

Education -

Community Conversation Full Proceedings

December 7, 2016
San José City Hall, Wing Room 120
200 E Santa Clara Street
San José, California

The detailed notes below are actual comments and feedback from the participants from this community conversation and may not reflect the opinions or future plans of the community foundation.

QUESTION ONE

How can we best prepare all students to be college and career ready?

(Six breakout circles; total of 51 participants)

DETAILED NOTES FROM CRITICAL QUESTION ONE

All means All

- How do we make opportunities more inclusive for disabled population? Don't fit into STEM bucket
- Respond to different needs of students - no one size fits all solution
- Identify the needs for specific group of students i.e. Black/Latino youth
- Provide comprehensive mentoring programs to students. 71% of our students qualify for school lunch program and are in need of support to help them have a successful high school career and to prepare them for post high school life
- Support students in college too - prep doesn't stop when they are accepted/enroll. Ways for folks to re-engage with C & C
- "All means all" which is a cultural shift for current educators as well as future educators. Teacher education that is inclusive of cultural relevance. Student engagement strategies and skills.
- Support English learners early before grade 6. To be redesignated as English fluent as a bridge to academic success in later grades
- Focus on underserved communities

Culture / Shifting Paradigms

- We have seen hard and soft skills as binary, but actually you build soft skills by reflecting on hard skills. And you build hard skills by working on soft skills. These should be integrated.
- Holistic school culture, engaging families and children.
- Engage family, student, and community around high school and college readiness

- Teacher/student control (over their education) mindset. Helping students gain a better understanding of how to control their choices.
- Growth mindset, both from teachers and students, for readiness and belief they can achieve college
- Help them build a sense of agency/ownership/ that they can do it and can improve
- High expectations = high achievement: student mindsets, teacher mindsets
- Create a culture of expectation that all students can go to college
- Raise the bar for what we expect for all students. Students of color need that support. The bar is low. Boards, administrators, teachers, leaders, counselors need higher expectations for students.
- "Unshackle" from limited thinking
- Break down limiting thoughts and build expectations
- Promote growth mindset, comfort in failing
- Early exposure "think big"
- Early exposure to diversity of jobs available in workforce and diversity of people filling positions
- Leverage culture as an asset (source of pride)
- Integrate academic learning with socio-emotional learning
- Open to nontraditional ways of demonstrating competency/"life experience"
- Role models from Latino community who are college students, from industry, and from education
- College savings accounts for students. Education in this space for all involved.
- The role model, seeing other people of color who are successful. Teachers' assistants from college of color that come to schools that reflect the students. We need to have people of color that are successful to come to talk to students so they see themselves in successful positions.
- In bringing more of the real world, such as social justice, current events, multi-cultural education. If students are more in tune with their interests, they are more in tune. Let's get going with this world we're living in.

Data / Metrics

- The data gap is a game changer in gleaning information that can help.
- By not bringing in data, we are just perpetuating the system.
- Educators know where the gaps are and having the data available will continue to improve to close that gap.
- Bring big data to K-12 education
- I'm hearing we need to start math early, push academics early. BUT pushing academics early leads to pushback. We need to look at motivational research and see what the reality is long term. To prepare students to be college ready, need to pay attention to metrics to see what the reality is long term. To prepare students to be college ready, need to pay attention to metrics to see if they're actually READY, using setbacks, it is deeply flawed. Equity community is saying the tests are preset to fail 70% of students, which are predetermined failure, to students of color. The psychology of

learning, being honest, the painful truth is that these tests are contributing to systemic racism and barriers of access.

- Be honest that metrics to deem students as "college/career ready" are deeply flawed/invalid and pre-set to fail 70% of students, majority low income / communities of color. Call out this structural/systemic racism and shift to more teacher-based performance-focused assessments rather than "standardized"/invalid assessments.
- Integrate research on child development and developmental psychology into programs and policies. Early childhood education focus with too heavy an emphasis on academics can actually backfire - so being aligned with best research practices for social/emotional/motivational learning is important especially for early learning initiative.
- Student data systems, data analysis protocols, data collecting and data sharing
- Measure success (beyond numbers)
- Focus on qualitative indicators of success i.e. Serving 14,000 kids is great, but what does it mean in terms of life skills and personal success
- Unified data system ECE prek-12
- Create a more comprehensive, unified data system to track students starting as early as pre-K
- Case studies in dealing with uncertainty
- David Conley research on college readiness.
- Create systems and structures within schools and districts K-12 that lead to academic achievement PLCS, ILTS, grade level collaboration, professional development based on data

Mandate high quality and universal education standards.

- Ensure all students have access to an effective teacher
- Look at the data between early-childhood literacy/learning participants and those who are reading and performing at grade level by the time they reach middle school. I.e. Do districts know which students had preschool? How do I trust the data, to know how many kids had early learning to figure out the effectiveness? Can't follow the kids with the data, it's not there.
- Quality early education - proven research to help kids be successful in math and literacy
- Universal high quality preschool. Its play based!
- Awareness of requirements for all starting in elementary school. Elementary leads to middle school placement. Middle school leads to high school placement.
- Quality early learning
- Access to quality early childhood education for all
- Ensure that students have access to quality curriculum (e.g. A-g) & instruction
- High standards with necessary support systems to ensure student success
- Quality early childhood pathways
- Every school is led by a leader who is results-oriented

- Education systems need to be reassured and designed to prepare all students, college and career. A-g access, college & career counselors
- Comprehensive/ integration of hard and soft skills
- Ensure that all students master foundational academic skills
- Hidden curriculum needs to be taught to all students not all get this from parents i.e. How to have academic discourse
- Set and maintain high academic standards. Help all students strive to achieve these. Help bring along those not achieving yet.

Policy, Funding, and Learning Models

- School districts are not equipped to prepare students for college and career. If all kids want access to high level courses, schools cannot provide it. System change.
- You can't learn anything without some form of creative input or problem-solving.
- Redesign learning
- Design challenges to engage students (& others) in generating innovative solutions to education system problems. Others include teachers, schools, companies, and x-factor teams
- Design thinking
- Think about how to influence educational policy to make computer science a required for high school graduation or at least part of the CSU/UC prerequisites
- College savings account program/match \$
- "LCFF" formulas
- ESSA accountability
- Philanthropy title I funding
- More career pathway programs - shortage in Valley
- Make "Aspen Challenge" like experiences much more the norm for many more students. Takes place in 5-6 urban areas and started at Los Angeles Unified. Treat kids as the "R+D" for your community with ALL the time they have. Challenge them.
- Implement in-school interventions using LCAP and external grants
- College saving programs at young age
- BUILD (a nonprofit), students start freshman year for once a week teach them to be an entrepreneur, groups, build seed funding, build a prototype. Show them this is what you can find out there. It is not just about college, degree, maybe job.
- Access to tech
- Creativity in the arts - innovation
- Align funding to institutional priorities
- Study groups, academic compensation, when to use different discourses.
- Middle school focus on hands-on learning i.e. Maker spaces

- Increase more aspects of independent/democratic/free/Montessori styles of schools in traditional public schools

Partnership Building

- Collective impact, we are in an economically vital place in the world and our education is so not there, we need to use the creativity and wealth to take on ways to improve it. We need all segments of society.
- Leverage public, private, nonprofit partnerships to create experiential learning opportunities for youth at all stages of K-12 education
- Stable, quality district leadership
- Ensure nonprofits, districts, city officials, and other entities are working together adapting for best interest of kids
- Institutes of higher ed and district partnerships
- Partner with the city and leverage their resources/assets i.e. Libraries, parks, community centers
- Alignment of prek-3rd grade
- Bridge programs by grades
- Elementary, middle, high school and college communication systems
- Leverage technology and offer access to district/online programs via web and apps
- Create or maintain “Community of caring” adults
- Community of support
- Engage local universities as partners
- Make sure every student has a community of caring and supportive adults who can help them navigate process
- Get more corporate mentors to connect and provide college and career counseling for kids
- Partnerships with private business could make a difference. Business community leaders could influence the system if they realize STEM is not a priority for schools.
- Leverage locality, tech & STEM
- Recognize local demand to provide opportunities
- We need to educate our students to enter our local marketplace. Local children for local jobs.
- Silicon Valley has the greatest concentration of STEM jobs. Educate kids in STEM focused education
- Get all students online
- Eliminate the digital divide
- “All things tech” is popular, but there needs to be a balanced approach.

Leverage out-of-school enrichment options

- We should rethink how time is used for students. Do we need so many ours on campus? Can we change that?

- To reach a greater community, community-centered approach to delivering out of school programs
- Expand student access to tech outside of school (level this part of the playing field)
- Out of school options (enrichment)
- Intention and meaning for connection before /after school, summer and intersession programs
- Extend school days/year
- Keep supporting the extended school day and school year
- Out of school programs to boost math and/or STEM learning
- Give high school students varied experiences outside the classroom to help them understand their range of opportunities and what they must do to be able to take advantage of the opportunities
- Expand the learning day

Support and training for educators and school leaders

- Instead of shaming teachers about the gap, improve practices that are effective.
- Ensure students have teachers & school leaders are trained to provide a rigorous academic but holistic (social-political consciousness) experience. School leaders are trained around content but also mindsets. School leaders need more training on holistic approaches, as in developing consciousness for low income children. Learn about systems of oppression so they can learn how to deal with it. We need a more rigorous academic experience by instilling in students that mindset.
- Recognition for accomplishments, i.e. SCCABE annual event, EVHS STEP Program. We hold an event to recognize students that are graduating at all stages. African Americans are the largest gathering. Recognition program for African Americans if they stayed on track and improve grades. *This was offered as one way to provide exposure and support outside of school environment.*
- Focus on professional development in math for grade 3-5 teachers as middle school might be too late
- High school graduates are not completing Algebra 2 and teachers don't even know the benefits of pursuing that.
- Supporting teachers to support: student agency, growth mindset, sense of belonging and empowerment.
- Provide teacher fellowships/ opportunities that support awareness of "career" ready by "doing" the content they teach
- Make the profession of teaching a profession that garners the respect and pay that it deserves to continue attracting the best and brightest
- Give students teachers that have had or are having experience as entrepreneurs
- Provide affordable housing for teachers and families
- Teachers should be supported with diagnostic books/strategies to support personalized learning approaches
- Initiatives organized as professional networks offer promise
- Teach about equity and cultural learnings to all educators

- Root causes. Teachers' economic condition connection pay/cost of living ~ high turnover
- Ensure teachers and students have access to quality content/curriculum
- Address teacher shortage - recruitment and retention strategies
- Professional development for teachers on needs for targeted student groups
- Ensure all students have access to quality teachers
- Ensure teachers development efforts are aligned, systemic and are integrated with school leader development
- Support and train school leaders to be instructional leaders. Leaders of optimal learning environments.
- Professional development for core day/afterschool to become facilitators of learning. After school programs that is academic and enrichment.
- Bilingual instruction
- Provide meaningful opportunities for teachers to collaborate and learn from one another
- Inspired teaching
- Culturally reflective of kids being served

Preparing emotionally and empowered students

- Make the implicit explicit, teach first generation students how to navigate the system and how to play the game. How to apply for college, how to network for career options, more learning here is needed.
- Provide workforce development opportunities for middle & high school students
- Mentoring program in school, middle school
- Emotional preparation
- Prepare students to be emotionally ready for college. They end up leaving college because of problems they could not handle.
- Support social, emotional skills required for college success
- Empower students
- Ensure all students feel empowered and feel ownership on their educational journey
- Having realistic understanding of where they stand relative to what is necessary. If it works in James Lick High School, expand and monitor in more schools
- Address mental health concerns in schools (adults and students)
- Focus on supporting psychosocial needs of children of color, rather than focusing on their reactive behaviors (discipline).
- Belonging & confidence agency
- How to find a community of support
- Confidence!

- Giving them a voice
- Grow their mindset that they belong and are a valuable member of their society/community
- Autonomy - taking charge of their own learning
- Early intervention either at school or at home i.e. Keep kids in school and keep them out of trouble so they can feel an investment
- Help students see the "why". Connect their interests to college and careers
- Knowing how to problem solve
- Social, emotional support
- #grit
- Build and support social-emotional skills from birth to college to foster resilience and executive skills
- More school counselors currently in ca ratio is 1:1,000
- Mentoring
- Start early to address opportunity challenges and attitudes
- Ensure and transition
- We need the arts to engage youth, particularly disadvantaged youth who are exposed to trauma before we teach.
- Move public awareness about harms of excessive screen-time on children's development. Ensure early learning is focused on relational human learning experiences and not reliant on screen based approaches. More research and information is here: http://bit.ly/screen_time
- Emphasize problem-solving skills, collaborate activities, creative thinking for teachers & students
- Engage students in a community; culturally relevant curriculum that build awareness of systemic injustices and the desire/skillset to break them down
- S.E.L./character/habits/mindsets: students must have the non-academic skills required in the 21st century
- Recognize and address students' strengths and weaknesses

Parent and Family Support

- Arts can be a hook and great way to engage families. Full brain full child. Include access to a standards-based arts curriculum to break down barriers to student/family engagement.
- Addressing concerns and fear about sending kids to college for families. A lot of families prefer for their children to work and not go to college.
- Parents and navigating the system
- Parents need opportunities to advocate for the quality of the curriculum. Give parents a role.
- Offer lots of activities on weekends when parents are more available. Use text messages to reach parents, offer food.
- Work with parents to support in preparation for transition to college

- Parent education results in student education success
- Give parents tools to teach/work with children to ready them for college.
- Greater financial ROI achieved with parent education vs kid education (alone)
- Parent engagement and caring community
- Adult advocate for targeted groups i.e. Undocumented, racial, discrimination
- Educate parents and build their partnership
- Make parents of all education levels partners in their child's education by guiding them, in making a good learning environment in the home and by listening carefully to their ideas about how to improve schooling.
- Help students and parents think big. "Yes college is for you".
- Parents have very little education and they have not navigated the education system to be able to guide their kids.

Supporting high school students on pathway to career / college

Educators can expose students to college and career options early

- Go through the whole application process for college in class.
- There are only 11 San Jose districts that make their kids college ready officially.
- Provide knowledge about higher education/college readiness
- Incorporate more ethnic studies and current events/social justice in schools to introduce students to social issues that care about that can be a way to engage their voices into community action (and academic motivation).
- Change up graduation requirements
- Begin freshman year teaching students about college applications and process and goals for careers
- Exposure to careers early: upper elementary and middle school especially
- College visits, exposure, experience
- College day programs in school
- Mentors for students to learn about college or discuss career paths
- Ideas on preparing students that do not go to college.
- Ask kids what problems do they want to solve?
- Plant the seeds for a college/career future

Link high school curriculum to college prep

- Make 12th grade matter, it's the student agency/engagement issue. Support transition to post-secondary education in English, Math, Science, etc. To mitigate remediation
- 50% of students in San Jose are taking math and English remediation. We need to think about nontraditional 12th grade courses that may pool in a lot of the things we are talking about...student

engagement. Having nontraditional options to keep them engaged year after year so when students get to college they are prepared.

- Students don't want to take pre-calculus, so they stop taking math. What other options can we provide to non-STEM students?
- What are we saying about our students if we only have a 2-year math requirement? Not enough to be UC eligible.
- You can graduate from high school and NOT be eligible for a UC
- In particular for math, people don't realize early enough on, that is has an effect on where they end up.
- Align high school preparation with college and community college requirements i.e. C.c. Testing keeps many students in remedial classes leading to drop out
- Counselors set classes that are preset to determine whether a student attends a two or four-year college. Based on middle school performance.
- Start college early. Give credit in high school for certain college coursework
- College credit for classes in high school (community college partnership)
- Be more mindful about linking high school coursework to what it will be used for
- Math, reading, goals
- Offer students early college classes which differ from traditional education so they can experience what it is like to be in college.
- Alignment of career pathways to core teaching - content & practice
- Better integrate project-based instruction with regular classroom instruction

Career-oriented education

- Provide internships/opportunities in real-life experience
- Making sure people are career ready, being entrepreneurial, incorporating more of that competency-based model, for freer democratic model, student led learning is one way to do it, but hard to measure.
- Focus on STEM education, especially in Silicon Valley
- Entrepreneurial / career education
- Professional opportunities in conjunction with financial resources
- Provide youth employment opportunities. More internship and apprenticeships
- Work-based learning experiences give students a sense of what the world of college and career is like
- Relevant learning and careers
- Talk about what the emerging careers are
- Matching preparation to jobs.

- Create more opportunities for low-income and first generation college students to gain meaningful career exposure via internships, mentorships, etc.

Industry involvement in college / career preparation

- Work with industry to join with schools for inspiring and teaching students about careers (potential and current)
- Increase industry involvement in career pathway design and creation
- Financial support
- Create authentic audiences/consumers for student work (the teacher is an artificial audience)
- STEM is important in the Silicon Valley

How SVCF can help

- Use convening power to engage Silicon Valley leaders to summit to BHAG. Silicon Valley as preeminent educational system of systems in the country
- Elevate visibility of scope of issues
- Promote & support math specialists at the elementary level. There is only one organization that is approved. This is a space for SVCF to move the needle.
- SVCF should use their convening power to get leaders involved to commit to develop a series of measures.
- Pressure the 54 districts to collaborate so we can significantly impact change through the foundation.
- SVCF can popularize design challenges where cross-functional teams in school can devise solutions for problems on campus. A way of using ways of thinking in Silicon Valley to engage students as leaders.
- Influence collaboration so there are more systemic changes, so more communication and collaboration happens.

QUESTION TWO

How can we more effectively remove structural barriers that prevent students from being college and career ready?

(Six breakout circles; total of 57 participants)

DETAILED NOTES FROM CRITICAL QUESTION TWO

Naming Structural Barriers

Reframe Structural barriers

- Rewrite the question: How can we more effectively remove barriers that prevent students from being ready? – Work in the areas of career vocation, higher education, entrepreneur.
- Education can't do it alone, we need to better integrate all the systems serving children: health, child welfare, youth development, education, workforce investment, nutrition, etc.
- Education should be viewed as a public good, not a private good.
- Understand the problem - identify and explicitly articulate what those barriers are before attempting to come up with a solution.
- Responses shaped by who is at the table. Perspectives of people doing vocational work are often after thoughts, yet they have a natural lens; we miss whole parts of the discussion and contribution of others if we keep college and career as separate considerations to more effectively removing barriers to students being ready.

Poverty and basic needs, classism

- Structural Barriers: Addressing basic needs
- Addressing basic needs - housing, health, transportation, food
- Affordable housing

Broken funding stream

- Adequate funding for schools.
- Change state policy to reduce funding gaps (opportunity, achievement gaps) among school districts. In San Mateo County, the gap is \$8K - \$24K among different districts.
- Inequality - funding for schools where on school is receiving better/more money than others

Structural Racism

- Address implicit bias
- Acknowledge systematic racism
- Explicit acknowledgement of the cultural, structural and implicit and explicit biases facing our students; adoption of strategies to make our public systems more culturally competent.

- Remove bias and encourage equality for all students.
- Acknowledge racial bias, especially in light of changes at federal level (policies, etc.)
- In regards to racial bias - Relates to data and how we look at data. Aggregated averages are so misleading.
- I am tired of reinventing the achievement gap wheel. The achievement gap is 400 years old. As a parent, I went into my daughter's kindergarten class. I've done my advocacy and some parents just want to come in and advocate for their own children. Students coming into high school under a 2.0 not reading, not knowing science but passing? What do you want this teacher to do with the student now? Tells parents "you are the power". We deal with so many systemic barriers. When kids leave the home they are already in a mindframe. Then they come to school with teachers in another mindframe. Teachers are not taught to deal with the students' mindframe. Administrators don't know how to deal with students' mindframe. It has been going on for years. Cultural bias – structural barrier. Teachers are biased even though they say they aren't. Still. Programs on campus are being funded that are not working. They only deal with students that are 3.0 and above. Children under 2.0 are not being taught about college at all.
- Teachers serving diverse populations; cultural responsive teaching and learning.
- Implicit/explicit bias in education remain barriers.
- Universal access to college and career coursework and counseling is still a barrier; there is no shortage of students but insufficient access to prep coursework and adequate counseling; remains a systemic barrier; for example we remain dead last in adult to student ratios in schools, this ultimately only supports a select few.
- Rewarding and incentivizing people of color to enter the teacher pipeline; provide differentiated ways to come into the pipeline and system; for example, the physicist at Lockheed who wants a second career as a teacher; Find ways to get highest, most talented persons to come and teach our children.
- Inequalities of teacher distribution within districts and unequal impact of teacher shortage is a barrier.

Immigration status

- Immigration - residency status
- Immigration Status for many students post-high school. Creating pathways for students without documentation to feel they can pursue a college career.
- New DACA for children of immigrants would remove barriers.

Money for enrichment activities and costs associated with higher education

- Structural barriers: assist with costs associated with higher education - test taking, application fees, guidance.
- Financial Support in conjunction with growth opportunities - jobs, Internships; financial supports – there are many opportunities in out of school time that are cut-off because families can't afford them

- Funnel funding for education into one place so parents seeking support can find available funding in one spot.
- Paying for those remedial classes is also a structural barrier. Staying in school longer because of where I come from.
- Affordability issues remain an issue for higher education; Also, developing our own homegrown teacher pipeline to go into teaching would address some barriers.

Affordable housing for educators and students

- Educators need support given cost of living especially housing.
- Affordable housing. Even teachers cannot afford to live in our communities.

Barriers to maintaining teacher pipeline; low compensation; teacher shortage

- Human capital is essential – and we are facing challenge recruiting and retaining high quality educators. Difficult situation to figure out to impact student performance.
- Low pay for teachers and expanded learning professionals (e.g.) after school workers make minimum wage with often no benefits.
- Inequitable distribution of teacher shortage.
-

Misalignments, critical disconnects in school pipeline.

- High school coursework policy. Example 1 High school graduation requirement. Math placement policy.
- Math placement between grade school and middle school – and the on-ramps/barriers it can create before even getting to high school
- Alignment of graduation requirements with UC/CSU entrance requirements would remove a barrier.
- Need to be mindful of traditional, non-tradition learning styles and teaching.

Strategies for Addressing Structural Barriers

Funding

Repair funding stream to make it more equitable.

- Funding for districts whose trustees agree to a common philosophy.
- Advocate for adequate school funding to pay for the basic educational program and close equity gap.
- Reform California education funding.
- Truly close the funding gap.
- Replace/Dismantle Proposition 13 to provide more funding for schools.

- Rethink local funding from property taxes.
- Trying to impact state policy around how districts are funded. Huge range in how much money goes per student – we need to make more impact on those decisions. And the dollar amounts impact the ability to prepare students to be college and career ready.
- LCFF, new evaluation rubrics provide the “how” for removing barriers; accountability for the effective implementation and use of LCFF dollars important including the willingness to re-align what may or may not be working. Redistribution of funds to those in most need and two way accountability for adequacy of funding by making sure we are providing for the basic costs of the Ed program.
- Public support for adequate funding part of the “how.”

Align budget with academics

- Get academics and budgeting in the same room earlier - make it as seamless as possible to align funding to CCR priorities.

Invest in Early Education

- Address the opportunity gap that starts as early as kindergarten.
- Invest in quality preschool so all students start kindergarten ready for school.
- Legislate universal pre-k and kindergarten education.
- Increase pre-school options.
- Quality early childhood education - universal for all children.
- Quality childhood access in low income and poor working families - more facilities/space.
- Fully fund and mandate full day kindergarten.
- Policy changes to ensure quality early childhood education for all kids.
- Start earlier! H.Q. 0 - 5 programs. Access, Compensation for ECE teachers.
- Financing for early childhood teachers - pay them a livable wage but also give them enough time in the day to focus on issues that arise - professional development.
- More access to early childhood programs; compensation for teachers important.
- More facilities are needed.

Invest in teachers; recognize the value of teaching, build the teacher pipeline; fair compensation for teachers and other workers in education.

Value teachers

- Teachers as most valuable players.

Training and preparation for teachers

- Teacher shortages; design teacher preparation programs that foster retention in the profession, shine a light on teacher programs.
- Teacher education programs need to be redesigned and teaching professions
- Support the teacher pipeline.
- 4 year, 5th year credential produces teachers. System was created in 1959. It was created for a different demographic but we are still using it. That system is a structural barrier. It is going to have to be a policy change. Issues won't be addressed until teachers are prepared.
- Modifying teacher preparation from the very beginning. So people have more realistic expectation of what job is going to be. Big priority. Teachers aren't prepared for reality of working in our classrooms.
- Modify / improve teacher preparation programs.
- Teacher preparation and training is totally outdated. Need new models. Fischer Act 1991, Rayon 1970
- Teacher pipeline issues remain a barrier.
- Alignment of instruction; sequencing of instruction; Two-four years is really what is needed for smooth transition from high school to post-secondary.
- Tracking adult practices important as well; teachers and leaders and the lack of support for both are a barrier.
- A better understanding about the use of consumer technology and how it inhibits or enhances student learning opportunity would be helpful; For example, outside of class students are engaging in an education different than in the classroom; they are using consumer tech applications like Snapchat and exchanging answers to homework questions with kids across the country; what is the educational use tech for best learning purposes.

Dedicated space, time and resources for professional development

- Support a safe and supportive climate, provide trainings, time to reflect on practice.
- Culturally responsive professional development for educators. Schools of education often don't prepare teachers for the students they are going to teach and the opportunity gap persists.
- Support a safe and supportive climate, provide trainings, time to reflect on practice
- Support a safe and supportive climate within schools – and training and time and practice for the adults in the school to provide that climate. Inclusion of SEL in practice (social emotional)
- Time and resources for teacher professional development above and beyond school training?
- Provide teachers with culturally relevant professional development to help them effectively engage parents in their children's education.
- Teachers need to have time to plan with each other to support CCR (Common Core) efforts
- Teacher professional development around systemic barriers to raise awareness, empathy; Poverty simulation for the teachers.
- Master schedule. Ensuring common planning time with teachers to coordinate college and career readiness efforts. Could be "time", the resource of time.

Increase compensation for teachers and others who work in education, take into account high cost of living for the region; need for affordable housing

- Cost of living impacting recruitment and retention of quality educators, need to grow our own talent, and figure out a way to compete with other job opportunities in Silicon Valley.
- Issue of housing – and families and jobs – teachers need houses too. Lots of schools may soon be without teachers.
- Compensate teachers appropriately

Fair treatment for teachers; ways to advocate

- Teacher voice and advocacy
- Eliminate last in first out policies and other policies preventing quality teachers for all kids.
- Inequitable training and support for non-credentialed teachers (now more and more prevalent)
- Teacher voice in advocacy; voice in teaching standards; need to provide opportunities for teachers to lead.

More teachers of color to be more reflective of the communities they serve

- Create pipeline for bringing in more educators of color. That will help improve connections with community and parents.
- Hiring experience – and including the lived experience. If you don't come from the community – how can you help it thrive – and not just do an adequate job? Are you just showing up for the loan forgiveness?
- Reward and incentivize people of color into the teacher pipeline.
- Teacher pipeline: how can we grow our own from underserved areas?
- More teachers of color; % has change very little.
- Place a premium on lived experience of educators coming into communities of color. What is the degree of attachment to communities they are entering?

Equity - acknowledge the presence of bias, increase dialogue about equity, increase understanding of mechanics of equity in schools, equalize access to enrichments and supports, including after school, use a data driven lens to examine equity and outcomes in the schools.

Acknowledge the presence of bias; open dialogue in schools; new majority; teacher training around equity

- Establish teachers in schools who create dialogue, understand structural racism.
- Cultural bias - students under psychological and emotional stress. Identify and address.
- The system needs to focus on the new majority of students and those that have historically struggled - Latinos, African Americans, English learners, and Special Education
- Open conversations in schools about race.
- Address the role of structural racism as a major barrier.

- Freedom of speech as value in schools and more support for teachers to speak out against bias and hate.
- Increase public dialogue around and within the school. Structural barriers that students encounter - e.g. bias, access to course pathways, cost.
- Support teachers to unpack/learn about RCCP race culture class power.
- Teachers - CRTL Culturally responsive teaching and learning.
- Combat implicit bias, train teachers and school leaders on the concept and mindset work.
- Increase public dialogue around and within the school. Structural barriers that students encounter - e.g. bias, access to course pathways, cost.
- Systemic racism still needs to be addressed; worried this will get worse in current political climate; provide support to unpack teacher's awareness of race, culture, class and power.

Use Data

- Report all education data by gender and ethnicity.
- We have to divide disaggregate data by gender and ethnicity.
- Training of LCFF parent monitors in equity in every district.
- Conduct equity audits on districts. Educate parents and empower around inequities.
- Provide access to meaningful data (especially around issues of equity) to drive decision-making.
- Access to higher education. You can see state on the tests at CARE-ED.org or EduResearcher.com
- A tremendous gap in data ability to track students K-12 remains; academic supports are still needed to help students complete college prep coursework and reach high school graduation; Increased need for remediation; Current data system doesn't allow for understanding students' experience across the pipeline; there's a lack of connection between the systems.
- Integrating other data sources from Health and Human services would remove barriers to holistic supports for students and their families.
- Data important for broader vision of democracy for example the intentional integration of parent and families in schools; Use of this as an opportunity to break down barriers; more parent and family participation in larger scope of work.
- Data practices and tracking through integrated systems to support students important.

Anticipate key points of coursework that impact future options

- Access to A-G and AP courses, often shuts out students of color.
- Access to honors/AP courses has to be addressed - schools and districts can create barriers to these courses which are unnecessary and unrelated to student success in those classes.
- High school coursework policy. Example 1 High school graduation requirement. Math placement policy.
- Math placement between grade school and middle school – and the on-ramps/barriers it can create before even getting to high school

Engagement with families

Cultural shift

- Create a cultural shift that allows school communities to effectively partner with families.
- There is a trend in research of supporting family engagement. We are all in agreement. Not just teachers, not just parents. Talk to everyone on campus so there is a cultural shift. When looking at family engagement, a cultural shift of the whole system – admin support, janitors, a whole shift.

Family integration into schools

- Schools need to more effectively involve parents in governance, educational planning etc.
- Family engagement - engage parents to be supportive at home.
- Parent advocates.
- Parents need to be aware of educational rights and how to navigate the systems.
- Support parents to be more engaged in their children's education.
- Support for family engagement.
- Authenticity of parent engagement.
- On School site parent resource centers.
- Parent family integration; community schools as mechanism.
- Educate families on what's possible

Empower parents

- Need to empower parents, "all parents"
- Training of LCFF parent monitors in equity in every district.
- Conduct equity audits on districts. Educate parents and empower around inequities.
- Need parent advocates. How to navigate systems. Breaking down barriers of gatekeepers in the district – knowing you have to use your voice over and over and over again. Someone who knows the system has to go through it over and over again to advocate for their children.
- We need to empower parents in the process. All parents.

School as community hub model

- Community based K-12 schooling strategies. If a parent, you have to go to so many places to get resources. I.e. health care based access community schools. What would it look like for school to be place for families to come learn about immigration, health, just resources?
- Make schools multi-faceted community centers that can address and support the various needs of families.; To build up how schools can become community centers. Example – partnership with second harvest to become a distribution center. Address the basic needs of families.
- Community Voice: Democratic and community driven school center.

- Integrate all systems serving kids; Education, health, workforce development, etc.
- Reframing schools as focal points for democracy and focal points of the type of services that young people need to thrive is an important approach; teaching students to have a voice in our democracy and lead collective action; we need to start looking at schools as larger contributors to civic life.

College Readiness and Preparation

Work with families towards culture change; family and student learning around college

- Curriculum Pre K-12, college-going culture and family.
- College going culture; change parents/ mindset.
- Encourage **all** youth to strive for college (college going culture).
- More support for students to find and be successful in paid internships to be prepared for college and careers
- How to share college knowledge with first generation families.
- Growth mindset around knowing what is needed to get to college.
- Authentic family engagement strategies early in child's education to increase opportunity for all students.
- Parent learning groups in middle school.
- Better education on college education application/preparation process.
- Programs are on campus but aren't addressing the students' role in applying and understanding the college process.
- Specific to getting students ready for college, we need to keep finding ways for supporting students with more choices and options for success, as well as high expectations.

Counseling and support for high school students and first year college students

- Support work to prepare youth for college life (including out of school programs and projects)
- Dramatically increase college counseling resources to create career and college counseling guidance and real diverse pathways.
- There is a lot of support to apply to college, but not as much support once they get to college. Universities need to develop support for first generation in college.
- Universal access to college and career prep coursework and counseling.

Money for college, fees for placement exams and entrance exams

- College promise scholarship.
- Funding for college.
- Get college funding under control - no student should miss college because they can't afford it.
- Free college and career technology.

- A lot of students have the skills they need to succeed, but it is a funding issue. Many have to drop out after the first year as the financial aid package doesn't fill it out.
- Parents and students for college bound to be able to find funding sources in one spot so they can take advantage and don't have to piece it together.
- Support for placement tests, PSAT, SAT, ACT tests (both in terms of preparation and fees and expected participation.)
- Find solutions to economic issues that prevent kids from accessing specific opportunities (i.e. SAT funds, College entrance exams)

Increase linkages between high schools and colleges/community colleges; Align academic disconnects in the pipeline

- Proactively align K - post-secondary structures and instruction toward this goal; Incoherence in the pathway – with different schools districts. How do you think about this from a feeder pattern to really make students college and career-ready?
- Dual enrollment - graduate high school with AA degree; spend an extra year in high school but graduate with an associate's degree.
- Increase slots for in-state students and local kids.
- High schools located on college campuses.
- Community colleges on high school campuses. Dual enrollment for remediation and accelerated curriculum and college readiness.
- Guaranteed admission to local UC or CSU for local community college students completing AA or Transfer Agreement requirements.
- Remedial community college classes are free.
- Seamless transition from high schools to community college to local universities
- Transition from high school to college: make 12th grade matter; enable high school seniors to take college credit courses - either in high school or at community college.
- Share GPA/student data between K-12 with community colleges
- Make 12th grade matter
- Identify policies that create structural barriers: create coalitions/advocacy movements to address them.
- Graduation requirements not aligned with UC/CSU requirements
- Alignment of instruction between high schools, 2 years and 4 years particularly in math and English.
- Raise the expectations for high school graduation requirements.
- Issue: Too many high school grads have to take remedial courses at community colleges. Solutions:
1. More alignment between high school courses/exams and community college entry exams
2. Bring high school teachers and community college instructors to agree on/align expectations for college readiness.

- 80% of students across CA are assessed as needing in remediation when starting in community college – and other factors aren't shared or considered. There is more data, GPA, etc. that could better inform the placement in community college.

Academic Standards and Performance expectations

- Engage community to set standards /curriculum/grading etc. in their own vision.
- The foundation of a lot of this is in white supremacy in standards. How can we confront this standard that force people of color to accommodate to. Not looking for better ways for fit in – but how can we dismantle these expectations? Are we beating a dead horse in a broken system? If we aren't going to come up with something new, we are going to spin our wheels.
- Confront White supremacy of "Standards" and classism and elitism that accommodates so many POC preventing them from being effective within marginalized communities. How can we give communities control of their education?
- How can we provide freedom from "standards" and not quickly shut down schools lead by black and brown leaders if they don't succeed in year one or two.
- Focus on HS graduations rates – and they aren't focusing on what students are actually learning. What are they actually graduating with? And that leads in to issues around social promotion – and what is it that prevents us from looking at students at a grade-by-grade basis and what skills should they actually have?
- Who is setting standards?
- Raise expectations (students, parents, educators)
- Break down barriers put up by gatekeepers; ask the tough questions; use data.
- There needs to be honesty about the lack of validity of the tests being used to label children as "on track" or not for college /career readiness. Over 100 education researchers (CA Alliance of Researchers for Equity in Education) have called for a halt to the use of the tests. They are designed for mass failure and are at the core of structural/systemic barriers.
- Everybody is pointing the finger at students.
- Parents react immediately (to poor testing) and start moving students between schools. This then impacts where funding goes [how funding leaves schools and goes to others].
- In teacher education, when thinking about structural barriers in terms of policy – be honest about lack of validity in the testing and smarter balanced assessment of students to go to college. I.e. Same as water in Flint does not meet standards, these tests don't meet actual standards telling us what kids know and don't know. The tests shouldn't be used. They are designed to fail students. It is a difficult issue to talk about. To undue structure from a psychological lens, the test is broken, and they (students) get labeled not ready. Psychologically not fair to students if state-level test tells them they are not ready at state level. Be honest about the metrics we use.
- Individualized performance rather than graduation rates.

Stabilize basic needs of students, their families, and educators.

Wrap around supports

- Elementary has a lot of support – but big drop-off in supports in middle school.
- Local version of POSSE scholars but starting in middle school.
- More work in middle schools on SEL
- Support schools organization and infrastructure to collaborate with public and private agencies to address needs of low-income families.
- Bring Charities/programs in schools together.
- Improve access to wraparound services - health, housing, food, clothing.
- Access to affordable, stable housing - food, jobs for students, families, and Bay Area school staff.
- Ease access to whole child services – coordination
- Community based K-12 schooling strategies. If a parent, you have to go to so many places to get resources. I.e. health care based access community schools. What would it look like for school to be place for families to come learn about immigration, health, just resources?
- Make schools multi-faceted community centers that can address and support the various needs of families.; To build up how schools can become community centers. Example – partnership with second harvest to become a distribution center. Address the basic needs of families.
- Focus on the whole child and data.

Increase affordable housing for educators and students

- Affordable housing for college students
- Bridge housing between quarters or semesters for college students.
- Create rent-controlled living for educators and families
- Provide affordable housing for educators as well as low-income families.
- During breaks, students have to leave. So between quarters and semesters they need to vacate. Is there any policy to bridge that time between semesters/quarters for students?

Expand, Integrate, Equalize enrichment and out of school activities.

- Access to quality out of school time activities (through CBOs like Boy and Girls Clubs)
- Access to high quality, comprehensive, out of school time programming.
- Support the provision of opportunities and access to those opportunities - not academic focus, but enrichment, joyful.
- Access to vocational training programs
- Develop quality internship programs with funding
- Provide same level of in and out of school programming for all students. E.g. Palo Alto versus East San Jose equity.
- Remove mindset that expanded learning is separate from core day (take integrated approach).
- Align professional development between teachers and after school professionals (collaborate).

Rethink the Learning Environment

- Align time in schools to student development needs, socio-emotional needs.
- Funding allocation - redesign school day, confirm classroom - (30 kids/class, 50 minute classes); go to large class structure for some topics. More personalized learning, self-directed learning; longer school day.
- Looking at classroom structure – and how is there an opportunity to re-structure and give teachers more time. This connects to funding and teachers.
- More adults in the schools – mentors, counselors, etc. 500 students to one counselor isn't effective.
- Rethink high school – still organized around factory model. It is not particularly useful right now in its structure. (50-minute classes, etc.)
- Scheduling/time - student schedules that facilitate internships (last period free....etc.)
- Provide the environments that allow / empower students to learn best.
- Traditional vs. non-traditional learning: be mindful of different styles of learning.
- Student engagement. Not limiting teachers' classroom management training to behavior training of students. Too rigid.

Shift Curriculum

More rigorous coursework earlier, especially STEM

- Make education more relevant earlier
- High quality STEM education
- Make computer science part of the A-G course requirements for SCU/UC admission.
- Lack of coursework or support for students to successfully complete rigorous coursework.

More child-centered, child-driven, personalized, more student engagement, leadership development

- Student alienation: leadership programs - active civic education.
- Develop dual cultural programs to support our bi-cultural students
- Change mindset - start with career exploration and what problems do kids want to solve.
- Resolve the current cultural perspective of teaching - and use the "lens" of students and families.
- Individualized performance rather than graduation rates.
- Providing the environment for all students to learn best; what are the environments that allow them to reach their goals and navigate barriers; In reality the traditional classroom is not that holistic.
- Want to come back to focus on traditional versus non-traditional learning environments and use of consumer tech for support differential learning, also known as personalized learning that meets students where they are.

Data; Data driven policy

- Data tracking systems, pre-K to higher education
- Longitudinal data systems that integrate across public systems.
- SU student database in lieu of state failure to collect data.
- Provide access to meaningful data (especially around issues of equity) to drive decision-making.
- Grading Policies versus Competency Performance
- More power in leveraging the intentional convening and the role of researchers; Creating spaces for policy advocacy to conceive and discuss solutions; intentional convening and funding that supports successful implementation.

Technology

- Access to technology
- Equal access to technology in K-12 education
- Digital inclusion, access to broadband technology
- Better understand how the use of consumer technology inside and outside of schools inhibits or enhances learning abilities.

Advocacy for Policy Change

- Policy advocacy at local district and state level (e.g Board of education, CSU Trustees, and UC Regents)
- Collective advocacy targeting specific barriers - for example ECE all day kindergarten/ pre K.
- Shifting/ influencing values so that education is the top priority; Advocacy and trying to shift the way society values education. It is often tied to property taxes and doesn't appropriate value.
- Trying to impact state policy around how districts are funded. Huge range in how much money goes per student – we need to make more impact on those decisions. And the dollar amounts impact the ability to prepare students to be college and career ready.
- In policy, legislate universal preschool funded through kindergarten.
- Extended day programs - make school available until 6 pm; extended school year - seamless summer programs
- A new DACA for children of immigrants
- Policy advocacy/wins around immigration and other structural impediments that may be out of school barriers to access to college/career pathway.
- Immigration policy for dreamers - children here without documentation - distraction.
- Policy advocacy - understand policy process/access to power/influence, advocate accordingly.
- Policy advocacy - Understand what partner organizations bring to the table in terms of resources - leverage those resources. E.g. SVLG - corporate engagement, policy expertise, coalition building.
- Use your voice even if you know it's just planting seeds.
- How can we remove barriers schools to actually make reform within public schools – and not have to keep starting charters that can exclude access?

- Collective advocacy against a structural change/lack of access (example – all day kindergarten);
- Collective advocacy targeting specific barriers - for example ECE all day kindergarten/ pre K. From home to student to teacher to administration to district - how do we develop a system that engages and uplifts all. (teacher stress)
- Remove barriers, make it easier to make reforms, for most schools to create/ approach pedagogy that is best for children and youth.
- Policy advocacy is an important lever as well, especially understanding problems and articulating barriers before coming up with policy solutions; Engaging the policy process; access to power and influence; assessing what partners can bring to the table; leveraging corporate members and their government affairs staff; one of our core competencies is engaging corporate partners and get them focused on teacher housing; working with housing teams and getting recommendations to members.

Role for the Foundation

- SVCF can have board of trustees be part of agreement with district. This impacts communication – gets message to trustees. A way to work together moving forward.
- If the foundation wants to address barriers – needs to fund cradle-to-college pipelines. More long-term programs.
- Fund STEM pipeline programs that start with the cradle and continue through college.

QUESTION THREE

What creative or non-traditional approaches might we consider to advance progress on a more coordinated educational pipeline (early education through higher education) that prepares students to enter the Silicon Valley workforce?

(Four breakout circles; total of 49 participants)

DETAILED NOTES FROM CRITICAL QUESTION THREE

Policy Initiatives Should Continue to Be Identified and Funded

- Shared focus on policy
- Get all organizations together to talk about policy. Shared policy goals.
- Realign school districts to include rich and poor neighborhoods
- Expand access/quality to programs/services for early learning
- Fund/mandate full day kindergarten – we know this works. Critical juncture. State needs to make investment.
- Advocate for a state lead on coordinated early learning/childcare
- Big policy change
- Change educational funding from district to regional or greater
- Create true pre-K through 12 districts
- Address the equitable funding for school districts to reduce the funding gap in SMC (San Mateo County). The gap is \$8K-\$24K per child. Opportunity gaps. Achievement gaps.
- Equal access to technology in pre K-12 education
- Take on the policy issues related to equity in education funding in our region

Ideas for Collaborative Efforts and Partnership

- Engage more (young) professionals as mentors or role models for school-age students
- Close collaboration i.e. involve principals with districts in hiring out of school staff
- Need more connections and coordination across the systems and players in Silicon Valley education
- Citywide coordination or collaboration between districts, city, non-profits, and other private agencies to coordinate programs and services
- Higher education partnerships
- Higher education compacts with pre-K through high school
- Corporate involvement
- Middle school to high school/city/Chamber partnerships

How to Approach a Coordinated Educational Pipeline

- Bring a collaborative approach to the K-12 education. "Collaboration collaboration collaboration."
- Sharing best practices and learning resources to scale
- Coordinated community response aligning CBO, school and student actions to address students' expressed needs
- Student centered / expanded system or collaboration
- Collective impact approaches
- Facilitate shared vision of whole child education across school districts and design new approaches to give administrators and teachers TK-12 understanding
- Encourage support in building of educational pre-k through high school college/career.
- Collaboratives that align goals, resources
- Inter/multi-generational approaches
- Provide high-quality out of school choices for free for all children
- Summer learning for all K-8 students to close achievement gap. Complement and coordinate with school year learning. Enrichment with choice. Funded and stimulating.

Engaging Industry Partners

- Corporate: training, education, mentorship. What does Silicon Valley want?
- Incentivize business to create intern to hire programs
- Silicon Valley career tech education support
- Coordinated industry involvement
- Engage industry in talent pipeline management. Help them define the skills they need and communicate back to education
- Co-development of course/teaching opportunity with institutions of higher education and/or Silicon Valley employers and CBOs
- Scale ways companies have been engaging in school systems (Salesforce)
- Align corporations interests with school teaching

Adapting The Education Pipeline. Rethinking Who Is at The Center of the Education System

- Innovation grants to youth directly
- Engaging youth in the conversation
- Youth employment as organizing framework at high school level
- Harness the power of the nonprofit sector to deliver wrap around services (i.e. Out of school time, summer, mental health support & workforce development)
- Y-Combinator that serves youth, leaders of color that don't have access to fund but have great ideas. Central pool for them to pitch ideas. Will take already strong organization to next level.

- A Silicon Valley "College Promise" that goes beyond funding issues to look at alignment, data sharing, and transfer paths between K-12, community colleges, SJSU and other 4 years
- Local articulated college promise pathway, data-based, vision-driven
- "Whole child" community schools model
- Schools need to support development i.e. Social, emotional, psychological, etc. Perhaps by using art-based practices
- Student-centered support
- Student-focus rather than adult-focused for education (grade-level, start time, etc.)

Leverage Data, Research, Program Models, And Best Practices

- Gender and race specific research on students' unique needs
- Access to evidence-based out-of-school programming at all levels
- Transparency - data sharing
- Silicon Valley Regional Data Trust (SVRDT), using public data to create personal pathways for educational outcomes for youth
- Outcomes focus
- When you organize collaboratives / consortia organize around outcomes not activities i.e. Increasing high school graduation rates or kindergarten readiness. Activities might change and outcomes should not change.
- Conduct gender and race specific research on the lived experiences of kids in school. Organize and mobilize nonprofits, schools, families and students to align actions around addressing students' expressed needs
- (Collect) teacher impact/input
- Study local impact and manners of implementation of what are thought to be best practices
- Use research to improve local adoption of best practices
- Next flex program. Teaches entrepreneurship to students
- Community center program delivery to a focused community
- Nudge unit. Fund the Silicon Valley education nudge unit. Behavioral economics and nudges often cheaper interventions than others i.e. Texting reminders, redesigning forms.
- Adopt best practices from the highest achieving countries
- Recognize importance of race and gender on student experience, student need, and effective teaching practices
- Focus on efficiency 2 + 1 credentialing models, for instance
- Circle the schools model

- Children's council with cross-sector representation and data sharing. Getting city to address districts and other stakeholders to look at the whole child and look at how data on different programs are serving whole child.
- Increase visibility and access to existing programs by having a centralized communication platform - directory, 411, etc.
- Replicate place-based initiatives...FMCI & promise neighborhood, cradle to careers model

Parent – Teacher Collaboration Is Essential for Student Academic Success

- Family approach to education
- Professional development on family engagement (immigrant integration)
- Create programs (free) that help parents and teachers understand what is needed in new roles/jobs/skills
- Parent education
- Support working parents by providing high-quality out-of-school choices free for all children.
- Coordinated response: CBOs, schools, families and students working together. Aligned actions to address student need in school and out of school. Invest in aligned strategies.
- Parent education can have a greater ROI on funds spent versus funds spent on kids' education
- Parent education is essential as many, many parents have low educational attainment and cannot mentor their children to achieve educational success
- Strong partnership between parents/teachers that create an educational environment that is supportive of family engagement
- Family to family partnerships
- Family mentorship and counseling, training
- Match families who are successful in navigating schools/programs with those families who could use support navigating system. Could be K-12 partnership
- Exposure to college early on (K-12)
- Have teachers "follow" their students, for at least 3 years to help build community of learners and teachers will really get to know students and their families

Rethink The Learning Environment

- Rethink learning environment: essential skills, technical skills, social intelligence, emotional intelligence
- Social emotional learning (SEL) models
- Focus on the entire child and not just on "behaviors" of children of color
- Approaches that focus on social-emotional development that build resilience (i.e. Meditation, self-awareness)
- Use design thinking

- Rethink the model of high schools currently extant
- Get rid of subject based classes, have thematic based learning curriculum that integrates educators and program within and without schools
- Safe learning environments
- Address sexual harassment and assault in schools through policies, practices, and programs (can't learn if not safe)
- Schools need to ensure safe environments that promote personal growth and identify individual needs for success and talent
- Consider the inclusion of arts/enrichment to the "basic" school experience -- connection between arts education and success in other areas. Develop creative, flexible thinking
- Support a coordinated community response to address sexual harassment and assault at school on a policy practice and program level (focus on girls). Safety.

Paradigm Shifts, Communication, Messaging

- Change view of education as only a private good for the individual but see it as a public good for all
- Use institutions like churches to get out word about college (to low income students and families)
- Purpose of education
- Disrupt notion of an educational pipeline to workforce
- Discuss more purpose of schooling, education
- Market, promote the purpose of education like we are sold the latest iPhone

Early Education

- Invest in early education
- Ensure all students are ready for kindergarten
- All school districts take ownership for ensuring 3-4 year olds have access to quality preschool

High School Education Supports

- Mentoring: offer high school students mentors to guide them through their high school career and to help prepare them for post high school life
- Three main buckets (of support): academic, financial, social/emotional. Last is the hardest because lots of students are first generation and don't have parents to guide them. Engage young professional to guide and mentor students and parents on the pathway to becoming a professional.
- Robust, well-funded internship program that connects high school and college youth with meaningful work within local businesses and community-based organizations
- Arts education for offering opportunities to work collaboratively, developing critical thinking skills
- Improve transition from high school to community college

- Build tighter pipeline structures between four year colleges, community colleges and high schools through things like early university programs
- Provide a robust and scaled support system for students transitioning from high school to community college. Complete developmental coursework. Develop graduation plan. Guide selection of coursework. Address personal obstacles.
- Early exposure for youth to wide variety of jobs in Silicon Valley workforce. *Future yet to be developed
- What is the job demand? Silicon Valley focus on STEM degrees. Build a strong pipeline of STEM focused education
- Early college, high school transition courses and/or other opportunities to blend high school and postsecondary or workforce training
- Middle colleges initiatives
- High school and college credit
- Trade school
- Expedited program
- Alternative pathways
- Business hiring
- What is Silicon Valley looking for?
- Work backwards: What are skills that SV is looking for?
- Prepare students for jobs that don't exist yet
- Exposure to community businesses
- Middle skills development for local jobs

Do Not Forget Marginalized Communities

- Consider marginalized communities
- How do we create an approach that is inclusive?
- Disabled population has different needs and abilities
- What is their place in the workforce and how we make it more accessible?

Funding Opportunities (Not Necessarily SVCF)

- Fund gender-responsive, healing informed, and strength-based, culturally relevant approaches to working with girls and boys. Policies, practices, programs
- Fund culturally responsive professional development for school staff
- Fund a cradle to college pipeline for STEM education run by communities of color
- Funding organizations run by people of color to work with their own children

Professional Development and Learning / Teacher Training

- Professional development in math pre K-5 to provide students a strong foundation in math
- Revamp teacher administrative credential program to better prepare educators. Increase/develop an educator of color pipeline
- Develop more professional development approaches that operate across grade levels (supports educators to see math learning continuum, not just single grade bond)
- Teacher training is out of touch with the realities of teaching. Results are that under trained teachers go into the highest need classrooms. Teachers last only five years on average before leaving teaching.
- More prestigious respect for educators.
- Personalization of teaching input as well as personality of each educator for students.
- Help with teacher shortage
- Teach teachers how to teach using different methodologies to allow more engagement of students - teachers not safe or ... - students to be creators (continuous improvement)
- Include/fund coaching mentoring as part of a teacher's job description
- Teacher professional development. Redesign school day, class structure that gives teachers for time for professional development.
- Create lifelong, career-long professional development systems for teachers that include personal professional sabbaticals throughout their careers
- Give teachers time to learn
- Professional development
- Promoting the teaching profession, more teacher(s)
- Focusing on design thinking/personalized learning approaches in both teacher training and classrooms

Reflections On the Role of SVCF

- SVCF supporting market-making
- Use SVCF power to convene to bring together broader groups of business, NGOs, educators to discuss college readiness
- We have articulation between community colleges & 4-year universities but very little articulation between K-12 stakeholders (nonprofits, funders, etc.) and higher education in terms of best practices, initiatives, outcomes, vernacular etc. The SVCF could be a strong intermediary to create a database and/or network for this articulation
- SVCF should stimulate teacher education programs in colleges to make teacher education better at truly preparing teachers