

# Youth Development for Education Results Work Group

## 3/4/2015 | Meeting 5



## AGENDA

YOUTH DEVELOPMENT FOR EDUCATION RESULTS WORK GROUP

- **9:30 Welcome, Work Group Purpose & Review Groundrules**
- **9:45 District Highlight: Auburn Deep Dive 3** (Denise Daniels, Auburn SD)
- **10:00 Partnership Tool-Kit & Case Studies**
  - Tool-Kit & Case Studies (Mona Griffe & Deborah Massachi, YDEKC)
- **10:30 Towards an Action Plan**
  - High School to College Action Plan overview (Willie Seals, PSES D)
  - Goals (Approx. 4 to 7)
    - Strategies (3 to 4 per Goal)
      - Activities (Up to 5 / strategy)
- **11:45 Updates**
  - Youth Program Directory Input & Feedback



## WORK GROUP PURPOSE

YOUTH DEVELOPMENT FOR EDUCATION RESULTS WORK GROUP

**Purpose:** The Youth Development for Education Results Work Group will support the efforts of the Road Map Project where youth serving community organizations play an integral role.

- Develop an **action plan** to support stronger partnerships between youth serving CBOs and schools including:
  - Supporting effective **data sharing and use**
  - Advancing regional efforts to **measure and improve student engagement and motivation**
  - Supporting **CBO alignment** with RMP goals and indicators
  - **Increasing programs** and services after-school and in the summer
- Create a **tool-kit to support partnerships** between schools & youth serving CBOs



## WORK GROUP GROUND RULES

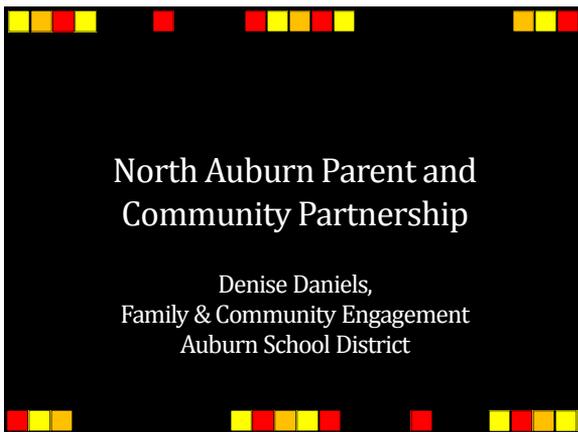
YOUTH DEVELOPMENT FOR EDUCATION RESULTS WORK GROUP

- Be honest & transparent – Speak your truth to move work forward
- Be kind | Assume positive intent | Own your impact
- Seek to understand & ask for clarification
- Balance field/sector needs with own organizational needs (take off your hat)
- Think outside the box – not business as usual
- Make equitable decisions
- Stay optimistic and help each other to stay optimistic
- Always consider community in our decisions and how it impacts our families and youth – its ultimately about the kids!
- Balance Talk & Action – what can we tangibly DO NOW?



# North Auburn Parent and Community Partnership

Denise Daniels,  
Family & Community Engagement  
Auburn School District



# North Auburn Parent and Community Partnership

**Intervention/Enrichment**

- Extended day program that includes dinner
- Summer school/school breaks

**Family Engagement**

- 1-3 Family engagement activities each month
- Parent education; e.g. Love & Logic
- Parent identified needs

**Connections/Partnerships with Community Based Organizations (CBO's)**

- Officially partnered with 9 CBO's, continues to expand

**Learn from Our Work/Outcomes**

- Replicable
- Student data; effective intervention
- Prenatal – 5<sup>th</sup> and beyond

Continuity and Pathways

Family Engagement

Cross-Sector Work

Data-Driven Improvement



## Priority Setting



- Appropriateness
  - Strategic fit with organization
  - Willingness and interest from key stakeholders
  - Momentum exists
- Impact
  - High probability to change adult behaviors
  - High potential to close achievement gaps
- Capacity
  - Adequate human resources/expertise
  - Financially realistic

Cross-Sector Work

Family Engagement

Continuity and Pathways

## Why Family Engagement?

- Students with parents who are involved in their school tend to have fewer behavioral problems and better academic performance, and are more likely to complete high school than students whose parents are not involved in their school. Positive effects of parental involvement have been demonstrated at both the elementary and secondary levels across several studies, with the largest effects often occurring at the elementary level. A recent meta-analysis showed that parental involvement in school life was more strongly associated with high academic performance for middle schoolers than helping with homework.
- Involvement allows parents to monitor school and classroom activities, and to coordinate their efforts with teachers to encourage acceptable classroom behavior and ensure that the child completes schoolwork. Teachers of students with highly involved parents tend to give greater attention to those students, and they are more likely to identify at earlier stages problems that might inhibit student learning. Parental involvement in school, and positive parent-teacher interactions, have also been found to positively affect teachers' self-perception and job satisfaction.
- - See more at: <http://www.childtrends.org/?indicators=parental-involvement-in-schools#sthash.JGRMQYIG.dpuf>

## Data

- In 2011-12, 45 percent of children living above the poverty line had a parent who volunteered or served on a committee at their child's school, compared with 27 percent of children living at or below the poverty line.
- In 2012, 50 percent of children with parents who did not speak English had a parent who attended a school event, compared with 62 percent of students with one parent who did not speak English, and 78 percent of students whose parents both spoke English.
- In 2012, more than 85 percent of students whose parents had a bachelor's degree or higher had a parent who attended a school event, compared with 48 percent for students whose parents had less than a high school education
- - See more at: <http://www.childtrends.org/?indicators=parental-involvement-in-schools#sthash.JGRMQYIG.dpuf>

## Parent and Child Education Opportunities

- Research supports parent involvement as an important component to student success in school
- Early education for parents provided by Community-based organizations and Family Engagement Coordinator
- Parents are able to connect with school and community organizations in a positive way

## S.P.A.C.E.

- Scobee Parent and Child Education
- 3-5 year olds not attending child care or other preschool setting
- Two hours, twice a week 12:00-2:00
- Lunch, combined activity, separate instruction time, assigned home activities
- Six-week sessions
- Classes provided by CBO partners and Family Engagement Coordinator

## Example Parent Session Content Areas

- Your Childs Development (AYR, Neighborhood House)
- Health and Wellness (Food Sense, YMCA, Food Bank)
- Literacy Development (Page Ahead, KCLS)
- Parenting Support (Valley Cities, FEC)
- Supporting Your Student in Public Education (FEC, others)
- Internet Education and Cyber Safety

### Parent Outcomes

- Parents are empowered by learning:
  - Parenting skills
  - How to prepare their child for Kindergarten
  - How to support and advocate for your student
  - About the public school system
  - Resources available to support families
  - Who to contact when you need help

### Child Session Content/Structure

<b>Lunch with Parents:</b> 12:00 – 12:30 Daily Schedule, Snack Talks with parents, emphasize social thinking vocabulary, model conversational skills and independence	<b>Small Groups/Family Connection:</b> 1:20 – 1:50 Group 1: play with manipulatives and ten frame/egg carton Group 2: reading a book (model dialogic reading) Group 3: Incredible Flexible You, 1 <sup>st</sup> 1/2 of Book One
<b>1<sup>st</sup> Circle:</b> 12:30 – 12:40 Name Recognition (name tags) Hello Song Expected Behaviors Name Game Song (.has a name and it goes like this)	<b>Closing Circle:</b> 1:50-2:00 Homework Goodbye Book Biomusical Song
<b>Structured Play/Bathroom:</b> 12:40 – 1:20 1. Manipulatives 2. Blocks 3. Writing/Art Center 4. Dramatic Play	<b>Homework:</b> Handwriting Without Tears Worksheet -

### Key Child Outcomes

- School Readiness Skills
  - Following Structures and Routines
  - Following Directions
  - Working in Groups
  - Social-Emotional Skills Development
  - Early Literacy/Math
  - Language, Communication, Cognitive, Motor
- Family Connection Components Daily

### Unintended Outcome

- CBO's connecting in a web like structure

### Questions

### School & Youth Serving Organization Partnership Toolkit

- **Toolkit Outline-** Compilation of feedback from past meetings, existing toolkits, and previous work
- **Organized in 6 Chapters**  
**Chapter 2:** Getting Started- First Chapter Draft
- **Target:** School & Youth Serving Org. Leaders

## Case Studies

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- Highlighting successful partnership experiences and overcoming challenges in the work
- 7-10 Roadmap Region stories
- Sampling from each of the Roadmap districts
- Sampling of Elementary, Middle, and High Schools



## Draft Review

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- 15 minute review at tables
  - Case Study draft format / questions
  - Toolkit Outline
  - Toolkit Chapter 2 Draft
- List any feedback on worksheet
- 5 minute Report out



## ACTION PLAN REVIEWS

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Review for...

- **Content:** Are there goals or strategies from an action plan that overlap with our work?
- **Format:** + / - about the work plan. Are the goals or strategies or actions at the right “level”



## Road Map Project - Action Plan Goals (In Progress)

Birth to 3rd Grade	English Lang. Learners (ELL)	High School to College	Opportunity Youth	Youth Development	STEM	Family Engagement
Support parent and family engagement	Support positive identity & primary language development	Engage students and support when off-track	Improve the supply of re-engagement pathways	Support effective data sharing and use across schools/CBOs	Build awareness and enthusiasm for STEM	Support the development of conditions that enable systemic family engagement
Ensure quality teaching (early learning – 3 <sup>rd</sup> )	Support parent engagement	Provide comprehensive college and career advising	Improve the quality of re-engagement pathways	Advance efforts to measure & improve motivation & engagement	Provide real world STEM learning opportunities	Build a broad cadre of leadership for authentic and effective FE practice
Ensure quality expanded learning opps (birth – 3 <sup>rd</sup> )	Ensure comprehensive data collection	Ensure academic preparation for postsecondary	Improve coordination of re-engagement pathways	Support CBO alignment with RMP indicators	Develop STEM literacy and 21 <sup>st</sup> century skills	Create design teams in all districts that engage parent, CBO, school and district leaders to inform/develop FE initiative or model
Develop strong program and system data capability	Support strong instructional practice	Support CB scholarship sign-ups & support	Improve awareness of and access to re-engagement pathways	Support increasing and improving school-youth serving organization partnerships		Provide parent, school and district leaders w/ capacity to cultivate and sustain effective FE practice
	Ensure postsecondary success	Support the HS to college transition				

## Opportunity Youth Goals & Strategies

### IMPROVE SUPPLY

- Support the development and expansion of pathways
- Address systemic barriers to effective re-engagement

### INCREASE COORDINATION

- Establish a shared regional vision for re-engagement
- Identify and develop shared structures

### IMPROVE QUALITY

- Develop shared continuous quality improvement tools & processes
- Monitor system reach and outcomes

### INCREASE AWARENESS & ACCESS

- Develop effective ways to reach youth who drop out of HS and college
- Implement regional youth-led outreach strategies



## High School to College Goals & Strategies

### 2014 HIGH SCHOOL TO COLLEGE COMPLETION ACTION PLAN Approved 11.18.14

College and postsecondary in this document refers to technical, 2-year and 4-year postsecondary institutions. Our goal is for students to successfully complete a degree, career credential or apprenticeship program at an accredited higher education institution.

**Goal 1** Students are engaged in school and receive support when they're off track for grade promotion or graduation.

1. Strategy: Implement Early Warning Indicator Systems (EWIS) to identify students that are off track and provide them with effective and appropriate supports.
2. Strategy: Build strong partnerships between youth-serving organizations and schools that support student engagement and success (A priority of YDEKC work group action plan).
3. Advocacy Strategy: Implement policies and practices to reduce exclusionary discipline.

**Goal 2** Students participate in a comprehensive college and career advising system that incorporates 21st century skill

4. Advocacy Strategy: Increase counselor capacity to support college and career advising that engages students and families from middle school through high school graduation by improving the counselor to student ratio to the American School Counselor Association recommended 1:250 and clarifying counselor roles and responsibilities.
5. Strategy: Build upon existing counselor professional development to better support counselors in college and career advising.
6. Strategy: Strengthen the system of college and career access activities, events and programs that occur in school and out. Develop programs to be accessible and engaging to parents and families to strengthen their knowledge about the college going process such as course requirements, financial aid and college options.
7. Strategy: Develop regional system for career awareness and exploration (A priority of STEM work group action plan).

**Goal 3** Students graduate high school academically prepared to pursue postsecondary education.

8. Strategy: Strengthen implementation of high school and beyond planning to inform coursework aligned to postsecondary and career aspirations, beginning in 8th grade through high school graduation. Integrate parents and families into the ongoing high

## ACTION PLAN CRITERIA

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**GOAL SETTING:  
WHAT SHOULD OUR CRITERIA BE?**



## YD FOR ER ACTION PLANNING

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**DRAFT GOAL:** IMPROVE SYSTEMS AT DISTRICTS & SCHOOLS THAT SUPPORT STRONG PARTNERSHIPS BETWEEN SCHOOLS & YOUTH SERVING ORGANIZATIONS

**DRAFT GOAL:** IMPROVE COORDINATION AND QUALITY OF STUDENT SUPPORTS

**DRAFT GOAL:** ADVANCE EFFORTS TO MEASURE & IMPROVE STUDENT ENGAGEMENT AND MOTIVATION AND SOCIAL EMOTIONAL LEARNING

**DRAFT GOAL:** INCREASE AVAILABILITY OF EXPANDED LEARNING OPPORTUNITIES DURING THE SUMMER AND SCHOOL-YEAR

**DRAFT GOAL:** PROMOTE POLICIES AT ALL JURISDICTIONAL LEVELS THAT ENHANCE CROSS-SECTOR COLLABORATION

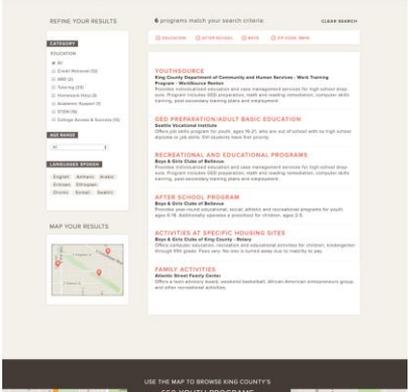


<b>Goal:</b>	IMPROVE SYSTEMS AT SCHOOL DISTRICTS AND SCHOOLS THAT SUPPORT STRONG PARTNERSHIPS			
<b>Strategy 1</b>	Build a tool-kit of practical, accessible resources and steps to help schools and youth serving organizations initiate and cultivate new and growing partnerships to serve more kids with effective programs. <i>(In Progress)</i>			
<b>Rationale</b>	The region and most individual school districts currently lack the practical and consistent tools to support finding and maintaining purpose-focused partners to help support the school and community to improve service to kids.			
<b>What does success look like?</b>	The (vetted and co-created) School-Youth Serving Organization tool-kit is adopted and implemented in RMP districts, and professional development and implementation assistance is widely available and accessed at the school and YSO level by the 2016-2017 school year.			
<b>Work Plan</b>				
<b>Action</b>	<b>Outputs</b>	<b>Outcome</b>	<b>Key Implementer</b>	<b>Timeline</b>
1. Build the Tool-Kit Framework and build out individual chapters.	Draft framework & chapter outlines.	Awareness about current useful tools in practice in building partnerships is elevated. The tool-kit is	YDEKC (Mona Grife lead) YD for ER Work Group vets and	Full first draft by 6/1/2015

## King County Youth Program Directory coming soon!



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## NEXT MEETINGS

YOUTH DEVELOPMENT FOR EDUCATION RESULTS WORK GROUP

**April 15**

- District Overview
- Tool-kit Chapter Review
- Action Planning

**May 27**

- Tool-kit & Case Study Review
- Action Plan Finalization
- Work Group Next Steps
  - Summer & 2015-2016

