Education -
Community Conversation Proceedings

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

Background

This document summarizes key themes and discussion points shared during the Immigration community conversation as part of Silicon Valley Community Foundation's Grantmaking Review process. This is the Fourth of six community conversations convened by the community foundation as part of this project. A total of 86 participants attended the convening; it was by far the largest convening so far, consisting of public and private educational institutions, funders, public officials, and education nonprofit organizations. In addition, various representatives of SVCF's leadership team attended the community conversation, including Emmett Carson, CEO and President, Erica Wood, Chief Community Impact Officer and Manuel Santamaria, Vice President, Strategic Initiatives and Grantmaking.

OVERVIEW OF GRANTMAKING REVIEW PROCESS

The grantmaking strategic review process is intended to be both a look back at what SVCF has achieved with its grantmaking investments since 2008, as well as a look forward to assess and understand where there are emerging opportunities for SVCF to make a positive difference for our community through grantmaking. The review process will provide SVCF's staff and board of directors with the information necessary to determine whether to stay the course with our grantmaking, make adjustments or direct our investments to new strategic areas of concern. Decisions based on this review process will be announced in October 2017.

STRUCTURE OF COMMUNITY CONVERSATIONS

Each community conversation follows a similar model, designed to provide participants with a common context and framing for productive discussion. SVCF's CEO and President, Emmett Carson, and Chief Community Impact Officer, Manuel Santamaria, opened the conversation with a welcome, provided an overview of SVCF's impact data related to education and introduced the three critical questions participants were being asked to discuss:

- How can we best prepare all students to be college and career ready?
- How can we more effectively remove structural barriers that prevent students from being college and career ready?

- 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?

Shiree Teng, of the consulting team Teng & Smith, Inc., provided instructions on the expectations and group agreements for breakout circles. Participants were invited to self-select one group to engage in direct conversations with each other through facilitated small-group discussions and rotate after a 40-minute discussion to provide the opportunity to answer two of the three questions.

SVCF staff was present in the breakout circles as either notetakers/scribes or listeners only. After small group discussions were over, participants reconvened as a large group where SVCF staff provided information about next steps in the grantmaking review process and reminded participants to check www.siliconvallecf.org/svcfgrants for more information. All aspects of the conversations were recorded by notetakers and then synthesized for the community foundation to take under consideration.

COMMUNITY CONVERSATION THEMES

Participants welcomed the opportunity to share and connect with each other and to provide input by focusing on the field of Education as a whole and not just specifically on one issue or as one nonprofit in one sector of the issue. Teng and Smith, Inc. transcribed participants' post-it notes, as well as the notetakers'/scribes' own observations and reflections, providing for a rich and detailed summation of each question.

Given the wealth of information gathered, SVCF decided to organize the data to be most faithful to participants' ideas, which are presented in the following pages. However, the most common themes on how SVCF can use its influence in the sector were:

- Give language to the problems; shine a light on solutions;
- Encourage the use of data to interrogate inequity;
- Advocate for policy change at local and state levels;
- Gather research and best practices;
- Spotlight successful innovation in the region; and
- Convene partners for dialogue and collaboration.

Conversation Summaries

The group discussions identified further pressing needs and opportunities for greater impact in our region. The following section summarizes discussion for each critical question in an overview of the conversation and reflections on the role of SVCF to influence Education in Silicon Valley.

Please note that the detailed notes for each conversation are available in a separate appendix. They 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)

Overview of Conversation

Key themes gathered from scribe summaries

- *ALL means ALL.* "What do we mean by all? All students is a very diverse and broad category." Participants pointed out this question is about inclusion. In order to prepare students to be college and career ready, "pay attention to targeted needs to be inclusive of ALL students", identify the needs for specific groups of students and avoid responding with a one size fits all solution. In addition, don't leave out disabled students, students that start with different opportunities, students who are not on the way to college and students who don't fit into the STEM bucket. Participants suggest the provision of comprehensive mentoring and support for students that continue beyond acceptance/enrollment into college. "All means all" is a cultural shift for current educators as well as future educators.

- *Culture/Shifting Paradigms.* Participants would like to see a holistic approach to preparing students for high school and college readiness. Approaches that encompass the collective efforts of the community, educators, parents and families, and administrators. Adjusting mindset and expectations were stressed. Boards, administrators, teachers, leaders and counselors must believe in students' abilities to go to college and must raise the bar and set higher expectations for student performance. Be open to nontraditional ways of demonstrating competency "life experience" and integrate academic learning with socio-emotional learning. It is essential to break down students' limited thinking, help them gain a better understanding of how to control their educational choices and how to leverage culture as an asset or source of pride.

- *Data/Metrics.* "By not bringing in data, we are just perpetuating the system. Student data systems, data analysis protocols, data collecting and data sharing are just as valuable as measuring success beyond the numbers. Ask what data means in terms of life skills and personal success. A unified data system to track students starting as early as pre-K was an idea echoed by participants. It would be a tool used to follow students throughout their education. Testing and standardized assessments deeming students as "college/career ready" have contributed to systemic racism and barriers of access. Being aligned with best research practices for social/emotional/motivational learning is important especially for early learning initiatives. Educators know where the gaps are and having the data available can help close achievement gaps.

- *Mandate high quality and universal education standards.* Ensure that every student has access to quality curriculum and effective, results-oriented teachers. Community conversation participants highlighted the importance of quality early childhood education and its impact on helping students be successful in math and literacy later on. "Look at the data between early-childhood literacy or learning participants and those who are reading and performing at grade level by the time they reach middle school." Set and maintain high academic standards with necessary support systems to ensure student success. Ensure that all students master foundational academic skills.

- *Policy, Funding, and Learning Models.* Use policy and funding to promote career and college readiness for students. Models include LCFF formulas, philanthropy title I funding, in-school interventions using LCAP and external grants, and programs that expose students to unique learning experiences such as the Aspen

Challenge, BUILD and career pathway programs. At present, school districts are not universally equipped to prepare students for college and career. To remedy this, employ design thinking, redesign learning and work toward system change.

- *Partnerships, Connecting with Industry, Improved System Alignment.* "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. Ensure nonprofits, districts, city officials and other entities are working together for the best interest of kids. Create a community of caring "to make sure every student has a community of supportive adults who can help them navigate the process." There is shared sentiment that business community leaders could make a difference and influence the education system if they realize STEM is not a priority for schools. Although Silicon Valley has the greatest concentration of STEM jobs, one participant pointed out that "all things tech is popular, but there needs to be a balanced approach."

- *Leverage out-of-school enrichment options.* Use out-of-school enrichment options to level the playing field, further bridge the achievement gap, and better prepare students for college and career. Rethink how students' time is used outside of the classroom. Opportunity exists before and after school, during summers and intersession. Access tech outside of school and programs to boost math and/or STEM learning. Approach out of school programs as community-centered. 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 opportunities.

- *Support and training for educators and school leaders.* In the areas of educator support and training, participants touched on how to best prepare teachers for the classroom, how to provide educators with recognition and respect for their endeavors, to acknowledge teaching conditions, and ultimately how educators use their professional development to better serve the needs of students. School leaders need more training on holistic approaches, as in developing consciousness for low-income children. Learn about systems of oppression. Learn to support students' agency, growth mindset, sense of belonging and empowerment.

  Ensure teacher development efforts are aligned, systemic and are integrated with school leader development. Provide resources for educators including: professional networking, meaningful opportunities for teachers to collaborate and learn from one another, affordable housing and diagnostic books/strategies to support personalized learning approaches

  Acknowledge the root causes of challenges for educators, whether it be economic conditions connected to pay and cost of living, leading to high turnover or recruitment and retention, addressing teacher shortages. Instead of shaming teachers about the achievement gap, improve on effective practices. Recognize educators for their accomplishments with annual events like SCCABE. Make the profession of teaching one that garners the respect and pay that it deserves to continue attracting the best and brightest. Equipped with training and support, educators can extend classroom instruction that is culturally reflective, inspiring, high-quality and better tailored to students' needs.

- *Preparing emotionally and empowered students. Social, emotional learning support for students K-12 and beyond.* Support social and emotional skills required for college success. Students must have the non-academic skills required in the 21st century. All students should be prepared with confidence, a sense of belonging, "#grit", empowerment, having a voice, knowing how to problem-solve, and having autonomy to take charge of their own learning. Factor in emotional preparedness for the college experience where learning environment and dynamics may be initially unfamiliar for incoming students. More student guidance is needed in the realm of learning how to navigate the system, how to find a community of support and how to network for career options.

- *Parent and family support.* Assist parents in advocating for their children's education and partner with families by listening carefully to their ideas about how to improve schooling. Parent education results in students' academic success. Greater financial returns are achieved with parent education versus children's' education alone. Parent and family partnering efforts must address concerns and fears some families have about sending kids to college, especially when families prefer for their children to work and not go to college. Giving parents a role, offering weekend activities when parents are more available, using text messages to communicate, and offering food were proposed as engagement and outreach mechanisms.

Supporting high school students on pathway to career/college

- *Educators can expose students to college and career options early.* Starting from upper elementary and middle school, mentor students to learn about college or discuss career paths. Ask kids "what problems do they want to solve?" Begin freshman year teaching students about college applications and career goals. Host college day programs and organize college visits. Create more opportunities for low-income and first generation college students to gain meaningful career exposure via internships, mentorships, etc. "Change up" graduation requirements.

- *Link high school curriculum to college prep.* Offer students early college classes which differ from traditional education so they can experience what it is like to be in college. Align career pathways to core teaching in content & practice. "In particular for math, people don't realize early enough on, that it has an effect on where they end up." Students can be given credit in high school for certain college coursework through higher education partnerships. With attention on math, science and English, participants discussed the need for educators to focus on preparation to mitigate the need for students to repeat courses once they arrive at college. Remediation may lead to dropout or extended cost due to length of time at university. Options should be provided for "non-STEM students" as well, including high school students who opt out of college prep courses.

- *Career-oriented education.* Match school preparation to jobs. Youth employment opportunities, internships, apprenticeships, entrepreneurial education and work-based learning experiences give students a sense of what the world of college and career is like. Discuss what emerging careers exist while still in the classroom. Better integrate project-based instruction with regular classroom instruction.

- *Industry involvement in college/career preparation.* Increase industry involvement in career pathway design and creation. Work with industry to join with schools to inspire and teach students about current and potential careers. Create authentic, real-world audiences and consumers for student work, besides the teacher who acts as an artificial audience.

- *How SVCF can help.* "Silicon Valley is a preeminent educational system of systems in the country. "Use convening power to get leaders to commit to developing a series of measures. Pressure the 54 districts to collaborate so educators, partners and stakeholders can significantly impact change. Elevate visibility of scope of these issues. Influence collaboration so there are more systemic changes, so more communication and collaboration happens. SVCF can popularize design challenges where cross-functional school teams devise solutions for problems on campus. Promote and support math specialists at the elementary grade level. This is a space for SVCF to move the needle.

QUESTION TWO

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

(Six breakout circles; total of 47+ participants)

Overview of Conversation

Key themes gathered from scribe summaries

- *Participants identify structural barriers.* Participants begin by naming structural barriers in education. These shape the underlying terrain that schools operate in, translate into inherent flaws in how schools function, and result in uneven outcomes in access, achievement and opportunity for students. Education is expected to achieve great feats of opportunity while layered on top of a severely uneven historical and current social terrain. Participants name: systemic racism and bias; poverty, addressing basic needs, families' lack of money for enrichment activities or costs of moving into higher education; lack of affordable housing for students and educators, uncertainty generated by immigration status for families; and a funding system that results in disparate resources for schools. "I am tired of reinventing the achievement gap wheel. The achievement gap is 400 years old…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." They also locate structural impediments in the lack of alignment and support at key points in the educational pipeline - such as transition from high school to college/community college or placement in high school coursework that narrows rather than broadens life options for students.

- *Repair funding stream for public education to make it more generous and equitable.* Participants called out the need to address the way public education is funded at the state level, through advocacy, legislative and policy change, so there is more funding for schools and it is more equitably distributed. Increase funding alignment with academic priorities and goals.

- *Invest in early childhood education.* Participants want to see universal access to quality early childhood education prepares children to achieve in elementary school. Components are universal access, more resources for quality early education, especially in low-income, and more rigor in preparation for school. Participants note the importance of recognizing the value of early childhood education and early childhood workers by compensating workers better.

- *Recognize the value of teaching, build the profession and support the work of teachers on the ground.* Overall participants underscore a need to shift towards valuing the work that teachers and other workers in education do. This should be reflected in every aspect of the teaching framework - from teacher training and professional preparation to build the pipeline of qualified teachers, to higher compensation to approximate the true value of the work, to dedicated space and resources for relevant professional development and reflection throughout the teaching day/year. Participants call out a special need to increase the presence teachers of color to be more reflective of the communities that are served. They also emphasize that teachers should be treated fairly and need clear access to vehicles to raise their voices to advocate for justice.

- *Eyes on Equity.* Participants are clear that public education occurs in a social context that is highly structured by class, race, and gender and that these are clearly reflected and amplified within the public school system, and manifest in educational access and outcomes. They want to see these issues acknowledged out in the open just as schools are serving the new majority – populations that are predominantly of color. Then schools can be better equipped to address issues of equity within their environs through training for teachers, the use of data to analyze and track outcomes and better understand key points where institutional bias is perpetuated, including coursework placements that impact future options for students.

- *Parent/family engagement.* "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." Participants call for a sweeping change in culture to make parent engagement and empowerment central. They articulate strategies for engaging and empowering parents as advocates, as equity monitors, by engaging them in the LCFF process, and by recasting schools as community hubs, where multiple services can be accessed and whole family needs can be met.

- *College Readiness and Preparation.* Support and bridge the leap to college from high school, especially for students from families who have not historically gone to college. Start early, in middle school, encouraging student and parent learning about academic pathways and coursework, the college application process and funding streams. For high school students, increase access to internships and amplify college counseling. Assist families with financial barriers, such as test and application fees, associated with applying to college. Centralize and make accessible sources of financial aid. Track and sustain counseling and financial support for students through the first years of college.

- *Increase alignment between high school and college / community college.* For successful transition from high school to college or community college, increase linkages between high schools and colleges/community colleges. Identify and align academic disconnects in the system, especially work to align required high school coursework with college and community college requirements. Increase data exchange and tracking of students between high school and college. Advocate for guaranteed admission to UCs or CSUs for local community college students completing AA or Transfer Agreement requirements and increase the number of slots at public universities held for community college transfers.

- *Rethink academic performance standards and expectations.* Participants question the integrity and relevance of current academic test standards. They note that they unfairly scapegoat children, even while a larger socio-economic context is at play. There is concern that standards are culturally biased and set up non-white children and schools to fail. Rather, academic standards should be individually personalized or created in the vision of a community, giving back control to a community.

- *Stabilize basic needs of students, their families and educators.* Providing affordable housing, for example, is highlighted as a way to decrease instability for students and their families, and ensure a stable educator pool over time. Participants also named the need to strengthen and further integrate wraparound supports into schools, at every level not just elementary, for a whole child approach. In particular, strategies are highlighted for enriching middle school with more social emotional learning and celebratory peer grouping for academic success, along the lines of the Posse model.

- *Expand, integrate, equalize enrichment and out of school activities.* Increase and equalize access to high quality, comprehensive, out of school time programming. These encompass joyful enrichment activities, vocational training and internships. The same level of in and out of school programming should be provided for all students, for example, equity in Palo Alto *and* East San Jose. Finally, integrate the core school day with afterschool; remove the mindset that expanded learning is separate from core day and align professional development between teachers and after school professionals for more collaboration.

- *Rethink the Learning Environment.* Examine some of the core assumptions we have about learning and what schools should look like. Explore ways to restructure the learning environment to be more supportive of teachers and learners alike. Some of the ideas participants offered were: look at duration of the school day, scale it to correspond to learners social emotional development for a longer/shorter day; provide flexible environments that correspond to how children learn best; increase the numbers of adults in the schools available to mentor and connect with students; restructure classroom time to give teachers more time to plan and reflect; employ flexible larger/smaller learning groups throughout the day as appropriate; student schedules that facilitate internships – last period free; be mindful of different styles of learning; don't limit teachers' classroom management training to behavior training of students. "Rethink high school, it's still organized around the factory model. It is not particularly useful right now in its structure."

- *Shift Curriculum.* Participants' ideas about how curriculum should shift pulled in two directions: first was more rigorous coursework earlier, especially STEM. Second, was a curriculum that is more child-centered and driven, including more student engagement, leadership development through civic engagement. "Resolve the current cultural perspective of teaching - and use the "lens" of students and families."

- *Data.* Use data to track student outcomes and performance over time, creating continuous feedback, a site for experimentation and innovation, a way to monitor outcomes and surface where bias is operating. Provide access to meaningful data especially around issues of equity to drive decision-making.

- *Examine technology use in schools / Increase access to technology.* Increase access to technology for all, digital inclusion. At the same time be careful and strategic; examine how consuming technology in schools inhibits or enhances learning.

- *Advocate for Policy Changes.* Use policy at the local and state levels as a tool for education reform. Take the time to understand the issues and the institutions that define the policy terrain, to build and leverage partnerships to move policy. Move policy around education funding reform so that there is more equity and more resources; funding for universal access to preschool; structural changes such an expanded kindergarten school day; and immigration policy for students affected by DACA. Think about how to reform the existing frame of education without creating new vehicles that exclude and restrict access. Examine the existing frame to understand critically needed opportunities for policy change.

Reflections on the Role for SVCF

- SVCF can name structural barriers that prevent students from being college and career ready and use its convening power to bring together partners to create solutions. SVCF can encourage the use of data to interrogate inequity. SVCF can advocate for policy at the local and state level to increase spending on California schools and to make spending equitable across districts and schools; SVCF can advocate for universal pre-k and kindergarten; SVCF can advocate for more alignment in public education between high school and college coursework/requirements, and to strengthen the pathways between public high school and public university/community college. SVCF can gather research and creatively highlight regional and national best practices/models in quality early childhood education, community/parent empowerment, support for teachers in the classroom, enrichments and after school supports. SVCF At the local and regional level, SVCF can play an active role in participating in school districts' boards of trustees meetings. SVCF can fund long-range cradle to college initiatives, especially those that foster STEM learning. SVCF can help to convene the partners involved in making more alignment for college preparedness, and the policy bodies that determine academic requirements and can be instrumental in alignment. SVCF can gather and promulgate research around performance standards and tests, including the efficacy of these and alternative models to these. Finally, SVCF can continue to work to move forward a regional equity agenda, especially around affordable housing, to help stabilize the social fabric around young people, their families and educators.

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)

Overview of Conversation

Key themes gathered from scribe summaries

- *Policy initiatives should continue to be identified and funded.* Policy and advocacy are potential avenues for advancing progress toward preparing students to enter the Silicon Valley workforce. Participants suggested there should be a "shared focus" approach on policy and policymaking. There is a need to realign school districts to include neighborhoods across socio-economic divisions, accounting for both rich and poor neighborhoods. Restructure education at the district level, expand access to resources like technology and access to quality programs and services from pre-K through grade 12. Funding geared toward addressing the equitable funding for school districts to reduce the funding gap was discussed as well as broadening educational funding from district to regional or greater scope and mandating full-day kindergarten. For early learning, participants recommended advocating for a state lead on coordinated schooling and childcare and mandating full-day kindergarten.

- *Ideas for collaborative efforts and partnership.* Engage specific partners and community organizations. Citywide coordination between principals, districts, city, non-profits and other private agencies to coordinate programs and services. Higher education partnerships, key players in Silicon Valley education, corporate involvement, middle to high school, city and chamber of commerce partnerships, engaging more young professionals as mentors for students.

- *How to approach a coordinated educational pipeline.* Overall, there is a desire for student-centered collaboration across all grade levels. Participants envision a coordinated community response aligning community-based organizations, school and student actions to address students' expressed needs. In addition, we heard themes of broadening and expanding collaboration to collectively impact pre-K through grade 12 education. The purpose of collaboration being alignment of goals and resources with a "whole-child" approach in mind.

- *Engaging industry partners.* Business and tech industry partner engagement could be instrumental in creation of intern-to-hire programs, corporate training, mentorship, education support and managing talent pipelines. Participants suggested the need to align education's future with the tech industry's needs. Ask "what Silicon Valley wants" in terms of job demand. Create 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 others.

- *Adapting the education pipeline. Rethinking who is at the center of the education system.* Shift from adult-focused priorities back to student-centered priorities in funding and administration. Participants suggested adoption of student-centered approaches in education that are conscious of the social, emotional and cultural dimensions of students' lives. Ideas included shifting funding to youth: funding youth directly providing innovation grants and establishing a Y Combinator for community-based, youth serving organizations.

- *Leverage data, research, program models and best practices.* "Race and gender, culture and economics are critical for students' life and schools need to pay attention." Participants emphasized using research to improve local adoption of best practices to advance progress on the educational pipeline. Specifically, gender and race research can help partners and educators gain perspective on students' need and their

lived experiences. "Study local impact and manners of implementation of what are thought to be best practices." Data-sharing and centralized database directory platforms may help 'increase visibility and access to existing programs.' Outcomes, impact and evidence-based strategies such as the Next Flex program, Circle the Schools model, 2 + 1 credentialing models, and the Children's Council with cross-sector representation and data sharing also received mention.

- *Parent – Teacher collaboration is essential for student academic success. Family partnerships help transformation.* "Have teachers "follow" their students, for at least three years to help build community of learners and teachers will really get to know students and their families." Parent and family engagement is a key factor in education and preparing students to enter the workforce. Participants would like to see "strong partnership between parents and teachers that create an educational environmental supportive of family engagement." Educating and supporting parents, professional development in family engagement, taking a family approach to education, and programs that help parents and teachers understand need can have "a greater ROI on funds spent versus funds spent on kids' education."

- *Rethink the learning environment.* Participants propose the learning environment needs rethinking with models and design that account for "essential skills, technical skills, social intelligence and emotional intelligence." Social Emotional Learning (SEL) models and design thinking could help reshape approaches to education and workforce preparation. "Consider the inclusion of arts/enrichment to the basic school experience -- connection between arts education and success in other areas." Learning environments need to be safe, including protections from sexual harassment, to promote personal growth and identify individual needs for success and talent. Teaching approaches that focus on social-emotional (i.e. meditation, self-awareness) development may help students build resilience. "Get rid of subject based classes, have thematic based learning curriculum that integrates educators and programs within and 'out of' schools."

- *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." Among participants, there was agreement that students, parents, families, communities, teachers, administrators, community-based organization, funders and industry are in need of a paradigm shift in terms of the purpose of education and schooling. In response to question three, participants suggest disrupting the notion of an educational pipeline to workforce. They offer suggestions for getting the word out about college and marketing to "promote the purpose of education like we are sold the latest iPhone."

- *Early education.* Early education received a frequent mention as a key avenue for engaging parents and establishing a strong path for students to maneuver through the education pipeline. Participants proposed for all school districts to take ownership for ensuring three-four year olds have access to quality preschool and for all students to be prepared for kindergarten.

- *High school education supports.* Improving the transition from high school to college was one of the themes receiving substantial input from participants. Ideas merged into a common theme of providing a robust and scaled support system for students transitioning from high school to community college. Participants suggest building tighter pipeline structures between four year colleges, community colleges and high schools through programs in which students earn early college and university credit while still in high school. Blending high school and post-secondary or workforce training. Other avenues for branching the education pipeline to the workforce in Silicon Valley included working backwards, asking "What is Silicon Valley looking for in terms of skills?" and preparing students for those jobs which don't exist yet but will be in demand when they are ready for the workforce. If Silicon Valley's focus is on STEM degrees, build a strong pipeline of STEM-focused education. Exposure to community business and job variety, arts education for student work collaboration and development of critical thinking skills, mentoring and well-funded internship programs were other suggestions.

- *Do not forget marginalized communities.* In reshaping or designing an education pipeline that prepares students to enter the Silicon Valley workforce, participants noted the importance of creating an approach that is inclusive of marginalized communities. Addressing the needs and abilities of disabled populations

should also be considered by asking "What is their place in the workforce and how can we make it more accessible?"

- *Funding opportunities (not necessarily SVCF).* Participants identified several specific program ideas to target for funding. These included gender-responsive, healing informed and strength-based, culturally relevant approaches to working with girls and boys, funding culturally responsive professional development for school staff, funding a cradle to college pipeline for STEM education run by communities of color, and funding organizations run by people of color to work with children of color.

- *Professional development and learning. Teacher training.* Participants provided ideas for better preparing teachers to enter education, approaches for educators to apply in the classroom, as well as ways to offer continuous support for teachers. They noted "teacher training is out of touch with the realities of teaching. The results are that undertrained teachers go into the highest need classrooms. Teachers last only five years on average before leaving." Addressing the teacher shortage, developing an educator of color pipeline, including coaching or mentoring as part of a teacher's job description, and revamping teacher administrative credential programs are possible ways to ameliorate these issues.

- *Within the classroom*, participants suggested developing more professional development approaches that operate across grade levels (supports educators to see math learning continuum, not just single grade bond). Focus on design thinking or personalized learning approaches in both teacher training and classrooms. Redesign the school day, creating a class structure that gives teachers time for professional development. Teach teachers how to teach using different methodologies to allow more engagement of students.

- *On the whole*, participants would like to support educators by raising levels of respect for the profession, personalizing teaching input as well as personality of each educator for students, and create lifelong, career-long professional development systems for teachers that include personal professional sabbaticals throughout their careers.

- *Reflections on the Role of SVCF*. The foundation can support partner collaboration between education stakeholders by facilitating a market-making model, in which partners exchange and trade resources that advance the educational pipeline preparing students for the workforce. Participants suggested SVCF can be a strong intermediary in the creation of a database and/or network for articulation between K-12 stakeholders (nonprofits, funders, etc.) and higher education in terms of best practices, initiatives, outcomes and vernacular. In addition, SVCF can leverage its convening power to bring together broader groups of business, nonprofits and educators to discuss college readiness. In the area of professional development for educators, SVCF may be positioned to stimulate teacher education programs in colleges to better prepare them to enter the classroom and more effectively support students.