

WELCOME



THE PUBLIC ENGAGEMENT FAMILY, SCHOOLS AND COMMUNITY PARTNER INITIATIVE



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<http://www.lincolneducationassociation.org/CommunityConversation.html>

The American city should be a collection of communities where every member has a right to belong. It should be a place where every man feels safe on his streets and in the house of his friends. It should be a place where each individual's dignity and self-respect is strengthened by the respect and affection of his neighbors. It should be a place where each of us can find the satisfaction and warmth which comes from being a member of the community of man. This is what man sought at the dawn of civilization. It is what we seek today.

LYNDON B. JOHNSON

THE PROCESS

THE PROCESS???

LPS COMMUNITY CONVERSATION



<http://www.lps.org/post/detail.cfm?id=2314>

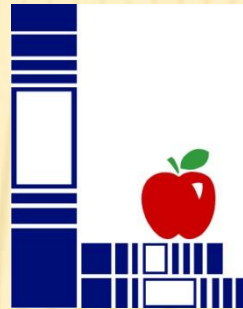
http://journalstar.com/news/local/education/article_7815afc8-ba05-11de-ab67-001cc4c03286.html

http://journalstar.com/news/local/education/article_154ec878-4828-11df-bd6f-001cc4c002e0.html

IDENTIFY PARTNERS AND STAKEHOLDERS



Clyde
MALONE COMMUNITY
CENTER



DEVELOP A THEME



The Public Engagement
Family - Schools - Community
Partnership Initiative

Effort = Achievement

Clyde
MAIONE COMMUNITY
CENTER

nea

NSEA

LEA



DINNER AND DIALOGUE

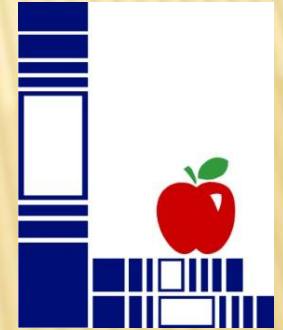


SUPPORTIVE TRAINING



<http://www.nea.org/home/AchievementGaps.html>

ADVISORY COMMITTEE FORMED PARTNERS AND STAKEHOLDERS

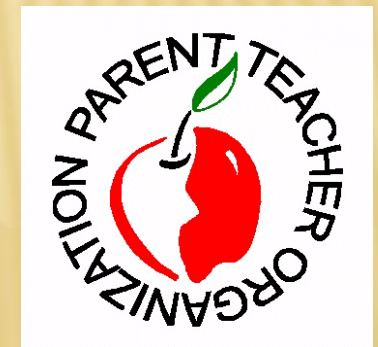


The Public Engagement
Family - Schools - Community
Partnership Initiative

Effort = Achievement



A graphic featuring a globe with several stylized human figures of different colors (purple, green, blue, orange) standing on it, holding hands. Below the globe is the text "The Public Engagement Family - Schools - Community Partnership Initiative" and "Effort = Achievement". At the bottom are logos for Clyde Malone Community Center, nea, NSFA, LEA, and another organization.



FACILITATORS TRAINING



<http://www.nea.org/home/29974.htm>

FAMILY, SCHOOLS, AND COMMUNITY CONVERSATION

You are Invited...
To Closing Achievement Gaps
Through Community Conversations
That Lead to Collective Action

Saturday, May 8th, 2010

9:45 AM - Meet & Greet, Snacks and Drinks

10:00 AM -to 2:00 PM (Lunch will be Served)

Lincoln High School Cafeteria

http://journalstar.com/news/local/education/article_276a8712-5977-11df-bb5e-001cc4c002e0.html

Closing Achievement
Gaps Through
Community
Conversations That
Lead to Collective
Action

WHAT ARE ACHIEVEMENT GAPS?

- × Measurable differences in educational achievement *between groups* that are:
 - × widespread
 - × persistent
 - × significant in size and impact

GAPS AMONG WHICH GROUPS?

- + Race/ethnicity
- + Income levels
- + Language background
- + Disability status
- + Gender
- + Sexual orientation

HOW ARE GAPS MEASURED?

- ✘ **Academic Attainment**
 - + Years of school completed
 - + Degrees earned
- ✘ **Test scores - Performance**
 - + National standardized tests such as National Assessment of Educational Progress (NAEP)
 - + State tests, other tests

ACCESS ISSUES

- ✘ Technology Resources
- ✘ Advanced Placement Classes
- ✘ Special Degree Programs
- ✘ Community Service Opportunities
- ✘ Rich & Varied Cultural Experiences
 - + Sports, arts, music, drama, etc.

WHERE DO WE FIND GAPS?

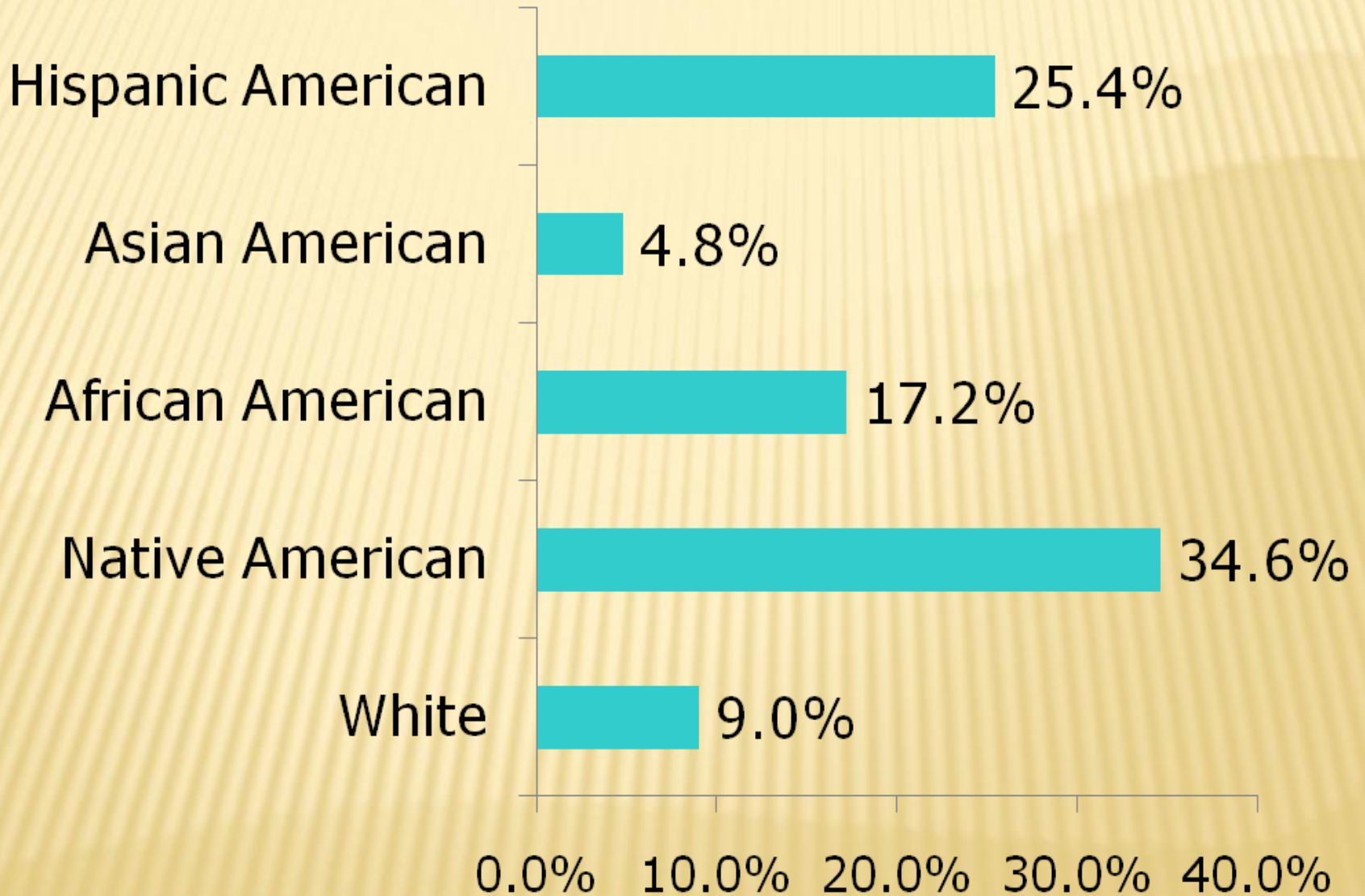
The 2006 NCES Averaged Freshman Graduation Rates by race/ethnicity are:

- + White (not Hispanic): 80.6%
- + Black (not Hispanic): 59.1%
- + Hispanic: 61.4%
- + Asian/Pacific Islander: 89.9%
- + American Indian/Alaska Native: 61.8%

LPS Longitudinal Graduate Information 2009

District Longitudinal Graduation Rate Class of 2009:	<u>Total</u>	<u>White</u>	<u>Native American</u>	<u>African American</u>	<u>Asian American</u>	<u>Hispanic American</u>
Total	2601	2101	36	208	97	159
Transfers	353	244	10	45	13	41
Total less transfers	2248	1857	26	163	84	118
Total dropouts	239	168	9	28	4	30
Percent dropouts	10.6%	9.0%	34.6%	17.2%	4.8%	25.4%
Total graduates	1805	1546	12	113	66	68
Percent graduates	80.3%	83.3%	46.1%	69.3%	78.6%	57.6%

Percent Drop



APPROACH 1

School Accountability

APPROACH 1 SAYS.....

- ✘ Test students – break results out by race, gender, poverty, etc.
- ✘ Analyze each school's test scores to identify which schools show substantial differences between groups of students.
- ✘ Impose significant consequences on schools that fail to close gaps - reward those that do.

APPROACH 2

School Resources

APPROACH 2 SAYS.....

- ✘ Provide up-to-date textbooks, technology & school facilities.
- ✘ Hire & retain qualified teachers in all schools – especially those serving poor and minority students.
- ✘ Ensure a safe and orderly school environment.

APPROACH 3

Family & Community Engagement
at an Early Age

APPROACH 3 SAYS.....

- + Involve families & communities in children's education through preschool, afterschool, and parent education programs.
- + Make sure family members feel welcome at school.
- + Create good communication & partnerships between schools, families, & community organizations that support student success & provide exposure to rich learning experiences pre-K through 12th grade.

WHICH OF THESE 3 APPROACHES MAKES THE MOST SENSE TO YOU?

Approach 1... School Accountability

Approach 2... School Resources

Approach 3... Family & Community
Engagement

This is the question that will kick off your discussions.

NEXT STEPS TOWARD THE COLLECTIVE ACTION PLAN

http://journalstar.com/news/local/article_394cf278-5b00-11df-b985-001cc4c002e0.html

- **Analyze Information
Collected**
- **Advisory Committee
Plan**

LESSONS LEARNED

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QUESTIONS?

<http://www.lincolneducationassociation.org/CommunityConversation.html>