

2014 EDUCATIONAL ATTAINMENT FOR ALL DIVERSITY CONFERENCE

P-12 GUIDING QUESTIONS WORKSHEET

P-12 Job Roles Include:

Superintendents, principals, school counselors, teachers, district administrators, diversity specialists, graduation specialists, college access practitioners, curriculum specialists, community advocates, and others from schools, school boards, and school districts, college access/outreach programs, Parent Teacher Associations, and other organizations. Please keep in mind the variety of job roles represented at the conference and how other participants may build on your ideas if you describe them well.

Please leave this worksheet at the center of your table to be picked up by the conference volunteers.

Name and email address (optional—if you want us to scan the worksheet and email it to you):
Title or Job Role:
Institution/Organization/Program/Agency:

Pathways to Opportunity session (2:30-3:30 pm): turn to page 2 and read question P1 and its bullets. **In the space provided, respond to question P1 in a way that explicitly addresses themes inherent in up to two of the most compelling or significant bullets.**

Next Steps session (3:30-4:30 pm): turn to page 3 and read question N1 and its bullets. **In the space provided, respond to question N1 in a way that explicitly addresses themes inherent in all bullets.**

Your response will be collected, compiled and shared as a best practice on the Washington Student Achievement Council website.

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Pathways to opportunity: Challenges and effective practices (2:30-3:30 pm)

P1. Describe 2 or 3 of the most effective practices that have contributed to closing the opportunity gap and improving student outcomes for student groups affected by the gap at your school/district or the schools/districts your organization serves.

As you respond, please consider the following themes and explicitly address one or two of the most compelling or significant ones in your response:

- What practice(s) has your school/district/organization used to encourage a long-term vision of college and career readiness for students of color?
- How is data used to inform your efforts?
- How is data used to assess your efforts?
- What are the most significant barriers you face in helping students of color be successful in your program, school, or school district?
- What systemic barriers or policy barriers pose a challenge for your students to be successful in school?
- In what ways do you build on the cultural strengths evident in your students, their families, and their respective communities?
- How do you leverage the work of community groups or other external partners to improve outcomes for students from diverse backgrounds?

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Next steps: working together (3:30-4:30 pm)

N1. What opportunities are there to collaboratively work together to implement recommendations outlined in the 2013 Educational Attainment for All report or otherwise address common goals and strategic priorities?

As you answer the question above, please consider the following themes and explicitly address all in your response:

- What common goals do we share across educational sectors?
- Should the Washington Student Achievement Council convene an ongoing P-20 statewide workgroup to collaboratively address educational issues related to diversity and equity? If so, what are the top 3 issues the workgroup should address, and who (name and organization) should be part of it?