KNOW the Gap, CLOSE the Gap—*Now and How*

Agenda

March 2, 2018 | 8:00 a.m.–3:00 p.m.

8:00 a.m.	
Welcome	Robyn Lightcap, *Executive Director,* Learn to Earn Dayton
Why Knowing the Data is Imperative	Ritika Kurup, *Director of Early Learning*, Learn to Earn Dayton
"Since You Asked"	A Video Production of B2 Studios
Perspectives – and Action – from Local Districts	Susan Gunnell, *Superintendent,* Huber Heights City Schools, and Lisa Minor, *Director of Curriculum and Instruction,* Trotwood-Madison City Schools
9:00 a.m.	**Break**
9:15 a.m.	
Introduction of Keynote Speaker	Elizabeth J. Lolli, Ph.D., *Acting Superintendent*, Dayton Public Schools
Keynote	Dr. John Marshall, *Chief Equity Officer*, Jefferson County Public Schools, Louisville, KY
Parent Thoughts	Monica McGuire, *Parent* Sarah Tirey, *Parent*
Our Next Steps	Charmaine Webster, *Director of Marketing*, Preschool Promise
10:45 a.m.	**Break**
11:00 a.m.	**Breakout #1** (See screens for room numbers)
12:15 p.m.	**Pick up a boxed lunch on your way to your Lunch Breakout room!** **Lunch in Breakout rooms** (See screens for room numbers) Lunch will include a guided discussion, within district or geographic areas, on the next steps in making equity a reality for all students.
2:00 p.m.	**Breakout #2** (See screens for room numbers)
3:00 p.m.	**End**

Thank you for coming to the 9th Annual Readiness Summit!

inspire. motivate. equip.

2018

READINESS SUMMIT

Learn *to* **Earn Dayton**
Ready to Learn. Explore. Earn.

Welcome to the 9th Annual Readiness Summit!

We are glad you are here, as we explore new ways to ensure all of our youngest learners, from birth to 3rd grade, are reaching their full potential.

Keynote Speaker

John Marshall, Ph.D. is the Chief Equity Officer for Jefferson County Public Schools in Louisville, KY. He attended Jefferson schools and served as an English teacher and an innovative assistant principal before being named to his current position in 2012.

As Chief Equity Officer, Dr. Marshall ushered in district-level changes, including modifying the Code of Conduct, increasing the numbers of students of color in the Gifted and Talented Programs, and creating a nationally acclaimed Equity Scorecard. He was recognized as "An Unwavering Advocate for Racial Equity in Schools" in *Ed Week* magazine's, "2017 National Leaders to Learn From."

He has guided districts across the country in addressing issues of public school equity, systemic practices that impede progress, and cultural competence. Nonetheless, he says his real accomplishment is being a father to his three daughters, Kaden, Kennedy, and Kori, along with his wife, a Jefferson principal.

Equity: Closing the Gap Now

The nuances in the definition of equity vary depending on a community or organization and their focus. All, however, are aimed at helping our children succeed. These examples are starting points for each of us to consider, in our schools, organizations and programs.

- Racial justice/equity is the systematic fair treatment of people of all races that results in equitable opportunities AND outcomes for everyone. *Annie E. Casey Foundation*

- Equity: just and fair inclusion into a society in which all can participate, prosper, and reach their full potential. Unlocking the promise of the nation by unleashing the promise in us all. *PolicyLink*

- Educational equity means that each individual receives what they need to develop to their full academic and social potential. *National Equity Project*

5 Steps to Equity

1. **Know your data**
   - Disaggregate the data by race and gender
   - Look at trend data for last 5-7 years
   - Share your data through data walks with all stakeholders

2. **Understand the story behind the data**
   - Engage diverse voices in understanding current data realities – including families and student voices
   - Ask reflective questions – what are the key causes? Who is burdened and who is benefiting?
   - How do systems contribute to inequities?

3. **Set targets**
   - Establish a measurable target in consultation with your team
   - Identify clear measure and timeline for the target
   - Review target at start of each meeting

4. **Implement strategies**
   - Identify a mix of universal (all students) and targeted (supporting needs of sub groups of students) strategies
   - Implement strategies with fidelity
   - On an ongoing basis review strategies – ask how the strategy will affect each group? Does the strategy worsen or ignore existing disparities?
   - What policies and supports need to be put in effect to support the strategies?

5. **Continuously evaluate effectiveness and adapt strategies**
   - Use quantitative and qualitative data to assess progress
   - Look for unintended (positive and negative) impact of strategies
   - Study to what extent the strategies are accomplishing race equity goals
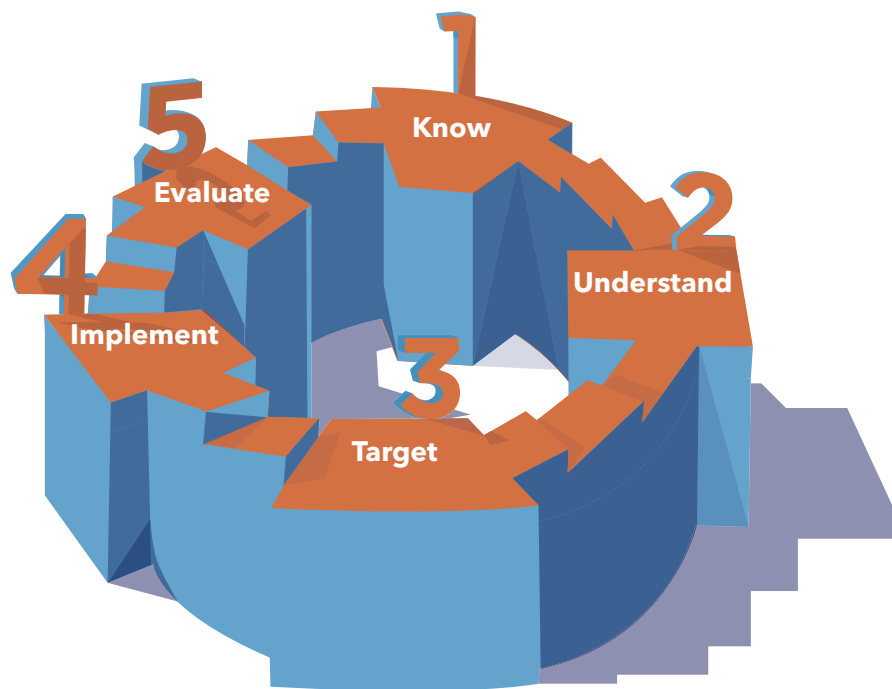
Source: Adapted from Effective Questions to Help Develop A Results Action Plan, RBL-APPS.com, Annie E. Casey Foundation

More children must start Kindergarten on track

% of Montgomery County children scoring Demonstrating Readiness on the State's Kindergarten Readiness Assessment, by school district

	KRA* 2014-15	KRA 2015-16	KRA 2016-17
Brookville	38.6%	53.0%	43.0%
Centerville	40.0%	39.9%	56.7%
Dayton	14.5%	20.5%	20.2%
Huber Heights	32.3%	42.0%	37.2%
Jefferson Township	3.1%	15.8%	2.6%
Kettering	53.5%	39.7%	40.6%
Mad River	41.8%	37.4%	34.8%
Miamisburg	48.3%	60.8%	57.1%
New Lebanon	35.2%	42.4%	31.7%
Northmont	40.2%	55.3%	39.9%
Northridge	41.1%	39.0%	30.9%
Oakwood	38.8%	53.6%	45.7%
Trotwood-Madison	13.5%	26.5%	16.8%
Valley View	54.7%	54.5%	55.2%
Vandalia-Butler	24.4%	47.6%	47.8%
West Carrollton	23.9%	27.9%	20.5%

*Beginning in 2014-15, Ohio began using a new assessment of children's readiness for Kindergarten. Known as the KRA – for Kindergarten Readiness Assessment – this new tool is more comprehensive than the previous assessment. It measures social and emotional development; understanding of early math concepts; language and literacy; and physical well-being and motor development.

Source: Ohio Department of Education

% of Montgomery County children scoring Demonstrating Readiness on the State's Kindergarten Readiness Assessment, by race and gender

Legend:
- White, Non-Hispanic
- Ohio, All Children
- Montgomery County, All Children
- Black, Non-Hispanic
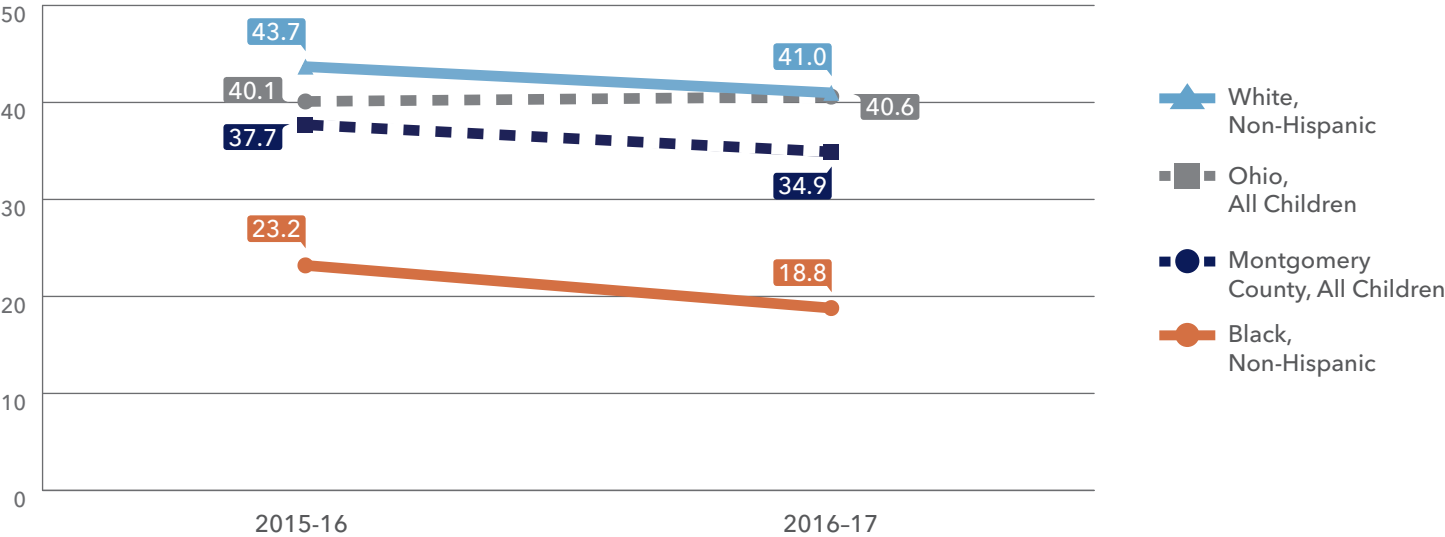
Every child matters: Each child's success contributes to the success of others

- 18.8% of African-American children demonstrated readiness for Kindergarten on the KRA compared with 41% of white children.

- If we help an additional 245 African-American students demonstrate readiness, we close the racial gap and overall proficiency in the County increases from 34.9% to 40.7%.
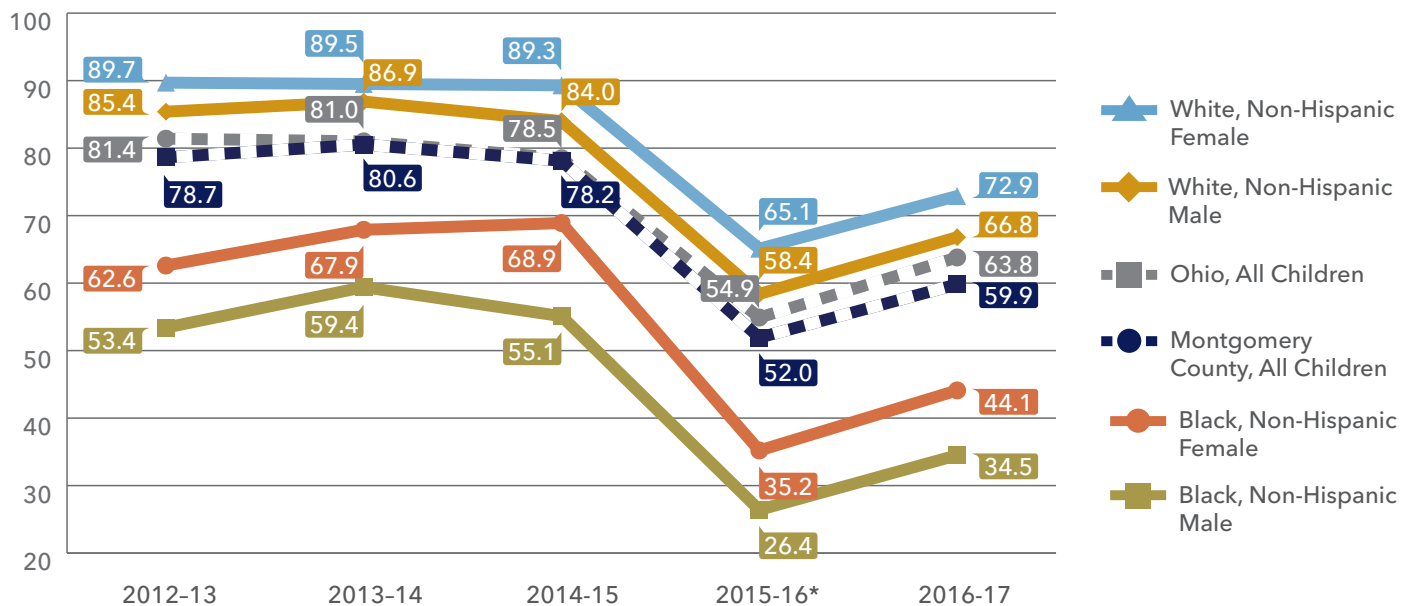
Reading is the foundation

% of Montgomery County children testing proficient in 3rd-grade reading, by school district

	2012–13	2013–14	2014-15	2015-16*	2016-17
Brookville	96.8%	96.8%	93.6%	70.6%	71.2%
Centerville	94.0%	94.3%	93.1%	71.4%	77.0%
Dayton	54.8%	59.5%	58.0%	27.2%	34.8%
Huber Heights	83.6%	79.8%	78.1%	51.4%	59.5%
Jefferson Township	60.9%	89.5%	96.4%	85.7%	52.8%
Kettering	88.7%	92.1%	91.9%	68.4%	80.3%
Mad River	78.3%	82.3%	75.0%	55.1%	62.2%
Miamisburg	88.6%	87.1%	87.8%	64.4%	69.0%
New Lebanon	80.2%	91.7%	92.9%	82.5%	71.3%
Northmont	89.5%	91.1%	86.8%	70.1%	72.0%
Northridge	75.2%	73.1%	69.8%	41.4%	39.1%
Oakwood	98.6%	99.3%	98.5%	87.9%	94.4%
Trotwood-Madison	71.4%	74.4%	71.4%	25.0%	49.2%
Valley View	90.6%	89.6%	82.3%	56.6%	71.9%
Vandalia-Butler	90.4%	93.4%	89.4%	56.1%	69.4%
West Carrollton	82.3%	81.3%	80.9%	47.4%	58.1%

*A new more rigorous reading proficiency test was introduced in 2015-16. The adoption of a new test makes year-over-year comparisons impossible. Scores across the state plummeted.

% of Montgomery County children testing proficient in 3rd-grade reading, by race and gender

Legend:
- White, Non-Hispanic Female
- White, Non-Hispanic Male
- Ohio, All Children
- Montgomery County, All Children
- Black, Non-Hispanic Female
- Black, Non-Hispanic Male

Every child matters: Each child's success contributes to the success of others

1. Boys: 34.5% of African-American boys are proficient on 3rd grade reading compared with 66.8% of white males. If we can help 268 African-American boys reach proficiency, we can close the gap between African-American boys and white boys.

2. Girls: 44.1% of African-American girls are proficient on 3rd grade reading compared with 72.9% of white females. If we can help 228 African- American girls reach proficiency, we can close the gap between African- American girls and white girls.

3. If we help an additional 496 African-American 3rd grade students, we close the racial gap and overall 3rd grade reading proficiency increases from 59.9% to 68.8%.
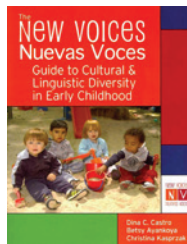
📙 To learn more
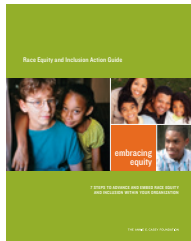
7 Steps to Advance and Embed Race Equity and Inclusion Within Your Organization.

The Annie E. Casey Foundation

2016 State of the Science: Implicit Bias Review.

Kirwan Institute, The Ohio State University

Do Early Educators' Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspensions?

Yale University Child Study Center, Walter S. Gilliam, Angela N. Maupin, Chin R. Reyes, Maria Accavitti, Frederick Shic

The New Voices – Nuevas Voces Guide to Cultural and Linguistic Diversity in Early Childhood.

Dina C. Castro, Betsy Ayankoya & Christina Kasprzak
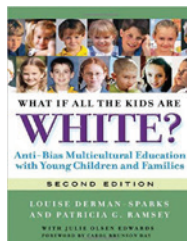
What if All the Kids Are White? Anti-Bias Multicultural Education With Young Children and Families.

Louise Derman-Sparks & Patricia G. Ramsey

🖥 On the web

· The Harvard Implicit Bias Test: https://implicit.harvard.edu/implicit/takeatest.html

· The Collaborative for Academic, Social, and Emotional Learning: https://casel.org/

· Source for high-quality multicultural and urban children's literature: www.kidslikeus.org

· Resources to help create change in our community: https://www.racialequitytools.org/home

▶ On YouTube

· Cracking the Codes: Unconscious Bias https://www.youtube.com/watch?v=F05HaArLV44

· Black Lives Matter: The Schott 50-State Report on Public Education and Black Males, 2015
https://www.youtube.com/watch?v=ZDRB91izZ8w

Breakout times and descriptions

Session #1: 11:00 a.m.–12:00 p.m. | Session #2: 2:00–3:00 p.m.

Offered during BOTH breakout sessions

1. Developing Meaningful Family Engagement

2. Making Data a Verb: Discover, Analyze, Think, Act

3. Sinclair's Approach to Student Success and Diversity and Inclusion

4. Positive Alternatives for Managing Behavior – Conscious Discipline, PAX, and Restorative Justice

5. Best Practices to Mitigate Impacts of Race and Poverty on Education

6. Equity Beyond the School Day

7. Helping Children Develop Self-Regulation Skills for Success

Offered during Breakout Session 1 ONLY

8. Role of Leadership in Ensuring Equity

9. Developing Culturally Responsive Teaching Practices through Professional Learning Communities

10. Picture Books: Tools for "Closing The Gap"

Offered during Breakout Session 2 ONLY

11. Empowering Parents – First Task is to Ask

12. Intentionality in Parent Engagement: Increasing Parent Participation

13. Transforming Classrooms and Schools with Cultural Competence and Equity Practices

Breakout descriptions for BOTH sessions

1. Developing Meaningful Family Engagement
Research is clear that engaged families have a positive impact on student learning, yet current practice related to family engagement is often not aligned with the research. Participants will learn about the Family Engagement System Self-Evaluation (FESSE) created by professionals in the Family Engagement Collaborative of the Miami Valley. The 4 pillars of effective family engagement will be reviewed and participants will learn about strategies and resources designed to support family engagement and improve practice. **[Teachers, directors/administrators serving children birth to age 8 and families]**

Gayle C. Fowler, PFACES, LLC, (Parent, Family And Couple Education Services), Family Advocate & Engagement Consultant; Shauna Adams, Ed.D., Executive Director, Center for Early Learning, Associate Professor of Early Childhood Education, Leary Professor for Ethics and Community, University of Dayton

2. Making Data a Verb: Discover, Analyze, Think, Act
Participants will discuss how to find and analyze their own organizations' data (including figuring out what it would take to close the gap); how to conduct a data walk to share data with key stakeholders; and how to use "Turn the Curve" thinking to create an action plan to improve outcomes. **[Teachers, directors/administrators in birth-3rd grade, birth-3 years, PreK-3 or K-3 programs]**

Scott Siegfried, Chief Innovation Officer, Miami Valley Child Development Centers; Dr. Richard Stock, Director of the Business Research Group, University of Dayton

See following pages for additional breakout session descriptions.

3. Sinclair's Approach to Student Success and Diversity and Inclusion

Presenters will discuss why Sinclair Community College's greater focus on student completion for ALL students as well as the increased emphasis on diversity and inclusion, is important not only for Sinclair, but the region. Participants will take away ideas on how to conduct a similar process within their own programs. **[Teachers, directors/administrators and community leaders]**

Dr. Kathleen Cleary, Associate Provost for Student Completion; Anita Moore, CEO Moore Consulting; Michael Carter, Senior Advisor to the President/ Chief Diversity Officer

4. Positive Alternatives for Managing Behavior – Conscious Discipline, PAX, and Restorative Justice

The research is clear – over-reliance on punitive discipline strategies like suspension and expulsion is not effective. All children learn best in environments that are warm, responsive, and meet individual needs of students. Join this session to listen to three different strategies that have proven to be effective alternatives to punitive discipline. Local experts will share how conscious discipline, PAX (the "Good Behavior Game"), and restorative justice are helping them create successful learning environments for all. **[Teachers, administrators Pre-K to 3]**

Gary Armstrong, Kemp Elementary, Dayton Public Schools; Susan Hampel, Conscious Discipline Certified instructor, University of Dayton Fitz Center and Preschool Promise; Heather Koehl, Instructional Services Supervisor/ PAX Coordinator, Montgomery County Educational Service Center; Dion Sampson, Intervention Supports Coordinator, Innovative Learning Center (ILC), Dayton Public Schools.

5. Best Practices to Mitigate Impacts of Race and Poverty on Education

This session will present research about the educational experiences of students of color and those who live in poverty. Traits produced by opportunity gaps are often attributed to student deficit. This session will address current research about what works in the classroom and policies to close the opportunity gap and promote success for all students. **[Directors/administrators in K-3 programs]**

Dr. Christa Preston Agiro, Associate Professor, Teacher Education and English, Wright State University

6. Equity Beyond the School Day

Despite the availability of money to create quality out-of-school-time programs, there are still only a handful of 21st Century Community Learning Center programs funded in our region. Panelists will share how their programs use this funding stream to close gaps for children who need additional supports. **[Directors/ administrators of community organizations, school and district administrators/principals]**

Emily Gray, Neighborhood School Site Coordinator, East End Community Services; Ellen Mays, Director of Education, East End Community Services; Philip Ferrari, Community Impact Director, YMCA of Greater Dayton; Dormetria Thompson, Scholars of H.O.P.E. Program Director, Omega Community Development Corporation; Khalilah Forte, 21st Century Program Grants Coordinator, Trotwood-Madison City Schools

7. Helping Children Develop Self-Regulation Skills for Success

Children with higher levels of Self Regulation or Executive Function (EF) skills -- the ability to plan, focus, juggle multiple tasks -- have greater access to success in school and in life. We can help build these skills and other social and emotional capabilities to enhance equity. Attendees will learn about the areas of EF and their significance; strategies to strengthen their own and children's EF; and the part equity plays in development and implementation of EF. **[Home visitors, teachers birth to age 8]**

Hope Cypryla, Quality & Program Outcomes Coordinator, Miami Valley Child Development Centers

8. Role of Leadership in Ensuring Equity*

This session will review the questions that organizations must confront in making a commitment to equity: how does your budget reflect that commitment; do you have people in place who reflect the children you serve; how will you empower your staff to take steps toward equity for all children. [Superintendents, directors, administrators and decision-makers]

John Marshall, Ph.D., Chief Equity Officer, Jefferson County Public Schools, Louisville, KY

9. Developing Culturally Responsive Teaching* Practices through Professional Learning Communities

This presentation will describe the process and progress educators make towards developing a class and school-wide community equity model grounded in the framework of culturally responsive teaching. Using quantitative data as a starting point, the presentation will explore how the educators develop professional trust, cultural awareness, challenge implicit biases and engage in critical reflection to create an environment that respects and enables students to become independent learners, while encouraging and maintaining high quality academic achievement. [Teachers, administrators in Pre-K-3 programs]

Rochonda L. Nenonene, Ph.D., Clinical Faculty, Department of Teacher Education, University of Dayton; Tracey L. Mallory, M.Ed., Principal, Westbrooke Village Elementary School, Trotwood-Madison City Schools; Nicole Davis, M.Ed., Principal, Trotwood-Madison Early Learning Center, Trotwood-Madison City Schools

10. Picture Books: Tools for "Closing The Gap"

Good children's books can be used in your curriculum for countering racial bias, affirming diverse personal experiences, building empathy and encouraging the values of fairness and community. In this session, participants will explore a rich collection of titles that celebrate African-American male identities and provide opportunities for conversations with children about race. In small groups, participants will share their ideas about how they might use the titles to connect with and support the school success of every child. [Teachers, directors, Pre-K-3]

Dayton Metro Library

11. Empowering Parents – The First Task is to Ask

Jefferson County (KY) schools have developed a series of questionnaires for parents, to help them partner with schools in increasing their children's access to opportunities. School employees train parents in how to ask the questions – of themselves, as well as teachers and administrators. [Birth-3, Pre-K and K-3]

John Marshall, Ph.D., Chief Equity Officer, Jefferson County Public Schools, Louisville, KY

12. Intentionality in Parent Engagement: Increasing Parent Participation

By exploring MomsRising's "layer cake" organizing model – giving people many avenues to participation – attendees will learn about concrete tools and strategies to increase parent and caregiver engagement, with a focus on reaching under-represented populations. [Broad applicability, but most appropriate for those with regular parent engagement concerns, such as home visitors and teachers]

Jeannina Perez, Campaign Director for Early Learning, MomsRising.org

13. Transforming Classrooms and Schools with Cultural Competence and Equity Practices

This session will provide a framework for parents, school personnel and community members that correctly defines cultural competency and explains what the practice looks and sounds like in educational environments. The framework will contain a practical and useful tool for those seeking to best support student success. The session includes ways to advocate and approach parents and staff members who would like to gain greater cultural competence, while simultaneously enhancing the capacity of the educator and the student. [Administrators/directors, teachers, parents, community members.]

Venita Kelley, PhD., Director, Strategic Communication & Community Relations, Dayton Public Schools

Notes

What I don't want to forget:

What does the information suggest that *I* need to do?

What does the information suggest that *my organization* needs to do?

Who will be my partners?

What is one next step that I commit to take to address inequities for children?

Notes

Thank you!

A special thanks to the 2018 Summit Planning Committee Members:

Shauna Adams, Ed.D., Associate Professor, Executive Director, University of Dayton Bombeck Center for Early Learning; **Rana Al Janabi**, Parent; **Pam Albers**, Director, Help Me Grow Brighter Futures; **Lisa Babb**, Strategic Director, Miami Valley 4C for Children; **Ellen Belcher**, Communications Director, Learn to Earn Dayton; **Pam Bitsko**, Principal, Huber Heights City Schools; **Erica Bohannon**, Parent; **Carrie DePalma**, K/1 Literacy Specialist, Centerville City Schools; **Diane Drummer**, Early Childhood Professor, Sinclair Community College; **Gayle C. Fowler**, President, Parent, Family and Couple Education Services; **Vel Hux**, Del Mar Encore Fellow, Learn to Earn Dayton; **Laura Inkrott**, Teacher, Northridge Local Schools; **Palmer Jason**, Director, Good Shepherd Academy; **Venita Kelley, Ph.D.**, Director of Strategic Communications and Community Relations, Dayton Public Schools; **Ritika Kurup**, Director of Early Learning, Learn to Earn Dayton; **Robyn Lightcap**, Executive Director, Learn to Earn Dayton; **Monica McGuire**, Parent; **Lisa Minor**, Director of Curriculum and Instruction, Trotwood-Madison City Schools; **Debbie Nerderman**, Childhood Development Director, YMCA of Greater Dayton; **Jameka Parker**, Parent and Childcare Provider; **Dee Pugh**, Consultant, Region 10 State Support Team; **Swapna Purandare**, Assistant Professor of Early Childhood Education, Sinclair Community College; **Scott Siegfried**, Chief Innovation Officer, Miami Valley Child Development Centers; **Errin Siske**, Creative Director, Learn to Earn Dayton; **Sarah Tirey**, Parent; **Mary Tyler**, Executive Director, The National Conference for Community and Justice; **Charmaine Webster**, Director of Marketing, Preschool Promise; **Noreen Willhelm**, Communications Consultant

Early Learning Advisory Board

Shauna Adams, Ed.D., *University of Dayton*

Pam Albers, *Help Me Grow Brighter Futures*

Betsy Apolito, *Region 10 State Support Team*

Lisa Babb, *Miami Valley 4C for Children*

Mary Burns, *Miami Valley Child Development Centers*

Shannon Cox, *Montgomery County Educational Service Center*

Vanessa Freytag, *4C for Children*

Rachel Gut, *Dayton Metro Library*

Deb Hall, *Montgomery County Department of Job and Family Services*

Tasha Johnson, *Dayton Christian Center*

Karen Lampe, *Creative World of Learning*

Karen Lombard, *Dayton Public Schools*

Sara McKee, *Montgomery County Department of Job & Family Services*

Suzzy Nandrasy, *United Way of the Greater Dayton Area*

Gerri Pegues, *Montgomery County Human Services Planning and Development*

Dee Pugh, *Region 10 State Support Team*

Jenni Roer, *The Frank M. Tait Foundation*

Tracy Sibbing, *United Way of the Greater Dayton Area*

Tina Spaulding, *ThinkTV*

Rev. Vanessa Ward, *Omega Baptist Church*

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Thanks to Project Read for organizing today's book drive!

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