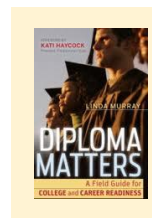


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Protocol for Parent/Community Focus Group Work:

Each parent/community focus group should involve 10 to 15 members, broadly representing the parents and community stakeholders.

The facilitator introduces him/herself, explains the purpose of the focus group and the facilitator's neutral role. The district's vision of college and work readiness for all students is given to help frame the conversation. Parents/community members are assured of their anonymity but told that the session is being recorded so that all comments are accurately captured and that their input will be used to help determine the future direction of high schools in the district.

Interviewer: Hello, my name is _____, and I work with the Education Trust – West in Oakland. We are working with the district to determine current levels of high school preparation and to identify the changes necessary to implement a college and career ready curriculum for all students. This group interview will provide us insight to your perceptions of the district's role in educating the students of _____ School District.

I would like to tape record this group interview to avoid missing anything you say during our conversation. The contents of this interview are for educational purposes only and you will remain anonymous. Are there any questions before we begin?

As a warm-up, the facilitator starts with the following:

1. Going around the room, indicate what is the best thing about your student's high school – or our high schools, in general, if you are not a parent.
2. In reverse order, what is one thing you would like to see changed?

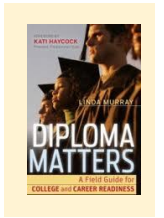
The facilitator proceeds to explore parent/community attitudes and expectations, indicating that anyone can jump in and offer opinions on the following:

1. Do you believe students in this district are getting the best education possible? Give examples of why you do or do not believe this.
2. Are students motivated to do well in school or do kids seem to slide through school with minimal effort? What ways can students be motivated?
3. In what ways are you informed about the progress of your own students or students in general? Do you feel like you are well informed about the progress of your own students or students in general? How could this be improved if needed?
4. Would you be in favor of tougher graduation requirements? If so, what else should be required of students in order to graduate from high school?
5. Should all kids take higher level Math in high school? Science? Foreign Language?



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6. What types of CTE courses/pathways are available for your students? Do you believe that students who take these courses are being prepared for a career in that particular pathway?
7. Compared to when you were in high school, is it harder? Easier? Why?
8. Should all students be provided the opportunity to go to college when they graduate from high school if this means harder graduation requirements? Given what you know about being successful in the world of work today, should high schools demand more of their students?
9. When students are having a hard time in class, do they get the help they need?
10. What community groups are you involved in? What do they do?

The facilitator asks if anyone has other comments about their high school that they would like to share. After final comments, the facilitator thanks the group for their participation.

