Building Purposeful Social Networks

A Mental Model for Effective Stakeholder Engagement

LAUSD Vista Volunteer Training Kick Off

Presented by Steve Jubb, Director of Innovation and District Redesign at Pivot Learning Partners

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LAUSD has four interconnected strategies that will help us meet our goals and ensure all students are college-prepared and career-ready.

We are accountable for our students’ success. We will use data to personalize the supports that all of our employees need to be efficient and successful, from professional development and training, to creating measurable performance goals.

Use data to drive standards-based, effective instruction for all students, coupled with support and intervention, when students need extra assistance or accelerated learning.

We will make the District budget more transparent, align resources for greater impact and equity, and give schools the ability to target resources to meet their school specific needs, bringing funding and decision-making closer to schools and classrooms.

We will analyze multiple data points to differentiate the service and support we deliver to schools. In addition, we will capture and share best practices across all of our schools regardless of school models.
Why Budget on a Per Pupil Basis?

Budgeting for Student Achievement

- Transparency: Build stakeholder understanding of revenue and costs, both district-wide and at the school level.
- Flexibility: Give school communities flexibility to make individualized spending decisions that improve student outcomes.
- Accountability & Support: Create structures that support school flexibility and hold schools accountable for results.
- Equity: Achieve a funding model that equitably resources schools to meet the needs of all students.

Give school communities flexibility to make individualized spending decisions that improve student outcomes.

Achieve a funding model that equitably resources schools to meet the needs of all students.
What’s the connection between budgeting and community engagement?

“The nation has set high goals for raising student achievement. Schools play a critical role in this effort, and it is appropriate that a serious national effort is being made to improve them. However, family characteristics and home environment play critical roles as well. Reaching our ambitious national goals will require serious effort to address issues on both fronts.”

Excerpt from The Family: America’s Smallest School, September 2007, Education Testing Service
LAUSD Vision: Know every child, teacher and family by name

Student – personalized learning experience based on the needs and talents of our students

Educators – personalized learning experience based on the needs and talents of our employees. We are all teachers and learners including administrators, classified staff, and support staff

Family & Community – personalized learning experience based on the needs and talents of our families and community members.
Personalization means understanding what the whole child needs to be successful.

Maslow’s hierarchy of needs

- **The need for self-actualisation**: Experience purpose, meaning and realising all inner potentials.
- **Esteem Need**: The need to be a unique individual with self-respect and to enjoy general esteem from others.
- **Love and belonging needs**: The need for belonging, to receive and give love, appreciation, friendship.
- **Security Need**: The basic need for social security in a family and a society that protects against hunger and violence.
- **The physiological needs**: The need for food, water, shelter and clothing.

Student achievement data alone is insufficient for understanding what children need to thrive, learn, and develop as people.

Data on a child’s relationships and level of family support can help us understand what every child needs to succeed.
Optimal learning requires more resources than schools have to offer.

The family and community resource gaps.

Resource Key

- **Gov't funded**
- **Family & Community**
- **Gap**

Public funding

Learner A  Tutoring, counseling, camps, enrichment, organized sports, travel, exposure to role models and careers, health services, test prep, visits to colleges, mentors, etc.

Learner B  Tutoring, counseling, camps, enrichment, organized sports, travel, exposure to role models and careers, health services, test prep, visits to colleges, mentors, etc.

Learner C  Tutoring, counseling, camps, enrichment, organized sports, travel, exposure to role models and careers, health services, test prep, visits to colleges, mentors, etc.

Learner D  Tutoring, counseling, camps, enrichment, organized sports, travel, exposure to role models and careers, health services, test prep, visits to colleges, mentors, etc.
BSA isn’t only about money: “Child development is powerfully shaped by social capital…”

“A considerable body of research ... has demonstrated that trust, networks, and norms of reciprocity within a child’s family, school, peer group, and larger community have wide-ranging effects on the child’s opportunities and choices and, hence on his behavior and development.”


“Educated people and educated communities have skills and resources that enable them to form and exploit social networks more readily, whereas less educated communities have to struggle harder to do so.”

Putnam (2003), p. 272
Building networks within school communities increases resources for students and families.
Every child is part of a human network whose size, diversity, and resources shape her chances for success.

A strong network powerfully supports a child into adulthood.

Key
- Child
- Primary care-givers
- Primary teachers
- Educational resource
- Socio-cultural resource
- Peer

http://www.schoolfundingforresults.org/
Children and youth with weak social networks have less chance of succeeding in school and life.

Children isolated from positive adult networks form strong bonds with peers in similar circumstances.

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http://www.schoolfundingforresults.org/
Engagement activities must support actions that improve learning and achievement.

- **District Involvement**
  - Governance
  - Planning
  - Advice

- **School Support**
  - Volunteer work
  - Planning
  - Governance

- **Direct Support for Families**
  - Translating
  - Childcare
  - Wrap around services

- **Student Support**
  - Tutoring
  - Counseling
  - After school
  - Attendance

- **Parent Engagement**
  - Reading
  - Expectations
  - Collaboration with teachers

Weak influence on student achievement unless they lead to these activities.

4/24/2012

http://www.schoolfundingforresults.org/
The performance meter is your north star

- Leverage BSA as a process for engaging stakeholders
In other words, engagement is about what each of us does to improve learning

An annual calendar of school engagement activities:

- **Summer:** Prepare
- **Fall:** Implement and Revise
- **Winter:** Review and Prioritize
- **Spring:** Plan and Budget
Summer: Prepare

**June**
- Disseminate Information
  - Calendar of town hall meeting dates.
  - Training and professional development.
  - Reflection and lessons learned.

**July**
- Community Partnerships
  - Summer learning & enrichment
  - Community asset mapping
  - Safe places for students to play and recreate

**August**
- Fall Kick-Off
  - Orientation to site plan.
  - Open school.
  - Community meeting to review goals.


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Fall: Implement and Revise

September: Implementation Based on Data
- Enroll families
- Review summative state assessment data.
- Organize data for stakeholder review and discussion.

October: Engaging Community Involvement
- Monitor school site plan implementation.
- Analyze achievement data.
- Issue progress reports.
- Adjust implementation.

November: Feedback and Review
- Listening campaigns.
- Stakeholder surveys and focus groups.
- Propose goals and priorities.

http://www.schoolfundingforresults.org/
Winter: Review and Prioritize

**December**: Review and Align
- Review state and district mandates/priorities.
- Revise funding to accommodate additional student services as needed.
- Celebrate progress.

**January**: Begin Site Plan
- Set school goals and program priorities.
- Begin creating budget scenarios for the upcoming year.
- Prepare the scenarios for stakeholder discussion.

**February**: Planning Transparency
- Draft single site plan.
- Validate plan priorities and scenarios.
- Share and document feedback from town hall meeting.
- Receive enrollment projections.

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http://www.schoolfundingforresults.org/
Spring: Plan and Budget

March: Collaboration on Budget
- Receive projected allocation.
- Draft and vet budget with stakeholders.
- SSC agrees on allocation of categorical dollars.

April: Planning for the Upcoming Year
- Adjust plan and budget, if needed.
- Prepare stakeholder engagement plan for next year.
- Plan summer training, outreach and professional development.

May: Summer Training
- Set responsibilities for the summer outreach plan.
- Distribute information on summer activities and opportunities.
Keys practices for successful stakeholder engagement

• Distributed leadership and shared responsibility
• Relational accountability (face-to-face)
• Leaders connect networks of people to each other
• Calendaring, planning and budgeting for full participation
• Clear action plans informed by data and by school goals
• Home-school student support systems supported and embraced by local partners
• Transparent dissemination of data & information presented in user-friendly formats
• Frequent, consistent and clear communication
Levels of training content & support

School Review Cycles
- Vision for Site Level Family Engagement and Effective Parent Centers

General Calendar of School Planning, Budgeting and Program Review
- Best practice framework
- One pagers on activities with options and examples

Case studies of use
- 1-2 page narratives
- Site visit opportunities

Implementation guides
- "Step by step" guides
- User-generated "what works"

Asset map of available training, coaching, facilitation and support
- Certified partner organizations
- Trainer of trainer calendar
- Online database with user feedback

Technology Training and Support
- User Guides
- Help desk
- Guidelines
Family & community partnerships are key components of quality schools

- Clear roles & responsibilities
- Relational trust
- Two-way accountability
- Collaboration to support students
- Support for struggling families & students
Central office streamlines its calendar of expectations and deliverables

- Informed by data and “best practices”
- Coherent, annual expectations
- Common goals, flexible means
- Clear, accessible communication
Use case studies to build understanding and encourage innovation

- Gather “cases of use”
- Leverage school wisdom and experience
- Provide discussion guides
- Data-driven examples of innovation

Case studies of use

- 1-2 page narratives
- Site visit opportunities
Provide explicit guidance for how to engage stakeholders effectively

- Explicit guidelines and steps
- Virtual “what works” clearing house
- Continuous refinement based on school experience & results
Use new technologies to connect people to each other and to support

- Searchable data base
- Lists of certified providers
- Feedback on provider effectiveness
- Accessible training in all local districts

Asset map of available training, coaching, facilitation and support

- Certified partner organizations
- Trainer of trainer calendar
- Online database with user feedback
Use digital planning & budgeting tools to save time and increase productivity

- User-friendly tools
- Training via webinar & other means
- Timely help and customer service
- Accessible training in all local districts