



SCHOOL PARTNERSHIPS SUBCOMMITTEE MEETING

12:30 – 2:00p | Thursday, January 21, 2016

Mission Grammar School | 94 St. Alphonsus Street, Roxbury

Presented are minutes from the Boston Compact School Partnerships Subcommittee meeting held on January 21, 2016. For more information about any of the items listed below, visit www.BostonCompact.org or email info@BostonCompact.org.

ATTENDANCE

Members Present: **Ali Dutson** (Principal, Mission Grammar School), **Jake Murray** (Director of Professional Education, Boston University), **Jenna Ogundipe** (Chief Academic Officer, Boston Collegiate), **Karla Jenkins** for *Monica Roberts* (Office of Engagement Liaison, Boston Public Schools), **Oscar Santos** (Headmaster, Cathedral High School), **Kevin Andrews** (Senior Advisor, MCPSA), **Lee Teitel** (Faculty Director, Harvard University), **Janet Anderson** (Executive Vice President, EdVestors)

Members Absent: **Elise Mostello** (Academic Dean, Conservatory Lab), **Monica Roberts** (Assistant Superintendent, Boston Public Schools), **Julia Mejia** (Director of Family and Community Engagement, MCPSA), **Lindsay Steinmetz Haldeman** (Executive Director, ANet)

Others Present: **Rachel Weinstein** (Compact Staff), **Kegan Smith** (Compact Staff), **Mary Tamer** (Boston Charter Alliance Staff)

BLACK AND LATINO BOYS PARTNERSHIP SUBGROUP

The subgroup reviewed lessons learned from previous school partnerships to inform their thinking about how to initiate and support a school partnership focused on the achievement of black and Latino boys.

Members first considered what qualities make up an ideal partnership participant. They stressed the need for partner schools that are honest about their challenges and interested in growing. Additionally, members felt it important that partnering schools be invested schoolwide. While actual participants may be a smaller group of teachers and leaders, members wanted schools that had a culture of collaboration and growth, and an administration that supported these efforts. Given this framework, members discussed the questions that would help identify reflective, invested applicant schools.

Members then turned to the intended outcome of a school partnership. Recognizing the themes raised in the BPS Annenburg Report and the COSEBOC Boston Convening, members agreed that a partnership, broadly, should answer the question, *What does culturally competent teaching look like?* The subcommittee felt that this question was both narrow enough to focus the partnerships' work and broad enough to allow the partnership itself to set its goals.



Serving Students by Bringing Educators Together

The subcommittee then discussed ways of recruiting schools. Members felt that the Compact’s stipend should be considered a resource for supporting the partnership initiative rather than a monetary incentive. They discussed the merits of picking applicants versus having interested schools self-select. They also considered what role schools that are not selected for the partnership might have. For example, members envisioned a network of schools invested in work for black and Latino boys or a convening to share the partnerships’ findings.

FAMILY ENGAGEMENT SUBGROUP

Discussing existing models of *educators* working with families of district, charter, and Catholic school children, the group acknowledged its position of being one of the few—and perhaps only non-neighborhood organizing based program—to look into what kinds of collaboration families would find valuable.

Members questioned what type of engagement families would want at a non-school level, knowing that most families begin their relationships with their children’s educators. They agreed to the need for a shared, working definition of “engagement.”

Members of the group shared experience with families who want tangible tools to use with their kids. They recognized that many families are “feedbacked-out”—tired of being asked for feedback. However, they stressed the importance of having families set the direction by explaining what types of cross-sector collaboration they see as valuable.

Members discussed three categories in which families could be asked for feedback:

- Policy-making – Including the possible establishment of a Family Bill of Rights or similar document for all families of Boston students
- Voice – A forum for citywide and cross-sector families to be heard
- Resources – One-stop for information schools (for families) or a resource for those working in family engagement

The subcommittee then discussed possible ways of soliciting direction. This could either be done in an existing forum or by convening a focus group

ACTION ITEMS

- Staff will draft a Request for Partnership Participants and a plan for recruitment of partnership schools
- Staff will meet with sector family engagement leaders to get their guidance on focus group development
- Once there is a focus group planned, we will contact the leading family engagement entity in each sector to alert them that a focus group will occur
- Staff will compile a list of possible facilitators
- Staff will collect existing family engagement statements from leadership of, and individual schools within, each sector