressions in Every Day Life

Theme	Microaggression	Message
Denial of personal identity: Occurs when any aspect of a person's identity other than disability is ignored or denied	"I can't believe you are married."	There is no part of your life that is normal or like mine. The only thing I see when I look at you is your disability.
Denial of disability experience: Occurs when disability related experiences are minimized or denied	"Come on now, we all have some disability."	Your thoughts and feelings are probably not real and are certainly not important to me
Denial of privacy: Occurs when personal information is required about a disability	Someone asks what happened to you	You are not allowed to maintain disability information privately
Helplessness: Occurs when people frantically try to help PWDs	Someone helps you onto a bus or train, even when you need no help. Someone feels incapable of rescuing you from your disability	You can't do anything by yourself because you have a disability. Having a disability is a catastrophe. I would rather be dead than be you
Secondary gain: Occurs when a person expects to feel good or be praised for doing something for a PWD	"We're going to raise enough money tonight to get Johnny that new wheelchair."	I feel good and get recognition for being nice to you.
Spread effect: Occurs when other expectations about a person are assumed to be due to one specific disability	"Those deaf people are retarded." "Your other senses must be better than mine."	Your disability invalidates you in all areas of life. You must be special in some way. You're not normal. You have "spidey sense."
Infantilization: Occurs when a PWD is treated like a child	"Let me do that for you."	You are not really capable. I know better than you how to do this.
Patronization: Occurs when a PWD is praised for almost anything	"You people are so inspiring."	You are so special for living with that.
Second-class citizen: Occurs when a PWD's right to equality is denied because they are considered to be bothersome, expensive, and a waste of time, effort, and resources	People work hard not to make eye contact or to physically avoid a PWD. A person in a wheelchair waits 15 minutes outside a restaurant for access through the kitchen. She then complains to the manager. At a staff meeting, the question is raised about improving accessibility to the restaurant, and the official plan is that changed will be made when more PWDs come to eat	Those people expect too much and are so difficult to work with. They have no patience. Your rights to equality are not important to me.
Desexualization: Occurs when they sexuality and sexual being is denied.	"I would never date someone who uses a wheelchair."	PWD are not my equal, not attractive, and not worthy of being with me.

<p>Sexual objectification: Occurs when a woman is treated as a sexual object</p>	<p>“[At private school] we had to wear these skirts and every time we passed by, there would be a bunch of guys cracking jokes, and you know, whistling.” “Some stranger guy tried to pick me up on the subway, and that completely creeped me out....I was trying to shoot him down, but he thought I was, like, playing hard to get or something.”</p>	<p>Women’s value is in their bodies; they are meant to entertain men</p>
<p>Second-class citizen: Occurs when a woman is overlooked and/or when men are given preferential treatment</p>	<p>“I mean, my job, I don’t necessarily move heavy boxes or anything like that, but a lot of the times, like, the men...they won’t... they purposely just won’t go ask the girl to do it.” When playing sports, men telling women that they don’t want to play with them</p>	<p>Women are not physically capable.</p>
<p>Assumptions of traditional gender roles: Occurs when an individual assumes that a woman should maintain traditional gender roles</p>	<p>“People expect you to be more polite, more dainty, just because, you know, you are a woman....Guys they are around in public, they curse, they burp, they do this , they do that, but if a woman were to do that, people would be like, ‘oh my god, what is she doing? Who does she think she is?’ What is acceptable for a man to do in public is totally different than what a woman is expected to do in public.” Women being expected to cook and clean in the house, while men are not</p>	<p>Women should be feminine.  Women should be domesticated</p>
<p>Use of sexist language: Occurs when language is used to degrade a woman</p>	<p>“They’re bimbos, they’re stupid, they don’t have brains, women in general.” “You know, if a guy has, like, a lot of girls, and they, like, have sex with all the other girls, they’re not called sluts or anything like that... ‘You’re a player,’ or like, ‘Oh! You’re the man!’ Like, they’re cool. And then if a girl does it, it’s all pretty different. It’s like, ‘Oh! You’re a slut. You’re sleeping with how many guys?’”</p>	<p>Women are intellectually inferior  There are different standards for men and women when it comes to sex.</p>
<p>Environmental invalidations: Macro level aggressions that occur on systemic and environmental level</p>	<p>A male coworker hanging “pin-up pictures” of women on his wall in the workplace The notion that women do not get paid the same as men for the same type of work The fact that are so few women in the corporate world</p>	<p>Men have a right to sexualize women  Women are inferior to men.  Business is a man’s world.</p>



### **Objective:**

By utilizing an equity lens, a school board aims to (a) provide a common vocabulary and protocol for evaluating policies, programs, practices and decisions for equity and (b) produce policies, programs, practices which result in more equitable outcomes.

### **Procedure:**

For any policy, program, practice or decision, consider the following five questions:

# 1

Who are the under-represented groups (federal subgroups) affected by this policy, program, practice or decision? And what are the potential impacts on these groups?

# 2

Does this policy, program, practice or decision worsen existing disparities or produce other unintended consequences?

# 3

How have you intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice or decision? Can you validate your assessments in (1) and (2)?

# 4

What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)

# 5

How will you (a) mitigate the negative impacts and (b) address the barriers identified above?



\*Courtesy of Portland Public Schools



Tukwila School District  
 Race and Equity Committee  
 Policy & Procedures Rubric  
 April 2017

			<b>RUBRIC</b>			
			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
			Not Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
<b>PROCEDURES</b>	<b>1</b>	Who are the under-represented groups (federal subgroups) affected by this policy, program, practice or decision? And what are the potential impacts	Identified group and impact with no supporting data.	Identified group and impacts with supporting data.	Identified group and impacts with 2 pieces of data and source.	Identified group with more than 2 pieces of data with sources.
	<b>2</b>	Does this policy, program, practice or decision worsen existing disparities or produce other unintended impacts?	No explanation how.	Explanation of how and why?	Explanation of how and why with supporting data and sources.	Explanation of how and why with supporting data and sources and also a future solution.
	<b>3</b>	How have you intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice or decision? Can you validate your assessments in (1) and (2)?	Evidence of <b>only</b> staff feedback e.g. surveys, focus groups, staff meetings, etc.	Evidence of feedback from staff and family e.g. surveys, focus groups, staff meetings, union meetings, PTA, etc.	Evidence of feedback from staff, family, and students e.g. surveys, focus groups, staff meetings, ASB groups, student surveys, etc.	Evidence of feedback from staff, family, student, and community stakeholders e.g. surveys, focus groups, staff meetings, ASB groups, student surveys, school board meetings, city advisory boards, business associations, etc.
	<b>4</b>	What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)	List barriers only.	List barriers and why they are barriers.	List barriers, why they are barriers, cause of the barriers, and potential solutions to the barriers.	List barriers, why they are barriers, cause and solutions to the barriers, and identifies partners to help address the solutions to the barriers.
	<b>5</b>	How will you (a) mitigate the negative impacts and (b) address the barriers identified above?	Answer doesn't address a <b>specific</b> action	Answer addresses a <b>specific</b> action.	Answer addresses a specific action and identifies who can help implement the action.	Answer addresses a specific action, who can help, and there is a timeline based on communication with identified supporting person or group.



## **Road toward Racial Equity Policy**

The Washington State School Directors' Association is the lead policy maker for school boards in our state. When considering creating policy for racial equity, WSSDA determined that a model policy could not address the broad range of the conditions of equity across our school districts. WSSDA believes that the development of such policy must be done at the local level to reflect the conditions and aspirations.

### **Action Step One**

The School Board requests that the Superintendent develop a process for building a vision of racial equity and bring it to the board for consideration.

### **Action Step 2**

The school board adopts the proposal and budget, and directs the superintendent to implement the plan for building a racial equity vision.

### **Action Step 3**

The engagement plan for defining a vision of racial equity is executed, with the superintendent using the Equity Committee as the advisory group to select language for the vision before it is brought to the school board.

### **Action Step Four**

The School Board takes action to approve the vision statement for racial equity.

### **Action Step Five**

The board tasks the superintendent with developing a racial equity policy that gives guidance on what the district believes and aspires to regarding racial equity and what the district will do to reach their vision.

### **Action Step Six**

With the Equity committee as an advisory group, the superintendent develops a draft of the racial equity policy that reflects the language and vision of internal and external stakeholders.

### **Action Step Seven**

The school board takes action to adopt the racial equity policy in to the 00 category of policy.

### **Action Step Eight**

The school board tasks the superintendent to develop an implementation plan for enacting the racial equity policy across all departments and schools. This is a multi-year plan including procedures as deemed necessary.



# Eliminating Barriers to Learning Through Board Policy

PRESENTER:

Mary Fertakis, M.Ed.

Director, Tukwila (WA) School Board  
Consultant, M FERTAKIS Consulting, LLC  
[mfertakisconsulting@gmail.com](mailto:mfertakisconsulting@gmail.com)

Grand Rapids Public Schools Leadership Retreat  
August 2, 2017

# LEARNER OUTCOMES

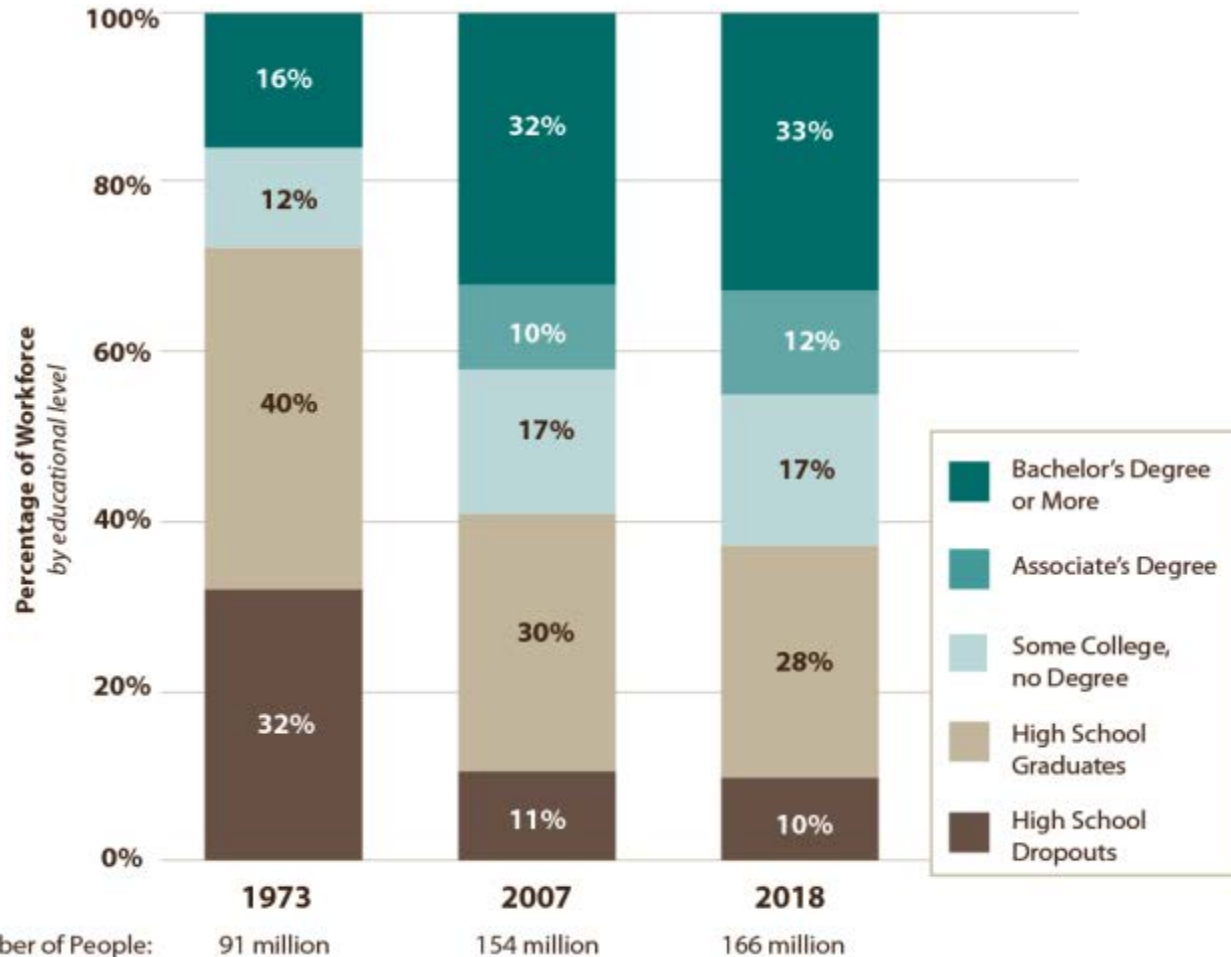
1. Recognize the Board's policy role in, and ability to, eliminate academic and system barriers for students.
2. Gain an appreciation for the diversity of challenges students are encountering in order to develop effective policy responses.
3. Receive examples of supports and innovative strategies for consideration during Board policy discussions and study sessions.



# AGENDA

1. Provide background and context about changes that are driving policy.
2. Present a few of the academic, system, financial, family and cultural barriers impacting students.
3. Discuss strategies to consider as a part of policy development and resource allocation.

# BY 2018, ABOUT TWO-THIRDS OF ALL EMPLOYMENT WILL REQUIRE SOME COLLEGE EDUCATION OR MORE



Source: *Help Wanted: Projections of Jobs and Education Requirements Through 2018*. Georgetown Center on Education and the Workforce, August 2012

# CATEGORIES OF BARRIERS

1. Academic

-> With a significant sub-section of ELL issues

2. Financial

3. Institutional and System Across Pre-K - 20

4. Family and Cultural



# ACADEMIC BARRIERS (SELECTED FINDINGS)

- Guidance counselors lack information about: the breadth of career options available to students; career guidance pathways that align with secondary and postsecondary access and success; how to develop secondary and postsecondary partnerships (community-based – collective impact, and statewide); and how to support students and families with financial aid information.
- Guidance counselors have insufficient time to assist students and families with career planning.
  - > National avg. ratio = 1:500; MI = 1:732
  - Recommended ratio = 1:250

# ACADEMIC BARRIERS FOR ELL STUDENTS (SELECTED FINDINGS)

- Inadequate placement testing that does not take into account existing background knowledge.
- Difficulty differentiating what is important and what is supplementary information in textbooks – when reading in another language all material is given equal weight.
- Lack of connection to student's backgrounds in the examples used in textbooks and on test questions.

# FINANCIAL BARRIERS (SELECTED FINDINGS)

- Financial literacy. Limited counseling regarding the cost of pursuing a degree and how it will pay for itself.
- Confusing financial aid process and the importance of meeting deadlines for paperwork.
- Perception by families that financial aid is a contribution to the family's needs so it is used for rent/food instead of school expenses.
- Fees during the summer before postsecondary that they can't pay for and don't know they can defer.

# **INSTITUTIONAL & SYSTEM BARRIERS** **(SELECTED FINDINGS)**

- **Culturally relevant experiences and imagery** are not incorporated into class simulations and are missing or limited in textbooks.
- **An expectation that students must adapt to the education system,** rather than the system adapting to the changing demographics of student populations.
- A lack of understanding that **job availability,** and no alignment between **housing, transportation, health, and human services policies** affects student achievement.

# FAMILY AND CULTURAL BARRIERS (SELECTED FINDINGS)

- First generation college students have a fear of failure and worry that the expense of postsecondary education will be a drain on their families. They do not want to let their family/community down and are concerned about their ability to be successful.
- Concern about the perceptions within their communities that they are not conforming to community norms, or gender roles (i.e. women attending college instead of, or in addition to, getting married; men studying for a non-traditional career).

# ACADEMIC SUPPORTS (SELECTED FINDINGS)

- College in the high school and the ability to earn dual-credit in content areas and CTE (Career & Technical Education).
- Opportunities for hands-on experiences, and project-based learning to help with career choices.
- Mentoring: Access to a faculty/staff member, a community member, or a student further along to provide support, accountability, encouragement and social capital.

# **ACADEMIC SUPPORTS FOR ELL STUDENTS** **(SELECTED FINDINGS)**

- **Use of technology to facilitate language acquisition** and the ability to go over the material outside of class (i.e. recorded lessons or instruction with examples)
- **Use of technology to facilitate class participation** so students can ask questions without being embarrassed or being in a position of violating cultural norms related to questioning authority figures.

# FINANCIAL SUPPORTS (SELECTED FINDINGS)

- Assistance in completing FAFSA and related financial forms.
- Financial literacy class to understand financial aid responsibilities.
- Adequate financial aid so students are not having to consider how many hours they will need to work while simultaneously attending school (impacts post-secondary decisions and length of time in school).



# INSTITUTIONAL & SYSTEM SUPPORTS (SELECTED FINDINGS)

- Access to PSAT and SAT/ACT testing at the student's own high school (fees can be reduced or eliminated based on free and reduced lunch designation)
  - > Step 2: Follow-up on practice tests to explain items that were answered incorrectly.
- Assistance with college application process – including assistance during the summer between graduation and starting classes in the fall to prevent “summer melt.”
- Access to Seal of Bi-Literacy testing  
(<http://www.k12.wa.us/WorldLanguages/SealofBiliteracy.aspx>)

# STRATEGIES TO CONSIDER IN POLICY DEVELOPMENT

- Hold Board study sessions to understand existing barriers in your schools from the perspective of parents and students.
- Look at the issue of barriers through an equity lens.
- Develop a clear understanding of what “local control” means for your ability to address your students’ needs.

# STRATEGIES TO CONSIDER IN POLICY DEVELOPMENT

- Focus on middle school as the “sweet spot” for engaging students and removing barriers.
  - > Transition Goals (both entering and exiting MS)
  - > Graduation Specialist
  - > Counselor, parent, student meeting in 8<sup>th</sup> grade to discuss career/education goals and register for high school classes at that point (develop a HS and Beyond Plan).
  - > “IEP’s” for each student that include parent/guardian participation and input.

# STRATEGIES TO CONSIDER IN POLICY DEVELOPMENT

- Review your attendance/discipline data for disproportionality and how system or cultural barriers may be contributing to your data.
- Look at barriers to authentic family engagement.  
-> ESSA, Title I - 1% requirement for family engagement activities.
- Leverage the focus on STEM/STEAM careers by legislators, the business community, and the non-profit sector to elevate barrier issues, and support efforts to address them at a system level.

# STRATEGIES TO CONSIDER IN POLICY DEVELOPMENT

- Think beyond your own district.

- > Collaborative efforts (i.e. city/county initiatives)
- > Collective Impact (i.e. Road Map Project)
- > Regional focus on a shared or specific barrier
- > Embrace the language of "*our kids*", not "*those kids*" in areas of high mobility
- > Work across sectors (i.e. transportation, housing, workforce development, health, and human services)

# STRATEGIES TO CONSIDER FOR RESOURCE ALLOCATION

- Have a designated, culturally agile “point person(s)” or a Family Liaison who is a bridge between staff, students, and family.
- Think in terms of a P-12 continuum (Need “X” at grade “Y” for outcome “Z” – graduation and post-secondary preparation)
- Develop opportunities to experience a variety of careers for K-12 students.

# STRATEGIES TO CONSIDER FOR RESOURCE ALLOCATION

- Create/support a **designated College/Career guidance counselor** to provide individualized attention and guidance on post-secondary options.
- **Improve access to wrap-around services**: academic, family, social/emotional support.
- Consider the **inclusion of Social-Emotional Learning** in the district's curricula, programs and student supports.

# **STRATEGIES TO CONSIDER FOR RESOURCE ALLOCATION**

- **Survey** students, staff and community stakeholders to find out what they perceive as barriers.
  - > Conduct focus groups where people in your community gather -> **Go To Them!**
- Provide **teacher and counselor summer and weekend (paid) internships** to expose PreK-12 personnel to post-secondary access, admissions, and transition programs.
- Sponsor **post-secondary scholarship and financial aid workshops for families** in numerous languages and at various locations.



# STRATEGIES TO CONSIDER FOR RESOURCE ALLOCATION

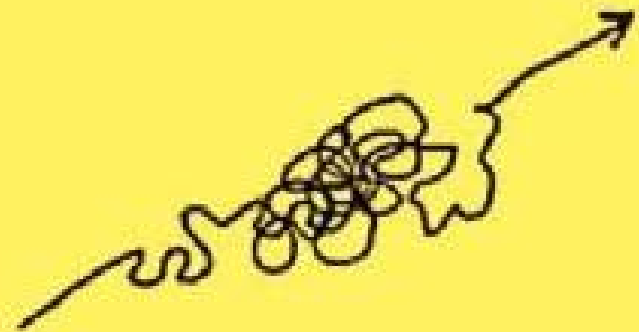
- Create a clear degree pathway from PreK-12 through the higher education systems for both students AND parents to understand.
- Provide professional development training for all staff to increase their cultural agility.
- Provide professional development training to high school and middle school counselors on the nationally recommended college/career standards (adopted in 2012).

Success



what people think  
it looks like

Success



what it really  
looks like

# SUCCESS STORY: TAVAESINA



" I no longer sleep on the floor now which is going to take a lot of getting used to once I settle in this new bed of mine at the UW. 😊

Thank God for His blessings and for my family and friends for pushing me through it all. I love you mom & dad!! It's only been an hour and I'm home sick. But what can I say? I'm officially a HUSKY ♥️"



# **CALL TO ACTION**

**What barrier(s) will you  
commit to address?**

# RESOURCES:

- Predictors of Postsecondary Success, American Institute for Research: [www.ccrscenter.org/sties/default/files/ccrs%20Center\\_predictors](http://www.ccrscenter.org/sties/default/files/ccrs%20Center_predictors)
- Trauma-Informed PD for staff: <http://www.sounddiscipline.org/>
- Barriers & Supports for Under-Represented and Minority Students: [http://www.wcnursing.org/uploads/file/Final\\_Draft\\_Diversity\\_Report%203\\_13\\_2014.pdf](http://www.wcnursing.org/uploads/file/Final_Draft_Diversity_Report%203_13_2014.pdf)
- Summer Melt Handbook: <http://www.gse.harvard.edu/sdp/resources/summer-melt/index.pnhp>
- Education Trust, Counselor Standards Report: [http://www.edtrust.org/sites/edtrust.org/files/publications/files/Poised\\_To\\_Lead.pdf](http://www.edtrust.org/sites/edtrust.org/files/publications/files/Poised_To_Lead.pdf)
- The Road Map Initiative: <http://www.roadmapproject.org/>

MEMORANDUM OF UNDERSTANDING  
CITY OF GRAND RAPIDS AND GRAND RAPIDS PUBLIC SCHOOLS

This MEMORANDUM OF UNDERSTANDING dated July 1, 2017, is entered into by and between the CITY OF GRAND RAPIDS (City), a Michigan Municipal Corporation, whose principal office is located at 300 Monroe Avenue, NW, Grand Rapids, Michigan 49503, hereinafter referred to as the “City,” and the GRAND RAPIDS PUBLIC SCHOOLS (GRPS), a General Powers School District, whose principal office is located at 1331 Franklin Street SE, Grand Rapids, Michigan 49506, hereinafter referred to as “GRPS.”

IT IS AGREED AND UNDERSTOOD by the parties as follows:

I. PERIOD OF UNDERSTANDING

The various activities and responsibilities described in this MEMORANDUM OF UNDERSTANDING shall begin on July 1, 2017, and continue indefinitely or until either party gives a 90 day written notice with intent to review, revise, or revoke the agreement.

II. CITY AND GRPS LIAISON COMMITTEE

A. Purpose

The Liaison Committee exists to foster communication and trust to facilitate the City Commission and GRPS Board of Education improved collaboration for the benefit of children and the community.

B. Membership

Membership includes two Co-Chairs—the GRPS Board of Education President and the City of Grand Rapids Mayor, two City Commissioners, and two Board of Education members. The GRPS Superintendent, City Manager, Our Community’s Children Administrator, and key leaders within each respective organizations, such as the Police Chief, Chief of Staff and Executive Director of Public Safety and School Security, Parks and Recreation Director, District Communications, and other designated personnel serve as supporting staff.

C. Meetings

A schedule of meetings shall be developed with the GRPS Superintendent and City Manager or his/her designees to be presented to the Liaison Committee. The Liaison Committee shall meet each year in September, January, and May and may organize additional meetings as required.

D. Agenda

An annual work plan shall be developed with the GRPS Superintendent and City Manager or his/her designees to present to the Liaison Committee. The Liaison Committee shall review the annual plan in September and review the budget in January.

E. Activities and Responsibilities

The Liaison Committee shall help coordinate shared city and school projects and oversee and support the mission of Our Community’s Children by monitoring annual work plan and budget activities.

### III. OUR COMMUNITY'S CHILDREN

#### A. Purpose

The Our Community's Children (OCC) exists to foster communication and collaboration between the GRPS Superintendent and GRPS staff and the City Manager and City staff for the benefit of children and the community.

#### B. OCC Administrator

The OCC shall be operated by the OCC Administrator. The OCC Administrator reports jointly to the GRPS Superintendent and the City Manager or his/her designees. The OCC Administrator is an employee of the City. The OCC Administrator shall be provided a work area, computer, and telephone in each organization. Consistent with Civil Service provisions, the City Manager has the authority to hire and terminate the OCC Administrator. The City Manager shall not invoke his authority without reaching a consensus with the GRPS Superintendent and then consulting with the Liaison Committee.

#### C. Authority of OCC Administrator

The City Manager and GRPS Superintendent shall each establish the authority of the OCC Administrator within each organization. The OCC Administrator shall have direct access to the City Manager and GRPS Superintendent or his/her designees.

#### D. OCC Administrator Responsibilities

The OCC Administrator shall manage the operations of the OCC and ensure fiscal planning for program implementation. The OCC Administrator shall develop an annual work plan in collaboration with the City Manager and GRPS Superintendent or his/her designees. Other responsibilities include securing partnerships for the well-being of children and managing the Grand Rapids Mayor's Youth Council and related youth leadership projects. The OCC also facilitates collaboration between the City and GRPS on shared projects and works with each organization's top management teams.

#### E. OCC Funding

The OCC is jointly supported by the City and GRPS. The OCC Administrator secures grants and brings in revenue to support OCC projects. The OCC shall ensure funding requests are communicated and approved by the City Manager and GRPS Superintendent or his/her designees.

The OCC Administrator develops an annual work plan and budget for the City Manager and GRPS Superintendent or his/her designees for their recommendation to the Liaison Committee. The budget shall be presented to the Liaison Committee prior to being considered for approval by the City Commission and Grand Rapids Public Schools Board of Education.

#### F. Memorandum of Understanding Termination

Intent to terminate this agreement by either party prior shall be provided in writing to the Liaison Committee at least 90 days prior to date of desired termination.

IN WITNESS OF, the parties hereby have confirmed the provisions of this MEMORANDUM OF UNDERSTANDING as of the day and year first written above.

CITY OF GRAND RAPIDS, a Michigan Municipal Corporation

By

Rosalynn Bliss, Mayor

Attested by

Darlene O'Neal, City Clerk

GRAND RAPIDS PUBLIC SCHOOLS, A General Powers School District

By

Wendy Falb, Board President