

Community Engagement Advisory Team  
& Issues Framing



## **BVSD Community Engagement Advisory Team**

### **Purpose**

The Community Engagement Advisory Team will help the board create an ongoing and sustainable community engagement program by extending the board's reach into the community and helping the board create support for its engagement efforts.

### **Make-up**

The Community Engagement Advisory Team will consist of 15-20 key internal and external stakeholders who represent the voices and values of the district's nine communities. Since one of the key tasks for the committee is to assist the board in reaching parts of the community it does not often reach, the bulk of its membership should be people who represent those communities. The board should seek community opinion leaders, who are connected to others, but not necessarily those who have been involved in school district activities. The committee should also include a few staff and student representatives.

### **Scope of Work**

The Community Engagement Advisory Team will:

- advise the board on its community engagement plan
- assist the board in framing issues for dialogue
- advise the board on participant selection
- assist with participant recruitment
- communicate about the board's community engagement efforts to their peers and encourage broad support
- help the board evaluate the effectiveness of its plan.

### **Recruitment of Advisory Team Members**

Personal recruitment strategies will be key to developing an effective Advisory Team. The board may need to ask some individuals who are involved with district activities to suggest names of potential advisory committee members.





## **BVSD Community Engagement Advisory Team Members**

Bret R. Fund, University of Colorado School of Business

Bette Erickson, Broomfield Community Leader

Tina Eichner, Broomfield Parent

Lee Shainis, Intercambio de Comunidades

Leslie Irwin, Boulder County Dialogues

Sally Kingdom, Boulder Community Leader

Audrey Franklin, Boulder Community Leader

Kady Haisley, BVSD School Administrator

Suzy Ageton, Boulder City Council

Edgar Chavarria Boulder Parent

John Guardado Broomfield High School Student

Brenda Lyle, Boulder Parent

Mike O'Neill, BVSD School Counselor

Dylan Kahn, Boulder High School Student

Keith Jimmerson, Dain Bosworth Co.

Jennifer McDiarmid, BVSD Parent

Marcelle Partridge, Boulder High School Teacher

Tracy Stegall, Birch Elementary School Principal

**Boulder Valley Board of Education  
Community Engagement Advisory Team  
Tuesday, October 6  
5-7 p.m.  
PDC Black Diamond Room**

- 5 p.m.      **Welcome and introductions** – *Ken Roberge, board president*
- 5:15 p.m.    **What is community engagement?** – *Jane Urschel, deputy executive director, CASB*  
  
Handout: Community engagement tool kit
- 5:25 p.m.    **What does the research tell us and early dialogue framework** – *Lesley Dahlkemper, president, Schoolhouse Communications*  
  
Handout: 2009 Community Engagement report to the BVSD BOE and Early Framework
- 5:35 p.m.    **Community Engagement Advisory Team** – *Helayne Jones, board member and past board president*  
  
Handouts: Advisory team description; list of members
- 6:05 p.m.    **Mini-Dialogue Session on Student Achievement** – *Jennifer Reeve, assistant executive director, CASB*
- 6:50 p.m.    **Timeline and next steps** – *Ken*
- 7 p.m.        **Adjourn**



**Boulder Valley School District  
Community Engagement Advisory Team  
Meeting Notes from 10/06/09**

**Why public education is important**

- Global competitiveness
- Creates equity
- Bridges the gap with immigrant families
- Foundation of democracy
- Creates a peaceful, prosperous, equitable world
- Glue for community, civic engagement
- Fundamental right
- Opportunities for all kids, including special needs kids
- Prepares kids for society

**What does student achievement mean to you?**

- My child is prepared to compete in a 21<sup>st</sup> century/global economy.
- The context varies depending on students' different cultural life experiences.
- Are there different words we can use for student achievement?
  - Do you want to be economically self-sufficient? If so you must focus on these areas in schools such as AP classes, etc.
  - Are you pursuing menial labor? Your area of focus in school may be different.
- Consider rephrasing questions – ideas:
  - Hopes for student?
  - When you look back 20 years from now, what do you hope to see for your child?
- Analytical thinking skills and social skills are important. For example, a student may have a 4.0 GPA, but fall flat during job interview.
- Definition: What does it mean for your child/a student to be ready for college?
- Story about student not coming to school; dad deported, mom afraid to drive car. Despite these challenges, we set a process into motion to ensure that the child comes to school. Consider issues specific to immigrants and families of poverty.
  - Movie night – parents already there.
  - How much is about parent education?
- Sometimes achievement is a happy, healthy whole child.
- Students expect us to give them the best opportunities and education.
- What are the criteria for entering community college? College? Getting a job?
  - Mastery of skill

- Align school/district goals to college? Job? Etc.

GAPS: Resources, nutrition, time with parents – “What we are doing as adults?”

- How do we prepare students for a good technical career? There are other pathways.
  - It’s seen as second choice. If they want to do that – we should give the best we can!
- Possible question: How do we ensure that our kids have options after graduation?
- A student may say, “I want to be the best auto mechanic I can be.” We need many people to make a successful society.
- Different pathways, same skills – some academic while some social, such as collaborating with others
  - There should be a set of skills that prepare you for any path.
- Yes, we’re starting with three year olds. Success – using that term -as opposed to achievement may make the conversation more welcoming for all to participate.
- Subtopics?
- Role of teachers is important to achievement – we don’t learn from poor teachers.
- Definition of student achievement for WHOLE school. There’s only so much money – must decide where money is to go. People will leave for IB, AP. More privileged kids are in smaller classes – ABOUT ALLOCATING RESOURCES. SILENT FAMILIES – lower achieving.

**Boulder Valley Board of Education  
Community Engagement Advisory Team  
Wednesday, November 4  
5-7 p.m.  
PDC Aspen Room**

- 5 p.m.      **Welcome and introductions** -- *Ken Roberge, board president*  
(*Note there will be two new advisory team members and possibly new school board members.*)
- Quick introductions from the group, with fuller introductions from the new members and new school board members.
- 5:15 p.m.    **Members' thoughts since last meeting** – *Lesley Dahlkemper*
- [Handout: Notes from October 6 meeting \(also e-mailed ahead\)](#)
- Norms for tonight's discussion
  - Here's what we heard at the last meeting
  - Do you have any additional thoughts?
- 5:30 p.m.    **What is our essential question?** – *Jane Urschel*
- Break larger group into small groups with reporting back
  - Note the common ideas; push to common theme if there is time
  - Let group know the question will be emailed to them after the meeting
- 6:25 p.m.    **Recruiting dialogue session participants** – *Lesley Dahlkemper*
- Who do we need to invite?
  - How do we reach them?
  - Possible locations
- 6:50 p.m.    **Timeline and next steps** – *Ken Roberge*
- Board will receive draft community engagement plan on November 18; final plan on December 16.
  - The plan will include details for January and February dialogue sessions, but will also include long-term strategies.
  - One of the recommended strategies will be to continue with a community engagement advisory team. You will have an opportunity to continue to be a part of this group if you wish.
  - We also hope some of you will agree to facilitate dialogue sessions. We are planning a facilitator training in early January and will send you information about it when a date is selected. We'll also send you the dates for the dialogue sessions once they are selected.
- 7 p.m.      **Adjourn**

*10.23.09*

# Boulder Valley School District Community Engagement Advisory Team

November 4, 2009

## FLIP CHART NOTES

### How do we measure student success?

#### “Student Success”

- Identify problem
- Analyze problem
- Deliberation
- Implementation
- Evaluate how well process worked

#### Themes

##### \*Report outs\*

- Group 1: *BVSD's New Century Graduate Report*
  - Is this report the right metric for defining student achievement? If so...
  - Where are gaps?
  - Where are we not doing so well?
- Group 2: Redefining Success
  - Everyone is the same – Like A Prairie Home Companion's "... and all the children are above average"
  - Yet, each student has different gifts
  - What opportunities exist? For example, expand beyond college for students
  - Whether a "C" or an "A," teachers should respect students' work and efforts
- Group 3: Success looks differently for each style
  - Close gap between immigrant students and rest of student population
  - "As an African American student – there is an additional layer of expectations"
- Group 4: Successful kids have options to do what they want
  - Celebrate differences
  - Community has to be proactive

- Additional comments on group report outs:
  - Before celebrate differences, you have to understand how position, power, and institutionalized racism work
  - How people perceive their place in the world
  - Does the home support the child's success, and if not, what do you do about that?
  - (Circles back to "community has to be proactive" comment)
  - New Century Graduate report – is this right? Starting place?
    - Issue: Prepare students for 21<sup>st</sup> century
  - It's an issue because 21<sup>st</sup> century learning affects everyone
  - I have some concerns about students defining own success – what's best for themselves
  - What is student's potential – go for that!
  - Let the kid choose what they want to do
  - It's your responsibility to leave world a better place than how you found it
  - Some topics – like math – you have to study some things you don't like
  - Maybe we need to change our own behavior – partnerships and how we educate students
  - Older students (ESL) can help younger students of color see what they can be
  - Look at what other districts have done regarding 21<sup>st</sup> century learning and community engagement

### **Who should we invite?**

#### **Communities of interest**

- Boulder
- Broomfield
- Louisville
- Lafayette
- Nederland
- Erie
- Superior
- Jamestown
- Gold Hill
- Mountain community reps (parts of Gilpin County)
- ESL, TAGE, 18-21 year olds "newcomers" – 1<sup>st</sup> year in public school and speak no English

### **How do we get people who normally wouldn't come to come?**

Involve people in schools who already have relationships there.

What difference will involvement make? Tangible difference.

Hard to find somebody to come in my community.

If we had meetings at a church, would people come?

Edgar – no food. Come because they want to talk and the issues are important to them.

But – food gives a common enjoyment – it relaxes people.

Dialogues on immigrant integration – can learn about recruitment from.

Need welcoming setting.

Look at piggybacking on other events.

# Boulder Valley School District Community Engagement Advisory Team

## Issue Framing Worksheets

November 4, 2009

### Our issue is:

- Student achievement
- Bridges the gap with immigrant families
- Student success (7)
- Student success – redefine success--confining term – everyone is different (2)
- Student success – graduating kids who can be healthy, contributing members of society
- New Century Graduate (NCG)

### Because

- Our children are our future. They are critical to furthering our democracy. Their achievement will provide them with tools to help fuel our country's economy.
- I am now thinking in my generation, I am thinking in my kids' generation because the language won't be a problem and my dream is to have more Hispanic professionals.
- If you perceive yourself as successful you are more confident. Preparation for what's next. Student success is test scores. Success is unique to the person.
- Every student should have the ability to be challenged to learn, reach their potential, competent learning, equipping them with skills to use after high school graduation.
- There should be a place for everyone. A place for MIT students, a place for technical students, getting "C's" are ok, a place for LPN's, etc.
- Reach their potentials; skills after graduation; building everyone's future success – young, old, in between, need competency for 21<sup>st</sup> century.
- A) that's what makes a functioning society in the future b) that gives our kids the ability to 1) have options about their futures; 2) contribute to society; 3) make the world a better place.
- Student success creates options.
- It's a term that is confining and limits the idea of success to certain sectors and overriding ideals.
- A goal of BVSD is that we create functioning, capable, thriving, engaged, productive individuals.
- Every student is different and the way they think of "success" in their own lives is different. Which means that we, as the board, need to find a way to notice their success in many ways.

- Student success is too broad. NCG already defines student success. Let's build off of it.

**The issue is important because:**

- Their health and wellness depends upon how they feel about themselves. Our democracy and national and global economy depends on their success.
- Starting right now will be hard because communication is an important issue but the goal is the same. We want more professionals.
- Prepares them for their careers; prepares them to compete; contributing member of society; multi-dimensional (ethics, finance).
- Every student needs to be evaluated at their own level of learning and observed for their own progress. Role of teacher is important to student's success. Grades aren't always important.
- We are trying to make everyone the same in Boulder Valley at this time. Not everyone is the same.
- People might be pressured, is success an A or C; should be place for everyone; their interests; gifts; BVSD thinks everyone is same; level of learning; place for everyone; interests different. Teachers should respect; rather be challenged and get "C". Success based on parents; teachers expectation; need to educate community on angle power; oppression and the repercussions on students; society as a whole.
- The world disintegrates into chaos otherwise. (Entropy increases.)
- To recognize and enhance the differences in people and celebrate these differences.
- Each person has different ideas about what is success. Overpowering ideology is suppressive and restraining to individuals and society. I believe the district may be trying to create a conformed, ideal student, and don't take into account the whole population.
- We want all students to have an equal opportunity to succeed and their success is critical to a healthy, sustainable community/world.
- In the world there are many people that are different and have different successes.

**What should be we do about the issue?**

- Understand all of the challenges a child faces along the way to achieving his or her highest potential or student achievement. This includes: understanding cultural values, America's power dynamics between dominant culture vs. minority groups.
- Working with parents. (This is very important issue because a lot of Hispanic parents have no intention to cooperate but at least we can start with a few.)
- Model success; focus, focus, focus; fund it adequately; important for all kids to see themselves as successful (ignore media pressure). Be the best example you can be.
- Change the way we measure success for each student. Different standards to measure different standards.

- Have different programs, technical schools, college prep schools, etc., within a school so that Harvard students may take a nursing class or a nursing student may take an AP English class.
- Change definition of success; should have different programs for students; grades not always important.
- 1) find a way to take advantage of energetic potential volunteers; 2a) define success in more specific terms; b) devise measurement tools; devise concrete goals; come up with plans to get to goals and e) measure, adjust. Who is BVSD? We all are.
- Community be proactive to see that student success is a reality.
- Cater to all student types – and redefine success for the community.
- Create an inclusive, welcoming place in our schools.
- Notice if in many ways. Because of many people are different.