

**REPORT OF THE BOARD'S DELEGATE TO THE
TITLE I DISTRICT ADVISORY COUNCIL (DAC)**

January 30, 2020

Submitted by Director Paula Phillips

CALL TO ORDER AND ROLL CALL

Chairperson Tracey Dent called the meeting of the Title I District Advisory Council to order at 6:00 p.m. on Thursday, December 5, 2019, in the Cafeteria of the MPS Central Services Building, 5225 W. Vliet Street, Milwaukee, WI.

Present Carrie Bickerstaff, Member at Large
Tracey Dent, Chairperson
Jenni Hofschulte, Corresponding Secretary
Andy Kilimann, Sergeant at Arms
Valerie Lambrecht, Vice Chairperson
Terry Longo, Parliamentarian
Celeste Moore, Member at Large
Nonita Stiggers, Recording Secretary

Excused..... Carrianna Johnson, Member at Large

In addition to the Executive Committee, there were 66 DAC delegates, 15 parent coordinators, and 12 community members, representing 64 schools, for a total of 93 participants.

Chair Dent recognized several elected officials and dignitaries who were present.

Chair Dent announced that interpretation is available in Spanish for participants who need this service.

Chair Dent amended the meeting's agenda to announce that a DAC subcommittee will be created to push for driver education for students in schools.

CONSENT AGENDA

Sergeant at Arms Andy Kilimann presented the consent agenda, which contained the family-and-community-engagement report and the November 2019 meeting minutes. Joyce Davenport from Hamilton High School moved to approve the minutes. Pepper Butterfield from Brown Street Academy seconded. The minutes were approved by a majority voice vote.

POSITIVE NOTES

Member at Large Carrie Bickerstaff solicited positive notes from the group.

(1) Guadalupe Rodriguez from Morgandale School shared the school had had its winter concert, followed by milk and cookies with students and parents. The school also had spirit days for students.

(2) Renee Hoover-Hicks from Greentree Preparatory shared that 100% of the school's 7th-grade students had improved their reading scores in STAR testing.

(3) Winnifred Aitch from Holmes Elementary shared that attendance and behavior has improved. In the early grades, Duplo blocks have been used by teachers to express students' feelings at schools. At the SEC's meeting, parents expressed positive comments about the proposed late busing for Holmes students.

(4) Javier and Vicky Cornejo from Bay View High School shared that Bay View won a \$25,000 grant from Constellation E2 Energy to Educate to provide its students trips to Harvard and Yale

universities to see what they offer students. Bay View was the first MPS school to receive this award due to its grant writing.

(5) Erica Prokop from Cooper Elementary shared that Cooper will be hosting its annual holiday workshop on December 10 and 11.

(6) Erica Prokop also shared that Garland Elementary had held its “Tiger Fest” fundraising event, and it was a hit!! They raised enough funds to contribute to field trips for every grade. Hundreds of families and students attended the carnival, candy walk, balloon twister, t-shirt making, henna, face painting, and concessions. An appearance was also made by Roaree, the school mascot. Garland’s PTA was the only Wisconsin PTA that won the 2019 PTA Be Internet Awesome Family Workshop Grant sponsored by Google. The award will be received in April 2020.

(7) John Edquist from Fernwood Elementary shared that Fernwood had held a holiday toy drive for Children’s Hospital, a toiletry drive for Courage House, a diaper drive for Sixteenth Street Community Health Center, a food drive for the Bay View food pantry, and a clothing drive for Unity Clothes Closet.

(8) Italia Peralta from U.S. Grant Elementary shared that Grant had held its family night on November 20. There was a mad science show that students and families enjoyed.

(9) Kelly Nelson from Craig Montessori shared that their middle school teacher is teaching girls coding through the Girls Code Program.

(10) Rolkeisha Price from Obama High School shared that their students are striving to succeed this year for greatness. The robotics team at the school is great.

(11) Earniece Jamison from Brown St. Academy shared that, on December 4, they had held a day for “The Love of Books” with two authors who had come to share their books. The event was spearheaded by the Parent Coordinator, Ms. Lecrystal Griffin. It was a great event.

NEW BUSINESS

(1) Family & Community Engagement Associate Jorge Mayorga presented a change in the date of the Council’s next meeting from January 2 to January 9, with the caveat that the meeting once again was going to be held in the Cafeteria because the auditorium had been reserved for another meeting that same evening. Terry Longo, Parliamentarian, surveyed a hand majority count of 26-to-15 in favor of moving the meeting to January 9.

(2) Family & Community Engagement Associate Jorge Mayorga, prior to introducing the presenter for the ESEA Plan, provided an overview of the life cycle of DAC topics. He explained that, first, an informational item is presented at the meeting, at which time members may ask questions on the topic, including clarifying questions on the feedback that they are to gather from families at the school. The following month, members bring back the feedback from families at the school and discuss it at the breakout sessions. This feedback is then compiled and reported back to MPS staff to be used in developing programs, practices, and procedures that support student learning.

MPS ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) PLAN

Joseph Hill of the Department of Financial Planning & Budget Services provided information on the MPS Elementary and Secondary Education Act (ESEA) Plan.

Background

On December 10, 2015, the new Every Student Succeeds Act (ESSA) was signed by President Obama, replacing No Child Left Behind. This reauthorization provides the guidelines moving forward for implementation of the Elementary and Secondary Education Act (ESEA). As is the case with most national legislation, there are multiple steps needed to make changes in the process to fulfill the new guidelines.

In January 2018, Wisconsin’s Department of Public Instruction received approval of its plan for fulfilling the guidelines of ESSA at a state level. The next step is for each local educational agency — in

our case, MPS — to create a local plan for how it will fulfill these requirements. For MPS, this local plan will be called the MPS ESEA Plan.

Action Steps for DAC Representatives

The discussion at our January DAC meeting will focus on family input to the MPS ESEA Plan. Input gathered from our small-group discussions in January, combined with input collected from other stakeholders, will help to inform, but not necessarily decide, what the final submitted MPS ESEA Plan will look like.

Delegates were asked to take this information back to their schools and to gather feedback from families. They are to ask to present to their School Engagement Councils, PTAs, or PTOs and get answers on the following questions. They were asked to bring their notes and thoughts back to the DAC for discussion in May, at which time DAC will provide feedback to MPS staff working on writing the MPS ESEA Plan.

What the ESEA Plan Contains and Questions for DAC's Consideration

There are four primary section headings in the ESEA Plan that MPS must respond to. Within each of these sections are plans that MPS must create that specifically pertain to family engagement. For the purposes of DAC's discussion, input on how we should develop these sections will be the focus.

The MPS ESEA Plan's Sections and Family-engagement-specific Considerations

1. MPS will provide every student access to a well-rounded education that meets his/her learning needs in an appropriate, healthy and safe environment.
 - a. **What steps should MPS take to provide every student access to a well-rounded education that is appropriate, healthy and safe?**
 - b. **What is the best way to establish and communicate expectations and objectives for meaningful family engagement with MPS families?**
2. MPS will provide professional growth and improvement opportunities for all teachers, principals, and other school leaders to further a high-quality education for all students.
 - a. **How should families be involved in updating and improving activities designed to prepare, train, and recruit high-quality teachers, principals, and other school leaders?**
3. MPS will use evidence-based interventions and support services to ensure that every student graduates from high school prepared for his/her college or career plans.
 - a. **What type of help and support do families need to ensure their child(ren) graduate from high school prepared for their college and/or career plans?**
4. MPS will make progress on closing the achievement gap for all subgroups in English language arts and math so all students meet challenging academic standards.
 - a. **How can MPS better support all families (specifically, English Learners, families of students with IEPs, families with students of color) in the areas of English and math so that their students are able to meet challenging academic standards?**

UNFINISHED BUSINESS

Chair Dent dismissed the participants into discussion groups. The breakout discussion will help frame DAC's topics for the remainder of the 2019-2020 schoolyear. The questions to members were:

1. What are the most important topics for DAC to discuss from February to May?
2. How can we improve DAC meetings?
3. How can your child's educational experience be improved at MPS?

Evaluations were collected from the breakout sessions.

ADJOURNMENT

The meeting was adjourned at 6:48 p.m.

* * * * *