

Team: Looped In
Members: Simone J, Maddy B, & Rachel G

Problem Domain

Our goal is to address the educational needs of low resource communities, with a focus on K-12 education in East Palo Alto. We are particularly interested in helping to facilitate communication between students, parents, and teachers.

Initial POVs

- 1) We interviewed a math teacher at East Side Prep. We were surprised to learn that teachers can't grade everything, but want to. We think it would be game changing if we could reduce the time spent grading homework while still providing students with individual feedback on their work.
- 2) We interviewed the academic director at a non profit tutoring program for students from East Palo Alto. We were surprised to learn that low resource parents have difficulty engaging with parent/teacher communication tools. We think it would be game changing if we removed barriers to parent communication and involvement.

Additional Needfinding Results



Marianne Dray, Math Teacher (Palo Alto)

We interviewed Marianne Dray, who has taught math in over 5 different schools, and now teaches at East Side Prep in EPA. Our main takeaways from the interview with Marianne were related to parent-teacher-student communication, which seemed to deeply frustrate her.

She said that almost every interaction she has with parents is negative, along the lines of “why did you give my kid this grade?” When we asked her why she thinks the relationship tends to be this way, she talked about how personal it is to deal with your child’s academic success. To parents, everything seems like a personal attack, so it’s not surprising that their response might be emotional. She talked about how she wished that parents, students, and teachers could work as a team, with the student in the center and in charge.



Zoe Woldorf, 4th Grade TFA Math Teacher (New Orleans)

We spoke with Zoe Woldorf, a Teach for America member who currently teaches 4th grade math in New Orleans. Her school environment parallels the East Palo Alto school district in that the students come from very low income communities. All of them come from families living below the poverty line, some are homeless, and they have limited to no access to computers or internet at home. Zoe was able to provide us with many new insights and reinforce some of our existing observations concerning parent-teacher communication and time management struggles in the classroom.

Zoe told us that not only does she have to initiate all communication with parents, but that doing so is unreliable, inconvenient, and uncomfortable. The best way for her to reach parents directly is by phone call, but even then she is often unable to find an up to date number with which to reach them. These phone calls can last anywhere from 5 minutes to an hour, and she has 67 students, so reaching out to all parents with this method is unrealistic. She also sends home weekly updates on paper for her students to get signed by their parents, but even then she is unsure if parents are engaged. Zoe also talked about time management in general and said she simply does not have enough hours in the day. Although she wants to reach out to parents, she feels as though they simply do not care and she is forced to make this a lower priority.

Overall, the main things we learned from our interview with Zoe were 1) parent-teacher relationships are uncomfortable when the teacher feels that they have to force parents to be more involved and 2) anything more in-depth than a written update is very difficult to make time for.

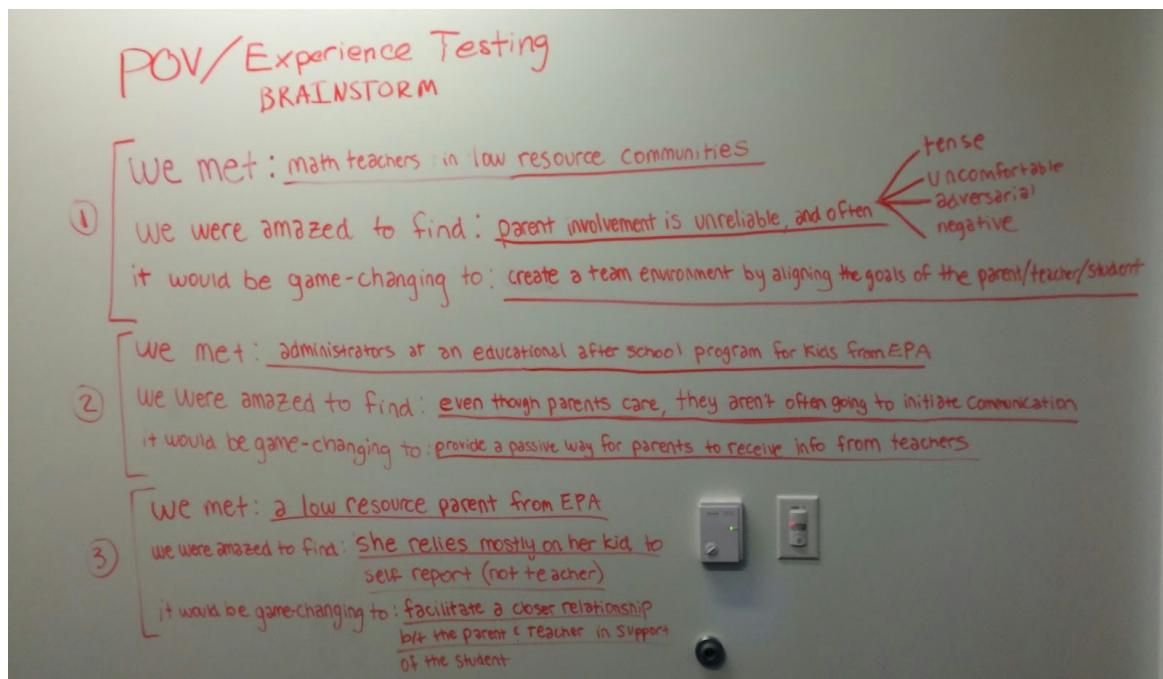
Ines, EPATT Parent (Palo Alto)

We also interviewed Ines, a parent of two boys in the East Palo Alto Tennis and Tutoring (EPATT) program, and during this interview we gained some helpful insights into parent-teacher communication.

We asked Ines about her experience interacting with her two sons' teachers. She mentioned that she prefers to interact with teachers in person, so she generally makes appointments with them about once per month. However, as a working parent who gets home late and then has to deal with sports practices, cooking dinner, and showering, Ines has difficulty keep track of everything her kids are doing in school. She therefore partly relies on a system of self-reporting and trust with her kids. Ines also explained that the websites are very complicated and hard for her to understand, so she often has to call the school to get help navigating them. She mentioned that she could benefit from email updates from the teachers when her kids do not return homeworks or finish school assignments.

Overall, the takeaways were that 1) working parents don't necessarily have time to utilize online resources for their children, 2) online resources are often difficult for parents to understand, and 3) parents often rely on their kids to self-report on what is going on in school.

Revised POVs and HMW Statements Generated

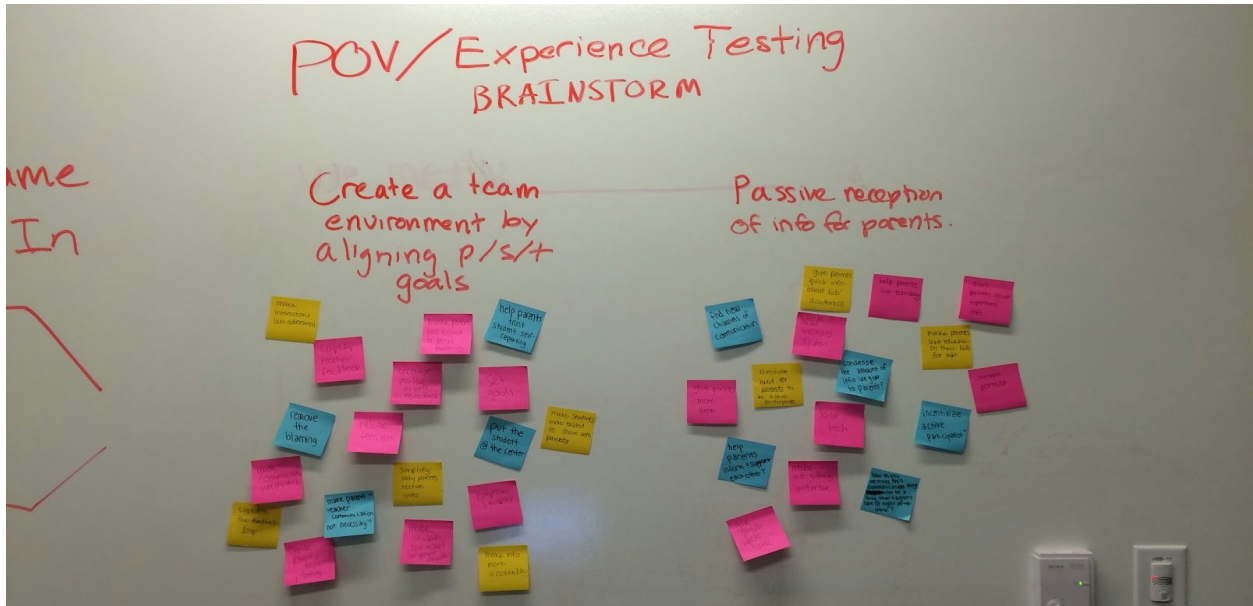


POV Generation

- POV 1: We met math teachers in low resource communities. We were amazed to find parent involvement is unreliable, and often tense/uncomfortable/adversarial/negative. It would be game changing to create a team environment by aligning the goals of the parent/teacher/student
- POV 2: We met administrators at an educational after school program for kids from East Palo Alto. We were amazed to find that even though parents care about their kids, they

aren't often going to initiate communication with teachers. It would be game changing if we could provide a passive way for parents to receive information from teachers.

- POV 3: We met a low resource parent from EPA. We were amazed to find that she relies mostly on her kid to self-report, which excludes the teacher from the relationship. It would be game changing to facilitate a closer relationship between parents and teachers.



HMW Brainstorm

<p>POV 1/3 HMWs</p> <ol style="list-style-type: none"> 1) make interactions less adversarial 2) simplify teacher feedback 3) make parents look forward to seeing teachers and vice versa 4) help parents trust student self-reporting 5) encourage positive as well as negative feedback from teachers/parents 6) set goals 7) put the student at the center 8) make students excited to share with parents 9) relieve tension 10) remove the blaming 11) make communication worthwhile for parents 	<p>POV 2 HMWs</p> <ol style="list-style-type: none"> 1) give parents quick info about kid's academics 2) low tech 3) eliminate need for parents to be active participants 4) make parents less reliable on kids for info 5) find new channels of communication 6) remove portals 7) help parents support/inform each other 8) incentivize active participation 9) make info gathering instinctive 10) make a new messaging system 11) alert parents about new information 12) give parents back time in their busy schedule
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12) make parent-teacher communication not necessary 13) expedite the feedback loop 14) create parent/teacher planning 15) make info more accessible 16) make students less reliant on parent advocates 17) make students advocate for themselves 18) empower students 19) simplify the way parents receive info	13) make communication a thing that doesn't happen late at night after work 14) help parents use technology
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Three Best HMW Statements with the POVs They Stem From

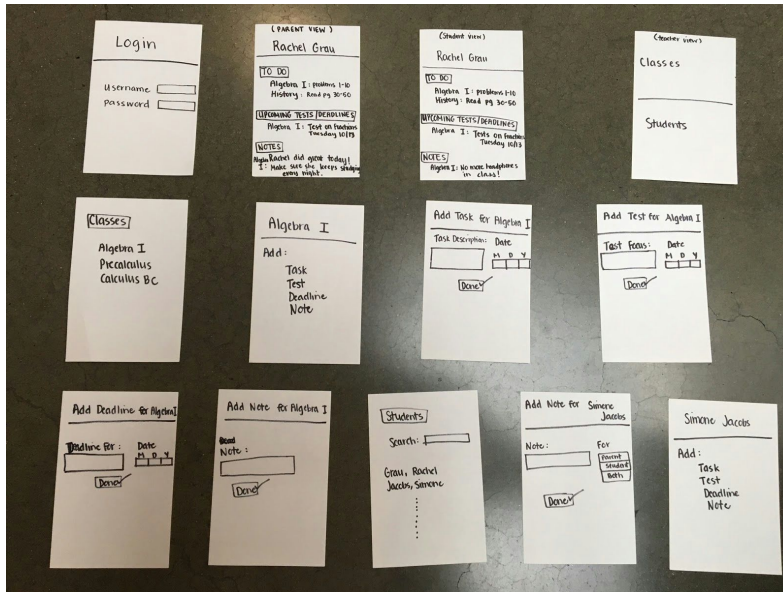
After generating these HMW statements, we narrowed down our favorites to a set of around 10. We put those post its on another side of the wall and talked about what we liked about each one. We all liked “make time spent communicating less of a burden on parent schedules,” which stemmed off of “it would be game changing if we could provide a passive way for parents to receive information from teachers.” We thought that the emphasis on the parent’s time on this HMW was addressing a key issue that was brought up in most of our interviews. Secondly, we chose “expedite and simplify teacher communication,” which stemmed from “it would be game changing to create a team environment by aligning the goals of the parent/teacher/student.” Lastly, we chose “create a team environment by setting goals, making plans together, and putting the student at the center,” which also stemmed off of “it would be game changing to create a team environment by aligning the goals of the parent/teacher/student.” We felt that these three HMWs articulated the takeaways from our interviews.

Three Experience Prototypes

Experience Prototype 1: Bulletin Board

- The Bulletin Board app is a simplified portal app through which students and parents can access the student’s daily assignments, upcoming tests and deadlines, as well as direct notes from teachers.
- Assumptions: that communication between students, parents, and teachers could be improved; that students could benefit from a simpler online portal system; that parents want to be more informed about what is going on with their children in school; that teachers have the time and desire to use this kind of app.

- We made the prototype with notecards and a sharpie:



- We tested the prototype with two rounds of user testing: one with Austin Block (left), a teacher in the Stanford Teacher Education Program, and one with Ana Villanueva (right), a parent at the EPATT program.



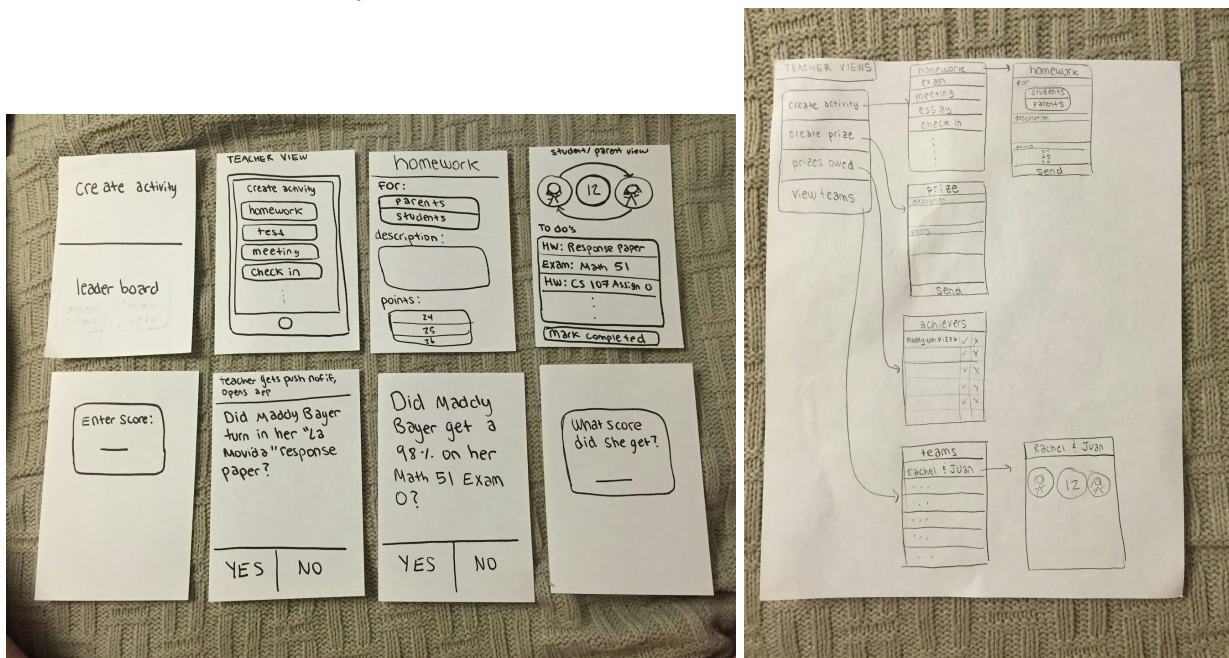
- We sat down with Austin and Ana separately and had them interact with the notecards as if they were real screens of an app. Austin was able to navigate through the screens, and felt that the general flow and simple layout of the app worked well. However, he was confused by the specific wording of tasks, tests, deadlines, and notes, and suggested

we simplify these action items to be homework, tests, and projects. He also suggested that we include additional features such as a “how is my child doing?” section, an upload assignments feature, and a “learn more” section with helpful resources for students and parents. Ana felt that the information was clear and liked that teachers had the option to communicate directly with students, parents, or both. She asked if she could click to respond to a note as a parent, a piece of functionality that we had not really stopped to consider. She also suggested we incorporate a “learn more” section and allow students to upload their assignments to the app.

- Overall, our assumptions were valid. Austin and Ana both confirmed our assumption that student-parent-teacher communication could be improved. Austin indicated that as a teacher, he would have the time and desire to use this kind of platform. One new assumption that emerged was that students and parents would benefit from a platform where they could access teacher recommendations for helpful resources and examples.

Experience Prototype 2: Parent-Student Team

- The Parent-Student Team app encourages parents and students to work together by rewarding them points for completing tasks. The teacher can give awards for reaching certain milestones.
- Assumptions: that parent student communication needs to be more team-like; that gamifying things like homework/going to meetings will help students be more motivated; that forming a team-like atmosphere will make the student feel more supported; that students and parents want to earn rewards; that teachers have time to use the app
- We made the prototype with notecards and a sharpie:

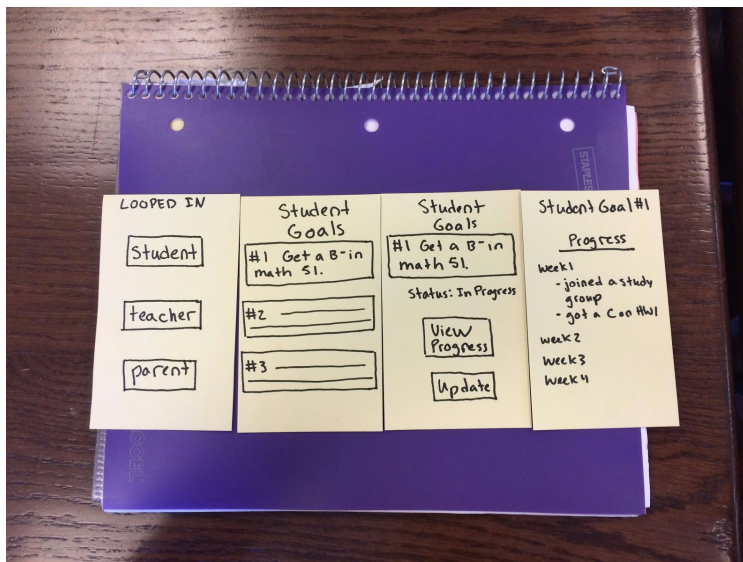


- We tested the prototype on Ana, a parent at EPATT.

- We learned that it wasn't clear that the circle with the 12 on it was for on the parent-student homepage (it's supposed to be how many points they have as a team). She suggested putting a progress bar or something below that so that she could see how far away she was from earning a prize. She liked the to do list, but wasn't sure if the activities were things that both she and the student would see or just tasks that she would see. She wanted to know how far away she was from earning a reward, with some sort of progress bar. She also wanted to know what the rewards were; she wanted rewards to be displayed in a more obvious manner. In terms of the actual concept, she really liked the team aspect as well as earning points, but she was very concerned about the feasibility of teachers to give awards (they might be expensive). She suggested things like free hall passes, school spirit merchandise, field trips, and free pass on a question on a quiz.
- Overall, our assumptions were valid. However, we found some new assumptions we hadn't thought of before. For example, we assumed that a reward system would motivate kids and parents to work together, but she wasn't sure if this would motivate her child. We would have to be careful in what kind of rewards we offer (maybe some teacher created awards and some awards that we create ourselves?).

Experience Prototype 3: Goal Setting Program

- Assumptions: that relationships between students, parents, and teachers are often more adversarial than collaborative; that creating and planning goals together builds a team atmosphere; that writing and posting their goals will make students, parents, and teachers more likely to work towards them; that students, parents, and teachers will be able to create and plan these goals
- For this prototype, we simulated a parent-teacher meeting with the intent to create group goals for the school year. One of us in our group acted as the teacher and helped facilitate the creation of smart goals. We made the experience prototype app with notecards and a sharpie.



- We tested the prototype on Margaret Seaton, a college freshman. Unfortunately, we were unable to get in contact with a k-12 student in our target demographic, but we still feel that running through our prototype with a student provided valuable insight.
- The aspect of the experience prototype that Margaret found the most appealing was being able to peek at her parents' or teachers' goals and progress. She liked that she would be able to visualize what they were doing and wanted to do to help her progress as a student. She also thought that this aspect of the prototype removed some of the burden put on her to perform well in school by demonstrating how her parents and teachers are also responsible for her progress. Although the accountability promoted by the app was a plus, Margaret had a harder time with the actual goal setting part of the prototype. She found it very difficult to make goals that she would be able to truly track and measure, and also did not want to have to log setbacks in addition to steps moving toward her goals.
- Our assumption that creating goals as a group would encourage better communication was somewhat true. However, it seemed more accurate to say that this process encouraged accountability more so than teamwork. We realized that maybe we could have set up the prototype so that the student, parent, and teacher create a single goals, instead of personal ones.

Most Successful Prototype in Achieving a Desired Solution

We realized that the goal setting option, Prototype 3, was unrealistic because it required too much work from the student, parent, and teacher, and because truly meaningful goal setting and tracking would require too much training and upkeep. Prototype 1, the Bulletin Board app, was our second favorite option, but we decided that this kind of interface is too close of an iteration of existing education-related communication platforms. In the end, we realized that our most viable prototype was Experience Prototype 2, the Parent-Student Team. We think that this prototype raised a lot of interesting discussion about how much our intended community values community, and how we can take advantage of this to encourage better communication between parents, students, and teachers.

Appendix

POV/Experience Testing Prototyping

Team Name: Looped In

New Interview Findings

- Zoe, Key Takeaways:
 - Calling people on the phone is the best way to communicate, but logistical nightmare because of time, have prioritize negative phone calls.
 - “Some want more communication, but they aren’t willing to make the first step and communicate with me”
 - HW has to be easy to be worthwhile, doesn’t grade it
 - Reaching out to parents by phone is hard, uncomfortable, unpredictable
- Marianne, Key Takeaways:
 - So much tension between parent/teacher/student, deeply personal relationship, gets really defensive
 - Low income parents feel uncomfortable/out of place coming to parent teacher conferences. Think about low resource families in mixed resource schools, not just low resource families in low resource areas
 - Online portals to communicate with parents provide almost too much information. Real time feedback can cause panic that does not matter in the long run, wastes time.
 - Reframe communication so that it is team oriented
- Ines (parent in EPATT program), Key Takeaways:
 - comes in in person to communicate with her kids’ teachers, tries to do it at least once a month. Is motivated to be involved, doesn’t feel like she really knows what her kids are doing
 - hard to learn how to use the school’s online resources. Calls the school office to figure out how to use it, asks her kids for help.
 - uses punishment/reward system with kids, gives them some trust (e.g. if don’t do hw, no electronics)
 - wants the teachers to make the kids tell her what is going on (kid in charge!)
 - wants email updates from teachers when something goes wrong with her kids

POV Generation

We met-----We were amazed to find-----It would be game changing if-----

- POV 1: We met math teachers in low resource communities. We were amazed to find parent involvement is unreliable, and often tense/uncomfortable/adversarial/negative. It would be game changing to create a team environment by aligning the goals of the parent/teacher/student
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HMW Generation

POV 1 HMWs

- 1) make interactions less adversarial
- 2) simplify teacher feedback
- 3) make parents look forward to seeing teachers and vice versa
- 4) help parents trust student self-reporting
- 5) encourage positive as well as negative feedback from teachers/parents
- 6) set goals
- 7) put the student at the center
- 8) make students excited to share with parents
- 9) relieve tension
- 10) remove the blaming
- 11) make communication worthwhile for parents
- 12) make parent-teacher communication not necessary
- 13) expedite the feedback loop
- 14) create parent/teacher planning
- 15) make info more accessible
- 16) make students less reliant on parent advocates
- 17) make students advocate for themselves
- 18) empower students
- 19) simplify the way parents receive info

POV 2 HMWs

- 1) give parents quick info about kid's academics
- 2) low tech
- 3) eliminate need for parents to be active participants
- 4) make parents less reliant on kids for info
- 5) find new channels of communication
- 6) remove portals
- 7) help parents support/inform each other
- 8) incentivize active participation
- 9) make info gathering instinctive
- 10) make a new messaging system
- 11) alert parents about new information
- 12) give parents back time in their busy schedule
- 13) make communication a thing that doesn't happen late at night after work
- 14) help parents use technology

Top 3 HMW

- 1) Expedite and simplify teacher communication
- 2) Make time spent communicating less of a burden on parent schedules
- 3) Create a team environment by setting goals, making plans together, and putting the student at the center

Brainstorm Solutions for each 3

- 1) text updates (teacher app)
- 2) mass texts/notifications
- 3) app w/ teacher only interaction, parent display
- 4) pay parents for time spent in meetings
- 5) goal setting program for beginning of year
- 6) thermometer with progress update
- 7) monetize parent teacher meetings
- 8) updates directly to phone screen saver
- 9) bulletin board app
- 10) app to order free babysitter
- 11) group texts with all parents/teachers
- 12) notification app for parents
- 13) video chat w/teacher parent forum for parents to communicate w/ each other
- 14) day by day planner app
- 15) each parent gets a message board/tablet
- 16) parents all get the same voicemail update every day
- 17) tweet updates
- 18) reward for achieving plan set out by parent and teacher
- 19) chatroom for parents and teachers
- 20) teacher check-in, parents cannot initiate
- 21) do a paid survey as part of parent teacher meetings
- 22) app for parents to give teachers feedback
- 23) app where student controls the communication
- 24) radio update, tune in for feedback
- 25) student actions app for parent/teacher
- 26) information app that promotes really intense bonding parent/teacher meeting at beginning of year to set them off to a good start
- 27) crossing the line app btwn parents and teachers
- 28) points system/gamification for parent/teacher/student interaction, with reward (food/money/pizza party) for number of interactions
- 29) just deadlines app
- 30) parent support group for parents whose kids have similar issues

Top 3 Solutions Overall

- 1) Bulletin App, super simple, one page, low interactivity, notification to iphone -- MADDY

- 2) points system/gamification for parent/teacher/student interaction, with reward (food/money/pizza party) for number of interactions -- RACHEL
- 3) Goal setting program for back to school. P/S/T each set goals, can see how close they are to achieving them -- SIMONE

Create Experience Prototypes

Solution 3: Goal Setting Program

- Step 1: Teachers are trained in goal setting, SMART goals
- Step 2: Teacher/Parent/Student meeting at beginning of year. Each establishes 3 goals for the quarter, and 3 steps they can take toward achieving those goals. Log these goals in the app below

Login Page <ul style="list-style-type: none"> • student • teacher • parent 		
Homepage <ul style="list-style-type: none"> • Student Goals (button) • Teacher Goals (button) • Parent Goals (button) 		
Student Goals <ol style="list-style-type: none"> 1) Progress bar + (button) 2) Progress bar + (button) 3) Progress bar + (button) 	Teacher Goals <ol style="list-style-type: none"> 1) Progress bar + (button) 2) Progress bar + (button) 3) Progress bar + (button) 	Parent Goals <ol style="list-style-type: none"> 1) Progress bar + (button) 2) Progress bar + (button) 3) Progress bar + (button)
Progress Goal # Step 1 <ul style="list-style-type: none"> • progress (button) • Update (button) Step 2 <ul style="list-style-type: none"> • progress (button) • Update (button) Step 3 <ul style="list-style-type: none"> • progress (button) • Update (button) 		
Update Goal # Step # What have you done that	Progress for Goal # Step # date: written information	

works towards this goal? [] date: [] What have you done that detracts from this goal? [] date: []	date: written information date: written information	
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Interview Notes

Zoe Wolford Interview Notes

TFA - New Orleans 4th Grade math

Teach an extremely low income population, all below the poverty line, some are homeless, no internet/computers at home

Communicating with Parents

parents have cell phones, but change numbers on a regular basis

platforms designed to help teachers communicate with parents exist, but don't work in this community

A lot of them just don't care that much

She calls 5-10 parents a week

parent teacher conferences once a week

open door policy to come in

lucky if 15/67 parents

Calling them is the best way to reach out to them, but you have to ask the kids for the number

They do not want to go to school. Are not neighborhood schools, hard to get them there if they can't afford transportation

Cell phones are the only way to get a hold of them for the most part

For the most part they're receptive. She tries to make positive phone calls as well as serious ones

Communication is important. Kids would do better and be more invested if parents were more involved

Sometimes parents get mad about not being called. Some want more communication, but they aren't willing to make the first step and communicate with me.

Send home a lot of letters. A lot of parents work at night, its hard to get parents to sign them.

Can't tell if parents have actually read/understood notes

None are college educated, some have high school education.

Send home letter asking for pencils, and only one of 67 sent in pencils

Top priorities to communicate to parents: Want to tell them everything. Academic performance, behavior

Grading/behavior tracker is not available to parents, but she knows it wouldn't catch on.

Hard when the teacher has to initiate every single conversation. Just not enough time.

Time wasters

Make all of her own materials. Write every question. Print every question. Takes forever. Copier will always break. Have to enter 5 grades a week per 67 kids and provide feedback
Lesson plans have to be super detailed. 5 day lesson plan is 20 pages long. Wouldn't be as hard if she had done this for years, but she's only been there for two years
Kids are such low performers that she has to personalize a lot of the material.
70-80 hours a week spent
Grades one assignment a day. Grades an exit ticket every day. Don't grade in class activities unless incentive is needed.
Exit ticket is a one to two question quiz before they leave class, grade for the class. Shows if they mastered the class.
Give them easy homework and just don't grade it. If its not super easy it hurts their performance. It has been proven that if no one helps you with your homework it has a negative impact on your learning. Don't value homework.
School has a required program, School runner, to record grades. Not exceptional or horrible. Tracks behavior and grades. Tracks by standards, and shows you how many kids have mastered the material.
Send home a hard copy of their performance update every tuesday, has to be signed. 3-4 kids never do it and have a sad story why.

Teachers wish they had more time to talk to parents, but they have so many things to do that it becomes a low priority. Contacting parents can't happen until 7 pm. Really mad, bad attitude about it the first year. Now just feels resigned. Doesn't understand how parents can't track 2 kids when she's tracking 67. Can't tell if you're going to talk to parents for 5 minutes or an hour, and its kind of scary. She's a 24 year old white girl and its intimidating to talk to these impoverished black adults.
No one wants to call people they don't know well, if at all, especially with bad news.

Ines (parent at EPATT) interview

Likes EPATT because a lot of workshops – learn a lot of things
Every year workshops are repeating, but nice to have people reminding you all the time
Learn how to prepare kids for college, save money, don't buy unnecessary things
Alex is quiet – sometimes so shy to ask for things, but here they learn that they need to talk, express things, ask for things; before afraid to ask something to teachers, growing up a lot
It's nice that as a parent, she always knows that everything that happens in EPATT is not optional
Kids learn at museums/field trips
Not an email person
Knows how busy teachers are
See teachers every morning – ask in person to make appointments about once a month
Different with high school, met teachers at open house but did not get a chance to talk to them
Still having a hard time knowing what kids are working on
Forget things easily, backpacks, hw, etc. – not necessarily on purpose
Has a hard time – Jonathan lost planner, sometimes forgets to write things in the planner

Working all day, sports, get home super late, have to feed them dinner, shower, hard to be in touch every day

Make deals with kids about trust – do you have any pending hw, assignments? Ultimatums with electronics

Very hard to keep in touch with their assignments, sometimes kids forget

Both kids – one kid it's Jupiter grades (separate parent/student login, they can check if they have missing assignments, grades), for Alex it's called SchoolLoop

Websites are complicated – easy for kids to learn, but harder for mom, sometimes ask kids how to use

Sometimes she'd rather call the school and ask questions – ask the office, they help a lot

Maybe if the teachers before the class is over, make kids write email, text message to parents?

Something more simple, websites are super hard

Especially for people like her – came at 12, started working, basic English, kids learn because they are in school

Much harder if you don't go to school

Something that would be perfect for her – when kids don't return homeworks or finish school assignments, teachers should send emails or something to the parents so that they know directly from the teacher that they need to be more focused

Interview with Marianne

Taught in Gunn, Salt Lake City, Vermont, Seattle, Gunn High School, East Side
East Side

-designed with high expectations, but high support (access to teachers, more structured oversight of daily life, hw, progress, a lot of checking in, personal attention, school-day time to work on hw with teachers

-East Side created for those w/o support necessarily at home

-more uniform – everyone getting this program that's very wrap-around

-summers are structured

-in school from 8 to 5, after school structured

-college visits

-bootcamp before senior year

-very comprehensive support

Gunn

-designed with high expectations, but not that much support

-a lot of kids from Gunn get support at home

PARENT COMMUNICATION

-at East Side, not a lot of parent communication – parents seem to trust everything is taken care of

-general concerns/communication funneled through administration

-at Gunn (& most schools) – totally reversed – parents encouraged to take any problems/concerns to the teacher à next level of admin à etc.

-ends up being contentious

experience with parent communication being difficult?

- grading/fairness
- comes from place of concern and being out of control
- parents used to being really involved and suddenly they're not
- on a committee for Challenge Success at Gunn – women who wrote books; about upper middle class schools and joy of learning is gone for kids; making choices for getting into college; based at Stanford in education dept.; on committee for that
- communication always comes up → feeling is that nobody listens to parents' concerns and that there's no structure for feedback; if checking on kid seen as overbearing/helicopter parent; stakes feel really high for a lot of people
- ideally you want to be more of a consultant than a manager (as a parent)
- as years go on less and less
- you want to be around or watching
- everything is so transparent
- now it's real-time with grades – students can see grades immediately
- students and parents expect grades all the time
- problematic on many levels because sometimes teachers put in grades → week of thinking you failed it because test hasn't been curved before, incomplete assignments
- very hard for families/teachers/schools to monitor all of that
- parts of it really great/positive, students know when they're missing assignments
- also really difficult because of nature of transparency
- particularly in high school
- at East Side pressure to stay late on Fridays → students really anxious to turn things in
- a lot of management → a blessing and a curse
- parents rarely calling parents at East Side but at Gunn parents are different
- at East Side parents have access to missing assignments list
- parents of chronic late students have access and are probably looking at it more
- end up doing less careful work when stay late to work
- for most teachers, email correspondence → very rare at East Side & more common at Gunn
- very true that technology is tougher with parents from low-resource communication → generally iPhones are high up on the needs

IDEA OF A TEAM IS REALLY APPEALING

“we're working on a team on behalf of this student”

- often can be frustrating/sometimes adversarial → really trying to build a team where student is at the center & in charge (has central role as they get older)
- all working to some goal on behalf of the kid
 - idk how to foster that but seems like it would be a great message
 - in any school, communication can get so heated/personal – irrespective of school, parents feel “it's so personal”
 - hear a story from your child that feels so personal, respond often in such a way that's like “how could you do this” – you are either killing the dreams of my child, how could you give my child a B in this class (GPA is lower and not going to get into A, B, C), how could you suspend my child

-all these feelings of you did this to me, us

Trying to figure out a way to reframe communication so that it's team oriented – parents, students, team

Reminder message??!

Good friend who teaches high school at East Palo Alto Charter High School – Kendra (high school), parents have to be somewhat invested to have your kid go there, but very different population, English language learners, special ed, fights, etc.

At Gunn, parents who are lower income → that's a big issue, trying to hook them in;

lower-resource kids at any school it's really hard (you feel out of place in world at your school);

low participation in education/back to school nights (this was at Gunn, but generally the case)

-generally in higher level classes, over-involvement and in lower level classes,

under-involvement

-very hard for kids to excel in school system when have to work

-important for parents to be involved and for kids to know they're involved → so that kids know they have support, oversight, accountability

-expectations for behavior

-parents not always knowledgeable about hw, impact of grades on future, is hw actually done, on other end of the spectrum, little room for error, hard to live up to the norm