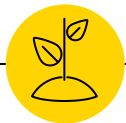




THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

Instantiating NGSS in Districts and Schools: Engaging and building support among parents and the community



*Vanessa B. Lujan, Ph.D.
Lawrence Hall of Science
University of California, Berkeley*



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



Who is in the room?



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



Session Goals

- Effective advocacy communications
LCAP
- **The Toolkit** to support and advocate for Science and
Environmental Literacy in the LCAP
- Considerations for messaging and supporting
Science STARTING NOW

District capacities for developing and sustaining a high-quality science program (vision, leadership, infrastructure, and supportive context)



A district-wide science program (high-quality curriculum, available and well-tested materials, supportive professional development activities)



High-quality classroom instruction (a “steady diet” of well-designed science learning experiences)



Student success and engagement in science education



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

District capacities for developing and sustaining a high-quality science program (vision, leadership, infrastructure, and supportive context)



A district-wide science program (high-quality curriculum, available and well-tested materials, supportive professional development activities)



High-quality classroom instruction (a “steady diet” of well-designed science learning experiences)



Student success and achievement in science education

COMMUNICATION
IS
KEY



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

Local Control Funding Formula (LCFF)



Local Control Accountability Plan (LCAP)



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



Local Control Funding Formula

- 2013: Local Control Funding Formula (LCFF) was passed.
- Replaced multiple funding streams into one formula for each student.
- More than 80% of districts funds
- Supplemental funding also provided to support specific demographic groups (low-income, ELs, foster youth)
- Planning and accountability requirements for districts

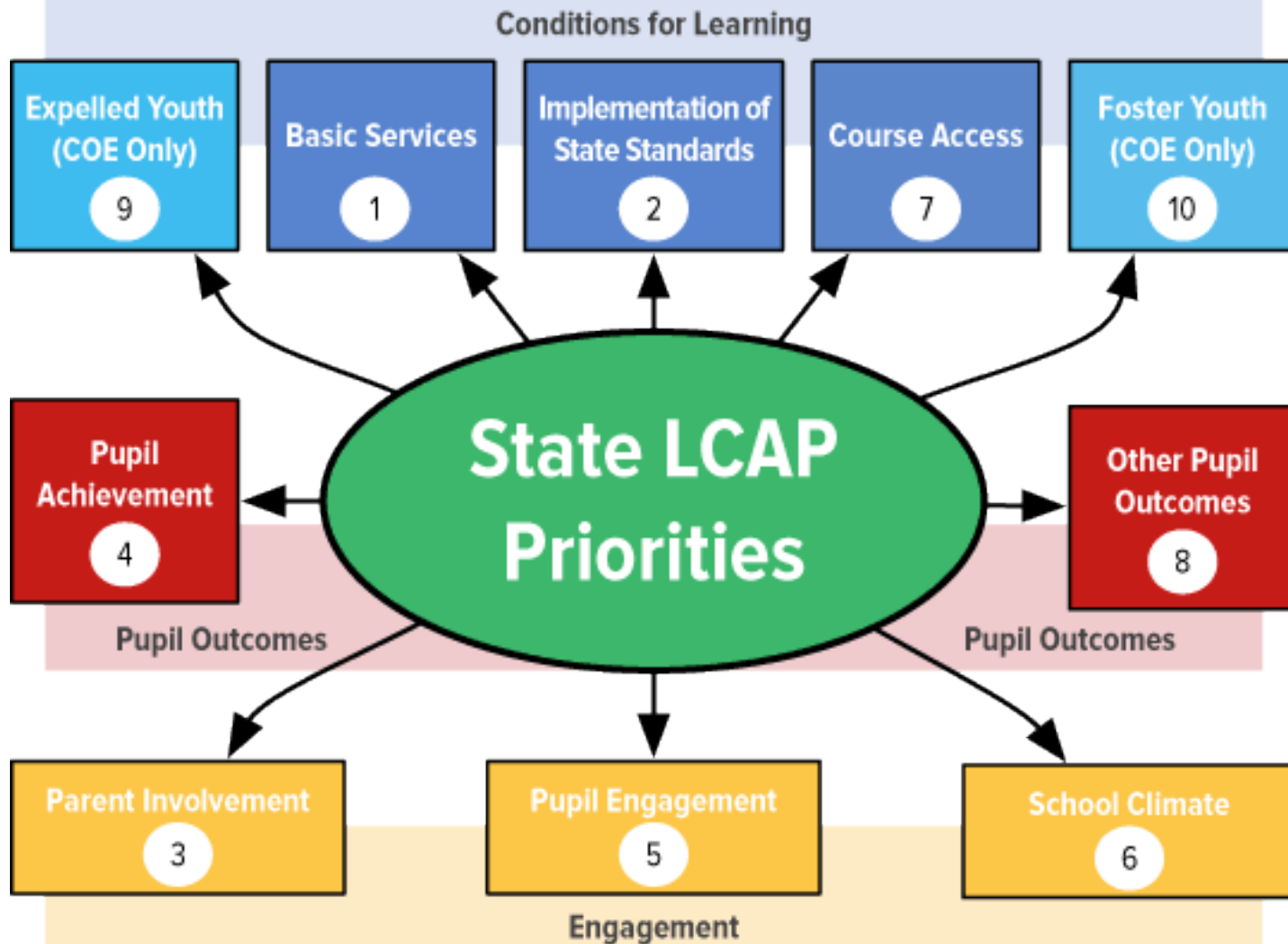


THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



LCAP: What is it?

- 3 year plan showing district prioritized goals
- Specific actions to achieve goals
- Address 8 state-identified priority areas



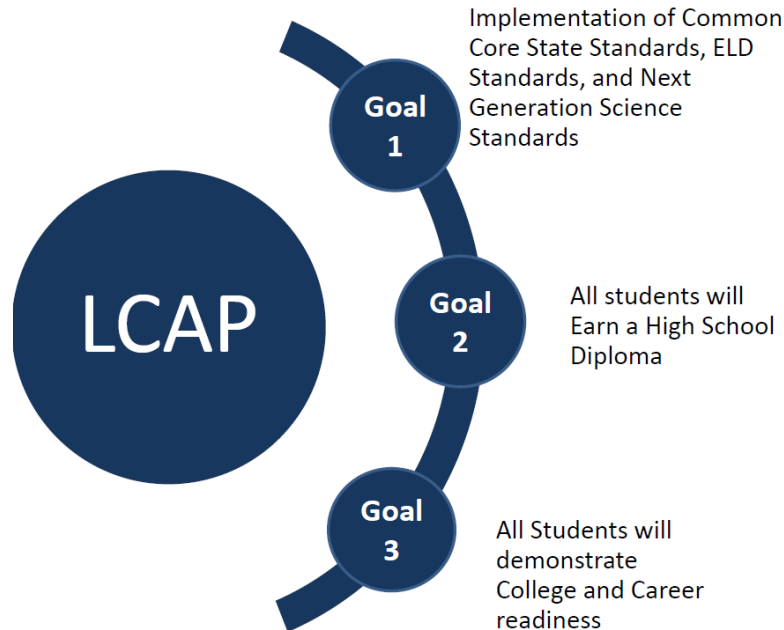
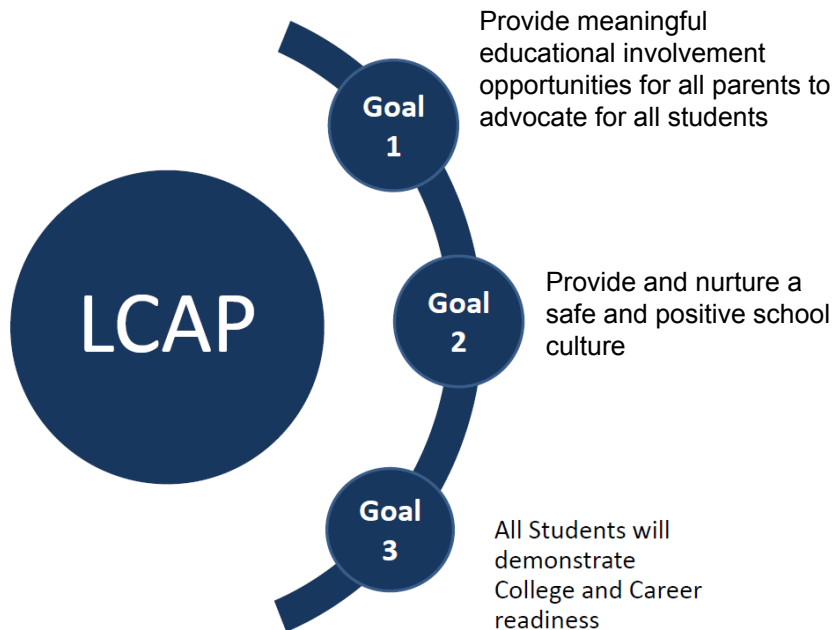


THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



LCAP: What is it?

☉ Address local priorities of the district





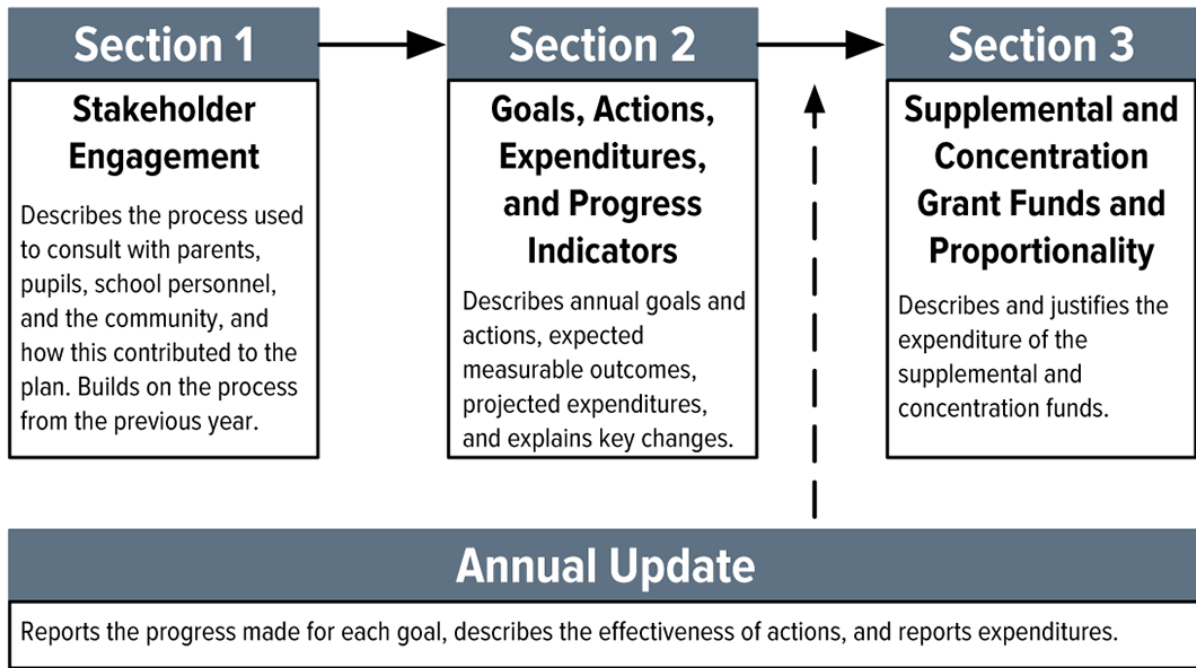
THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



LCAP: What is it?

- Engagement
- Specific Actions
- Metrics
- High-needs Support

Structure of a Local Control and Accountability Plan



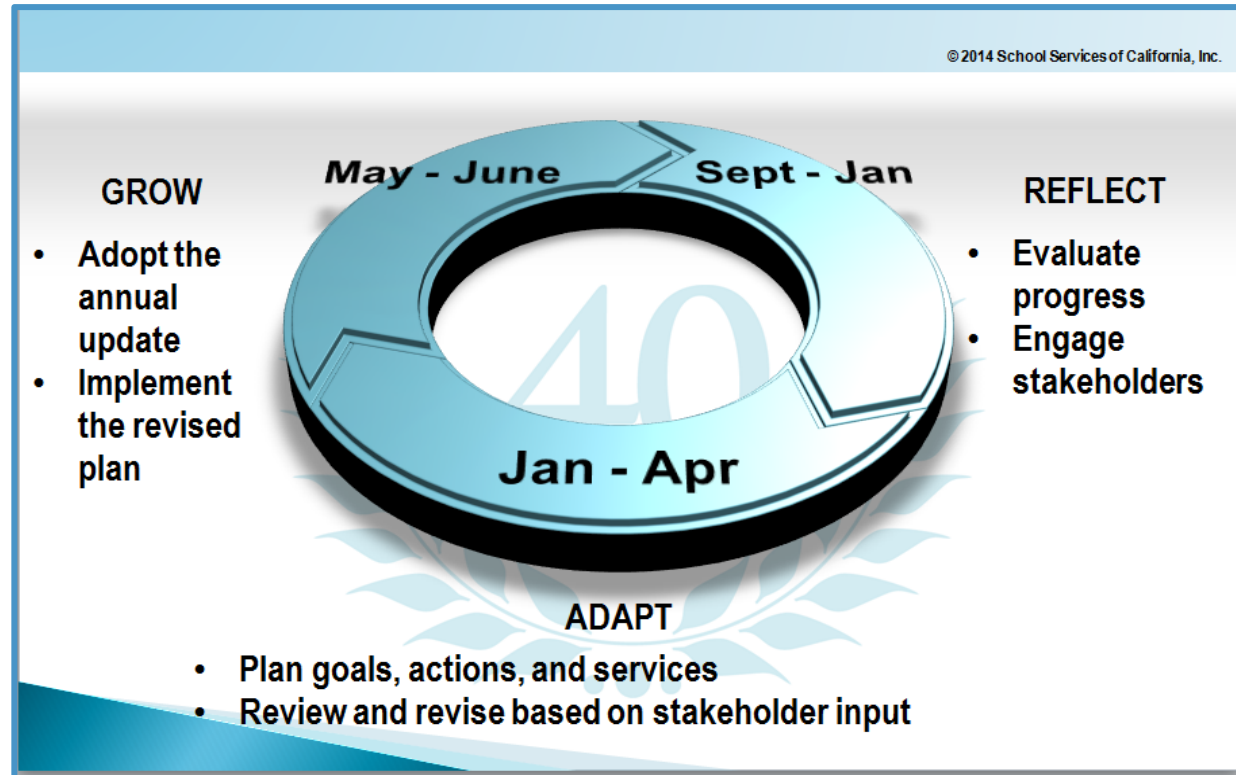


THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



LCAP: What is it?

- Life Cycle
- Submission by July 1





THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

88 LCAPs Reviewed

2014: California STEM Learning Network research study

Science missing as key priority

And confusion about implementation

No clear funding links to science

Few examples of best practice





THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



Principles of Communication

Effective advocacy communications



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



Advocacy Communication: Overview

- Message > **Audience** > Action
- It's all about persuasion – not education
- Interactive – not one way
- Context matters
- Requires preparation *and* flexibility



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



Five Steps to Success

1. Identify your goals
2. Develop your core message
3. Prioritize and understand your key audiences
4. Tailor your core message for each audience
5. Develop an engagement plan



Five Steps to Success

1. Identify your goal

What is success? = **Science is represented in the LCAP**



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



Five Steps to Success

1. Identify your goal

2. **Develop your core message**

Build a solid message framework

Start with your desired outcome

Use three supporting points to make your case

Keep it clear and simple

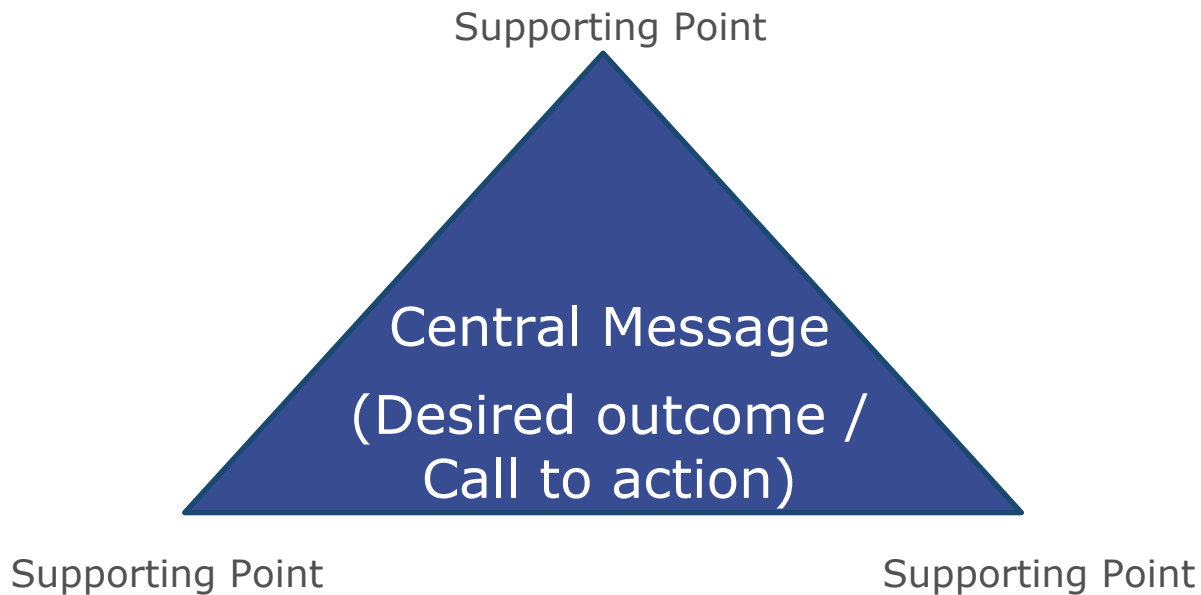


THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



2. Core Message

Core Message Framework



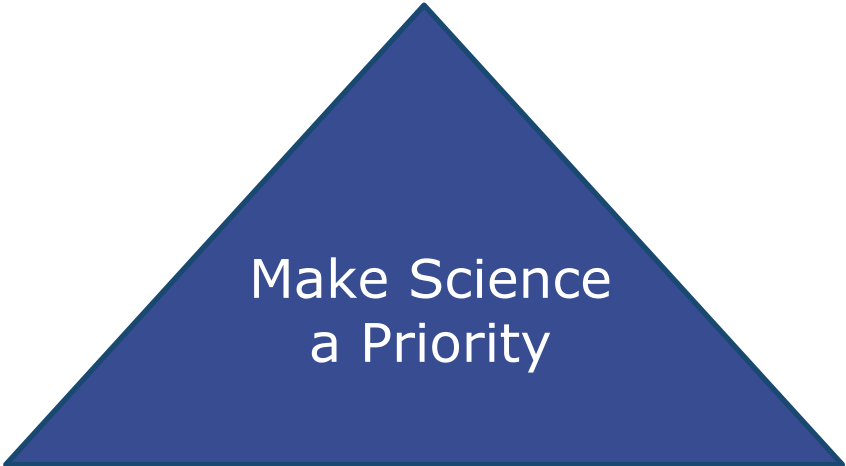


THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



2. Core Message

Core Message Framework



Make Science
a Priority



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



Five Steps to Success

1. Identify your goals
2. Develop your core message
- 3. Prioritize and understand your key audiences**
4. Tailor your core message for each audience
5. Develop an engagement plan



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



3. Prioritize and understand key audiences

- Messages do not exist in a vacuum
- You have to know your audiences – they are your “stakeholders”
- Prioritize audiences based on your goals
- Commit to study and understand your audiences



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



3. Prioritize and understand key audiences

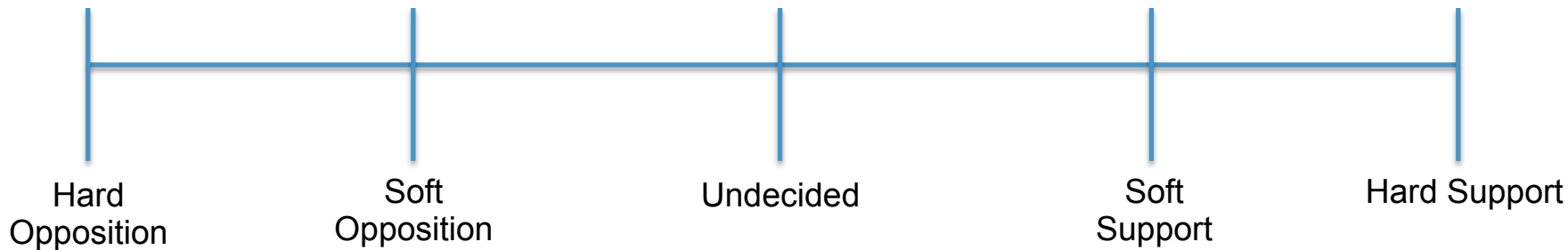
- The audience is never wrong
- They are rational and emotional
- Step into their shoes, see it their way
- Account for history, culture, language, taboo, etc.
- Find ways to adjust to them (see bullet 1)



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



3. Prioritize and understand key audiences

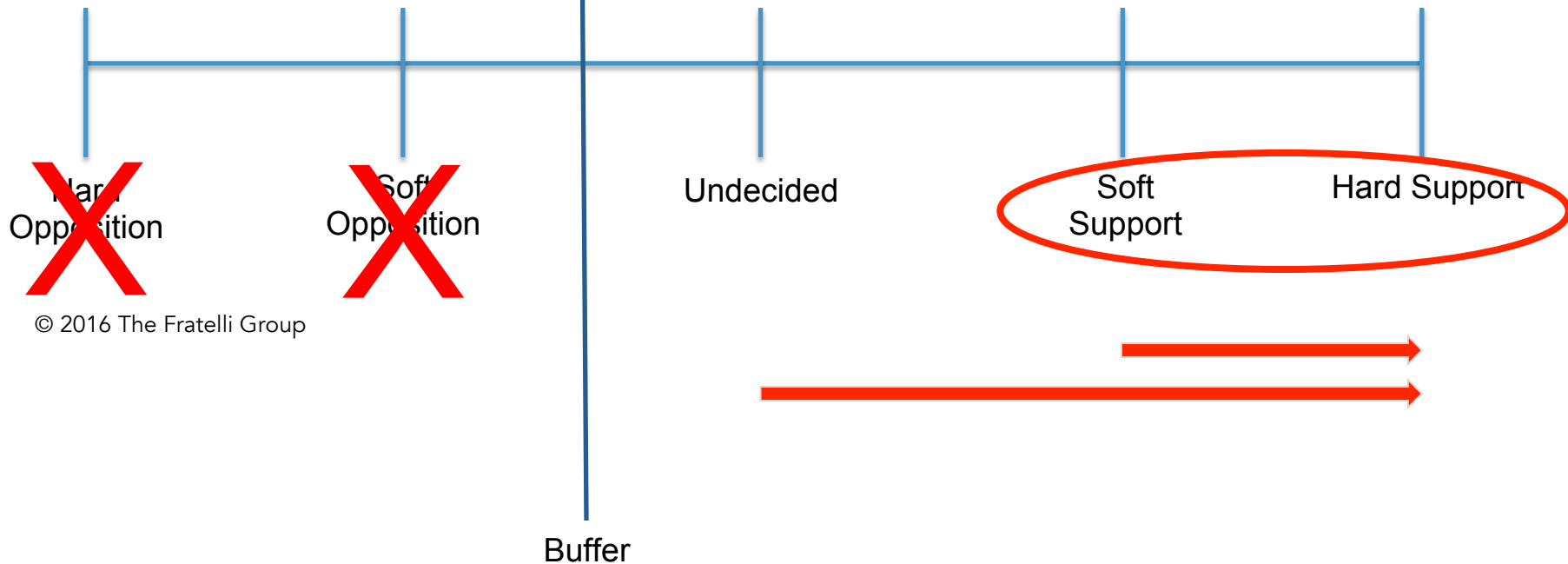




THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



3. Prioritize and understand key audiences





THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



3. Prioritize and understand key audiences

- Build an audience profile
- Focus on one group at a time...
 - What is their knowledge of the subject?
 - What is their interest / investment?
 - What benefit or threat will they face?
 - Do they already have an opinion on the subject?
 - Are they generally open to new ideas?
 - How do they like to be addressed?
 - What historical / cultural factors influence them?



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



Five Steps to Success

1. Identify your goals
2. Develop your core message
3. Prioritize and understand your key audiences
- 4. Tailor your core message for each audience**
5. Develop an engagement plan



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



4. Tailor Your Core Message

- Start with your core message framework
- Apply message effectiveness factors to audience
- Tailor message to connect to audience
- Consider spokesperson options



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



Five Steps to Success

1. Identify your goals
2. Develop your core message
3. Prioritize and understand your key audiences
4. Tailor your core message for each audience
5. **Develop an engagement plan**



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



5. Develop an Engagement Plan

- Remember your goals
- Focus on the win
- Think first about the audiences closest to you - plan from the inside out
- Allocate resources wisely (time, money, etc.)



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



Engagement Plan Activities

Examples

- ① Have a conversation with assist supt. or person responsible for LCAP.
- ② Call to figure out when public and internal meetings. Attend meetings to make your case.
- ③ Look at '16-'17 district LCAP to understand local priorities.



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



The LCAP Toolkit

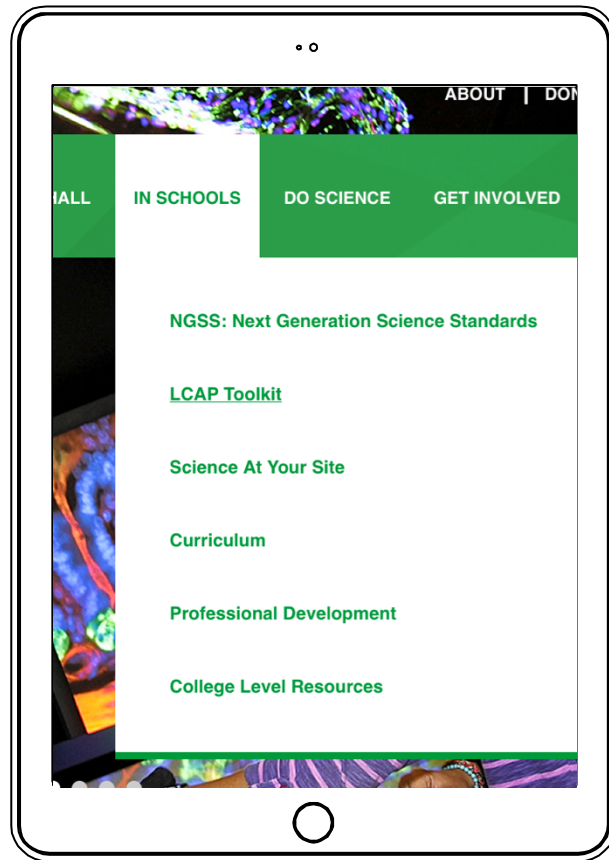


THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



Where: LCAP Toolkit

www.lawrencehallofscience.org/programs_for_schools/lcap_toolkit





THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



LCAP Toolkit: Tools

1. LCAP Primer

Explains the LCAP development process and what is an LCAP.

2. Talking Points & FAQs

Communication messages and clarification on hot button issues around science.

3-4. Guiding Questions for Community Advocates

Help assess strengths and gaps in science education and environmental literacy in their communities and identify priority needs for LCAP development.

5-6. Guiding Questions for Districts

Help in assessing the breadth and quality of science and environmental literacy programming readiness in the district.

8-9. Model LCAP Content

Science-focused and environmental literacy –focused LCAP goals, measurable outcomes and examples of actions/services to support effective implementation.

9. Resource List

Provides links to resources on science and environmental literacy.



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



Thanks!

Any questions ?

You can find me at

● vlujan@berkeley.edu

● *Special thanks to all the people who contributed to the development of the LCAP toolkit:*

California STEM
Learning Network

Ten Strands

California Environmental
Literacy Taskforce

California History-Social
Science Project, UC Davis



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY



Sample Social Media Posts

Twitter: Does your school district's LCAP address science? Take advantage of resources to ensure it does!
@berkeleyscience #cascience16 #CSTA #LCAP
#LCAPScience <http://tinyurl.com/h32lap5>

Facebook: @CaliforniaScienceTeachersAssociation Want to strengthen science? Get involved and help guide important decisions being made in your district. Download @LawrenceHallofScience LCAP toolkit to get started.
<http://tinyurl.com/h32lap5>

