



WEST EARLY COLLEGE

Student & Family Engagement Focus Group Framework

5min - Introductions: Name, Role, Grade Level etc.

Note: Be Explicit About Dual or Complex Roles i.e. Educator + Parent

10 min - Brief Background on Rationale [Why]:

- Failure to Serve [*Use/Reference Acknowledgements Below*]
- Recognize Racism + Specific Disparities
- Informality Explain Tone + Language
- *Note: Depends on existing relationships, cultural norms, dynamics of power, & authenticity.*
- Brave Space
- District Priorities - [BE](#), [Consent Decree](#), [SPED](#), [LGBTIA + Transgender](#), [Belief In and Commitment to BE Acknowledgements](#), Indigenous + Land Acknowledgement ([Denver Example](#))

Note: Be aware of identity and affinity groups. DO NOT Assume. If you DO NOT know your participants well enough, cite each priority briefly and acknowledge school inclusivity culture etc.

- Name Frequency of Additional, Other, or Upcoming Focus Groups AND FOLLOW UP with personal calls or invitations for continuing engagement

5 min - Vulnerable Recognition of Facilitation, Roles, Privacy and Virtual Shifts:

Note: This should be brief unless clarifying questions are asked by participants.

Time: 90 minutes

Note: Be prepared to extend time-especially if you do not have existing positive relationships or trust with group

Process: *Optional: Offer to Share Questions Ahead of Meeting.* GoogleMeets w/ Tech Supports, Warm Transfer from trusted partner, 1:1 phone/text reminders, etc.

Alternatives: Provide [Survey](#), Contact Information, Chat Box etc.

Translation: This is NOT a barrier. Translation Services Can be accessed [here](#). *Note: African students and families indicate that their preferred community leader and translators are - students.*

Virtual Active Listening: Name qualifiers ex. Camera on/off, dual screens, 'where I am looking', nodding, too many observers turn off, comfort, mute button etc.

Facilitator: Ask Open Ended Questions, Respond Only with "Thank You" or "We will follow up directly" Name Racist, Whiteness, Cultural Implications that may impact Brave Space

Process Checker: Observe body language, active listening behaviors, space analysis (brave, safe, or none). Special attention and focus on facilitators. Be prepared to stop, pause, or reschedule a meeting depending on perceived level of trust and implicit/explicit barriers to authentic conversation + data collection.

Script: Take as detailed as possible notes. Indicate names with initials, record participants, Name anonymity edits, written as is and purpose (i.e. analysis + action)

Privacy: Anonymous data collection i.e. stories, narrative, qualitative.

Note: Not Recommended to Record unless trust has been established

- If you wish to remain anonymous camera off
- Name and indicators never shared
- Questions about privacy - share contact info of facilitator or scribe

Bridge & Warm Transfer: Key role for homogenous groups. Identify a partner to leverage their existing racial, cultural, school, or social relationship to model authentic, brave, honest sharing of individual and personal experiences to encourage conversation using 'I Statements'. Students and families may require 1:1 support to transfer into virtual or physical space - recommended using personal cell phone.

Note: Depending on Space Analysis - Process Checker or Facilitator may request videos to turn off for observer participants OR leave meeting.

10 min - Framing A Entire Focus Group:

We will be asking... Open Ended Questions (+/-), ..for your opinions, for your ideas, for your truth, for your perception... Related to 4 Topics

Yours, Your Students, Your Families

1. Academic experience
2. Culture, Behavioral, Relationship, Extracurricular, Environmental experience
3. School goals
4. District goal (*if applicable*)

At West Early College and/or Other DPS School.

Any clarifying questions?

Topic 1 Framing: We are now going to ask questions about...and will listen to everything you have to share...scripting...reshare alternative methods + contact information

Note:

- *DO NOT Interrupt,*
- *DO NOT Move On*
- *DO NOT Hard Stop,*
- *DO Pause, Wait, and ask at least 3x for any other participants, call them by name i.e. Ms. ____ we haven't heard from you, would you like to share... Use process checker for extra facilitation for equity of voice.*

A} - 15 min

Describe a **positive** student **experience** you/your student has had at West Early College? Think outside of the classroom - can be connected to extracurricular activities, hallway interactions, clubs, lunch time, student-student or student-teacher interactions, events, etc. *Note: Provide brief examples if needed.*

Describe a **negative** student **experience** you/your student has had at West Early College? Think **outside of the classroom** - can be connected to extracurricular activities, hallway interactions, clubs, lunch time, student-student or student-teacher interactions, events etc. *Note: Provide brief examples if needed.*

Topic 2 Framing: We are now going to ask questions about...and will listen to everything you have to share...scripting...reshare alternative methods + contact information

Note:

- DO NOT Interrupt,
- DO NOT Move On
- DO NOT Hard Stop,
- DO Pause, Wait, and ask at least 3x for any other participants, call them by name i.e. Ms. ___ we haven't heard from you, would you like to share... Use process checker for extra facilitation for equity of voice.

B} - 15 min

Describe a **positive** learning **experience** you/your students has had at West Early College? **Think inside of the classroom** - can be connected to lessons, assignments, projects, teachers, subject, grades, what is being taught, how it is being taught etc. *Note: Provide brief examples if needed.*

Describe a **negative** learning **experience** you/your students has had at West Early College? **Think inside of the classroom** - can be connected to lessons, assignments, projects, teachers, subject, grades, what is being taught, how it is being taught etc. *Note: Provide brief examples if needed.*

C} - 15 min WEC has written goals to better serve our black students and families the two goals are *Note: Careful revisions and rewriting of goals are critical. Remove buzz words, academic jargon, education terminology etc. OR prepare definitions for group learning.*

1] What Math materials are being used, How Math is being taught...and working to make Math more relevant to students' lived experiences...meaning more interesting and accessible while holding students to high standards/expectations.

2] WEC will become a safer and more engaging school for our Black students and families.

- What are your opinions about these goals? Do you agree or disagree with WEC making these goals a priority at WEC?
- Do you have other ideas/goals we should consider?

D] - 10 min 10 Schools across the district are partnering to improve the education outcomes for Black Students and Families, this is a new way of doing things because we cannot act without your input throughout the process... The goal that the district created is...

To Increase the percentage of Black and Latinx students who demonstrate graduation readiness in Math by EOY 2022.

- What general outcomes are most important to you and your families? When you or your student are done with school - what do you want for them?
- What academic outcomes are most important to you and your families? I.e. graduation, college, career, next school, job, economics, etc. etc.

Note: Organic probing questions need in-the-moment.

5 min - Closure: Thank you for joining us, your honesty and opinions... we will follow up on _____...before you go we would like to hear about what you liked or disliked about this experience - focus group

- Share Exit Survey Note: Verbally or [Form](#)

What worked well about this format (focus group)?

What did not work well about this format for you?

Would you prefer a different format (survey, 1:1 by phone, virtual or in-person etc.)?

Do you have anything else you would like us to know?

- Share contact information again
- Share questions again
- Share exit survey again

Note: Follow Up Immediately with individuals who cited racist experiences, major concerns, DPR, etc. that they experienced and be prepared to take immediate action.

AFTER THE FOCUS GROUP:

- Facilitator Immediately Meet w/ Process Checker
- Facilitate Early Qualitative Data Analysis and Debrief w/ observer participants (1:1 w/ facilitator)
- Calendar Follow Up Focus Group
- Make 1:1 Contacts i.e sorry we missed you...thank you for...look forward to next time...
- Complete PDSA Journal - [PDSA Journal](#)
- Qualitative Coding *Optional*
- Develop Sharing Platforms with
 - Families
 - Students
 - Educators & Staff

Note: [Empathy Based Professional Development](#)

CONFIDENTIAL Data [PRIVATE - this has not been edited to remove identifying information]

Note: Partners - Please do not view or share this information until it has been reviewed to remove identifiers, personal information etc.

[10.27 PM 1](#)

[10.27 AM](#)

[10.27 PM 2](#)

[10.29 - 1](#)

How To Join Back to GoogleMeet Rooms for Families and Community Members

1. a) Families/caregivers go to the Meet link provided: (e.g. <https://meet.google.com/mek-icpv-ngv>)
or use the Google Meet app on a mobile device.
b) Families/caregivers can **dial-in** using the phone number and pin provided.
2. At the "**What's your name?**" prompt, families/caregivers enter their name.
3. Families/caregivers can check their audio and video settings and mute their audio.
4. Click "**Ask to join**"
5. Families/caregivers must wait until the Meet Room Manager admits them into the Meet. The Room Manager will see prompts as each attendee asks to join.
6. Once admitted, the Family/caregiver is now part of the live Meet session.



Join with Google Meet

meet.google.com/awz-fcjo-bsv
Up to 250 participants ?

Meeting ID
meet.google.com/awz-fcjo-bsv

Phone Numbers
(US)+1 424-523-0683 ?
PIN: 323 569 752#

Someone wants to join this meeting



Pedro (Unverified)

Deny entry Admit