School Accountability (SAC) Training Agenda
April 4, 2019
Tesla Professional Development Center
6:00pm – 8:00pm
Room 116/129

6:00 – 6:10pm (room 116/129)	**Welcome, Introductions, Strategic Plan Overview** Dr. Parth Melpakam – DAC Chairperson
6:10 – 7:10pm	**Family, School, Community, Partnership for the whole student (Multi-Tiered System of Supports) – Presentation/Discussion**– Jeremy Koselak– System Improvement Specialist (MTSS) (room 116/129)

7:15 – 7:55pm   Session (Choose 1)

1. **Social Emotional Learning**
   Cory Notestine, Director Counseling & Wellness
   (room 110/111)
2. **Project Based Learning**
   Gretchen Bitner, PBL Coordinator, Penrose ES
   Tamara Sobin, Principal, Penrose ES
   Students will be presenting
   (room 112/113)
3. **Career and Technical Education (CTE)**
   Duane Roberson, Director, Career & Technical Education
   (room 134/135)

7:55pm   **Conclusion - room 116**
- Evaluation of Training (leave on table at door)
- Door Prize

CORE VALUES

We believe:

- In the inherent worth of every individual and the power of equitable practices to unleash potential.
- Diversity enriches the human experience and strengthens community.
- Healthy relationships provide mutual understanding and enhance life.
- Continuous learning nourishes life.
- Integrity is fundamental to building trust.

MISSION

We dare to empower the whole student to profoundly impact our world.

MISSION IMPACTS

- Each student will innovatively adapt to evolving challenges.
- Each student will actively pursue learning that continually challenges them to grow and achieve their personal best.
- Each student will develop personal, social, and cultural competencies and apply them intentionally in their lives.

VISION

We are a dynamic, collaborative community of energized educators, engaged students and supportive partners with a passion for continuous learning.

STRATEGIES

In pursuit of our mission and mission impacts:

1. We will cultivate a collaborative culture that promotes intentional, mission-driven change.
2. We will align our actions to our shared understanding of and commitment to the strategic plan.
3. We will guarantee an ecosystem of equitable practices to meet the unique needs of all.

World Café

Working together to create excellence in education.
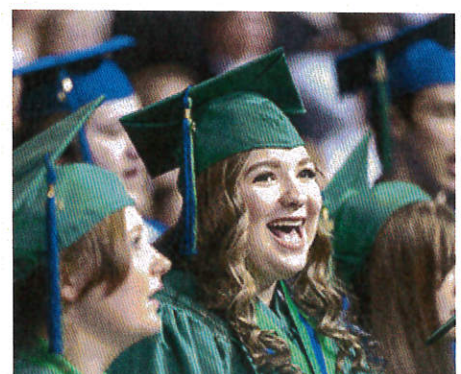
Community members, parents, students, and staff are invited to come to any of School District 11's *World Cafés* and participate in these important community conversations.

Monday, April 8
- Tesla Education Center
  2560 International Circle
  6:30-8 p.m.

Tuesday, April 9
- Coronado High School
  1590 W. Fillmore Street (HELP Room)
  6:30-8 p.m.

Thursday, April 11
- Pikes Peak Library District, East Branch
  5550 N. Union Blvd.
  1-2:30 p.m.

Saturday, April 13
- Mitchell High School
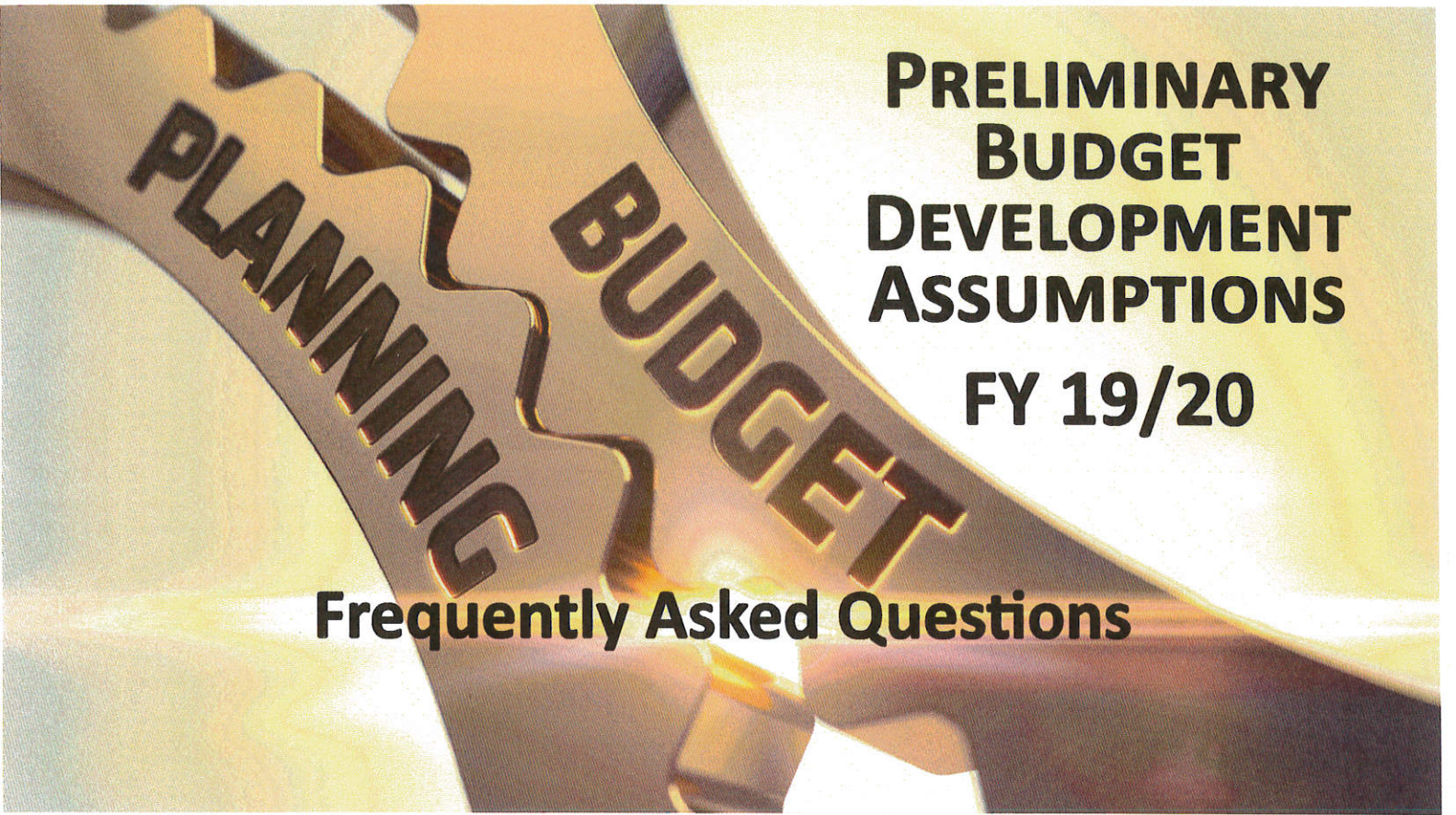 1205 Potter Drive (Cafeteria)
  9-10:30 a.m.

Conversation Matters!

The work of creating a new strategic plan has begun! Information from the first set of World Cafés has been compiled, and the Core Planning Team has prepared a draft of the plan. This draft plan is ready to be viewed and discussed. Come to a *World Café* and help us as we continue the work to shape the future of School District 11.

Colorado Springs School District 11 is committed to fostering a learning community of excellence. Our commitment is to build meaningful and trusting relationships so our staff, students, parents, and community can work together to ensure all students achieve.

Visit https://www.surveymonkey.com/r/COSD11Worldcafe
to let us know which *World Café* you will attend.

COLORADO SPRINGS SCHOOL DISTRICT 11

PRELIMINARY BUDGET DEVELOPMENT ASSUMPTIONS FY 19/20

Frequently Asked Questions

$ How much does the District have to reduce from its FY 19/20 operating budget and why?

The District needs to reduce approximately $10 million from its General Fund operating budget. The District's enrollment is down over 1,000 students this year and is projected to be down another 700 next year.

$ How much does the District receive in funding for each student?

The District receives approximately $8,000 per student from school finance funding. However, the five-year declining enrollment averaging formula helps to soften the blow and spread the impact over time.

$ I thought the District recently passed a Mill Levy Override (MLO). Doesn't that solve the financial problem?

The District's voter-approved MLO is designated for specific spending plan items, such as capital projects, increasing district security measures, and improving technology. The MLO cannot be used for alternative uses like balancing the budget without a rigorous change process.

$ How did the District determine the areas for potential reduction?

The District conducted many Budget Balancer exercises in anticipation of this challenge due to the projected enrollment decline. That exercise used actual current budget details in order to generate significant stakeholder input regarding potential reductions. The Superintendent then assembled a team to meet and determine the recommendations to present to the Board of Education. The results of the Budget Balancer exercise played a role in the team's reduction recommendations, as well as detailed comparisons to other similar-sized school district budgets, and recommendations to reduce non-staffing budgets.

$ Are the Superintendent's recommendations final?

Absolutely not. Only the Board of Education can approve the budget for the District. In addition, this is only the Preliminary Budget Development Assumptions (PBDA) document. This document, once approved by the Board of Education, guides the Superintendent in the development of the District's FY 19/20 Proposed Budget that is delivered to the Board for consideration in May.

💲 **I see that the Superintendent is recommending a significant reduction in staff for next year. Can't the District reduce in other areas besides staff?**

The District's general fund operating budget is approximately 85 percent salaries and benefits. Much of the rest of budget is obligated to required expenditures such as utilities, operational systems, and program costs. The District needs to reduce staffing to maintain its board approved class-size ratios.

💲 **Why can't the Superintendent just reduce administration to balance the budget?**

The Superintendent is recommending reductions in administration. However, most administration are directly tied to school programs or state/federal-mandated processes. Even if the entire administration was reduced, there wouldn't be enough savings to balance the budget. Approximately 90 percent of the general fund budget is spent in schools or directly supporting schools.

💲 **Is the District considering compensation increases for next year?**

Yes it is. The District is committed to paying a competitive wage in order to attract and retain quality staff. As a labor-intensive profession, it is essential that we retain and hire the best quality staff in support of our District mission.

💲 **How will this impact the future of our district?**

By right-sizing the District now to align with current enrollment changes, it will allow the District to be on more stable financial footing, providing flexibility to be responsive to any identified strategic plan goals.

💲 **What is the time line for these decisions?**

The Board of Education will consider the budget for FY 19/20 with the following time line:
- Board work session and formal presentation (non-action) on PBDA – March 21, 2019
- Board vote (action) on PBDA – April 10, 2019
- Board receipt of proposed budget – May 26, 2019
- Board formal presentation (non-action) on proposed budget – May 29, 2019
- Board work session on proposed budget – June 5, 2019
- Board vote (action) on proposed budget – June 12, 2019

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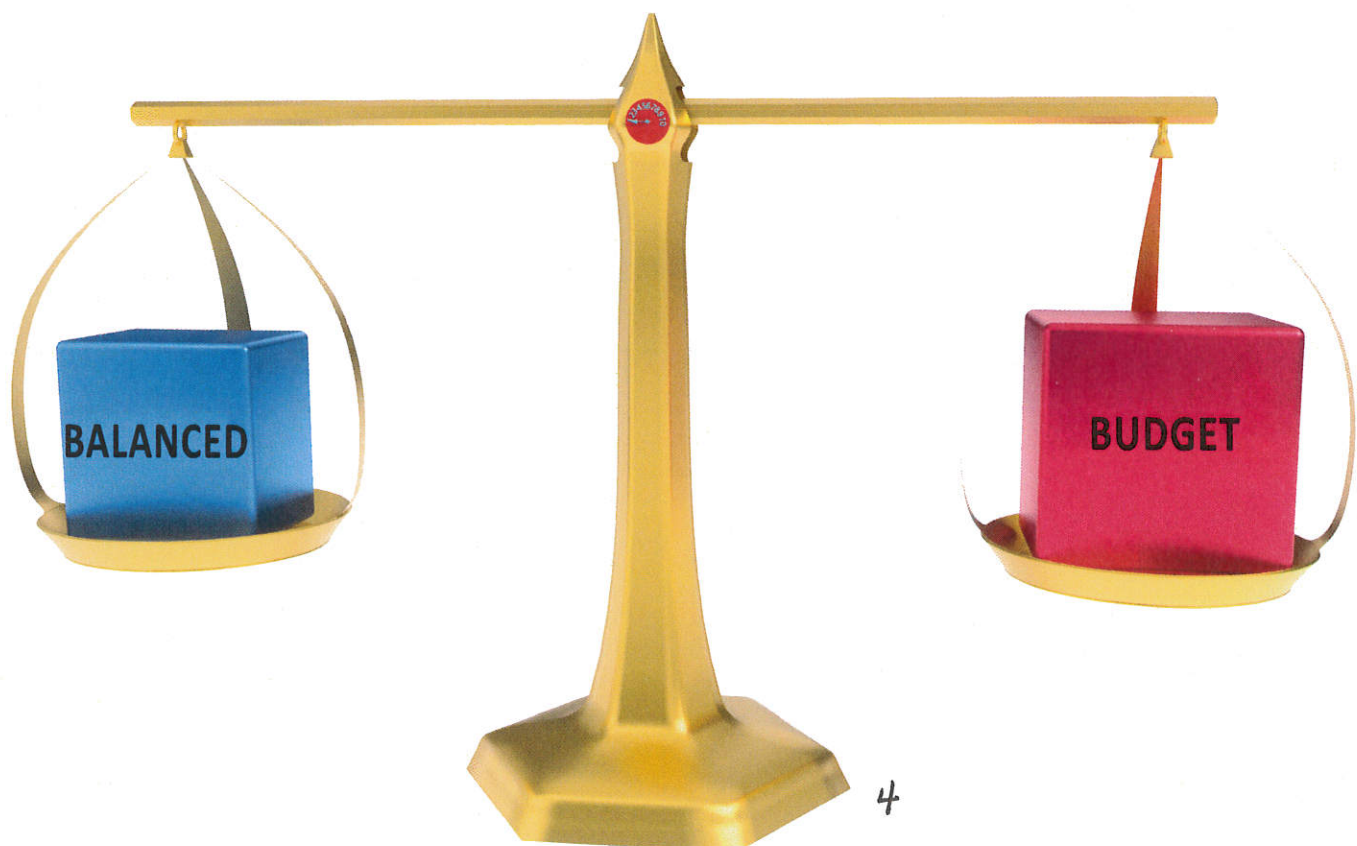
BRIEF OUTLINE OF SAC TRAINING PRESNTATIONS FOR APRIL 4, 2019

Welcome to School Accountability Committee (SAC) training night, April 4, 2019. The intent of the training/information sessions is to provide you, as volunteers from your school, with the information you need so your school can have a highly functioning SAC, leading to increasing student achievement. To help you choose the session that interests you the most, brief descriptions of the four sessions offered this evening are provided below. If your school team is unable to attend all sessions, the electronic version of the slides and handouts will be available on the D11 DAC webpage in the near future.

6:10 – 7:10 PM

Family, School, Community, Partnership for the whole student - Multi-Tiered System of Supports (MTSS) - Vision for D11 and roll-out plans for 2019-2020: (This presentation is for all.) Looking for SAC input on family, school and community partnership for students, with an update on the roll-out by the District MTSS team followed by a breakout discussion session to get SAC member feedback. D11's MTSS approach is a unified framework for advancing academic and behavioral outcomes while cultivating the social and emotional wellness of every learner. MTSS features collaborative, data-based decision making and active partnering among schools, families, and the community.

7:15 – 7:55 PM: Three Sessions in Parallel (Choose 1)

Social Emotional Learning (SEL): Update on SEL status, and initiatives in D11 for 2019-2020 to include the Comprehensive Student Support Model (CSSM), the MLO supported roll out, Capturing Kids Hearts and curricular initiatives.   How this ties in with the MTSS roll out will also be discussed.

Project Based Learning (PBL) - The Penrose ES Model: What if we were able to provide our students with instruction that is engaging, authentic, and filled with hands on problem solving and real world scenarios? Project Based Learning provides Penrose ES students with all of the above, plus much more. This presentation will include the "Penrose Story", impact data, a map of what PBL is, how it works, and why Penrose staff and students believe it has changed the foundation of their school. (Presented by Penrose ES staff and students)

Career and Technical Education (CTE): Update on new initiatives in Colorado and in D11 with a focus on work-based learning to include plans for increasing mentorships, internships, apprenticeships, on-the-job training, etc.

The presentation will include information on Colorado's Work-based Learning Continuum and how students and parents can best access the information on programs and offerings in D11.

Multi-Tiered System of Supports (MTSS) in District 11

A unified framework empowering the whole learner to profoundly impact our world.

District 11's Multi-Tiered System of Supports (MTSS) is our unified, prevention-based framework for advancing academic and behavioral outcomes while cultivating the social and emotional wellness of every learner. MTSS guarantees an ecosystem of equitable practices to meet the unique needs of every individual by optimizing a dynamic, collaborative community of energized educators, engaged students, and supportive partners with a passion for continuous learning.

CORE VALUES OF MTSS

➢ **Focus on the Whole Learner** – We encourage and support each learner with developing academic, personal, social, and cultural competencies and applying them intentionally in their lives. Each learner is encouraged and supported to actively pursue deeper learning that continually challenges them to grow and achieve their personal best while also innovatively adapting to evolving challenges.

➢ **Prevention-Based** - We maintain intentional and sustained focus on high quality tier 1 (core) instruction, differentiated to meet the unique needs of all learners.

➢ **Collective Responsibility, Efficacy, and Impact** - We are empowered through a dynamic, collaborative community of energized educators, engaged students and supportive partners with a passion for continuous learning.

➢ **Strategic and Systematic** – We focus on quality implementation and responsible innovation as we commit and align our actions to a shared understanding of the strategic plan.

MTSS COMPONENTS AND DESCRIPTIONS

1. **Culture and Climate** - Equity-based MTSS thrives with strong and actively engaged administrative leaders who are committed to improving teaching and learning for the whole student within a system that empowers educators, students, families, and the community.

2. **Infrastructure to Support Implementation and Innovation** - Knowledge, resources, and organizational structures are aligned to operationalize and integrate all components of MTSS in a unified system to meet established goals, ensure quality implementation, and empower responsible innovation.

3. **Family, School, and Community Partnering** - MTSS develops collective impact through active, engaged partnering among families, schools, and the community to improve learner, classroom, school, and district outcomes.

4. **Multi-tiered Instruction and Support** - MTSS ensures that every student receives equitable academic and behavioral support that is evidence-based, culturally responsive, matched to need, and developmentally appropriate, through layers that increase in intensity from universal (every student) to targeted (some students) to intensive (few students).

5. **Data-based Improvement, Assessment, and Decision Making** - A deliberate and consistent process (analyzing and evaluating relevant information, planning, implementing, monitoring, and adjusting strategies) is used by stakeholder teams at multiple levels to sustainably support improved student and system outcomes.

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Family, School, and Community Partnering (FSCP)

An Essential Component

The Colorado Multi-Tiered System of Supports (MTSS) framework, a systems alignment and preventative, organizational approach to educational reform, consists of five Essential Components. Of these, the Component of Family, School, and Community Partnering (FSCP) is explained in this document to illustrate its contribution to MTSS.

Partnering Rationale

The rationale for family, school, and community partnering comes from over fifty years of research that shows that partnering works to improve student outcomes (Christenson & Reschly, 2010). Research suggests that students may spend more than seventy percent of their waking hours outside school (Clark, 1990; Callender & Hansen, 2004); that statistic implies that the school is not the sole setting for student learning. And when partnering for student success takes shape, it is visible in ongoing, sustainable, and intentional relationships that enable learning to live in the schoolhouse, in the home, and in the community. Every stakeholder group benefits from partnering. These positive impacts include: (a) higher achievement for students; (b) more engaged families; (c) stronger community support for schools; and (d) improved teacher morale and teacher performance (Esler, Godber, & Christenson, 2008).

CO-MTSS is a prevention-based framework of team-driven, data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level. (CDE definition, 2016)

Definition

What is FSCP?

In CO-MTSS, Family, School, and Community Partnering (FSCP) is defined as:

the collaboration of families, schools, and communities as active partners in improving learner, classroom, school, district, and state outcomes (CDE, 2013).

This definition is an evolution of thinking that reflects a shift in the field from "involvement" to "partnering". With an emphasis on shared responsibility, the term "partnering" exemplifies the types of relationships that should be initiated and maintained. It is important that each member of the learning community (e.g., staff, family, student, or community liaison) has a clear understanding of roles and responsibilities within the team (Hoover-Dempsey, Whitaker, & Ice, 2010), and *respect and reciprocity* are common amongst the team experiences. Additionally, saying "families" instead of "parents" is an effort to be more accurate and inclusive of all stakeholders who will be collaborating. As the significant adults within a student's life establish opportunities for coordination between different settings, a commitment to FSCP implementation will emerge. Language can influence, and within federal (ESSA; ESEA; IDEA) and state (SB 13-193; HB 12-1238; SB 09-90) legislation, heightened attention has focused on embedding the language of partnering.

Partnering Standards

The *National Standards for Family-School Partnerships* (PTA, 2008) provide guidance for effective partnering. Based on research, they can be applied at multiple levels and throughout the tiers (Epstein, 1995). According to legislation (SB 09-90), Colorado's State Advisory Council for Parent Involvement in Education (SACPIE) aligns its efforts with the Standards.

These Standards for Partnerships can serve as expectations and outlines for FSCP:

- Welcoming All Families
- Communicating Effectively
- Supporting Student Success
- Speaking Up for Every Child
- Sharing Power
- Collaborating with Community
  (On CDE SACPIE site)
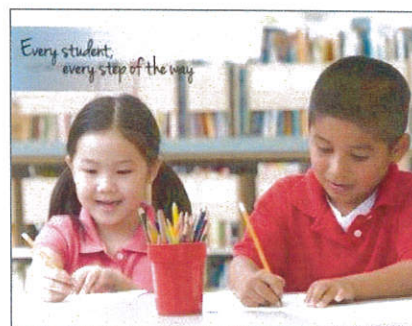
How to Implement

Partnering Practices

According to research, children do best academically when the "overlapping spheres" of family, school, and community have collaboratively-developed shared goals (Simon & Epstein, 2001). Many of the practices that benefit partnerships (a) allow for access to resources, training, and materials; (b) demonstrate respect for cultural, linguistic, and learning differences; and (c) focus on results.

Effective partnering includes consistent implementation of these evidence-based practices:

- Ongoing two-way communication: *Frequent, systematic, and encouraging*
- Supporting learning at home and school
- Jointly developed educational plans
- Flexible hours and meeting times

- Use of partnering vocabulary (i.e., "we" and "our")
- Representative family participation on teams
- Team-based decision-making, action planning, progress monitoring, and evaluation

- Education of all stakeholders in sharing responsibility
- Policies, documents, artifacts, and materials represent partnering principles
- Effective homework design focused on successful completion

Just as MTSS has an expectation that supports are tiered and fluid —not finite nor permanent; similarly, multi-tiered family, school, and community partnering ensures that supports exist at the universal, targeted, and intensive levels for every stakeholder group. We label the supports, not the individuals, and the supports are provided according to identified needs. In multi-tiered partnering, as in the MTSS framework as a whole, the problem solving process is transparent, and everyone is "on the team and at the table" (CDE, 2009) sharing information and decision-making.

For More Information

- Colorado Multi-Tiered System of Supports: www.cde.state.co.us/mtss/fscp
- State Advisory Council on Parent Involvement in Education (SACPIE): www.cde.state.co.us/sacpie

Office of Learning Supports | 1580 Logan Street, #550; Denver, CO 80203 | 303.866.6262 | watchorn_k@cde.state.co.us

	Ideal "Gold Standard"	Acceptable Variation	Unacceptable Variation
Welcoming All Families	Families are active participants in the educational system, and feel welcomed, valued, and connected to each other, to staff, and to what students are learning and doing. Positive relationships exist. The school community respects and includes every family.	Relationships have been established *between* families and between *families and educational staff*. Families feel comfortable attending school/district activities, at school(s) and in the community.	Families feel intimidated by the school(s). Some families are not included in efforts to partner effectively. Relationships are not established.
Communicating Effectively	Families and staff engage in regular, two-way, meaningful communication about student learning. Communication is timely and reciprocal, authentic inquiries are made of families, and staff members are responsive. Multiple methods of communication ensure access and equity. Communication is ongoing.	Plans for multiple methods of communication are being developed and implemented. Staff members share information on relevant topics (e.g., instruction, issues, and decisions). Families are encouraged to initiate communication.	Communication is one-directional. Information is infrequent &/or minimal. Only one communication method is used. Content is rarely related to student learning. Access and equity are not considered.
Supporting Student Success	Families and staff continuously collaborate as active partners to support students' learning at home and at school through a tiered system of supports. Information is shared about student-level and system-level progress.	School-based learning activities are known and supported by families and staff. Student-level progress data is consistently shared with each family.	There is no home and school coordination for student learning and progress. Learning is school-owned. Progress data is not known by all.
Speaking Up for Every Child	Families are empowered to be advocates for their own and other children, to ensure fairness and access. Families know how school systems operate, how to raise questions, and what their rights and responsibilities are.	Families feel empowered to advocate for their own children. Every family has awareness of family rights and responsibilities.	Families feel discouraged from asking questions or advocating. Families are not aware of their rights or how school systems operate.
Sharing Power	Families and staff are partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs. Family voice *and* family leadership are evident. Shared responsibility is exhibited in problem solving processes.	Select policies, documents, and procedures are results of partnering. Common language but inconsistent protocols are used in problem solving and decision-making processes.	Family voice is absent from individual and system-wide decision-making. Strategic, inclusive problem solving is not taking place.
Collaborating with Community	Families and educational staff mutually collaborate with community partners (e.g., businesses, organizations, institutions of higher education) to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.	Links to community resources exist. The school/district has a place in the life of the greater community.	Families, educational staff, and community partners do not collaborate on projects. There is no mutual commitment between stakeholder groups to support student learning.
Dual Capacity - Building	Evidence-based adult learning principles are applied in an enabling context to provide varied opportunities (e.g., side-by-side workshops, online modules, forums, academies, etc.) to support the capabilities, connections, cognition, and confidence of families and educators to partner effectively throughout a multi-tiered framework.	Learning approaches, language, and content are considered when planning for adult learners. Tiered supports for families and educators are evidence-based. Delivery methods are limited.	Adult learning principles are not considered. Partnering content and/or skill development is not available. A single delivery method or stakeholder group is served. Multi-tiered partnering is not visible.

TOOL | Five Conditions of Collective Impact

Collective Impact is not merely a new process that supports the same social sector solutions but an entirely different model of social progress. The power of Collective Impact lies in the heightened vigilance that comes from multiple organizations looking for resources and innovations through the same lens, the rapid learning that comes from continuous feedback loops, and the immediacy of action that comes from a unified and simultaneous response among all participants.

Collective Impact is the commitment of a group of actors from different sectors to a common agenda for solving a complex social problem. In order to create lasting solutions to social problems on a large-scale, organizations — including those in government, civil society, and the business sector — need to coordinate their efforts and work together around a clearly defined goal.

According to research successful Collective Impact initiatives typically have five conditions that together produce true alignment and lead to powerful results: a common agenda, shared measurement systems, mutually reinforcing activities, continuous communication, and backbone support organizations.

Common Agenda
Take a close look at any group of funders and nonprofits that believe they are working on the same social issue, and you quickly find that it is often not the same issue at all. Each organization often has a slightly different definition of the problem and the ultimate goal. These differences are easily ignored when organizations work independently on isolated initiatives, yet these differences splinter the efforts and undermine the impact of the field as a whole. Collective Impact requires that these differences be discussed and resolved. Every participant need not agree with every other participant on all dimensions of the problem.

Shared Measurement:
Collecting data and measuring results consistently on a short list of indicators at the community level and across all participating organizations not only ensures that all efforts remain aligned, it also enables the participants to hold each other accountable and learn from each other's successes and failures.

Mutually Reinforcement Activity:

Collective Impact initiatives depend on a diverse group of stakeholders working together, not by requiring that all participants do the same thing, but by encouraging each participant to undertake the specific set of activities at which it excels in a way that supports and is coordinated with the actions of others.

Continuous Communication:

Developing trust among nonprofits, corporations, and government agencies is a monumental challenge. Participants need several years of regular meetings to build up enough experience with each other to recognize and appreciate the common motivation behind their different efforts. They need time to see that their own interests will be treated fairly, and that decisions will be made on the basis of objective evidence and the best possible solution to the problem, not to favor the priorities of one organization over another.

Backbone Organization:

Creating and managing Collective Impact requires a separate organization and staff with a very specific set of skills to serve as the backbone for the entire initiative. Coordination takes time, and none of the participating organizations has any to spare. The expectation that collaboration can occur without a supporting infrastructure is one of the most frequent reasons why it fails.

THE 5 CONDITIONS OF COLLECTIVE IMPACT

Common Agenda	All Participants have a shared vision for change including a common understanding of the problem and a joint approach to solving it through agreed upon actions.
Shared Measurement	Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.
Mutually Reinforcing Activities	Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.
Continuous Communication	Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and appreciate common motivation.
Backbone Support	Creating and managing collective impact requires a dedicated staff and a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organizations and agencies.

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Resources

www.FSG.org
Collective Impact Forum
Winter 2011 • Stanford Social Innovation Review

TAMARACK
INSTITUTE

A New Way of Leading

Building family-school partnerships for student success

In the 2002 research review *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement,* Anne T. Henderson and Karen L. Mapp conclude that there is a positive and convincing relationship between family involvement and student success, regardless of race/ethnicity, class, or parents' level of education. To put it another way, when families are involved in their children's learning both at home and at school, their children do better in school. The report also points to specific types of involvement as being especially beneficial to children's academic success.

Finding 1: Involvement programs that link to learning improve student achievement.

It's simple: The more parent and community involvement activities focus on improving student learning, the more student learning improves. Learning-focused involvement activities may include

✷ Family nights on math or literacy.

✷ Family-teacher conferences that involve students.

✷ Family workshops on planning for college.

Finding 2: Speaking up for children protects and promotes their success.

Children whose parents are advocates for them at school are more confident at school and take on and achieve more. The more families advocate for their children and support their children's progress, the longer their children stay in school and the better their children do. Families should

✷ Become knowledgeable about the operations of schools and the laws that govern those operations.

✷ Be confident about their ability to work with schools.

✷ Expect only the best from their children and for their children.

✷ Join PTA.

Finding 3: All families can contribute to their children's success.

Family involvement improves student success, regardless of race/ethnicity, class, or parents' level of education. For involvement to happen, however, principals, teachers, and parents themselves must believe that all parents can contribute to their children's success in school. Parents can promote their children's academic success by

✷ Teaching their children the importance of education.

✷ Finding out what their children are expected to know and to be able to do and reinforcing lessons at home.

✷ Sending their children to school ready to learn every day.

Principals and teachers must support parent involvement by

✷ Making parent involvement a priority.

✷ Recognizing and removing barriers to parent involvement.

✷ Sharing decision-making power with parents and community members.

✷ Working to understand class and cultural differences.

Finding 4: Community organizing gets results.

Engaging community members, businesses, and organizations as partners in children's education can improve the learning community in many ways. For example, community partners may be able to

✷ Provide expanded learning opportunities.

✷ Build broad-based support for increased school funding.

✷ Provide quality after-school programs.

PTA's National Standards for Family-School Partnerships

The findings presented by Henderson and Mapp provide a framework for strengthening parent/family involvement programs. PTA, working with leading experts on parent involvement and school-community partnerships, has updated its National Standards for Parent/Family Involvement Programs to reflect recent research and improve parent and community involvement practices. The updated National Standards shift the focus from what schools should do to involve parents to **what parents, schools, and communities can do together** to support student success. To reflect this change, the standards have been renamed the National Standards for Family-School Partnerships.

Standard 1: Welcoming all families into the school community—Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2: Communicating effectively—Families and school staff engage in regular, meaningful communication about student learning.

Standard 3: Supporting student success—Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5: Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6: Collaborating with community—Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

For more information about the National Standards and PTA programs that promote family-school partnerships, visit www.pta.org.

PTA
everychild.onevoice.®

6 Types of Parental Involvement

Diagram: Six Types of Parental Involvement — Parenting, Communicating, Learning at Home, Volunteering, Decision Making, Collaborating With Community

6 Types of Parental Involvement

- Based on the work of Dr. Joyce Epstein
- Look at what your school is currently doing
- Different methods or types of parental involvement work for different groups of parents
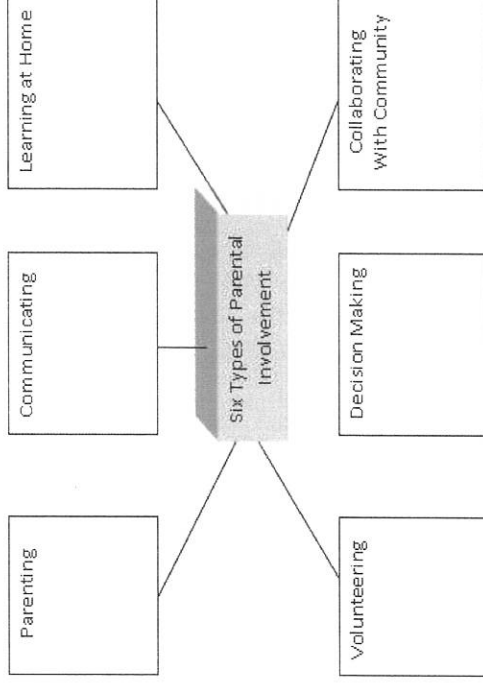
6 Types of Parental Involvement
Parenting

- Schools help families and caregivers understand the growth and development of their children
- Help with:
  - Parenting and child-rearing skills
  - Understanding child and adolescent development
  - Establishing age- and grade-appropriate home conditions that support children as students
- Families provide information to schools so educators and administrators can better understand families' backgrounds, cultures, and goals for their children

6 Types of Parental Involvement

- Parenting
- Communicating
- Learning at Home
- Volunteering
- Decision Making
- Collaborating with community

6 Types of Parental Involvement
Communicating

- School-to-home and home-to-school communications about the district, school, and classroom programs as well as student progress
- Help with:
  - Understanding between school and home
  - Cooperation between school and home
  - Showing students that their parents and teachers are working together to help them succeed
- Encourages families to provide reactions, ideas, and preferences to the school as well as ask questions about student progress and the school's programs

6 Types of Parental Involvement
Learning at Home

- Students are the primary participants in learning at home activities, as their homework is essentially their responsibility. Families and parents can enhance the impact of learning at home through their involvement
- Helps with:
  - Information and ideas about the academic work their children do in class
  - Coordinating what is happening in the classroom and activities at home
  - How to help their children with homework.
  - Communications with the teacher

6 Types of Parental Involvement
Parenting – Sample Activities

- Hosting family learning workshops on topics suggested by parents, held at times and places easily accessible to all parents, and providing childcare
- Providing families with information on child development
- Providing families with information about developing home conditions that support school learning
- Arranging support groups for families with special interests and needs
- Providing guidance to parents on transitioning children to middle and high school

6 Types of Parental Involvement
Communicating – Sample Activities

- Scheduling parent-teacher-student conferences to establish student learning goals for the year
- Staff members sending home positive messages about students
- Staff members making home visits
- Involving families in student award and recognition events
- Encouraging and making provisions for staff members to communicate with parents about their children's progress several times each semester

6 Types of Parental Involvement
Volunteering

- Families are enabled to share their time and talent to support the school, classrooms, teachers, students, and their children
- Volunteering does not have to take place within the school or classroom walls
  - Helping in the library, computer room, family room, resource room, playground, or lunch room
  - Assisting with after school programs or field trips
  - Attending student performances, extracurricular activities, assemblies, celebrations, and other events
- Volunteers tell students, faculty and the community that parents care about the school and its students

6 Types of Parental Involvement
Decision Making

- Parents' voices must be heard when it comes to decision making at the school
- Helps with:
  - Enabling families to participate in decisions about the school's programs and activities that will impact their own and other children
  - Involving all parents
- Having families as true stakeholders in the school creates feelings of ownership of the school's programs and activities

6 Types of Parental Involvement
Learning at Home – Sample Activities

- Having specific goals and activities that keep parents informed about and supportive of their children's homework
- Offering learning activities and events for the whole family
- Inviting parents to borrow resources from school libraries for themselves and their families
- Helping parents understand student assessments, including report cards and testing, and how to help students improve
- Including parents and other community members in developing children's learning outside of school activities

6 Types of Parental Involvement
Volunteering – Sample Activities

- Gathering information about the level and frequency of family and community members participation in school programs
- Offering youth service learning opportunities for students who want to volunteer in the community
- Assisting school staff to learn how to work with parent and community volunteers
- Offering volunteer opportunities for single parents
- Having a program to recognize school volunteers

6 Types of Parental Involvement
Collaborating with Community

- Communities have a significant role to play in the education, development, and well-being of students
- Helps with:
  - Encouraging and supporting the cooperation between schools, families, community groups, organizations, agencies, and individuals
  - Identifying and integrating community resources (human, economic, material, or social) to improve schools, strengthen families, and assist students to succeed

6 Types of Parental Involvement
Decision Making – Sample Activities

- Encouraging parents to attend school improvement team meetings
- Assigning staff members to help parents address concerns or complaints
- Inviting staff and parent groups to meet collaboratively, providing space and time to do so
- Helping families advocate for each other
- Involving parents in:
  - Planning orientation programs for new families
  - Developing parenting skills programs
  - Hiring staff members

6 Types of Parental Involvement
Collaborating with Community – Sample Activities

- Acting as a source of information and referral about services available for families in the community
- Encouraging local civic and service groups to become involved in schools in a variety of ways such as mentoring students, volunteering, speaking to classes, and helping with fundraising events
- Encouraging staff and students to participate in youth service-learning opportunities
- Opening school buildings for use by the community beyond the regular school hours
- Having a program with local businesses that enhances student work skills

PHASING PLAN - Comprehensive Student Support Model

6 Elementary School Counselors	6 Elementary School Counselors	6 Elementary School Counselors	7 Elementary School Counselors	
12 MS/HS School Counselors	2 MS/HS School Counselors	8 Elementary School Counselors	4 School Psychologist	
2 School Psychologist	2 School Psychologist	1 School Psychologist		
2 School Nurses	2.5 School Nurses			
1 SEL Specialist				
1 Director				

1.75 M — 18-19 — Social Emotional Learning Curriculum

2.5 M — 19-20 — Trauma Informed Care Practices

3.0 M — 20-21 — Wraparound Services

3.5 M — 21-22 — Comprehensive School Counseling

4.5 M — 22-23

Coaching and Training   Coaching and Training   Coaching and Training   Coaching and Training   Coaching and Training

17
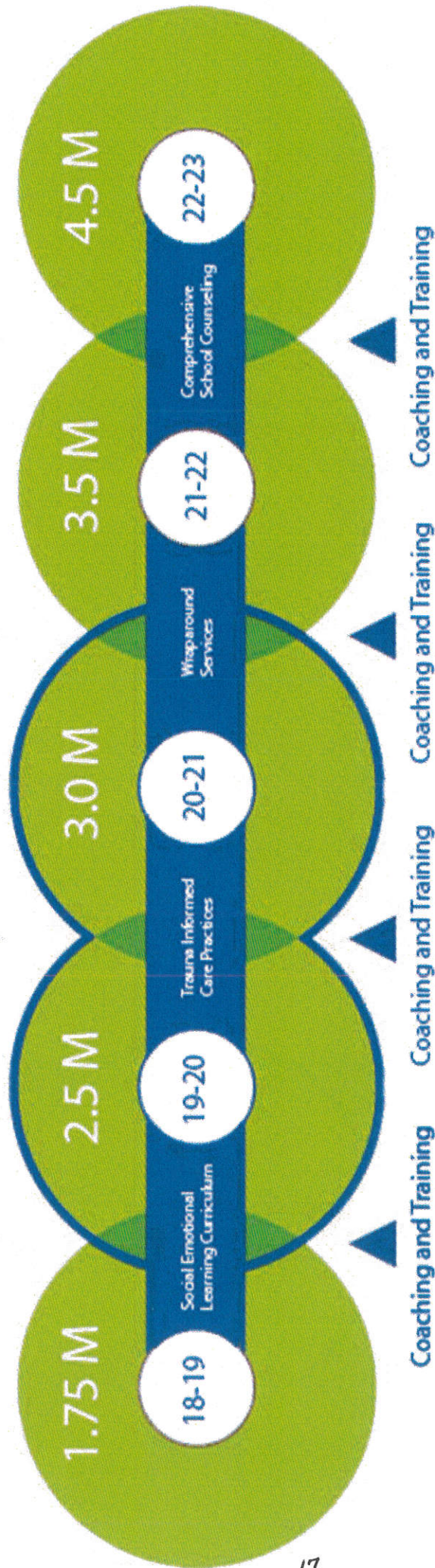
**PBL Mindset
Think Forward**

Penrose PBL
Think Forward

Tamara.Sobin@d11.org, Penrose Principal
Gretchen.Bitner@d11.org, PBL Coordinator

PBL IS.....

An educational method that engages
students in inquiry-based real world
problem-solving.

M

Why PBL?

- Enrollment
- Leadership
- Scores
- Because it's what's best for kids

PBL Begins With The 4 C's

- Collaboration
- Critical Thinking
- Communication
- Creativity

PBL At Penrose

- PBL is not "a class" (math, literacy, science)
- PBL begins with the standards
- PBL often includes upcycled materials
- PBL will include Authentic Experts and Audiences
- PBL will build confident Presenters and genuine Collaborators

Authentic Driving Questions

- How does our knowledge of the past drive us to be better citizens of the world?

- How can we attract beneficial wildlife to our garden?

- How do we as emergency teams help prepare the Penrose community for disasters?

4th Grade Driving Question
How can we help to reduce our carbon footprint at Penrose?
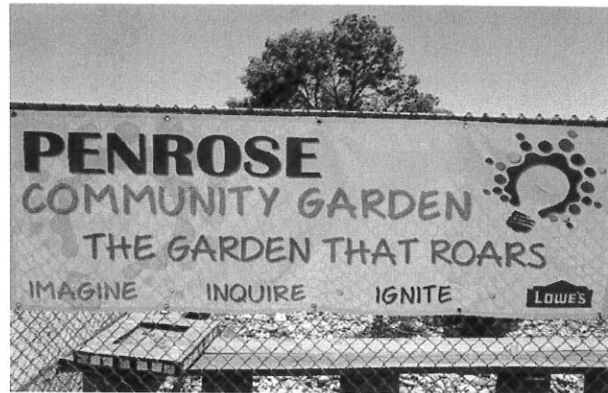
Need To Know Entry Events
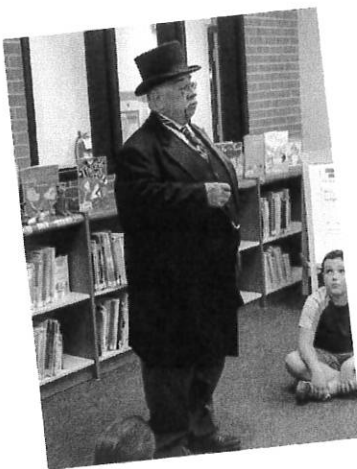
Penrose Non-Negotiable

Students will have a full understanding of what their project means to them personally and how it will impact their community.

Community Experts

Authentic Experiences

Let Them Struggle
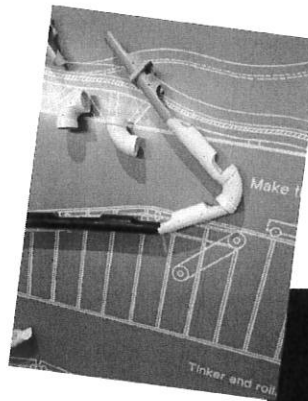
Authentic Audiences
"Who Cares"???
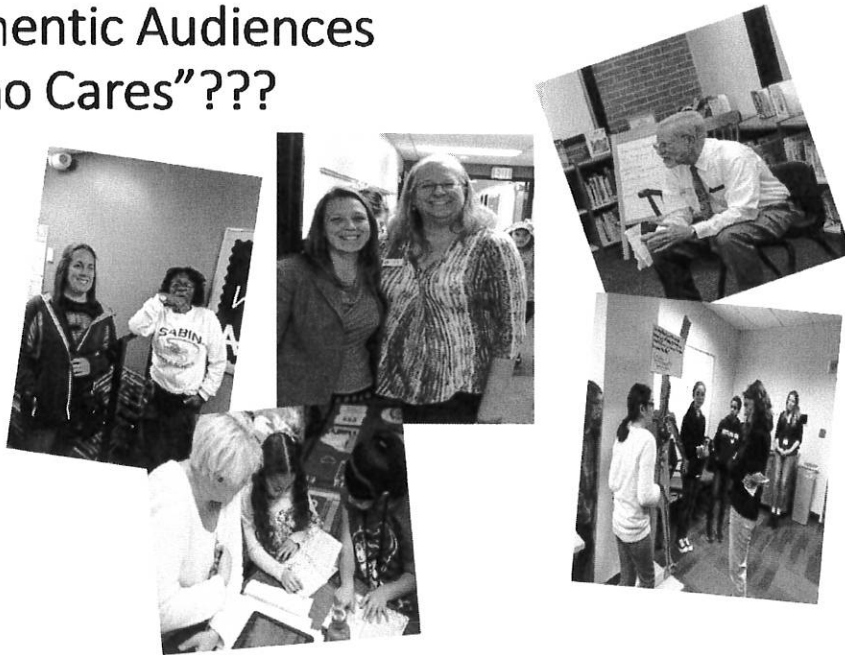
How?
All Hands On Deck

Collaboration is the Key

- Principal
- SPED, TLC & LTE, Secretaries
- Watch DOGS, PTA
- Older Students
- Community Partners

<u>Career & Technical Education and Concurrent Enrollment</u>

The CTE programs at District 11 are stronger than ever before. The programs in CTE cover traditional fields like business and marketing, automotive technology and culinary preparation, audio and visual technology, but CTE now includes computer science and cyber security, construction technology, pre-engineering and biomedical sciences, and much more.

The opportunities to build student pathways into career readiness begins at the middle schools. <u>At every middle school, students have opportunity to explore computer science, engineering and much more.</u>

Yes, D11 has continued decades of tradition in automotive technology, but we have increased the rigor to become ASE certified programs where students can earn college credits and industry certifications and participate in job shadowing and paid internships throughout their program. Culinary preparation now includes ProStart certification, recognized by the Colorado Restaurant Association as the leading curriculum in hospitality preparation. Students now earn credit through Metro State University and complete internships with award winning restaurants such as the Broadmoor, Four by Brother Luck and the Marriot.

D11 is the regions leader in developing cybersecurity programs that build on information technology and networking. Students earn up to 20 college credits in the cybersecurity program at Odyssey Early College and Career Pathways. Additionally, we offer the Advanced Placement and Project Lead the Way computer science pathways at Doherty and Coronado. Finally we offer the most advanced software development with 3D and graphic incorporated programing at Palmer and Mitchell High Schools. Students learn to program on devices like 3d Halo lenses and build virtual and interactive environments for the future of programming.

We are home to the regions most advanced robotics programs at Doherty and Coronado. These programs are supported by robust pre-engineering curriculum that includes aerospace, mechanical and civil engineering courses. In all of the courses, students design and build prototypes on 3d printers, laser engraving equipment and CNC milling machines. Most recently, the engineering program at Coronado has expanded to include drone flight and technology certification.

The radio and television production programs at Palmer, Doherty and Coronado remain the best in the city. Students produce weekly broadcasts and are recognized nationally for their work. Additionally, D11 has graphic design courses that lead to college credit and industry certification in Adobe.

We are proud to partner with the Housing and Building Association to support two of the regions Career in Construction programs at Mitchell and Coronado High Schools. These program have taken the traditional wood shop to the next level. Students earn college credits and participate in a pre-apprenticeship program that teaches them all facets of the construction industry and makes them job ready. Additionally, Coronado High School has one of the regions only manufacturing programs where students learn traditional machining and manufacturing trades, including welding and plasma cutting.

Finally, D11 is leading the pack in business education. Odyssey Early College and Career Pathways is one of the only districts in the region to offer High School of Business, a fully credited program recognized by PPCC where students can earn more than 21 college credits. D11 is partnering with local industry to write the first ever high school curriculum for social impact entrepreneurship and we continue to offer

accounting, finance and marketing at Doherty and Coronado. Students in the business programs compete in DECA and FBLA and have qualified for state and national competitions consistently.

FAST FACTS ABOUT COLLEGE CREDITS AND CERTIFICATIONS

In nearly all D11 CTE programs, students can earn industry recognized certifications.

In 17-18 students earned a total of 347 certifications in areas such as Adobe Photoshop and Illustrator, ASE automotive certifications in all 8 certified areas, Certified Nursing Assistant state certification, CompTia A+ and Security + and Security Pro, and the Home Builders Institute PACT Core pre-apprenticeship certification.

EARNING COLLEGE CREDITS FOR CAREER AND TECHNICAL EDUCATION

Students can earn college credit in nearly every CTE program, including engineering and computer science, and they can take CTE programs at PPCC.

In 17-18, 285 students in District 11 CTE programs, sitting in D11 classrooms with D11 teachers, earned 1001 college credits. Additionally, 43 students took CTE programs at Pikes Peak Community College and earned 705 credits.

All told, 334 students earned 2253 college credits in CTE programs last year.

ALL WAYS STUDENTS EARN COLLEGE CREDIT IN D11

D11 is proud to be the regions only 100% full coverage postsecondary opportunity District. It is the D11 way to cover the cost of college credits for our students and families. As a result, we have dramatically increased the access and opportunity to college credit throughout the district.

In 17-18, approximately 1500 students earned 11,235 college credits.

Students can earn college credit in more than 6 different programs in D11, ranging from the regions premier early college, Odyssey Early College and Career Options, to traditional course work at Pikes Peak Community College and UCCS, to dual credit/extended studies programs in dozens of D11 classrooms with D11 teachers, to Career and Technical Education programs both in D11 schools and at PPCC.

When D11 instructors can offer college credits in their courses on a high school campus, the savings in enormous. D11 may pay as little as $17 per credit.

D11 has saved families more than $2,094,975 in 17-18 and cost the tax payers a fraction by offering programs that greatly reduce the cost of credits.

College Credits in 17-18 Break Down.

PROGRAM	Students	Credits	FACTS
Dual Credit/Extended Studies	924	4604	CU Succeed at CU Denver and UCCS; Seniors to Sophomores at CSU Pueblo. Average cost per credit $52.
Odyssey Early College and Career Options	163	3887	Students take courses at the Roy J. Wasson Academic Campus and at the PPCC campuses. Students may graduate and earn an Associate's degree in 4 years.
UCCS Pre Collegiate	17	46	Select students may participate in a UCCS college prep designed to increase college access for first generation and military dependent students.
Traditional concurrent enrollment	44	399	Students take courses at PPCC and UCCS to expand their academic goals beyond traditional high school course offerings.
UCCS Platinum	42	129	Students take college courses in the evenings at a D11 campus, taught by a UCCS professor. Open to all D11 students.
Pikes Peak Community College Career Start	43	705	Students spend a half day at the PPCC campus in a Career and Technical Education program such as criminal justice, fire science safety, zoology, health science (CNA certification program) and much more.
D11 Career and Technical Education	285	1465	D11 students take CTE courses from D11 instructors and earn college credits at PPCC, UCCS, Metro State University, CU Denver and CSU Pueblo.
	1512	11235	

Career Development Incentive Program

Fact Sheet

CDE CO | COLORADO
Department of Education

PROGRAM OVERVIEW

The Career Development Incentive Program, or Career Development Success Pilot Program in House Bill 16-1289, provides financial incentives for school districts and charter schools that encourage high school students, grades 9-12, to complete qualified industry credential programs, internships, residencies, construction pre-apprenticeship or construction apprenticeship programs or qualified Advanced Placement (AP) courses.

A list of qualifying programs/courses can be found on the Colorado Workforce Development Council (CWDC) website. This list is developed based on Colorado labor market data, existing secondary programs that correspond with high growth, high demand occupations and business/industry feedback.

FUNDING

Participating districts or charter schools receive up to $1,000 in incentive funds for each high school student who successfully completes qualified industry credential programs, internships, residencies, construction pre-apprenticeship or construction apprenticeship programs, or qualified AP courses. In its first two years, the program has received requests for completion of nearly 9,000 eligible incentives earned by students and distributed incentives for 3,000 credentials, one-third of the credentials earned. Current funding is $2 million per year, which is an increase from $1 million in 2017. The $3 million of funding over two years has covered one-third of all eligible credentials earned (requests total $9,000,000). We anticipate receiving at least $6 million in requests for 2018-19.

The specific dollar amount of each incentive depends on the total number of completed programs in the state and the number and type of completed programs reported by districts. The total funding amount for the 2017-18 school year is $2 million. The funding is distributed in tiers (see below), with industry credentials funded before all other qualified programs. CDE has never fully funded the industry credential tier and therefore none of the other categories of construction apprenticeship, internships or AP courses has received funding.

1. Industry certification programs,
2. Internships, residencies, construction industry pre-apprenticeships or construction industry apprenticeships
3. Computer science Advanced Placement courses.

2017-18 PROGRAM PARTICIPATION

- 37 school districts and 3 charter schools (35% rural) in Colorado reported students who completed qualified industry credential programs, internships, residencies, construction pre-apprenticeship or construction apprenticeship programs or qualified AP courses

- 5,767 total qualifying credentials/courses were reported.

- Students at all high school grade levels received various qualified industry credential programs, internships, residencies, construction pre-apprenticeship or construction apprenticeship programs or qualified AP courses; the majority in 11th and 12th grades.

- Due to the high number of industry-identified certificates reported, only the first tier of credentials was funded.

- For this program, the majority of credentials are earned in Skilled Trades & Technical Services (31%), STEM & IT (26%), Health Care & Criminal Justice (25%) and Hospitality, Human Services & Education (16%).

- Pursuant to the Colorado Revised Statute 22-54-138, participating districts or participating charter schools shall not receive a distribution for more than ten percent of the total number of completed industry certificates reported by districts and the institute. Therefore, two districts received funding for only 365 certificates, rather than the amount reported, thus reducing the number of credentials funded.

2017-18 REPORTED CREDENTIALS BREAKDOWN

Qualified Programs	# Reported by Districts	# Funded	$ Amount Funded
Industry-Recognized Certificates	3,655	3,168	$2M
Internships	921	0	$0
Residency Programs	38	0	$0
Construction Industry Pre-Apprenticeships	262	0	$0
Construction Industry Apprenticeships	0	0	$0
Advanced Placement Computer Science Courses	891	0	$0
Total	5,767	3,168	$2M

Colorado School District Map
Career Development Incentive Program 2017-2018

Demographic Breakdown of Total Reported Credentials

Demographic Category	% of Total Reported Credentials
Male	62%
Female	38%
9th Grade	8%
10th Grade	17%
11th Grade	28%
12th Grade	47%
American Indian/ Alaska Native	1%<
Asian	6%
Black/African American	3%
Hispanic/Latino	27%
White	58%
Native Hawaiian/other Pacific Islander	0%
Two or more Races	1%<
No Response	4%
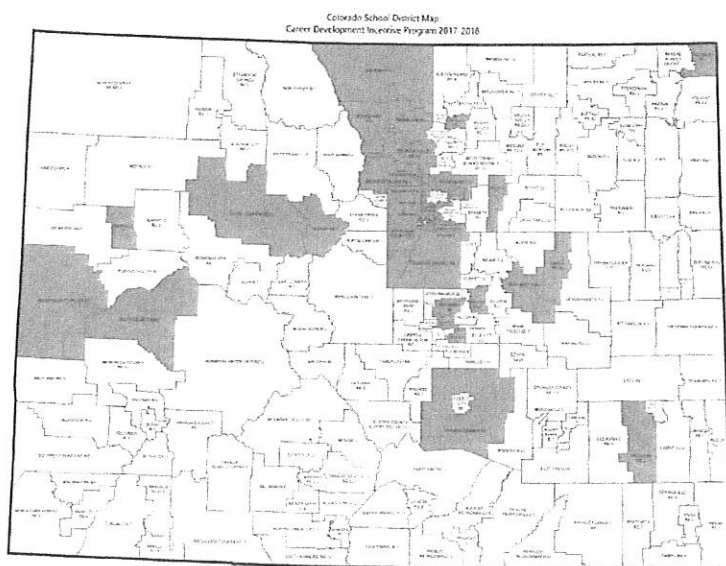
Incentive Distribution by District/Charter School

Total Incentives Dollars were distributed for industry-recognized certificates only.

District/School	Certificates	Internships	Residency	Pre-Apprentice	AP	Total Credentials reported	Total Credentials Funded	TOTAL INCENTIVE $
Academy 20	80				14	94	80	$50,504.80
Adams 12	576					576	365	$230,428.15
Big Sandy	3					3	3	$1,893.93
Boulder Valley	190	1			154	345	190	$119,948.90
Career Readiness Academy	0			37		37	0	0
Cherry Creek	358	74			192	624	358	$226,008.98
Colorado Springs D11	250	43		97	36	426	250	$157,827.50
CSI- Pinnacle Charter School	45					45	45	$28,408.95
CSI-Colorado Springs Early College	7					7	7	$4,419.17
Delta County	20					20	20	$12,626.20
Denver Public Schools	104	427	38			569	104	$65,656.24
Douglas County Public Schools	216				86	302	216	$136,362.96
Durango	0			7	91	98	0	0
Eagle County	30	108			14	152	30	$18,939.30
El Paso County	61			30		91	61	$38,509.91
Englewood	3					3	3	$1,893.93
Estes Park	5				7	12	5	$3,156.55
Garfield 16	4	2				6	4	$2,525.24
Jefferson County	641	12		13	7	673	365	$230,428.15
Julesburg School District	7					7	7	$4,419.17
Limon	5					5	5	$3,156.55
Littleton Public Schools	90	106			48	244	90	$56,817.90
McClave School District	33					33	33	$20,833.23
Mesa District 51	12				31	43	12	$7,575.72
Peyton School District	27					27	27	17,045.37
Poudre School District	244	83		66	50	443	244	$154,039.64
Pueblo School District	19	25				44	19	$11,994.89
Ridgeview Classical School	0				16	16	0	0
Roaring Fork	0				15	15	0	0
School District 27J	38					38	38	$23,989.78
St. Vrain School District	241					241	241	$152,145.71
STEM School Highlands Ranch	110	40			48	198	110	$69,444.10
Strasburg	1					1	1	$641.23*
Summit School District	9				15	24	9	$5,681.79
Thompson School District	58				67	125	58	$36,615.98
Weld County 6	133					133	133	$83,964.23
Westminster Public Schools	21					21	21	$13,257.51
Widefield 3	14	83		12	50	26	14	$8,838.34

General categories of industry-recognized certificates reported by districts and charter schools

District/School	Business	Hospitality and Human Services	Agriculture and Energy	IT	Skilled Trades & Services	Healthcare
Academy 20				X	X	
Adams 12		X		X	X	X
Big Sandy				X		
Boulder Valley	X			X	X	
Cherry Creek		X		X	X	X
Colorado Springs D11				X	X	X
CSI- Pinnacle Charter School		X		X	X	X
CSI-Colorado Springs Early College				X		
Delta County					X	X
Denver Public Schools	X			X	X	X
Douglas County Public Schools	X				X	X
Eagle County		X			X	X
El Paso County						
Englewood					X	X
Estes Park		X			X	X
Garfield 16						
Jefferson County		X			X	X
Julesburg School District				X	X	X
Limon				X		
Littleton Public Schools			X			
McClave School District			X			
Mesa District 51						
Peyton School District					X	X
Poudre School District					X	X
Pueblo School District		X		X	X	X
School District 27J						X
St. Vrain School District						X
STEM School Highlands Ranch				X	X	
Strasburg						X
Summit School District		X		X	X	X
Thompson School District		X				X
Weld County 6		X			X	X
Westminster Public Schools		X				X
Widefield 3					X	

COLORADO'S WORK-BASED LEARNING CONTINUUM

Work-based learning is a continuum of activities that occur, in part or in whole, in the workplace, providing the learner with hands-on, real world experience.

LEARNING ABOUT WORK	LEARNING THROUGH WORK	LEARNING AT WORK
Career awareness and exploration help individuals build awareness of the variety of careers available and provides experiences that help inform career decisions.	**Career preparation** supports career readiness and includes extended direct interaction with professionals from industry and the community.	**Career training** occurs at a work site and prepares individuals for employment.
• Career Counseling • Career Planning • Career Fairs • Career Presentations • Industry Speakers • Informational Interviews • Mentoring • Worksite Tours	• Clinical Experiences • Credit-for-work Experiences • Internships • Pre-apprenticeship • Project-based Learning	• Apprenticeship • On-the-job Training • Employee Development

EDUCATION COORDINATED ←——————————→ BUSINESS LED

OUTCOMES:
Skilled Talent for Business + Meaningful Careers for Students & Job Seekers