

**Report of the Board's Delegate to the
Title I District Advisory Council (DAC)**

March 22, 2018

Submitted by Director Paula Phillips

**District Advisory Council Executive Committee
February 1, 2018**

CALL TO ORDER AND ROLL CALL

Chairperson Larry McAdoo called the meeting to order.

PresentLarry McAdoo, Chairperson
Maria Ortiz, Vice Chairperson
Jenni Hofschulte, Recording Secretary
Terry Longo, Parliamentarian
Tracey Dent, Sergeant at Arms
Valerie Lambrecht, Member at Large
Diana Veloz, Member at Large

Excused.....Demetria Anderson, Communications Secretary

VacantMember at Large

POSITIVE NOTES

(1) Vincent High School is hosting a weekly Friday night fish fry between 5:30 and 7:00 p.m. to raise money for its culinary arts program. Upcoming dates are February 2 and 16 and April 2 and 16.

(2) Parents for Public Schools (PPS-MKE) hosted Cookies across the City 2018 during “I Love My Public Schools Week,” February 11-16.

(3) The Blue Ribbon Commission on School Funding will meet on February 2, from 10:30 a.m. until 4:00 p.m. at James Madison Academy (JMAC)

NEW BUSINESS

District Budget Process — Shannon Gordon, Senior Director, Financial Planning & Budget Services, Milwaukee Public Schools

The Milwaukee Board of School Directors has been convening to strategically plan and budget resources

School Budget Carousels

- Common themes
 - every school wants more, and they don’t believe they have enough;
 - schools want to be able to access and use more tools;
 - School-day organization — using staff effectively;
 - use of technology has increased exponentially — 1.2:1 ratio;

- AMP (Art, Music , Physical Education) — Funding has increased, but there have been cutbacks due to a shortage of licensed teachers
- Consistent decline in enrollment
 - Decrease in the number of school-age children
 - New schools are opening that compete with MPS
 - How are schools differentiating themselves?
 - Standard of care
 - Schools have specialties
 - How do we sell our schools?
 - Funding based on number of children
 - Use of volunteers in schools
- The budget roll-out was delayed until February 19
- School Engagement Council (SEC): School Budget Review — Questions to ask your SEC.
 - i. What is working in your school?
 - a. Library?
 - b. AMP?
 - ii. What is not working?
 - a. Interventions?
 - iii. How can we be more efficient?
 - a. Cost of failing algebra 1 students is \$10M.
 - i. Algebra 1 is a graduation requirement, and students may have to take it over and over until they can graduate
 - ii. Would the district be better off assigning algebra 1 smaller classes?
 - b. Academics?
 - c. Social/Emotional Health?
 - d. Attendance?
 - e. Health
 - f. AMP? More of this and less of that?
 - g. Do after-school activities affect attendance?
 - h. Family and community engagement

- What does the role of a PC need to look like?

UNFINISHED BUSINESS

Break-out sessions

The assembled participants were broken up into four groups to participate in small-group discussions on children’s savings accounts (CSAs). The groups were facilitated by staff members from P3, and discussion notes were taken by MPS staff members from the FACE Team. The facilitators asked each group the following questions, which were given to representatives at the January meeting.

1. What do you think about the idea of having a community education savings account set up for every K5 student in the City of Milwaukee?
2. What questions or concerns do you have about the CSA program?
3. How would having a CSA for your child change how you think about his or her future?
4. Looking at the planned incentives below, do you have any concerns or ideas for other incentives?
5. How should families be informed about the CSA program and by whom?
6. What information would you like to have in order to make a decision about whether to open your own family account to save for education?

Due to time limitations not all questions were able to be discussed in each group.

Group 1

QUESTION 1

- Take away the “If” and replace with “when”
- The idea is way too complicated and will be confusing for families
- What about the younger and older children who do not qualify?
- Should be for the pre-existing 9th-, 10th-, and 11th-graders
- Thinks the idea is great
- Need more information
- Could people who enroll in school choice and later go to Waukesha still receive the money?

QUESTION 2

- What is EdVest doing for the project?
- Who will not be able to access the money?
- What about kids who not go to post-secondary school?
- A market manager? What happens if the market crashes?
- What happens to an account that “Just sits”?
- Is this a pilot? Can parents invest their own money into the account?
- How much money is supposed to be accumulated?

- Is there a more cost-effective way to do this?
- Where are the data?

QUESTION 3

- There would be fewer student loans
- It wouldn't change how I view my child's college-education costs
- Will parents get financial literacy training? Possible financial literacy course?
- Great proposal — people like to be given things to understand complexities
- Makes saving for college more intentional. May motivate kids to become excited for college
- Will require a shift in culture — cannot just stop at high school
- Will require constant promotion so that families do not forget about it
- What happens if money goes unused?
- How accessible will the wealth manager be? Can the money be checked on?
- What's the risk?
- Will the investments be in or out of state?
- Who confirms the program continues from year to year?
- How will the funding for the program be found?
- What happens to children with special needs who will be unable to access it for post-secondary needs

QUESTION 4

- Sounds like helping those families who need it the least
- Some families are not limited financially — giving them incentives seems to defeat the issue
- Incentives should be focused on improving performance
- How are they paid out?
- There should be a baseline for students. Incentives should then be aligned to the needs of our families.
- How will EdVest benefit from this?
- Volunteering as possible incentive
- Children are automatically enrolled — can they opt out?
- Financial Literacy
- Who decides how much goes for incentive categories?
- Incentives should be on targets only. Shouldn't there be an incentive just for being there?

QUESTION 5

- Back-to-school packages
- Radio
- Television
- Robocalls
- Facebook
- Remind App
- News
- K-5 orientation
- Example of what college universities look like

QUESTION 6 — GROUP WAS ASKED TO GIVE ONE PIECE OF ADVICE

- Don't forget about kids in non-traditional households
- Financial literacy important
- Be ready to educate families
- Consider the political climate of Milwaukee — Whom are we serving?
- Management and admin fees?
- Legal immigration status and families
- Who's making money here? People on admin team should live in Milwaukee.

Group 2

QUESTION 1

- One parent wanted to use the money for something other than CSA
- Another wanted an income cap
- What happens to the money if kids don't attend post-secondary program?
- Mechanism is privatizing education through stock market investment. Prefers that it stays public for public schools
- Seems like a way for private corps to make money off of public schools
- 1.6 million to fund it? Can that money be used for something else?
- People want way more information: Where is the money coming from? Why isn't it being used for college prep?
- Thinking of college for many is a far-off dream/thought
- Not much of response given at Holmes school — more things to worry about

QUESTION 2

- Graduation rate is low — money will grow and grow
- Should be opened to a larger pool of students — k5 inly appeals to a very limited group

- More appealing to families of older kids where college is a pressing thought
- Not a meaningful amount of money. \$1000 dollars isn't much of a dent in college costs
- What's the hook?
- Use the money for a credit-recovery teacher in each school
- How does this impact the special needs children who can't meet the incentives?
- Is this ADA-compliant?
- What about children with IEPs?
- What fees does the City pay for?
- It would be better to offer scholarships
- Who is putting in the \$25?
- How much is each child projected to receive?
- What do residents of Milwaukee without children think of this?

QUESTION 3

- What about matching? Parents match the money, and the school matches the money for academics, attendance, etc.
- Finding alternate ways for children who don't go to college to use the money — starting a business, trips abroad, etc.
- Could disqualify kids from certain grants/scholarships
- Instead of opting out, have them opt in to savings and educate people on what they are getting into.
- This would not change my attitude about the child's future unless a substantial amount of money is provided

QUESTION 4 — *NOT DISCUSSED*

QUESTION 5

- Financial advisors need to talk to families about the impact of this money
- Written materials, PCs, website
- What about kids without immigration status?

QUESTION 6

- Reps from EdVest should come in and discuss program with families
- All information needs to be provided by non-biased person
- Who will pay for the advisors, counselors, etc.
- Who is managing the fund? EdVest is not trustworthy
- How will the money be invested? Can it be managed where it will not be put into bad/negative stocks like guns?
- Try it at a different district first to see how it works

- Can't these investors help MPS in a different way?
- Michigan Promise Program — Credit toward in-state public colleges
- Maybe the money won't be there
- Seems like a lot of negatives
- Idea would be better with more money. A lot of families have no money or life insurance.
- Will unused money roll over for other family members?

QUESTION 7 — BONUS QUESTION ASKED ON ANY FINAL SUGGESTIONS FOR THE PROGRAM

- People need to read, research, and have more info about what this is
- Can the money be used in other ways?
- Could prevent financial aid from being received. Have to consider everything and not eliminate other opportunities.

Group 3

QUESTION 1

- I think that it's ok — kids do need money for college. I'm a little nervous about the automatic. Does MPS get any financial benefit?
- What if my child is not in K-5 — will he benefit or participate in the program?
- When is the kickoff for the program? *Next fall for a Kindergarten cohort of about 8,000 students.*
- Is there any research of how it can negatively impact disadvantaged children? The research shows that children form a more positive identity of attending college?
- Is there a federal or state grant that will pay for this? Private grants?
- Will a student lose money from the program for bad behaviors, truancy, etc.? *No, the purpose of the program is to promote thoughtfulness about career after high school.*
- It's a good idea

QUESTION 2

- My child is only seven years old, and it excites me to start thinking about planning for her college.
- Growing up, my mom told us that she had no money for us to go to college. So when I had my children, I had to start opening a savings account on my own so I won't have to tell them what my mom told me.

QUESTION 3

- 95% attendance seems appropriate
- Although the money incentives need to be higher, more than \$15 — the group was thinking more of \$50-\$75
- Incentives should be for things that children can control — attendance, homework completed — not academic scores like reading because this may add stress to the child.

- \$25 incentive to open a CSA is okay
- \$1,000 minimum

QUESTION 4

- Included in child's enrollment paperwork
- Flyers, newsletters
- Tuesday Folders at schools
- Buses
- Signage
- Why can this be only for K-5?

QUESTION 5 — *NOT DISCUSSED*

QUESTION 6 — *NOT DISCUSSED*

Group 4

QUESTION 1 AND 2

- Some parents were in favor of the CSA
- A con was the students in higher grades being excluded
- When students drop out or move out of the city, what happens to the money?
- One parent unsure, asked how many accounts will be open?
- What other partners are included?
- Is there a maximum amount that can be earned?
- What is the goal for the community fund? Why not teach about how to save?
- Who pays the management fees?
- A few parents see it as a “learn to earn” for children
- What role does the school play in encouraging students about the incentives?
- We need to keep it on families’ radar until graduation
- Will there be opportunities to gain beyond HS while in college, trade program, etc.
- How do we make sure each family understands the rules and opportunities?
- Program fosters after-school positives
- Program is linked to students and not to schools.

QUESTION 3 — *NOT DISCUSSED*

QUESTION 4

- Low-income families will not earn as much as high-income families
- Is there an easy way for families to put \$25 into a family account?
- How will this affect families’ taxes citywide?

- What is the cost to the school district?
- What about students who are unable to meet the incentives, but still work hard (special needs)?
- Create an attendance incentive for grades 9-12
- Idea for a community-service incentive
- Is there a motive? (Be transparent)
- What will public money be used for? (w/private investors)
- How do we make sure the program is secure?
- Who's in charge of determining the amount for each incentive?
- What are the models that have been successful in other schools and districts?
- Parents want to know where the investments are going, e.g., gun lobby or tobacco lobby.
- Who will decide where the money will be invested?
- Will the money going into the "mysterious pot fund" for kids who leave the city?

QUESTION 5

- Guidance counselors
- District letters home
- Should be introduced at the beginning of the school year
- 3rd-Friday events and assemblies
- EdVest should regularly inform parents about the state of investment

QUESTION 6 — *NOT DISCUSSED*

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