CONSENSUS REMINDER

- Aim for consensus
- If consensus cannot be obtained:
  - revise as necessary to gain greater support
  - majority vote last resort
- Voting must be done during meetings by an open method (no private methods such as email, private chat or ballot)

What is consensus?

Consensus means that **all members consent to a decision**.

Consent does not necessarily mean that a each member agrees completely with a particular decision, just that they are willing to go along with the decision rather than block it.

MINUTES

Minutes are records of meeting highlights, and are not intended to provide a high level of detail. At a minimum, minutes shall include: attendance of members, staff, and visitors; the time the meeting was called to order and adjourned; the outcome of any votes or other actions; and a brief synopsis of the meeting proceedings.

Please note needed edits here only for **your** committee*
1.

Does everyone agree (consensus) on minutes with any edits?

*joint section will be approved together during the joint portion of the meeting after breakouts

Creating Unmet Needs Generations: Activity Directions

Goal of exercise*: read through feedback and determine if key theme is aligned with the feedback*

Instructions: [45 minutes - go to unmet needs activity if you finish early]

1. Review feedback from community members
   - Feedback was gathered through Community Conversations Series #1, phone outreach to parents of students at identified underserved schools, Parent Support Specialists interviews, and parent meetings such as Campus Advisory Councils and PTAs.
   - Feedback is categorized into key themes, with summaries of what was heard and supporting quotes from interviews / community members.

1. Review key themes
   - Discuss, refine, and affirm key themes are in alignment with the feedback

Creating Unmet Needs Generations: Activity Directions

Goal of activity: *read through and synthesize feedback from community engagement and interviews to generate unmet need statements.*

Instructions: [50 minutes - go to "Bonus Work" activity if you finish early]

1. Choose a key theme to focus on. Discuss, refine and affirm: <u>who</u> a particular group is; <u>what</u> is the groups' need; and <u>why</u> that need is important. Discuss, refine and affirm the draft unmet needs statement.
    *   Specific directions and examples about how to generate an unmet needs statement is listed on each slide.
    *   Draft statements may be revised as your committee sees fit. Enter the revised statement in red font below the initial draft.

<u>Reminder:</u> For each unmet needs statement, your committee will be conducting a root cause analysis at a future meeting.

1. Repeat this process for the remaining unmet needs statements.

Creating Unmet Needs Generations: Activity Directions

Instructions Continued…

3. Consider connections with other committees
   * Below each unmet needs statement, add the name of any committee(s) you think would be a good partner to involve in addressing a given unmet need.

3. <u>Bonus Work:</u> If your committee finishes unmet needs statements early, move to the bonus work and follow the same process for general comments that were gathered.

Technology DRAFT

Technology Literacy

Lack of tech literacy and access among communities/families is a barrier
o barrier to parent engagement
o PSS are asked to handle this - are developing a manual/videos to help
o non-english parents struggling especially

- "Aren't enough computer classes or families don't have a computer at home; this will help them help their kids."
- "Sometimes parents get new phones and new emails and don't update in the system, so they don't get communication. They don't understand why they are not getting communication. This limits their communication capabilities."

10 Mentions: (8) AISD Staff/Educator, (2) Parents

Parents have no communication/ resources to know what apps/where homework is on student devices to help with homework
- "Student has an iPad, I wish there was more communication surrounding what the iPad is used for, where homework is, what apps are used for. At first, there was SeeSaw app for homework and then they switched to Dream Learning and other apps that I'm confused so I can know what homework is and where it is."

1 Mention: (1) Parent

Need Technology support for online/virtual learners
- "Tutors, technology, etc. to support students and parents. More equitable distribution of technology across campuses. Better technology support for online learners, most PSS not qualified to help. Let's Talk has slow response times for technology issues. Better resources for who to contact with all the different issues that might come up. Currently calls get 'passed around' to a lot of people and don't get resolved. Impacts parents and PSS."

1 Mention: (1) AISD Staff/Educator

Technology Not Functioning

Some campuses have lots of technical issues/broken devices
- "Tech is great but the fact that it is faulty at times and have had so many technical issues and broken devices make it a challenge. Allison doesn't have as many virtual kids, so not many tech problems. Less this year than last. Librarians help with this if students forget chargers."

1 Mention: (1) AISD Staff/Educator

Campus WiFi doesn't support outdoor learning areas
- "Nothing is not working; they are trying the best they can."

1 Mention: (1) CAC Meeting

Technology challenges negatively impact SPED services
- "Daughter is receiving speech therapy and often has connection issues. They are unable to hear or see the teacher and that caused a delay in the student's learning. They wish there was an easier way to connect or just some helped offered with tech issues."

1 Mention: (1) Parent

Let's Talk is too slow
- "Better technology support for online learners, most PSS not qualified to help. Let's Talk has slow response times for technology issues."

1 Mention: (1) AISD Staff/ Educator

Unreliable/inconsistent WiFi access in buildings
- "WiFi connectivity issues."
- "WiFi dead zones within in the building."

2 Mentions: (1) AISD Staff/Educator, (1) Group Parent Interview

Printers/copiers don't work consistently
- "Printers/copiers - not enough and always malfunctioning."

1 Mention: (1) AISD Staff/Educator

Need visitor computers/extra devices
- "Extra visitor computers/devices."

1 Mention: (1) AISD Staff/Educator

Technology Mismatch with Facility

TV Edu-stations take up space and are hard to move/use
- "The big TV edu-stations take up too much space. I have to move them out of the way to use my white board. I'd like an alternative technology that doesn't get in the way so much."

1 Mention: (1) Group Parent Interview

Insufficient technology storage areas/systems/charging areas
- "Technology storage area/system."
- "Charging stations, somewhere to store students' devices."

2 Mentions: (2) CAC Meeting, (1) AISD Staff/Educator

Campus lacks interactive teaching technologies (Smartboards, mounted screens)
- "No smart boards or interactive screens, especially mounted screens."

1 Mention: (1) AISD Staff/Educator

Technology Literacy

Lack of tech literacy and access among communities/families is a barrier
o barrier to parent engagement
o PSS are asked to handle this - are developing a manual/videos to help
o non-english parents struggling especially

- "Aren't enough computer classes or families don't have a computer at home; this will help them help their kids."
- "Sometimes parents get new phones and new emails and don't update in the system, so they don't get communication. They don't understand why they are not getting communication. This limits their communication capabilities."

10 Mentions: (8) AISD Staff/Educator, (2) Parents

Parents have no communication/ resources to know what apps/where homework is on student devices to help with homework
- "Student has an iPad, I wish there was more communication surrounding what the iPad is used for, where homework is, what apps are used for. At first, there was SeeSaw app for homework and then they switched to Dream Learning and other apps that I'm confused so I can know what homework is and where it is."

1 Mention: (1) Parent

Need Technology support for online/virtual learners
- "Tutors, technology, etc. to support students and parents. More equitable distribution of technology across campuses. Better technology support for online learners, most PSS not qualified to help. Let's Talk has slow response times for technology issues. Better resources for who to contact with all the different issues that might come up. Currently calls get 'passed around' to a lot of people and don't get resolved. Impacts parents and PSS."

1 Mention: (1) AISD Staff/Educator

Unmet Needs Generation

Unmet Needs Generations
Unmet Needs Generations prioritize unmet need themes into a single, concise sentence: who a particular group is, the groups' need, why that need is important (or the result of meeting that need).

Unmet Needs Generations help define "what" we will need to investigate before looking to root causes (the why) and solutions (the how). Unmet Needs Generations are a guiding force as we move into root causes, assets, and exemplars.

Example: *Immigrant families (group) need after school access to fields throughout the year (need) in order to build and sustain their community (goal).*

- Who: Students, parents & staff
- What: Official technology training & communication of utilized software platforms
- Why: to facilitate student learning & maintain proper district-to-parent communication

Unmet Needs Generation Draft:
"Students, parents & staff need official technology training regarding software platforms & clear communication if/when the platform changes to better facilitate student learning and maintain proper district-to-parent communications."

Technology DRAFT

Technology Not Functioning

Some campuses have lots of technical issues/broken devices
- "Tech is great but the fact that it is faulty at times and have had so many technical issues and broken devices make it a challenge. Allison doesn't have as many virtual kids, so not many tech problems. Less this year than last. Librarians help with this if students forget chargers."

1 Mention: (1) AISD Staff/Educator

Campus WiFi doesn't support outdoor learning areas
- "Nothing is not working; they are trying the best they can."

1 Mention: (1) CAC Meeting

Technology challenges negatively impact SPED services
- "Daughter is receiving speech therapy and often has connection issues. They are unable to hear or see the teacher and that caused a delay in the student's learning. They wish there was an easier way to connect or just some helped offered with tech issues."

1 Mention: (1) Parent

Let's Talk is too slow
- "Better technology support for online learners, most PSS not qualified to help. Let's Talk has slow response times for technology issues."

1 Mention: (1) AISD Staff/ Educator

Unreliable/inconsistent WiFi access in buildings
- "WiFi connectivity issues."
- "WiFi dead zones within in the building."

2 Mentions: (1) AISD Staff/Educator, (1) Group Parent Interview

Printers/copiers don't work consistently
- "Printers/copiers - not enough and always malfunctioning."

1 Mention: (1) AISD Staff/Educator

Need visitor computers/extra devices
- "Extra visitor computers/devices."

1 Mention: (1) AISD Staff/Educator

Unmet Needs Generation

Unmet Needs Generations
Unmet Needs Generations prioritize unmet need themes into a single, concise sentence: who a particular group is, the groups' need, why that need is important (or the result of meeting that need).

Unmet Needs Generations help define "what" we will need to investigate before looking to root causes (the why) and solutions (the how). Unmet Needs Generations are a guiding force as we move into root causes, assets, and exemplars.

***Example:** Immigrant families (group) need after school access to fields throughout the year (need) in order to build and sustain their community (goal).*

- Who: Students, parents & staff
- What: Malfunctioning technology – some instances are repaired by software updates, others are physical device issues
- Why: To support all forms of education and district communication

Unmet Needs Generation Draft:
"Students, parents & staff need consistently functioning technology to support the learning environment that is constantly changing."

Technology Mismatch with Facility

TV Edu-stations take up space and are hard to move/use
- "The big TV edu-stations take up too much space. I have to move them out of the way to use my white board. I'd like an alternative technology that doesn't get in the way so much."

1 Mention: (1) Group Parent Interview

Insufficient technology storage areas/systems/charging areas
- "Technology storage area/system."
- "Charging stations, somewhere to store students' devices."

2 Mentions: (2) CAC Meeting, (1) AISD Staff/Educator

Campus lacks interactive teaching technologies (Smartboards, mounted screens)
- "No smart boards or interactive screens, especially mounted screens."

1 Mention: (1) AISD Staff/Educator

Unmet Needs Generation

Unmet Needs Generations
Unmet Needs Generations prioritize unmet need themes into a single, concise sentence: who a particular group is, the groups' need, why that need is important (or the result of meeting that need).

Unmet Needs Generations help define "what" we will need to investigate before looking to root causes (the why) and solutions (the how). Unmet Needs Generations are a guiding force as we move into root causes, assets, and exemplars.

Example: *Immigrant families (group) need after school access to fields throughout the year (need) in order to build and sustain their community (goal).*

- Who: Schools & district facilities where teaching/training occur
- What: Varying type of technology that is not well suited for the mode/style of education
- Why: To support all forms of education and district communication

Unmet Needs Generation Draft:
"Schools & district facilities where teaching or training occur need technology that is appropriate for the facility and the mode of education to support learning & district communication."

Austin ISD has not held itself accountable

Follow through on past promises and right past wrongs
- "Will historic inequities contemplate past campus utilization to accommodate bussing orders, and inequitable attendance boundaries practices, and AISD past commitment to campuses that have been recognized for closing the achievement gap? What about history of serving Title 1 constituents? Joslin has for most of its history served underserved students."

1 Mention: (1) CAC Meeting

Follow through on current engagements
- "Concerned that PSS's will voice their concern and then nothing will change, this has happened before."
- "People feel like nothing happens when share concerns - A work order goes in, but it can take forever, so parents feel they aren't being listened to."

2 Mentions: (2) AISD Staff/Educators

Families in Eastside still fear school closings
- "We are in a unique position as far as community is concerned. Two schools consolidated into one. Another was closed. We lost community schools where parents received social support and food. Many families went elsewhere. They were scattered. Now there are pockets of areas where families lack needs-based services. Parents of children who don't attend my school still call me because their current school doesn't provide the resources they need. It isn't Title 1. Or they move up and the vertical team lacks the resources they need, like the food pantry and clothing closet. I get a lot of questions from parents asking, "How long before our school gets closed?" I tell them, "I don't think they'll close another eastside school." I can't imagine a third school, in such a small area, getting closed so soon."

1 Mention: (1) AISD Staff/Educator

Unmet Needs Generation

Unmet Needs Generations
Unmet Needs Generations prioritize unmet need themes into a single, concise sentence: who a particular group is, the groups' need, why that need is important (or the result of meeting that need).

Unmet Needs Generations help define "what" we will need to investigate before looking to root causes (the why) and solutions (the how). Unmet Needs Generations are a guiding force as we move into root causes, assets, and exemplars.

Example: Immigrant families (group) need after school access to fields throughout the year (need) in order to build and sustain their community (goal).

- **Who:** Austin ISD Community
- **What:** current systems in place for accountability
- **Why:** to regain trust with community

Unmet Needs Generation Draft:
"AISD needs to put systems in place to hold themselves accountable if community trust is to be regained."

Barriers to parent engagement and lack of communication (1/2)

Difficulties engaging low-income families on campus through volunteering/PTA/etc.
o   Barriers to engagement
- "Trying to get more people/parents who live in the neighborhood to take on leadership opportunities at the school - such as Food Pantry Friday and the clothes closet. Would love for parents that "look like her" to volunteer for these opportunities & not just magnet school parents. Barriers to volunteering may include that they need to work during the day, and many minorities do not feel like they are welcome in the PTAs. They may feel that the PTAs seem elitist due to the magnet program. The school is surrounded by three housing projects and those parents do not always feel welcome."

2 Mentions: (2) AISD Staff/Educator

Lack of parent engagement to support student activities (sports, etc)
- "Emphasize the importance of engaging with school and start with elementary to show importance of maintaining engagement to when they get to high school. It is hard to have parents think "I have to engage into high school" parents think they are old enough and they need to be active in their school lives."

2 Mentions: (1) AISD Staff/Educator, (1) Group Parent Interview

Parents feel distant/disengaged when they can't come into the campus/ interact with staff in person
- "If you visit the school and see how they do their job, we will feel how they are doing things. We can have a conversation all day long, but if you don't have hands on, it is difficult to understand."

2 Mentions: (2) AISD Staff/Educators

Currently parents and community partners are not allowed to/able to engage on campus

3 Mentions: (2) Parents, (1) AISD Staff/Educator`

More communication about events will improve parent engagement

1 Mention: (1) Parent

Parents are turned off by hearing about kids as numbers/statistics (human approach)
- "It is a constant comment that 'if your child doesn't come to school, your school misses out on X amount of dollars.' Parents want to hear 'they have missed school and we care about them'"

1 Mention: (1) AISD Staff/Educator

Campus PTA hasn't even started.
- "Our PTA hasn't gotten started at all and that is very important to me so we have funding for students and teachers."

1 Mention: (1) Parent

Parent Meeting times don't support participation for working parents

1 Mention: (1) Parent

Unmet Needs Generation - (1/2)

Unmet Needs Generations
Unmet Needs Generations prioritize unmet need themes into a single, concise sentence: who a particular group is, the groups' need, why that need is important (or the result of meeting that need).

Unmet Needs Generations help define "what" we will need to investigate before looking to root causes (the why) and solutions (the how). Unmet Needs Generations are a guiding force as we move into root causes, assets, and exemplars.

Example: Immigrant families (group) need after school access to fields throughout the year (need) in order to build and sustain their community (goal).

- **Who:** parents
- **What:** opportunities for improved parent engagement and communication
- **Why:** student achievement improves with parent involvement

Unmet Needs Generation Draft:
"To improve student success, parent engagement opportunities and communications need to be improved."

Barriers to parent engagement and lack of communication (2/2)

Virtual engagement leaves many parents unengaged with school staff outside of PSS's

1 Mention: (1) AISD Staff/Educator

Educator/Campus Communication with Families
- campus and district not always aligned; difficult to reach people on campus
- parents need more consistency
- language used in emails/communiques do not align with parent literacy levels
- connection encourages attendance

7 Mentions: (4) AISD Staff/Educators, (3) Parents

Educator/Campus Communication with Families
- campus and district not always aligned; difficult to reach people on campus
- parents need more consistency
- language used in emails/communiques do not align with parent literacy levels
- connection encourages attendance

7 Mentions: (4) AISD Staff/Educators, (3) Parents

Dedicated space to display communications with parents near front of school (esp. important for low literacy levels)

1 Mention: (1) AISD Staff/Educators

Parents need clear communication about after school programming

2 Mentions: (2) Parents

Not aware of what programs are offered

2 Mentions: (2) Parents

Unmet Needs Generation - (2/2)

Unmet Needs Generations
Unmet Needs Generations prioritize unmet need themes into a single, concise sentence: who a particular group is, the groups' need, why that need is important (or the result of meeting that need).

Unmet Needs Generations help define "what" we will need to investigate before looking to root causes (the why) and solutions (the how). Unmet Needs Generations are a guiding force as we move into root causes, assets, and exemplars.

Example: Immigrant families (group) need after school access to fields throughout the year (need) in order to build and sustain their community (goal).

- **Who:** parents
- **What:** opportunities for improved parent engagement and communication
- **Why:** student achievement improves with parent involvement

Unmet Needs Generation Draft:
"To improve student success, parent engagement opportunities and communications need to be improved."

Goal: Understand things that are missing or not working well

What do you feel is NOT working for your child(ren)?

- Can you share an example?
- Why is that important to you?

Tell us more about programs or resources that you wish you had, but don't have today.

Goal: Understand things that are working well that your participant wants to see more of

Can you tell us more about what's working well for your child(ren)?

- Can you share an example?
- Why is that important to you?

What programs, services, and/or community partners have you used at your school(s) that you want to see more of?

- Can you tell us more about why these are so important to your child(ren)?

Technology Literacy

Lack of tech literacy and access among communities/families is a barrier
- barrier to parent engagement
- PSS are asked to handle this - are developing a manual/videos to help
- non-english parents struggling especially

- "Aren't enough computer classes or families don't have a computer at home; this will help them help their kids."
- "Sometimes parents get new phones and new emails and don't update in the system, so they don't get communication. They don't understand why they are not getting communication. This limits their communication capabilities."

10 Mentions: (8) AISD Staff/Educator, (2) Parents

Parents have no communication/ resources to know what apps/where homework is on student devices to help with homework
- "Student has an iPad, I wish there was more communication surrounding what the iPad is used for, where homework is, what apps are used for. At first, there was SeeSaw app for homework and then they switched to Dream Learning and other apps that I'm confused so I can know what homework is and where it is."

1 Mention: (1) Parent

Need Technology support for online/virtual learners
- "Tutors, technology, etc. to support students and parents. More equitable distribution of technology across campuses. Better technology support for online learners, most PSS not qualified to help. Let's Talk has slow response times for technology issues. Better resources for who to contact with all the different issues that might come up. Currently calls get 'passed around' to a lot of people and don't get resolved. Impacts parents and PSS."

1 Mention: (1) AISD Staff/Educator

Technology Not Functioning

Some campuses have lots of technical issues/broken devices
- "Tech is great but the fact that it is faulty at times and have had so many technical issues and broken devices make it a challenge. Allison doesn't have as many virtual kids, so not many tech problems. Less this year than last. Librarians help with this if students forget chargers."

1 Mention: (1) AISD Staff/Educator

Campus WiFi doesn't support outdoor learning areas
- "Nothing is not working; they are trying the best they can."

1 Mention: (1) CAC Meeting

Technology challenges negatively impact SPED services
- "Daughter is receiving speech therapy and often has connection issues. They are unable to hear or see the teacher and that caused a delay in the student's learning. They wish there was an easier way to connect or just some helped offered with tech issues."

1 Mention: (1) Parent

Let's Talk is too slow
- "Better technology support for online learners, most PSS not qualified to help. Let's Talk has slow response times for technology issues."

1 Mention: (1) AISD Staff/ Educator

Unreliable/inconsistent WiFi access in buildings
- "WiFi connectivity issues."
- "WiFi dead zones within in the building."

2 Mentions: (1) AISD Staff/Educator, (1) Group Parent Interview

Printers/copiers don't work consistently
- "Printers/copiers - not enough and always malfunctioning."

1 Mention: (1) AISD Staff/Educator

Need visitor computers/extra devices
- "Extra visitor computers/devices."

1 Mention: (1) AISD Staff/Educator

Technology Mismatch with Facility

TV Edu-stations take up space and are hard to move/use
- "The big TV edu-stations take up too much space. I have to move them out of the way to use my white board. I'd like an alternative technology that doesn't get in the way so much."

1 Mention: (1) Group Parent Interview

Insufficient technology storage areas/systems/charging areas
- "Technology storage area/system."
- "Charging stations, somewhere to store students' devices."

2 Mentions: (2) CAC Meeting, (1) AISD Staff/Educator

Campus lacks interactive teaching technologies (Smartboards, mounted screens)
- "No smart boards or interactive screens, especially mounted screens."

1 Mention: (1) AISD Staff/Educator