



Equity Advisory Committee

April 9, 2024





Call to Order

Vanessa Santamaría-Dainton

Language Access

- EAC materials are available online in Spanish
- Should participants require Spanish interpretation, members of our team are available and can launch the interpretation channel on zoom.



Public Comments

- Sign-up on [Google Form](#) before meeting
- During meeting -- type the word "*casa*" in chat bar or use the "raise hand" Zoom feature
- 10 minutes total for Public Comment. 2 minutes per speaker. Please say your name before making comment
- For other agenda items, co-chairs will announce if public commentary is designated for that part



Protocols and Procedures

- During presentations, EAC chairs/coordinators will **not** be monitoring the chat
 - During clarifying questions at the end of each presentation, EAC chairs, coordinators will:
 - alternate between questions from in-person/Zoom participants and from the Q&A feature
- Q&A and chat are available throughout the meeting
 - Chat will not be shown on the in-person screen
- EAC chairs/coordinators will follow up on any unanswered questions found in the Q&A feature



Sign up for Feedback Session

- Equity Assessment Preliminary Findings Feedback Session – 3.5 hours
- 3rd week in June or 2nd week in August
- Space for up to 10 EAC members
- Gift cards for participants



Meetings Minutes

Sachi Edson



Approval of Meeting Minutes



[February 13, 2024](#)

[March 5, 2024](#)

Public Comment

Vanessa Santamaría-Dainton





Crockett ECHS

Black Student Alliance





LRP Update: Communications and Community Engagement

Chief of Communications and
Community Engagement -
Ali Ghilarducci





Campus Climate and Community Relationships

Department of Communications and Community Engagement



Campus Climate and Community Relationships

- When it comes to **campus climate**, the goal is to have a school district that is **welcoming, respectful, academically-enriching** and **aware of its diversity**.
- Children and their families can spend **up to 12 years** in Austin ISD campuses – that's why the climate at the campus level is so important.
- **Community relationships** are just as important.
- The goal is for families to be able to establish and grow **respectful, enriching** and **meaningful relationships** with every district employee – from their first point of contact with the bus driver all the way to the Superintendent



But, we have a Problem:

Portions of the Austin ISD community -
that have been **underserved** by the school district -
have a **lack of trust** in Austin ISD.



LRP Operational Strategies – how we can change things

1. Conduct bi-annual trainings for principals, campus staff, and central staff on campus climate and community relationships that considers: Building relationships with campus families and visitors and campus climate survey results to help tailor to campus needs

90 minutes Principal Partnership meetings every semester

Talent Strategy assigns a 1:1 support partner for principals to assist in creating and implementing a plan to climate/culture areas of opportunity that were named in the survey.

Campus visits twice per year, speaks to the principal with the goal of assessing what's working, what's not in terms of family engagement and provide support and resources to address challenges and opportunities.



2.- Create a hub/toolbox to provide campuses and Parent Support Specialists resources to tackle issues that arise on campus.

DCCE maintains a PS Hub for campuses with a **Parent Support Person** (Title I campuses). We are building a team of **“ambassadors”** who will support schools without a PS.

3.- Create resource fairs for the community at campuses and local neighborhood spaces that are relevant to the families.

We have worked to create greater consistency regarding the kinds of events, workshops and resources that are offered at our Title I schools.



4. Create training opportunities for parents for building relationships within the community and campus leadership

5. Provide parents with culturally appropriate information about the process of becoming a mentor, volunteer or chaperone.

Tools for Success Workshops

Parent Support Action Plan customized to each campus



6. Engage in empathy interviews to hear from underserved community members and/or those who have shared a lack of trust in the district.

1:1 In-person engagement at community events, familysupport@austinisd.org, phone calls, monitoring social media, block walking

7. Create pathways for a stronger relationships between campuses and central office, considering two-way communication, and less of a top-down approach to build positive relationships.

Mental Health forums, Scorecard engagement, Budget Conversations, Monthly Principal PD



8.- **Collaborate** with the campus community to determine **resource gaps**:

- a. Create **asset maps** that show **resources for families** to help bridge the gap between the campus and the community.
- b. Develop **partnerships to support underserved campuses** that reflect the needs of the community.

Parent Support Hub, Parent Support PD Days



How Will We Measure Success?

- With data – the 2024-25 school year will become Austin ISD's baseline.
- In years past, data has only been collected virtually through Panorama, through the Parent Support Dashboard and other sources. But, an estimated 30% of students at Austin ISD do not have reliable access to the internet. Therefore data will need to be collected in a variety of ways – both virtually and through in-person interviews.
- When interviews are conducted in the person's preferred language, data is more transparent. Therefore, all of these strategies will need to be tailored to consider our multicultural district.
- When it comes to perceptions, anecdotal data is also important and needs to be considered in the future.



Parent Support Dashboard



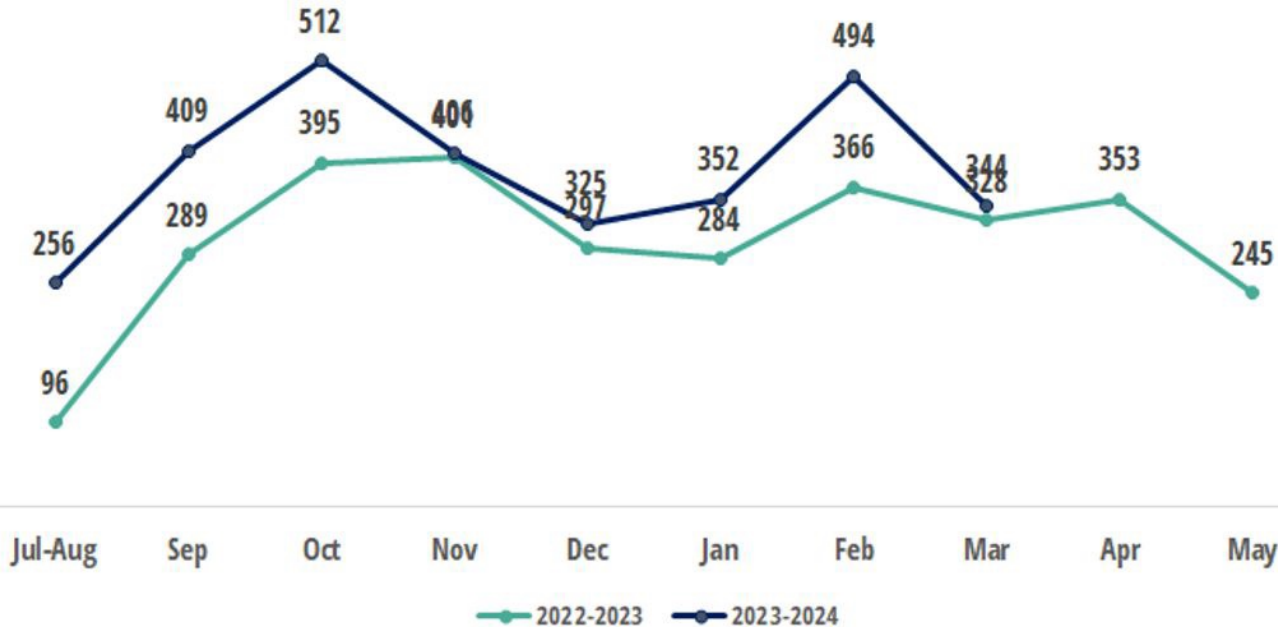
Unique Students' Families Served: Two-year Comparison



Source: Austin ISD eCST data from October 2022 to March 2024.
*Note: Preliminary data - March data is not yet finalized.

Data display prepared by Dana Minney
Coordinator, Planning & Program Evaluation; Office Innovation & Development

Non-Individualized (Group) Events: Two-Year Comparison



*Data display prepared by Dana Minney
Coordinator, Planning & Program Evaluation; Office Innovation & Development*



Strong Schools Stronger Austin







Committee Discussion - SY 24-25

EAC members





EAC is in breakout rooms



1. What are some topics you would like to see covered in next year's EAC meetings?

2. What type of presentations would you like to hear in next year's EAC meetings?

Of the following chief areas, who would you like to hear from the most?

1. Operations
2. Talent Strategy
3. Teaching Learning, and Leading
4. Technology
5. Finance





Optimistic Closure & Adjournment

Vanessa Santamaría-Dainton