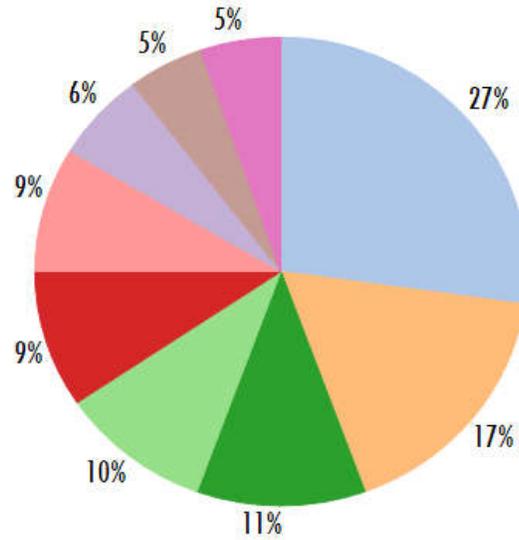


Strategic Refresh Process - Input Survey

What three words would you recommend be included in a set of Road Map Project values?

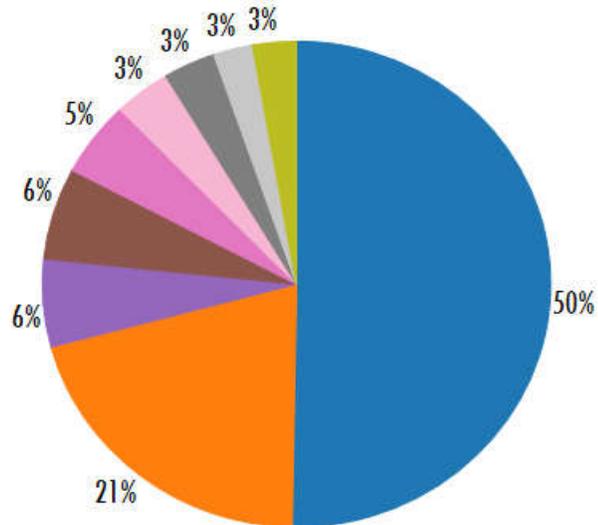
Participant Sector Affiliation

	Total	Count	Percentage
Total	117	100%	
Community-Based Organization	32	27%	
Funder	20	17%	
Other (please specify)	13	11%	
District staff	12	10%	
Community member	11	9%	
Educator	10	9%	
Parent or Family Member	7	6%	
Government	6	5%	
Not provided	6	5%	



Participant Community

	Total	Count	Percentage
Total	117	100%	
Entire Road Map Project region	59	50%	
Seattle	24	21%	
Highline	7	6%	
Renton	7	6%	
Not provided	6	5%	
Federal Way	4	3%	
Kent	4	3%	
Auburn	3	3%	
Tukwila	3	3%	



Strategic Refresh Process - Input Survey

How strongly do you feel about including the concepts listed below in a new vision statement for the Road Map Project?

Overall Response Rate 98% (115 of 117)

Answer Options	Definitely Include	OK to Include	Definitely + OK	Neutral	No Need to Include	Total
Young people of all races are thriving in our schools, communities and in the workforce	77	21	98	10	4	112
Education systems reflect and respect the racial, ethnic and cultural diversity of our students and families	68	30	98	13	3	114
Schools, community partners and families are working together to "change the odds" and ensure equitable outcomes for all students	63	38	101	9	3	113
Racial inequity is eliminated	62	33	95	12	4	111
Communities lead change	52	45	97	14	0	111
All students and families experience education systems as welcoming environments	50	41	91	19	5	114
Education systems and community partners provide strong support and pathways for college and career success	50	41	91	18	5	114
Communities thrive when youth thrive	41	45	86	19	5	110
Young people and their families are knowledgeable about the region's career opportunities	37	42	79	22	9	110
We are a region where all children and youth thrive and dreams are realized	41	43	84	23	4	111
Education systems respond well to family and community aspirations	34	41	75	32	4	111
Mainstream views and mindsets support equity in our community and system barriers are removed	33	42	75	26	11	112

Strategic Refresh Process - Input Survey

What three words would you recommend be included in a set of Road Map Proje values?

Answered: 106 Skipped: 11

Education Anti-racist **Anti-racism** Access
Inclusion Parent **Equity** Accountability
Opportunity Collaboration **Community**
Empowerment Transparency **Accountability**
Outcomes **Collaboration** Excellence **Equity**
Engagement **Community** Leadership
Justice Success **Opportunity** Advocacy
Innovation
Engagement Equitable **Inclusiveness** Career
Access Leadership **Collaboration**
Urgency **Equity** Accountability **Opportunity**
Transparency **Community** **Social Justice**

Word	Count		
Equity	55	Equitable	1
Collaboration	15	Equitable distribution	1
Opportunity	15	Equitable opportunity	1
Inclusion	13	equitable outcomes	1
Community	10	Fidelity	1
Accountability	8	Flexibility	1
Access	7	Full potential	1
Engagement	7	Girls	1
		Grassroots	1
Leadership	5	High Aspirations (eg. college should be available/possible to ALL)	1
Racial Equity	5	Historical	1
Social Justice	5	Holistic	1
Empowerment	4	Honesty	1
Innovation	4	Humility	1
Justice	4	Impact	1
Transparency	4	improvement	1
Advocacy	3	Intentional	1
Anti-racism	5	Intergirty	1
Diversity	3	Intersectionality	1
Excellence	3	Invested	1
Family	3	Lens	1
Partnership	3	Local	1
Results	3	Long-term	1
Success	3	Metrics	1
Urgency	3	Mobility	1
Achievement	2	Outcomes	1
Career	2	Possibility	1
Caring	2	Practical Help	1
Commitment	2	Progress	1
Community-Led/Driven	2	Rebuild	1
Education	2	Reciprocal	1
Fairness	2	Relationships	1
Learning	2	Relevance	1
Parent	2	Restorative	1
Respect	2	Restorative Justice Practices	1
Support	2	Self-directed	1
Academic	1	Shared regional responsibility	1
Accountable	1	Strategic Vision	1
Action-Plan	1	student impact	1
Agency	1	Student/Youth at the center	1
Anti-Poverty	1	Supportive	1
Authentic Trust	1	Systems	1
Change maker	1	Teamwork	1
Collective Responsibility	1	Tenacious	1
Community involvement	1	Thrive	1
Compassion	1	Tolerance	1
Connection	1	Training	1
Consistency	1	Transformation	1
Continuous	1	Trust	1
Continuum	1	Unravel	1
Cultural competencies	1	Using	1
Daring	1	Voice	1
Data-informed	1	Whole-Child	1
Depth	1	Wisdom	1
Driver	1	Women	1

Strategic Refresh Process - Input Survey

We have received strong feedback that advancing racial equity should be a major focus across all aspects of the Road Map Project. How do you think racial equity in education can best be advanced in our region?

Response Rate 85% (89 of 104)

89 Answers Below

Promote wraparound services for at risk populations. Equitable distribution of educators. Promote the idea of strategic sta ng at schools

Through restorative justice practice and training

Racial equity in education can best be advanced by sustaining the terrific work that is being done through RTTT projects after that funding stops, supporting other initiatives such as the Seattle School District's new Black Male Achievement initiative and other ongoing efforts by CBO's that serve particular racial and ethnic demographic groups to help improve academic and life outcomes for students

subdivide by gender. boys of color have some unique challenges. communicate with parents.

By removing barriers to access and empowering youth and their families to believe in and act with agency.

Provide data and much needed trainings to school districts.

Putting pressure on school districts and administrators; Organizing families; Continuing to hold players accountable through the use of data; Collaborating with partners to create innovative solutions to support marginalized communities.

Set clear, measurable goals, provide the supports and solutions needed, and create a system of mutual accountability.

Continue to support districts with Racial Equity work.

Economic opportunity is key to achieving this goal--of course educational systems are critical part of the equation, esp higher education institutions as conduits to living-wage jobs for students and their parents/families.

I think it's important to point to the shifting demographics in our region and in the U.S. The Road Map region is reflective of the diversity in the U.S., where soon the majority of the population will be people of color. It's essential that our region connect all youth to education/training and career opportunities. These students will form the backbone of our society and create and sustain economic prosperity.

By providing support to people of color in a transparent, honest, and clear way.

Schools need to provide broad liberal arts academic opportunity to all students, with every students going on field trip to experience the urban amenities, such as pro sports, music, museums, theaters, etc and the regional resources, such as Mt Rainier, tide pools, geology walks and fishing and clamming. End double dosing, move to master based learning, especially in math using some technology and limiting lectures. Limit lectures in all courses. Say that all students deserve a better education than we received. Fight the savior mentality and grooming teachers receive and end the soft bigotry of low expectations that make it acceptable to give poor kids a resource and content poor education. Ask about double dosing and when the school administrator says the students need to learn to read before they can read to learn, ask what changes when a student learns or ever comes to school knowing how to read? Where is the social studies and accelerated learning that they have been denied because they supposedly don't know how to read. Low expectations and the inability of administrators to use technology and active learning to differentiate is hurting our students. Limit lectures to no more than 10 minutes/hour. Charity creates a viscous cycle. Demand that schools teach students well, in well resourced classrooms. Parents should look to the schools for a quality education, that is the only way that schools will provide one. Parents and students look to the schools for a quality education, then the school district will provide on, then students will get a quality education, virtuous cycle.

Providing additional supports to students of color

Through close and coordinated collaboration with other partners (CBOs, Districts, PSESD, etc.) dedicated to racial inequity in education.

This question seems like the first step of a ten-twenty year plan and to answer it comprehensively would be impossible in this box, but an equity team should be established as part of this project, and it should be their focus to work within this network at advancing that mission, and I would love to be a part of it.

Support for restorative justice, culturally responsive discipline practices, respect for educators, respectful messages about teachers and specifically teachers of color.

By centering the needs of low-income students in the Road Map Region, and acknowledging and acting upon the fact that these students are oftentimes students of color, immigrants, will be first-generation college students in their families.

Very difficult b/c you need to change hearts and minds of majority white population. Early charter school data is encouraging -- serving higher percentages of low-income students and students of color, with higher percentages of teachers of color, and preliminary achievement results show strong growth and achievement. Can we apply lessons learned in charter sector to broader traditional district schools? Or will charter politics be a barrier?

In CTE programs as in all schools we must bring people of differing backgrounds and ethnicity in as instructors and mentors to expand our knowledge and increase awareness.

Shifting the paradigms around discipline. Discipline = teaching, not "paying for" or "hurting to teach" Do this through trauma informed and brain science based practices that focus on repair not "paying for"...not just restorative "justice" but the continual practice of building community and making repairs.

Naming racial disparity is important but unfortunately we've lumped racial equity to apply to all people of color gaining access to opportunity, instead of focusing on the ways whiteness and white culture dominate our educational systems perpetuating the advancement of whiteness, especially white men. Additionally, lumping people of color together isn't helpful because of the different histories of oppression that each group experiences. For example I see very little focus on supporting Indigenous and tribal knowledge. If institutions and the groups trying to support them would pay a little more attention to the ways whiteness (specifically white maleness) influences education, and then work on bringing different communities of color to the table with a focus on their particular histories and needs, I think we would have a better start. I could write a thesis on this, but when it comes to education, that system doesn't do very much to address, white male heteropatriarchy and capitalism as tools of oppression. Name the systems of oppression, name the dominant groups, and do education around these norms. Don't just name people of color and girls, name who perpetuates their oppression and educate them to act with more humility, compassion, and integrity.

Community buy-in and involvement

Through accountability and transparency. Elimination of silos and leading community lead the process. Funders need to be more willing to fund local grassroots efforts at the same level as the larger agencies and organizations.

support the grass roots leaders so that their voices become more prominent
ask families and community partners who they trust and begin to support their voices and the leaders and organizations that have already built repiore with communities and families of color

by truly involving those "in the weeds" -- I've heard from too many CBO's that they feel like supporting cast members rather than integral partners in the process

Leaders take a stand that this is a non-negotiable.

Holding districts accountable for closing acheivement and opportunity gaps.

In order to truly address educational inequity, we have to examine our current practices to understand ramifications and create the most equitable outcomes. This means doing things like using the racial equity tool supported through PSESD to clearly define the problem, engage stakeholders to understand and rise to the challenge, and develop solutions that are collaborative, effective, and sustainable. In order to interrupt educational equity, we have to be willing to take these kinds of risks, to do things that disrupt privilege and that others may find threatening.

Greater supports for underrepresented populations in the local educational system. Creation of mentorship programs.

Racial equity must be thought of more broadly than just within schools and classrooms. The wider community needs to be engaged: who is getting access to high-paying jobs in our region; what is the racial and gender break-down of living wage jobs in the region; how do we demonstrate the need for educational pipelines to ensure all students are prepared to be employed and engaged in our region.

Don't exclude local district initiatives in this regard. Also, include local, even building level, efforts and conversations. Many people over the past three-four years, have been engaged and having significant conversations: especially in having significant and sometimes hard conversations leading to action. If every Road May district was on the same page and pursuing these efforts, change could be region wide and not one building at a time. However, changing beliefs, relationships, and practice takes one person at a time, sooo, maybe this needs to start from the bottom up and not top down? A combination of both? Resources for extra-time for teachers and staff?

Advance the System-Wide Racial Equity Essentials

Funding; culturally competent teaching; trauma-informed teaching; allow principals to hire their own teaching staff; parent and community engagement; business engagement; more project based learning that links directly to employment; mentoring and afterschool programs that coordinate with school academics

Removing disparities in school funding - identifying inequities in levies and PTA's, and addressing these inequities. Supporting increased funding for all levels of education. Struggling youth do better in smaller, better resourced classes. Supporting pipelines for the development of quality educators of all races.

More \$ to most disadvantaged communities.

Agree, each and every child should have what they need to thrive in life and succeed in school. Fully fund education (early learning, K-12 public schools, higher education) with ample, sustainable state revenue. Education should include formal learning in school - and year round informal growth and learning opportunities (outdoor activities, organizations, arts and culture, sports, libraries, internships, family experiences, mentors, etc)

This is a huge question! Financial equity, better job opportunities for parents.

Through public investment (e.g. Best Starts for Kids)

Engaging organizations to adopt racial equity policies to eliminate barriers to institutional racism. Support organizations coming to together to eliminate structural racism Support white leaders in their understanding of power of privilege

By tackling some of the systemic issues such as; unequal use of suspensions, as well as behavior standards for students.

Empower and support grassroots community members to push for policy and practice change in education institutions and local government efforts focused on children/youth.

We have to be honest about the systems that are holding back and oppressing our children and actively work to address the policies and practices that hold them in place. Thus far, equity has just been lip service in our district. Not enough hard decision making going on. Just layering "equity" program layers over dysfunctional systems won't get the job done.

Acknowledgment of the large systems that must be engaged to increase racial equity. Conversation rather than telling. Change not blame

Acknowledging systemic oppression, shifting power to communities, working with educators to surface biases, create leadership and decision making opportunities for families and youth of color

1. Shared understanding of what current inequities exist and how they are perpetuated (with a focus on the systems level) 2. Focus on several key inequities that have highest leverage and create a plan that supports a change of the system (most plans and funding does not address systemic change, or provide adequate time to do so) 3. Shared responsibility for change. It's time we get out of our funding stream mindset and work together with community, CBOs, school systems, businesses, parents and students to make the changes needed.

By understanding the inequities in the systems surrounding education and taking into consideration the whole child/family context

Ensuring the Road Map Project is addressing racial disparities within and outside of the education system. Education success isn't fully dictated inside the school doors. We must also address racial disparities in our housing and employment systems for kids to have access to the opportunities and basic needs they need to succeed during the school day.

When the community demands it of the education system and the system is open to hearing the demand as a call for improvement.

Racial equity can be achieved through aligning systems to achieve equitable outcomes, ensuring that all students from any school have access to the resources and support they need to be successful. Budgets and resources should be aggregated to schools based on need versus neighborhood resources.

First, thank you for your commitment to that. That's a big deal. Second, follow the framework Leadership Tomorrow uses. Talk about it, and talk about it often, each and every time we gather as a collaborative. Even have a range of speakers who push our thinking and balance that with a range of activities that put us smack in the middle of the journey too. Finally, racially diverse student and parent voices matter! Share a quote or a testimony each meeting from other voices.

Learn and feature the well-loved traditions and values of other cultures in classroom dialogues, projects, events, assignments. Listen deeply to children and parents/caregivers who feel disenfranchised, stuck, hopeless. Demand accountability for educational systems that lack progress in student achievement.

CCER should employ a Multi-pronged strategy that uses education and the enfranchisement of young people as a central focus. It should also take the lead in bringing in voices of community, parents, and others in local partnership to assure accountability, responsibility and fairness in the process of un-learning personal bias, and breaking down systemic barriers of racial discrimination in education systems. This will help to create greater institutional access and inclusion for those most impacted by current institutional barriers to success.

I think the first step is to not view it as a problem to be solved. It should be seen as a long over due responsibility of our community to ensure everyone thrives. When people hear racial equity there is a conception of it being a lightning rod - to advance the opportunity for racial equity the term needs to be a bit more reframed.

First, it needs to be commonly understood across all sectors, not just in education (i.e. housing, transportation, work force, health and human services), that advancing racial equity is a foundational piece of the work in this region. Before any external product (i.e. a policy or funding) will be effective, there is personal education that needs to occur, with the expectation that all are accountable for changing the current system(s). Opportunities for communities and school district staff to engage in conversations about race and the results of racism (which we are seeing in student outcomes) is a starting point.

Meet families and students where they are and do not assume (or continue to not assume) that it is they who are "behind". Rather, it is the systems and institutions that are behind in understanding and learning from students and families.

Increasing our focus and skill in listening to youth and their families so we may redesign systems.

Through facilitated authentic and courageous dialogue between people in power and those who are marginalized by the racism inherent in our systems and institutions. Government entities, education entities and other community organizations serving people of color need to be engaged in this. There needs to be money from funders to incentive this work happening.

Working with diverse communities to identify and address systemic and institutional barriers and racism.

Equity in action as defined by (1) changing systems, policies, practices to advance equity in opportunity and access; and, (2) raising the racial consciousness of educators and educational partners that are serving our children and families

Making families and youth in communities most effected by systemic inequities equal partners in the Road Map Projects' efforts

Training parents to train other parents about racial inequities and how to have conversations about change. Train staff about racial inequity, white privilege and what it means to be an ally. Opportunities for all students to learn about racial inequities and how to make change

By facilitating on going dialogue with people. Be intentional about bringing communities together that ordinarily do not come together to talk to each other about their lives and their children. Invest in the long term nature of eradicating phobias.

By ensuring that diverse and varied participants are invite to the conversation and decision making process.

Lots and lots of opportunities for my caucasian peers to explore our own racism (intentional or unintentional). Like DiscoverU, can we establish a process (deep process) that all school districts take on and engage staff?

Address institutionalized racism; establish avenues for families and youth to co-create strategies

Support teachers and districts in deepening their own analysis and skills- this is such a gap and has a huge daily impact for students

Help school principals and teachers focus on equity in education and show they care, and they give all parents and children the respect they deserve. Be attentive and present.

Through deeper direct engagement with parents, students and educators of color, working to co-develop targeted strategies aimed at supporting specific sub-populations of students in reaching their education goals - through dismantling of inequitable opportunity structures that present barriers to achieving their goals.

With "Dutch Uncle" conversations with students and parents about "What works!"

Centering the voices of those most impacted and taking the cue from community members - youth and parents -and what they believe needs to change. Lift up the work being done in the community - African American, Native, and imm/refugee. Involve teachers more - involve teachers of color especially. Help channel resources to community-led work.

1) Increase the cultural competency of current teaching force. This is not a one time PD. Cultural competency development is ongoing and you never 'top out' on your cultural competence. 2) Recruit more people of color (and of other marginalized identities) into the teaching profession and retain them through creating responsive and welcoming school environments. 3) Provide trauma-informed practices training for teachers and school staff. Increase counseling, social worker, nurse, and other

Coordinated professional development for school, police, youth development staff. Address self knowledge as route to delivering culturally competent education and services.

Programs that specifically target students from various racial/ethnic backgrounds. These programs should be lead by adults and young mentors who reflect the students they intend to serve. Connecting those programs to community resources so that they can deliver robust programming to those students to hep foster engagement and success. Developing a more statewide curriculum that allows students of color to be represented in what they are learning in schools. More diversity

More leadership opportunities for people of color and those who have been historically marginalized - and financially resources that follow the involvement.

More teachers and administration that reflects the student population, authentic parent engagement, changed discipline policies.

Targeted supports for students who need it, culturally competent education staff, quality guidance and career counseling, belief that every child can succeed.

I strongly believe that racial equity could be advanced by hiring more teachers of color. When a child or young person does not see their own kind in positions of authority it does not give youth of color hope. I think that it will also be great to hear thought and opinions of systematic barriers by the people who face them on a daily basis, teachers of color.

foster a diverse and inclusive leadership core

Increase diversity and cultural competence of all in the education system.

People of color in leadership roles and resources allocated to ethnic based community based organizations led by people of color

Help more people of color become teachers.

Hiring a more diverse educational staff and creating a pathway starting with school for this to happen. Giving voice to underrepresented groups.

Access for educators to activities that promote cultural competence

Teachers and others in "power" need to develop cultural competence, awareness, and recognize their implicit biases in everything, from the classroom to the policy level.

By providing opportunities for professional development for educators to eliminate the systemic racism.

Education can't do it alone, but the education system can role model how to "clean up their own house." City of Seattle, Metro buses and King County have worked hard on racial equity and inclusion and can be supportive partners and sources of inspiration and best practices, sometimes.

Targeted, culturally relevant programs and strategies that support disadvantaged groups. Training for schools to support staff and student conversations on racial equity. Policy changes to address institutional racism.

The sense of the need for racial equity has to gain critical mass, so it is good that we are discussing it across the educational spectrum and not in isolation. Also, it should be a significant part of teacher and administrator education and training. There are so many things to do . . .

Until ALL parents value highly education this will remain a major obstacle.

The legislature needs to create a funding formula based on student needs, not on a prototypical school model. Also, you said that it takes years to change education outcomes, however, when schools were desegregated, that created an immediate long term positive effect in children's lives, all children. We need to demand that children receive a better education than we did, today. All students should get social studies, science, arts, field trips, assemblies, fantastic curriculum, books and high quality instruction. End double dosing. End batch education. Challenge the lie that students are being denied a broad education so that they can be taught to read and when they read they will get the broad education. Just demand that students get a better education than you received and ask shows to prove it and show it. They need to post online, like CA now requires, that they have up to date curriculum for each and every student in every single grade in math, science, social studies, language arts, and the arts. All students should go to a school that offers dual language, 50:50, 90:10 or a world language starting in preschool.

Measurable goals set; system progress indicators regularly measured and reported; shared strategies across districts; recruit more diverse educators; equity and inclusion professional development for all sta ; addressing school climate and discipline disparities

I think advancing racial equity should be *THE* major focus across all aspects of the Road Map Project. I think we must address internal bias in every corner of the region and every classroom and every work space. We must ask every partner to commit to anti racism and then hold each and every one of our selves and each other accountable to that. We must be willing to look at our own weaknesses and say them out loud and own them and listen to each other about how to change them. There is no point to have a Road Map Project if it does not make racial equity the major focus.

Through examining and addressing policies and practices, and links between policies and practices, on specific issues like funding, discipline, student assessment, family engagement, etc. Through listening to family and student experience to guide the focus of what I wrote above.

By holding intentional conversations to explicitly challenge institutionalized White supremacy in order to begin thinking through what it would mean to dismantle this within our institutions.

Given the disparities and socioeconomic segregation in our region, to eliminate opportunity gaps & achieve racial equity, I think we (the Road Map Project) should include as indicators of systems change concentrations of poverty at the school level. For educational opportunity to correlate less with race and class, schools need to be more socioeconomically diverse. Also, Given the research expounding the academic and social benefits of diverse schools, community designed strategies focused on increasing diversity at the school level could bolster efforts to increase access & dismantle barriers to opportunity.

By giving opportunity to minorities, and increasing the number of minority role models in the school and community. Students need to have access to people they can identify with. Also, find ways to be an inclusive community, expose students to those different than themselves.

Continue to highlight the current data -- it's only when the racial disparity is honestly discussed that we can make progress on making things more equitable. Ask people from the various communities for their ideas.

Race is a construct that since does not support. We're talking about socioeconomic issues and structural 'racism' which is better phrased as structural discrimination (against LGBT, women, different ethnicities, the poor, the differently-abled, etc. Somehow we need to convey our message by using "all youth" have the opportunities to thrive. I think the elimination of discrimination and the advocacy of equity, equality and human rights for all is a stronger approach.
