April 9, 2019 – REAP
Guiding Principles

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Guiding Principle REAP

1. What is the overarching purpose of the proposal/initiative/policy?

Access
- Make sure this is "access for marginalized opportunities"
- To provide access for the kids who are after left out
- Add an actionable goal underneath the principle
- Prioritize access for marginalized communities
- Having access as a guiding principle

Diversity
- Its heard to separate from equity
- We don't have what we need in the West Lou
- What is the importance
- Diversity is importance, must have in order to equity & learning opportunity its all of the principals
- It we took it away true it will hurt students
- Diverse w/in a race, do we have to have it in? JM
- What if we redefine diversity
- If you prioritize choice then families have mean
- Different families have different values
- REAP reassured Diversity

Equity
- To ensue everyone has a fair chance to succeed exposure to valuable resources and opportunities
- Separate but equal is not equal
- We don't have equity now we need to correct that
- Acknowledge there is really a prob
- Has all people had equal access that JCPS have to offer

Ease of Understanding
- Females/Students have clear understanding of what is available
- Consistent line of communication
- Transparent process, don't need inside info.

Choice
- Provide parents more opportunities for a good fit or explore their interests
- Does not limit opportunity,
- Community Survey indicated it is highest priority
- Choice means different things for families
- Define "Choice" well and what it means in the Student Assignment Plan.

2. Is the initiative or policy resourced to guarantee full implementation and monitoring?

Access
- Not yet
- Closely correlated & connected with
- Policies need to be in writing.
- Make sure there are measurable goals & monitoring mechanism
- How will we know if we are successful

Diversity
- No its not fully resource
- Need more resources to fully implement Diversity staff
- Need support to help families understand options
- It starts w/parents and different perspectives
- Resources should be allocated according need
- What does that look like

Equity
- TBD
- Remains to be seen
- Don't know the District's resources yet
- It will not be fully realized if not fully
- Who the heck knows
- Is there full accountability if so what is the accountability what are you monitoring
- What would full implementation look like? If everything was equitable.

Ease of Understanding
- Technology resources
- Robust system to allow for 2 true choices
- What does "fully resourced" look like?
- Focus group for feedback
- Multi-lingual, multiple access points
- PR materials

Choice
- It must be resourced to be fully implemented
- As a parent, I want to know I actually have a choice
- Choice may be limited if you don't get 1st or 2nd choice
- Possibly update processes & protocols for enrollments and applications. (paper & pencil electronic)

3. Which racial/ethnic groups could be inequitably affected by this policy? How?

Access
- The goal would be to make sure no groups are inequitably affected.
- Determine which groups would be monitored disability, ESL, race, special needs economic diversity.

Diversity
- West Louisville, African Americans, Latin, foreign born.
- We have to be complex in our perspective

Equity
- One group may get they need but equitable to them b/d no diversity
- Privilege inequity b/c you don't understand privilege
- Equity for all access for all
- Equity vs Equality
- White people & east end could perceive it as inequitable
- If privilege exists if applied equity does privilege go away
- Privilege doesn't have to go away
- Privilege is not a bad thing if its ignored
- Survey delineated people in comm have privilege
- This is a question of perception
- Can't ans to I see the plan
- Beyond on how JCPS opportunities equity if resources limit follow & sys had gives to answer once we operate a plan we should do this again people have privilege will be on Renee's ship to get message

Ease of Understanding
- Those w/o technology to access
- Ideal-everyone knows processes (transfers, open enroll)
- Non-english speakers

Choice
- Groups that may not engage in the initial application
- Middle & High School & West End has fewer choices

4. Which racial or ethnic group will have the most concerns with this proposal or initiative? Why?

Access
- Be prepared for the groups who have already had access to be concerned/vocal about lack of access

Diversity
- Write students
- What I see from white parents wants to create barriers to insulate what they want

Equity
- White people
- People of higher social economics
- Why b/c of perceived loss of power they won't call it power-choice they will call it opp & reward for hard work

Ease of Understanding
- Move affluent or connected parents/those who knew how to navigate the system

Choice
- At-Risk groups if they don't have viable choices or have true opportunities
- Burden already falls on those students who are busing. Whatever is the final product, this may fall on them.
- No "true" choices for all people right now.

5. What unintended consequences could result from the policy (racial inequities or otherwise)?

Access
- Adequately resource (budget for) expanded programs
- Making sure to build support for students that aren't traditionally in some of these programs
- Teachers will need support to stretch their instructional practice
- Have to convince families to apply
- Without specific community outreach, many families may not think it's worth applying

Diversity
- We can exacerbate become less diverse
- Be conscious of factors like N'hood
- True data
- Whats right for kids?
- White flight

Equity
- People who have means to do so will send kids to private sch lots of market share
- Scholarship tax credit
- Charter Sch-year the doors
- Will hurt JCPS funding

Ease of Understanding
- Need more staff for applications
- Need more diverse staff (speak other lang)
- Increased participation/system overload
- PR money spent, spent diff
- Market share shift

Choice
- Choice is limited by the placement of magnets in the district
- True choice may impact diversity and/or equity
- Longer bus rides, more disciplines issues
- Certain populations still impacted by transportation

6. Have stakeholders, particularly those most impacted by this decision, been meaningfully informed or involved in the discussion of the proposal? How did the process go? What was the feedback?

Access
- Not yet, as we go forth with building a plan, make sure schools have an understanding of why this is required.
- Have written goals/policies/procedures

Diversity
- No, but in some areas of the city yes

Equity
- No not yet did the survey have not make decision yet
- Kuddos made a great effort text community forums were oppressive people who came wanted to talk it did not happen we were told we would go to the comm it did not happen
- Not a forum if comm gets to engage it was presentation another opp in June Comm thinks we already know what you all will do
- Issues a right in front of you elephant is in the room.

Ease of understanding
- Yes
- Survey, feedback from survey 18 month process

Choice
- Community forums
- Community Surveys
- Student Assignment Committee
- West End, Poverty in communities may be under represented
- Move targeted outreach.

7. What Factors may be producing and perpetuating racial inequities associated with this issue? Does this policy or initiative deepen these inequities or improve them?

Access

- Most examine criteria for magnet admission
- Transportation availability
- Segregated housing patterns
- Access to technology
- Misconceptions about what is possible & is not
- Provide information in a variety of languages Ideally, the policy will improve

Diversity

- Housing, System
- School Selection Process
- Jefferson County Government not diversifying housing plan
- Racism

Equity

- Survey results if we go by survey nothing needs to happen those voices were integrity not marginalized groups lack of voice from marginalized groups
- Residential patterns
- Choice, Magnet criteria structures need to go, application process
- You don't have equity in Magnet Program sure prog diff outcomes

Ease of Understanding

- Improve equity b/c everyone knows how to work the system
- Non-technology formulas-get info, apply venues, timing of infor need to accommodate multiple schedules locations
- Timing-know from the beginning when to apply
- Reach audiences where they frequent daycare, church, rec center

- Communication to grandparents raising student
- What if the system is not easy to understand? Too many choices (difficult to know differences, true choices)

Choice

- Lack of information about choice or opportunities may limit participation and result in lack of choice
- Communicating the new principle to help improve understanding of the process
- Differences at the elementary, middle and high creates confusion
- Choice should improve equity and access for marginalized populations.

8. Who (e.g., individual, department, team) is the main driver for improving racial equity for this particular proposal/initiative?

Access

- Chief of Schools- Schools, student Assignment team Principals

Diversity

- Everybody, Depending
- Board will have to approve a plan Central Office

Equity

- Teachers-don't have a say on this process
- Admin
- SROS
- Bus drivers
- Parents

Ease of understanding

- Communications, PR
- Student assignment office
- Community partners-Metro govt, non-profits
- School level, especially at transition points
- District-wide tours, open house
- "feeder" schools working together

- All JCPS departments work together.