The Education Trust-West’s “ Bringing Equity to the Common Core” Webinar Series

Authentic Family and Community Engagement For Common Core Student Success

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Education Trust-West Staff

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Housekeeping

• This webinar slide deck and recording will be archived on our website
• We encourage you to ask questions throughout the webinar via “Questions”
• If you are having any technical difficulties you can call GoToWebinar at 800-259-3826 or chat with tech support online
Poll:
Who is on the webinar?
Mission Statement

The Education Trust—West works for the high academic achievement of all students at all levels, pre-k through college. We expose opportunity and achievement gaps that separate students of color and low-income students from other youth, and we identify and advocate for the strategies that will forever close those gaps.
Goals of the Webinar

• Raise awareness about the importance of parent and community engagement in Common Core
• Provide an opportunity for participants to learn about equity-minded models for engaging parents and youth around Common Core implementation
Agenda

1. Overview & Context

2. Parent-Teacher Collaboration: Academic Parent Teacher Team Model

3. Student Engagement: Student’s Guide to the Common Core

4. Community Based Organization’s Role: C.O.P.E. and Common Core Family Engagement

5. Questions and Closing
Today’s Panelists

Parent Teacher Home Visit Project- Academic Parent Teacher Teams (APTT)
• Lisa Levasseur- Sacramento Parent Teacher Home Visit Project Director
• Yesenia Gonzalez- Parent/grandmother

Silicon Valley De-Bug- Student’s Guide to Common Core
• Daniel Zapien, Silicon Valley De-Bug Youth Media Facilitator
• Andrew Bigelow, Silicon Valley De-Bug Youth Media Facilitator
• Raj Jayadev, Silicon Valley De-Bug Coordinator

C.O.P.E. (Congregations Organized for Prophetic Engagement)
• Dr. Laurie Collins, Project Director
• Felicia Jones, Associate Director
Two Key Policy Shifts in California Public Schools

- Common Core
- LCFF

+ Authentic Community Engagement
Community Perspectives and Opportunities

- Strong community support for Common Core and LCFF (Ed Source, 2014)
  - General sense that Common Core and LCFF good for California students
  - More time and investments are needed for equitable implementation

- LCFF and Local Control Accountability Plans (LCAP’s)
  - Broad, frequent outreach to stakeholders with particular attention paid to underrepresented groups
  - Empowered and diverse parent advisory committee membership
  - Commitment to continuous improvement, collaboration and capacity building
Putting Policy into Practice

• Focus on two-way capacity building
• Multiple opportunities for training and engagement
• Efforts to engage parents are systemic
• Outreach targeted at including traditionally under-represented families
• Information is provided in a timely, accessible and consistent manner

“Best Practices in Local Control Funding Formula Implementation”, 2014
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Two Effective Strategies Together.... A Winning Combination!
The concept behind the Parent/Teacher Home Visit Project is simple. Teachers and families come together, in a unique setting, as equal partners, to build trust and form a relationship.

This strategy creates space for key partners to share dreams, expectations, experiences, and, eventually, tools to boost academic and social success.

In the past year:
- Network partners under the Parent/Teacher Home Visit Project trained 4,622 teachers.
- We expanded to 305 participating school sites in 15 states.
- Together, we conducted 20,914 relational home visits!
Parent/Teacher Home Visit Outcomes:

- **For Staff and Families:**
  - Increased Trust and Empathy for Co-Educator
  - Increased Capacity To Better Engage Student in Academics

- **For Students:**
  - Increased student attendance rates.
  - Increased academic success for students
  - Decreased suspension and expulsion rates.
  - Decreased vandalism at school site.
People don’t care about what you know, until they know you care.
OBJECTIVE:
EVERY PARENT/CARETAKER ACQUIRES THE INFORMATION, SKILLS, AND CONFIDENCE TO SUPPORT STUDENT LEARNING AT HOME. CREATED BY MARIA PAREDES ED.D
It’s a Matter of Time

- 33% Asleep
- 10% School
- 57% Away from school

180 days of school - 6 hours of instruction - Ages 5-18
The APTT© Model

Two Components:

1. **Three** 75-minute team meetings
   (All parents in the class come together)

1. **One** 30-minute individual session
   (The teacher, the student, and the student’s family)

APTT Repurposes Traditional Conferences
The APTT Team Meeting Process

**GOALS:**

At the end of our meeting, you will be able to:

1. Name the most critical Reading & Math skills your child needs to master
2. Practice strategies to ensure success in Common Core standards
3. Set a goal for your child to work toward during the next 60 days
4. Do learning activities to support your child at home
Engaging Parents around Common Core

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. (L.7.4 b)
K-5 Parents Learning about Common Core

Read with sufficient accuracy and fluency to support comprehension. (RF.2.4)
Parent Story

Experiencing APTT for the first time
SCUSD Home Visit Results

- **5,886** home visits conducted last year.
- Teachers that did a home visit first, doubled their numbers in parent attendance at APTT meetings.
- **37** home visit schools
SCUSD Results Cont...

- **12** APTT schools
- **97%** of parents who attended reported a better understanding of grade level CC foundational skills.
- **95%** of parents who attended felt they had a better understanding of how to help their child at home with their academic learning.
- **99%** of APTT teachers surveyed want to continue next year.
Thank You!

For more information contact:
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Common Core: De-Bug’s Story

SV De-Bug’s Work Around Student Roles In Common Core Implementation
Schoolin’ the Schools: How We Started
A Student’s Guide to Common Core: The Story of the Magazine
It’s a Student Thing: What We Found and What We are Doing
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Common Core Standards
Parent and Community Engagement
San Bernardino City Unified School District

Felicia Jones, Associate Director
Dr. Lori Collins, Project Director

C.O.P.E.
Congregations Organized for Prophetic Engagement
Laying the Groundwork for Engagement

- Building a strong base of trained and engaged parent and community leaders

- Seeking policy/practice responses to pressing academic issues

- Early engagement on statewide policy reform efforts (LCFF, Common Core)

- Building broad-based support among school board champions and community stakeholders
Parents and Communities Engaged in Education

- Monthly meetings
- Policy Updates
- Research & Data Review
- Political Strategy
Seeking Policy/Practice Solutions

- Algebra Project
- Grade Notification Policy
- Aeries Parent Portal
- Targeted Instructional Improvement Policy (Task Force for African American Student Achievement)
Early Engagement on Statewide Policy Reform

- Common Core
  - Initiated engagement with district officials
  - Participated in advisory implementation committee
  - Convened training on common core with parents/community early
  - Convened 300 parents in Summit on Common Core

- Local Control Formula Funding
  - Early engagement of board and school officials
  - Public engagement during planning process
  - Advocated and provided recommendations on Parent Advisory Committee
Building Broad Based Support

- School Board Engagement
  - Learning Institutes
  - One-on-One Meetings
  - Public Actions and Board Meetings
  - Building internal allies among district officials

- Community Partners
  - San Bernardino Educational Justice Coalition
  - Coalition for African American Student Achievement
  - Statewide Partners – ETW, FIS, etc.
Anticipated Challenges

Common Core
- Need for ongoing monitoring of implementation for accountability
- Shift from Algebra to Integrated Math
- Meeting the new CA Assessment of Student Performance and Progress (CAASPP) academic assessment and accountability measures

LCFF
- Stakeholder input requires some knowledge about school budgets
- Lack of transparency at the district and site level
- Accountability to integrity LCFF in supporting intended subgroups

C.O.P.E.
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C.O.P.E.
Congregations Organized for Prophetic Engagement
• Advocate for uniform grading policy
• Monitor A-G course completion and alignment with career/college readiness under new Common Core Standards
• Continue parent/community awareness and engagement
• Incorporate advocacy targeted at the county level for LCFF accountability
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Questions?
Thank you!

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RESOURCES

• Silicon Valley Debug- Students Guide to Common Core
• Parent Teacher Home Visit Project
• COPE
• ETW Common Core Resources
• PTA- Common Core Training and Resources
• Council of Great City Schools- Parent Roadmaps to the Common Core
• National Education Association- Parent Partnership Resources
• Achieve the Core- Parent and Community Resources