



# Helping Families Achieve Literacy & Success in a Global Economy

The Urban Education Partnership

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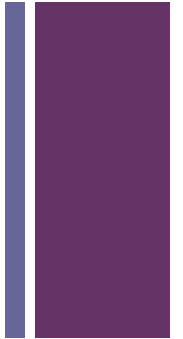
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# + About the Urban Education Partnership



The Urban Education Partnership is a consortium of rich organizations that specialize in education achievement, enrichment and advocate for parental involvement.

Currently, with programs in five Baltimore schools, the Partnership has provided afterschool programs, parent literacy programs, Spanish/English Conversation programs, arts and literacy.



# + Our Current Program



- Formed in 2009, with combined 20 years experience in education
- Began working in five Baltimore City Schools through a Community Support for Schools Partnership
- Expanded partnership to include additional services for parents
- Afterschool programs – Martial Arts & Fencing
- GED/Adult Basic Education courses
- Summer Leadership Institute at the Virginia Military Institute



# Partner Schools & Community Partners



- Schools – Coldstream Park Elementary, Furman Templeton Elementary School, Gilmore Elementary, Booker T. Washington Middle, Success Academy (alternative high school)
- Glen Burnie High School, Bladensburg Elementary
- Baltimore City Public Schools, Office of Attorney General, McCormick & Company, Kader's Café, Virginia Military Institute, Baltimore School Police,



# + Organizational Goal: Creating a family of global citizens

- Improving the school climate; supporting multicultural events & eliminating bias
- Targeting parents & staff to improve literacy & technology
- Work with community partners to support the school
- Empower parents through Powerful Parent initiative





# Assessment of School/ Developing an Action Plan



- Determine what the parents' need are
- Examine the school's needs/capacity
- Assess the community needs and what services community members can provide
- Determine the organization's capacity for the school and what programs should be implemented
- Formulate a plan & timeline



# School Demographics – Highlandtown Elementary #237



- Location – East Baltimore, MD
- Current Race demographics — 215 African Americans; 104 Hispanic; 72 White; 5 Asian; 5 Native American – Total – 401 students
- One of Baltimore’s most diverse schools – with increasing enrollment
- 66% of teachers are highly qualified
- 14% students receive Special Education services; 88% FARM; 21% LEP

Source: The Maryland Report Card 2009, <http://www.mdreportcard.org>



# Determining the Parents' Needs

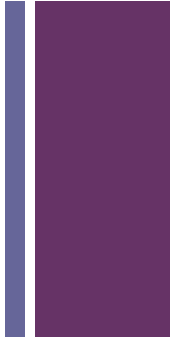


- Hire parent organizers that are CURRENT parents\* - This is a key component to find organizers entrenched in the community with a familiarity with the school's unique needs
- Assess parents' current needs– Surveyed over 100 parents at the beginning of the school year, asked them what types of services were needed and their availability
- Query the parents on what the school is lacking and what the school's successes are.





# Determining the School's Needs



- Talk to the staff members – Introduce organization at first faculty meeting and ask staff for input into the facilitation of a school plan
- Talk to the students about what they would like to see in school
- Implement a language program for staff members

# + Assessment Results



- Parents – School needed to improve outreach to Latino families
- Parents/Staff- School communication between parents needed improvements, especially for Spanish-speaking families
- Host parent and community events for all families
- Improve organized parent group (PTA/PTO)
- Students – Utilize the new computer lab in a more efficient capacity

# + Targeted Implementation



- Host key activities throughout the school year for families
- Begin a Spanish/English Conversation class for students, parents and staff to improve communication
- Activate and enhance current PTO
- Begin a STEM class to improve student achievement in the sciences



# Spanish/English Conversation Class



- Served both parents, students and staff with a focus on family literacy
- Provided a family literacy program, developed through The Urban Institute of Family Literacy model
- Employed a staff member for eight (8) week semester long course
- Served 10-30 parents and community members
- Classes were FREE to all parents & staff



# Language Program Description

- **TARGET:** was to assist students in completing applications for schools and jobs and improve English literacy
- Focused on linguistic development and enhancing verbal and writing skills in both Spanish and English
- Students were mostly lowly literate in both Spanish and English
- Most programs do not target Spanish literacy only English literacy, which can be detrimental to students



# + Instructional Program Characteristics



- Language classes were given several traditional mimicking, speaking and word-modeling activities.
- Functional literacy, including: the days of the week, time, medical terms, school terms and professional terms.
- Interactive exercises, work sheets and homework assignments & afterschool tutoring

# + Post-Class Assessment

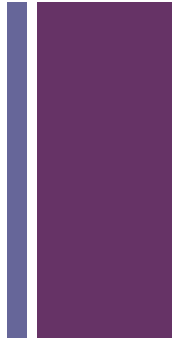


- Staff developed a closer relationship with parents & began to understand other cultures better
- Students were aiming for “functional literacy,” followed by proficiency in English
- Students stated they were better able to:
  - (1.) “Fill out my child’s forms”
  - (2.) “Listen to their child’s teacher and understand better.”



# Host/Collaborate on Numerous Family Focused Activities

- Back to School Night
- Holiday Celebration
- Parent Safety Night
- African American History Tournament/Recognition of Honor Roll students
- Census information session
- Cinco de Mayo
- May Fest





# + STEM Program at Highlandtown

- Utilization of Highlandtown's new computer lab
- Emergence of STEM as a key component for Pres. Obama's Blueprint for Education
- Providing support for integration of STEM projects into current curriculum
- Expanding projects for current curriculum



# + STEM Class Analysis – Project participants duties

- Student Project Leaders
- Student Analysts
- Student Engineers
- Student Project planners

