

Broad Determinant: Education

Focus Area 1: Engaging parents and students in order to prevent truancy and increase graduation rate.

What	How	Who
<p>Change current truancy and suspension policies. (in-school vs. sending children home)</p>	<ul style="list-style-type: none"> • School board policy • Peer counseling during lunch detention and after school detention. • Change the mind set of teachers to deal with student verses writing up referrals for suspension. • Develop a Plan between parents and teachers (relationships) • Inform/school board/by community input/superintendent • Get data and information about who, is being suspended • Starting/ending times • Why and how students get in trouble. • ID funding source-better behavior skills. • Require community service-work • Condense and inform parents • More contact with parent (daily) Not weekly or until student is already too deep into trouble. • Explain where student is at presently & how much more he/she needs to do to graduate. 	<ul style="list-style-type: none"> • Peer mentors, P. U., and administrators. • Teachers to take cultural diversity classes to deal with students vs writing up referrals. • Parents, churches, community members, voice concerns • School Board – policy change • School Staff • Parent and student input on change • School where student attends (counselor) • School Administration – save a spot at the university if parent attends 5 out of 9 sessions.

<p>Increase family involvement by increasing communication between school and parents.</p> <ul style="list-style-type: none"> • Parent or whoever raised you are supposed to be the 1st teacher! 	<ul style="list-style-type: none"> • Multi-cultural approach through public awareness campaign • Back to School Night – exchange of email and telephone numbers. • Changing the attitude – of office front line staff – School District • Use technology better to inform parents about children being late & missing school. • Condense information – Booth at P.T. Conference. • Personal invites • Incentive – points for extra credit • Auction – Sierra Vista • Translator • Monitor attendance & performance • Mandate parent/child classes for those who break law. • Home Visits • Training • Mentoring • Goal setting • Phone calls – Don't mail letters (school) • Parents – make calls to school find out from teachers how your child is doing. 	<ul style="list-style-type: none"> • Parent Institute to empower parents to assist their children in school system in all areas. • Partnership between parents and teachers. • Increase Mentor & Tutor Programs. • School, agencies, community groups, different forums • Healthy Start • School • PTA, school site council • Counselors, Vol. (FB & comm. Teachers, CBO, Seniors • Business to adopt school with incentives (dinner) & mentoring, CBO's. • Menotring, CBS's Businesses VW & FB, seniors • Mentors, teachers, counselors • Emails – very effective with teachers. •
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<p>Expand Before and After school programs.</p> <ul style="list-style-type: none"> • Not enough open! 	<ul style="list-style-type: none"> • Pool resources county wide • Distribute equitably • Grant dollars available to create • Community Centers • ELEM: Video games, computers tutoring • JR & HS: Movie night, healthy living, dancing, girls club, boys club • Start Boys and girls clubs • Use the Resource Centers that are available. • Collaborate with other agencies • Develop Boys & Girls Clubs 	<ul style="list-style-type: none"> • One agency involved can pilot program for one year and then share with all communities in Stanislaus County • Hughson Family Resource Center • Modesto City Police, P.U., B.O. Edu., and all high powered officials. • Mentor and Tutor Programs • City of Modesto • PAL • Sierra Vista • Volunteers • College Students • CSU & MJC Partnerships • Sierra Vista • County to seek community of partners interested in developing boys & girls clubs.
<p>Promote youth empowerment by giving students useful roles in the community, i.e. volunteering with Meals on Wheels.</p>	<ul style="list-style-type: none"> • A “Youth/Community Service Program – required to graduate • Ask each agency to send a student representative • Require community service • Hosting and coordinating teen events for Youth • Providing Leadership roles 	<ul style="list-style-type: none"> • United Way – Facilitate promoting Before and after school programs/community centers • (MPD, Probation) Soroptomist

<p>Implement mentoring programs where at risk students can learn positive, responsible behaviors from role models. i.e. high school students being mentors to middle school children.</p>	<ul style="list-style-type: none"> • Community Service requirement for HS students • Introduce Project Uplift to the young minors at high schools that would give up their free time to spend it with other peers or elementary students to help them with their problems, and to give them a positive attribute to live up to when they grow up and while they grow up. • More leadership programs and clubs to keep them interested. • Ask students what they want to do • HS mentor, elementary, college mentor (HS, JR, Elem) • Tours • Buddy system like at Franklin School. • Current Programs (Project Uplift) • Peer to Peer • Mentor Programs at school • Design service program through the school to work in the community. • Intervention Project-Student Advocacy • Student will volunteer to mentor others • Life skills 	<ul style="list-style-type: none"> • Stanislaus County Mentor Program • All project Uplift – members and more. • Agencies involvement in the schools to know what is offered • Community Agencies/CA Youth Services • MCS – Human Relations Classes, College Students • Faith Based Community • School Staff • School and community • Volunteer Center • Stanislaus WE • Student “UPLIFT Program” Andrew and Stacie
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<p>Cont'd Implement mentoring programs where at risk students can learn positive, responsible behaviors from role models. i.e. high school students being mentors to middle school children.</p>	<ul style="list-style-type: none"> • Service hours • Conflict Resolution Programs at sites • Provide education, support, advocacy through church/FRC's – • Volunteer via United Way • Grant funding from schools for FRC's • Project up lift activities • Within schools try to make it so a student can receive credit for mentoring – more incentive • Youth Leadership Opportunity (teach) involvement to write: • Grants, coordinate activities, coordinate programs • MJC & CSUS offer classes at the community center • 18 month trade classes (ACT Program) offer at community center • Work with all kids • Everyone to table – all important. • Empowerment • Vocational Schools 	<ul style="list-style-type: none"> • Mentor/Liason – Lead agency- United Way, SCOE, Schools, MCS's. • Project “Up Lift” • High School Students • Youth Leadership Assistance out of SF can train adults to work with youth.
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What	How	Who
<p>Motivate students to ensure that they are committed to learning, i.e. Helping students select classes based on strengths and abilities</p>	<ul style="list-style-type: none"> • Bring relevance of school to the forefront of children’s awareness so they “buy in”. • Life Skills Program • Give students/at risk/drop-outs more positive motivations to stay on the right track • Survey • Link crew presentations on personality traits 	<ul style="list-style-type: none"> • Project UpLift, B.O. education, high powered officials. • Use counselors • High School students • College students • Alliance (Jess Rowe POC) working with Ford Foundation to develop skill based learning . • Partnering with School Board.
<p>Community case-management for at risk students to monitor/encourage good attendance, provide family support through resource/service referral</p>	<ul style="list-style-type: none"> • Early identification 	<ul style="list-style-type: none"> • Social Service Agencies & School District
<p>Hold focus groups for parents and students.</p>	<ul style="list-style-type: none"> • Use schools as rallying point, and meeting site • Hold/create teen-parent groups at community wide organizations like the Zephyr Clarke drop-in center • Work with SCOE • Boyer Institute 	
<p>Improve relationships between school, teachers and parents by being culturally sensitive, and by educating parents on navigating the school system.</p>	<ul style="list-style-type: none"> • Hosting events in the community where teachers and parents can interact vs school. • On-line access to student grades, homework (education – how to use) • Providing support & public access 	<ul style="list-style-type: none"> • Neighborhood/community collaborative and school site/district. • Schools

Focus Area 2: Work force readiness

What	How	Who
<p>Implement career, academic and social counseling guidance programs that serve to strengthen family and parental support.</p>	<ul style="list-style-type: none"> • Training, open houses and informational nights • “Boot Camps” • Access to vocational & technical information – (in school) • Career guidance classes • Expand smaller learning communities • Visits with vocational/tech schools. • More resources, etc. • Start early – 3rd grade 	<ul style="list-style-type: none"> • Partnerships with schools • Unions to teach plumbing, electrical, carpentry • HS counselors in schools • Expand vocational – to set up trip to visit. • S.P.I.E.S.
<p>Introduce vocational and technical schools as a viable post secondary education choice.</p>	<ul style="list-style-type: none"> • Presentations • Positive Presentation • As good as • Job Shadowing, internship • Non-College courses “basics” • ROP Classes accessibility • Business Leader information sharing • Workshops (resumes) 	<ul style="list-style-type: none"> • Vocational • Reps • Traditional Schools • Business community • Seniors, Business, mentors • Educational Leaders

<p>Cont'd Introduce vocational and technical schools as a viable post secondary education choice.</p> <ul style="list-style-type: none"> • Present as an option – not every student is college material. 	<ul style="list-style-type: none"> • Interviewing skills • Career workshops that will target all vocations • Career Awareness/Exploration • Specific careers at an informational night (i.e. MHC-Agriculture Night, Law etc.) • Connect • School/teachers to offer information on Programs • Increase exposure to careers at junior high and elementary school levels • Career Center at each school • Customize to each student – builds self-esteem. • Increase awareness of available of grants and scholarships • Love what you do – they will be more productive. • During career guidance sessions: 	<ul style="list-style-type: none"> • Teachers • Community Members • Parents • MJC • ACT Program • EDD • Community Services Agency • S.P.I.E.S. to be intergrated into career fairs • Shadow students at the vocational sites. • Presentations at the schools – positive – (options) • Mentoring • Hands on • Parent involvement to encourage student as well as the parents. (not to set them up for failure.) • Include Role models • Teaching & sharing about careers • Apprenticeships • Community College/Charter Schools • You tube to inform
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<p>Increase the number of and/or capacity of career centers that can assist teenagers with job applications and resume writing.</p>	<ul style="list-style-type: none"> • F.A: options • Set-up Workshop for workshop for students at schools • Pool resources so there are career centers or awareness programs at every school 	<ul style="list-style-type: none"> • Stanislaus County Alliance
<p>Teach workplace ethics such as: teamwork, attitude, professionalism, racism, sexual harassment.</p>	<ul style="list-style-type: none"> • Shadowing • Mentoring • Internships – credit • ROP programs • Approach business to cover cost of students to attend classes thru employees • Soft skills curriculum embedded in daily instruction 	<ul style="list-style-type: none"> • Schools
<p>Teach students the advantages of a summer job and how to be a successful applicant.</p>	<ul style="list-style-type: none"> • Bringing the parent into the loop and encouraging them to be part of the process. • For work experience hours • Find out if student promotes interest 	

<ul style="list-style-type: none"> • Teach value of working for \$ to kids/ • Parents to allow kids to work for dollars long term progressive • Teach parent/child – how to be an employee 	<ul style="list-style-type: none"> • School Aurril – Multi pronged to teach kids value of dollars and how to be an employee • Teach parents how to raise kids • How to struggle, and work for things, how to talk about things • What is going on in the family • Keep students occupied during the summer to “keep them on track: and not go on to the verge of dropping out. 	<ul style="list-style-type: none"> • 5th grade onward – parents & children • Lead agency – SCOE/Schools • Career centers at schools and ect.
<p>Create job shadowing opportunities as a way for students to observe the tasks and responsibilities associated with the mentor’s career</p> <ul style="list-style-type: none"> • Opportunities • Navigate the system • Reflect 	<ul style="list-style-type: none"> • Explorer/Job shadowing with service learning model in their own community to make it relevant • ROP/After school Programs for High Schools • Building job shadows into classes beyond ROP – one day to long term • Ask people from industry to come in and help • Give resources for job shadowing or give tests freshman year to assume what they need help in. 	<ul style="list-style-type: none"> • Counselors • Other duties as assigned • In collaboration with community based organizations • Business community • Schools • Career centers, H.S. counselors, administrators, etc.

Focus Area 3: Life skills training and promotion of healthy behaviors

What	How	Who
<p>Incorporate life skills training in classrooms. Life skills can be:</p> <ul style="list-style-type: none"> ◦ <i>Character-related</i> (i.e. honesty, respect, responsibility) ◦ <i>Money management:</i> (i.e. financial literacy; budgeting) ◦ <i>Social competencies:</i> (i.e. planning and decision making; setting and achieving goals, positive view of personal future, enhancing self-esteem, dealing with pressure, handling emotion, preventing conflicts and violence, say no to drugs) 	<ul style="list-style-type: none"> • 6 pm dinner • 6:30 pm – classes – age level • Parents – job skills, interviewing, budgeting • Kids – age appropriate, dollar, a job, character, career, interview etc. • Multiple funding streams – Alliance, StanWorks, Schools, • Use volunteers, professionals, banks, stores, agencies • Build in Zero period class – that covers these areas. • Offer – credit towards graduation • School connect with: • Gallo Arts – performers to talk with students • Banking – Loan officer goes to classes • Business Leaders – for classroom presentations • County wide effort using “lesson of the day” with 5 minutes of instruction in one particular area – followed by rehearsal and demonstration with reinforcement “Teaching Social Skills” – Boy’s/Girls town • <i>Character-related:</i> teach those traits earlier in life and <u>keep it</u> 	<ul style="list-style-type: none"> • Gallo Arts • Banks • Business Leaders • Schools

<p>Cont'd Incorporate life skills training in classrooms.</p>	<p><u>going.</u></p> <ul style="list-style-type: none"> • <i>Money management:</i> <u>Lower</u> the cost of school food. • <i>Social competencies:</i> teach this from JR. High, all the way through the end of college, but drug issues, needed to be taught earlier in life. 	<ul style="list-style-type: none"> • Schools
<p>Enhance family support and resources.</p> <ul style="list-style-type: none"> • <u>School Counselors are unaware of community resources</u> 	<ul style="list-style-type: none"> • Community Participation • Incentives- ask businesses/agencies • WIFM • Support groups/networking • Teachers working to incorporate: money management into math, economics, history • Parent classes at school campus • Offer free child care • Give more resources and involvement programs for parents that need it. • Classes – home buying and budgeting • More face to face time with everyone involved • Community “Ombudsperson” 	<ul style="list-style-type: none"> • Family Resource Center – partner with schools • Alliance • CSUS • Community, board of education, schools, teachers, etc. • Networking/provide educators and speakers that understand what they are facing. • Appropriate disclosures/follow through with the outcome. (phone call or home visit.
<p>Parent education/engagement in order to teach/encourage healthy behaviors in children. Positive, honest communication is essential.</p>	<ul style="list-style-type: none"> • Bring in relevant speakers to what situations are being found • Community wide public awareness campaign • Institute parent/teacher/student/ community conferences K-12 • (i.e. sex education classes) 	<ul style="list-style-type: none"> • Sierra Vista Schools

<p>Model grade level appropriate health education materials after <i>‘Nutrition Competencies and Grade Level Expectations for California’s Children’</i></p>	<ul style="list-style-type: none"> • Continued follow-up • ID Barriers • Must go beyond the lesson and out into the community • “Intentional Redundancy” incentive for students & parents to attend • Education more than just meetings • Incorporate nutrition education – into curriculum using multiple modalities • Better lunches, less cost, larger variety, more healthier, ect. • Have more volunteerism for the young kids to help them out with different life skills. 	<ul style="list-style-type: none"> • Board of Education, Schools, Principals, and Lunch time officials. • Camps – (Nation Wide)