

## Chancellor's Parent Cabinet Meeting Minutes

October 12, 2017

5:30 – 8:00 PM

DCPS Central Office - 1200 First Street NE, WDC 20002

Presenters:

- Antwan Wilson, Chancellor, DCPS
- Shanita Burney, Chief, Office of Family and Public Engagement (OFPE), DCPS
- Sarah Parker, Deputy Chief, Community Engagement, DCPS
- Rachel Brown, Director, Strategic Initiatives

Support: Sharona Robinson, Elias Hoffman, Mahogany Blank, and Raquel Ortiz

### Notes:

#### Meeting Attendees:

- DCPS Chancellor's Parent Cabinet Members: Stephen Brown, Ray Crawford, Frances Davidson, Kerline Elise Jefferson, Arnebya Herndon, Angie Hicks Skinner, Catherine Kelly, Aurora Lopez, Chioma Oruh, Alan Page, Jacque Patterson, Alfons Prince, Alicia Rucker, Heather Schoell, Alex Simbana, Anne Smith, Michael Sriquei, Alicia Tolliver, Devin Turner, Nakisha Winston, Tamu Wright
- Not in Attendance: Ashley McMaster, Carletta Allen, Devin Turner, Jacque Patterson
- Office of Family and Public Engagement: Shanita Burney, Sarah Parker, Sharona Robinson, Elias Hoffman, and Raquel Ortiz, Natalie Treadgold

Agenda item	Comments
<b>Pre-Meeting</b>	<ul style="list-style-type: none"> <li>● Dinner</li> <li>● Take photos and secure final Information for online biographies</li> </ul>
<b>Welcome and Positive Opener</b>	<p><b>Introductions:</b></p> <p>Social Emotional Learning (SEL) Opener: Members were prompted to reflect on a positive experience with their school or a teacher. What was it how did you feel?</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>● Encounter with the school nurse, student lost his tooth</li> <li>● A school community event felt like family.</li> <li>● When a teacher sends out the items performed in class, it helps them stay engaged as a parent.</li> </ul>

<p><b>Updates from Chancellor Wilson</b></p>	<p><i>Chancellor Wilson discusses Excellence through Equity Funding.</i></p> <p>Provided funding (\$2.6 million) to schools who needed additional supports (scoring level 1 and 2 on the PARCC Assessment).</p> <ul style="list-style-type: none"> <li>• Several schools have issues with chronic absenteeism;</li> <li>• Support core instruction in literacy and math;</li> <li>• Emphasis on Social Emotional Learning (SEL);</li> <li>• Opportunities to partner with schools in these errors.</li> <li>• The funds came on the back end however, moving forward, would like this funding to be included in general budgeting on the front end being able to go into the summer knowing what they are focusing on.</li> </ul> <p><i>Chancellor Wilson discusses Reign:</i></p> <ul style="list-style-type: none"> <li>• 12 schools receive Reign Innovation Grants</li> <li>• Held a young women and girls conference last school year.</li> </ul> <p>For more information on <b>Excellence through Equity</b> grants, click <a href="#">here</a>.</p> <p>For more information on the <b>Reign Innovation Grants</b>, click <a href="#">here</a>.</p>
<p><b>Q&amp;A with Chancellor Wilson</b></p>	<p><b>What is the best mechanism to receive more funding to ensure children are in a safe environment and for parents who work until after hours and still have the academic supports they need. How do you see parents working with DCPS to ensure additional funding?</b></p> <ul style="list-style-type: none"> <li>• After-care funding comes from the Office of the State Superintendent (OSSE). We got additional dollars to provide to schools. DCPS back filled these with additional dollars, and can't always do that so a solution is currently being researched.</li> </ul> <p><b>PARCC and addressing the achievement gap: The level 1 &amp; 2-there is an SEL component. We should be using assessments address that component. How are we addressing the technology needs?</b></p> <ul style="list-style-type: none"> <li>• Yes, assessing the need is important. The correlations we see are with attendance and with ethnicity. The goal is to help schools create an environment that is fulfilling student success.</li> <li>• Many of our schools are lacking technology. We are piloting 5 schools this year. DCPS is looking at a district wide approach, where devices and Wi-Fi are available at all schools didn't exist before.</li> </ul> <p><b>Grant process for Reign: How much parent involvement in these grants?</b></p> <ul style="list-style-type: none"> <li>• Some schools engaged parents a lot and others, not at all. Family engagement in the budgeting process is important and will be part of the process from now on.</li> <li>• We are already talking to the teams about SY18-19 about these grants.</li> <li>• A Community Action Team (CAT team member will be the Office of Family and Public Engagement's (OFPE) team rep on Empowering Males of Color (EMOC) and Reign working groups.</li> </ul> <p><b>Do you make suggestions based on evidence based programs? Instead of them coming up with their own programs for curriculum?</b></p> <ul style="list-style-type: none"> <li>• We should do both. Our regular dollars should focus on that (literacy and math). The Reign grants should focus on those at the school level.</li> </ul>

	<p>Providing teachers with extra support or having Saturday school as examples. They receive guidance from their Sups. however, we want some dollars for them to have autonomy otherwise what decisions are we making.</p> <p><b>The Reign Grants seem wonderful, but what about EMOC grants. Can you give an overview of that process?</b></p> <ul style="list-style-type: none"> <li>Some programs we no longer fund with EMOC because they were not beneficial. EMOC dollars were already plugged into the funding process, Reign is part of additional funding that is why it is a year behind. Only 8 or 9 schools have grants. Some schools had them in the past, their programs didn't work out, whereas schools like Stanton were very successful.</li> </ul> <p><b>Clarifying question: more so priority in terms of the Young men?</b></p> <ul style="list-style-type: none"> <li>Yes, the priority there was more for them. Now we can start to think about young women.</li> </ul> <p><b>Is there priority around programs that are not necessarily academic programs that support students interest as well supporting academics and PARCC scores.</b></p> <ul style="list-style-type: none"> <li>Yes, DCPS is focusing on those things. In our strategic plan, we call out increasing programming in middle schools, extracurriculars and co-curricular that support the academic work that is happening (like mock trial, speech and debate, journalism, chess)</li> </ul>
<b>Reminder about Meeting Norms</b>	<p>Shanita reminded the Cabinet that the group should “go deep” for feedback to really inform and influence the work of DCPS. That is why the number of initiatives is small and might feel uncomfortable in terms of the initiatives.</p> <ul style="list-style-type: none"> <li>Shanita reminded group of the norms including:</li> </ul>
<b>Group Discussion: Questions and Comments on proposed Initiatives</b>	<p>Sarah opened the group discussion with an explanation of the goal for choosing 3 of the 18 initiatives from the SY17-18 Strategic Plan for the Parent Cabinet to own and “dive deep” on issues. The cabinet spent several minutes on each slide which prompted the following questions/comments.</p> <p><b>Question:</b> For any initiative or topic not included, can we have a sidebar so that DCPS leadership can hear parent concerns?</p> <p>OFPE facilitators explained that there would be other conversations and that central office staff who own the initiatives are interested in coming to parent cabinet meetings. OFPE is also thinking of other ways to engage; maybe through phone calls or one-off meetings.</p>
<b>Discussion on Initiative 1.2: Reign and Empowering Males of Color (EMOC)</b>	<p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>More clarity regarding Reign funding and continued roll out of this initiative;</li> <li>How families not of color, be allies;</li> </ul>

	<ul style="list-style-type: none"> <li>• Affirming leadership and identity;</li> <li>• Thinking of groups of students, such as 5th or 6th grade and how to tackle their issues instead of one whole;</li> <li>• The socio-economic factors;</li> <li>• Stereotypes and others interact with students of color;</li> <li>• Teacher training and cultural competency; and</li> <li>• More intentional, more targeted dollars, factoring in feedback from students themselves</li> </ul>
<b>Discussion on Initiative 1.3: School Budgeting Model</b>	<b>Themes:</b> <ul style="list-style-type: none"> <li>• Holistic curriculum- Let's not just focus on reading but apply it to math and science as well.</li> <li>• Students of color are always put in a category. We should think outside of the box.</li> <li>• Modernization and facilities budgets (these are not included in school budgets)</li> <li>• How do we make sure the dollars are distributed equitably?</li> </ul>
<b>Discussion on Initiative 3.2: School improvement based on individual school and regional need</b>	<b>Themes:</b> <ul style="list-style-type: none"> <li>• Creating a more diverse portfolio;</li> <li>• Equity in some of these specialized programs;</li> <li>• Extended day and extended year- evaluation or expansion of these programs; and</li> <li>• Parent engagement in programming.</li> </ul>
<b>Discussion on Initiative 3.3 (Attendance) and 3.4 (enrollment)</b>	<b>Themes:</b> <ul style="list-style-type: none"> <li>• Truancy;</li> <li>• Barriers that students and families are facing (related to SEL);</li> <li>• Policies regarding truancy that already exist;</li> <li>• Retention of families in middle school; and</li> <li>• New teachers (lack of retention) discourages students from staying in school</li> </ul>
<b>Discussion on Initiative 4.2: Build social-emotional competencies</b>	<b>Themes:</b> <ul style="list-style-type: none"> <li>• Digital citizenship (cyberbullying) in SEL discussion;</li> <li>• Every Student Succeeds Act (ESSA) requirements;</li> <li>• Before and after-care staff receiving SEL training;</li> <li>• How SEL fit into the curriculum;</li> <li>• How will teachers receive professional development on SEL curriculum; and</li> <li>• SEL for all staff, not just school leaders and teachers</li> </ul>
<b>Discussion on Initiative 4.3: Reading on grade level by 3rd grade</b>	<p>This is about literacy, reading on grade level by 3rd grade. (this is one of our "Big Goals")</p> <b>Themes:</b> <ul style="list-style-type: none"> <li>• Standards should have a process for recognizing Special Education;</li> <li>• "Consequences" if goals are not met; and</li> </ul>

	<ul style="list-style-type: none"> <li>Are we looking at the deficit? (many talk about Special Education students bringing down PARCC scores)</li> </ul>
<b>Discussion on Initiative 4.4: Strengthen Middle School Offerings</b>	<b>Themes:</b> <ul style="list-style-type: none"> <li>Compare the entrance requirements for advanced courses with lens towards equity;</li> <li>Partner offerings;</li> <li>Lack of club offerings for middle school; and</li> <li>After care - mechanics and funding</li> </ul>
<b>Discussion on Initiative 4.5: Access to college and Career</b>	<b>Themes:</b> <ul style="list-style-type: none"> <li>Financial literacy;</li> <li>School choice is a big conversation at elementary but not at post-secondary (Financial Aid); and</li> <li>Add a prosperity element to career training (stock broker, real estate agent, investor).</li> </ul>
<b>Discussion on Initiative 5.2: Engage Families</b>	<b>Themes:</b> <ul style="list-style-type: none"> <li>Inclusion of incarcerated youth's families</li> <li>Prioritize working with families</li> </ul>
<b>Next Steps and Closing</b>	<ul style="list-style-type: none"> <li>OFPE will update Cabinet members on the initiatives that were voted on.</li> <li>Members were asked to fill out evaluation forms.</li> <li>Cabinet members who were not present will have until Monday, October 16th to vote.</li> <li>- Reminder for members to fill out biography responses.</li> </ul>