

Community Education Advisory Council (CEDAC)– Goal Setting Work Session

A G E N D A

**July 17, 2019
12:00 – 1:30**

**ICCSD Educational
Services Center**

- 1. Introductions**
- 2. Goal-setting for FY20 and FY21**
- 3. Schedule next meeting.**

COMMUNITY EDUCATION ADVISORY COUNCIL FY18 AND FY19 GOALS

I. Support our new immigrant populations by partnering with the community to offer increased opportunities for both students and parents.

ACTION STEPS	PROGRESS MADE
<p>1. Collaborate with the Equity Office, the ELL program and community organizations to explore supporting bi-lingual liaisons</p>	<p>A pilot “Cultural Liaison” program was initiated in the spring of 2019, in collaboration with Neighborhood Centers of Johnson County.</p> <p>A Liaison from the Congo and one from Mexico had office hours at the Broadway Street Neighborhood Center, Wood, Twain, Hills and Alexander. Liaisons worked in closed collaboration with the Student and Family Advocates and served about 50 families.</p>
<p>2. Regularly meet with immigrant groups in the community to bridge cultural and language barriers.</p>	<p>Several members of the immigrant community were recruited as “ambassadors” to help orient incoming ELL parents to our high schools.</p> <p>District staff participated in monthly meetings at the Center for Worker Justice.</p> <p>District staff also participates in the Refugee Alliance, which in the spring of 2018 held numerous meetings with immigrant groups to develop a network of communication and advocacy.</p>
<p>3. Continue to partner with the community to offer adult English Language Learning classes.</p>	<p>Our MSW student conducted a needs assessment on the need for adult English classes. With SAVE funds an ICCSD teacher taught a class at the Sudanese Center in Coralville. It was our goal to have one at Wood this spring / summer. Construction at Wood, was a barrier to starting class.</p> <p>District staff have been working closely with Kirkwood Community College to coordinate and fill the gaps. Kirkwood is doing a major campaign to increase number of students served.</p> <p>With SAVE funds we ordered Chromebooks, allowing adults to learn English online as well as develop computer literacy skills.</p>
<p>4. Other – Family Leadership Institute</p>	<p>Through collaboration with Grandview College, we were able to offer a training for the Family Leadership Institute. Four District staff participated in a training in December, including the SFA at Horace Mann who offered a five week class this spring at Horace Mann. First meeting 12 parents attended, the second meeting 19 parents attended. The sessions were conducted in Spanish. Component 1 of the curriculum was taught– recognizing your leadership skills</p> <p>A second training was held in June with the 12 participants: the cultural liaisons, 2 SFAs, 1 administrator, 1 secretary and 6 community members / partners.</p>

ACTION STEP	PROGRESS MADE
5. Other – Mental Health Supports	District received a small grant from the City of IC to provide mental health supports for immigrant families. We are exploring more low intensity opportunities for immigrants to receive mental health support, such as groups. We will be offering professional development for school staff regarding mental health with an emphasis of cultural norms.
5. Other - Interpretation and Translation	Our MSW student has been working to restructure our translation and interpretation Services in the District to keep pace with the growth of families who do not speak English as their first language.. We are developing a system with more structure and professional development.

II. Maintain and Support the Student and Family Advocate Program in every building.

ACTION STEPS	PROGRESS MADE
1.Receive annual updates from the Student and Family Advocates including program activities, trends, and issues as well as numbers served and program outcomes.	The board received a written update on the program, but the SFAs did not present to the council this year.
2. Evaluate the impact of state and federal budget cuts on service delivery.	Student and Advocates produced a report for the Council in FY18.
3. Collect data on how many children birth to 5 years are being served by the Student and Family Advocates.	Data for young children served was not collected.

III. Increase accessibility to Before and After School Programs by reducing barriers to participation.

ACTION STEPS	PROGRESS MADE
1.BASP Directors share program demographic data with ICCSD Administration in October and May. Include number of students with a disability, on Childcare Assistance, on Free / Reduced lunch, receiving and Bridge Care Funds.	Data was collected in October of 2018, but not shared until July of 2019.

ACTION STEPS	PROGRESS MADE
Employ multiple modes of communication to reach all families, including those with language barriers.	Intake packets have been translated into Spanish, French and Swahili for our 21 st CCLC partner agencies. Not all BASPs have the same intake packets, so not all programs have translated packets.
Partner with the district and the community to explore various transportation options.	For 2019-2020, the BASPs will receive the District rate with the North America Central Bus Company. Transportation from BASPs was arranged for homeless students and was provided at four 21 st CCLC sites.
Partner with the district and the community to provide financial support for priority enrollment.	Bridge Care was successfully implemented. Thirty-seven students received tuition support at Garner, Horn, Lemme, Shimek, Weber, Wood and Coralville Central. 3 students received support at Wickham and Borlaug to supplement the City of Coralville's scholarship program. Twenty students from Coralville Central received summer scholarships to the City of Coralville's SPARK program.
Continue to pursue grant funds to support after school and summer programming.	Neighborhood Centers of Johnson County applied for a 21 st CCLC grant for Grant Wood, but was not successful in their application.
Provide oversight to the 21 st Century Community Learning Center programs.	The council received updates on the 21 st CCLC program at all four council meetings.
Evaluate the impact of state and federal budget cuts on services.	No formal analysis of the budget cuts was conducted for after school.

IV. Encourage consistency among the BASP programs by ensuring the commitments made by both the ICCSD and the partner agencies in the Interagency Agreements are being implemented.

ACTION STEPS	PROGRESS MADE
Interagency agreement and Standards of Care reviewed at quarterly BASP Directors' meetings.	The Interagency Agreement was amended and reviewed at the spring BASP meeting. No structure was in place for 2018-2019 to review the Standards of Care.
Priority enrollment will be reviewed annually (Bridge Care funds).	An update of expenditures for "Bridge Care" was shared at all four CEDAC meetings.
Report demographic data to CEDAC in November and June.	Demographic data is only gathered in the fall.

V. Increase accessibility of Preschool programs by reducing barriers to participation.

ACTION STEPS	PROGRESS MADE
Gather and analyze demographic data and review Interagency Agreements for students participating in the District’s preschool programs and state-wide preschool partners. - Include number of students with a disability, on Childcare Assistance, on Free / Reduced lunch.	Data was not collected or analyzed in 2018-2019. The ICCSD formed a Preschool Task Force, of which Laurie Nash was a member.
Provide transportation for homeless preschool students	A district van was purchased to provide transportation to school for homeless students and 4 preschoolers received transportation support.
Explore resources and partnerships to overcome identified barriers to participation.	No activity on this action step was completed through CEDAC

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Action Steps:

- 1) Collaborate with the Equity Office, the ELL program and community organizations to explore supporting bi-lingual liaisons.
- 2) Regularly meet with immigrant groups in the community to bridge cultural and language barriers.
- 3) Continue to partner with the community to offer adult English Language Learning classes.

II. Maintain and Support the Student and Family Advocate Program in every building.

Action Steps:

- 1) Receive annual updates from the Student and Family Advocates including program activities, trends, and issues as well as numbers served and program outcomes.
- 2) Evaluate the impact of state and federal budget cuts on service delivery.
- 3) Collect data on how many children birth to 5 years are being served by the Student and Family Advocates.

III. Increase accessibility to Before and After School Programs by reducing barriers to participation.

Action Steps:

- 1) BASP Directors share program demographic data with ICCSD Administration in October and May.
– Include number of students with a disability, on Childcare Assistance, on Free / Reduced lunch, receiving and Bridge Care Funds..
- 2) Employ multiple modes of communication to reach all families, including those with language barriers.
- 3) Partner with the district and the community to explore various transportation options.
- 4) Partner with the district and the community to provide financial support for priority enrollment.
- 5) Continue to pursue grant funds to support after school and summer programming.
- 6) Provide oversight to the 21st Century Community Learning Center programs.
- 7) Evaluate the impact of state and federal budget cuts on services.

IV. Encourage consistency among the BASP programs by ensuring the commitments made by both the ICCSD and the partner agencies in the Interagency Agreements are being implemented.

Action Steps:

- 1) Interagency agreement and Standards of Care reviewed at quarterly BASP Directors' meetings.
- 2) Priority enrollment will be reviewed annually (Bridge Care funds).
- 3) Report demographic data to CEDAC in November and June.

V. Increase accessibility of Preschool programs by reducing barriers to participation.

Action Steps:

- 1) Gather and analyze demographic data and review Interagency Agreements for students participating in the District's preschool programs and state-wide preschool partners.
- Include number of students with a disability, on Childcare Assistance, on Free / Reduced lunch.
- 2) Provide transportation for homeless preschool students.
- 3) Explore resources and partnerships to overcome identified barriers to participation.