

## Are the Right People Around the Table (Question Stage)

### Tool 3: Second meeting:

<i>Protocol: Creating Equitable Representation when Forming Partnerships</i> <b>Are the Right People Around the Table?</b> <b>90 Minute Lead Team Meeting</b>	
<b>Rationale</b>	The purpose of this protocol is to identify if the leaders at the meeting and involved in the partnership represent the students and families we are serving.
<b>Background Information</b>	In this particular example, the “lead team” consisted of a project manager from Renton School District central office and two building administrators and executive directors from the following: YMCA, Renton Area Youth and Family Services, Communities and Schools of Renton, King County Library, City of Renton (parks and recreation) partnered to provide outreach to students and families during and after school hours. The two schools selected a large Latino community.
<b>Preparation and Planning</b>	Prior to the meeting: Each principal prepared a 3-5 slide presentation about their school. They also provided demographic information that highlighted the students’ language, race, and socio economic situation. Additionally, the principals shared any support information they had available for students and families like the school counselor and the school’s family liaison. Each principal would have 15 minutes to share about their school and answer questions.
<b>Meeting Work Time</b>	<p>The facilitator had each principal share out their mini overview. This protocol consists of 2 Rounds.</p> <p><b>Round 1:</b></p> <ul style="list-style-type: none"> <li>• The participants are divided into triads. A total of 3 groups was formed at this meeting. The district personnel divided so that one representative was with each triad. They each had chart paper and answered the question: <ul style="list-style-type: none"> <li>○ <i>What does a successful student at X elementary school have that supports their success?</i></li> </ul> </li> <li>• Each group had about 15-20 minutes to discuss the question and scribe notes on the chart paper.</li> <li>• Then, once the triads were done, the facilitator posted side-by-side the three chart papers. They discussed similarities and participants could ask for clarification.</li> <li>• The facilitator then scripted a master list of all the support structures that go into ensuring the student’s success.</li> </ul> <p><b>Round 2:</b></p> <ul style="list-style-type: none"> <li>• For Round two the participants stayed as a whole group. The facilitator asked what might happen to our list if we wrote down that the student was from a</li> </ul>

	<p>limited English home and qualified for free and reduced lunch.</p> <ul style="list-style-type: none"> <li>○ Would the list of supports change?</li> <li>• As a large group, the discussed and brainstormed different support structures this student would need in order to achieve the same level of success as the student they had in mind during Round 1.</li> <li>• The group noticed that Round 2 Sharings had more community based partner support and that the school would need to initiate outreach.</li> <li>• The facilitator lists the additional supports on the chart the paper so that participants could see the summary of Round 1 and 2 at the same time.</li> <li>• The facilitator asked the following question. <ul style="list-style-type: none"> <li>○ What can we do, as partners in this initiative, to ensure that we utilize the strengths of our organization?</li> <li>○ Is there anyone missing from our lead group and if yes, who?</li> </ul> </li> </ul>
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>○ The facilitator summarizes the suggestions for next steps and asks for any volunteers to assist with continued work on the next steps.</li> <li>○ The facilitator sends out the summary of the meeting and schedules a small work group to help answer: <ul style="list-style-type: none"> <li>○ Ensuring that we utilize our strengths</li> <li>○ Outreach and inviting new Lead partners that represent students and families</li> </ul> </li> </ul>
<b>TIPS</b>	<ul style="list-style-type: none"> <li>○ It is important for the facilitator to continuously leverage back to the information shared at the beginning of the meeting when the principals described the needs of students and families in their community.</li> <li>○ It works best to focus in Round 1 to talk about what we know in general either at school or home that leads to students' success. It is not as important that they look at it from lens of a student who comes to school having most all of their needs met.</li> <li>○ The expected outcome is that the group is able to define why they need additional representation and that collectively they are more open to perhaps grass roots or unfamiliar partners joining in as a lead partner.</li> </ul>