

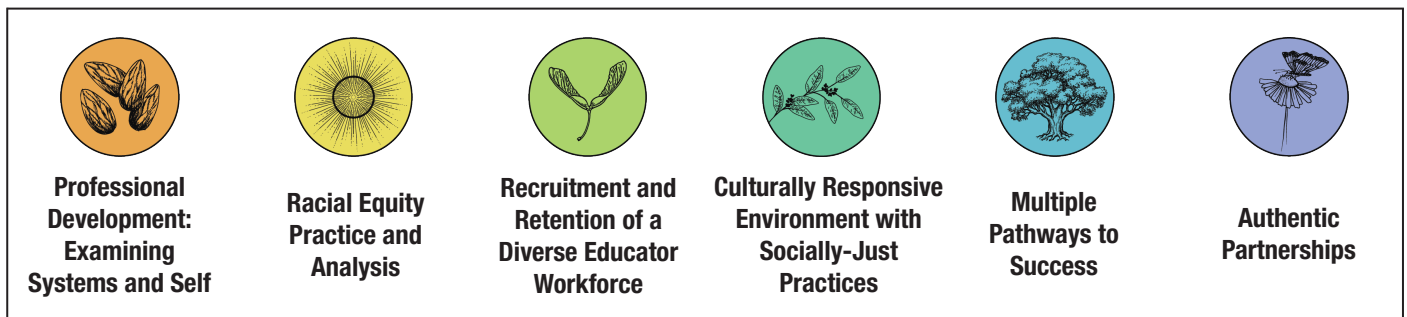
# Road Map Improvement Collaborative 2021-2022

*“This is the perfect opportunity to make big changes.”*

Community Conversations: Pandemic Learning & Returning to School in South King County, (p. 12, 2021)

The Road Map Improvement Collaborative brings together superintendents and district leaders from the 7 Road Map Districts to carry out, in the words of Renton Superintendent Damien Pattenau, **“a blood oath of regional commitment”** to our BIPOC students and families. Planning forward in early 2021, our superintendents shaped our shared path forward.

Mainly, *“What does it look like to have a racially equitable system?”* (Dr. Tammy Campbell - former Federal Way superintendent) *“What are the big buckets that can organize, coordinate, and lift our learning as a region?”* (Dr. Susan Enfield – Highline superintendent) and *“What district work is best poised to move towards [our regional vision]?”* (Dr. Alan Spicciati – Auburn superintendent). Analysis of strategic plans and racial equity policies organized a shared vision into 6 ‘buckets’ of work:

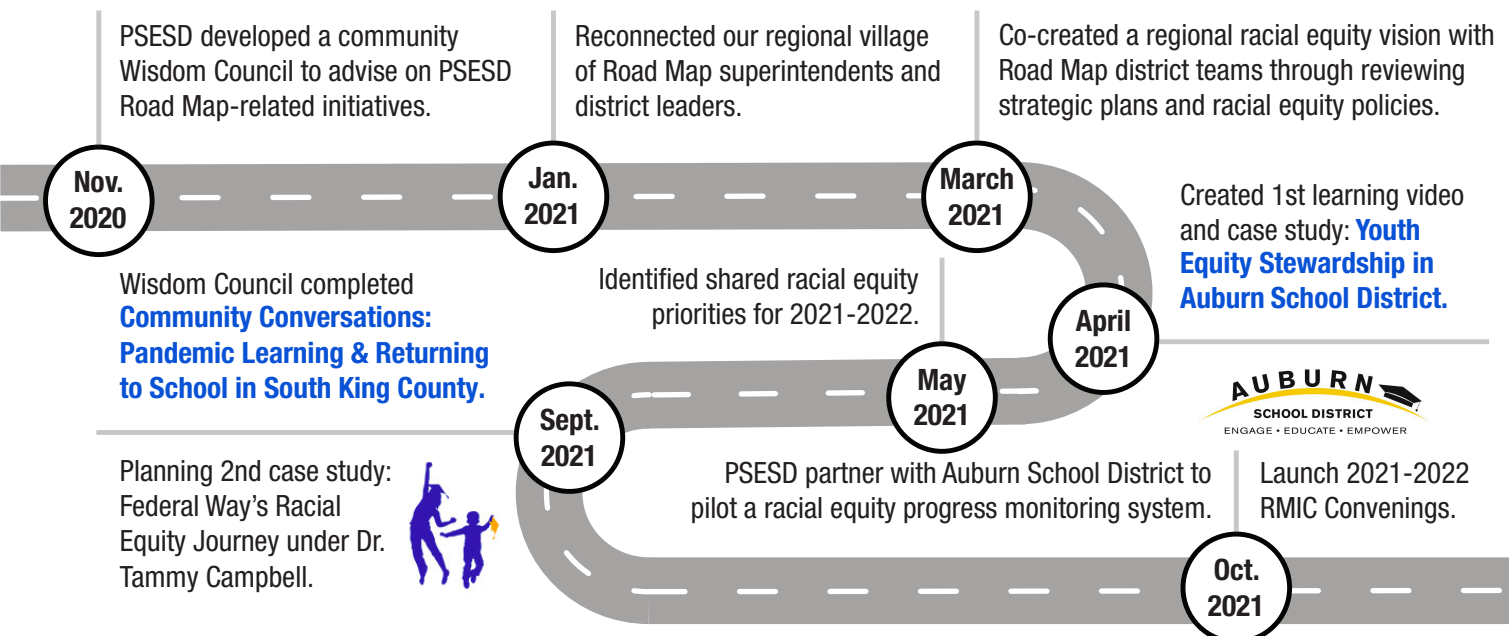


In our May convening, RM superintendents and district leaders identified 3 collaborative opportunities within these 6 ‘buckets’ to advance 21-22 district priorities:

1. Elevating youth voice & youth leadership
2. Developing a racially diverse and thriving educator workforce
3. Seeing and feeling progress in our racial equity work

The group reached consensus around 3 main activities for advancing our regional vision in 2021-2022: dedicated superintendent connection time; collaborative learning among partner districts who share similar problems of practice; and district team time to intentionally build upon existing initiatives. Simultaneously, PSESD is working behind the scenes to develop customized resources to support these efforts (e.g. cultivating and strengthening community partnerships, mining regional racial equity bright spots, and collaborating with local and national experts on these 3 collaboration areas).

## Timeline of Key RMIC Activities:



# Overview of 2021-2022 RMIC

This year we will launch 3 separate collaboratives to support district partnership (see below). Each collaborative will meet for half-a-day, 3 to 4 times this year, to pursue shared problems of practice through thought partnership, discussion of regional and national bright spots, and technical assistance and coaching from regional and national experts. Road Map districts can send teams to one or more of these collaboratives.

## 2021-2022 RMIC Nuts & Bolts

### Objectives:

- Foster supportive and trusting Road Map leader relationships.
- Create collaborative learning & action spaces for Road Map districts.
- Provide district team time in learning collaborative spaces.
- Identify and support collective impact on regional Racial Equity priorities.
- Identify and share collaborative learning.

### 2021-2022 RMIC Convenings:

- 4 x 90-minute check-ins & planning meetings: October 4; December 17; March 25; May 19.
- Superintendents (30 minutes); superintendents + district leaders (60 minutes).
- 3 sets of learning & action collaboratives. 3-4 x half-day sessions for each collaborative.




### Support provided in each collaborative:

- Learning & action sessions designed to support district goals.
- Thought partnership with participating districts.
- Design teams comprised of regional and national experts to design learning sessions and provide technical assistance, coaching, and support.
- Learning & action case studies to highlight bright spot conditions and practices.
- Additional funds and/or technical assistance provided to support district work.

### Commitment expected in each collaborative:

- RM districts convene a team of 3-5 members for each learning collaborative of interest.
- Teams attend all sessions of collaborative(s) of choice.
- Engage in goal-oriented action between sessions.
- Orientation to monitoring progress and impact.

## Road Map Learning Collaboratives

 <p><b>Elevating Youth Voice and Youth Leadership</b></p>	 <p><b>Developing a Racially Diverse and Thriving Educator Workforce</b></p>	 <p><b>Seeing and Feeling Progress in Racial Equity Work</b></p>
<p><b>Sample Goals:</b></p> <ul style="list-style-type: none"> <li>• Increase youth voice and engagement across district decision-making tables.</li> <li>• Increase regional and cross-district community of Youth of Color.</li> <li>• Develop youth agency and capacity for navigating systems and impacting district decision-making.</li> </ul>	<p><b>Sample Goals:</b></p> <ul style="list-style-type: none"> <li>• Evaluate districts' current practices and policies to recruit and retain Educators of Color.</li> <li>• Develop policies and practices that support district educator diversity goals.</li> <li>• Develop regional commitment to practices that recruit and retain Educators of Color.</li> </ul>	<p><b>Sample Goals:</b></p> <ul style="list-style-type: none"> <li>• Self-assess current systems for progress in racial equity work.</li> <li>• Build on district goals for partnering with BIPOC youth and families in the development of progress monitoring practices.</li> <li>• Discuss and apply promising regional practices for seeing and feeling progress.</li> </ul>
<p><b>Design Team:</b> Angelica Alvarez, Jonathan Joseph, Alexis Mburu, Anya Souza-Ponce, Kingmakers of Oakland Street Team</p>	<p><b>Design Team:</b> Eileen Yoshina, David Herrera, Sui-Lan Ho'okano, Tamasha Emedi, Kenderick Wilson, and Rachelle-Rogers-Ard</p>	<p><b>Design Team:</b> Matthew Gulbranson, Abraham Rodriguez-Hernandez, Brooke Brown, Lauren Okano, and Eileen Yoshina</p>
<p><i><b>"We hope that we can see and feel real changes. For us this means a more human experience, a safe experience, and an experience where we are involved in key decisions that impact us."</b></i></p> <p>Community Conversations: Pandemic Learning &amp; Returning to School in South King County, (p. 12, 2021)</p>	<p><i><b>"It's the second high school class I've ever taken that's taught by a person of color. My teacher is an amazing teacher, I actually feel like I'm learning things in her class, she actually cares about the students and wants them to succeed and sees us as individual people."</b></i></p> <p>Community Conversations: Pandemic Learning &amp; Returning to School in South King County, (p. 8, 2021)</p>	<p><i><b>"We need to find a way to make sure that all this antiracist professional development training is actually being applied."</b></i></p> <p>Community Conversations: Pandemic Learning &amp; Returning to School in South King County, (p. 8, 2021)</p>