



Eighth Annual Ed Talk, 2019-20: A Summary of Stakeholder Input

Prepared by the Office of Strategic Initiative Management
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Executive Summary

The annual Ed Talk event provides a forum for Broward County Public Schools (BCPS) staff to engage in dialogue with students, parents, and the broader community concerning issues impacting education today. The 2019-20 Ed Talk held on November 2, 2019 at Fort Lauderdale High School focused on two key Campaigns of the 2024 Strategic Plan: Student Experience and Let’s Connect. The first roundtable session, presentation and discussion focused on how the District is addressing college and career readiness for our students. The second roundtable session focused on how the District can better serve its internal and external stakeholders. Prior to the two roundtable sessions, District staff provided an overview of the 2024 Strategic Plan.

During each roundtable discussion, participants’ feedback was captured by a table facilitator, who entered the information into an electronic file. In addition, each participant provided evaluative feedback after each session by independently recording their responses on an electronic form; these data were not discussed among the participants or otherwise recorded by the facilitator.

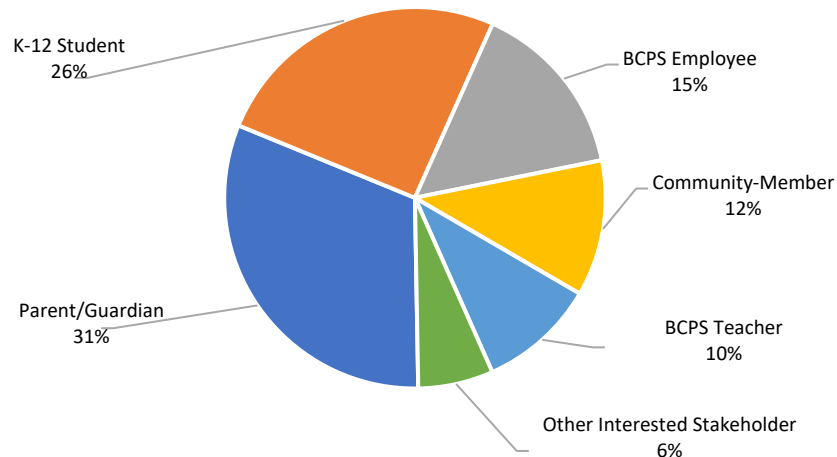
This document provides an overview of the feedback received from participants attending the 2019-20 Ed Talk. Sections also include an overview of participants’ characteristics and ideas shared during the roundtable discussions. The Appendix provides supporting data for findings presented in this document.

Participant Characteristics

A total of 670 individuals registered online for Ed Talk in advance of the event, of which 320 (48%) participants attended. A total of 251 participants provided feedback through the annual Ed Talk survey.

- **Municipalities.** Of the 31 municipalities within Broward County, 25 (81%) were represented at Ed Talk in addition to unincorporated Broward County ($n=1$). Two municipalities in Palm Beach County (Hillsboro Beach, Lake Worth) were also represented.
- **Participant Groups.** Participants represented many groups from throughout the community (Figure 1). The largest groups represented included Parent/Guardians (31%, $n=79$) and current K-12 students (26%, $n=64$), followed by BCPS Non-Instructional Employees (15%, $n=38$), Community Members (12%, $n=29$), BCPS Teachers (10%, $n=25$), and Other Stakeholders (6%, $n=16$). Community Members include Community Organizations ($n=12$), Not-for-Profit Organizations ($n=9$), Business Community ($n=4$), Faith-Based Organizations ($n=2$), Elected Officials ($n=1$), and Higher Education Affiliates ($n=1$).

Figure 1. 2019-20 Ed Talk Participant Groups



- **Race/Ethnicity.** Nearly half of participants self-identified as African American/Black (44%, $n=110$), followed by Caucasian (23%, $n=57$), and Hispanic (17%, $n=43$). Multi-Racial (8%, $n=19$) and Asian/Pacific Islanders (3%, $n=8$) were also represented along with those selecting Other (6%, $n=14$).
- **Gender.** Most participants were female (68%, $n=170$) compared to 80 males (32%) and one person who declined to specify their gender.
- **Age.** Most participants were 45-54 years old (30%, $n=74$) or 24 years old or younger (28%, $n=71$). Those aged 35-44 (21%, $n=53$), 55 or older (14%, $n=36$) and 25-34 (7%, $n=17$) comprised the remaining participants.
- **Education.** The majority of participants had earned graduate (40%, $n=101$) or undergraduate (24%, $n=59$) degrees followed by current K-12 Students (23%, $n=57$).
- **First-time Participation.** Most of this year's participants were attending Ed Talk for the first time (69%, $n=172$) with the remaining participants (31%, $n=79$) indicating they were returning participants.

Presentation: 2024 Strategic Plan

The first presentation by District and school staff provided an overview of the District’s 2024 Strategic Plan. Following presentations, participants were asked for feedback regarding access to the Strategic Plan and given an opportunity to share their ideas on school alignment and future input of the Strategic Plan.

Access. Participants were asked where they could find the complete 2024 Strategic Plan or download the one-page poster. Most respondents (70%, $n=175$) cited the specific URL (browardschools.com/strategicplan) or specified the District’s website (22%, $n=56$). Additional respondents (4%, $n=11$) cited the online availability of the Strategic Plan, access at the SIM website or via the bar code on the one-page poster.

Alignment. Participants were asked for suggestions on how schools and District departments could align their goals to the new 2024 Strategic Plan. A total of 218 of the 251 (87%) participants wrote open-ended responses to the request for suggestions. A total of 269 suggestions were extracted and categorized according to broad themes. The top three response categories are shown in Figure 2.

Figure 2. How do you suggest that schools/District departments align their goals to the new 2024 Strategic Plan?

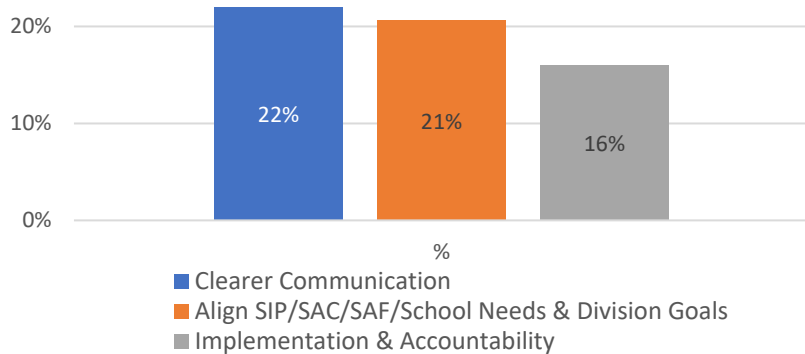
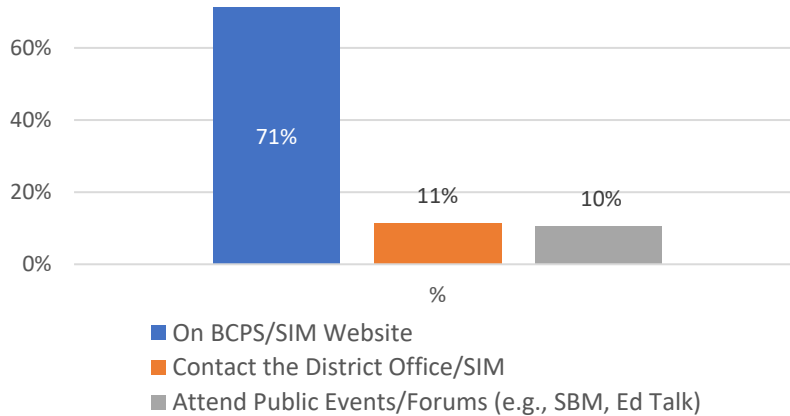


Figure 3. How can anyone in the community submit ideas on ways to improve our District, for possible inclusion in the next annual update of the 2024 Strategic Plan?



Future Input. Participants were also asked how someone in the community could submit ideas on ways to improve our District, for possible inclusion in the next annual update of the 2024 Strategic Plan. A total of 210 of the 251 (84%) participants provided 229 responses categorized according to broad themes. As shown in Figure 3, the top three responses mentioned by participants indicate a strong understanding on appropriate methods for providing future input into the Districts 2024 Strategic Plan.

Session 1: Student Experiences: College & Career Readiness

Session 1 focused on how the District is addressing college and career readiness for our students. The session included presentations by District staff and students as well as a hands-on demonstration at each of the discussion tables by leveraging technology such as CANVAS. Following presentations, participants at each of 46 tables were given an opportunity to share ideas. The discussion was framed around two questions. Content from the participants' discussion was captured by the table facilitator, who summarized the information in an online form within CANVAS. The captured information was thematically coded; the top five emergent themes are summarized in Figures 4 and 5, with the percent of tables addressing each theme.

Of 46 tables submitting content on CANVAS for this discussion, most (87%) emphasized the importance of gaining real life experience and exposure to career planning. Approximately half of the table discussions cited the need to communicate opportunities available at school (57%) to students, and the availability of additional course and curriculum options and access (48%) as important for students' college, career and life readiness.

When asked about the community's role regarding college, career, and life readiness, a majority of tables (78%) discussed engaging the community through partnerships and collaboration with local professionals and businesses. Almost half of the table discussions cited the need for access to more internships, jobs, and community service in their communities (48%), followed by providing real life experience and life skills to students before graduation (41%).

Following discussion, each participant was asked what they want students to have when they graduate, what factors enhance the student's experience, and some challenges that students experience.

Figure 4. What do students want to see/voice as it relates to their College, Career, and life Readiness?

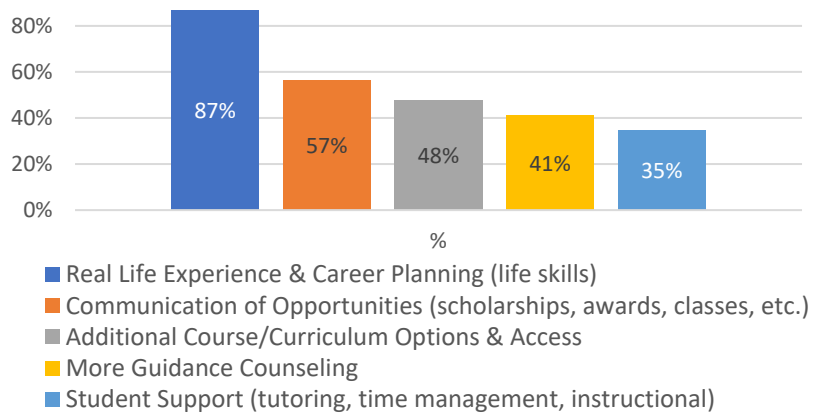


Figure 5. What is the community's role regarding College, Career, and Life Readiness, and how is the role executed?

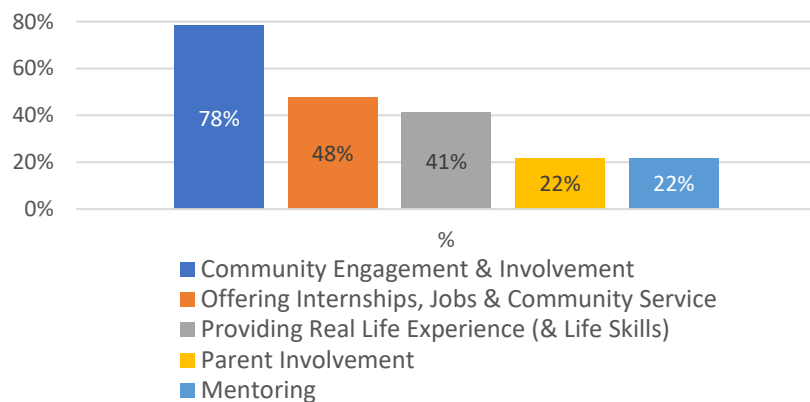
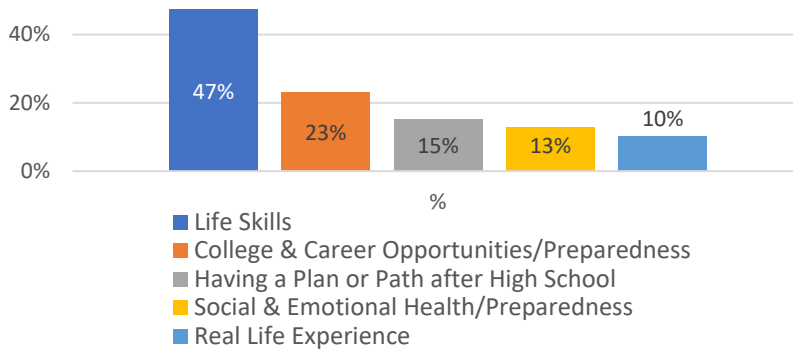


Figure 6. What do you want students to have when they graduate?



In response to the question, “What do you want students to have when they graduate?”, most respondents (95%) provide 324 suggestions. The top five response categories in Figure 6 indicated a strong consensus for factors related to college and career readiness in addition to support for social and emotional health.

Participants were also asked to identify factors that enhance the student’s experience. A total of 230 of the 251 (87%) participants responded with 326 suggestions extracted and categorized according to the broad themes. The top five themes in Figure 7 highlight the importance of real life experiences and hands-on lessons to the respondents (45%). Caring teachers and staff (18%) and student engagement (14%) were also cited as important factors for enhancing the student’s experience.

Figure 7. What factors enhance the student's experience?

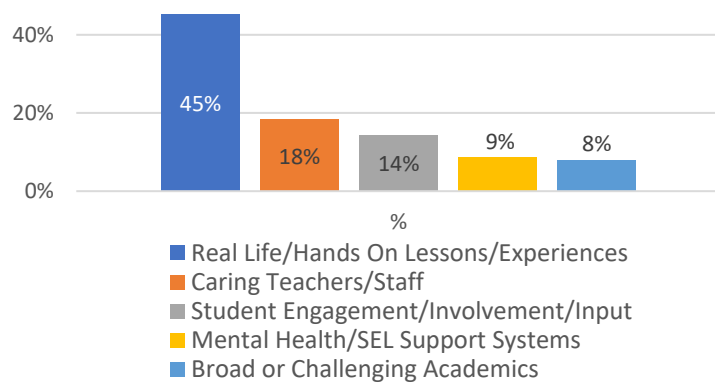
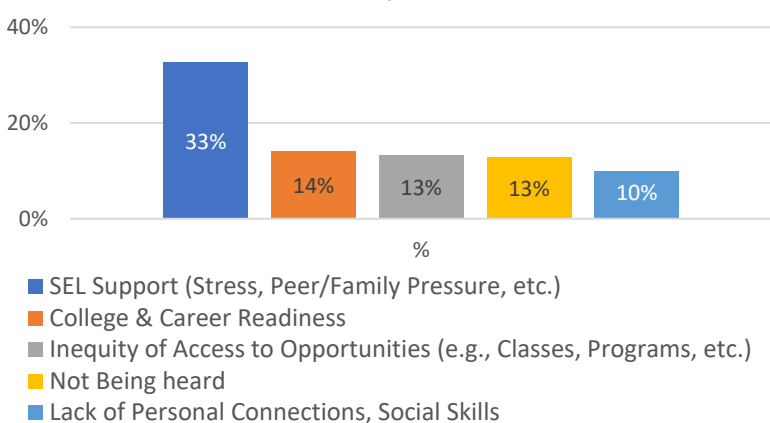


Figure 8. What are some of the challenges that students experience?

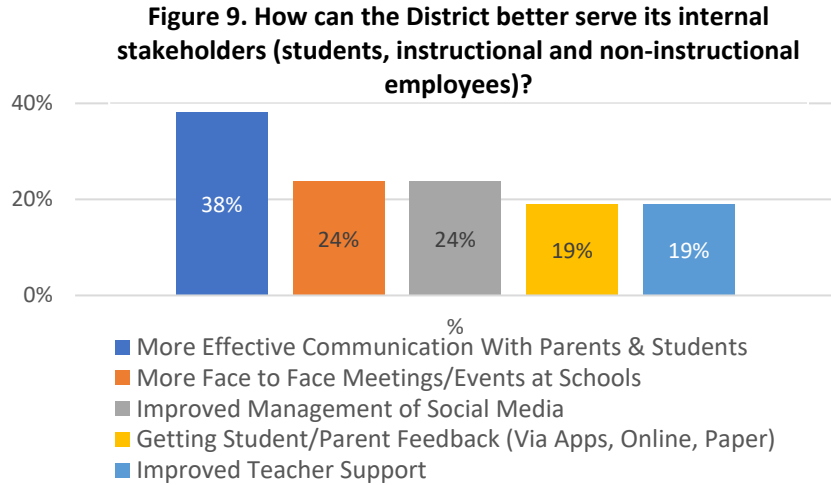


The final question asked participants, “What are some of the challenges that students experience?”. A total of 233 of the 251 (93%) participants provided 327 responses categorized according to broad themes. The top five themes indicated the challenges of getting SEL support by one third of respondents. Fewer respondents emphasized college and career readiness (14%), equal access to opportunities (13%), and students not being heard (13%), and lack of personal connections (10%).

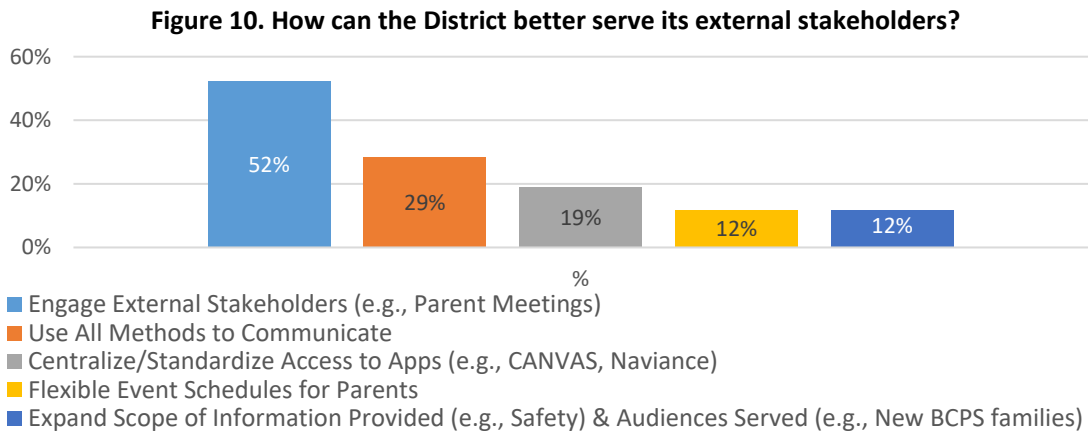
Session 2: Let's Connect: Internal & External Communications

Session 2 provided another opportunity for participants to interact and share ideas, this time about how the District can better serve its internal and external stakeholders. Once again, the table facilitator captured the ideas shared during the discussion and entered the ideas into an electronic data form. The captured information was thematically coded; the top five emergent themes are summarized in Figures 9 and 10, with the percent of tables addressing each theme.

Of 42 tables submitting discussion content on CANVAS for this discussion, over one-third (38%) of the tables highlighted the importance of more effective communication with parents and students. Almost one-fourth (24%) of the discussions suggested more face-to-face meetings or events at schools, and the need for improved management of the District's social media platforms.



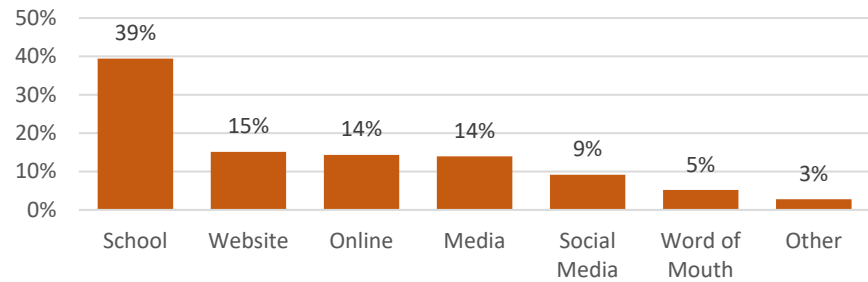
When asked how the District can better serve its external stakeholders, over half of responding tables (52%) cited engaging external stakeholders through parent meetings, face-to-face meetings, community partnerships, and by making it easier for the community and businesses to get involved. Almost one-third (29%) of tables emphasized the importance of using all available methods to communicate with external stakeholders.



Following table discussions, participants were asked follow-up questions pertaining to their source of BCPS information, online access, social media, and communicating with the District and schools.

Participants were asked to rank where they get their BCPS information. As shown in Figure 11, the top ranked responses revealed most participants get their BCPS information from schools (39%), websites (15%), online (14%), or from the media (14%).

Figure 11. Rank where you get your BCPS information?



Participant responses concerning online access indicates that more than half (51%) of participants visit the BCPS website or their school's website on a bi-monthly, weekly, or daily basis (Figures 12 and 14). More than half of respondents also rated it *Somewhat Easy* or *Extremely Easy* to find what they were looking for on the BCPS website (55%) and their school's website (60%).

Figure 12. How frequently do you visit the BCPS website?

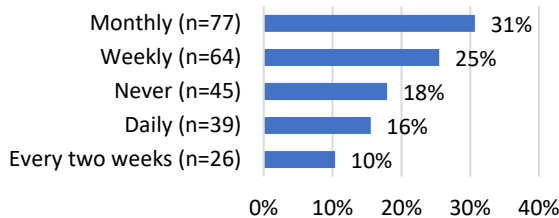


Figure 13. How easy is it to find what you are looking for on the BCPS website?

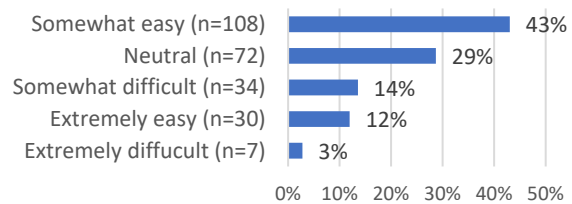


Figure 14. How frequently do you visit a school's website?

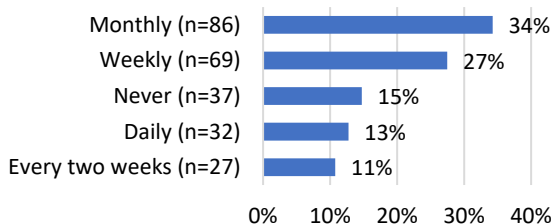
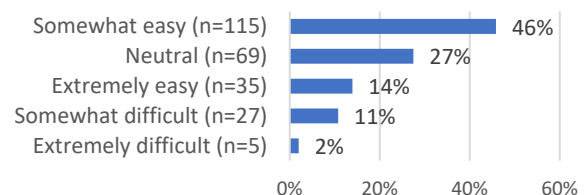


Figure 15. How easy is it for you to find what you are looking for on the school website?



Over one-third of respondents (39%, n=97) indicated they follow BCPS on social media. Of those respondents, most followed Twitter (37%) and Facebook (34%) as shown in Figure 16. Over two-thirds of respondents (71%, n=178) also indicated that their school had social media. Similar to BCPS social media, most respondents followed Twitter (24%), Instagram (12%) and Facebook (12%) as shown in Figure 17.

Figure 16. Which BCPS social media platform(s) do you follow?

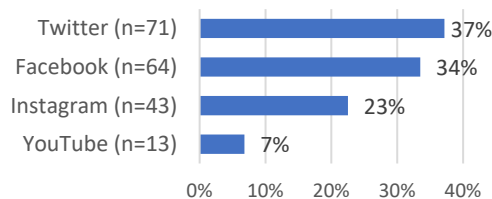
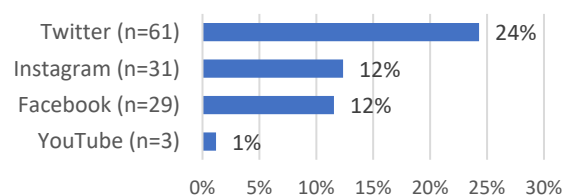


Figure 17. Which of your school's social media platform(s) do you follow?



Participants were asked about their ease in contacting District offices and their schools and rated their experiences with both (Figures 18 and 20). As expected, more respondents reported greater ease (i.e., Somewhat Easy or Extremely Easy) when contacting their schools (76%) than when contacting the District (42%). However, similar levels of participants rated their customer service experience as *Good* or *Very Good* with the District (64%) and their schools (68%) as shown in Figures 19 and 21.

Figure 18. How easy is it for you to contact the District offices?

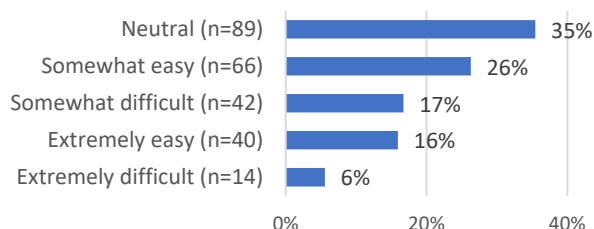


Figure 19. When contacting the District offices, please rate your customer service experience.

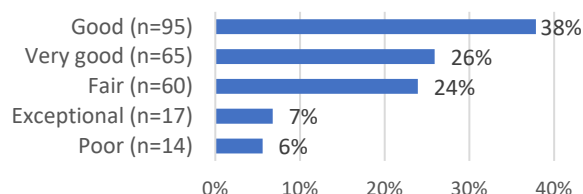


Figure 20. How easy is it for you to contact schools?

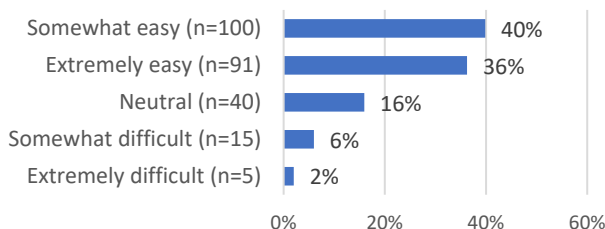
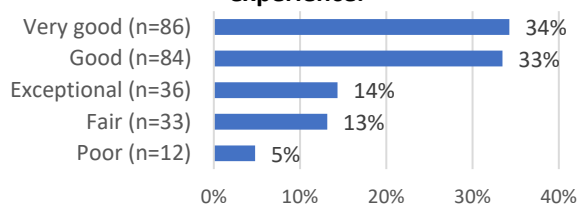


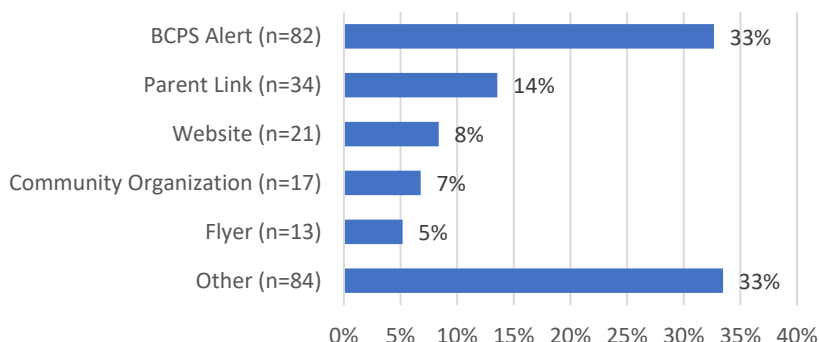
Figure 21. When contacting schools, please rate your customer service experience.



Closing Session

Following the final discussion session, participants were asked to provide input concerning how they had heard about Ed Talk (Figure 22). Most said they found out via a BCPS alert (33%), followed by Parent Link (14%), the District website (8%), through a Community Organization (7%), or a Flyer (5%). One-third of respondents indicated they found out about Ed Talk through other means.

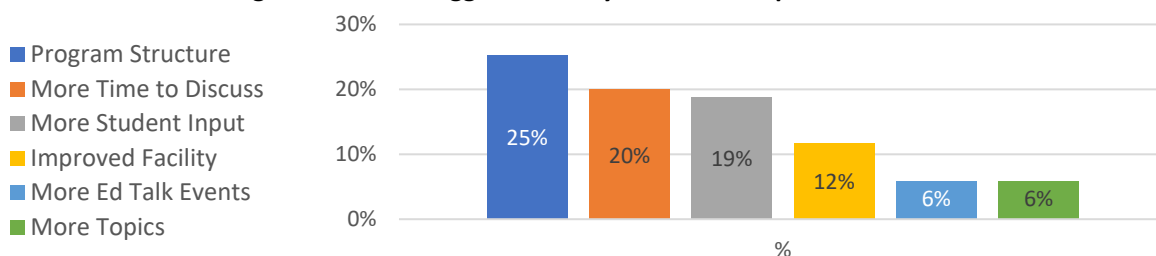
Figure 22. How did you find out about Ed Talk?



Participants were also given an opportunity to provide written feedback on ideas for improving Ed Talk by responding to three open-ended questions. Responses to these questions were thematically coded; the top identified themes are summarized below.

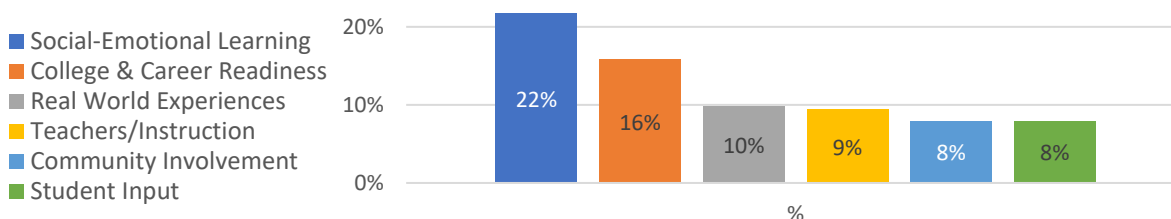
Suggestions for Improvement. A total of 167 of the 251 (67%) participants wrote a response to the request for suggestions to improve Ed Talk. Of these responses, 194 suggestions were extracted. These suggestions could be categorized according to the top themes listed in Figure 23.

Figure 23. What suggestions do you have to improve Ed Talk?



Suggestions for Topics. A total of 203 of 251 (81%) participants wrote a response to the request for future Ed Talk topics. Of these responses, 259 suggestions were extracted. These are summarized in Figure 24.

Figure 24. What topics should be addressed in Ed Talk?



Additional Comments. The additional comments offered tended to be largely evaluative with 85 of the 155 comments (55%) expressing a positive sentiment (e.g. “Ed Talk was fun and very informative,” “Great experience,” “Thank you”); only three comments (2%) were negative in nature. Forty-one comments (26%) offered suggestions that were largely captured in prior open-ended questions, and the remaining 26 comments (17%) echoed previous suggestions for improving Ed Talk.

Discussion

The 2019-20 Ed Talk event continued the annual dialogue among students, parents, teachers, District staff, and the broader community. As in prior years, a detailed participant feedback procedure was used following each session. Overall, results revealed:

- Participant’s responded favorably regarding access and input to the 2024 Strategic Plan.
- Participant responses mirrored table discussions and emphasized the importance of real life experience and stronger preparation for college, career, and life. Social-emotional learning support systems were cited as an important factor of, and challenge to, the student experience.
- Participants reported regular use and ease in accessing BCPS online sources. Lower usage levels were reported for District and school social media platforms, with stronger use more favorable for the former. Customer service ratings were favorable for both schools and the District
- Ed Talk respondents also provided suggestions and potential topics for improving future Ed Talk events, and presented a largely favorable sentiment towards the District’s outreach.

District staff are encouraged to review the information contained herein to inform planning and practice around college and career readiness, and ways to better serving our internal and external stakeholders. The information reported here will also prove valuable in continuous improvement for future Ed Talk events.

The School Board of Broward County, Florida

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Appendix A: Ed Talk 2019-20 Program Flyer



You Are Invited!

A public forum designed to engage the community in discussing educational strategies and next steps for the District.



Engage with School Board Members, Superintendent and Senior District Leadership.



Make your voice count by attending.



Students earn community service hours.

Presented in English, Haitian Creole, Portuguese and Spanish.

SATURDAY, NOVEMBER 2, 2019
9 a.m. to noon

Networking at 8 a.m. • Program begins at 9 a.m.

Register at browardschools.com/edtalk
Deadline: Friday, November 1

Fort Lauderdale High School
1600 NE Fourth Avenue • Fort Lauderdale, FL • 33305

FREE EVENT
Breakfast for all participants.

For more information, contact the Office of Communications at 754-321-2300 or bcps.pio@browardschools.com.



The School Board of Broward County, Florida
Lori Alhadeff • Robin Bartleman
Heather P. Brinkworth • Patricia Good
Donna P. Korn • Laurie Rich Levinson • Ann Murray • Dr. Rosalind Osgood
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Appendix B: Supporting Data

Presentation: 2024 Strategic Plan

Table 1.

Identified Categories of Suggestions for School/Department Alignment with the Strategic Plan

Theme	Number	Percent
Clearer Communication	48	22%
Align SIP/SAC/SAF/School Needs/Division Goals	45	21%
Implementation & Accountability	35	16%
Student Input/Engagement	33	15%
Community & Stakeholder Input	28	13%
Instructional & Staff Quality/Support	20	9%
Parent Input/Involvement	19	9%
Use of BCPS Website and/or Online Strategic Plan	13	6%
Teacher & School Staff Input/Engagement	11	5%
Safe & Supportive Environment	11	5%
Core Values	6	3%

Table 2.

Identified Categories of Ways to Improve our District

Theme	Number	Percent
On BCPS/SIM Website	150	71%
Contact the District Office/SIM	24	11%
Attend Public Events/Forums (e.g., SBM, Ed Talk)	22	11%
Stakeholder Surveys	13	6%
Contact a School	9	4%
Create Online Portal or Use Social Media	6	3%
Contact School Board/Media	5	2%

Session 1: Student Experiences: College & Career Readiness

Table 3.

Discussion: What do students want to see/voice as it relates to their College, Career, and Life Readiness?

Theme	Tables Addressing Theme	
	Number	Percent
Real Life Experience & Career Planning (Life Skills)	40	87%
Communication of Opportunities Available at School	26	57%
Additional Course/Curriculum Options & Access	22	48%
More Guidance Counseling	19	41%
Student Support (Tutoring, Time Management)	16	35%
More College Fairs	7	15%
Internships, Jobs, & Community Service Opportunities	6	13%
Student Participation in Clubs & activities	6	13%
Parent Involvement	5	11%
Social-Emotional Learning & Support	5	11%

Table 4.

Discussion: What is the community's role regarding College, Career, and Life Readiness, and how is the role executed?

Theme	Tables Addressing Theme	
	Number	Percent
Community Engagement & Involvement	36	78%
Offering Internships, Jobs & Community Service	22	48%
Providing Real Life Experience (& Life Skills)	19	41%
Parent Involvement	10	22%
Mentoring	10	22%
Job & Career Fairs	4	9%
Social-Emotional Learning & Support	2	4%
Offering Academic Support to Students	2	4%
More Guidance Counselors	2	4%

Table 5.

What do you want students to have when they graduate?

Theme	Number	Percent
Life Skills	113	47%
College & Career Opportunities/Preparedness	55	23%
Having a Plan or Path after High School	36	15%
Social & Emotional Health/Preparedness	31	13%
Real Life Experience	24	10%
Job Skills	20	8%
Diploma/Strong Academic Skills (e.g., writing, languages, arts)	19	8%
Prepared for College	17	7%
Problem-Solving Skills	9	4%

Table 6.

What factors enhance the student's experience?

Theme	Number	Percent
Real Life/Hands-On Lessons/Experiences	104	45%
Caring Teachers/Staff	42	18%
Student Engagement/Involvement/Input	33	14%
Mental Health/Social-Emotional Learning Support Systems	20	9%
Broad or Challenging Academics	18	8%
Extra-Curricular Opportunities	17	7%
College & career readiness	15	7%
Friends/Relationships	14	6%
Mentoring	12	5%
Student Collaboration	12	5%
Student Inclusion/Diversity	11	5%
Positive Opportunities/Environment	9	4%
Personalized Pathways	7	3%
Safe & Clean Schools	6	3%
Parent Involvement	3	1%
Other*	3	1%

*Other topics include one response each: less testing, equitable enrollment, and attendance.

Table 7.

What are some of the challenges that students experience?

Theme	Number	Percent
SEL Support (Stress, Peer/Family Pressure, etc.)	76	33%
College & Career Readiness	33	14%
Inequity of Access to Opportunities (e.g., Classes, Programs, etc.)	31	13%
Not Being heard	30	13%
Lack of Personal Connections, Social Skills	23	10%
Poor Instruction/Academic Support	21	9%
Lack of Guidance Counseling	19	8%
Lack of Resources (e.g., Class Size, Funding, etc.)	14	6%
Parent & Community Support/Involvement	13	6%
Course Loads/Homework/Standardized Testing	12	5%
Real World Experience/Life Skills	12	5%
Social Media (i.e., Connection to Life)	10	4%
Time Management	9	4%
Student Engagement	7	3%
Not Enough Positive Role Models	5	2%
Safety	4	2%
Other*	8	3%

*Other topics include teacher challenges, attendance policies, school/home environment, technology, and school start time.

Session 2: Let's Connect: Internal & External Communications

Table 8.

Discussion: How can the District better serve its internal stakeholders (students, instructional and non-instructional employees)?

Theme	Tables Addressing Theme	
	Number	Percent
More Effective Communication With Parents & Students	16	38%
More Face to Face Meetings/Events at Schools	10	24%
Improved Management of Social Media	10	24%
Getting Student/Parent Feedback (via App, Online, Paper)	8	19%
Improved Teacher Support	8	19%
Teacher Communication With Students	7	17%
More Effective Communication With Staff	7	17%
Listening & Responding to Stakeholders	4	10%
Providing Information on CANVAS	3	7%
Teach Stakeholders How to Use District Apps	3	7%
Readiness & Life Skills Classes	3	7%
More Counselors	3	7%
Better Communication About Special Populations. (e.g., ESE)	2	5%
Safety	2	5%
District Department Collaboration	2	5%
Other*	4	10%

*Other topics include one response each: online classroom content, student government, transportation, and food services.

Table 9.

Discussion: How can the District better serve its external stakeholders?

Theme	Tables Addressing Theme	
	Number	Percent
Engage External Stakeholders (e.g., Parent Meetings)	22	52%
Use All Methods to Communicate	12	29%
Centralize/Standardize Access to Apps (e.g., CANVAS, Naviance)	8	19%
Flexible Event Schedules for Parents	5	12%
Expand Scope of Information Provided (e.g., Topics, Audiences)	5	12%
Provide Education, Access, & Training on Available Media	4	10%
Listening to Parents & Students	4	10%
Aligned Communication between the District & Schools	4	10%
More Frequent/Direct Contact with Parents (i.e., Phone Calls)	4	10%
More Emailing/Texting to Parents	4	10%
Use & Improvement of Parentlink (e.g., ID Source, both parents)	3	7%
Other*	5	12%

*Other topics include one response each: accessible District staff, District oversight, diversity, parent incentives, and alignment of District and state communication.

Closing Session

Table 10.

Identified Categories of Suggestions to Improve Ed Talk.

Theme	Number	Percent
Program Structure	43	25%
More Time to Discuss	34	20%
More Student Input	32	19%
Improved Facility	20	12%
More Ed Talk Events	10	6%
More Topics	10	6%
More Feedback from Public/Attendees	9	5%
More Interactive (e.g. Twitter)	9	5%
More Parent Input	8	5%
More Community Members Input	8	5%
Follow-up of Last Ed Talk	7	4%
More School-based Staff Input	4	2%

Table 11.
Identified topics for Ed Talk.

Topic	Number	Percent
Social-Emotional Learning	44	22%
College & Career Readiness	32	16%
Real World Experiences	20	10%
Teachers & Instruction	19	9%
Community Involvement	16	8%
Student Input	16	8%
Safety & Security	14	7%
Diversity/Equity	14	7%
Academics	14	7%
Communication	13	6%
Parent Involvement/Communication	12	6%
Testing & Standards	11	5%
District Support/Planning	9	4%
Student Engagement	7	3%
At-Risk Populations	6	3%
Behavior/Discipline	5	2%
Other*	5	2%
School Food	2	1%

*Other topics include one response each: elementary topics, middle/high school, creativity, overworking, & stakeholder issues.