

Equity Round Robin Notes

4-20-17

<p>Equity Focus</p> <p>Breakout Round 1 (Blue) Notes</p>	<p>Round One Group Members (first and last names)</p> <p>Jesse Harness Jim Lynch Lisa Pugh Lena Taylor (Craig Trost) Woody Weidenhoeft</p>	<p>Time frame: Round One: 10:10-10:35 (25 mins)</p>
<p>Notes: Capture general thoughts, not specific quotes, Do not attach ideas to people</p> <p>(How do we ensure EQUITY in the implementation of the plan?)</p> <ul style="list-style-type: none"> ● Must determine key indicators of implementation with equity. Define it. <ul style="list-style-type: none"> ○ Within that, involve the community ○ Embrace the concept of equity vs equality ● Assist LEAs in finding the path forward, with the recognition that LEAs have different paths ● Implementation Science support ● Microtarget demographics to assist in getting the right people to the table, and the right interventions ● Provide additional resources to wrap around with community supports ● Equity from the student and subgroup perspective. Students with significant disabilities still must be highlighted ● Adequately assess needs, acquire the supports to actually support it, and then dispatch the supports appropriately. Not equal!! Focus on getting each LEA/school what they need. ● Ensure all community members are engaged. ● Continued engagement of a statewide equity council going forward ● How does it apply to rural and suburban ● We need to get good on who vs. what and stop pretending that the what is the key component ● We must make sure that the issue of equity is not “just something for students or people of color” ● What makes the equity conversation tricky is money. -- we need to be clear that there are ways outside of money 		
<p>Summary statement (based on hearing the conversation, write one or two summarizing statements from your perspective):</p>		

- Engaging the community in authentic, micro local ways is paramount
- Who you have at the table is as important as what you talk about

Type anything from the chart paper that the facilitator writes specific to this group:

- Collected thinking sheets from group 1

<p>Equity Focus</p> <p>Breakout Round 2 (Yellow) Notes</p>	<p>Round Two Group Members (first and last names)</p> <p>John Ashley Fran Finco Jose Martinez Brian Jackson Frank Humphrey Heather B-D Ron Martin Amy Devine</p>	<p>Time frame: Round Two: 10:40-11:05 (25 mins)</p>
<p>Notes: Capture general thoughts, not specific quotes, Do not attach ideas to people</p> <ul style="list-style-type: none"> • Technical support, quality or skill set of staff must be looked at • Resources must be addressed, especially in rural areas, including materials • Resources must be culturally responsive • Subgroup size can't be a way out in small districts. We have to find ways to ensure LEAs don't leave kids behind. • Must use data on the performance of subgroups, making sure no one is left behind • Resources to actually do something with the data • Work with LEAs on Grow your own teacher programs, particularly for ESPs • Standardized testing still are culturally biased. • What is the back-up plan for LEAs pending funding • Active resistance to strategies that haven't worked in the past • Making sure all races and cultures are represented at the local table • Visiting tribal communities will help folks to better understand their subgroups (key stakeholders, DPI, LEAs) • The link between tribal leaders and SEAs must be strengthened • Consistency and momentum! 		

Summary statement (based on hearing the conversation, write one or two summarizing statements from your perspective):

- This group talked more about resources, cultural responsiveness
- Loved the phrase consistency, but momentum

Type anything from the chart paper that the facilitator writes specific to this group:

- Collected papers from group 2

<p>Equity Focus</p> <p>Breakout Round 3 (Red) Notes</p>	<p>Round 3 Group Members (first and last names)</p> <p>Chris Theil Mel Stewart Mike Thompson Jim Bender Carole Trone</p>	<p>Time frame: Round 3: 11:10-11:35 (25 mins)</p>
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Notes: Capture general thoughts, not specific quotes, Do not attach ideas to people

- Clear definition of equity, and clear expectations of what it means to help kids who need it.
- Local implementation
- Begin with an equitable base, are all schools equitably supported to begin with
- The definition is important. Is it a philosophy or is it about resources, or what...
- Its equitable if the parents, the users believe it to be so. The only way that it is truly equitable is if the users or the people at the table believe it to be so.
- Establish the guiding principles around equity. I liked the CCSSO/Aspen definition.
- I have a hard time getting outside of the realm of the resources around this.
- There is a tension here-- we say we need equitable opportunity-- not necessarily equity of outputs.
- Because of the fluidity at the federal level, this council becomes a place where we can come to the table, find our common place, and advocate in a united place.

Summary statement (based on hearing the conversation, write one or two summarizing statements from your perspective):

- What does pretty look like? We need to better understand what we are going for,
- Formulas are equal, they are not equitable.
- Who has control, who is at the table?

Type anything from the chart paper that the facilitator writes specific to this group:

- Collected orange sheets