

Bond Steering Committee / Comité Directivo del Bono

Public Comment Registrations / Inscripción para presentar un comentario público



- Ten minutes for public comment
 - Two minutes per person
 - Register using the QR Code or <https://tinyurl.com/aisd2022bond>
 - The committee follows the district's Communications and Visitor Requirements
- Diez minutos para comentarios públicos
 - Dos minutos por persona.
 - Regístrese usando el código QR o <https://tinyurl.com/aisd2022bond>
 - El comité sigue los requisitos de visitantes y comunicaciones del distrito



Interpretation

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Bond Steering Committee

Wednesday, May 25, 2022

Meeting Materials Are Under Tab #6

Call to Order

Public Comment

Agenda

	AGENDA ITEM	START*	DURATION
1.	Call to order	6:30 p.m.	
2.	Public Comment	6:30 p.m.	10 min
3.	Potential Future Items for Discussion, Meeting Dates/Times, Locations	6:45 p.m.	10 min
4.	Centering Equity in Austin ISD Bond Planning for Students Part 2: Moving from Empathy to Action	6:55 p.m.	95 mins
5.	Adjourn	8:25 p.m.	5 min

* The May 25 BSC Meeting is a workshop. The committee will not be conducting formal business beyond taking public comment.



Potential Future Items for Discussion, Meeting Dates/Times, Locations

Suggested Meeting Dates (schedule changes in red)

- Wednesday, May 18, 6:30-8:30 pm
- Wednesday, May 25, 6:30-8:30 pm
- Wednesday, June 1, 6:30-8:30 pm
- ~~Saturday, June 4, 9:00 am-1:00 pm~~
- Saturday, June 11, 9:00 am to 1:00 pm
- ~~Wednesday, June 15, 6:30-8:30 pm~~
- Wednesday, June 22, 6:30-8:30 pm
- Saturday, June 25, 9:00 am-1:00 pm
- Tuesday, June 28, 6:30-8:30 pm
(Only if needed)
- Wednesday, June 29, 6:30-8:30 pm
- Wednesday, July 20, 6:30-8:30 pm
- Saturday, July 28, 9:00 am-1:00 pm
(Only if needed)



Office Hours

- The district will host office hours **every Monday, starting June 6**
- Office hours will be held at Central Office from 4-7pm
- If you plan to attend, please sign up for a time slot so we can ensure the proper staff are in attendance
- Sign up by sending an email to Jasmine Correa **by the Wednesday prior**, include the topic you'd like to cover and the time you plan to attend



Equity Workshop #2: Moving from Empathy to Action

Welcome



Centering Equity in Austin ISD Bond Planning for Students

Part 2: Moving from Empathy to Action

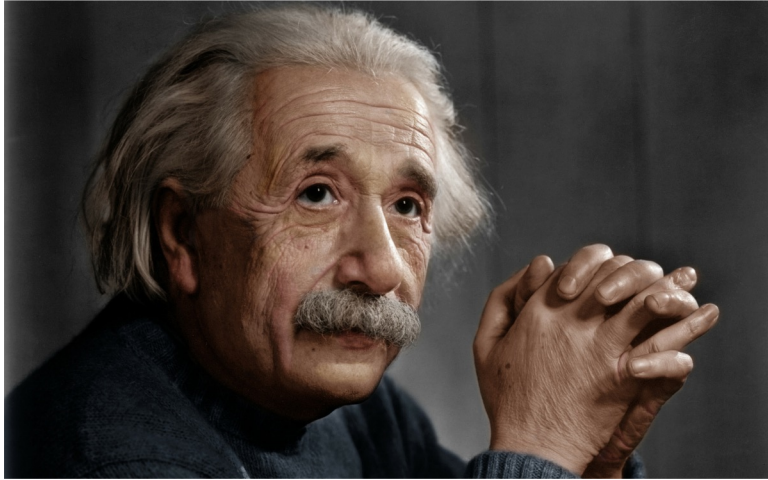
May 25, 2022

Roadmap for Today's Session

- Our Why, Agreements, and Compass
- May 4th Meeting Recap
- The Results Pyramid
- Dispelling Myths and Changing Mental Models
- Equity Literacy Principles
- Closing



Why are we engaging in equity workshops?



“No problem can be solved from the same level of consciousness that created it.”

-Albert Einstein, German-born theoretical physicist



Agreements

- Stay Engaged
- Expect to Experience Discomfort
- Speak *Your* Truth (Speak from the “I” perspective)
- Expect and Accept Nonclosure
- Be mindful of being the dominant voice

Adapted from Glenn E. Singleton & Curtis Linton, Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools. 2006. pp.58-65. Thousand Oaks, CA: Corwin.



Courageous Conversations Compass



Glenn E. Singleton & Curtis Linton, *Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools*. 2006. pp.58-65. Thousand Oaks, CA: Corwin. Image courtesy of Sketchbubble, <https://www.sketchbubble.com/en/presentation-courageous-conversations.html>.



May 4th Recap



Feedforward Survey

Please share
your
experience
with us!



Know, Learn & Equitable Decision M

What do you already know
about equity?

What would you like to learn as
it relates to equity in the BSC
context and your role?

Empathy Interviews



7 Conditions of Student Success



- Recognition and cultivation of gifts, talents and interests
- Positive relationships with teachers and peers
- A sense of belonging, empowerment, connection and identity safety
- Culturally proficient, experienced teachers and staff
- High expectations and support to meet those high expectations
- Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities
- Well-maintained facilities that support state of the art instruction and support cultural identities and safety

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The Results Pyramid



The Results Pyramid®

©Partners In Leadership



Continued Reflection

- What role may parts of your identity have played in your particular invitation to join the BSC?
- What prior relationships with and/or access to power (decision-makers) may have allowed you to be invited and selected to serve on the BSC?
- What racial or cultural identity makes up the majority of student demographics in AISD? How well are the student and communities represented on the BSC? In what ways does that impact this work?

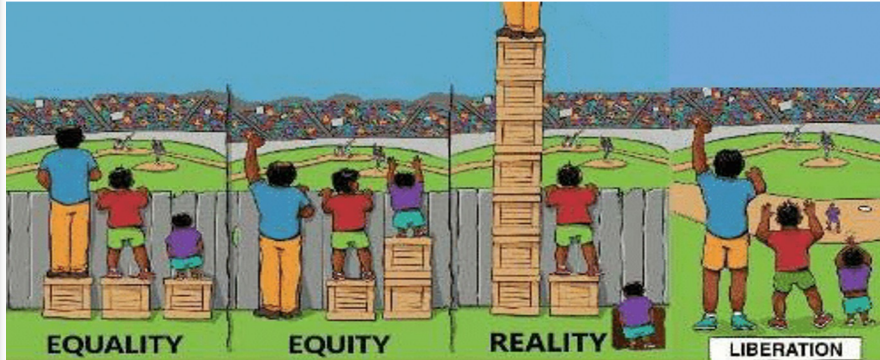


Themes from the KLE Activity

- History
 - Status of past bonds
 - Impact of past bonds
 - Past bond expenditures and for which communities
 - Impact of school closures
- Community
 - Impact of BSC work on underserved communities
- Common Language and Data
 - Defining equity
 - Using data to inform ‘pebbles’ and ‘boulders’



Dispelling Myths and Changing Mental Models



Break



Checking In



Glenn E. Singleton & Curtis Linton, *Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools*. 2006. pp.58-65. Thousand Oaks, CA: Corwin. Image courtesy of Sketchbubble, <https://www.sketchbubble.com/en/presentation-courageous-conversations.html>.



Unequal Opportunity Race

STRUCTURAL DISCRIMINATION:
THE **UNEQUAL**
OPPORTUNITY RACE



Reflection Questions

- What are some of the things communities that have been marginalized have tripped over on AISD's track?
- Which groups have predictably had unequal or no access to the 7 conditions in the district? How do you know?
- In what ways can the bond package level the playing field?



Equity Literacy Principles



The Equity Literacy Institute is an EdChange initiative.
<http://www.equityliteracy.org>
gorski@equityliteracy.org
@pgorski

Basic Principles for Equity Literacy

An important aspect of equity literacy is its insistence on maximizing the integrity of transformative equity practice. We must avoid being lulled by popular “diversity” approaches and frameworks that pose no threat to inequity—that sometimes are popular *because they are no real threat to inequity*. The basic principles of equity literacy help us ensure we keep a commitment to equity at the center of our equity work and the broader equity conversation.

1. The **Direct Confrontation** Principle: The path to equity requires direct confrontations with inequity—with interpersonal, institutional, cultural and structural racism and other forms of oppression. “Equity” approaches that fail to directly identify and confront inequity play a significant role in sustaining inequity.
2. The **Equity Ideology** Principle: Equity is more than a list of practical strategies. It is a lens and an ideological commitment. There are no practical strategies that will help us develop equitable institutions if we are unwilling to deepen our understandings of equity and inequity and reject ideologies that are not compatible with equity.
3. The **Prioritization** Principle: In order to achieve equity we must prioritize the interests of the students and families whose interests historically have not been prioritized. Every policy, practice, and program decision should be considered through the question, “What impact is this going to have on the most marginalized students and families? How are we prioritizing their interests?”
4. The **Redistribution** Principle: Equity requires the redistribution of material, cultural, and social access and opportunity. We do this by changing inequitable policies, eliminating oppressive aspects of institutional culture, and examining how practices and programs might advantage some students over others. If we cannot explain how our equity initiatives redistribute access and opportunity, we should reconsider them.
5. The **“Fix Injustice, Not Kids”** Principle: Educational outcome disparities are not the result of deficiencies in marginalized communities’ cultures, mindsets, or grittiness, but rather of inequities. Equity initiatives focus, not on “fixing” students and families who are marginalized, but on transforming the conditions that marginalize students and families.
6. The **One Size Fits Few** Principle: No individual identity group shares a single mindset, value system, learning style, or communication style. Identity-specific equity frameworks (like group-level “learning styles”) almost always are based on simplicity and stereotypes, not equity.
7. The **Evidence-Informed Equity** Principle: Equity approaches should be based on evidence for what works rather than trendiness. “Evidence” can mean quantitative research, but it can also mean the stories and experiences of people who are marginalized in your institution.

by Paul Gorski for EdChange and the Equity Literacy Institute. Revised June 5, 2020.

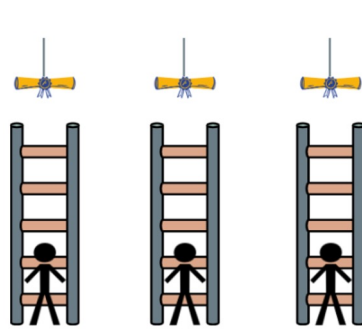
- Which principles do you have questions about?
- How might Gorski’s Equity Principles apply to the Bond Steering Committee’s work?



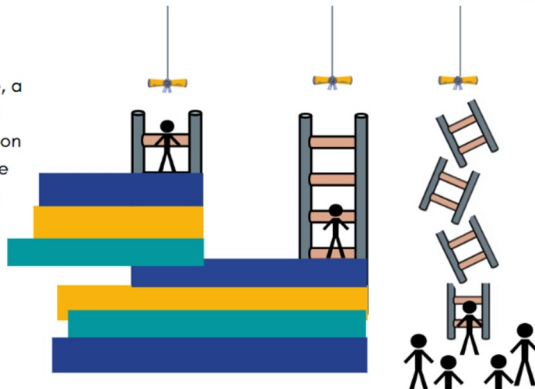
Equity and Student Success

Equality imagines an equal world.

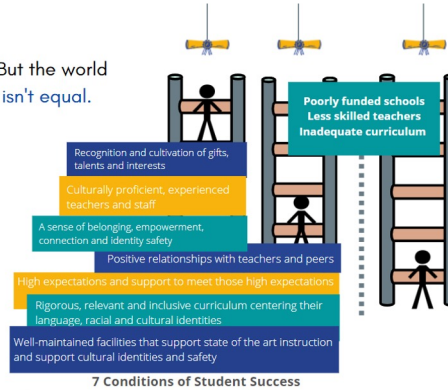
I care about all students equally.



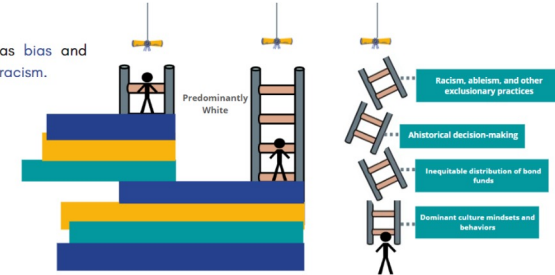
Within this same picture, a diversity lens focuses only on bringing more students into an unequal pathway.



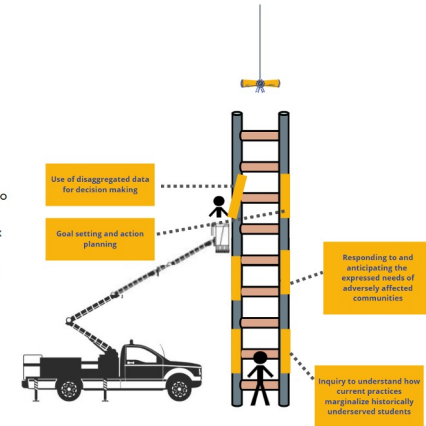
But the world isn't equal.



And it has bias and systemic racism.



In contrast, equity redirects resources to the pathways with greatest needs to fix barriers and intentionally provide support.



Adapted from the Center for Urban Education, University of Southern California, *Equity and Student Success*, 2016, <https://cue.usc.edu/equity/>.



Empathy Interviews



Feedforward

Please complete this survey to help us know what worked well and where we can improve!



Closing



Next Meeting Date

Wednesday, June 1, 2022

Next Meeting

Equity Workshop #3

Wednesday, 6/1

6:30 to 8:30 pm

Burnet M.S.

8401 Hathaway Dr, Austin, TX 78757

An optional tour of Burnet MS is scheduled for 6:00 p.m.



Adjourn