

SAC / UIP- 11/12/2020

Attendees:

Jay Egger

Wendy Rhodes

Wendi Gorelik

Michael Lovett

David Hamilton

Alex Gorelik

Notes captured by Alex Gorelik

Dr. Egger: Focus on UIP for this meeting.

Mr. Lovett: Overview of UIP and importance of the program. Public Funding requirement. Principles are simple: every institution needs to be able to answer assessment.

Mr. Hamilton: No education background but understand that goal is to get better.

Mr. Lovett: Good to know that you can go online and get the historic UIP information for any school.

Agenda: Discuss – Present Challenges and Targets

ML: Highlights: Save \$30K on College at a Campus w/ only 60 other students.

DH: What is the capacity / goal student body count?

JE: 750 on-ground. < 1K total. 30% would be off-campus

ML: Debt free degree. That's a huge selling point. Ethnicity breakdown numbers review as well as other demographic metrics.

JE: Side Caveat on enrollment. Specifically identified Inverness campus only. 245 students are assigned to the campus. 66 on ground. Other populations: College Direct, My Tech High as part time option. What we report on UIP is only 66 students.

AG: Can these numbers be statistically relevant?

ML: Reporting is required. However also important to note that preserving.

AG Q: Network Support Center detail and follow-up.

AG: Difference between workforce readiness and certification

WR: WR coursework are classes / exploration / curriculum. Certification aligns w/ early college model. We are exploring soft-skill certifications for some. Others, like computers do support certifications.

CECI 4 Pillars:

- Academic
- College / Career Preparedness
- Access, equality equity inclusion
- Social / emotional growth

Highlights: STEaM, Academic Success Center

JE: ASC Not fully functional yet. Will be operating next semester. Wendi Gorelik to take on building while reducing some Teaching responsibility. Provide tutoring support, testing center, emotional support.

AG: Differentiate emotional support from counseling

Performance: Doing much better in LA than Math coming in.

WR: Clarify testing college ready in Algebra is a pretty high standard. College English is lower bar. Actually having students test in at the math level we're seeing is actually pretty outstanding.

AG: Breakdown by grade would be helpful

JE: That is available

WR: Other networks will have tested over several years. Our data is only starting.

DH: This really doesn't test our performance, it is really just the baseline for walking in the door.

WR: Plan was to test all students but going remote may change that strategy. Hopefully we'll test in Jan. depending on Covid situation.

DH: Community / Family involvement. Sent an idea: if we want to give the parents a channel where they want to give feedback. Put up a landing page w/ a form @ www.ceciparents.com. We can collect feedback and I can present it back to the group.

JE: Bring in the network on this. What is the intent? Are the comments published out? Is this a platform that could be used to amplify a controversial topic? If it is not public and not announced. That is a different story.

DH: In my role I would bring these concerns to the meeting and represent those and be a buffer.

JE: I don't know that I want you doing that. For the sake of sanity – but we have a network staff member and that is a full-time job. We also hold townhalls. We are not getting broad attendance in those – only 3 -4 families. Instead, perhaps I should be passing the survey feedback on to the SAC.

ML: Can we split the difference? On the website can we direct the parent to the network staff person? IT's a multi-faceted approach. Just like Dave could also put a sign up days in advance of a townhall to promote attendance.

Do we want some airtime today to talk about challenges and targets?

JE: Keep knocking on the current performance. Just pull two things that were identified. If we go after current performance as a focus...

AG: Can we track those students that are slipping in and out of remote?

JE: Very difficult to track and not currently tracking. Perhaps we should look into that and see if we can capture this information.

ML: Current performance – high proficiency. As Jay pointed out, some may need a nudge. Average grade of Asian is 89.6 vs. 82.3 Black (2%). What do we have to do? Given the small numbers these are individual people. There's a 5% gap between total student body and Hispanic and a 7% gap w/ Black.

These two root causes for PC 1 (Math) seem very workable and w/in school administration's control

PC2 (ethnicity / equity) – potential root causes highlight complexity. This is best attempt to identify root cause.

AG: Would like to propose an agenda item to get visibility into diversity marketing program.

JE: Very receptive to ideas. Please feel free to provide some ideas.

ML: It's important to note that we've identified the issue and have some suggestions for improvement. I'd suggest that we have a standing agenda item for continuing to talk about the UIP every meeting so that it becomes a working / living document.

JE: Second that

AG / DH: Ratify

JE: Closing thoughts – First off, big thanks to ML for experience and expertise in facilitating. Kudos to entire SAC team. What we start now will shape this school forever. Challenge the current way education is viewed or delivered. Challenge the norms and make our place an exciting environment. PC2: Embedding equity to the roots is something we're passionate about and will take time. PC1: we want to fix that immediately. We are already impacting it. We need to make sure that we're ready to scale – setup the ASC Center. Want to reduce the variation by 1% on the equity gap. Maybe we can get that smaller over time.

JE: Send notes to Mary Bain

Future Agenda Items:

Diversity Recruiting

Network Staff Utilization

Dave Hamilton's Role as Parent Liaison

