Special Presentation on
GRPS Hispanic Student Population

Student Population

- 3rd Largest School District in Michigan
- 19,040* total students
  - 72+ countries represented; 44+ languages spoken
  - 86% free/reduce lunch; 25% special ed eligible

- 6,071 Hispanic students (32%)
  - 3,064 English Language Learners** (16%)
  - 5,743 Eligible for Free/Reduced Lunch (95%)
  - 1,040 Eligible for Special Education Services (18%)
- 104 Migrant students**

* Please note that the above data is based on the 2010-2011 Head Count Report

** As of 2/18/11

5 Year Enrollment by Ethnicity

	White	AfroAmerican	Hispanic/Latino
2010 –11	22.6%	36.93%	31.89%
2009 –10	23.34%	40.74%	30.5%
2008 –09	24.04%	43.17%	29.83%
2007–08	23.63%	44.26%	29.24%
2006–07	24.01	44.37%	28.59%

Student Population Hispanic/Latino by Grade

PKO – 4

PK1 – 24

PK2 – 55

PK3 – 57

PK4 – 240

K – 727

1 – 602

2 –565

3– 499

4 – 497

5 – 452

6 - 378

7 - 371

8 - 383

9 - 451

10 –345

11 – 225

12 – 196

Student Population
% Hispanic/Latino by School

SCHOOL	TOT POP	HISPANIC	%
⬦ Buchanan Elementary	543	474	87.29%
⬦ Burton Elementary	454	393	86.56%
⬦ Adelante	116	66	56.90%
⬦ Cesar E. Chavez Elementary	457	388	84.90%
⬦ SW Community Campus	706	603	85.41%
⬦ Burton Middle School	449	345	76.84%
⬦ Sibley Elementary	545	312	57.25%
⬦ Central High School	554	227	40.97%
⬦ Westwood Middle School	481	231	48.02%
⬦ Harrison K8 School	890	443	49.78%
⬦ Central Pinnacle	33	17	51.52%
⬦ Union High School	1098	517	47.09%

English Language Services

- *Bilingual Dual Immersion —*

  This model assures proficiency (builds high levels of skill or competence) in two languages. Instruction is given in both English and Spanish in classrooms that typically have half native English speakers and half native Spanish speakers.

English Language Services

- *English as a Second Language — (ESL)*

  This program uses special methods and special curriculum to teach English to students whose native language is not English. Listening, speaking, reading, writing, study skills, vocabulary and cultural orientation (information related to native English language speakers) is provided. ESL instruction is usually in English supported by the student's native language if possible.

English Language Services

- *Language Centers (17 total) –*
  The Grand Rapids Public School has a total of 28 elementary schools; nine that provide an ESL Model, three Bilingual Transitional Programs and one K-8 Dual Language Immersion Program. There are a total of five Language Service Sites for Middle School; five provide ESL instruction. There is one high school providing language services as well. A Newcomers Program is available for students enrolling for the first time in U.S. schools at the high school level.

Academic Achievement

◇ **Five Consecutive Years of Academic Gains:**

– Since 2006, GRPS has nearly doubled the number of schools meeting AYP up from 26 to 49 today – just 8 schools shy of every school in the district meeting AYP

– Since 2006, GRPS has nearly quadrupled the number of schools earning a "B" grade or better on Michigan Education Yes Report

Academic Achievement

◇ Language Centers – 16 of 17 meeting AYP

- Brookside Elementary (AYP; increased EdYes from C to B)
- Buchanan Elementary (AYP)
- Burton Elementary (AYP)
- Burton Middle (AYP)
- Congress Elementary (AYP)
- Dickinson Elementary (AYP)
- Gerald R. Ford Middle (AYP; increased EdYes from D- to C)
- Cesar E. Chavez Elemetnary (AYP)
- Harrison Park K8 School (AYP)
- Mulick Park Elementary (AYP)
- Palmer Elementary (AYP)
- Riverside Middle (AYP)
- Sherwood Park Global Studies Academy (AYP)
- Sibley Elementary (AYP; increased EdYes from C to B)
- Southwest Community Campus (AYP)
- Union High School (increased EdYes from D- to C)
- Westwood Middle School (AYP)

Academic Achievement

- Graduation Rate 52% (as calculated by state)
  - 76% Comprehensive High Schools
  - 33% Alternative Schools

- Graduation Rate by Comprehensive HS
  - Central 70%
  - City 95%
  - Creston 78%
  - Ottawa 83%
  - Union 71%

Graduation Rate by Ethnicity

	White	Afr American	Hispanic/Latino
2010 4 Year	58.1%	44.5%	48.2%
2009 4 Year	56.9%	52.4%	41.9%
2008 4 Year	55.4%	52.9%	47.3%

Drop Out Rate by Ethnicity

	White	Afr American	Hispanic/Latino
2010 4 Year	15.8%	21.9%	33.6%
2009 4 Year	22.5%	17.8%	30.3%
2008 4 Year	24.1%	26.7%	36.5%

WHAT IF?
innovation project

BLACK RIVER
PUBLIC SCHOOL

Black River Project Term

May 11 -21, 2010

Inspired by
Mike Morin
Linda Chamberlain
Karyl Morin

Facilitated by
Karyl Morin - Black River School
Bill Fluharty

Content by
Bill Fluharty
design & innovation consulting

Design Thinking Process Model

WHAT IF?
BLACK RIVER

Abstract Conceptualization
Abstract
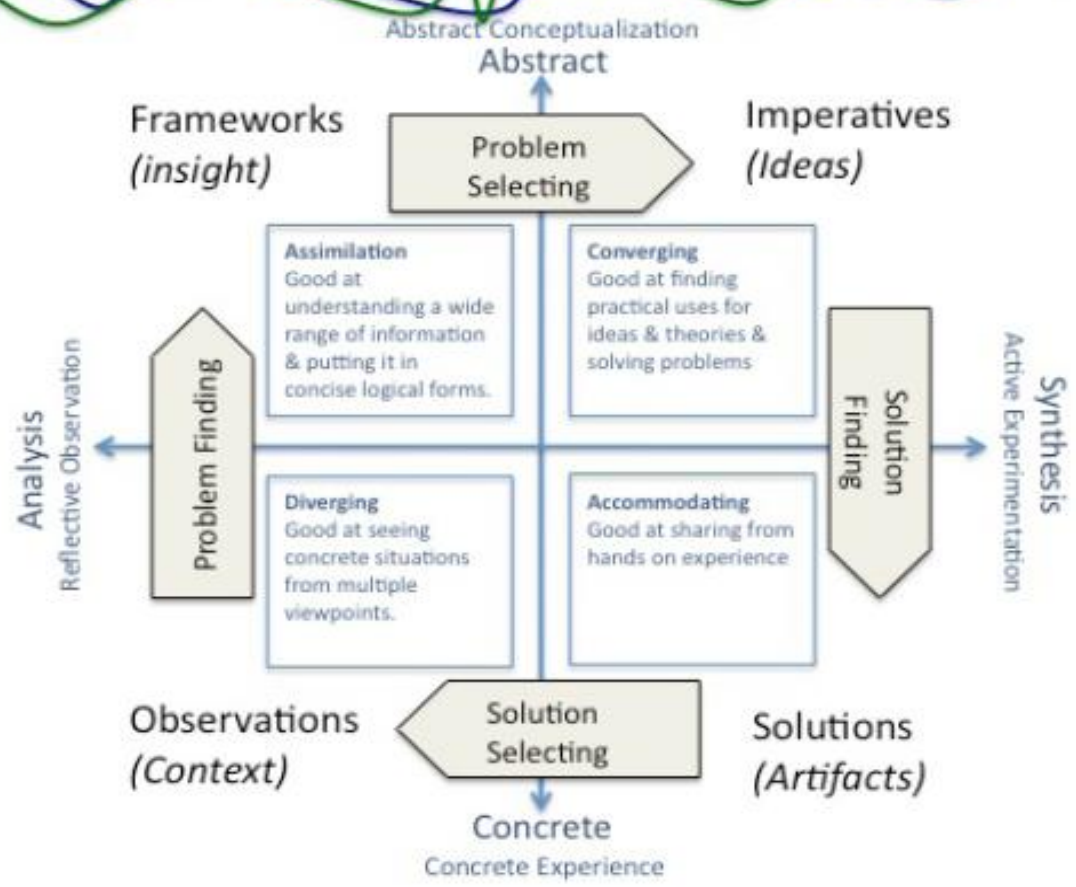
In Black: Design Thinking Process Model

In Blue: Learning Styles Required for Design Thinking

Frameworks
(insight)

Problem Selecting

Imperatives
(Ideas)

Analysis
Reflective Observation

Problem Finding

Assimilation
Good at understanding a wide range of information & putting it in concise logical forms.

Converging
Good at finding practical uses for ideas & theories & solving problems

Solution Finding

Synthesis
Active Experimentation

Diverging
Good at seeing concrete situations from multiple viewpoints.

Accommodating
Good at sharing from hands on experience

Observations
(Context)

Solution Selecting

Solutions
(Artifacts)

Concrete
Concrete Experience

NOTE: Source Beckman & Barry for the purpose of aligning students strengths with key process steps. This might allow each student to step up and lead activities. Also this might help with team selection and make up.

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Class Overview (9 three hour sessions)

Problem Finding ☐ Problem Selecting ☐ Solution Finding ☐ Problem Selecting

Introduction

Context Research
project brief
observational research
competitive research

Insight Framing
persona development
experience mapping

Ideas Imperatives
brand attributes
experience analogy
Value Proposition

Artifacts Solutions
Ideal Experience
Story telling
Mock ups

Presentation

1
JCI Studios

2,3
Field
Black River

4,5
Black River

6
Black River

7,8
Faurecia Studios
Black River

9
Black River

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Educational Achievement of Latino Youth in Grand Rapids

This is an important issue for our region but is also large in scale and complexity. The focus of this session was to narrow our list of issues to a few topics that with a focused effort on innovation could lead to solutions capable of providing significant positive impact on student achievement.

Our goal was to identify a high priority project and to create a draft project brief and kick off the planning of a Human-Centered Design project scheduled to begin in October 2011.

Creating the Collaborative
- Symposium – February 2011

Establishing a Core Team
- Creating a way to move forward
- Introduction to the Keller Futures Center

Creating a Concept Map & Project Brief
- Design sessions in July & August

Reconvening the Collaborative
- Sharing the Project Brief
- Support of Next Steps

Session summary

Our intended goal for this work session was to create a project brief to guide an innovation project facilitated by The Keller Futures Center in October, 2011.

Our agenda

- Introductions and an overview of the Human Centered Design methodology
- Affinity Cluster Exercise
  - Posting issue and opportunities and general observations
  - Identify affinities, patterns, themes and connections
  - Report of findings and consolidation of key areas of focus
- Prioritization of potential projects themes.
- Project Brief Draft creation. (we did not get to this part of the agenda)

Session Outcome

The participants created a list of 14 potential project themes. Five of the projects were designated as urgent after a prioritization exercise.

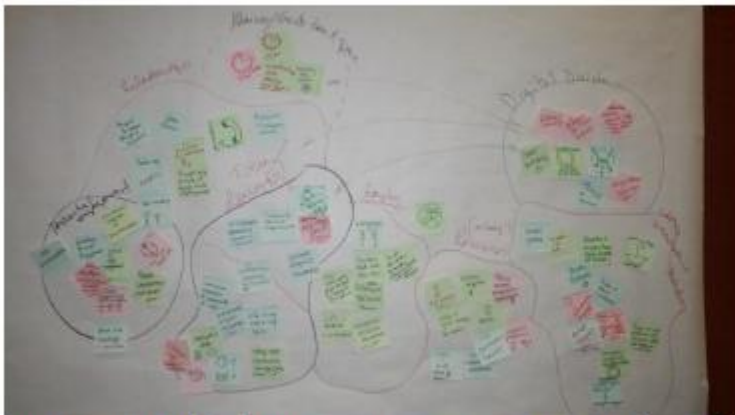The potential project themes are listed in the next 2 pages of this document.

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Affinity Cluster Exercise

Our first exercise was called *Affinity Clustering*. This is a method to allow every participant to express their thoughts and feelings about the focus topic. (improving the academic achievement of Latino youth)

While collecting thoughts and ideas during the affinity clustering exercise, using colored sticky notes, participants were instructed to mark the thought as a positive (rose color) a negative (green color) or an emerging thought that could be either good or bad (Blue color). After approximately 45 minutes of posting thoughts the groups were instructed to look for affinity among the notes posted. Discussing connections and synergies, the groups gave emerging clusters a name and documented other relationships between clusters.

There were a few overlapping discoveries between the two diagrams we created so we have grouped clusters that seemed similar in this summary.

Participant worked in two separate groups to create these affinity diagrams. Overlaps with themes were noted and documented in the report out.

Potential Project Prioritization (Bull's Eye Diagram)

Potential project prioritization

After our affinity cluster report out, we labeled all of the relevant clusters. These titles represent potential projects. Participants then decided which projects were critical, important and peripheral.

Five potential projects were designated as "Critical". The participants then voted on which was the "most critical".

Further descriptions of the top five potential projects as well as a list of the remaining themes are listed in the next 2 pages of this document.

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Top 5 Most Urgent (potential) Projects

The five topics listed below were discussed as "urgent" and they are presented in order according to group vote.

1 *How do we create a community that knows how to build trust?*
Issues of racial intolerance, competition for resources, confused perceptions, and poorly aligned agendas can make a focused and consolidated effort to define and implement solutions difficult and maybe even impossible. What creative solutions can we discover to get to open and honest collaboration within West Michigan as fast as possible?

2 *How can we get educators (including administrators) to raise the bar on their expectations for all students?*
There is a sense that teachers have low expectations for children living in poverty. We believe children will rise to any challenge if given encouragement and support. What creative solutions can we create that will motivate teachers to motivate children?

3 *How can we improve the "resilience" of out children?*
There are many barriers for those living in poverty. Negative community perceptions, access to resources, pressure to contribute at home, and many other realities. These can become real barriers for success. Yet there are some children who rise above and overcome these hurdles. What creative solutions can we uncover that would give children the personal fortitude to persevere?

4 How can we increase the capacity of a family to be supportive of their children?
Many times the families of children are dealing with very similar parallel issues. Increasing awareness and knowledge, within families, regarding the many paths to an education as well as how to navigate potential issues will help students to stay hopeful. We can develop a better support system to prop them up when things get tough. What create solutions can we create to educate families in parallel with students?

5 How can we create a better sense of hopefulness and motivation for our "undocumented" community members?
The reasons for having a large "undocumented" population are as diverse as their needs. Our national debate over the issue of immigration has created fear within our community that is crippling our ability to welcome these people as contributing assets to our community. What creative solutions can we develop that can create a sense of hope with these individuals that is motivating to all?

Project Prioritization

The five topics listed below were discussed and are labeled as the team voted on July 13. The descriptions below reflect input gathered on August 19, 2011

1 *How do we create a community that knows how to build trust?*

Trust can be created through the HCD process.

3 How can we improve the "resilience" of out children?

4 How can we increase the capacity of a family to be supportive of their children?

2 *How can we get educators (including administrators) to raise the bar on their expectations for all students?*

Not directly focused on Children and academic achievement.

5 *How can we create a better sense of hopefulness and motivation for our "undocumented" community members?*

The ideas listed below are a summarization from the affinity cluster exercise. The participants were asked to prioritize all of the "cluster topics" and the list below are the ideas rated as important and peripheral. These ideas are not prioritized.

Important

•Close the digital divide. Many families struggle with supporting students because of lack of computer skills and access to computers. How can we eliminate this issue?

•Assertively address the reality of racial intolerance in West Michigan.

•The Hispanic/Latino community becomes early participants and early adopters of current innovative programs in education.

•Become great at partnering with organizations willing to support the Hispanic community.

•Promote the Hispanic community as an "economic engine" within West Michigan.

•Roadmap the projects and partnerships with philanthropic organizations. Direct the focus and use the current experiences to teach the community to stand strong and independent in the near future.

•Assertively motivate the creation of a truly multi-lingual and multi-cultural community.

Peripheral

•Improve the cultural responsiveness of our community. Create the capacity and confidence to morph with challenges we face.

•Watch the innovators and look for early signs of success and adopt programs quickly.

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Lower priority ideas created from the "affinity cluster" diagrams

The ideas listed below are a summarization from the affinity cluster exercise. The participants were asked to prioritize all of the "cluster topics" and the list below are the ideas rated as important and peripheral. These ideas are not prioritized.

Important
• Close the digital divide. Many families struggle with supporting students because of lack of computer skills and access to computers. How can we eliminate this issue?

• Assertively address the reality of racial intolerance in West Michigan.

• The Hispanic/Latino community becomes early participants and early adopters of current innovative programs in education.

• Become great at partnering with organizations willing to support the Hispanic community.

• Promote the Hispanic community as an "economic engine" within West Michigan.

• Roadmap the projects and partnerships with philanthropic organizations. Direct the focus and use the current experiences to teach the community to stand strong and independent in the near future.

• Assertively motivate the creation of a truly multi-lingual and multi-cultural community.

Peripheral
• Improve the cultural responsiveness of our community. Create the capacity and confidence to morph with challenges we face.

• Watch the innovators and look for early signs of success and adopt programs quickly.

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Key Insights from the Affinity Clusters

Cultural identity and assimilation issues
• Need for role models
• Gap between the rich and poor
• Not just a Hispanic issue
• Lack of understanding about the diversity within the Hispanic community (heritage)
• Language literacy really is a problem

Improving the competencies of families
• A need for computer skills
• A positive vision for the future
• Better awareness of the path to a successful academic experience
• Improve the capability to engage with a student and their education journey

The road out of poverty
• This is not just a Hispanic community issue
• How to we overcome the poverty mindset? Improve personal resiliency

Relationships are key
• A need to build trust faster
• We need support organizations to align agendas
• We are all competing for resources
• Coordination could lead to better use and availability of resources

Strong philanthropic activities/efforts
• A need to be engaged and to communicate expectations and success indicators
• Better coordination of all community resources focused on this issue
• Methods to improve collaboration and transparency

Regional racial intolerance
• It is real and needs to be brought to the forefront of community dialogue

Project Brief Statement

"Improving the Resilience of our Youth" is a project focused on creating innovative, actionable solutions that enable young people to overcome obstacles with grace while gaining confidence and an improved sense of self and vision as they navigate their educational journey.

Project Scope

• Our focus will be on students in grades 6 through 12 currently attending a specific local school with a dominant Hispanic population.
• Final ideas will be implemented in an appropriate location and program, possibly not the same as where we execute our research.
• Ideas should be specifically developed for students, but also easily understood and learned by families.

Project Brief Elements

Project Outcomes

Specific outcomes for this project will include ideas and solutions that can be implemented immediately.
Our project could focus on ways to improve upon the sample list of skills and competencies :

- Increased self awareness
- Creating an internal locus of control
- Developing critical thinking skills
- Developing strong social connections
- Identifying as a survivor, not a victim
- Being able to ask for help
- Becoming more creative with approaches to life

Measures of Success

Near Term
1. Student engagement: the presence of new personal development assets and capability.
2. Improved and meaningful relationships with teachers, parents and mentors.
3. Improved learning attitude.

Long Term
1. Increased grade level achievement.
2. Increased graduation rates.
3. Increased rate of college readiness skills and knowledge.

Follow-Up
Prior to starting , we need to determine who is going to be responsible for aligning the resources for executing next steps. Some key activities might include:
- Creating an implementation plan
- Creating a trial program (pilot)
- Testing the service or activity
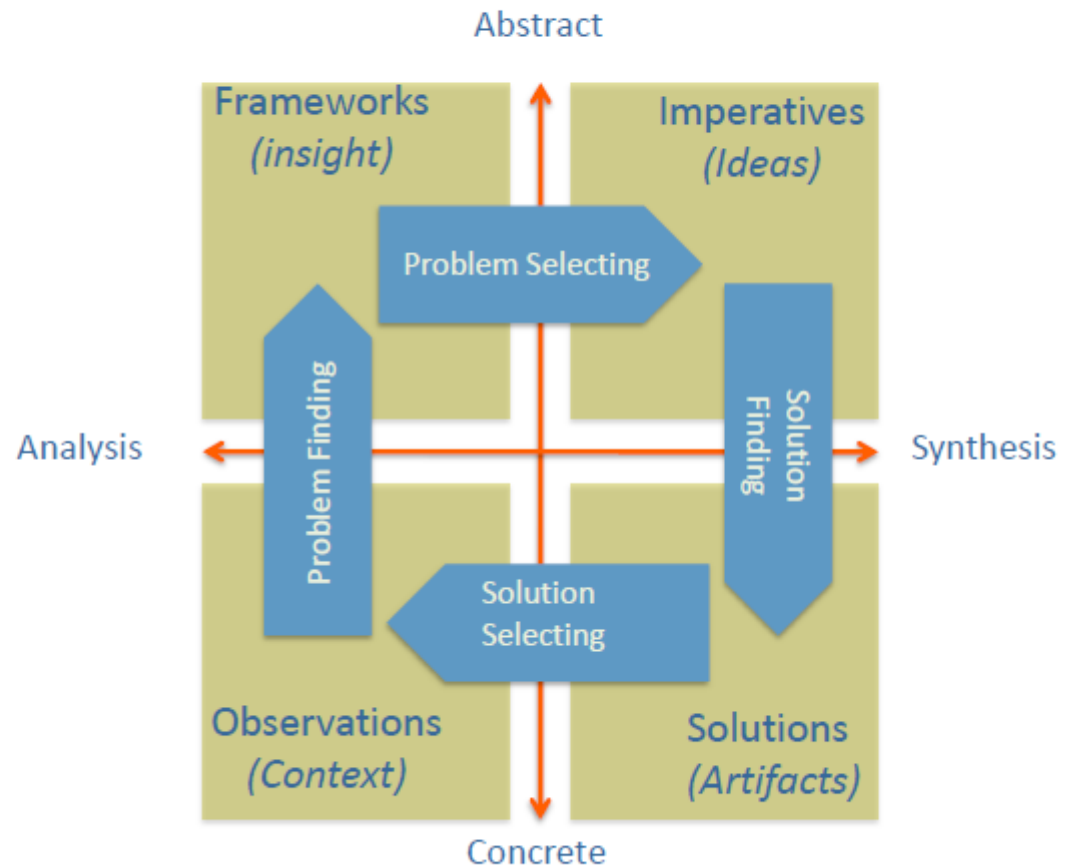- Refinement of the idea(s)

Project Process

Facilitators from the Keller Futures Center will assemble a diverse group of students, educators, topical experts and citizens to create a multi-week, project-based learning/innovation experience. The tools we will use are rooted in the human-centered design methods commonly used by successful design/innovation firms and some of our largest companies within West Michigan.

Adapted from the work of Sara Beckman at University of California, Berkley.

Abstract

Frameworks
(insight)

Imperatives
(Ideas)

Problem Selecting

Problem Finding

Solution Finding

Analysis ←→ Synthesis

Solution Selecting

Observations
(Context)

Solutions
(Artifacts)

Concrete

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Designing the Project Teams

Team Composition

Project Team:

We are looking for up to 24, curious, passionate and energetic pioneers who will do the "heavy lifting" in this project. Ideally, the participants will be a mix of current students from our area colleges and universities, business professionals, and community members. The experience will consist of 42 hours of facilitated instruction, two sessions per week.

Team Schedule:

Designing the Project Teams

Team Composition

Virtual Collaborators:

In addition to the project team, we create an online community (web and social media component) to follow along and contribute as they are able. This site will allow anyone to watch design highlights, read research summaries from community observations, post personal insights to design team chat sessions, and connect with project team members to ask questions, etc. No contribution is too big or too small. An active virtual collaboration enriches this process for all.

Process Observers:

This methodology could be adopted by the Latino community as a means to generate many new ideas and bring the community together to solve future problems. There could be a small group of people who watch this process as it unfolds to document what can be used to inform new ways to collaborate and produce outcomes.
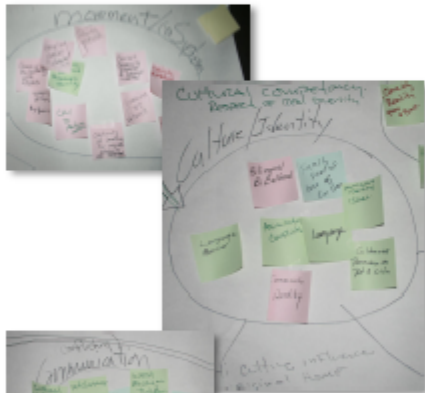
The goal of the meeting was twofold:

1. Share the work/progress made by the Core team since the initial symposium in February and
2. Gain feedback/commitment from participants on defining a future project engagement as proposed in the Project Brief.

The meeting was structured in 3 components:

- Dr. Edwin Hernandez provided the summary of activity which has occurred since the February symposium and the introduction of the Keller Futures Center as a means to organize the coalition and create meaningful action/solutions.

- Stacy Stout led the team through a review of the project brief and then asked participants to work in small teams to discuss "What does resilience mean to you?" (output on next page).

- Liz McCormick gave an overview of the Keller Futures Center methodology (human–centered design) and described the structure/mechanics of a project engagement. There was healthy dialogue about all aspects of the process and proposed project.

Outcomes:

1. Participants voted (show of hands) to move forward with a project engagement with specific hesitation on dates/times/team composition.
2. Dr. Hernandez will convene the Core team to make adjustments to the proposed project plan taking into account all expressed concerns.

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Survival
Ability to Overcome
Not being self-defeated
Empowered
High self-esteem
Reflective -Thoughtful of perspective
Info seeker
Dream – persistence
Tolerant of people, ideas, situations
Teachable - Open
Persistent
Ability to recover from hardship
Resistance to negative influences –peer pressure
Building confidence
Persistence despite difficult situations
Ability to adapt
Good coping skills
Critical thinking skills
Develop creative solutions/path for problems
Confidence
Problem Solving skills
Critical Thinking
Change of mind set (from victim into surviving)
Overcoming negative support systems
Multitasking
Hope
Assurance
Shift toward positive/opportunity
Global perspective
Sense of service to others

Faith
When rocks are thrown, you build a house
Confidence
Lemonade from Lemons
Determination
Understanding the Why
Transcending individual situations
It's a must
Can be learned
Leadership
Human-nature/survival
Instinctual but subject to your surroundings
Cohesiveness within family
Strength
Ability to overcome
Defined by ending rather than beginning
Courageous Action
Empowered – Comes from within
Flexible
Overcoming Adversity
Moving in a positive direction (forward)
Survivor
Developing a deeper sense of awareness/confidence and
Sense of self
Inner Strength
Motivation (internal)
Knowing your capabilities and areas of improvement
Knowing your strengths
Using/applying your strengths

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