Intro: YCB Youth Mentorship Program

Youth Civic Bridge

Meeting Agenda:

- About the Program
- Program Timeline
- Forms of Advocacy
- About the Mentors
- Assign Mentors to Mentees
- Decide which form of advocacy you want to use for this program!

What will you do?

- **Learn** to advocate in different forms
- **Understand** how to communicate such that people actually listen to you
- **Research** on a topic you care about and develop research skills
- **Present** it to representatives that can make a difference
- **Be involved** within your community and make an impact in something **YOU** care about

Program Timeline

- **Week 1 (now):**
  - Introduction
  - Coverage of Forms of Advocacy
- **Weeks 2-3:**
  - Work with your mentor on your preferred form of advocacy
    - Giving short speeches/testimonies at school board meetings/city council meeting
    - Writing letters to representatives/officials
    - Presenting to community leaders/officials
    - Other ideas can work too!
- **Week 4: Put the work you did over the weeks of the program to use!**

Mentors!

- You are not alone!
- Mentors are here to help you when you feel challenged or stuck
- We will help you break down complex problems into actionable steps
    - The founder of YCB - William - used the skills we are teaching you to build https://k12funding.org/

Forms of Advocacy

Option 1: Giving Speeches/Testimonies

What is this?

One of the most important ways people can get their message out to a broader audience is a speech/testimony in a public setting

Common Methods:

- In Committee meetings
- Public Hearings
- Comment periods

Attending Council/Community Meetings

1. In Committee Meetings
    - These are meetings where groups of people can come together and work to collaborate and form plans on certain issues
2. Public Hearings
    - Designated time for politicians to listen to what people have to say
3. Comment Periods
    - Time after a bill is proposed for the public to make comments and discuss it

Committee Meetings

- People talking to other people
- These are times for people to collaborate with each other and work on plans for an action - protests, bills, movements, etc.
- Can be in person, online, or hybrid
- Can be really small and informal all the way up to massive formal events
- Speeches are usually informal, or have a signup/time slot potentially

Public Hearings/Council Meetings

- People talk to representatives/legislators
- Gives time for complaints/suggestions to be heard and maybe answered by the representative
- You typically get allotted a time slot that you sign up for
- In front of a representative or group of representatives (the council)
- More formal but allows for a range of topics typically
- Check the City of Bellevue Calendar – City of Bellevue - Calendar, or the schedule for King county or whichever district you want to speak to

Comment Periods

- Time after a bill is introduced
- Public speaks to the representative/other legislators
- Mandated by law, usually 60-90 days after a bill is drafted
- After the comment period the law can then be potentially passed
- Speeches and complaints are specifically about the bill
- Hosted officially by the government that is proposing the bill
- One-way, so you won’t hear from the representatives

Option 2: Writing Letters to Representatives/Officials

Sending a letter/email to your senator/representative

- These senators/reps are busy!
- Keep the letter concise, but make it impactful
- Send it to the official and hopefully get a timely response back
- Ideally, should support a specific bill or something to what you advocate for

There are lots of other options! Do what you want to do and do your research!

Civics Fair: Presentation

Civics Fair: Presentation

Basic Info and Tips:

- Presentation Length: Your choice, no less than 3 minutes and no more than 10 minutes (about 5 minutes is the goal, but feel free to make it longer)
    - Divide into a clear structure that reflects your thought process (analysis steps)
- Concise = Easy to Understand. I'd rather have you read off the slide or a notecard then ramble incoherently
- Know your topic very well! You should be able to say anything you present of the top of your head before presenting at the fair.

General Structure:

You do not need to follow this structure exactly. However, you MUST have a clear thought process that you explain.

- What is the social topic you are addressing? (homelessness, cost of living, education funding etc…)
- Why is it problematic?
- What's the history behind it? (What has been done about it?)
- Why does it happen? (Root cause analysis)
- What is being done now?
- What can be done now and in the future? (your solutions)

What is the social topic you are addressing?

- Background info:
  - Include basic facts (broad numbers, connection to local situation)
- Include charts or photos for a better idea of the topic (make sure it is appropriate)

Why is it problematic?

- What's the impact specific to the region you are analyzing?
  - Include some key numbers that are specific to what problem you are talking about, not general broad numbers already talked about in your beginning background info
- How does it affect other regions (broad picture)?

Table 7: 14% Levy Rates in Schools with Enrollments of 400 to 499 Students			
	# Schools in Category	# Schools with Solo Principal	
14% Levy Rates (State Average = 1.498)			
1.498 or less	108	41	38.0%
1.499 or more	272	149	54.8%

Table 11: Median Number of Staff Evaluated by Principals and Assistant Principals			
Evaluation Type	Principals Median #	Assistant Principals Median #	Solo Principal Median #
Comprehensive	8	8	8
Focused	10	6	12
Total Staff Evaluated	31	30	33

Table 6: Distribution of Solo Principals by Enrollment Size			
	# Schools in Category	# Schools with Solo Principal	
School Enrollment			
1-199	217	197	90.8%
200-399	413	325	78.7%
400-499	380	190	50.0%
500-599	311	78	25.1%
600-799	326	26	8.0%
800-999	102	1	1.0%
1000+	169	0	0

- Solo Principle numbers are very high, disproportionately impacting low income districts
  - 43% of WA schools have solo principle (median staff is 33)
    - Less likely to report TPEP positively impacting instructional leadership time (53% vs 62%)
  - 80% principals say AD's are most valuable resource in managing workload
  - Low income schools 17% more likely to have solo principals
- Even in schools with AD's:
  - Elementary schools with low income and high immigrant populations have higher percentages of AD's but is not adaquate staffing relative to the need

What's the history behind it? (What has been done about it?)

- Any important cases + resulting legislation
- Legislation in general
- Any numbers showing a changing trend or a static (not changing trend) + explain why that's important

late 2000's

By the late 2000's, Washington was still using a two tier rating system (satisfactory or unsatisfactory) --> Race to the Top competition

2010

Engrossed Second Substitute Senate Bill 6696

- Created 8 tier criteria
- 3 frameworks:

2019

changed frequency of comprehensive evaluation for eligible teachers easing the cycle

Why does it happen?

- Talk about the root cause of why it happens (systemic inequalities ex)
  - This is often very complex and make sure you can explain the complexity well
  - If this is too hard, you may simplify it but I encourage you to use your brain and think about what factors might be causing a social problem + how much/when/where each factor weighs in
  - Refer back to the history in step 3, you can also combine these two slides into one if you would like

What is being done now?

Any bills being passed?

Any programs in the city, county, legislative district, state, national level that are currently addressing?

You could even set up a meeting with a local organization to ask about their impact and whats happening and include it in the presentation

What can be done now and in the future? (your solutions)

Research existing solutions in other cities, states, counties, countries + explain why they would apply or would not apply to the region you are researching

Then synthesize what you found from your research on various solutions into what you think is the best solution possible. This is going to take time if you want to do it properly.

Combine anything you found from step 5 into solution if possible of possible ways to give testimony to bills or partner with organization

Address longterm vs short term solutions

Address pros and cons

Address root causes (longterm) and temporary relief (short term)

Bulk of presentation usually

Increased Training Regarding TPEP

- Majority of principles, and larger proportion of AP's find professional development to be useful
- Lack of Support: About a third of school leaders believe that they do not receive adequate supports to work with teachers on TPEP-related activities
- Lack of Standardization: many administrators note that variation in scoring was a major concern
- More collaboration, resources on managing the workload, feedback on their own performance were some key areas of improvement that principals noted
- Although additional training may be more costly and less time efficient, ironically, improved clarity on standardization and resources on managing workload may help principals work through evaluations faster becoming a net benefit
- Currently there are 6 days of training,
    - Adding another day for practice evaluations and guidance on planning the evaluation process will help manage workload and decrease workload perception

Other Things where TPEP can improve on:

Table 20: Principal and Assistant Principals' Perceptions of the Impact of TPEP on Responsibilties as a School Leader (n=444)

	Somewhat or Very Negative Impact	No Impact	Somewhat Positive Impact	Very Positive Impact
Quality of professional collaboration among teachers	4%	29%	56%	9%
Professional conversations about what constitues effective teaching	3%	18%	59%	19%
Quality of instruction	1%	17%	64%	16%
Student learning outcomes	1%	26%	60%	11%
Teachers' skills to meet instructional needs of students from diverse cultural backgrounds	3%	46%	46%	4%

- Nearly half (45%) feel that TPEP had no impact on teachers' skills to meet the instructional needs of students from diverse cultural backgrounds.
  - Districts allowing teachers to have changes to their curriculum more easily will help with this
  - In the Danielson rubrics, adding a criteria on meeting instructional needs of students from diverse cultural backgrounds will help greatly.
  - Many schools have different instructional frameworks
  - Choosing one to further streamline the TPEP process would help with teacher and administrator work.
  - The Danielson Instructional Framework already implemented in numerous schools, if a choice were to be made, this framework should be normalized.

Solution: Title I Schools Allocating Additional Money to Funding for Additional Administrative Staff

- According to the same study, principals who build and leverage the capacity of their school leadership team are in a better position to address the range of leadership work and push instructional improvement more effectively. This work includes aligning and integrating other improvement initiatives in a coherent way.
  - In order to allow for this, there must be additional staff.
- In order to fairly allocate additional staff to schools, our proposal is that we allocate one administrator to schools with solo principles in low-income communities, with priority to Title I schools, which already have some funding necessary for this.
  - In order to entice principles to work in lower-income schools however, the base salary for administrators here must be higher.
- If this is fundable, then doing the same for middle- and high-income communities is best, as 38% of schools with a levy rate less that 1.989 still have solo principles, in schools with high staff numbers as indicated before.

Solution: Increasing Training for Administrators and Teachers on TPEP

- Districts play an important role in the evaluation process for administrators.
  - Districts can provide consistency in implementation while giving school leaders flexibility to adapt to individual needs and help align TPEP with other improvement initiatives to create coherence.
    - Coherence at a state level may help
  - Increasing training for teachers can help decrease confusions about TPEP, which will cause the quality of evaluations to increase.
  - Increasing training for administrators on how they can plan out the evaluation process, increased training on standardization, and is necessary. More than half of school leaders indicate that rater reliability was an obstacle to TPEP implementation, and particular concerns were voiced about variation in scoring within buildings and across the district.
  - During training, making sure administrators understand to what standard they are supposed to evaluate is important to achieve consistency.
    - Practice Evaluations may help
      - Currently, there are 6 days of training
      - Adding another day for these practice evaluations and planning the evaluation process will help

Closing Tips:

Make sure you work on the actual presenting element of it

- Practice in front of stuffed animals, parents, friends anything
- Practice a lot! Repeat confusingly phrased sentences, practice speaking off the top of your head
- Nothing is hard, its just unfamiliar!
- With this experience, it’s going to become 10x easier for you to have the confidence to speak with high level officials and speak on the spot

Research things you are passionate about, GO DOWN RABITHOLES! Don’t be afraid to read through long research papers or studies, it will make sense and you’ll be able to understand complexity