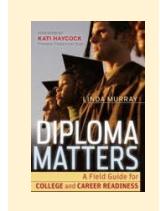


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Protocol for Community Conversation

Plenary Session	60 minutes
Break Out Sessions	70 minutes
Closing Plenary	20 minutes

Total Time including breaks **2 hours 30 minutes (150 minutes)**

Plenary Session: (60 minutes)

Goals: (To be stated in the agenda and posted on the wall)

1. To solicit community input on the District's vision of college and career readiness for all in order to guide general district strategic planning over the next two to three years.
2. To involve the community in the development of a blueprint for educational excellence particularly as it relates to expectations for what students should know and be able to do at the culminating point of their k-12 experience when they graduate from high school.

Plenary Session (60 minutes):

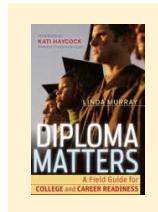
Superintendent (20 minutes)

1. Explain the **purpose of this conversation** as a part of the district's efforts to move toward the vision of every student being successful in a rigorous curriculum. Discuss how the meeting will advance the district's strategic planning process.
2. Talk about **deliverables from the conversation**, including development of shared meaning around the vision and mission so that the district can develop a blueprint for educational excellence that has stakeholder understanding and buy-in. Indicate that toward the end of the evening they will have a chance to reflect on the vision.
3. Introduce community conversation facilitators (may be staff or community volunteers)



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District Leaders (40 minutes)

1. Conduct a power point presentation that creates the sense of urgency around raising graduation standards. Include data on changing workforce needs and data on current levels of high school preparation
2. Provide instructions for breakouts.

Break Out Sessions (70 minutes including passing time):

Provide all participants with copies of the process and questions on agendas to minimize the amount of facilitation that will be needed.

Facilitator welcomes group (10-15 per group) and sets context: (1 min)

This conversation is designed to give you a chance to discuss learning expectations for our students; especially around what all students should know and be able to do when they graduate from high school.

We want to talk about the dreams that we have for our students after graduation and how we can turn our dreams into reality.

Facilitator introduces self and sets the rationale: (3 min)

Although almost 90 percent of 8th graders expect to participate in some form of post-secondary education and nearly two-thirds of parents consider college a necessity for their children, a much smaller percentage graduates actually do go on to college and half of them drop out before they receive a certificate or degree.

As you have seen in the Powerpoint presentation, college and work ready are the same in today's economy and that some level of education after high school will be needed for most good jobs. Universities, community colleges and technical/apprenticeship programs demand well educated candidates.

Our district is asking you to help define what "well educated" means for our graduates, so that every student is college and work ready when they receive their diploma.

Our discussion tonight will gather your ideas on this topic and give guidance to the district in ensuring that our schools are preparing our students so that they can achieve their dreams.

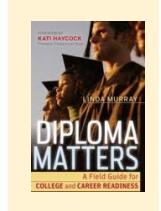
Facilitator gives general directions: (6 minutes)

- Explains facilitator role: neutral and in charge of process and time
- Determines need for translation



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- Assigns a time keeper.
- Goes over ground rules:
 - Listen attentively
 - Keep comments brief and focused to the discussion
 - Be respectful of others' ideas.

Facilitator leads discussion through the “Process Agenda” (1 hour)

Process Agenda (Should be posted on chart paper)

1. Expectations for Students
2. Conversation on needed high school reforms
3. Reflection on the district mission and vision

1. Expectations for Students

Q1: What changes should the district implement to establish high expectations for all students? We will start with our conversation by sharing in groups of two.

- Have individuals turn to a partner and discuss Question 1. (10 min)
- Chart responses: Ask each pair to provide one to two thoughts and record on chart paper. Allow time for discussion. (10 min)

2. Conversations on Needed High School Reforms:

Q2: Based on what you've shared, what thoughts do you have about specific things the district should do K-12 to improve the education our students have received by the time they complete our high schools?

Facilitator solicits thoughts from the group on things the district should do to improve its high schools in keeping with the group's expectations. Records group comments on chart paper. Group identifies its top two or three reform ideas using sticky dots. Each participant receives three dots: (10 minutes)

- Red dots - teachers
- Blue dots – parents
- Yellow dots – students
- Green dots - community

3. Reflection on Strategic Priorities:

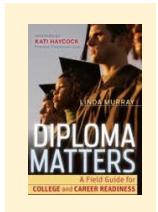
Facilitator directs participants to **review the vision and mission.**

Q3: Based on the district's vision and mission, what can the community do to support high expectations for all students? (10 minutes)



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Record group comments on chart paper.

Prioritize as a group.

Closing Plenary (20 minutes):

The Superintendent leads a brief discussion of items that came out of the breakout groups. Each group will mention 2-3 important points. The Superintendent thanks them for coming and talks briefly about how their input will be used and next steps.

Participants have an opportunity to look at the work of the other groups, leaving sticky note comments next to areas of particular interest and/or leaving sticky notes with names, phone numbers and emails next to areas in which they would be willing to help with future planning work.

Participants complete the evaluation.

