

CREATE AN AFRICAN-AMERICAN EQUITY TEAM AND HIRE A LEAD

Accomplishments:

- Hiring Leslie L. Juniel, Senior Program Manager of Equity Initiatives, as the lead.
- Hiring Tiffany Gardner, Project Manager, to assist in the equity initiatives.
- Creation of implementation teams who are developing, supporting and progress-monitoring the work.

Progress:

- Creation of the Wisdom Team is underway. This committee of 8–12 members will be comprised of community members and DPS staff who participated in the AAETF and/or have experience in related work. They will advise and work side-by-side with the AAETF implementation teams to ensure the recommendations are effectively implemented and evaluated on an ongoing basis.

DISTRICT AND SCHOOL STRUCTURES TO PROMOTE EQUITY

Accomplishments:

- DPS has partnered with Generation Ready in the design and implementation of equity plans. The partnership will include developing a structure to pilot in schools and departments during the 2018-19 school year.
- The Culture, Equity and Leadership Team continues to offer values-based leadership programs to all employees to build knowledge, skills and abilities in communication, change management, building trust, bias awareness and more.

Progress:

- The implementation team will hold an initial meeting in collaboration with the Strengthening Neighborhoods committee to discuss and identify specific factors to include in the equity measure.
- Working with the Student Equity and Opportunity team to infuse equity work into trauma informed practices, increase student supports and interventions.

TARGETED SUPPORTS FOR STUDENTS

Accomplishments:

- The intersection between race and gender are now specifically called out in assessment data related to the READ Act. This data is important, as it disaggregates information to pinpoint the barriers African-American students encounter while trying to access high value and rigorous learning opportunities. This data also helps assist the development of supports for teachers to accelerate learning.

Progress:

- Collaborating with the Gifted and Talented Team to evaluate how recent district and state changes to Gifted and Talented eligibility policies further impact African-American student access.

EQUITABLE EMPLOYMENT PRACTICES AND WORK ENVIRONMENTS

Accomplishment:

- Established an HR team to dig deeper into current processes and find where adjustments need to be made.

Progress:

- Continuing to explore efforts currently under way across DPS that align with recommendations to ensure we are not duplicating efforts, but instead pooling resources and collaborating for greater impact.
- Assessing the entire employee life cycle to determine where barriers exist and what components need to be strengthened.
- Gaining clarity on where candidates, specifically teachers, are interviewing to understand potential barriers.
- Developing exit interview process.

Progress Continued:

- Developed a draft value proposition for educators of color as a recruitment tool. As a part of this work, the team is designing an infographic to illustrate how potential candidates can connect with DPS.
- Partnering with the EdConnect program and leveraging recent research from the Colorado School of Mines to build a pipeline of current students into future candidates. This effort also includes conversations to help address the misconceptions of teaching.

CULTURALLY RESPONSIVE INSTRUCTION, ENGAGEMENT AND COMMUNICATION

Accomplishments:

- Collaborated with the Culturally Responsive Education (CRE) working team and steering committee to create a draft working definition of what culturally responsive education is in DPS.
- Hosted a Performance Dialogue session with the DPS Senior Leadership Team and the Extended Leadership Team to share progress of work and solicit feedback.
- Offering culturally responsive education workshops as part of the DPS Skills program to give central school-support team members opportunities to increase knowledge about this body of work.
- Engaged three schools (George Washington High School, Kunsmiller Creative Arts Academy and Northfield High School) in a pilot for Equity-Based Practices in Mathematics in partnership with the Curriculum & Instruction Team.

Progress:

- Finalizing a 3 to 5-year plan for implementing culturally responsive education (CRE) within DPS.
- Engaging members of CRE working team and steering committee to identify the measures of success that will impact student achievement.
- Collaborating with the Growth and Performance Teams to examine how the dominant culture's way of measuring success impact African-American students and educators, and make adjustments where needed.
- Connecting with other school districts across the country to determine what lessons we can learn while incorporating CRE within DPS.
- Recruitment process has begun to hire a learning specialist and a project manager to join the team.
- Including the voices of students and teachers on the draft definition of CRE.
- Examining the challenge of having the capacity/critical mass of individuals to evaluate the impact of CRE work.
- In addition to the two CRE Professional Development Units (PDUs) currently offered, two more classes will be available within the first quarter of 2018.

COMMUNITY AND FAMILY RESOURCES

Accomplishments:

- Currently more than 250 families have accessed the resources available at the new, fully staffed, Mile High United Way Center for Family Opportunity (CFO), located at McGlone Academy.
- Established a Being Black At School (BBAS) council comprised of students, parents, educators and community partners with the overall objective of deepening engagement among African-American families and their school communities.
- Home Learning workshops were held in the Far Northeast to empower families to support increased literacy development in the home.

Progress:

- Customer satisfaction surveys are being completed with all CFO participants and data will be available at the end of the year.
- Home learning workshops are being offered regularly to families in the Far Northeast at the CFO. Workshop content is aligned with the Colorado Academic and Common Core State Standards (CCSS) and district Student Learning Objectives (SLOs).
- Continuing to develop employment pipelines and business partnerships with the City of Denver's network of employers that support and assist families in obtaining employment.

For additional information, including access to recommendations and reports visit:

www.celt.dpsk12.org/african-american-equity-task-force Contact Us: AAETF@dpsk12.org