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ABSTRACT

This manual is designed to assist facilitators working with members of a school community in forming or strengthening partnerships that will promote greater success for their youth. Participants can identify characteristics that are most important for youth to be successful in their community, consider ways to determine that students are developing these characteristics, identify resources and assets in the community that will help youth develop them, and plan and implement a project to promote these characteristics. Five presentation topics include: (1) "Introduction," getting acquainted, creating community networks, and introducing key points; (2) "Defining Youth Success," answering the questions "How do we define youth success?" and "What aspects of youth success are critical for us?" (3) "Measuring Youth Success," exploring ways to measure youth success; (4) "Mapping Community Assets That Support Youth Success," identifying strengths and assets within the community; and (5) "Planning the Project for Youth Success," answering the questions "What project shall we undertake to promote youth success?" and "How can we engage the community and measure the results of this project?" Students should be actively involved in the workshop in addition to adults. Scripts and overheads are included for each topic. (RT)

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Connecting schools, families, and communities for youth success

planning for youth success

Resource and training manual

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Northwest Regional Educational Laboratory

Creating Communities of Learning & Excellence

Connecting schools, families, and communities for youth success

planning for youth success

Resource and training manual

December 2001

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Creating Communities of Learning & Excellence

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Creating Communities of Learning & Excellence

This resource and training manual is part of a series from NWREL to assist in school improvement. Publications are available in five areas:

Reengineering—Assists schools, districts, and communities in reshaping rules, roles, structures, and relationships to build capacity for long-term improvement

Quality Teaching and Learning—Provides resources and strategies for teachers to improve curriculum, instruction, and assessment by promoting professional learning through reflective, collegial inquiry

School, Family, and Community Partnerships—Promotes child and youth success by working with schools to build culturally responsive partnerships with families and communities

Language and Literacy—Assists educators in understanding the complex nature of literacy development and identifying multiple ways to engage students in literacy learning that result in highly proficient readers, writers, and speakers

Assessment—Helps schools identify, interpret, and use data to guide planning and accountability

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More About NWREL

Mission

The mission of the Northwest Regional Educational Laboratory (NWREL) is to improve educational results for children, youth, and adults by providing research and development assistance in delivering equitable, high-quality educational programs. A private, nonprofit corporation, NWREL provides research and development assistance to education, government, community agencies, business, and labor. NWREL is part of a national network of 10 educational laboratories funded by the U.S. Office of Educational Research and Improvement (OERI) to serve the Northwest region of Alaska, Idaho, Montana, Oregon, and Washington. Now in its fourth decade, NWREL reaffirms the belief that strong public schools, strong communities, strong families, and strong children make a strong nation. We further believe that every student must have equal access to high-quality education and the opportunity to succeed, and that strong schools ensure equity and excellence for all students.

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For the Facilitator: Everything You Need To Know About *Planning for Youth Success*

What is *Planning for Youth Success?*

This resource and training manual, *Planning for Youth Success*, provides a positive way for members of a school community (school staff, students, families, and community members) to form or strengthen partnerships that will promote greater success for their youth. Together, the members of this school community:

- Identify characteristics that are most important for youth to be successful in their community
- Consider ways to determine that students are developing these characteristics
- Identify resources and assets in the community that will help youth develop these characteristics
- Plan and implement a project to promote the characteristics that includes evaluating the effectiveness of the project and conducting public relations activities

The authors of *Planning for Youth Success* carefully and deliberately chose the term "youth success" to help school staff, community members, and families be responsive to all areas of children's lives. For the purposes of this manual, success is defined as the "achievement of something planned" and "something that turns out well or as intended." For youth, success could include the attainment of broad and deep knowledge, the love of learning, academic achievement, the mastery of practical skills in many areas, and the realization of positive behavioral and personal qualities.

Planning for Youth Success does not replace the current and usual ways that students are assessed and schools are evaluated, but adds information to create a broader picture of a school's strengths and targets areas for improvement. This manual also shows how communities can contribute to and enrich education for youth. It asks, "What do we have to build on?" Then, it outlines a process for creating a project around what is important to the community—a project that can be supported by the community's existing resources and assets. *Planning for Youth Success* can be useful for any school because it establishes a common ground for positive relationships—the basis of partnerships—to benefit the youth who are the shared responsibility of the partners. This planning process will benefit all schools, but can be particularly useful for schools or districts that are considered low-performing, are struggling with complex challenges, or need to improve their relationship with the community.

How does *Planning for Youth Success* support educational reform?

At the time *Planning for Youth Success* was developed, the U.S. Department of Education's reform initiative, entitled No Child Left Behind, laid out key principles of education reform. The following aspects of *Planning for Youth Success* support and align with that initiative. In addition to the increased and rigorous standards and accountability called for in No Child Left Behind, *Planning for Youth Success* helps school communities to set standards for youth success unique to that community, implement new programs or efforts to meet the standards, and assess the effectiveness of their efforts—that is, their ability to have a positive impact on the success of their youth. *Planning for Youth Success* recognizes the importance of assessment and testing,

and provides information to parents and community members about their appropriate and effective use by finding ways to assess students on the success characteristics they believe are most critical.

Education Reform Principles	Planning for Youth Success
Increase accountability for student performance	• Provides a process for parents and community members to have input into school practices and policies. • Helps parents and community members learn more about the school from an insider's perspective. • Requires assessment of the effort to ensure it is having a positive impact on students.
Focus on what works	• Gives school staff, parents, and community members the opportunity to gain research-based information about effective practices, choose the most important ones for their school community, and make sure they are implemented.
Reduce bureaucracy and increase flexibility	• Asks parents and community members to give input and to set some school priorities. • Provides opportunities to focus on what is most important for student success, and establishes a process to ensure that it happens.
Empower parents	• Provides a way for parents to be involved in their children's schools in a substantive and meaningful way; to have an impact on school practices and policies. • Designed to be used in low-performing schools.
Close the achievement gap and improve the academic performance of disadvantaged students	• Asks school community members to choose a project that focuses on specific academic concerns, or on broader issues that support academic achievement and student success. The project then augments or strengthens current efforts for improving academic performance with strong support from parents and community members and includes added accountability. • Designed to bridge any trust and culture gap that may exist between the families or community and the school (an unfortunate but common occurrence in high minority group, primarily low-income communities).
Support character education	• Encourages school community members to consider the great impact of character issues on the success of their youth. Groups have considered such concerns as tolerance for differences and the ability to think critically and independently when setting priorities for characteristics of success and planning the project.

How was *Planning for Youth Success* developed?

The process used in *Planning for Youth Success* is based on recent theory and research and has been successfully used by the authors for many years in other contexts. It applies a time-tested process for creating positive partnerships among groups where there may be mistrust or conflict. The process consists of the following steps:

1. Creating a safe, structured setting with a neutral facilitator and diverse representation
2. Identifying a common goal or goals among participant groups with a focus on the "big picture"
3. Brainstorming ideas for positive changes based on the common goals
4. Using an inclusive process to set priorities and select ideas
5. Identifying and sharing knowledge of community assets
6. Developing an action plan to implement a project that will realize selected positive changes and draw on assets

Planning for Youth Success applies this process to forming or strengthening partnerships with youth success as the goal. The format is a training manual for direct and immediate implementation. The publication, *Together We Can: A Guide for Crafting a Profamily System of Education and Human Services* (Melaville & Blank, 1993), recommends a similar five-step process that includes Getting Together, Building Trust and Ownership, Developing a Strategic Plan, Taking Action, and Going to Scale. The publication is applied to the problem of making schools more family-focused by integrating services to families. It is written in a narrative form.

Planning for Youth Success also draws on the recommendations in the publication, *Putting the Pieces Together: Comprehensive School-Linked Strategies for Children and Families* (Regional Educational Laboratory Network, 2001). These strategies include helping children, parents, and families by building community resources and relationships; building collaborations among all of the community's major groups and cultures, including parents, churches, and a range of agencies and organizations in addition to schools; involving multiple stakeholders in all stages of program planning, design, and implementation; and flowing from a shared vision about improving long-term conditions for children, families, and communities.

The conceptualization and development of *Planning for Youth Success* brought a number of important concerns and issues together. This resource responds to the identified needs of many schools—to improve family and community involvement (Farkas, Foley, & Duffett, 2001; Public Agenda, 2001). It reflects research and theory that includes strong community support as one of the five elements of high-performing learning communities (RPP International, 1999–2001); the important but complex role of family and community support in student achievement (Finn, 1998; Thorkildsen & Stein, 1998); and the importance of bridging any school-community cultural gaps in helping ethnically diverse students be successful (Delpit, 1995; Lopez, 1999; Viadero, 1996). It uses a strengths-based, empowerment approach in keeping with best practices in human services delivery systems change (Dunst & Trivette, 1994; Fine, 1992), including asset mapping (Kretzmann, 1995). It includes elements that will likely lead to buy-in and long-term commitment from participants: the group has a purpose or mission; members share common goals; members have an equal opportunity to serve in leadership roles; group projects and activities are included; contributions are respected and valued; and camaraderie is established (Warner, 1997).

Although it was beyond the scope of the development plans to include an experimental research component, standard methods of expert and practitioner reviews, field-testing, and data collection were used in the development stage. Changes were made to the final product based on the feedback received.

How does *Planning for Youth Success* work?

The *Planning for Youth Success* process is designed to take one full day (six hours); it can also take place over two half-days or three evening sessions.

A facilitator leads the participants through a sequence of activities that starts with three important, broad concepts:

- Success for youth as the goal of education and child-rearing
- **Measuring** youth success and the school community's ability to ensure youth success
- Identifying **community assets** to help define and support youth success

From these general concepts, the participants identify and rank characteristics of youth success that are most meaningful for youth in their particular community, and then map specific community assets to support these characteristics, and explore strategies to measure progress. These strategies form the basis to build a new (or revitalize an existing) project that will help ensure youth success on the selected characteristics. The sequence of topics and activities follows:

Topic 1: Introduction

- Get acquainted and create community networks
- Introduce key points of school-family-community partnerships for youth success

Topic 2: Defining Youth Success

- Answer the questions: **"How do we define youth success?"** and **"What aspects of youth success are critical for us?"**
  - Decide—as a community—what you want students to do, know, and be like so they will be successful
  - Select two characteristics that are most important to your community

Topic 3: Measuring Youth Success

- Answer the question: **"How do we measure youth success?"**
  - Explore ways to measure youth success characteristics
  - Learn about characteristics of effective assessment
  - Learn how to supplement school assessments and testing

Topic 4: Mapping Community Assets That Support Youth Success

- Answer the question: **"What community resources can promote youth success?"**
  - Identify strengths and assets within themselves
  - Map the school community, identifying individual people and resources and exploring the connections to people, places, or things beyond the school
  - Explore ways to promote the two success characteristics through these supportive resources and identified assets

Topic 5: Planning the Project for Youth Success

◊ Answer the questions: **"What project shall we undertake to promote youth success?"** and **"How can we engage the community and measure the results of this project?"**

- Plan a schoolwide project that will help the school community give youth the skills, knowledge, and/or dispositions for at least one of the selected success characteristics
- Identify action steps, time lines, resources, and persons responsible
- Include ways to evaluate the effectiveness of the project as well as public relations activities

Who leads the process?

A carefully selected **facilitator** should lead the project team; this manual is written for this person. The facilitator should be someone who is respected and trusted by all participants. Preferably, the facilitator is also relatively neutral—that is, she or he is not a paid employee of the school or district and does not represent a particular interest group. The facilitator needs to be very familiar with this manual and, if possible, trained in the process (see "How can I be trained to facilitate?" on Page 9). The training, however, is optional. The manual has been written so individuals can use it to train their organizations without any further assistance.

Who are the participants?

The *Planning for Youth Success* process requires bringing together a core team of participants that would include at least three members from each of the following groups:

◊ School staff
◊ Parents or family members
◊ Community members (see "Whom should I consider when involving community members?" on Page 6)
◊ Students (see "Why is student voice important?" on Page 7)

There should be no more than five members from each group. If at all possible, there should be equal numbers of people representing each of these four groups. All four groups are essential to the process. Each has unique contributions to make and distinctive benefits to gain.

When choosing core team participants, remember your goal is to create a diverse team that will represent all members of your school community. Include, among others, principals, teachers, district personnel, school board members, front office staff, teacher's aides, bus drivers, lunchroom staff, and playground monitors as possible members to represent school staff. Consider parents, stepparents, grandparents, aunts and uncles, foster parents and guardians, and even close family friends when involving family members. When recruiting parents and family members, actively seek those who don't typically volunteer, attend school functions, or normally hold leadership roles in the school community.

Whom should I consider when involving community members?

When considering which community members to involve, think of organizations, small or large, that you are currently working with and those with whom you would like to work. The organizations can have direct or indirect involvement in your school. Do not limit the involvement of the organization based on its size, type of service, location, and so forth. There are as many benefits for small businesses as there are for larger ones.

Ask your stakeholders (students, parents, teachers, school staff) for their input on possible organizations that can support teaching and learning in the school community. Ask the people/organizations that you are already working with if they know of others who would like to be involved.

Take a walk or drive around the neighborhood. Discover the untapped possibilities that are just a few minutes from the school. Some examples of community organizations include, but are not limited to, the following:

- Arts and culture groups
- Business/finance/industry
- Family support organizations
- Foundations
- Health systems (hospitals, visiting nursing programs, clinics)
- Individuals already supporting children's learning outside the school (music teachers, coaches, tutors)
- Leadership programs
- Library systems
- Local economic development organizations
- Local governments
- Media (newspapers, television stations, radio stations)
- Neighbors/people living near the school
- Neighborhood organizations
- Parks and recreation
- Religious/faith-based organizations
- Retail/food businesses
- Service organizations
- Schools (colleges/universities/high schools/ middle schools/elementary schools)
- Social service systems
- The United Way
- Youth organizations (such as Boys and Girls Clubs)

Why is student voice important?

> *Today, in the 1990s, if you had a problem in the black community, and you brought together a group of white people to discuss how to solve it, almost nobody would take that panel seriously. In fact, there'd probably be a public outcry. It would be the same thing for women's issues .... Can you imagine a bunch of men sitting on the Mayor's Advisory Council for Women? But every day, in local arenas all the way to the White House, adults sit around and decide what problems youth have and what youth need, without ever consulting us.*
>
> Jason Warwin, age 17
> Member, Youth Force

Students are important stakeholders—after all, it is their education, and they have a stake in their success. But students, for the most part, have not been included in the school improvement process. According to J.H. Johnson (1991), they are "the only group whose voice seems strangely absent in this chorus of ideas and counter ideas."

Successful school-family-community partnerships fully include all youth. Partnership activities should be designed to engage, guide, energize, and motivate students to generate their own success. *Planning for Youth Success* depends on the input and recommendations of the youth themselves. Who better to voice an opinion on what is important for youth to succeed than youth? Who knows better what interests them—within the community and within the school? Who knows what engages them in their education and what motivates them to learn? And who would be a better judge of what project would interest the entire student body and inspire them to contribute to the process?

The following information from *Listening to Student Voices* (Laboratory Network Program, 2000) describes the benefits to the students and to the school when students are involved in such an important activity as school improvement.

Benefits for the students:

- **Students who get involved learn new skills.** They learn to communicate effectively with teachers, to confront and address difficult problems, to work effectively in teams, and to set and accomplish improvement goals (Furtwengler, 1991). When students are included in improvement efforts, schools report notable improvement in attendance and discipline, a decline in dropout rates, and improved communication between students and teachers.

Benefits for the school:

- **Committed students help move the process along.** Student input expands, enriches, and enhances school improvement. Once students realize their voices are heard, they usually become more committed to—and interested in—improving their school.

- **Students can help school faculty and staff with the work** by collecting data, assisting in the planning of improvement work, and evaluating the effort. In fact, students' contributions often improve the quality and substance of the whole project.

- **Students have a distinct vantage point as learners,** so schools can learn much from students' input about instruction, climate, and classroom structure. Given their unique perspective, students and students' schoolwork can give a staff new strategies and new motivation for improving a school and the learning that occurs there.

So, what do students say? The work done by the School Change Collaborative (a national association of regional laboratory staff, school practitioners, and other education stakeholders) with students in partner schools demonstrates that students have a lot to say about how their schools could improve.

- First: Students repeatedly ask that schools build strong, positive relationships between teachers and students.
- Second: Students say they are eager for more varied and creative teaching methods. They indicate boredom with lecture-format and whole-group instruction and want a more active, participatory learning environment.
- Third: Students' views about how to be a successful learner in school reveal much about the structure of our schools. At the lower grade levels, especially, students say that a "successful learner" is quiet in class, doesn't bother others, and is agreeable. At the same time, however, employers say they want schools to produce active learners who can think critically and solve problems both with others and independently.
- Fourth: Students view their success at school as having narrow application. The School Change Collaborative found students felt schoolwork is not all that relevant. Student experiences outside school are often more meaningful and valuable than in-school experiences.

The bottom line is, students are more likely to care about their school when they contribute to its improvement. Students are capable workers and willing to serve as partners in school improvement work, contributing useful ideas and helping with data collection and analysis (Kushman, 1997).

What are additional resources that can support and supplement this process?

Topics 1 through 4 contain brief summaries of research and best practices which are referred to as Background Information. These summaries include information on the importance and impact of school, family, and community partnerships; an expanding definition of youth success; information and resources on assessing youth success; and background on asset mapping. Below we highlight a few resources we believe to be particularly useful in planning for youth success.

Assessment and evaluation

Regional Educational Laboratory Network. (2000). *Making assessment work for everyone.* San Francisco, CA: WestEd.

School-family partnerships

Ellis, D. (2000). *Strengthening family involvement: A guide to resources available from the Northwest Regional Educational Laboratory.* Portland, OR: Northwest Regional Educational Laboratory.

Novick, R. (1999). *Family involvement and beyond: School-based child and family support programs.* Portland, OR: Northwest Regional Educational Laboratory.

Tips specific to *Planning for Youth Success*

- Keep youth success at the center. Emphasize the role of all partners (students, family members, school staff, and community members) working toward this goal.
- Be familiar with the background information included in Topic 1, The Importance and Impact of School, Family, and Community Partnerships.
- Read the background information about assessment and evaluation, Topic 3, so you can answer participants' questions about this topic.
- Because you will be working with partnership issues, there is a potential for conflict among the groups. Work with the host agency to find out about past working relationships/history of previous partnership attempts.
- Be sure to include examples to which all represented groups can relate.
- It will help to have two facilitators, if at all possible. There is a great deal of work to do for just one person.

Sample letter to participants

Date

Name, Title
School/Organization
Address
City, State, ZIP

Dear _____:

We are/I am pleased to invite you to be involved in *Planning for Youth Success*. The training session will be held (day of the week), (month and day), from (times) at (location), (address), (city).

(Facilitator 1 name) (and facilitator 2 name, if more than one) from (organization) will be the facilitator(s) for the training. During this hands-on, interactive day, people will work in small groups and large groups, and will:

- Explore the characteristics of youth success that are most important to our community
- Examine strategies for measuring youth success
- Map out the assets among ourselves, our school(s), and our community that can help promote youth success
- Develop a project to help youth attain these success characteristics

Enclosed with this letter is an agenda and a pre-training questionnaire. Please fill out the questionnaire and mail it to the address at the bottom of the form by (date). The information from this questionnaire will help the facilitator(s) adapt the training to better meet our needs.

Sincerely,

Representative from hosting agency

Enclosed: Map to meeting site, agenda, and questionnaire

Sample pre-training questionnaire

Answers to the following questions will help prepare a workshop that is responsive to the needs of your school community. Please answer as completely as possible.

1. What is your current role within the school community?

2. What are your goals for school-family-community partnership activities?

3. If you are a school member, what are some of the strategies that you have used to involve or partner with families or community organizations? If a family or community member, what are some of the ways that you have tried to partner or be involved with the school?

   Have they been effective? ☐ Yes ☐ No Why or Why not?

4. Think of some of the partnership activities with which you have been involved. What are some of the barriers to actually doing them?

5. What resources do you need?

6. Describe your professional development experiences in each of the following areas:

Partnerships ☐ None ☐ Some ☐ A lot

Please describe the experience

_____

_____

_____

Assessment of needs ☐ None ☐ Some ☐ A lot

Please describe the experience

_____

_____

_____

Evaluation of family involvement activities ☐ None ☐ Some ☐ A lot

Please describe the experience

_____

_____

_____

Asset mapping ☐ None ☐ Some ☐ A lot

Please describe the experience

_____

_____

_____

7. What do you hope to learn or be able to do by the end of the day?

Please return by (due date) to

(Facilitator name)
(Facilitator address)
(Facilitator phone/fax/e-mail)

Thank you for your timely response!

Sample sign-in sheet

Name/Title	Role in School Community	Organization/Address	Phone/Fax/E-mail

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Equipment and supplies

- Binders, notebooks, or folders for participants (if they are not bringing their own)
- Chart markers
- Chart paper pack(s)
- Chart stand(s)/easel(s)
- Colored dot stickers
- Handouts
- Masking tape
- Neckties (4–5)
- Overhead markers
- Overhead projector
- Overheads (copied onto transparency film)
- Pads of paper
- Pencils or pens
- *Planning for Youth Success* Resource and Training Manual
- Screen
- Sign-in sheet (sample on Page 17)
- Training Evaluation (Handout 5.7A)

General tips

- Arrive at least 20 minutes early to set up the room and check the equipment.
- Develop your agenda and provide an advance copy for all participants.
- Find out as much as possible about who your audience is and some background on their community—demographics, areas of strengths, and concerns.
- Remind participants that it is their workshop and their participation is essential. Sharing expertise and experience is critical to its success.
- Listen carefully and respectfully. Acknowledge what people say even if you don't agree.
- No one person has all the answers. Utilize the expertise of the group.
- If a subgroup isn't working well together, it may help to recombine.
- Collect stories. Illustrate points with real-life examples, when appropriate.
- When appropriate:
  - Use humor
  - Share your personal experiences.

Organizing a training session

Selecting a meeting site

- Select a convenient location. Since the school can be the hub of school-family-community partnership activities, it is reasonable to have the training at the school. But also consider having the training at a neutral location, if feasible, so all members feel they are on an equal footing.
- Ensure that the size of the room is appropriate for the number of participants.
- Make sure the room is equipped with tables for small-group work.
- Consider size and comfort of the chairs. Sessions can seem very long when people are not comfortable.
- Overheads are used throughout the training; select a site that is conducive to overhead use and have the room arranged so that all participants can easily view the screen.
- There will be times that participants work on chart-pack paper in different locations in the room. Make sure the room arrangement allows for this work. Ensure there is plenty of room to display the participants' work.

Prior to the training session

- Send a letter of invitation to the participants (sample provided on Page 14).
- When sending out information about the training session, it is good to include a questionnaire (see sample on Page 15) to be returned before the session. Responses will provide information about the participants' experience and expectations, so you can plan appropriate activities and use relevant examples.
- Provide a meeting agenda in advance. Since there are three possible agendas (one full-day, two half-days, or three evening sessions), establish which agenda will work best for the host agency. (See sample agendas in Activity 1.2.)
- Provide a map and directions to the meeting site. Make sure that parking is adequate and convenient.
- At the meeting site, post signs and directions to the meeting room. Make sure the receptionist knows details about the training, such as the starting time and meeting room location.
- Provide participants with a folder, binder, or notebook to organize information from the training, or ask them to bring their own.
- Work with the host agency to arrange for coffee and refreshments (and lunch, if possible).
- If possible, provide child care. This will make the training more accessible for parents.
- Create all overheads and make enough copies of all handouts for each participant. So training progresses more smoothly, distribute a complete set of handouts to each participant at the beginning of the training session.
- Prepare the chart-pack paper with appropriate headings as indicated in Activities 2.1 and 3.2.

Tips for the facilitator

Resource and training manual layout

Following this first section are the five Facilitator's Guide to Activities for each of the five topics. For each topic, the Resource and Training Manual includes:

- Overall goals for the topic as well as goals for the individual activities
- A topic agenda that lists activities, handouts, and overheads, and the time frame for each activity
- A list of materials for each activity
- A script for usé with the activities, handouts, and overheads, as well as relevant notes/tips for the facilitator
- Camera-ready pages for the handouts and for the overheads (which will need to be copied onto transparency film)
- Background information on the topic (except for the last topic, "Planning the Project for Youth Success")

The script

The Resource and Training Manual offers scripted suggestions as a guide. They are not intended to be read word for word. Some parts are more heavily scripted to ensure consistency among trainers regarding the key concepts of the *Planning for Youth Success* process. Other parts are less scripted and rely on the trainers' experience and facilitation skills to convey the concepts to the participants.

The handouts

The handouts are numbered by topic, such as Handout 3.2D. The number following the dash identifies which topic the handout is used for (Topic 1, Topic 2, Topic 3, Topic 4, or Topic 5). After the number is a decimal point and another number. The number after the decimal point tells which activity within the topic this handout is used. That number is followed by a letter, telling which order the handouts are in for that topic activity (first handout = A, second handout = B, third handout = C). For example, Handout 3.2D means this handout is for Topic 3, Activity 2, and is the fourth handout for the activity. Within the activity table at the beginning of the "Facilitator's Guide to Activities," the handouts are abbreviated to H-3.2D.

The overheads

The overheads are also numbered by topic, with the same numbering system as for the handouts. So, Overhead 3.2D would be the overhead for Topic 3, Activity 2, and is the fourth overhead for that activity. Within the activity table at the beginning of the "Facilitator's Guide to Activities," the overheads are abbreviated to O-3.2D.

Training manuals

Two additional training manuals can be used to complement *Planning for Youth Success*. The School Change Collaborative has developed *Listening to Student Voices* (Laboratory Network Program, 2000), which focuses on ways to assess and evaluate schools and classrooms so that students are active participants in the entire process, from data gathering to analysis and reporting. This provides an excellent supplement or follow-up to *Planning for Youth Success*.

Southwest Educational Development Laboratory (SEDL) has developed a very thorough training manual, *Creating Collaborative Action Teams* (Jordan, Averett, Elder, Orozco, & Rudo, 2000), that focuses on group dynamics, communication methods, and effective meeting and collaboration strategies for families, schools, and communities to work together for the benefit of their students. It can provide an excellent source of additional training activities if the group has trouble with group process. *Creating Collaborative Action Teams* includes five modules; each module includes about one full day of training activities. The five modules are Getting Started (defining and examining the school community); Mobilizing the Team (communication ground rules, making team decisions, shared leadership, etc.); Setting Direction (creating a vision and mission, setting goals, creating a communications plan); Taking Action (developing strategies, determining time lines, establishing evaluation methods, reporting); and Reviewing and Refining (assessing the team's effectiveness, celebrating successes, making adjustments).

Jordan, C., Averett, A., Elder, J., Orozco, E., & Rudo, Z. (2000). *Creating collaborative action teams.* Austin, TX: Southwest Educational Development Laboratory.

Laboratory Network Program. (Producer). (2000). *Listening to student voices self-study toolkit.* Portland, OR: Northwest Regional Educational Laboratory.

How can I be trained to facilitate *Planning for Youth Success?*

Using a "training of trainers" model, the Northwest Regional Educational Laboratory's School, Family, and Community Partnership's Team can provide training on the *Planning for Youth Success* process through "institutes." At an institute, each trainer will get a copy of this manual, and NWREL staff will "walk" him or her through each step. The institutes will also provide additional background information to participants on the value and nature of effective school, family, and community partnerships, and implications for schools that struggle with complex challenges. Training institutes are typically one to two days in length and limited to no more than 50 participants. Participants should include people who can train others in their community, have the ability to implement the process back in their communities, or can take on the facilitator role themselves.

Facilitator's Guide to Activities

Handout

Overheads

Background Information:
The Importance and Impact of
School, Family, and Community Partnerships

Topic 1: Introduction
Facilitator's Guide to Activities

(25–30 minutes)

Goal: To answer the questions: Why are we here? What will we accomplish? What is the required time commitment?

	Handouts/Overheads	Time
Activity 1.1 Welcome/Introductions/ Ice-breaker activity	O-1.1A	10 minutes
Activity 1.2: Agenda and overview of day	H-1.2A and O-1.2A	10 minutes
Activity 1.3: Forest metaphor	O-1.3A–H	5 minutes

Activity 1.1: Welcome/Introductions/Ice-breaker activity

Goal: Introduce facilitator and participants and acquaint facilitator with the community.

Time: 10 minutes

Materials: Overhead 1.1A (Ice-Breaker Activity), chart-pack paper, markers (for recording one- to two-word statements regarding the community)

Instructions:

To begin workshop, thank participants for coming and introduce yourself (by name, and title or position). Tell group that today they are the experts for the community surrounding _____ (name of school). They are here to learn from each other and to build a team/network. Inform participants that you are there to help facilitate the process and be their recording secretary...since today is all about them.

Project Overhead 1.1A (Ice-Breaker Activity).

Overhead 1.1A

Ice-Breaker Activity

Please tell your partner ...

First: Your name and something about your name (where it comes from, what it means, how it is unique, for whom you were named)

Second: Your role or relationship to the school community

Script "In a couple of minutes, you will introduce your neighbor...so listen carefully to what they tell you.

- First, introduce yourself to your neighbor (tell him or her your name) and say something about your name (where it comes from, what it means, how it is unique, who you were named after, etc.)
- Second, tell them your role or relationship to the school community.
- Third, in two words or less, tell them one thing you like about the community (for instance—friendly, welcoming, diverse, great pizza)." (Chart these responses only!)

After letting them talk to their neighbors (give them one minute each), have them introduce their neighbors. Chart answers from community responses, under heading "What we like about _____" (insert name of community).

Activity 1.2: Agenda and overview of the day

Goal: Set the agenda for the day.

Time: 10 minutes

Materials: Handout 1.2A (Overview of Planning for Youth Success) and Overhead 1.2A (Agenda)

Instructions:

Project Overhead 1.2A (Agenda).

Note: There are three possible agendas (one full-day, two half-days, or three evening sessions). Determine in advance with the hosting agency which agenda will work best.

Overhead 1.2A

Agenda
(full day)

8:30–9:00	Introduction
9:00–9:30	Defining Youth Success
9:30–10:20	Measuring Youth Success—Part 1
10:20–10:30	BREAK
10:30–11:15	Measuring Youth Success—Part 2
11:15–12:00	Mapping Community Assets That Support Youth Success

Overhead 1.2A

Agenda
(two half-days)

Day 1:	**2 hours, 30 minutes**
30 min.	Introduction
30 min.	Defining Youth Success
1 hr., 30 min.	Measuring Youth Success
Day 2:	**3 hours, 15 minutes**
	Mapping Community Assets That Support

Overhead 1.2A

Agenda

(three evening sessions)

Evening 1:	**2 hours**
30 min.	Introduction
30 min.	Defining Youth Success
1 hour	Measuring Youth Success—Part 1
Evening 2:	**2 hours**
45 min.	Measuring Youth Success—Part 2
45 min.	Mapping Community Assets That Support Youth Success
	Planning the Project for Youth Success—Part 1

Next, refer to Handout 1.2A (Overview of Planning for Youth Success).

Handout 1.2A

Overview of Planning for Youth Success

Topic 1: Introduction

- Get acquainted and create community networks
- Introduce key points of school-family-community partnerships for youth success

Topic 2: Defining Youth Success

[illegible] define youth

Topic 4: Mapping Community Assets That Support Youth Success

Answer the question: "What community resources can promote youth success?"

- Identify strengths and assets within themselves
- Map the school community, identifying individual people and resources and exploring the connections to [illegible] beyond the school

Discuss each topic using the following script as a guide:

Topic 1: Introduction

Script

"We have already started the process of getting to know each other and creating networks with one another built around what you like about your community. Next, we will consider the concepts and key points of school-family-community partnerships for youth success."

Topic 2: Defining Youth Success

"How do we define youth success?" and "What aspects of youth success are critical for us?

"We will work together to answer these questions and decide what you—as a community—want students to do, know, and be like by the time they leave school so they will be successful. We will also organize characteristics into broader categories (e.g., academic skills, personal characteristics, practical skills, problem-solving skills, etc.) and select two characteristics of youth success that are most important to your community. These characteristics will provide the planning focus for your next community project."

Topic 3: Measuring Youth Success

"How can we measure youth success?

"We will engage in various activities to help identify ways to measure youth success characteristics, learn about characteristics of effective assessment, and think about how to supplement school assessments and testing."

Topic 4: Mapping Community Assets That Support Youth Success

"What community resources can promote youth success?

"We begin to answer this question by identifying strengths and assets within ourselves. Then we will map this school community, identifying individual people and resources on the map and exploring their connections to people, places, or things beyond the school. We will also identify ways to promote the two priority success characteristics through use of these supportive resources and assets."

Topic 5: Planning the Project for Youth Success

"What project shall we undertake to promote youth success and how can we engage the community and measure the results of this project?

Script "Finally, we will plan a schoolwide project that has multiple components and involves all parts of the school community. The project will put in place a program or effort that will help youth develop the skills, knowledge, and/or dispositions for at least one of the selected success characteristics. The plan will delineate action steps, time lines, resources, and persons responsible. It will also include ways to evaluate the effectiveness of the project as well as public relations activities.

"This training was created to assist you with the essential elements of successful partnerships and the steps required to plan and implement a project that will promote youth success within your school community. This meeting is just the first part of a process that we hope will create lasting, growing partnerships among this community to support youth success."

Activity 1.3: Forest metaphor

Goal: Present the forest metaphor and key points of effective school-family-community partnerships.

Time: 5 minutes

Materials: Overheads 1.3A-H (A: Connecting Schools, Families, and Communities for Youth Success: *Planning for Youth Success;* B: Youth Success Requires a Healthy Ecosystem; C: Youth; D: Family; E: Community; F: School; G: Youth in Isolation; H: Youth Within a School-Family-Community Partnership)

Instructions:

Project Overheads 1.3A–H. (Prior to the session, read the background information, "The Importance and Impact of School, Family, and Community Partnerships," so you can share any pertinent details with the participants.)

Overhead 1.3A

Connecting Schools, Families, and Communities for Youth Success: *Planning for Youth Success*

Purpose: To provide a positive way for school staff, students, families, and community members to form or strengthen partnerships that will promote greater success for their youth.

Purpose

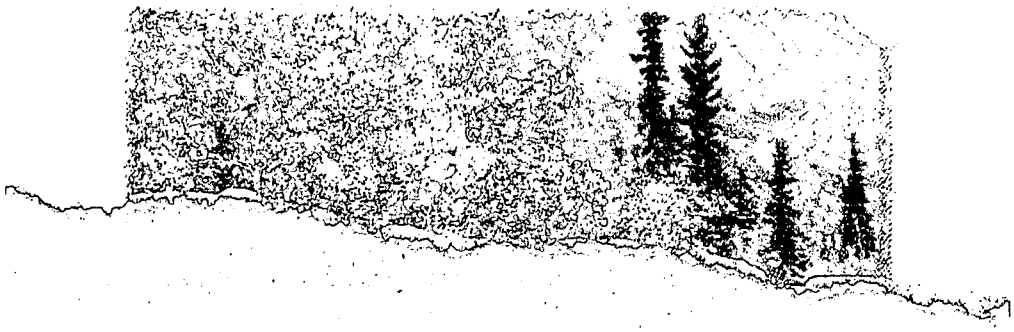
Script

"The purpose of Planning for Youth Success is to provide a positive way for school staff, students, families, and community members to form or strengthen partnerships that will promote greater success for their youth.

"For you to see what a successful system to support youth success might look like, we would like to present you with this picture."

Overhead 1.3B

Youth Success Requires a Healthy Ecosystem



Healthy Ecosystem

Script "The forest ecosystem is our metaphor for school-family-community partnerships for youth success. The parts of the system are interdependent: the soil, weather, plants, and animals all rely on each other—each part affecting the others—just as the parts of this school community have an effect on each other."

Overhead 1.3C

Youth

Youth

Script "In our healthy forest ecosystem, youth are represented by saplings or young trees. To reach their full potential, they depend upon some critical elements within this system. But these young trees, like the students present in this group, are not just passive participants in this system; they are fully included and have a stake in their growth and development."

Overhead 1.3D

Family

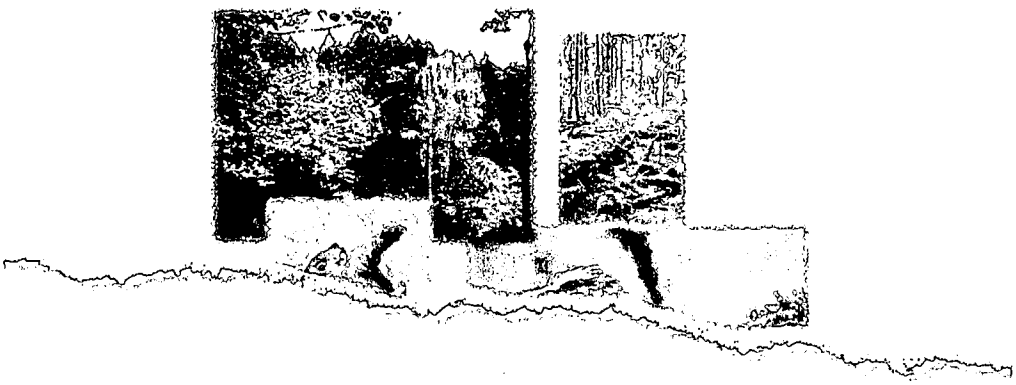
Family

Script

"The family is represented by the soil in which the roots of the young trees can take hold, and grow firm, long, and complex. In a forest, the soil provides the nutrients that the plants need to survive. It is part of the system through which the plants take in water. It provides strength and security. It provides the home from which the young sapling can grow and thrive. The quality of the soil is a large factor in determining the quality of life of the young tree, just as the quality of the family determines quality of life for our youth."

Overhead 1.3E

Community



Community

Script

"The community is represented by the diversity of the surrounding forest. In this picture, we see small animals, small forms of vegetation, and various species of trees. They are necessary because they provide shade, security, and nourishment, and also spread the seeds that create future growth. Just as the diversity in this forest ecosystem supports the young trees, think of all the diverse things in your community that can support a child."

(Note: After presenting this statement, pause to give the participants a few seconds to think of all the diverse things in their community. If desired, ask participants to briefly share their thoughts.)

Overhead 1.3F

School

School

Script "Weather is a critical force that nurtures growth, and it is also our metaphor for schools. We talk about schools as represented by the sun, rain, and atmosphere. Schools are one of the primary forces we charge with the education and development of youth. But schools work in tandem with healthy families (soil) and healthy communities (forest diversity) to nurture youth."

Overhead 1.3G

Youth in Isolation

Youth in Isolation

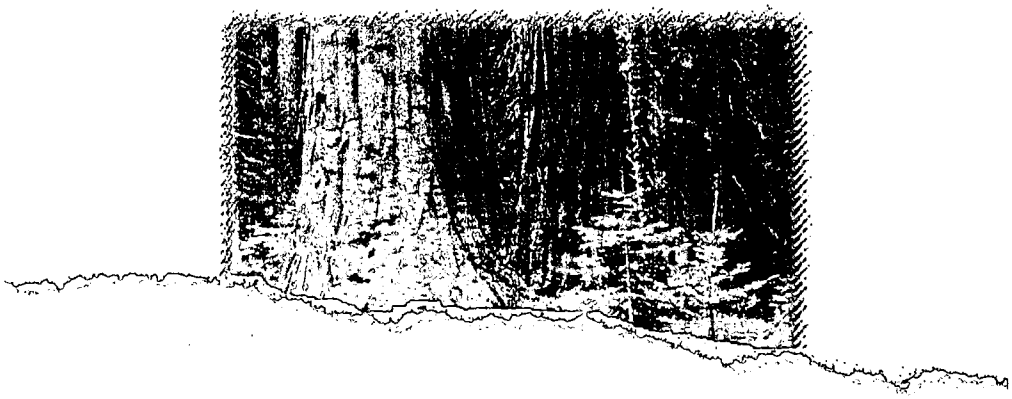
Script "Look at this picture. If young trees represent our children, what do you see? What is missing? What chances do these trees have for reaching their full potential? What are their limitations and the dangers?

"These young trees will probably grow in these conditions, but they will not thrive if so isolated. This is the plight of students separated from the community context. The sun, rain and atmosphere may be there, but the soil and other supports to optimal growth are weak."

Script

Overhead 1.3H

Youth Within a School-Family-Community Partnership



Youth Within a School-Family-Community Partnership

Script

"Look at this picture. Here you see the young trees thriving within the nurturance and protection of a diverse, healthy, complete forest environment with a nurturing weather system.

"Now let's shift the focus to our youth. If we manage the forest successfully, what do you expect to see in them? What characteristics, skills, or abilities do you expect youth to have when they reach their full potential? How can you—both personally and as a part of a community—support them in reaching their full potential? And what will your "ecosystem/community" look like if you are successful in this project?"

Handout
Topic 1: Introduction

1.2A: Overview of Planning for Youth Success

Overview of Planning for Youth Success

Topic 1: Introduction

- Get acquainted and create community networks
- Introduce key points of school-family-community partnerships for youth success

Topic 2: Defining Youth Success

Answer the questions: "How do we define youth success?" and "What aspects of youth success are critical for us?"

- Decide—as a community—what you want students to do, know, and be like for them to be successful
- Select two characteristics that are most important to your community

Topic 3: Measuring Youth Success

Answer the question: "How can we measure youth success?"

- Engage in activities to explore ways to measure characteristics of youth success
- Learn about characteristics of effective assessment
- Learn how to supplement school assessments and testing

Topic 4: Mapping Community Assets That Support Youth Success

Answer the question: "What community resources can promote youth success?"

- Identify strengths and assets within themselves
- Map the school community, identifying individual people and resources and exploring the connections to people, places, or things beyond the school
- Explore ways to promote the two success characteristics through these supportive resources and identified assets

Topic 5: Planning the Project for Youth Success

Answer the question: "What project shall we undertake to promote youth success and how can we engage the community and measure the results of this project?"

- Plan a schoolwide project that will help the school community give youth the skills, knowledge, and/or dispositions for at least one of the selected success characteristics
- Identify action steps, time lines, resources, and persons responsible
- Include ways to evaluate the effectiveness of the project as well as public relations activities

Overheads

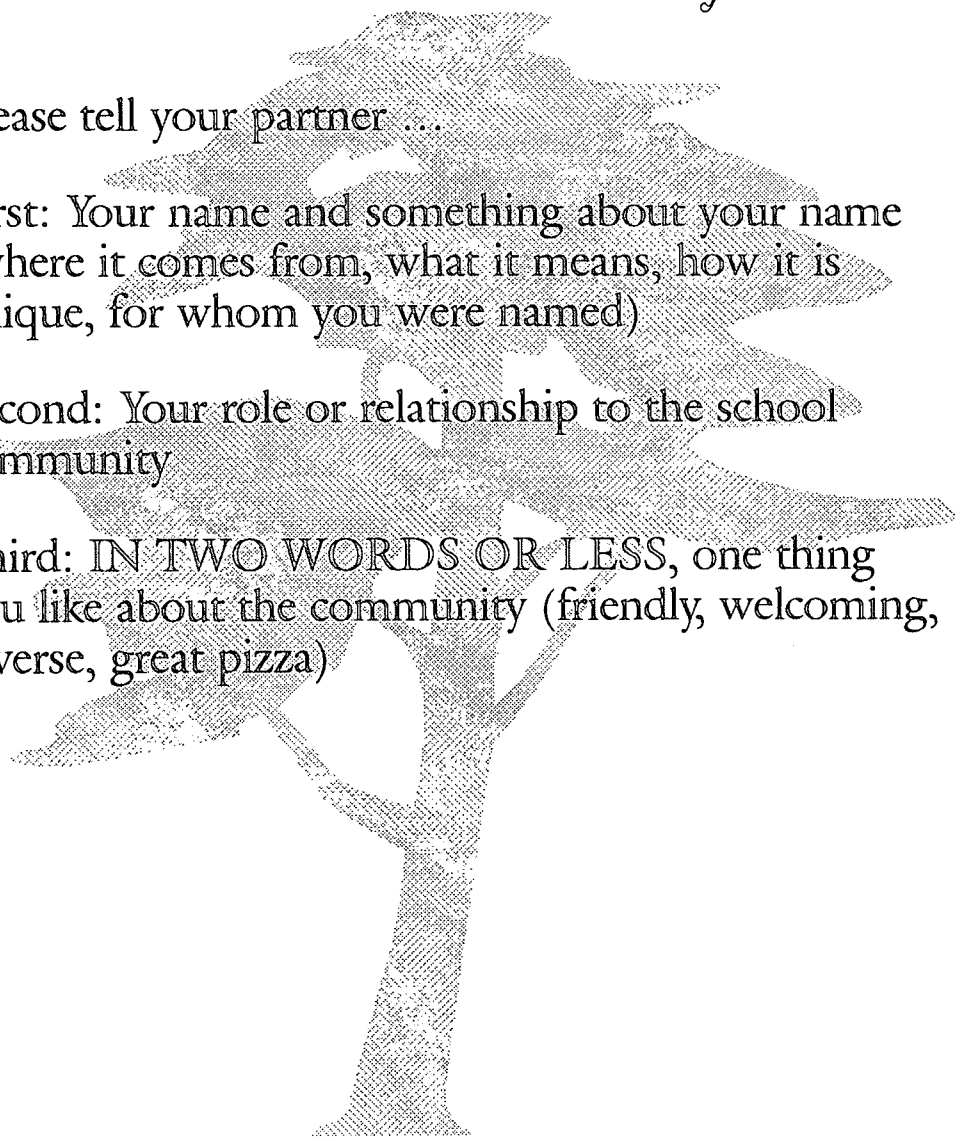
Topic 1: Introduction

1.1A: Ice-Breaker Activity

1.2A: Agenda (3 pages: full day, two half-days, and three evening sessions)

1.3A: Connecting Schools, Families, and Communities for Youth Success: *Planning for Youth Success*
1.3B: Youth Success Requires a Healthy Ecosystem
1.3C: Youth
1.3D: Family
1.3E: Community
1.3F: School
1.3G: Youth in Isolation
1.3H: Youth Within a School-Family-Community Partnership

Ice-Breaker Activity



Please tell your partner ...

First: Your name and something about your name (where it comes from, what it means, how it is unique, for whom you were named)

Second: Your role or relationship to the school community

Third: IN TWO WORDS OR LESS, one thing you like about the community (friendly, welcoming, diverse, great pizza)

Overhead 1.1A

Overhead 1.2A

Agenda

(full day)

8:30–9:00	Introduction
9:00–9:30	Defining Youth Success
9:30–10:20	Measuring Youth Success—Part 1
10:20–10:30	BREAK
10:30–11:15	Measuring Youth Success—Part 2
11:15–12:00	Mapping Community Assets That Support Youth Success
12:00–1:00	LUNCH
1:00–3:30	Planning the Project for Youth Success

Agenda

(two half-days)

Day 1:	**2 hours, 30 minutes**
30 min.	Introduction
30 min.	Defining Youth Success
1 hr., 30 min.	Measuring Youth Success
Day 2:	**3 hours, 15 minutes**
45 min.	Mapping Community Assets That Support Youth Success
2 hrs., 30 min.	Planning the Project for Youth Success

Overhead 1.2A

Overhead 1.2A

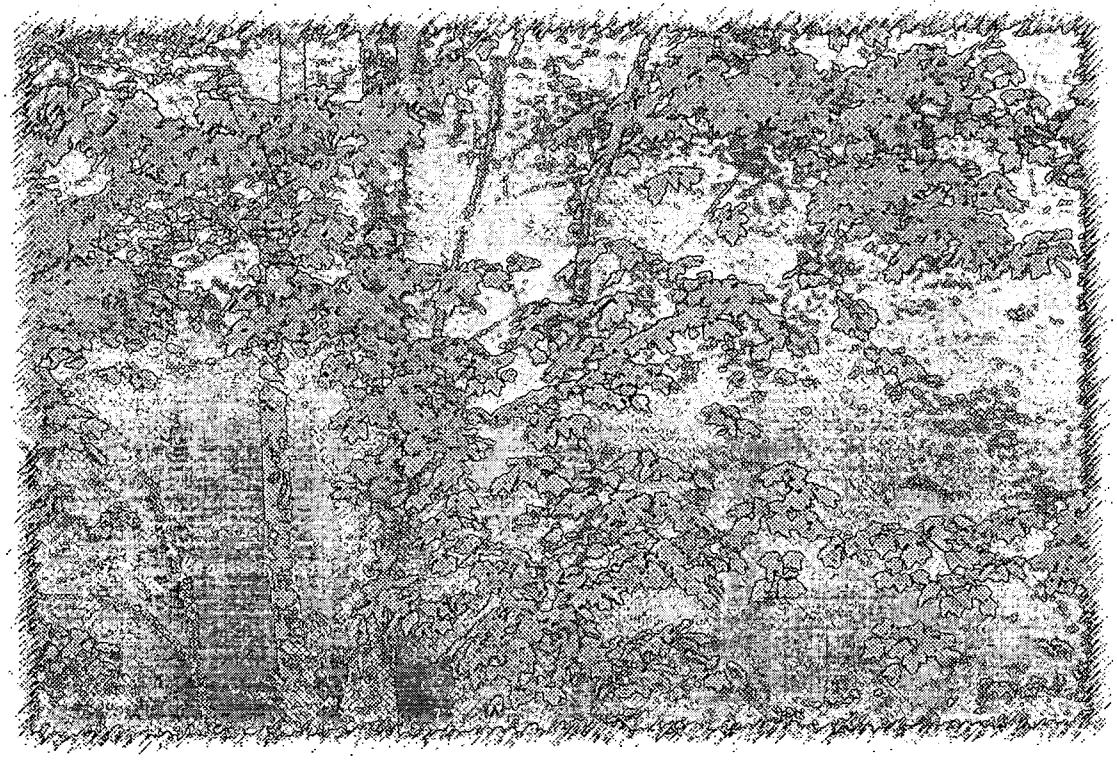
Agenda

(three evening sessions)

Evening 1:	**2 hours**
30 min.	Introduction
30 min.	Defining Youth Success
1 hr.	Measuring Youth Success—Part 1
Evening 2:	**2 hours**
45 min.	Measuring Youth Success—Part 2
45 min.	Mapping Community Assets That Support Youth Success
30 min.	Planning the Project for Youth Success—Part 1
Evening 3:	**2 hours**
2 hrs.	Planning the Project for Youth Success—Part 2

Connecting Schools, Families, and Communities for Youth Success: *Planning for Youth Success*

Purpose: To provide a positive way for school staff, students, families, and community members to form or strengthen partnerships that will promote greater success for their youth.



Overhead 1.3A

Overhead
1.3B

Youth Success Requires a Healthy Ecosystem

Youth

Overhead
1.3C

Overhead
1.3D

Family

Community

Overhead
1.3E

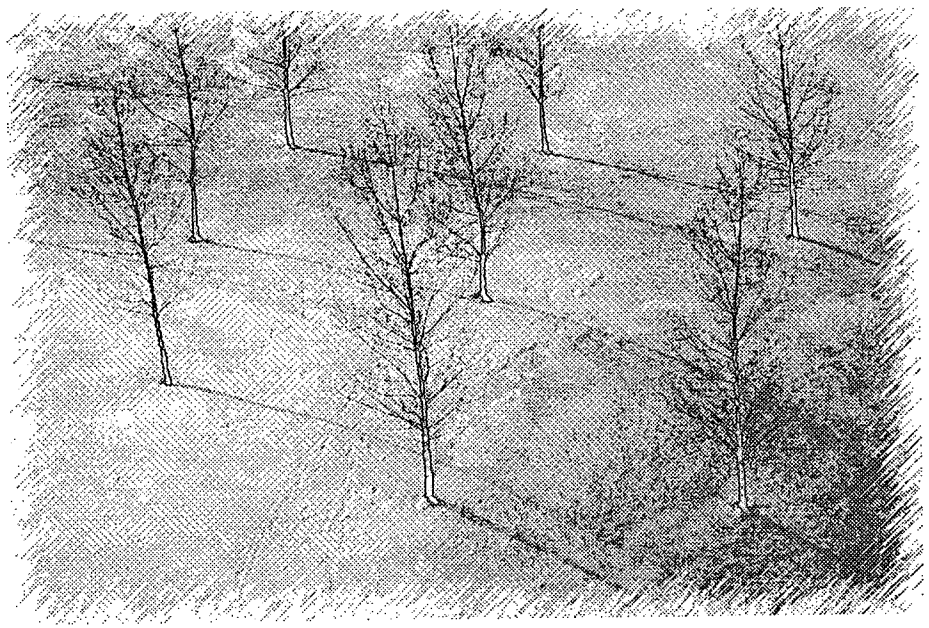
Overhead
1.3F

School

62

61

Youth in Isolation



Overhead
1.3G

Overhead
1.3H

Youth Within a School-Family-Community Partnership

Facilitator's Guide to Activities

Overheads

Background Information:
What Is Youth Success?

Topic 2: Defining Youth Success
Facilitator's Guide to Activities

(45 minutes)

Goals: To answer the questions: How do we define youth success? What aspects of youth success are critical for us?

	Overheads	Time
Activity 2.1: Defining child and youth success	O-2.1A	25 minutes
Activity 2.2: Ranking characteristics of youth success	O-2.2A	15 minutes
Wrap-up		5 minutes

Activity 2.1: Defining child and youth success

Goals:

- Define child and youth success, expanding thinking to include all aspects of children's and youths' lives
- Begin to identify characteristics of success and the outcomes they produce
- Build a common understanding and shared goals/values regarding youth success

Time: 25 minutes

Materials: Overhead 2.1A (Definitions of Success), chart-pack paper (four pages posted around the room that have headings written on them: Student Perspective, Parent Perspective, Community Perspective, and School Perspective), markers

Instructions:

Script

"As you can tell from the agenda and overview, today is all about youth and their success. That is the common goal that brings us together. Our first step in this process is deciding—as a community—what characteristics we want our young people to have in order to be successful."

Project Overhead 2.1A (Definitions of Success). "Among the ways success is defined in the *MSN Encarta—World English Dictionary* are the two we focus on in this training: the **achievement of desired aim** (of something planned or attempted), or **something that turns out well** (as planned or intended).

Overhead 2.1A

Definitions of Success

1. **achievement of desired aim:**
   the achievement of something planned or attempted
2. **something that turns out well:**
   something that turns out as planned or intended

Script

"Because we have the authorities on youth, the students themselves, in this room we would like to ask them first how they think this definition applies to youth. (For instance: What are some commonly held ideas that your peers believe are important to success? What is success for you?)" Ask the rest of the participants to add anything to the list started by the youth by asking them to think back to when they were young and remembering what it meant to them. (Chart responses—briefly, 2–3 minutes.)

"As you can see by the responses you have made, success can be defined in many different areas (academics, practical skills, and behavioral/personal qualities).

"In society, there are different perspectives regarding youth success ... four of which are represented in this room. So why not listen to the different perspectives of the participants in this room? On each of the four walls is a blank sheet of chart-pack paper with a group name listed at the top (for instance, Student Perspective or School Perspective). You are free to pick any perspective in the room, whether or not you are a member of that group. You can go to the chart-pack that best represents you, or you can explore another perspective if you would like. For instance, if you believe you know how students think in regard to success, you may join their group. But remember, if you join another group, you must talk from that perspective and let the other members of that group have an equal or greater voice."

If the students are young or very quiet, you may want to ask an adult to help facilitate this part. Pick an adult who would be sensitive to the students' voice, and capable of getting the students to express their opinions.

"Now, from your perspective (as a community member, parent, student, or school staff member), think about what characteristics or abilities come to mind when we say youth success. Talk together about what it means to you to be successful and what youth need to know and/or what skills they need in order to be successful."

Ask the groups to choose someone to act as recorder and someone to report out to the larger group. Give the groups 2–3 minutes to brainstorm about youth success. Then ask them to make a list of characteristics on their chart (another 3–5 minutes). When they have finished, ask them to bring the charts together to one large area of the room where they can work on them as one community and report out (2 minutes each) on the characteristics they consider most important from their perspective.

Activity 2.2: Ranking characteristics of youth success

Goal: Rank the characteristics of student success that are most important to the school community.

Time: 15 minutes

Materials: Overhead 2.2A (Einstein Quote), chart-pack paper, markers, sticky dots

Instructions:

While the groups report out from the last activity, write on the chart-pack paper common things—those that are discussed more than once. When all groups have had a turn, ask them what characteristics or abilities they hear the most and add these to your list.

Project Overhead 2.2A (Einstein Quote). Ask a participant to read aloud the Einstein quote. Ask participants to consider that there are several ways in which to think about youth success.

Overhead 2.2A

Einstein Quote

"One should guard against preaching to young people
success in the customary form as the main aim in life.
The most important motive for work
in school and in life is pleasure in work,
pleasure in its result,
and the knowledge of the value
to the community."

Ask the participants to have an open discussion about the general categories that are implicit on the four lists, organizing characteristics into large categories (such as academic skills, personal characteristics, practical skills, problem-solving skills). Help them look for similarities and combine similar characteristics into single characteristics. Encourage all participants to be actively involved.

When they have finished categorizing and combining the characteristics, thank them and begin the process of choosing two priority characteristics.

Ask the participants to go back to their tables and get two sticky dots. Have them place the dots on the two characteristics they think are most important. (Encourage them to pick at least one characteristic from two different categories.) Briefly poll the group for the reasons why they chose certain characteristics as most important. Based on this reasoning and the number of dots by each characteristic, the facilitator helps the group come to a consensus on the two most important characteristics for student success.

Wrap-up

"This is wonderful. You have decided as a community that

Script

1. _____

2. _____

are the two goals that are most important to youth success in your community. These are the goals we will continue to work with today." (POST in a prominent place in the room!)

"As discussed in the agenda, the activities we are doing today are just the beginning of a process that we hope you continue to use to address the other characteristics you have listed.

"For the rest of our time today we will focus on these two characteristics (mention them again) as we build a project to promote one or both of them. But first, we want to talk about how to measure these characteristics. If we think these characteristics are important and we want others to recognize them as important, then we should assess our youth on them and evaluate our ability to help youth achieve them."

Overheads

Topic 2: Defining Youth Success

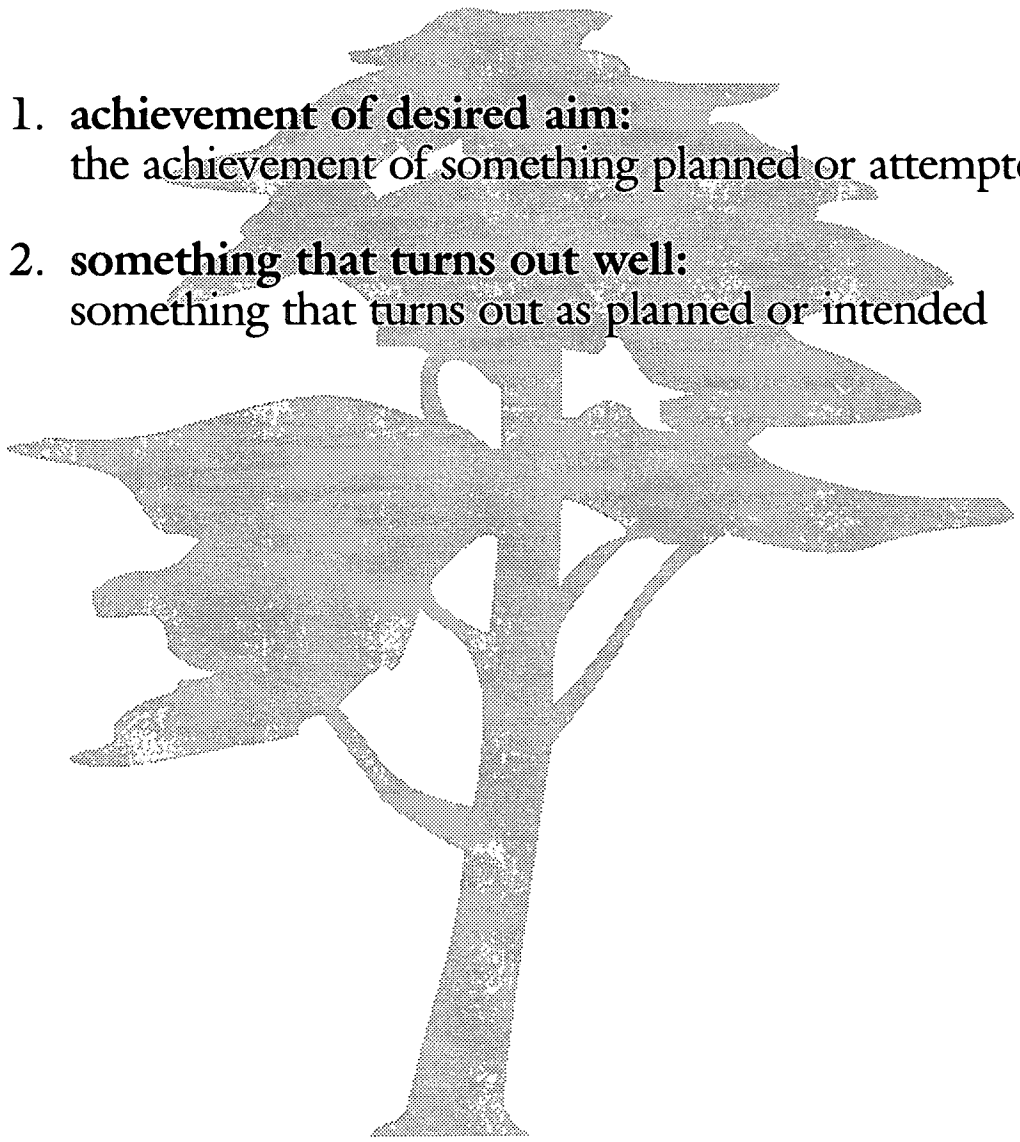
2.1A: Definitions of Success

2.2A: Einstein Quote

Definitions of Success

1. **achievement of desired aim:**
   the achievement of something planned or attempted

2. **something that turns out well:**
   something that turns out as planned or intended



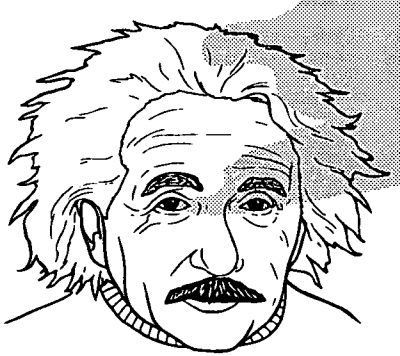
Overhead
2.1A

Overhead
2.2A

Einstein Quote

"One should guard against preaching to young people
success in the customary form as the main aim in life.
The most important motive for work
in school and in life is pleasure in work,
pleasure in its result,
and the knowledge of the value
of the result to the community."

—Albert Einstein



Facilitator's Guide to Activities

Handouts

Overheads

Background Information:
The Importance of Assessing Youth Success

Topic 3: Measuring Youth Success
Facilitator's Guide to Activities

(1 hour, 30 minutes)

Goal: To answer the question: How do we measure youth success?

	Overheads/Handouts	Time
Activity 3.1: Common sense: How do we know we are successful? (How do schools know students are successful?)	O-3.1A–C	15 minutes
Activity 3.2: What I know about assessment. Key characteristics of effective assessment (What experts say about assessment)	O-3.2A–H H-3.2A–B	15 minutes (5+10)
Activity 3.3: How are characteristics of effective assessment applied? (Tie tying)	H-3.3A	20 minutes
Activity 3.4: Measuring the success of our youth	O-3.4A and H-3.4A	20–30 minutes
Activity 3.5: Summary: The use of resources in in the community to assess and support student success	Chart-pack notes	5–10 minutes

Assessment and standardized testing can be a controversial topic. Acknowledge that participants bring a wide range of knowledge and experience on assessment. The goal is not to downplay past or current issues or practices related to assessment, but to add more dimensions to the assessment of students by providing information on characteristics of effective assessment. Also acknowledge that issues that arise could be part of an upcoming project.

Activity 3.1: Common sense: How do we know we are successful? (How do schools know students are successful?)

Goal: Introduce participants to the goals of the section and begin to explore the term and meaning of assessment through what they already know.

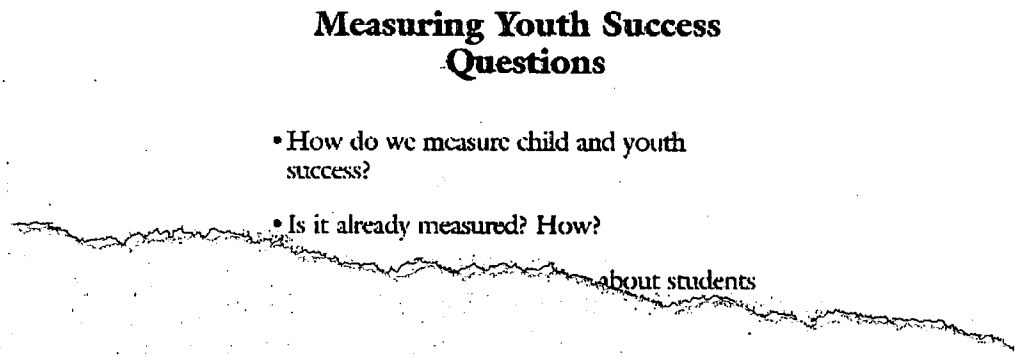
Time: 15 minutes

Materials: Overheads 3.1A (Measuring Youth Success Questions), 3.1B (Measuring Youth Success Goals), 3.1C (One Definition of Assessment), chart-pack paper, sticky dots, markers

Instructions:

Project Overhead 3.1A (Measuring Youth Success Questions). Use the following script to help you start this topic:

Overhead 3.1A

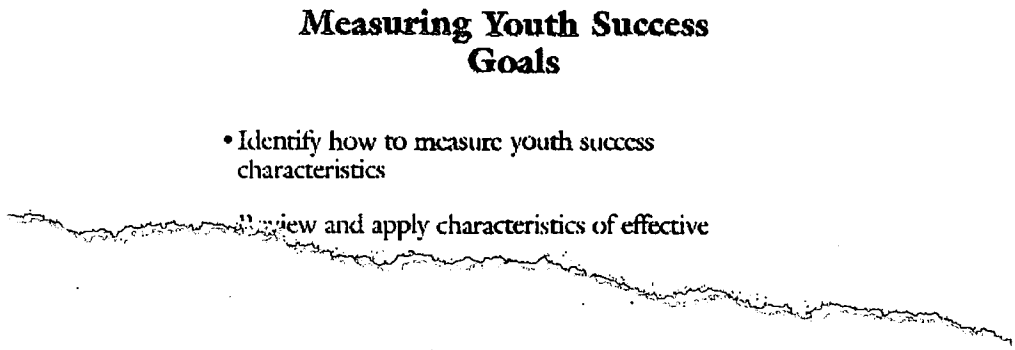


Script "Now that we have identified and ranked two characteristics of child and youth success, we need to ask the following questions:

- How do we measure these youth success characteristics?
- Are they already measured? If so, how?
- Do we have enough information about how students are doing in each success characteristic?"

Project Overhead 3.1B (Measuring Youth Success Goals) and use the following script to help describe the goals:

Overhead 3.1B



Script

"In this section, we will be learning how to measure (or assess) these success characteristics. We'll learn definitions and characteristics of assessment, consider how students are currently assessed, and explore ways to measure youth success that may supplement school assessment and testing."

Goals:

- Identify how to measure youth success characteristics
- Review and apply characteristics of effective assessment
- Consider ways to supplement school assessments and testing

Instructions:

Ask participants to name examples of how they know when they have been successful, using the definition of success from Topic 2. (This could be at work, at school, with their families, and in other areas of their lives.)

List these on chart-pack paper. This list suggests possible ways to measure youth success as well as characteristics of effective assessment.

Instructions:

Project Overhead 3.1C (One Definition of Assessment). Use the script below to start a discussion about the definitions of assessment. On a separate piece of chart-pack paper, list from participants' comments the different kinds of assessments/tests. If school tests are mentioned, open the discussion on supplementing school testing.

Overhead 3.1C

One Definition of Assessment

"Assessment is the process of quantifying, describing, gathering data about, or giving feedback about a skill, characteristic, or performance."

Script

"Now that we've shared experiences, let's share some definitions, so we can bring everyone to the same level of understanding. What is assessment? One definition of assessment is:

> Assessment is the process of quantifying, describing, gathering data about, or giving feedback about a skill, characteristic, or performance.

"Assessment happens all around us: in movie critiques, judging the completeness of chores and tasks at home, job reviews, driving tests, selecting a restaurant. What other kinds of assessments can you think of? What *tests* are you aware of?

"In the school, assessment is an educational evaluation: a method of evaluating student performance and achievement. Standardized testing is used widely to provide information on the progress of all children as they are moving toward meeting standards to prepare them for future challenges. It provides information on the success of schools in helping all youth meet standards. Publicizing standardized test scores allows all community members to see how schools are meeting standards, and this results in recognition of growth and success, as well as where changes need to happen.

"Our goal in developing assessment here is not to duplicate existing testing, but to supplement and expand it, so there is a deeper and broader picture of student abilities."

Activity 3.2: What I know about assessment. Characteristics of effective assessment (What experts say about assessment)

Goal: Give participants relevant background information and key characteristics of effective assessment. Begin to explore the process of creating assessments.

Time: 15 minutes

Materials: Handouts 3.2A–B (A: Assessment Key Points; B: Characteristics of Effective Assessments), Overheads 3.2A–3.2H (Five Characteristics of Effective Assessment [one overhead per characteristic]), four pieces of chart-pack paper, masking tape, pencil or pen, markers

Instructions:

Before the training prepare four pieces of chart-pack paper. On one put at the top the heading, "What I Know About Assessment Could Fit on a Postage Stamp." On another put, "What I Know About Assessment Could Fit on a Piece of Note Paper." On the third put, "What I Know About Assessment Could Fit on a Chalkboard." On the fourth put, "What I Know About Assessment Could Fit on a Floppy Disk." Post each one on the wall in a different part of the room.

Give each participant a sticky dot to place on a posted piece of chart-pack paper under the heading that best describes how much each knows about assessment.

Discuss how there is a range of knowledge about assessment in the room. The less knowledgeable participants will rely on the more knowledgeable ones for the work of this topic. Assessment is a complex topic and the knowledge base in it is growing fast. Even the experts are learning.

Mini-lecture: Tell participants we are going to hear what some experts currently say about assessment. Ask participants to refer to Handout 3.2A, then discuss the information on Overheads 3.2A–C (A: Assessment Key Points; B: Authentic Assessment Techniques; C: Uses of Assessments).

Handout 3.2A

Assessment Key Points

- Assessment is the process of quantifying, describing, gathering data about, or giving feedback about a skill, characteristic, or performance.
- A broad range of assessment tools is needed to capture important learning goals and processes.
- Assessment drives curriculum. "What gets counted counts, and what counts gets counted." If you make areas that are critical to student success testable and then measure results, you will drive curriculum to these areas.
- Community members can provide information and assessment of children's knowledge and skills, helping to see children's abilities, strengths and areas of need with "fresh eyes."

[illegible]niques:

[illegible]nthesis, questioning, and participation [illegible] of student learning.

Overhead 3.2A

Assessment Key Points

- A broad range of assessment tools is needed to capture important learning goals and processes.
- Assessment drives curriculum. "What gets counted counts, and what counts gets counted." If you 're areas that are critical to student success ...rs, you will drive

Overhead 3.2B

Authentic Assessment Techniques

... involve students in their own learning through the reflection, summary, synthesis, questioning, and participation in formative assessment. They reflect student work over time and include real-world evidence of student learning.

...f authentic assessments:

Overhead 3.2C

Uses of Assessments

Assessment can be used to:

- Guide the process of changing and improving education
- Determine the success of individual students

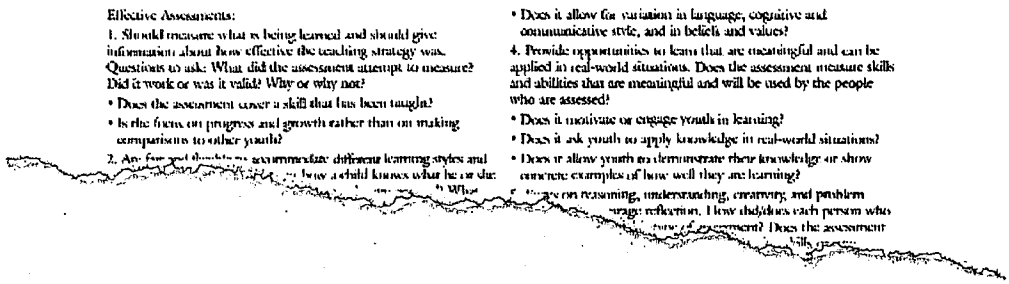
... curricula, and institutional practice, to improve curriculum

... curricula

Refer to Handout 3.2B (Characteristics of Effective Assessments) and discuss characteristics of effective assessments on Overheads 3.2D–H (Five Characteristics of Effective Assessments). Ask participants to think about the charted answers on how they knew they were successful and different kinds of assessment while going over these characteristics.

Handout 3.2B

Characteristics of Effective Assessments



Effective Assessments:

1. Should measure what is being learned and should give information about how effective the teaching strategy was. Questions to ask: What did the assessment attempt to measure? Did it work or was it valid? Why or why not?
   - Does the assessment cover a skill that has been taught?
   - Is the focus on progress and growth rather than on making comparisons to other youth?
2. Are fair and flexible to accommodate different learning styles and allow for different ways to express how a child knows what he or she [illegible] What about those with special needs?
   - Does it allow for variation in language, cognitive and communicative style, and in beliefs and values?
4. Provide opportunities to learn that are meaningful and can be applied in real-world situations. Does the assessment measure skills and abilities that are meaningful and will be used by the people who are assessed?
   - Does it motivate or engage youth in learning?
   - Does it ask youth to apply knowledge in real-world situations?
   - Does it allow youth to demonstrate their knowledge or show concrete examples of how well they are learning?
5. [illegible] on reasoning, understanding, creativity, and problem [illegible] reflection. How did/does each person who [illegible] of assessment? Does the assessment [illegible] skills

Script

"Effective Assessments:

- Should measure what is being learned and should give information about how effective the teaching strategy was. What did the assessment attempt to measure? Did it work or was it valid? Why or why not?

- Are fair and flexible to accommodate different learning styles and allow for different ways to express how a child knows what he or she knows. Is the assessment fair to all people who are assessed? What about those with special needs?

- Accommodate for cultural differences like language, environment, community and cultural norms (such as group versus individual orientations). Is there evidence of bias or assumptions made regarding the backgrounds of the people who are assessed?

- Provide opportunities to learn that are meaningful and can be applied in real-world situations. Does the assessment measure skills and abilities that are meaningful and will be used by the people who are assessed?

- Focus on reasoning, understanding, creativity, and problem solving, and encourage reflection. How did/does each person who is assessed deal with this type of assessment? Does the assessment encourage critical thinking and deeper thinking skills or rote memorization?

"These characteristics were derived from a number of sources. We will use these characteristics to help us develop some assessments."

(Sources: *Making Assessment Work for Everyone, 2000,* Assessment Laboratory Network Project of the Regional Educational Laboratories; *Alternative Assessment in Practice Database, User's Manual, 1993,* National Center for Research on Evaluation, Standards, and Student Testing)

Overhead 3.2D

Five Characteristics of Effective Assessments

Characteristic 1

Should measure what is being learned and should give information about how effective the teaching strategy was.

- What did the assessment attempt to measure? Did ...as it valid? Why or why not?

Overhead 3.2E

Five Characteristics of Effective Assessments

Characteristic 2

Are fair and flexible to accommodate different learning styles and allow for different ways to express how children know what they know.

- Is the assessment fair to all people who are assessed? What ...hose with special needs?

... the skills being

Overhead 3.2F

Five Characteristics of Effective Assessments

Characteristic 3

Accommodate for cultural differences like language, environment, community and cultural norms (such as group versus individual orientations).

... any bias or were assumptions made regarding the ...essed?

Overhead 3.2G

Five Characteristics of Effective Assessments

Characteristic 4

Provide opportunities to learn that are meaningful and can be applied in real-world situations.

- Does the assessment measure skills and abilities that are meaningful and will be used by the people who are assessed?

Overhead 3.2H

Five Characteristics of Effective Assessments

Characteristic 5

Focus on reasoning, understanding, creativity, and problem solving, and encourage reflection.

- How did/does each person who is assessed deal with this type of assessment? Does the assessment focus on youth's reasoning, creativity, understanding, and/or types of strategies used to solve [illegible]?

[illegible] (such as verbal/

Activity 3.3: How are characteristics of effective assessment applied? (Tie tying)

Goal: Observe and rate an assessment strategy, using the characteristics of effective assessment.

Time: 20 minutes

Materials: Handout 3.3A (Effective Assessments Rating Scale), four to five neckties, markers

Instructions:

Ask participants to use the Handout 3.3A (Effective Assessments Rating Scale) to rate this assessment activity. Use the following script to introduce the activity.

Handout 3.3A

Effective Assessments Rating Scale

Rate the assessment you observed by answering each question and assigning it a number as defined below:

1=Low—it did not meet the aspects of this component
2=Few—it met very few of the aspects of this component
3=Somewhat—it met some aspects of this component
4=Most—it met most of the aspects of this component
5=High—it met all aspects of this component

_____

Reasons for rating:

Script "Using Handout 3.3A, we are going to observe an assessment process, called tie tying, and then rate the assessment on this rating scale. Then we'll discuss features of this assessment, such as what it measured, or whether there were any problems with this assessment. I'll need volunteers to go through the assessment, and the rest of us will observe and use the questions on our handout to examine the assessment. As a group we'll chart your answers."

Ask three to five people to volunteer (tip: men, women, and youth should be represented among the volunteers). Let them know you are going to assess their ability to tie a necktie by giving them a grade: A, B, C, D, or F. Give these participants neckties and instruct them to tie their tie correctly around their neck, working alone, in 60 seconds.

After you give each assessment participant a grade, ask the whole group to rate your assessment strategy, then to share their ratings and reasons for ratings with the large group. Chart common themes that come up from the reasons for ratings.

This activity involves exploring effective characteristics built into an assessment, and focuses on naming, describing, and exploring strengths and limitations with certain assessments. Each of the characteristics can be a topic of discussion. For instance, bias is built into this assessment. Bias comes in different forms, such as gender bias, racial bias, socioeconomic bias, and others. Because we all have had different experiences with assessment, testing, and bias, there will be differing reactions to this activity. For example, some people were able to do the assignment correctly, but it took them longer than the allowed time; male bias was inherent in the activity; performance depended on prior experience. Be prepared for expressions of emotion related to previous experiences.

Activity 3.4: Measuring the success of our youth

Goal: Develop a few strategies for measuring (or assessing) youth on the selected success characteristics

Time: 20–30 minutes

Materials: Overhead/Handout 3.4A (Assessing Youth Success Characteristics), overhead markers

Instructions:

Refer to Handout 3.4A and project Overhead 3.4A. Use the following script to help you describe this activity:

Script

"Our two success characteristics are _____ and _____. We need to develop a way to know if our kids are succeeding in these two characteristics, so we'll look at possible ways to assess these. Using the chart titled 'Assessing Youth Success Characteristics,' we'll work in small groups and brainstorm ideas based on the questions in Handout 3.4A. The goal of the activity is not to create the perfect assessment, but to explore supplements to current assessments and ways to think about effective assessment."

Handout 3.4A

Overhead 3.4A

Assessing Youth Success Characteristics

What is the skill or characteristic?

Describe the skill, specifying what you think is important about that skill. What does this skill looks like when it is done well?

What is one way we could gather information about how is done?

If time permits, fill in the chart on Overhead 3.4A using the tie-tying activity as an example to answer the questions.

Activity 3.5 Summary: The use of resources in the community to assess and support student success

Time: 5–10 minutes

Instructions:

After participants have written down their example assessment, review what was learned using the chart-pack notes. Explain that the process they have used is similar to how standards and assessments should be developed. Describing the characteristic or skill well provides information on what the standards would be.

Script

"We must beware of using any single assessment to make important decisions about a student. Ideally, there should be a range of different assessments administered throughout the school year that help to inform curriculum decisions. In many of the characteristics we identified, the community and family play a large role in enhancing and broadening individuals' skills and experiences. As we proceed with asset mapping, we will be thinking about the ways in which the community contributes to students' growth and success."

Handouts
Topic 3: Measuring Youth Success

3.2A: Assessment Key Points
3.2B: Characteristics of Effective Assessments

3.3A: Effective Assessments Rating Scale

3.4A: Assessing Youth Success Characteristics

Assessment Key Points

- Assessment is the process of quantifying, describing, gathering data about, or giving feedback about a skill, characteristic, or performance.
- A broad range of assessment tools is needed to capture important learning goals and processes.
- Assessment drives curriculum. "What gets counted counts, and what counts gets counted." If you make areas that are critical to student success testable and then measure results, you will drive curriculum to these areas.
- Community members can provide information and assessment of children's knowledge and skills, helping to see children's abilities, strengths and areas of need with "fresh eyes."

Authentic assessment techniques:

Involve students in their own learning through the reflection, summary, synthesis, questioning, and participation in formative assessment. They reflect student work over time and include real-world evidence of student learning.

Types of authentic assessments:

Observations • Demonstrations • Interviews • Collections of student work • Reflective journals • Student self-evaluations • Projects

Assessment can be used to:

- Guide the process of changing and improving education
- Determine the success of individual students
- Determine specific curricula, and institutional practice, to improve curriculum
- Determine if students have integrated knowledge across the curricula
- Provide methods and data to effectively communicate results
- Compile baseline data
- Drive teacher development
- Target federal, state, and local aid
- Establish partnerships with other service providers—improve services to kids
- Improve intervention programs

Characteristics of Effective Assessments

Effective Assessments:

1. Should measure what is being learned and should give information about how effective the teaching strategy was. Questions to ask: What did the assessment attempt to measure? Did it work or was it valid? Why or why not?

- Does the assessment cover a skill that has been taught?
- Is the focus on progress and growth rather than on making comparisons to other youth?

2. Are fair and flexible to accommodate different learning styles and allow for different ways to express how a child knows what he or she knows. Is the assessment fair to all people who are assessed? What about those with special needs?

- Do all youth have equal opportunity to learn the skills being assessed?
- Have youth had adequate time to acquire the skills?
- Are youth given ample time to complete the assessment so results reflect performance rather than test-taking skills?
- Are the assessment results appropriate and suitable to the actual decisions being made with the results?

3. Accommodate for cultural differences like language, environment, community and cultural norms (such as group versus individual orientations). Was there any bias or were assumptions made regarding the backgrounds of the people who are assessed?

- Does the assessment fairly test youth having different experiences, backgrounds, and motivations?
- Does it allow for variation in language, cognitive and communicative style, and in beliefs and values?

4. Provide opportunities to learn that are meaningful and can be applied in real-world situations. Does the assessment measure skills and abilities that are meaningful and will be used by the people who are assessed?

- Does it motivate or engage youth in learning?
- Does it ask youth to apply knowledge in real-world situations?
- Does it allow youth to demonstrate their knowledge or show concrete examples of how well they are learning?

5. Focus on reasoning, understanding, creativity, and problem solving, and encourage reflection. How did/does each person who is assessed deal with this type of assessment? Does the assessment encourage critical thinking and deeper thinking skills or rote memorization?

- Does the assessment focus on youth's reasoning, creativity, understanding, and/or types of strategies used to solve a problem?
- Does it call on the use of multiple intelligences? (such as verbal/linguistic, logical/mathematical, visual/spatial, bodily/kinesthetic, musical, interpersonal, intrapersonal, naturalist)
- Does it encourage youth to reflect on their own learning and take responsibility for it?
- Does it ask youth to integrate different types of skills or knowledge?

(Sources: *Making Assessment Work for Everyone,* 2000, Assessment Laboratory Network Project of the Regional Educational Laboratories; *Alternative Assessment in Practice Database, User's Manual,* 1993, National Center for Research on Evaluation, Standards, and Student Testing)

Effective Assessments Rating Scale

Rate the assessment you observed by answering each question and assigning it a number as defined below:

1=Low—it did not meet the aspects of this component
2=Few—it met very few of the aspects of this component
3=Somewhat—it met some aspects of this component
4=Most—it met most of the aspects of this component
5=High—it met all aspects of this component

Name of Assessment _____

1. Measures what is taught Rating: _____ Reasons for rating:

2. Fair and flexible Rating: _____ Reasons for rating:

3. Accommodates cultural differences Rating: _____ Reasons for rating:

4. Provides meaningful learning Rating: _____ Reasons for rating:

5. Focuses on problem solving, reasoning, understanding, and creative thinking
Rating: _____ Reasons for rating:

Assessing Youth Success Characteristics

What is the skill or characteristic?

Describe the skill, specifying what you think is important about that skill. What does this skill looks like when it is done well?

What is one way we could gather information about how this skill is done?

Who will gather this information?

Use the *Effective Assessments Rating Scale* to rate the assessment on characteristics of effective assessments. What are the ratings and why?

Based on the ratings and reasons for ratings, what changes do you recommend?

Overheads

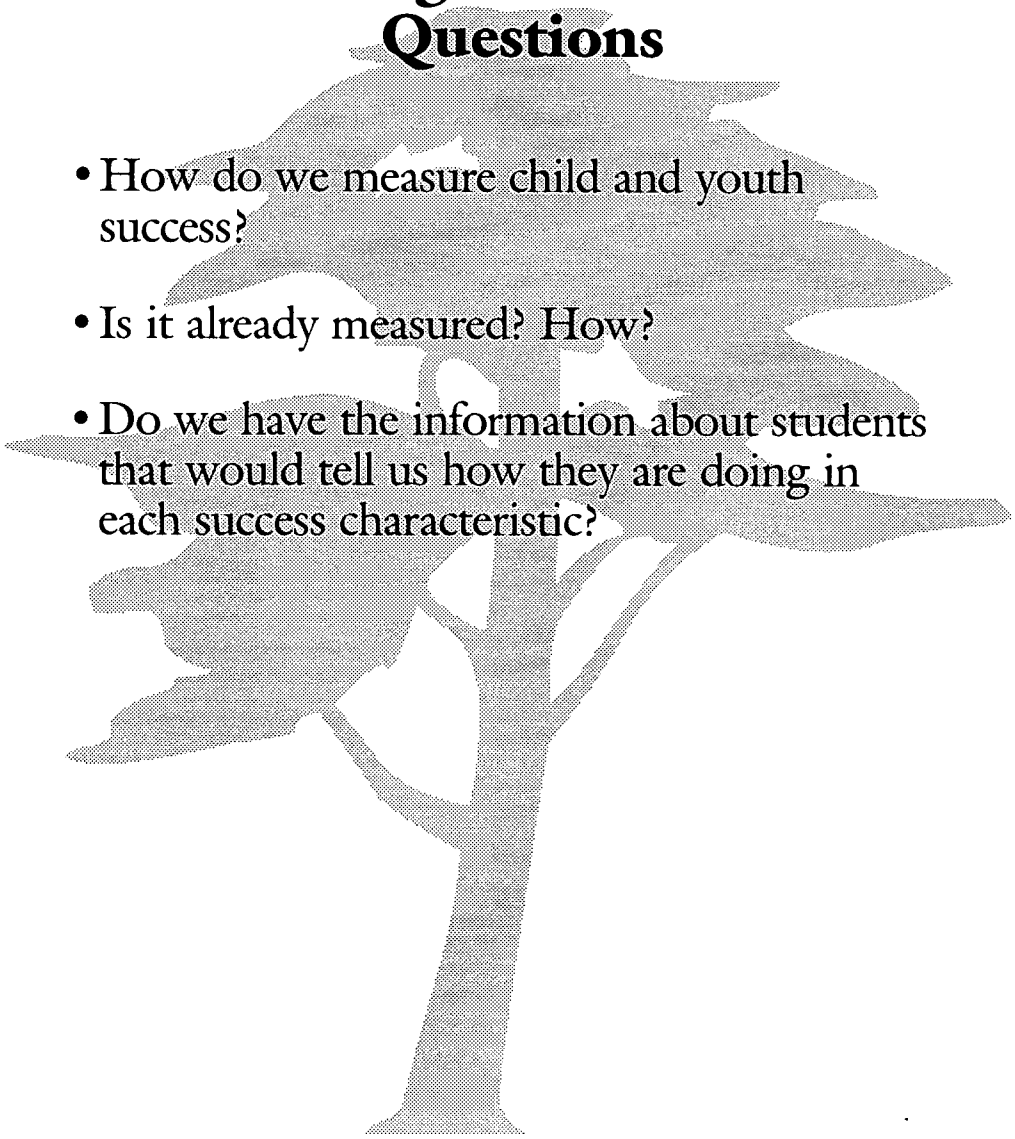
Topic 3: Measuring Youth Success

3.1A: Measuring Youth Success Questions
3.1B: Measuring Youth Success Goals
3.1C: One Definition of Assessment

3.2A: Assessment Key Points
3.2B: Authentic Assessment Techniques
3.2C: Uses of Assessments
3.2D: Five Characteristics of Effective Assessments (Characteristic 1)
3.2E: Five Characteristics of Effective Assessments (Characteristic 2)
3.2F: Five Characteristics of Effective Assessments (Characteristic 3)
3.2G: Five Characteristics of Effective Assessments (Characteristic 4)
3.2H: Five Characteristics of Effective Assessments (Characteristic 5)

3.4A: Assessing Youth Success Characteristics

Measuring Youth Success Questions



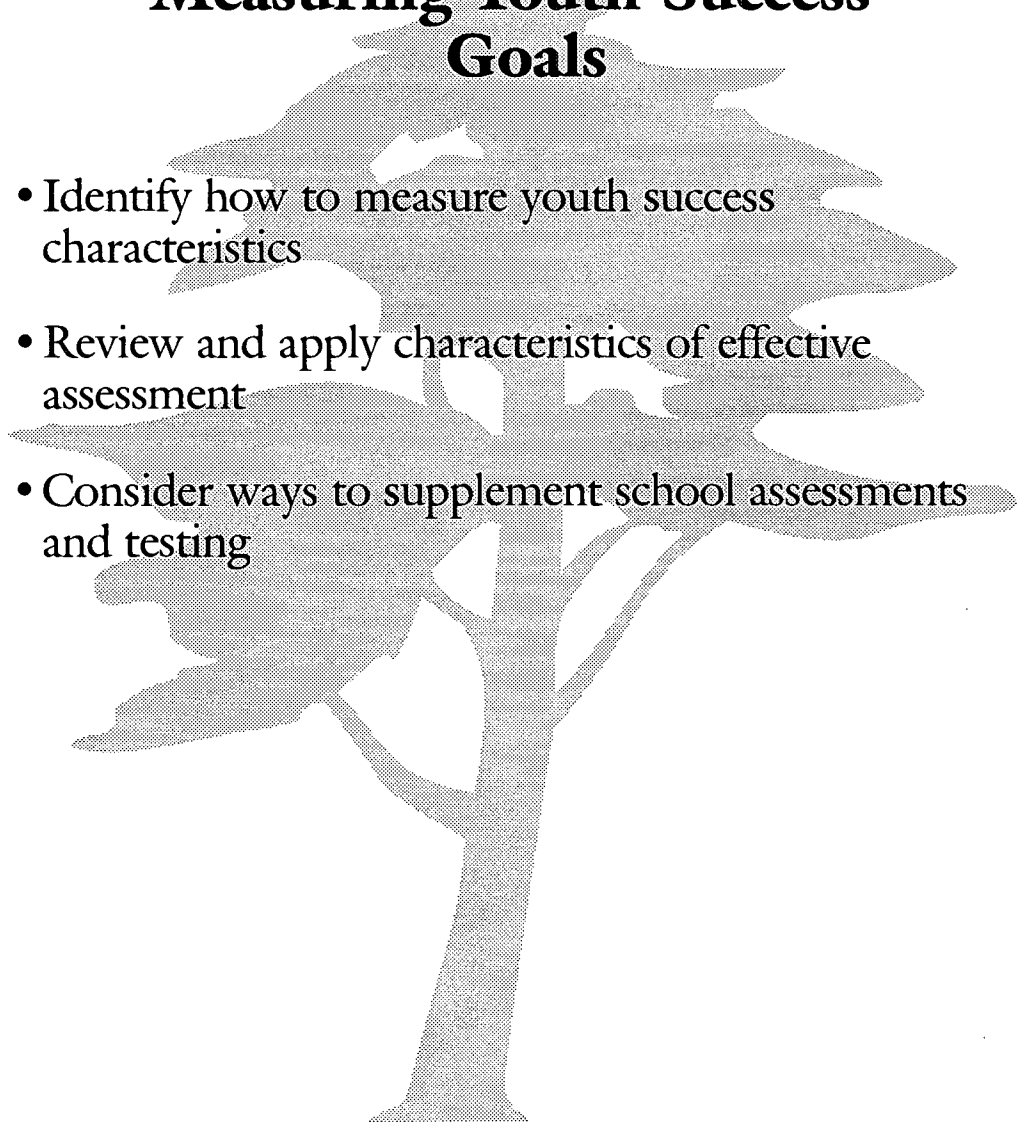
- How do we measure child and youth success?
- Is it already measured? How?
- Do we have the information about students that would tell us how they are doing in each success characteristic?

Overhead 3.1A

Overhead 3.1B

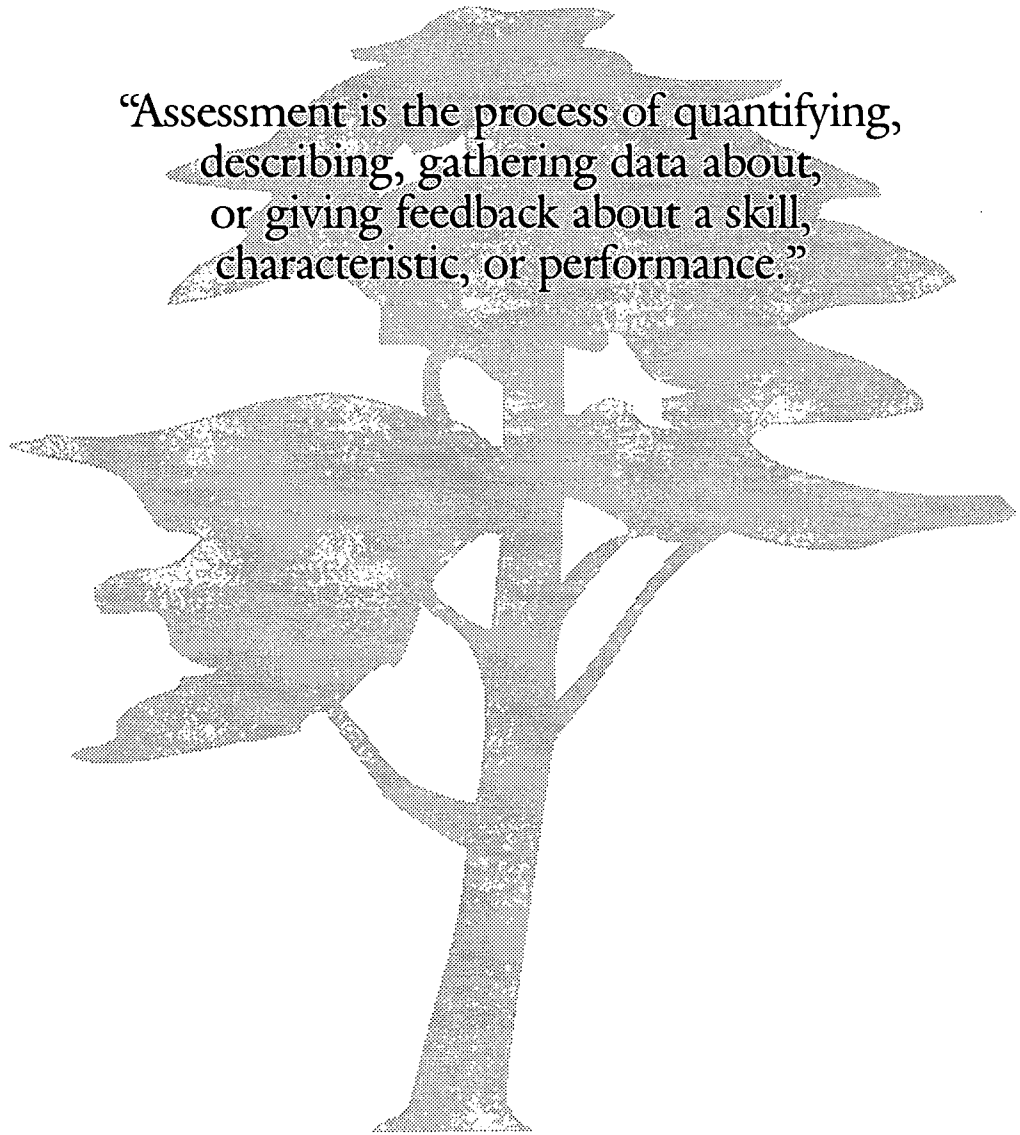
Measuring Youth Success Goals

- Identify how to measure youth success characteristics
- Review and apply characteristics of effective assessment
- Consider ways to supplement school assessments and testing



One Definition of Assessment

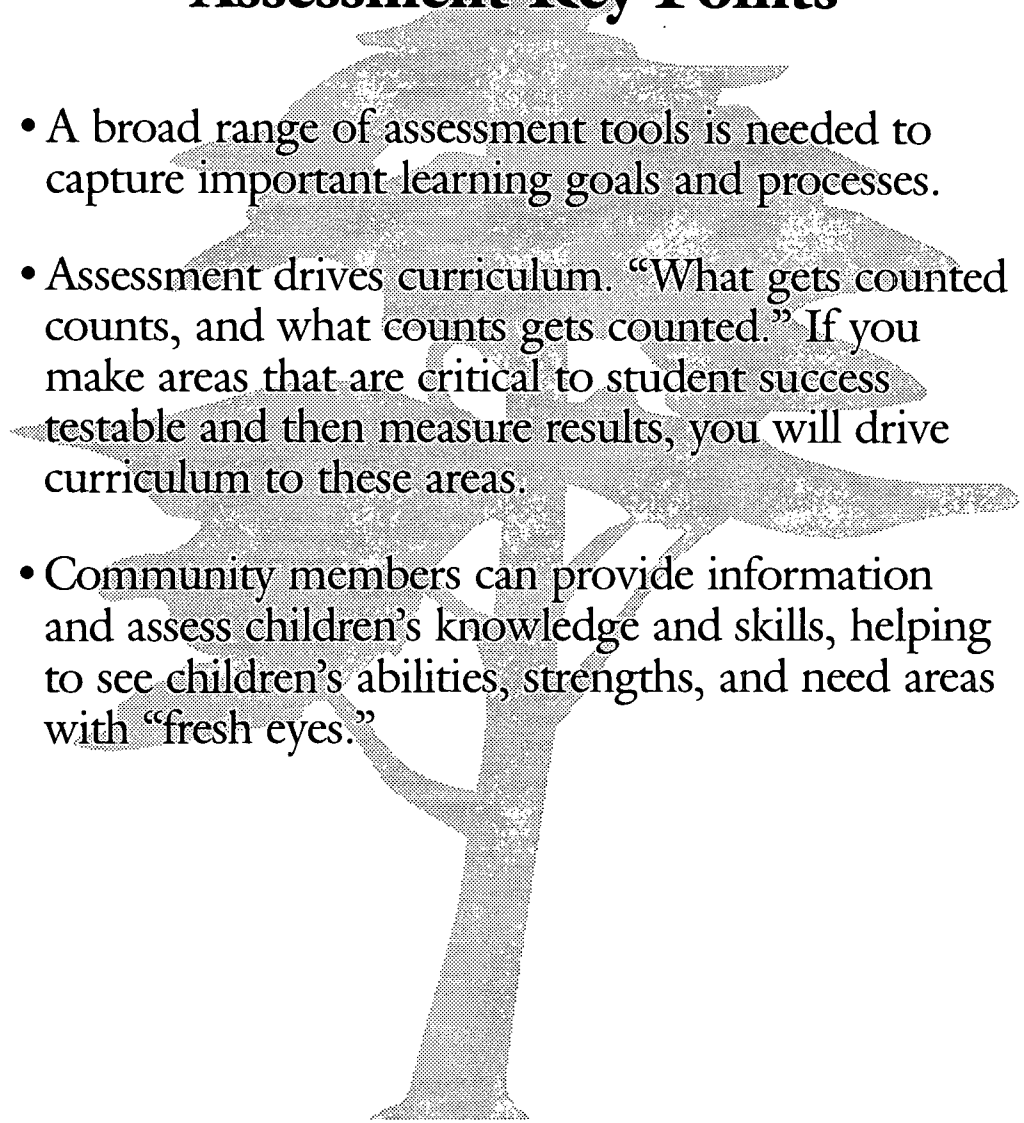
"Assessment is the process of quantifying, describing, gathering data about, or giving feedback about a skill, characteristic, or performance."



Overhead 3.1C

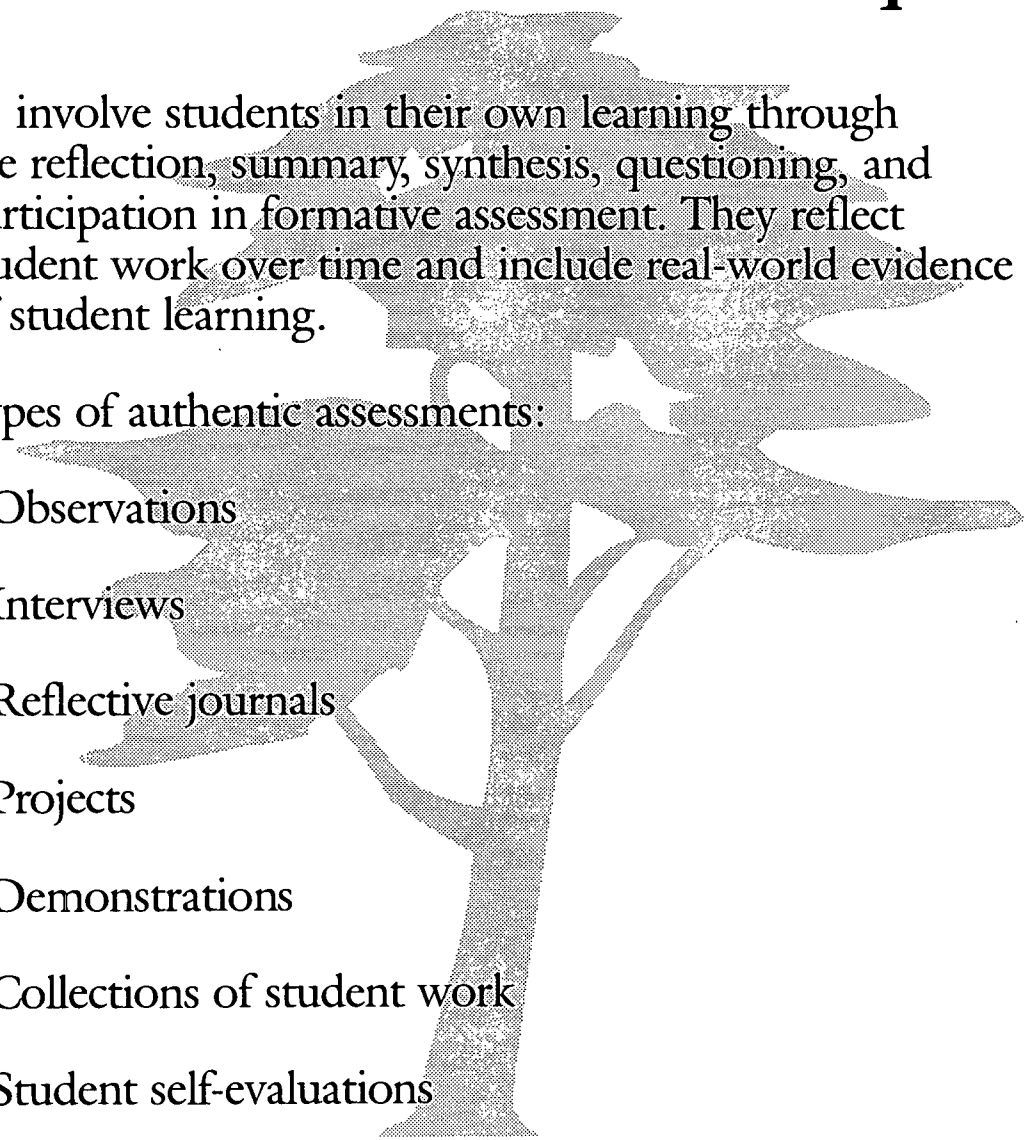
Overhead 3.2A

Assessment Key Points



- A broad range of assessment tools is needed to capture important learning goals and processes.
- Assessment drives curriculum. "What gets counted counts, and what counts gets counted." If you make areas that are critical to student success testable and then measure results, you will drive curriculum to these areas.
- Community members can provide information and assess children's knowledge and skills, helping to see children's abilities, strengths, and need areas with "fresh eyes."

Authentic Assessment Techniques



... involve students in their own learning through the reflection, summary, synthesis, questioning, and participation in formative assessment. They reflect student work over time and include real-world evidence of student learning.

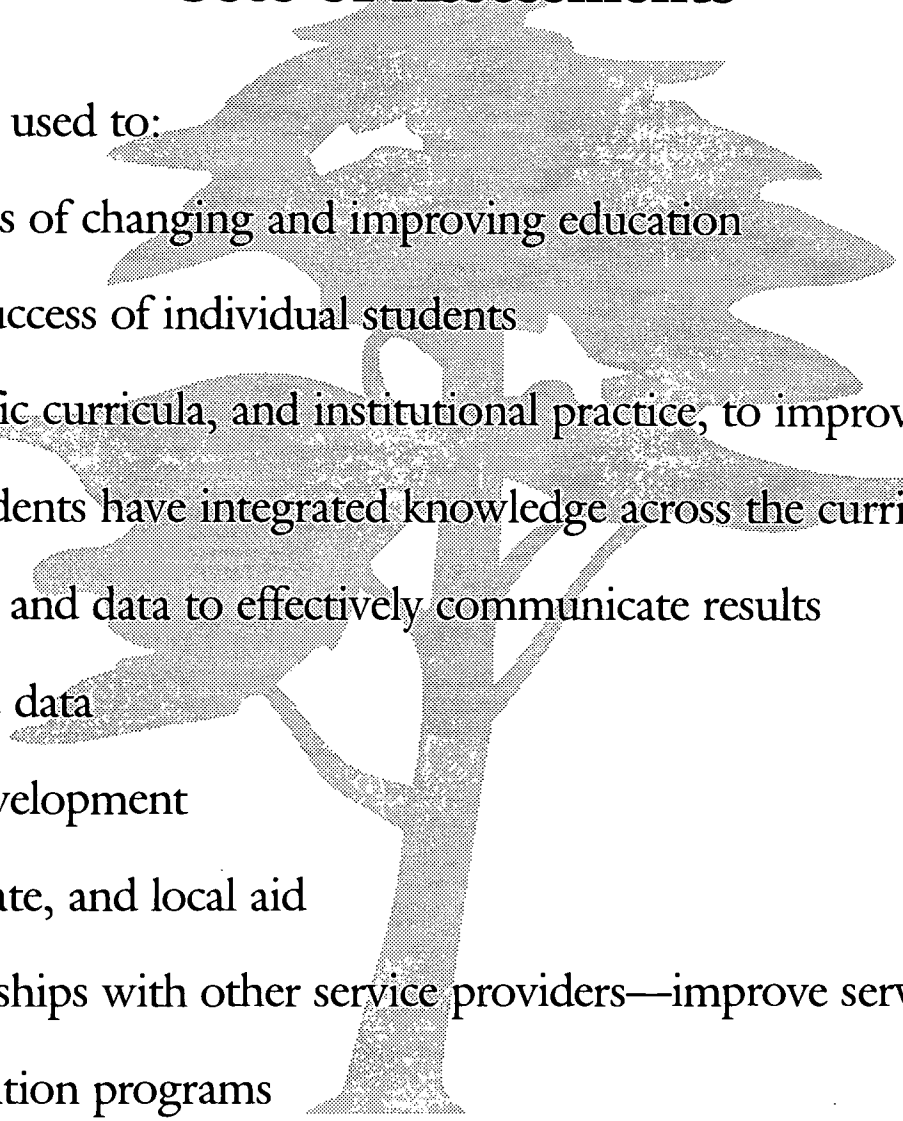
Types of authentic assessments:

- Observations
- Interviews
- Reflective journals
- Projects
- Demonstrations
- Collections of student work
- Student self-evaluations

Overhead 3.2B

Overhead 3.2C

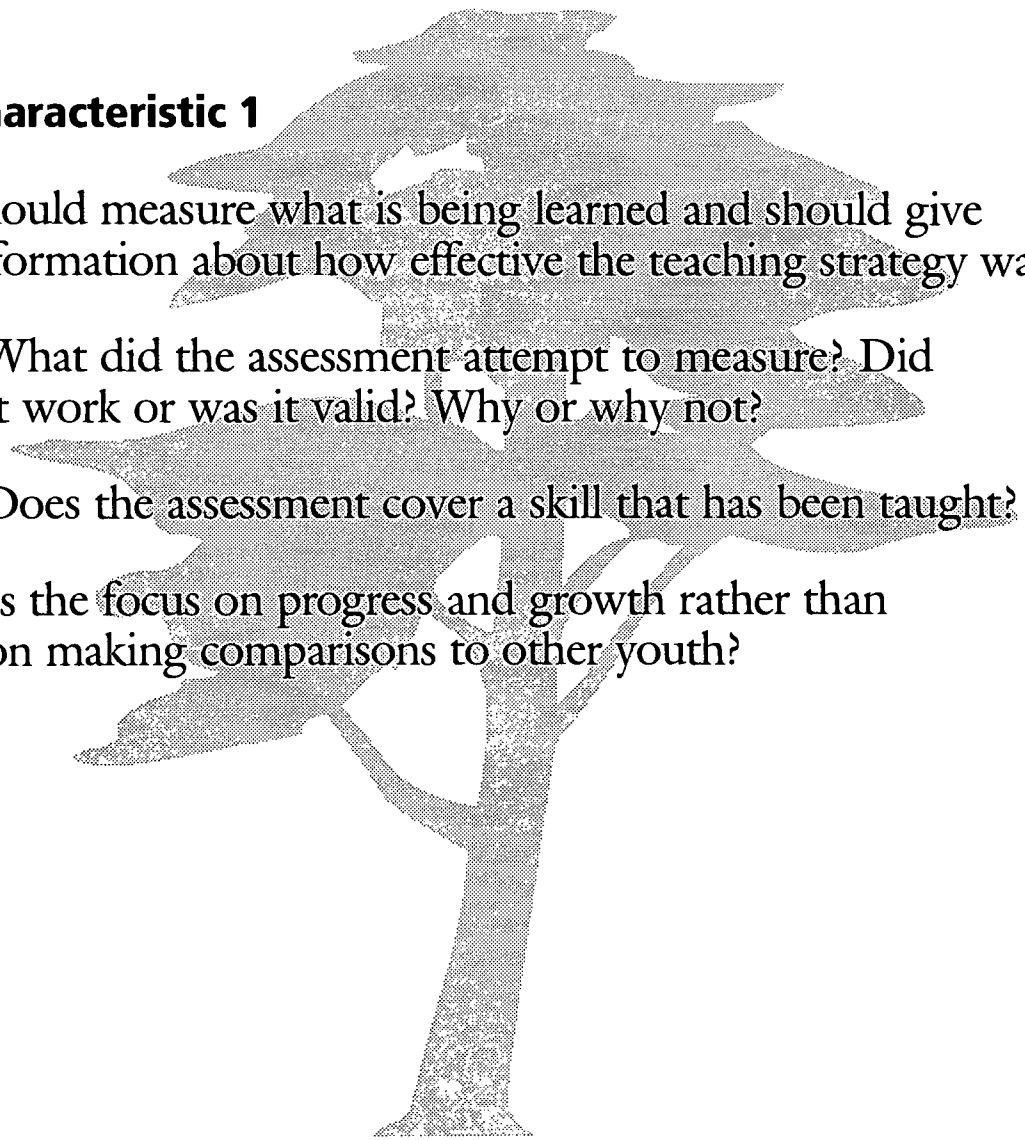
Uses of Assessments



Assessment can be used to:

- Guide the process of changing and improving education
- Determine the success of individual students
- Determine specific curricula, and institutional practice, to improve curriculum
- Determine if students have integrated knowledge across the curricula
- Provide methods and data to effectively communicate results
- Compile baseline data
- Drive teacher development
- Target federal, state, and local aid
- Establish partnerships with other service providers—improve services to kids
- Improve intervention programs

Five Characteristics of Effective Assessments



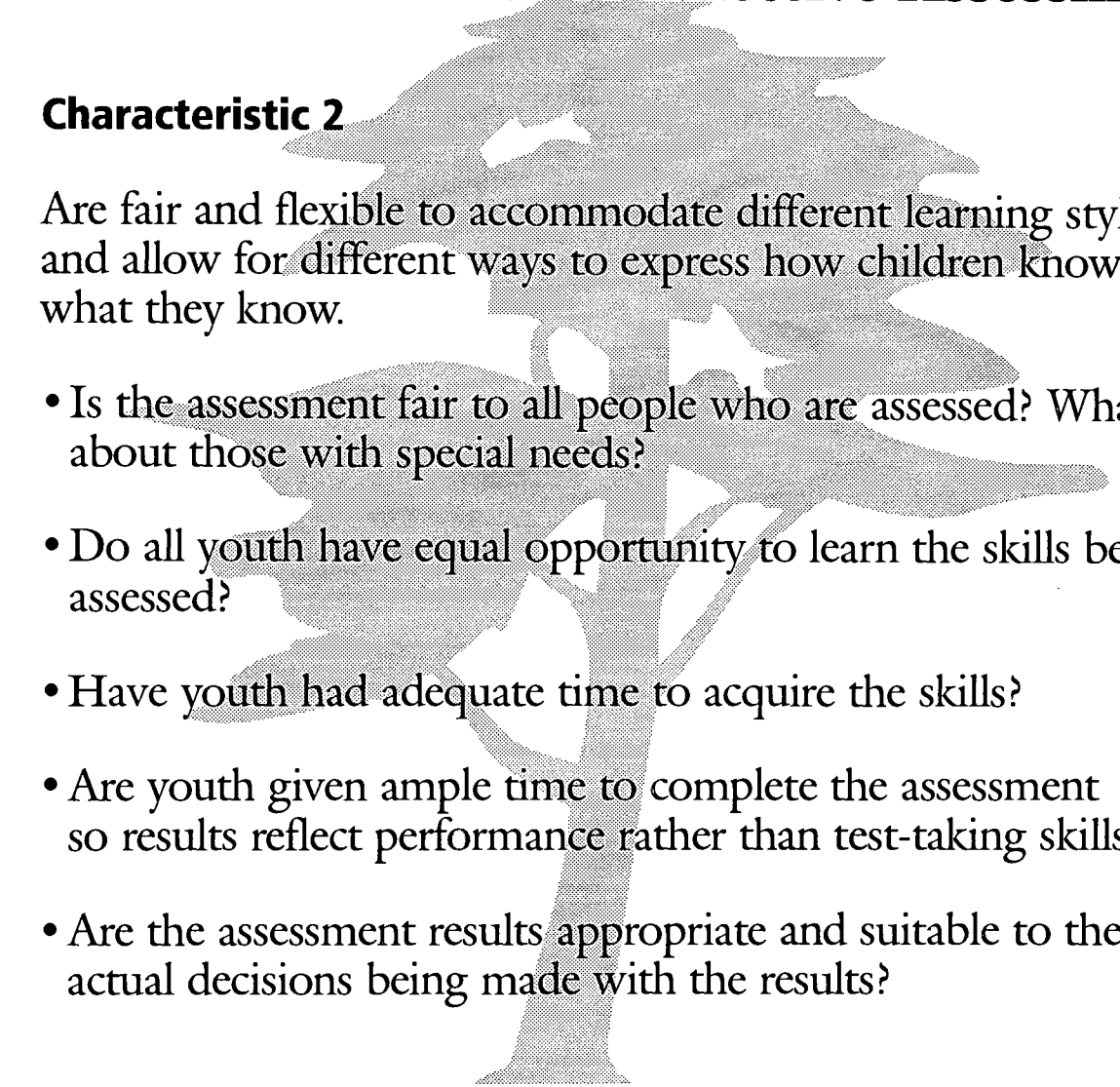
Characteristic 1

Should measure what is being learned and should give information about how effective the teaching strategy was.

- What did the assessment attempt to measure? Did it work or was it valid? Why or why not?
- Does the assessment cover a skill that has been taught?
- Is the focus on progress and growth rather than on making comparisons to other youth?

Overhead
3.2E

Five Characteristics of Effective Assessments

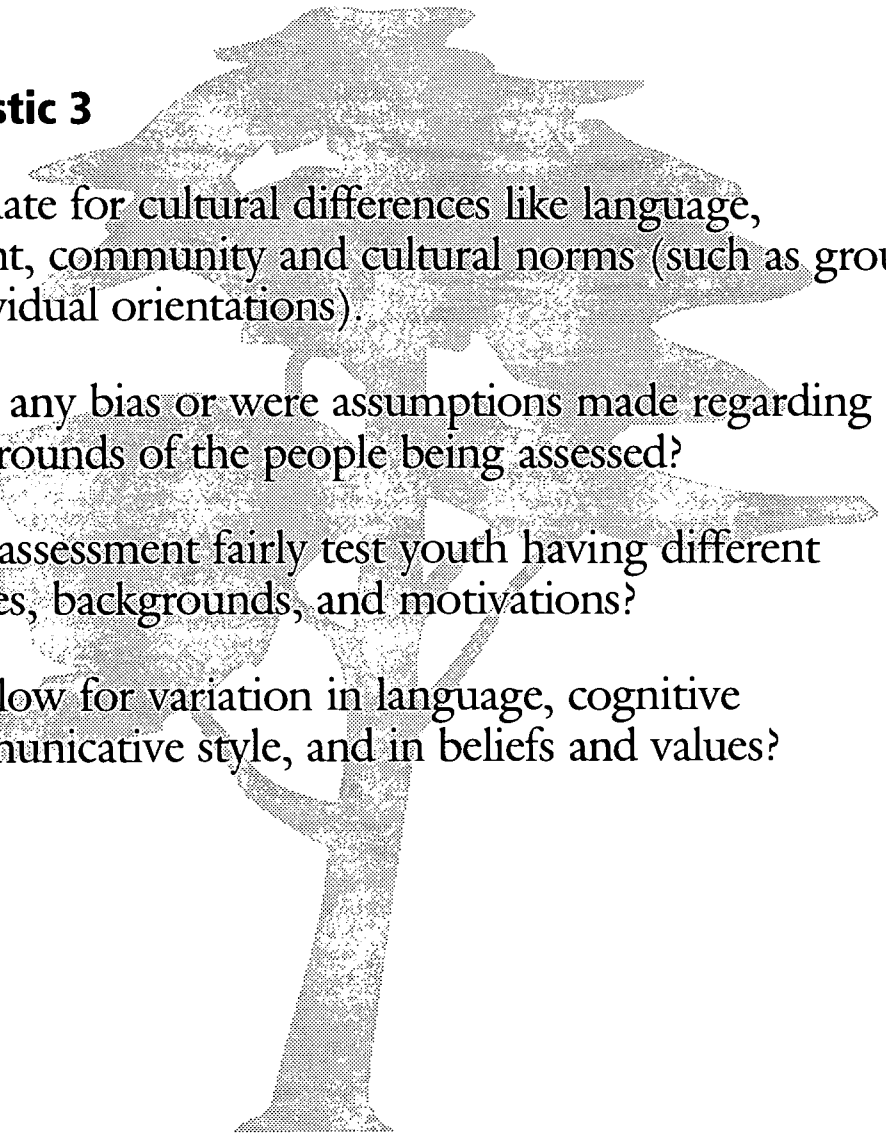


Characteristic 2

Are fair and flexible to accommodate different learning styles and allow for different ways to express how children know what they know.

- Is the assessment fair to all people who are assessed? What about those with special needs?
- Do all youth have equal opportunity to learn the skills being assessed?
- Have youth had adequate time to acquire the skills?
- Are youth given ample time to complete the assessment so results reflect performance rather than test-taking skills?
- Are the assessment results appropriate and suitable to the actual decisions being made with the results?

Five Characteristics of Effective Assessments



Characteristic 3

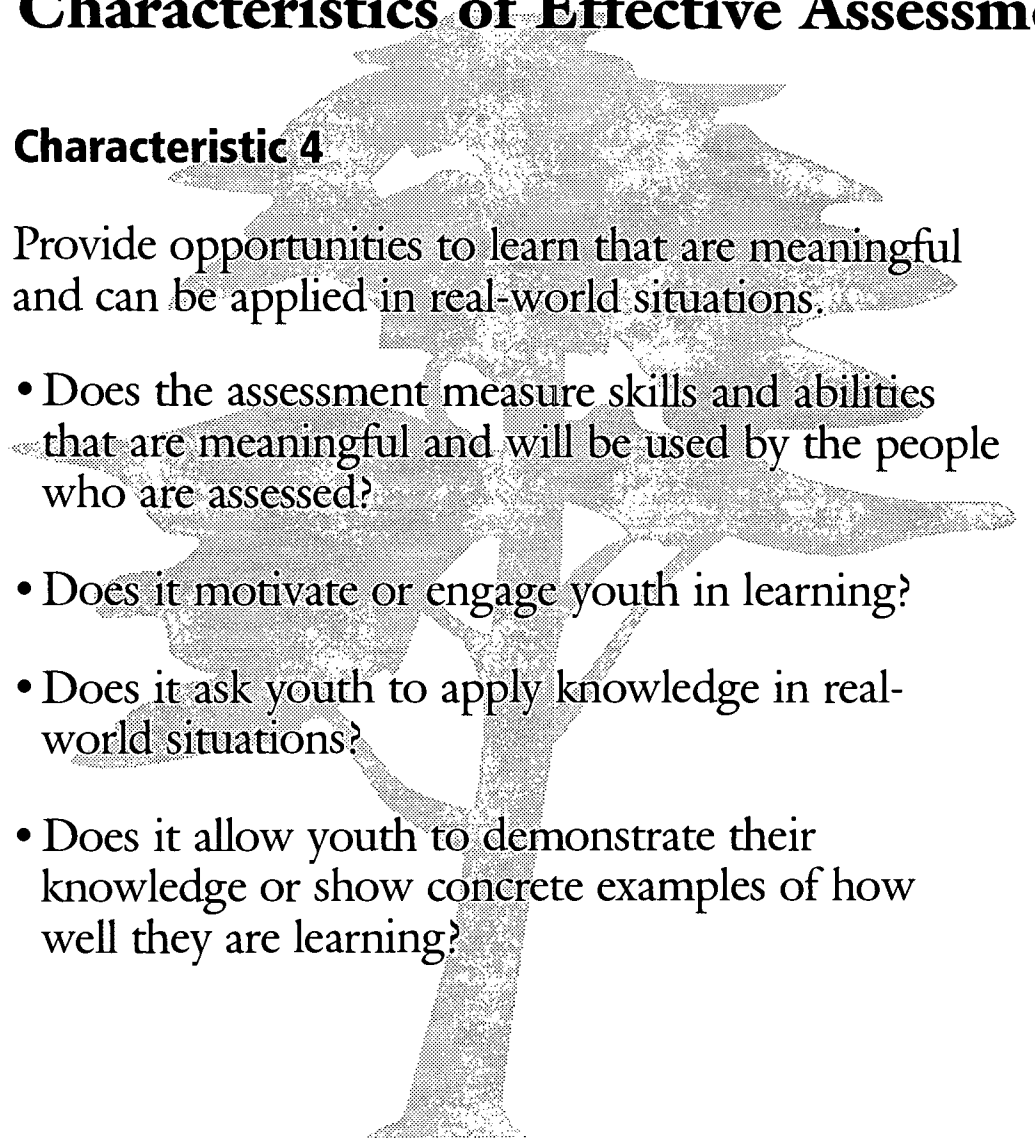
Accommodate for cultural differences like language, environment, community and cultural norms (such as group versus individual orientations).

- Was there any bias or were assumptions made regarding the backgrounds of the people being assessed?
- Does the assessment fairly test youth having different experiences, backgrounds, and motivations?
- Does it allow for variation in language, cognitive and communicative style, and in beliefs and values?

Overhead 3.2F

Overhead 3.2G

Five Characteristics of Effective Assessments

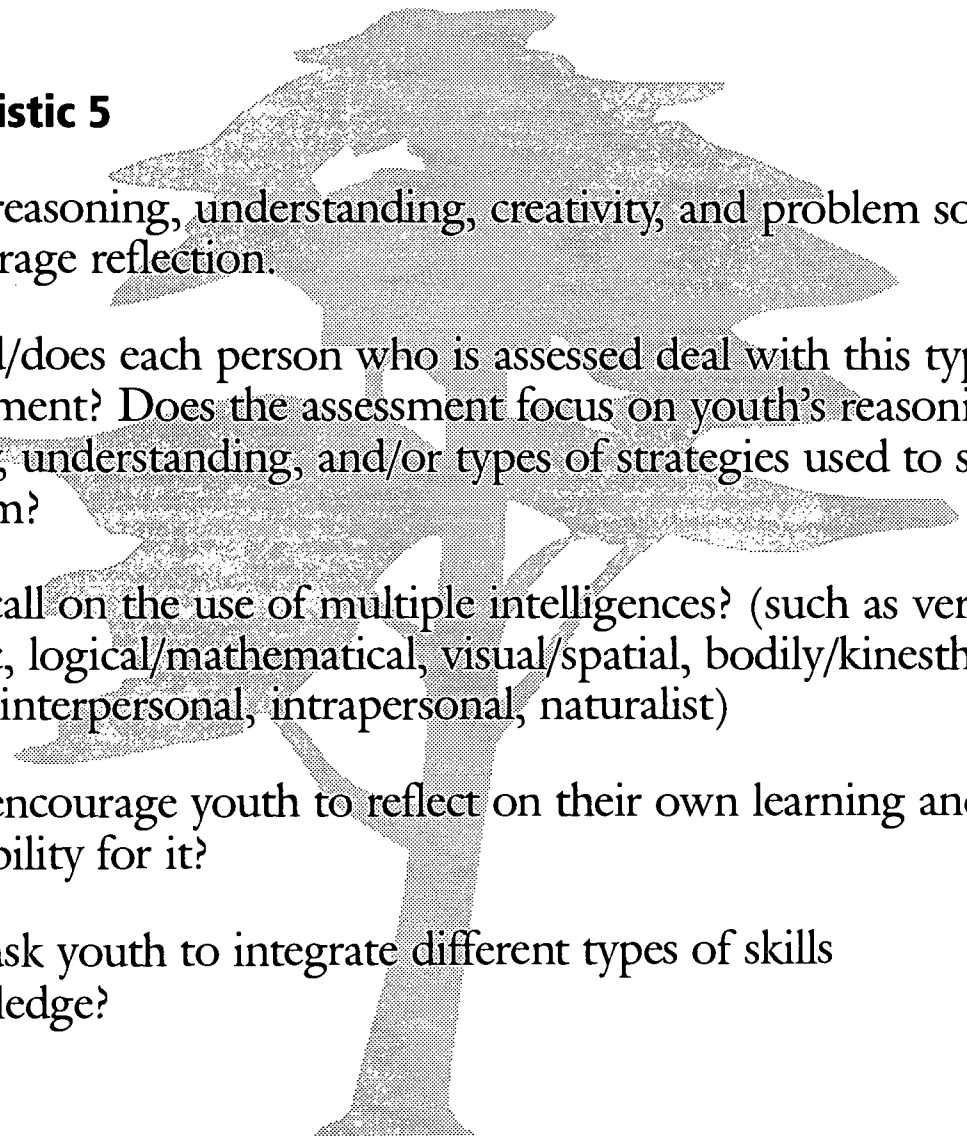


Characteristic 4

Provide opportunities to learn that are meaningful and can be applied in real-world situations.

- Does the assessment measure skills and abilities that are meaningful and will be used by the people who are assessed?
- Does it motivate or engage youth in learning?
- Does it ask youth to apply knowledge in real-world situations?
- Does it allow youth to demonstrate their knowledge or show concrete examples of how well they are learning?

Five Characteristics of Effective Assessments



Characteristic 5

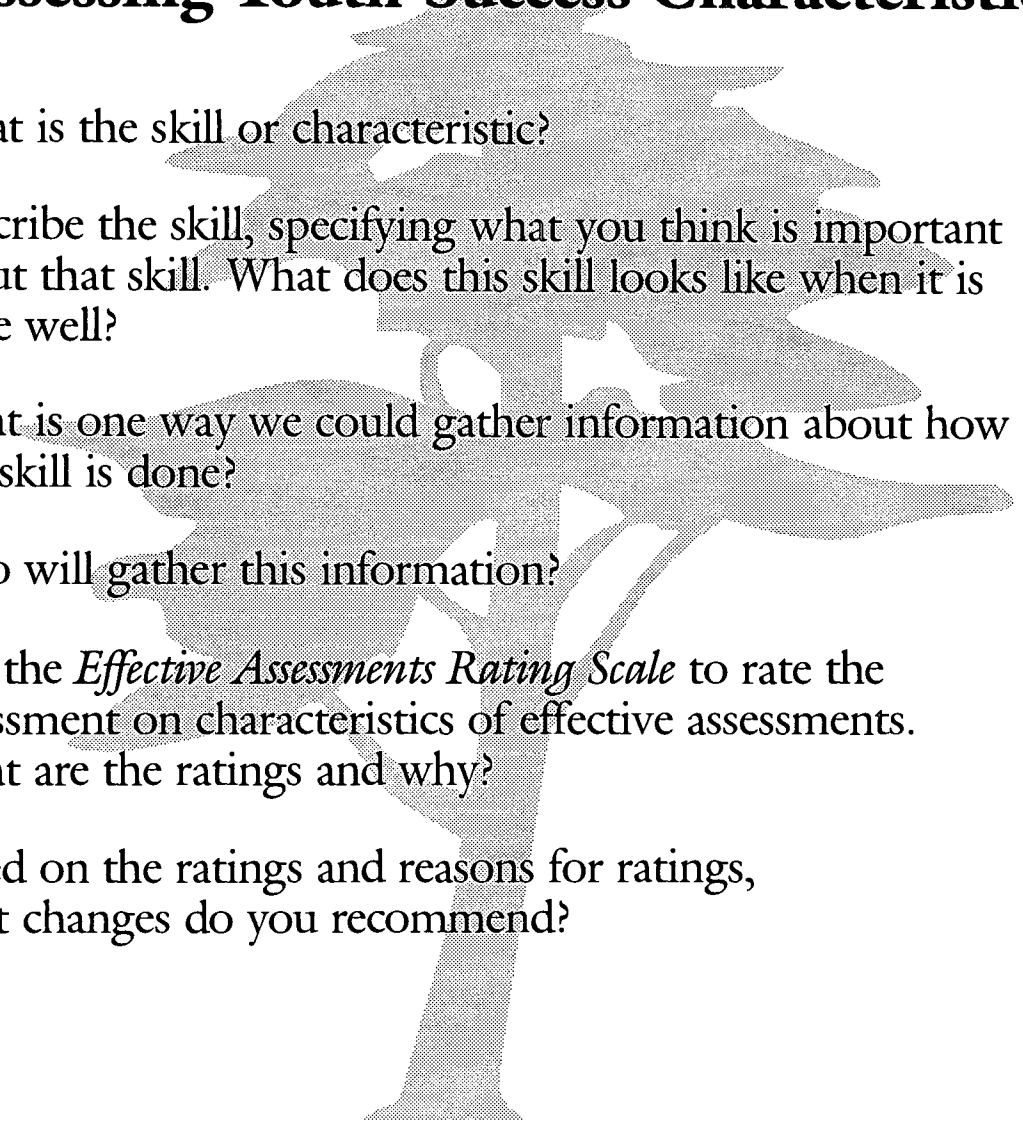
Focus on reasoning, understanding, creativity, and problem solving, and encourage reflection.

- How did/does each person who is assessed deal with this type of assessment? Does the assessment focus on youth's reasoning, creativity, understanding, and/or types of strategies used to solve a problem?
- Does it call on the use of multiple intelligences? (such as verbal/linguistic, logical/mathematical, visual/spatial, bodily/kinesthetic, musical, interpersonal, intrapersonal, naturalist)
- Does it encourage youth to reflect on their own learning and take responsibility for it?
- Does it ask youth to integrate different types of skills or knowledge?

Overhead 3.2H

Overhead 3.4A

Assessing Youth Success Characteristics



What is the skill or characteristic?

Describe the skill, specifying what you think is important about that skill. What does this skill looks like when it is done well?

What is one way we could gather information about how this skill is done?

Who will gather this information?

Use the *Effective Assessments Rating Scale* to rate the assessment on characteristics of effective assessments. What are the ratings and why?

Based on the ratings and reasons for ratings, what changes do you recommend?

Background Information

Topic 3: Measuring Youth Success

The Importance of Assessing Youth Success

The Importance of Assessing Youth Success

Without the data, the "chatta" don't "matta."
What counts gets counted, and what gets counted counts.

What is assessment?

The above quips show the importance of assessment and evaluation in defining what we, as a society, believe to be important. If we want the characteristics of success that we identify as important to be considered important by others, then we should assess our youth on them and evaluate our ability to help our youth achieve them.

Assessment is the process of quantifying, describing, gathering data about, or giving feedback about performance. According to research, a broad range of assessment tools is needed to capture important learning goals and processes.

Types of assessments include observations, interviews, reflective journals, projects, demonstrations, portfolios, student self-evaluations, and others.

Although the terms "assessment" and "evaluation" are often used interchangeably, they have different meanings. Assessment refers to how we know how well an individual has mastered skills or knowledge. Evaluation refers to how well a program or curriculum, school, district, and so forth is teaching individuals to master those skills or knowledge. It is usually based on gathering the assessment information from a number of individuals served by that program or school.

How can assessment information be used? Why do we gather information?

Assessment can be used for:

- Guiding the process of changing and improving education
- Determining the success of individual students
- Determining specific curricula and institutional practice to improve curriculum
- Determining if students have integrated knowledge across the curricula
- Providing methods and data to effectively communicate results
- Compiling baseline data
- Driving teacher development
- Targeting federal, state, and local aid
- Establishing partnerships with other service providers—improve services to kids
- Improving intervention programs

(Harris & Carr, 1996)

Assessment in a context (or contextual factors in assessment)

In their efforts to meet standards as measured by statewide testing, school staff members tend to see family and community partnership activities as peripheral to meeting standards, rather than as central to achieving them. Tests of children often do not fully address cultural, community, and family considerations, attributes, goals, and strengths.

In their research review of factors that affect student learning, Wang and colleagues list student aptitude, classroom instruction/climate, and contextual factors as the three most important influences on learning (Wang, Haertel, & Walberg, 1994). Student aptitude is greatly influenced by family and community characteristics. One of the most significant contextual factors is family and community support for schools and education.

There is a strong correlation between the performance of schools and the characteristics of community populations they serve. Low performance correlated with high poverty, large percentages of minority groups, and English language learners is not coincidental nor solely the result of funding discrepancies. The low performance is directly related to the lack of congruence between the cultures of the families and communities and the cultural norms embedded in the expectations, policies, procedures, and practices of schools. Examples of this are well documented in the literature from the perspectives of many different cultural groups and on many different aspects of schooling, including the early identification of learning problems, student attendance, test scores, homework completion, and engagement in learning (Bensman, 2000; Bowman & Stott, 1994; Cummins, 1986; Delpit, 1995; Entwistle, 1995; Ladson-Billings, 1995). In addition, Bensman (2000) points out that, although a variety of family-community partnership efforts in a school will help some families and children, schools must make partnership a central feature of their improvement program in order to have a significant and broad impact on student learning.

There is ample evidence that bridging the cultural gap through intensive and comprehensive school, family, and community partnerships is achievable, and results in significant gains in student learning (Braxton, 1999; Cummins, 1986; Epstein, 1995; Ladson-Billings, 1995; Osborne, 1996; Snow, Burns, & Griffin, 1998; Tabors & Snow, 1994, Valdes, 1996). The benefits can also extend beyond improved student learning to include better parent-child relations, more funds coming into schools, more effective community services, lower dropout rates, and more (Ballen & Moles, 1994; Comer, 1993; Cummins, 1986; Epstein, 1995; Fruchter, Galletta & White, 1992; U.S. Department of Education, 1994).

School, family, and community partnerships have an impact because they extend the reach of the teaching and learning effort. However, a more critical factor may be that they positively affect the emotional life of the child—and emotions and learning are inseparable. Educators such as Goleman (1997), psychologists such as Greenspan and Benderly (1997), and neurobiologists such as Perry (1998) agree that a positive emotional climate facilitates learning while stress has a negative effect on learning.

Many of the lowest-performing schools have a student and family population that differs culturally from school norms, whether Native American, Hispanic, African American, Asian, Eastern European, or other. Cultural congruence, obtained through a variety of strategies (school climate, curricular, family-community partnerships, etc.), is necessary to move student learning forward. Cultural congruence involves infusing family and community cultural mores and expectations throughout the teaching and learning environment (Cummins, 1986; Delpit, 1995; Ladson-Billings, 1995).

Planning for Youth Success provides a mechanism through which community cultural norms and school cultural norms can be reconciled. When community members are given a chance to come together and plan, parents, teachers, and community members will agree on student success indicators. Bringing in others from the community to help provide information and assessment of children's knowledge and skills can provide "fresh eyes" to see their abilities, strengths, and areas of need. Teachers cannot, and should not, be the sole assessors.

Effective assessments

- **Should measure what is being learned and should give information about the effectiveness of the teaching strategy.** What did the assessment attempt to measure? Did it work or was it valid? Why or why not?

- **Are fair and flexible to accommodate different learning styles and allow for different ways to express how a child knows what he or she knows.** Is the assessment fair to all people who are assessed? What about those with special needs?

- **Accommodate cultural differences like language, environment, community and cultural norms (such as group versus individual orientations).** Is there evidence of bias or are there assumptions regarding the backgrounds of the people who are assessed?

- **Provide opportunities to learn that are meaningful and can be applied in real-world situations.** Does the assessment measure skills and abilities that are meaningful and will be used by the people who are assessed?

- **Focus on reasoning, understanding, creativity, and problem solving, and encourage reflection.** How did/does each person who is assessed deal with this type of assessment? Does the assessment encourage critical thinking and deeper thinking skills or rote memorization?

Two effective assessment types

Student self-evaluation is one of the most powerful of the classroom assessment techniques providing feedback for instruction, with a focus on the teachers understanding the learner. Students' involvement in their own learning—through the reflection, summary, synthesis, questioning, and participation in formative assessment—is powerful. When teachers ask students to think about their learning, students also benefit. First, students benefit from improved instruction as teachers adjust their approach based on the feedback from students' self-evaluations. Second, motivation increases as students find out their teachers care about what they think. And third, when students actively reflect about what they know and where they are confused, they activate cognitive strategies helpful for mastering immediate course content but also useful for learning other content. Teachers who use this method of assessment can become advocates of the class as evaluators.

Another effective assessment technique is the use of portfolios, which are collections of student work over time. Portfolios are authentic evidence of student learning that may include not only the best examples of their work, but also process-type information like drafts or parent and teacher comments. Portfolios are systematic, purposeful, and meaningful collections of students' work in one or more subject areas. As students select pieces of their work for the portfolio, they also learn to develop criteria for their choices. Portfolios allow for assessment of children's individual learning styles, enhance communication between parents and teachers about children's learning, and help to fulfill professional requirements of school and community accountability.

Several common threads link these kinds of assessments:

- Students are involved in setting goals and criteria for assessment
- Students perform, create, produce, or do something
- Tasks require students to use higher-level thinking and/or problem-solving skills

- Tasks often provide measures of metacognitive skills and attitudes, collaborative skills, and intrapersonal skills, as well as the more usual intellectual products
- Assessment tasks measure meaningful instructional activities
- Tasks often are contextualized in real-world applications
- Student responses are scored according to specified criteria, known in advance, that define standards for good performance

Standards-based classroom assessment

The primary purpose of standards-based classroom assessment is to inform teaching and learning. A good assessment or test is aligned with the curriculum so that schools know whether children are actually learning the material that their states or districts have decided a child should know. In such an aligned system, testing is a vital part of teaching.

Testing gives valuable information on student progress to parents, teachers, administrators, community members, and policymakers. By making the results visible, each of these stakeholders is given a powerful incentive for change, if the results do not meet standards. Without those results, schools and districts could not be held accountable for helping all children reach high standards.

High-stakes standardized tests have been called "the gatekeepers of success in our society." They come with successes and limitations as measurements of standards-based education. Selecting tests and using results must be carefully planned. Standardized tests may lack specificity, and usually cannot provide adequate explanation either for the resulting scores, or for what the student can or cannot do. Standardized tests cannot measure aspects that are subjective and open to interpretation, such as disposition toward learning and attitude. Statewide standardized assessments may not include knowledge or information valued at the local level, while local assessments can be linked to state standards (Newmann, Byrk, & Nagoaka, 2001).

Assessment drives curriculum. Hence the adage: "What gets counted counts, and what counts gets counted." States and districts must be careful not to become too focused on raising test scores while sacrificing curriculum depth. As we raise low expectations, we also create a standard for all children to meet. If you test areas that are critical to student success, you will drive curriculum to these areas. But schools with high minority populations may have a curriculum that is driven more by the content of standardized tests and skills required to take the test, rather than the rich, high-level teaching and learning that standards-based reform aims to promote in all classrooms and for all students.

The use of testing results should be carefully designed to be fair and flexible. Standardized tests designed for national comparisons between students, without reference to a particular school's curriculum, are too often used unfairly to evaluate teachers and schools. No one test tells you everything you need to know. When academic progress is judged by a single indicator and when high stakes—such as whether a student is promoted from one grade to the next or is eligible for a diploma—are attached to that single indicator, the common effect is to narrow curriculum and reduce instruction to test "prepping." High-performing learning communities do not rely solely on standardized test results to assess student success and evaluate the school's system. High test performance on academic standards should be viewed as part of the picture of expectation for student learning and success, but many other aspects of student development and achievement must be taken into account and valued. States must also be careful not to hold students and schools accountable for results without providing the essential training and professional development necessary to understand and use state academic standards, tests, and test results.

The National Association of State Boards of Education promotes six policy areas involved in the testing for accountability: (1) alignment of standards, curriculum, and assessment; (2) alignment of state and district assessments; (3) use of multiple measures of assessment; (4) teacher training for translating state standards into curriculum and instructional strategies; (5) use of student samples to make indepth assessments that measure school and district performance; and (6) collection of data on the impact of testing on teaching and learning (NASBE, 1997).

Some questions to consider regarding standards

We need to find out what standards are and agree on a definition. Here are a few questions to help us find out about standards and how they are set. See the end of this section for more resources on exploring standards.

- How are standards chosen? What is the process? What is the difference between national and state standards?
- National, state, and local standards are important resources for teachers and districts, but which standards are the focus for student learning? Can any one student achieve the complete set of standards?
- Should the local district adopt state standards, adapt standards from national professional organizations, or create new locally specific standards using other documents as resources?
- Are the standards presented in a form that teachers can use? How should the standards be used in classrooms?

Standards for auditing the implementation of standards-based education

As standards-based education has evolved, it has become synonymous with high-stakes testing and accountability. The National Education Association views this as too limited a perspective and uses the term *standards-based education* to refer to an integrated system in which key elements—policies, resources, curriculum, instruction, standards, assessment, and accountability—are coordinated and work in tandem.

NEA has developed an audit tool for interested affiliates that will:

- Assess standards-based education in the states by gathering and analyzing information about its implementation
- Evaluate the information they gather with a set of standards that can help ensure that standards-based education fulfills its promise
- Develop an action plan that will strengthen standards-based education in their states

The audit tool is built around 10 standards that describe an integrated standards-based education system.

These standards capture what educators, policymakers, researchers, parents, and observers say are the key elements of an effective standards-based education system.

Standard 1: All students are achieving at high levels.

Standard 2: All students have access to the resources they need to attain high standards.

Standard 3: All students are taught by teachers with the knowledge and skills to teach to high standards.

Standard 4: Student standards are developed, implemented, and revised in ways that maximize their usefulness.

Standard 5: Student standards inform curriculum and instruction.

Standard 6: Students are treated fairly in assessment programs and accountability systems.

Standard 7: Assessments used to make decisions affecting students, schools, or districts meet widely accepted technical and professional criteria.

Standard 8: Assessment and accountability are used to improve teaching and learning.

Standard 9: All stakeholders are accountable for making standards-based education work.

Standard 10: The implementation and impact of standards-based education are tracked and reported.

For each standard, the audit tool includes:

- **Implementation indicators.** These are conditions that indicate the extent to which a state's standards-based education system meets the standard. Affiliates may wish to add state-specific indicators to the list.
- **Examples of key questions related to each of the indicators.**
- **Examples of supporting evidence that answer key questions.** The key questions and supporting evidence included in the tool are suggestions. Affiliates will likely need to adapt the tool so it is appropriate to standards-based education in their states.

(Source: www.nea.org/publiced/standards/audit.doc)

The Center for Curriculum Renewal describes a process for standards linking, which includes 11 components: vision; current state, curriculum, and assessment plan; school decisions; resources; professional development plan; supervision; evaluation; student profile; comprehensive assessment system; reporting; and action plan. (Center for Curriculum Renewal 1999 Standards Linking Process as seen at members.aol.com/jcarrvt/mw3/CCR2.html)

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Web sites

Center for Curriculum Renewal
members.aol.com/jcarrvt/mw3/CCR2.html

Connect for Kids
www.connectforkids.org

ERIC Clearinghouse on Assessment and Evaluation
www.ericae.net/

Family Support America
www.familysupportamerica.org/

National Center for Research on Evaluation, Standards, and Student Testing (CRESST)
www.cse.ucla.edu/

National Association of State Boards of Education
www.nasbe.org/Educational_Issues/Account.html

National Education Association
www.nea.org/publiced/standards/

National Parent Information Network
www.npin.org/

Northwest Regional Educational Laboratory, Assessment Program
www.nwrel.org/assessment/

Public Education Network (PEN)
www.publiceducation.org

Search Institute: 40 Developmental Assets
www.search-institute.org/assets/

What Kids Can Do, Inc.: What's learned
www.whatkidscando.org/whatslearned.html

Facilitator's Guide to Activities

Handout

Overheads

Background Information:
Asset Mapping: A Strengths-Based Approach

Topic 4: Mapping Community Assets That Support Youth Success

Facilitator's Guide to Activities

(45 minutes)

Goal: To answer the question: What community resources can promote youth success?

	Overheads/Handouts	Time
Activity 4.1: Introduction	O-4.1A–B	5 minutes
Activity 4.2: Getting started: Personal asset map	O-4.2A and H-4.2A	10 minutes
Activity 4.3: Mapping community assets for youth success	O-4.3A–C	30 minutes

Activity 4.1: Introduction

Goal: Understand the purpose and basic elements of asset mapping.

Time: 5 minutes

Materials: Overhead 4.1A (Definitions) and Overhead 4.1B (Asset Mapping)

Instructions:

Script

"The previous topic's assessment activities remind us that our definitions of what counts as success can be narrow and/or biased. Even when we have a good idea of the skill or concept we want to assess, our tools for assessment are not always the best for all members of the population. This is true in our classrooms as well as in our communities. There may be many positive things residents overlook because these things are not commonly recognized as good or useful, or because the tools we use to determine whether something is good or useful do not measure all things well.

"We often know a lot of things about our communities. But there is often much we never know because we do not know how or what to ask. In the work of helping schools and communities contribute to student success, it is common for people to concentrate on what the school community needs and how to make up for what it lacks. This approach focuses on deficiencies.

"Another way to look at our community is by taking a more positive approach and by asking different kinds of questions to learn different kinds of things about where we live. We can create a map of our school community that tells us what and where the assets of our community are: This is the focus and goal of a process called Asset Mapping."

Project Overhead 4.1A (Definitions). Review and briefly discuss these definitions:

Overhead 4.1A

Definitions

Asset: An item of value owned; a quality, condition, or entity that serves as an advantage, support, resource, or source of strength

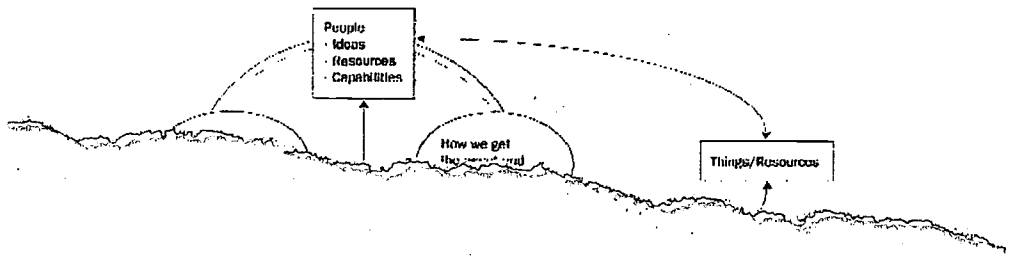
Mapping: To make a map of; to show or establish the ... or details of, with clarity like that of ... or travel over for,

Project Overhead 4.1B (Asset Mapping).

Overhead 4.1B

Asset Mapping

To create a map of our school-community that tells us what and where the assets of our community are.



Script

"As you can see from the overhead, assets can be the people, organizations, and things in the community. The ideas, resources, and capabilities that people and organizations generate are also assets. The interconnections between the assets—how we get the asset and who helps us get it, and how we use the asset and who helps us use it—are all assets.

"Assets—the relations among them and access to use them—are the grounds on which school communities grow. Drawing a map of what is valuable in our communities reveals many resources and assets we may have previously overlooked. More important, it can also show all the interconnections among these assets, including the relationships among people that we may have already established.

"In this section, we will extend our learning about how we define and measure success by asking about the positive things we may have overlooked in our community. Here, we will map community resources, skills, and strengths to learn which of these resources can support success for youth; discover how to use these community resources to build and strengthen important characteristics of success in students; and identify what each individual can do to promote youth success."

Activity 4.2: Getting started: Personal asset maps

Goal: Develop a broader view of assets, thinking about what we as individuals have to offer the school community.

Time: 10 minutes

Materials: Overhead/Handout 4.2A (Personal Asset Map)

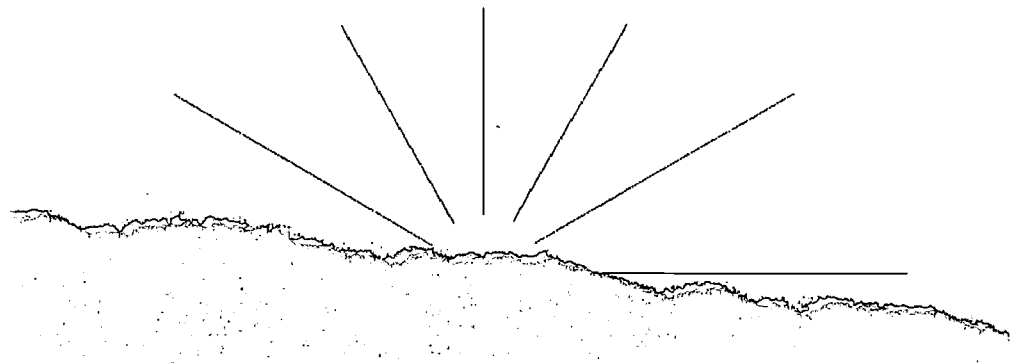
Instructions:

Refer to Handout 4.2A and project Overhead 4.2A.

Handout 4.2A

Overhead 4.2A

Personal Asset Map



Ask the group to begin this process with themselves. Ask them to write their names in the middle of the handouts (where it says "me" on the overhead) and consider the following question: "What are your assets?"

Give each person three minutes to make a personal asset map of what he or she considers personal assets by asking them to fill in the lines on Handout 4.2A with their material and nonmaterial assets (a house, facility in another language, athletic ability, computer skills ...). Encourage them to think about the characteristics of youth success they agreed on and to include personal assets that might contribute to developing or supporting those characteristics.

Ask participants to trade their completed maps with another person and give them a couple of minutes to discuss them.

Ask the group to consider: "What does this person's map tell you that you didn't already know about that person? What does the map tell you about yourself? How do these maps help us learn about people? What else do you still need/want to know?" Spend a few minutes discussing these questions.

Activity 4.3: Mapping community assets for youth success

Goal: Collaborate in thinking about the positive, useful, productive aspects of the community that can support or develop the characteristics of youth success.

Time: 30 minutes

Materials: Overheads 4.3A–D (Community Asset Map–Steps 1–3 and Questions), chart-pack paper (place several pieces of chart-pack paper on the wall or on a table; tape them together to make one very large sheet), markers, masking tape

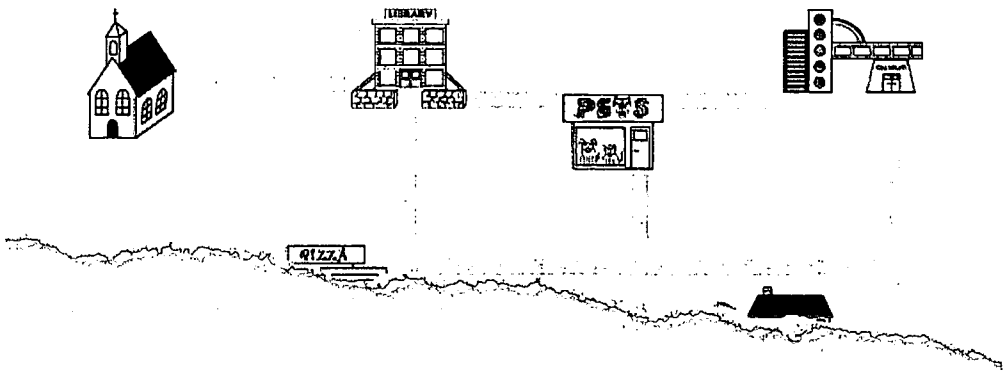
Instructions:

Thoroughly explain all steps to the participants, asking for questions of clarification between each step, before letting the participants start the mapping process.

Project Overhead 4.3A (Community Asset Map—Step 1).

Overhead 4.3A

Community Asset Map—Step 1



To begin creating the community asset map, ask participants to draw the school in the center of the chart-pack paper. Emphasize that the school is often a community resource in the coordination of the assets, but that it is not necessarily the focus of the asset map. From this starting point, ask them to make a map of the community surrounding the school (include relevant places such as businesses, community organizations, faith-based organizations, parks and recreation centers, etc.).

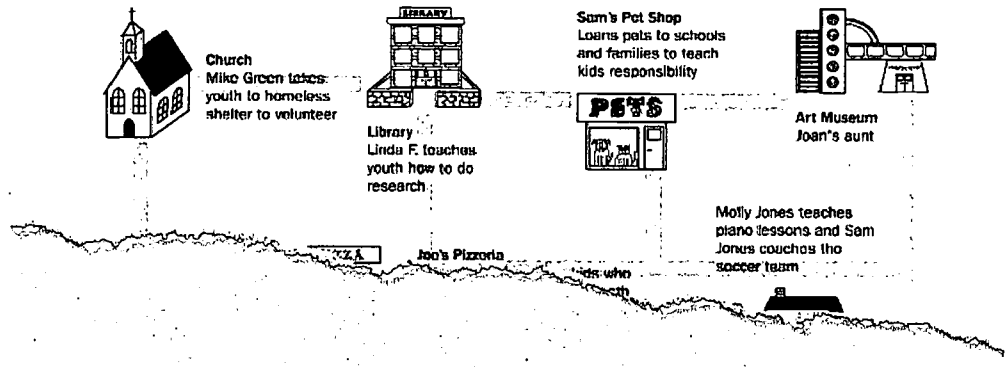
If their community is rural or isolated, remind them to map out assets that may come into their community from outside their immediate neighborhood.

Remind participants to think of the two chosen success characteristics and include on the map any resources, organizations, or people that may already be promoting these characteristics. Remind them not to limit the map to these characteristics only, since an overall goal of the map is to identify assets the group hasn't recognized or noticed before.

Project Overhead 4.3B (Community Asset Map—Step 2).

Overhead 4.3B

Community Asset Map—Step 2

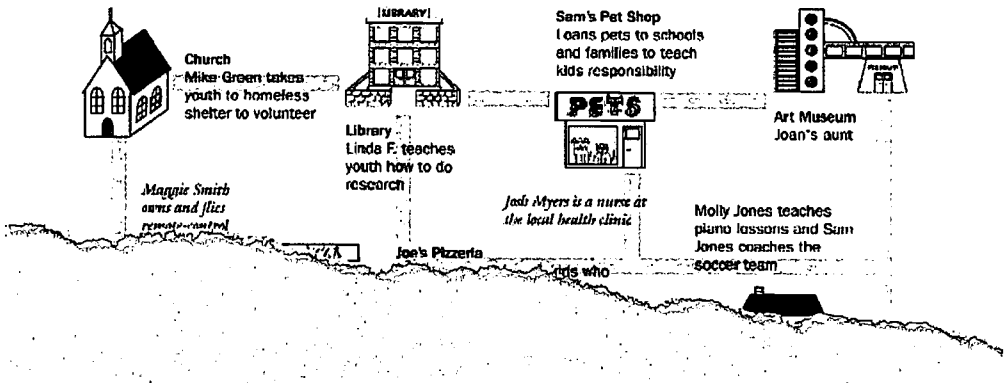


Beside each asset (business, community organization, faith-based organization, person), ask the participants to add a contact name (if known) and the relationship they have with this organization or person. In order to connect the community map with the characteristics of youth success, have participants label on the map how this organization or person can support the characteristics of youth success.

Project Overhead 4.3C (Community Asset Map—Step 3).

Overhead 4.3C

Community Asset Map—Step 3



Finally, ask participants to write on the map the names of people with whom they are connected through work, family, church, or school who are not already represented on the map. If any are not located on the area that the map represents, list them on the side. Ask them to think of the assets each person may have (including those that support the success characteristics) and to write them below the person's name. Have the participants write their own name upon the map and list the assets from their personal asset maps and any additional ones they might have thought of.

Throughout this activity, remind the participants that the students are able to offer adults a perspective on the community unavailable to them. Young people are involved in activities and relationships that adults do not always know much about. Students' contributions to the map will be rich and extensive. Moreover, students will gain adults' perspective on the community, as well. Young people may learn more of what the community has to offer them by seeing what adults contribute to the map.

As a wrap-up/concluding activity, in the last five minutes, ask participants to come back to their seats. Project Overhead 4.3D (Questions) and briefly discuss the following questions:

Overhead 4.3D

Questions

What surprised you the most about this process?

What did you learn?

Were there certain groups of people who knew more the assets/resources within the community?

Script

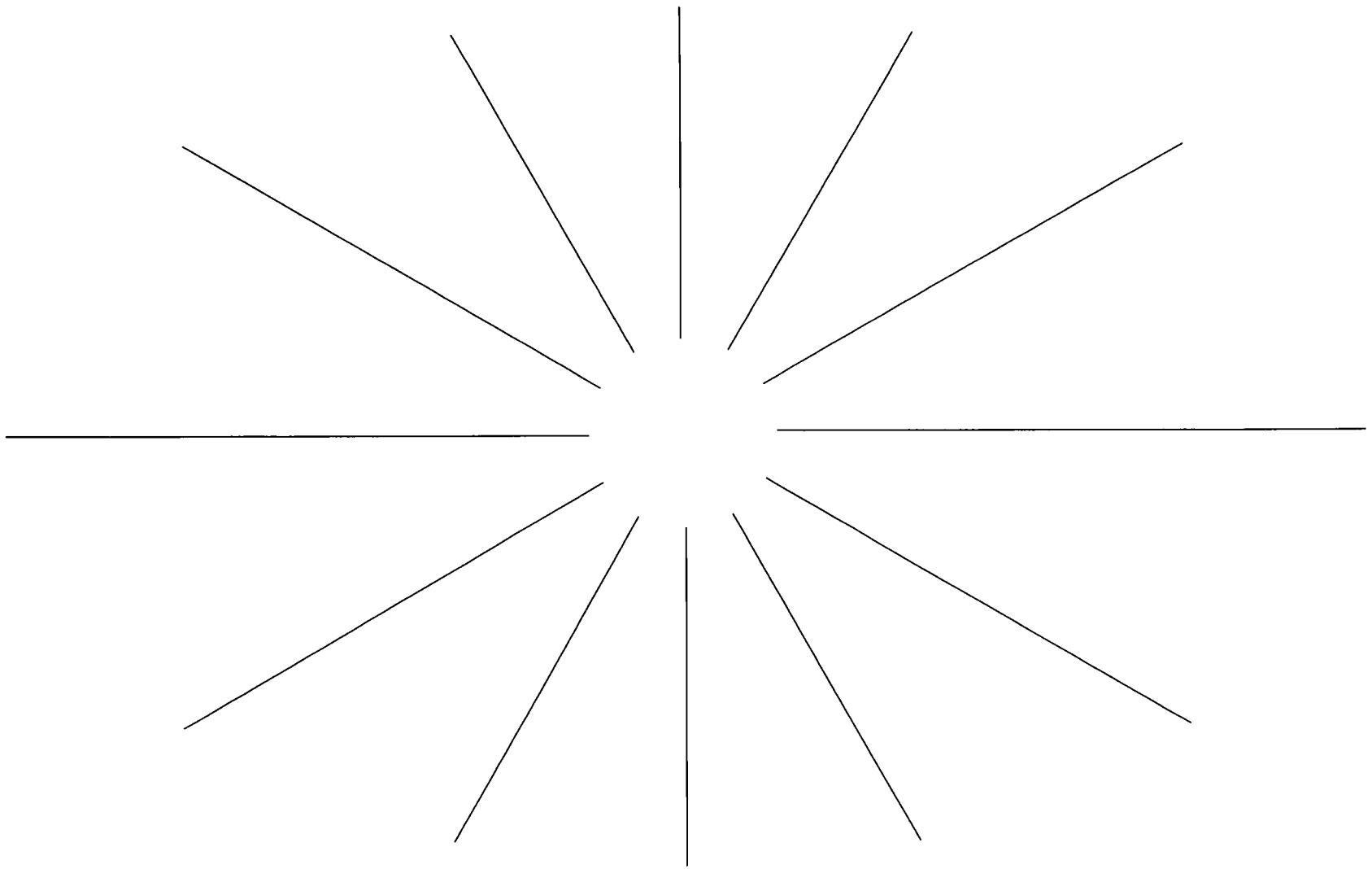
"From the asset-mapping process, you have learned a lot. From what you have drawn, you can see a wide array of skills, knowledge, resources, and assets within your school community. On this community asset map, you can draw the connections among people and between people and things. So far today, we have identified success characteristics toward which we want to work and have identified resources (assets) within our community that can help us do this work. Now our task is to make a plan for actually doing some of this work. In the next section, we will begin to plan a project that will allow us to begin work toward our goals."

Handout

Topic 4: Mapping Community Assets That Support Youth Success

4.2A: Personal Asset Map

Personal Asset Map



Overheads

Topic 4: Mapping Community Assets That Support Youth Success

4.1A: Definitions
4.1B: Asset Mapping

4.2A: Personal Asset Map

4.3A: Community Asset Map—Step 1
4.3B: Community Asset Map—Step 2
4.3C: Community Asset Map—Step 3
4.3D: Questions

Definitions

Asset: An item of value owned; a quality, condition, or entity that serves as an advantage, support, resource, or source of strength

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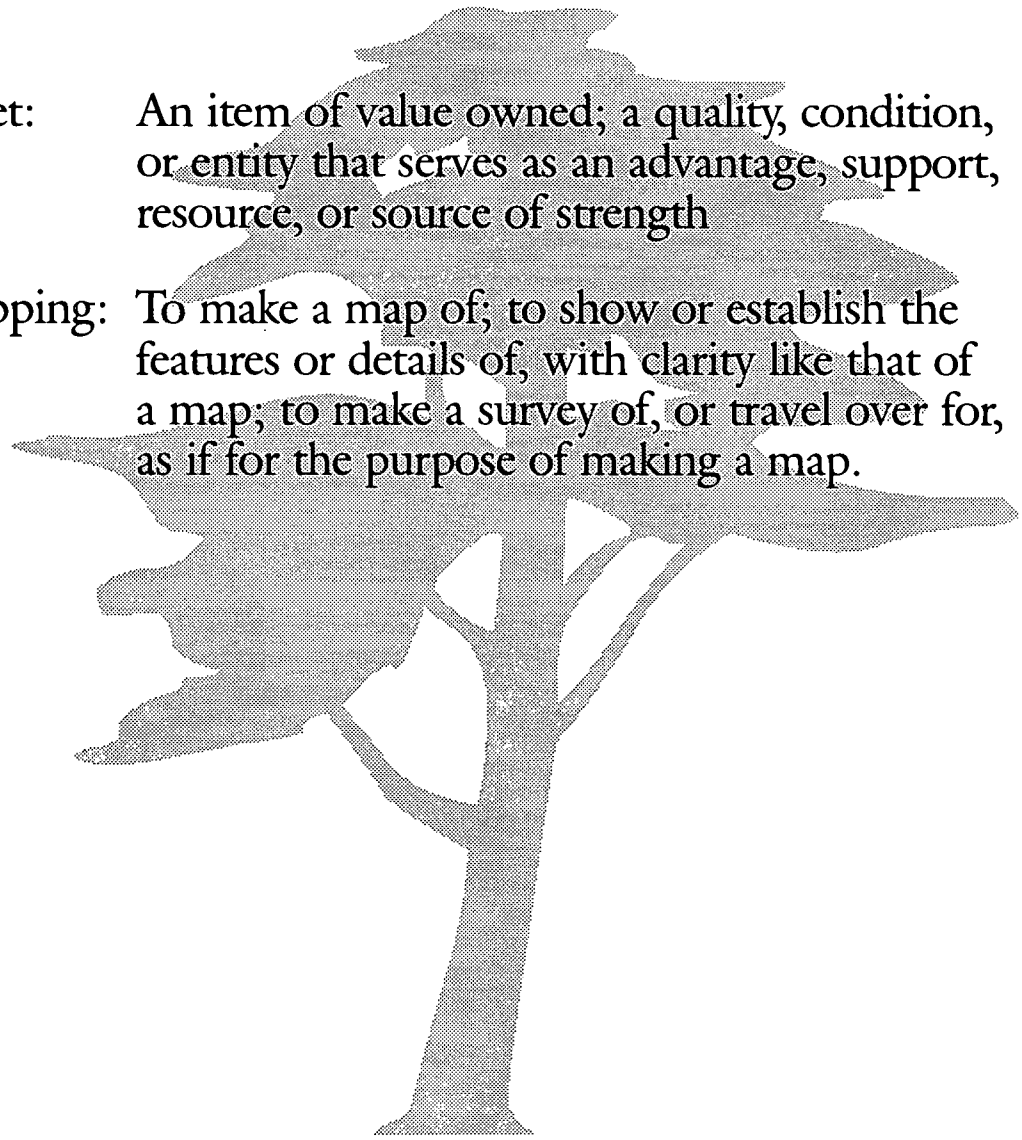

Overhead 4.1A

Overhead 4.1B

Asset Mapping

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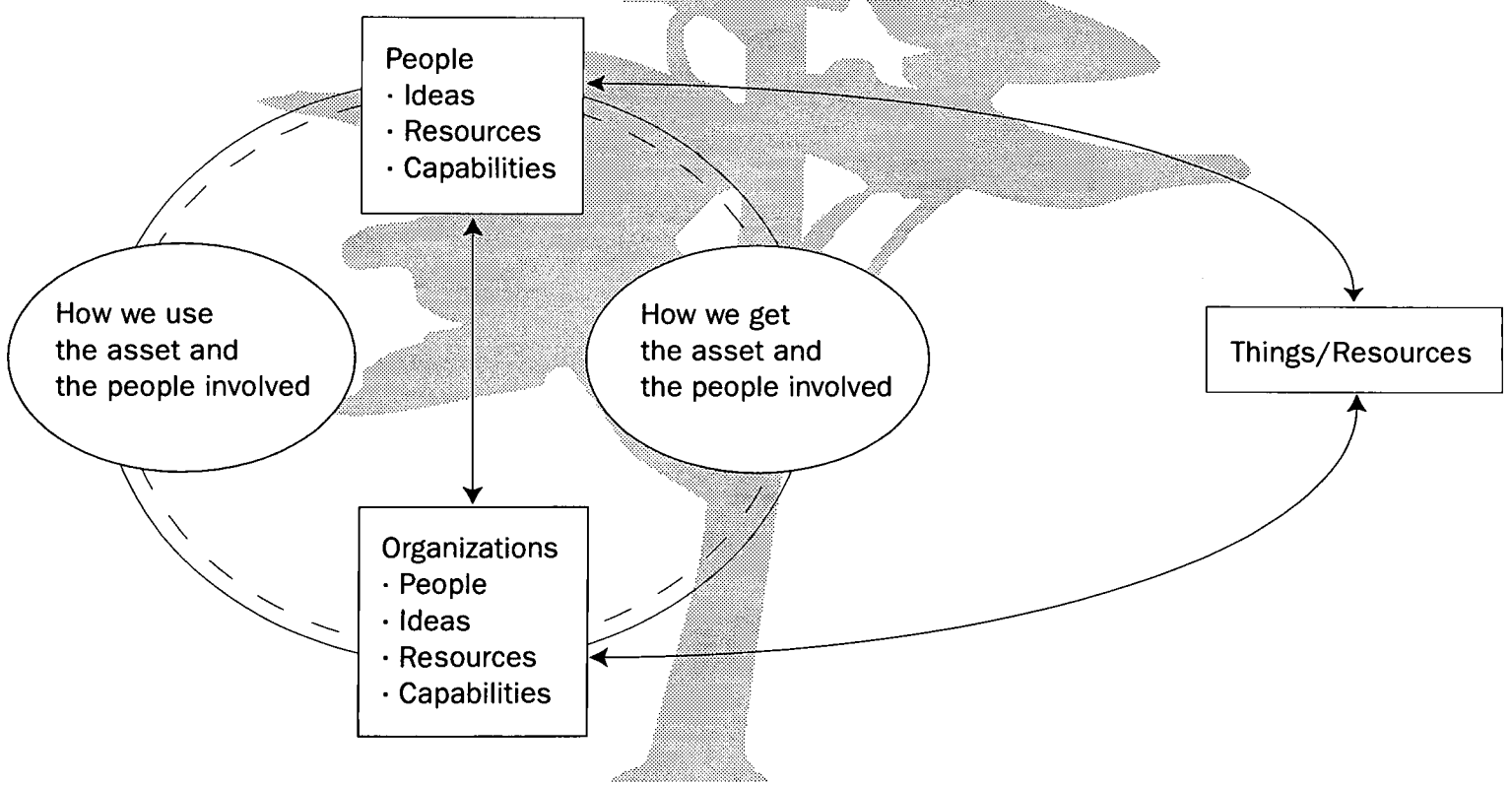
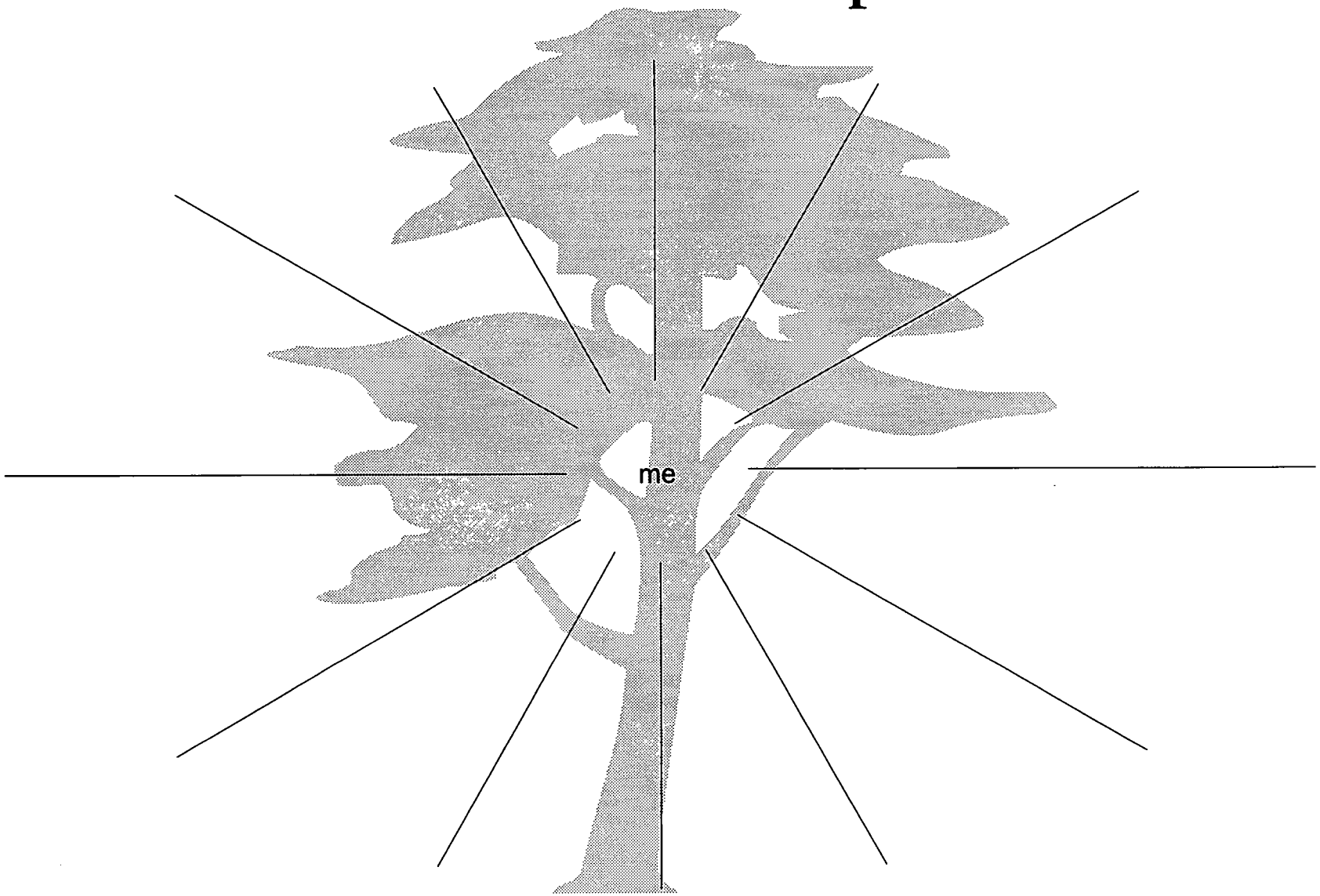


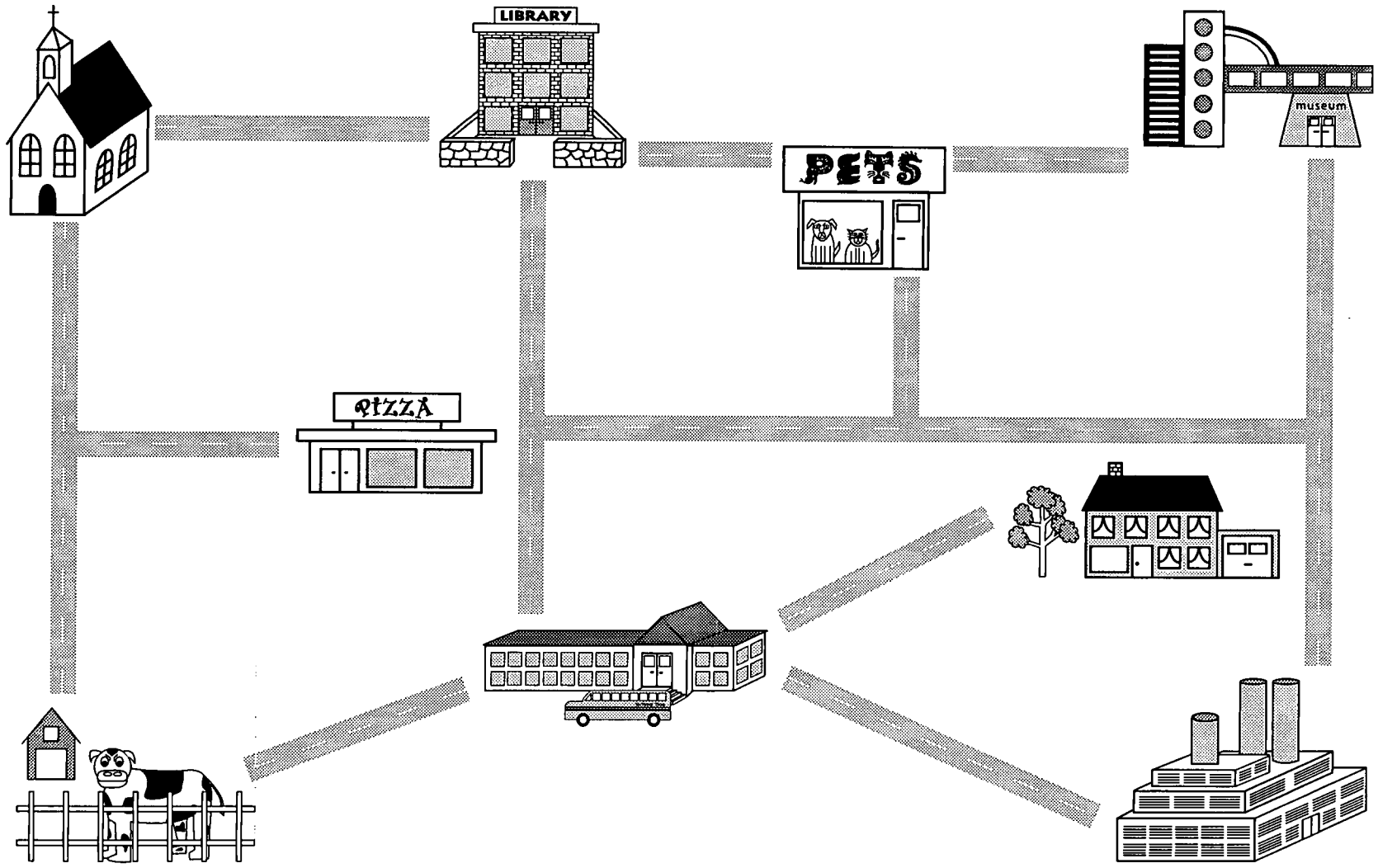
Personal Asset Map



Overhead
4.2A

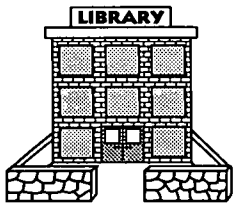
Overhead
4.3A

Community Asset Map—Step 1



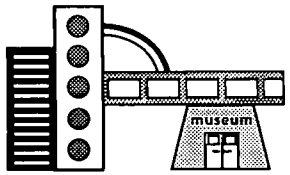
Community Asset Map—Step 2

Church
Mike Green takes youth to homeless shelter to volunteer



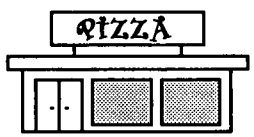
Library
Linda F. teaches youth how to do research

Sam's Pet Shop
Loans pets to schools and families to teach kids responsibility

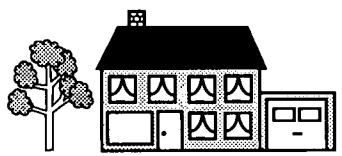


Art Museum
Joan's aunt

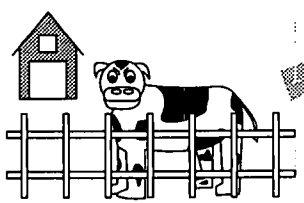
Molly Jones teaches piano lessons and Sam Jones coaches the soccer team



Joe's Pizzeria
Donates free meals to kids who meet reading goals each month

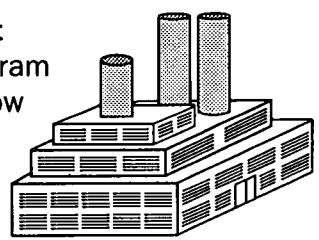


Murphy Farm
Jake, their handyman, taught a gardening class at the school and help set up the community garden



Our Town School
Teachers teach problem solving, citizenship, and social skill building

Bates Aluminum Plant
has a shadowing program where students shadow workers and workers shadow students



Overhead 4.3B

Overhead 4.3C

Community Asset Map—Step 3

Church
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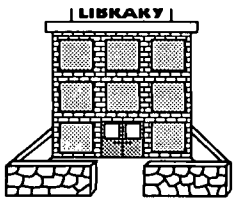

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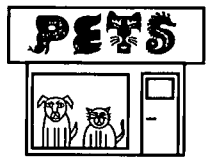
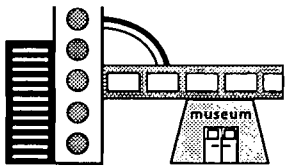


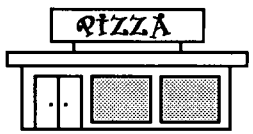


Art Museum
Joan's aunt

Maggie Smith owns and flies remote-control airplanes

Josh Myers is a nurse at the local health clinic

Molly Jones teaches piano lessons and Sam Jones coaches the soccer team



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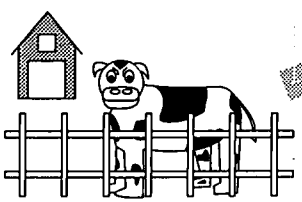
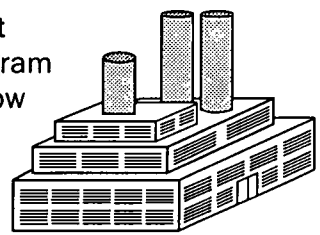


The bus driver, Joe, has an aunt who is a public relations consultant

Our Town School
Teachers teach problem solving, citizenship, and social skill building

Chad Brown details cars and boats

Bates Aluminum Plant
has a shadowing program where students shadow workers and workers shadow students

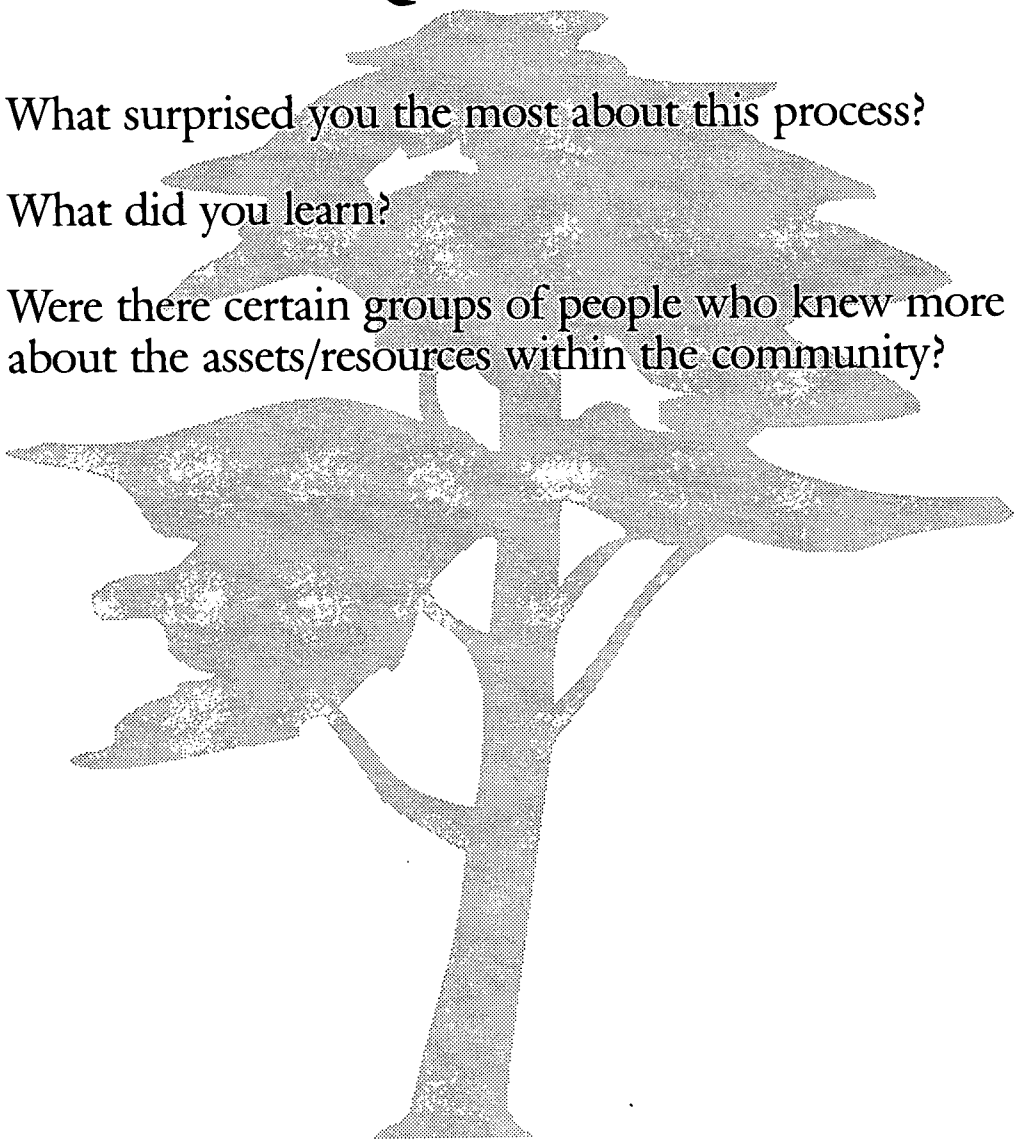


Questions

What surprised you the most about this process?

What did you learn?

Were there certain groups of people who knew more about the assets/resources within the community?



Overhead
4.3D

Facilitator's Guide to Activities

Handouts

Overheads

Topic 5: Planning the Project for Youth Success
Facilitator's Guide to Activities

(2 hours, 30 minutes)

Goal: To answer the questions: What project shall we undertake to promote youth success? How can we engage the community and measure the results of this project?

	Handouts/Overheads	Time
Activity 5.1: Introduction		5 minutes
Activity 5.2: Creating connections for success	H-5.2A and O-5.2A H-5.2B and O-5.2B	15 minutes
Activity 5.3: Decide on a project	H-5.3A and O-5.3A H-5.3B and O-5.3B	20 minutes
Activity 5.4: Develop an action plan	H-5.4A and O-5.4A H-5.4B and O-5.4B	25 minutes
Activity 5.5: Plan to implement the project	H-5.5A and O-5.5A H-5.5B and O-5.5B (1 handout per subgroup)	30 minutes
Activity 5.6: Evaluating the project	H-5.6A and O-5.6B H-5.6A and O-5.6B	40 minutes
Activity 5.7: Concluding activity & evaluation	H-5.7A and O-5.7A	15 minutes

Activity 5.1: Introduction

Goal: Introduce the project and link previous topics and activities to it.

Time: 5 minutes

Instructions:

Script

"Now that we have identified what we want to promote for the success of youth, resources and assets that will help us, and ways to measure youth success, we need to develop and put in place a project that will help make youth success a reality. During this next (and last) part of *Planning for Youth Success,* we will plan together and fill out helpful forms, ending with a project blueprint and strategies for implementation. The project will involve school staff, students, families, and community members working together toward our agreed-upon goal: to promote greater success of youth in this community."

Activity 5.2: Creating connections for success: Linking community resources with priority characteristics of youth success

Goals:

- Identify community resources that can be used to promote the two priority characteristics of student success.
- Work from the community asset map to come up with a project that will enable youth to achieve that characteristic of student success.

Time: 15 minutes

Materials: Handouts/Overheads 5.2A–B (Resources To Promote Successful Characteristics in Our Youth: Web of Community Resources), overhead markers, chart-pack paper, markers

Instructions:

Script

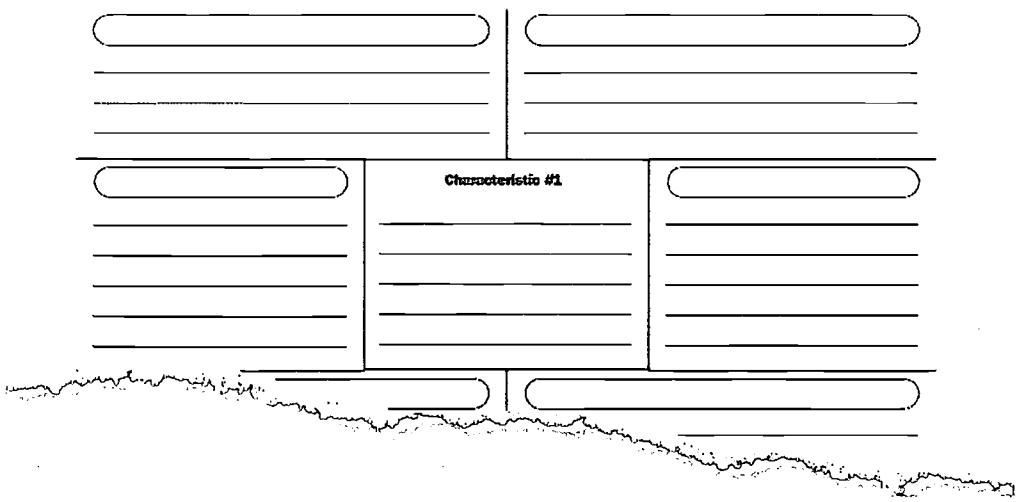
"Now that we have mapped out what assets the community has to offer, we need to draw upon this asset map to find tools and resources that will work for our young people's success."

Project Overhead 5.2A and refer to Handouts 5.2A–B (Resources To Promote Successful Characteristics in our Youth: Web of Community Resources [Characteristics #1–2]) and ask participants to refer to Handouts 5.2A–B. Write down one characteristic on Overhead 5.2A and tell the participants to do the same on Handout 5.2A. Repeat for the other characteristic using Overhead 5.2B and Handout 5.2B.

Handout 5.2A

Overhead 5.2A

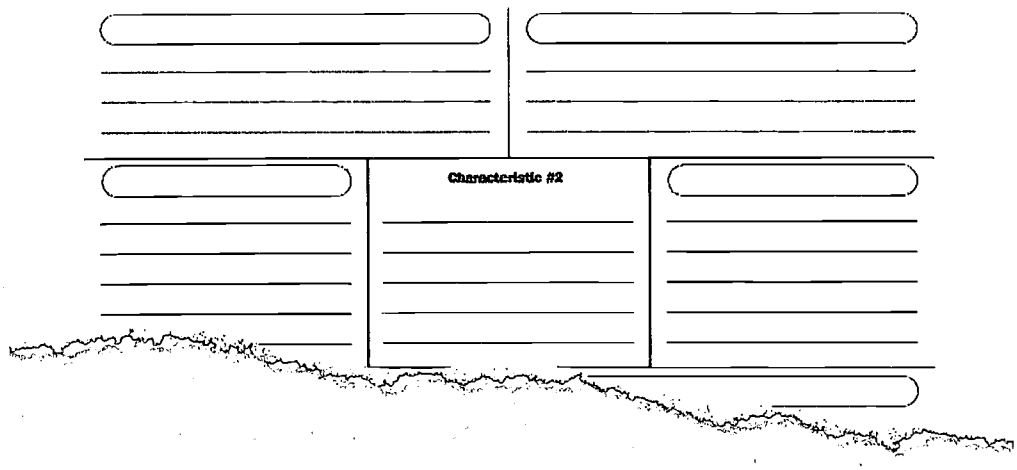
Resources To Promote Successful Characteristics in Our Youth: Web of Community Resources



Handout 5.2B

Overhead 5.2B

Resources To Promote Successful Characteristics in Our Youth: Web of Community Resources



Split participants into four working groups. (Make sure that each small group has a mix of staff, students, family members, and community members.) Assign one success characteristic to two groups and assign the second characteristic to the two remaining groups.

Ask the group to list (beneath the characteristic) any additional information that clarifies that characteristic. For example, if a characteristic is "tolerance/multicultural understanding," then additional information may include knowing about value systems in different cultures, knowing cross-cultural communication strategies, speaking other languages, and being self-aware about one's own culture and how it affects beliefs and behaviors.

Next, ask participants to select the community assets or resources that will best support and promote their priority characteristic, listing them in the empty bubbles on the handouts. After they have identified community assets or resources to support and promote the characteristic, they should discuss and write down (below the appropriate bubble in the lines provided) *specific ways* each resource can be used to promote the characteristic. The group will create a grid of community resources that can develop successful characteristics in their youth. (Encourage the groups to include both success characteristics in their plans if possible.)

Allow each group to share its completed web of community resources.

Activity 5.3: Decide on a project

Goal: Choose a project that will increase youth success focused on one or both of the selected characteristics.

Time: 20 minutes

Materials: Handout/Overhead 5.3A (Things To Think About), Handout/Overhead 5.3B (Examples of Projects), chart-pack paper, markers

Instructions:

Project Overhead 5.3A (Things To Think About) and refer to Handout 5.3A.

Handout 5.3A

Overhead 5.3A

Things To Think About

Is the project

- Directly related to one or both of the selected success characteristics?
- Inclusive of members of the school and community?
- Big enough to make a difference but small enough to be effectively implemented?

Does [illegible]

Script

"In deciding on a project, there are a few things you might want to consider." Ask someone to read the suggestions out loud. Ask participants if they have anything they would like to add. (Encourage participants to add any suggestions to this handout as they work in their groups.)

"Now we will brainstorm some ideas for projects based on information on your charts from the previous activity and based on the 'Things To Think About,' just discussed."

Project Overhead 5.3B (Examples of Projects). "Here are examples of projects developed by other schools."

Handout 5.3B

Overhead 5.3B

Examples of Projects

High School Success Characteristic: Critical Thinking

Project:

A. Hold two evening training sessions for staff, parents, students, and community about what critical thinking is, why it is important for the success of our youth, and how to promote and assess it.

[illegible] in each class for each

On chart-pack paper list the project ideas generated by the participants. Refer back to the success characteristics selected, the charts from the previous activity, and the "Things To Think About" handout to keep participants on track.

Script

"I would like to remind you that you have a very important resource in this room—the students. To plan a project that will enrich the lives of the students and really make a difference in school improvement, we need to find out what they would like to see implemented. For the bottom line is, students are more likely to care about their school when they contribute to its improvement. They will be more invested in school if they know their voices are heard."

After the students have given their feedback on the proposed ideas, let the whole group decide on which idea to use through discussion and consensus. A combination of two or more ideas may be appropriate.

Write the final idea on chart-pack paper and post it prominently.

Activity 5.4: Develop an action plan

Goal: Plan the essential elements of the project that includes identifying who will do what and when.

Time: 25 minutes

Materials: Handout/Overhead 5.4A (Main Action Plan Example), Handout/Overhead 5.4B (Main Action Plan; it may be necessary to have additional copies of the handout and overhead)

Instructions:

Project Overhead 5.4A and refer to Handout 5.4A (Main Action Plan Example).

Handout 5.4A

Overhead 5.4A

Main Action Plan Example

Success Characteristic(s): Critical Thinking
Project: Training on critical thinking and grade for critical thinking in each class for each student.

	Activity 1	Activity 2	Activity 3	PR Activities
What will happen?	Conduct two training sessions	Write policy and guidelines for grading critical thinking	Revise forms and software to accommodate grades for critical thinking	Advertise training sessions, write editorial and press releases, hold press conferences
				September for planning training sessions, Nover[illegible] for training

Script

"This is an example of a completed action plan from one of the example projects. As a group, we will complete this form for our project. Notice that an 'activity' is a discrete event that leads to completing the project or is one part of the project."

Project Overhead 5.4B and refer to Handout 5.4B (Main Action Plan). Working together, the whole group fills out the main action plan. Fill in the information on the overhead as it is agreed upon by the group.

Handout 5.4B

Overhead 5.4B

Main Action Plan

Success Characteristic(s):
Project:

	Activity 1	Activity 2	Activity 3	PR Activities
What will happen?				

Before they begin their work, let them know they will be developing evaluation activities—that is, getting information about ways in which the project is working well and not working well—later in Activity 5.6. Explain that, although evaluation is an essential component within the main action plan, it will be an additional activity and a separate form will be used.

If more activities are needed, additional copies of Handout 5.4B and Overhead 5.4B can be used.

Activity 5.5: Plan to implement the project

Goal: Ensure that the action plan will be carried out and start the process.

Time: 30 minutes

Materials: Handout/Overhead 5.5A (Specific Activity Action Plan Example), Handout/Overhead 5.5B (Specific Activity Action Plan; one copy for each subgroup)

Instructions:

Project Overhead 5.5A and refer to Handout 5.5A (Specific Activity Action Plan Example).

Handout 5.5A

Overhead 5.5A

Specific Activity Action Plan Example

Activity: Training on Critical Thinking

Success Characteristic(s): Critical Thinking

Project: Training on critical thinking and grade for critical thinking in each class for each student.

	Action 1	Action 2	Action 3	Action 4	Action 5	Action 6
What will happen?	Secure funding & identify underwriter(s)	Identify a trainer	Identify location & make arrangements	Set two dates	Create info flyer & publicize trainings	Hold trainings
					August 15: Continue through September	Prefer mid-October & early November

Script

"This is an example of a completed Specific Activity Action Plan. One of these forms is completed for each of the activities identified in the Main Action Plan. This is a plan for Activity One from the Main Action Plan: Conducting Two Training Sessions on Critical Thinking."

Project Overhead 5.5B and refer to Handout 5.5B (Specific Activity Action Plan).

Handout 5.5B

Overhead 5.5B

Specific Activity Action Plan

Activity: Training on Critical Thinking

Success Characteristic(s): Critical Thinking
Project: Training on critical thinking and grade for critical thinking in each class for each student.

	Action 1	Action 2	Action 3	Action 4	Action 5	Action 6
What will happen?						

Lead a brief discussion to:

- Tell participants that they will be splitting into working groups to fill in Handout 5.5B with the specific actions needed for their action item.
- Ideally, have one subgroup for each activity, including one for "Promoting the Project/PR Activities," and at least three people in a group. Allow participants to choose which subgroup they will join, but encourage diversity within each group. If there are many more activities than participants, leave out activities that take place later in the project (these plans can be made at a later time).
- Give each subgroup one handout, although more can be used if more actions are needed. Tell participants that they do not need to fill in all action boxes on the sheet, if fewer actions are needed.
- Identify a point person—or two—to coordinate the effort for each activity. (Consider which members of the community—students, parents, residents, businesspeople, etc.—should take leadership roles. This could be a temporary position until another person is found, but ideally the same person should oversee the project from start to finish.)
- Identify potential core participants and other resources from asset map.
- Schedule first regular meetings of core participants to keep the project on track.

Regroup and report on subgroup plans.

Activity 5.6: What does the project look like if it is done well? (Evaluating our work)

Goal: Understand the importance of evaluation and begin to design an evaluation of the project's strengths and weaknesses.

Time: 40 minutes

Materials: Handouts 5.6A–E (A: Definition of Evaluation; B: Evaluation—Key Concepts; C: Five W's and H; D: Survey Design Tips; E: Action Plan for Evaluating the Project) and Overheads 5.6A–E (A: Definition of Evaluation; B: Evaluation—Key Concepts; C: Five W's and H; [note there is no overhead for D] E: Action Plan for Evaluating the Project)

Instructions:

Project Overhead 5.6A and refer to Handout 5.6A (Definition of Evaluation).

Handout 5.6A

Overhead 5.6A

Definition of Evaluation

Evaluation refers to judging a *program* or *effort*, rather than an individual.

We typically evaluate schools, for example, by looking at many factors including:

- Achievement (test/assessment data)

Review the definition of evaluation and clarify the difference between evaluation (programs or efforts) and assessment (individuals). Ask participants why they think evaluation is important. Make sure that they understand that evaluation can help leaders to understand both the strengths and weaknesses of the project. Also, it is very important that the evaluation tie directly to the project goal(s), which in this case are the youth success characteristics previously selected by participants.

Project Overhead 5.6B (Evaluation—Key Concepts) and guide participants through Handout 5.6B (Evaluation—Key Concepts).

Handout 5.6B

Evaluation—Key Concepts

I. Four Areas in Which To Measure Your Goals/Objectives

- Satisfaction—How happy are those involved with the project?
- Operation—What were the strengths and challenges to running the project?
- [illegible] project?

- Tallies (e.g., counting the number of participants at events)
- Involve stakeholders

III. Types of Data

- Quantitative—from tallies or some survey questions (e.g., where the person taking the survey picks one answer from several that best represents their opinion). This type of data helps you require clear answers.

Overhead 5.6B

Evaluation—Key Concepts

I. Four Areas in Which To Measure Your Goals/Objectives

- Satisfaction
- Operation
- Quality

III. Types of Data

- Quantitative
- Qualitative

IV. Using the Evaluation

- Formative

- There are basically four areas that project leaders will want to look at in the evaluation: satisfaction, operation, quality, and impact.
- There are different methods that can be used to collect data. There is a need to balance between (1) getting a number of measures for more information and better accuracy, and (2) keeping the evaluation efficient so that it does not become a large project itself.
- Data can be divided into two categories: quantitative and qualitative. The first is information represented as numbers. It can be collected from surveys where questions have discrete categories (e.g., answers to a questions may be on a scale of 1 to 5; another example: 96 percent of survey respondents enjoyed the project).

- There are two ways in which to use an evaluation. The first is for formative purposes in which you collect information during the middle of the project in order to make improvements midstream. The second is for summative purposes, to assess the total and final impact of a project upon its completion.

So participants can begin thinking about the logistics of data collection, refer to Handout 5.6C and project Overhead 5.6C (Five W's and H). Guide participants through the handout, discussing points along the way.

Handout 5.6C

Five W's and H

Why are you collecting the data?

- What are you hoping to learn from the data?
- What are you hoping to learn from using this particular data collection strategy?
- Is there a match between what you hope to learn and the method you chose?

What exactly are you collecting?

...ill allow you to learn

When are you going to collect it?

- Does the plan include opportunities to collect data at different times?
- What strategies can you use to easily observe and record data during events?
- Can you afford the time to gather and record data using the strategies you've selected?

Who is going to collect it?

...ere data that can be generated by students?

...n assist with data

Overhead 5.6C

Five W's and H

Why are you collecting the data?

What exactly are you collecting?

Where are you going to collect it?

...n are you going to collect it?

Briefly draw participants' attention to Handout 5.6D on survey design. This tip sheet will be useful if and when the group begins actually designing the survey.

Handout 5.6D

Survey Design Tips

- Keep the survey short—no more than two pages.
- Do a "field test" of the survey before you distribute it. Ask a few people who are not part of the development process to take the survey and give you feedback on ease of use, clarity, and so forth.
- Put a deadline on the survey and a name of a person or place where the survey can be returned.
- Surveys should be anonymous—don't include a place for respondents to write their names.
- You'll want to have a variety of question types. First, ask yourself what you really want to know about (refer back to Handout 5.4B). Below are some examples of questions that you might use or adapt. Note that these are examples only and may or may not be appropriate, depending on your project.
  - In how many project activities did you participate? ___ (This will allow you to get a sense of how many people participated in how many different activities.)
  - Rate your response to the following questions on a scale of 1 to 5 (You can tally up responses and figure out how many people felt a certain way about an activity, or compute the average on each question. It's sometimes better to use such a scale rather than just asking "yes or no" questions; scales allow respondents to express themselves more accurately.)

	Very	liked	Neutral	Liked	Very much liked	Does not apply

In this section, participants will begin designing their evaluation plans using Handout 5.6E. Depending on the size of the group, participants may decide to break into two smaller groups, with each focusing on one of the success characteristics. Ask them to keep Handouts 5.6B and C handy so that they can design a quality evaluation. *Remind participants that their measures should connect directly with their action or activity plan, which is tied to the youth success characteristics.* Ask participants to refer to the posted characteristics as well as to their plans. Participants may also want to consider if it is appropriate to include the assessment activities determined in Topic 3. Remind them that the plan for the project can include refining and further developing the assessment activities with assistance from an assessment specialist.

Handout 5.6E

Overhead 5.6E

Action Plan for Evaluating the Project

Youth Success Characteristic: _____ Project: _____

What are you collecting?

Where are you going to collect it?

Ask participants to briefly share their plans. Key questions:

- Among all the groups, are a variety of areas and methods (sections I and II from Handout 5.6B) included?
- Is there someone who will oversee the evaluation as a whole? Someone who can put the pieces together into a cohesive report that will be shared?
- How will the evaluation increase accountability among group members?
- How will the evaluation be used in conjunction with the public relations activities?

Activity 5.7: Wrap-up

Goal: Achieve a sense of closure and motivate the participants to continue on to the next phase

Time: 15 minutes

Materials: Handout 5.7A (Planning for Youth Success Training Evaluation) and Overhead 5.7A (Question for Training Evaluation)

Instructions:

- As you show Overhead 5.7A, ask each participant to complete this sentence (verbally to the rest of the group): "The most important thing to me personally about the process we went through together is ...."
- Ask them to complete the evaluation form (Handout 5.7A).
- If the budget allows, provide a small gift to the participants such as a flower or a pin. Thank them for their hard and thoughtful work.

Overhead 5.7A

Question for Training Evaluation

"The most important thing
to me personally about the process
we went through together is ...."

Planning for Youth Success Training Evaluation

Please take a few minutes to fill out the following survey.

Your answers will remain completely anonymous and confidential. Your opinions will be used to guide future activities.

1. What is your opinion of today's sessions conducted during this training? Please check the response that most closely matches your opinion for each item.

	Strongly Agree	Moderately Agree	Undecided	Moderately Disagree	Strongly Disagree
The training was well organized.					
The facilitator was knowledgeable about the subject area.					
[illegible]					

2. Please take a few moments to write your thoughts on the following items.

What ideas from the sessions today will you incorporate into your work? (Please be specific.)

What suggestions do you have for improving future sessions?

[illegible] comments on the training?

Handouts
Topic 5: Planning the Project for Youth Success

5.2A: Resources To Promote Successful Characteristics in Our Youth: Web of Community Resources (Characteristic #1)
5.2B: Resources To Promote Successful Characteristics in Our Youth: Web of Community Resources (Characteristic #2)

5.3A: Things To Think About
5.3B: Examples of Projects

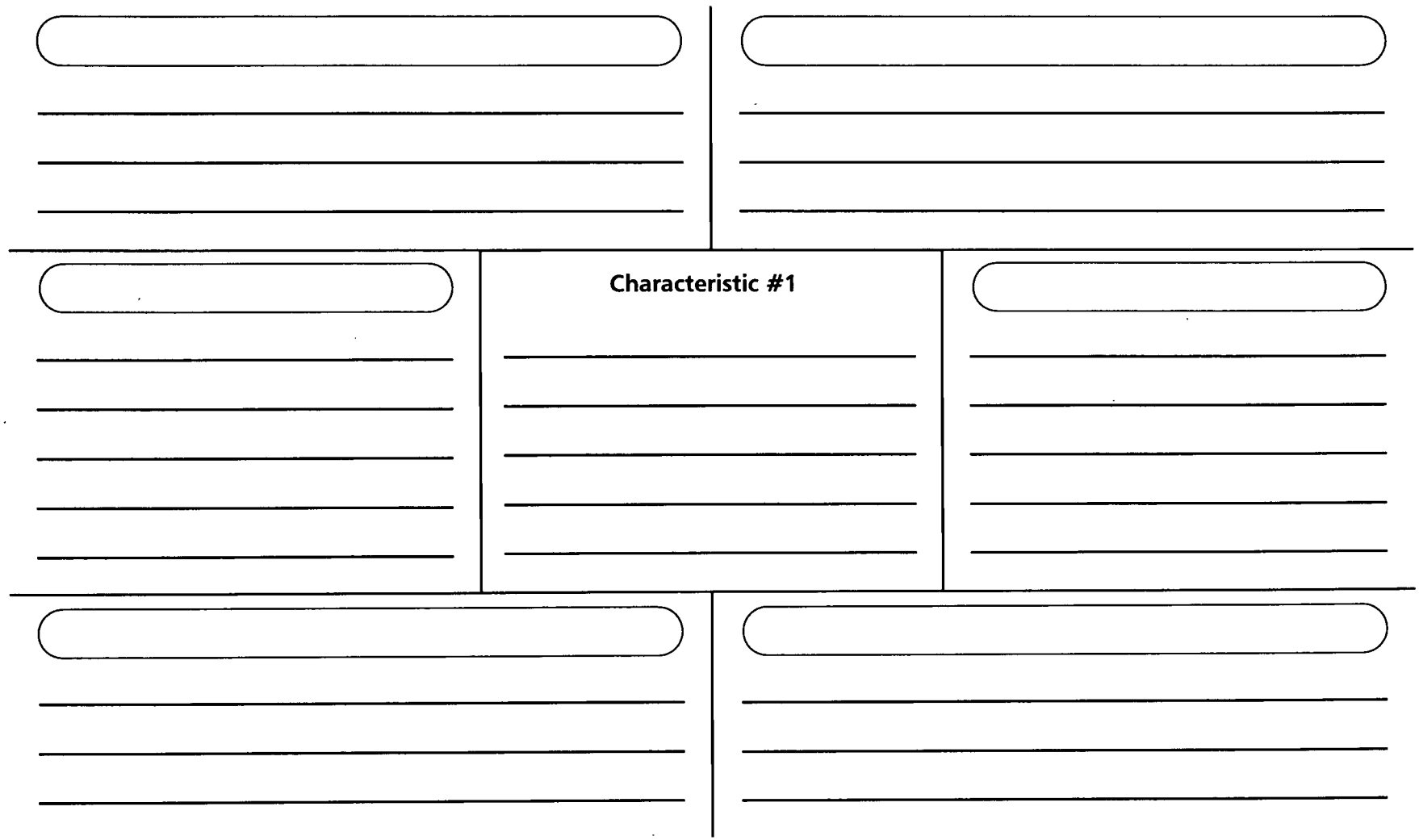
5.4A: Main Action Plan Example
5.4B: Main Action Plan

5.5A: Specific Activity Action Plan Example
5.5B: Specific Activity Action Plan

5.6A: Definition of Evaluation
5.6B: Evaluation—Key Concepts
5.6C: Five W's and H
5.6D: Survey Design Tips
5.6E: Action Plan for Evaluating the Project

5.7A: Planning for Youth Success Training Evaluation (2 pages)

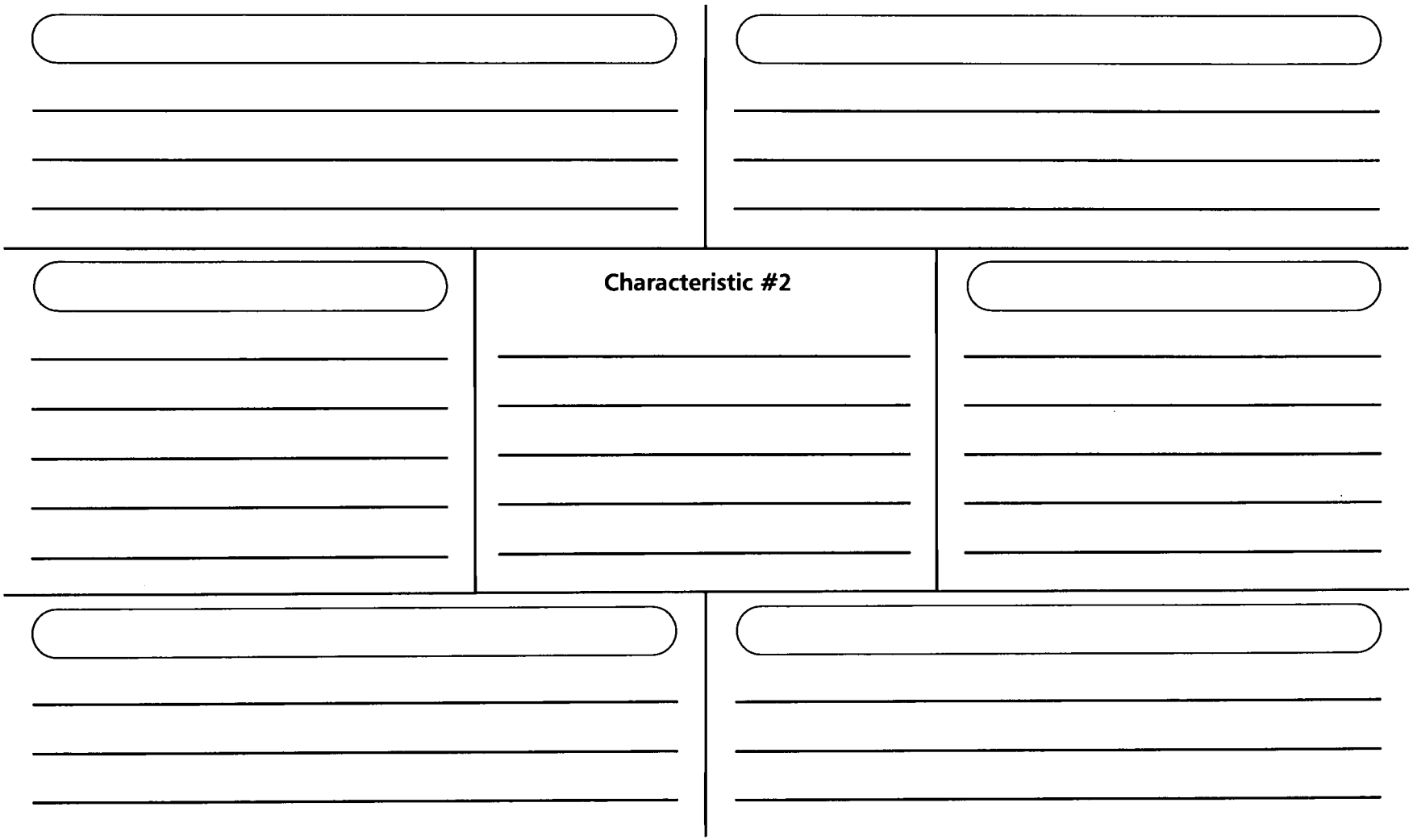
Resources To Promote Successful Characteristics in Our Youth: Web of Community Resources



Handout 5.2A

Handout
5.28

Resources To Promote Successful Characteristics in Our Youth: Web of Community Resources



Things To Think About

Is the project

- Directly related to one or both of the selected success characteristics?
- Inclusive of members of the school and community?
- Big enough to make a difference but small enough to be effectively implemented?

Does the project

- Draw on identified assets?
- Rally support and enthusiasm?

Will the project

- Be the initial stage of a larger project that develops over time with additional resources?
- Be a single event (small project) or a major new program or initiative (large project)?

Examples of Projects

High School Success Characteristic: Critical Thinking

Project:

A. Hold two evening training sessions for staff, parents, students, and community about what critical thinking is, why it is important for the success of our youth, and how to promote and assess it.

B. Add a grade for critical thinking in each class for each student.

Elementary School Success Characteristics:

- Multiculturally competent
- Speak at least two languages
- Empathetic and tolerant

Project: Spanish immersion program

Main Action Plan Example

Success Characteristic(s): Critical Thinking
Project: Training on critical thinking and grade for critical thinking in each class for each student.

	Activity 1	Activity 2	Activity 3	PR Activities
What will happen?	Conduct two training sessions	Write policy and guidelines for grading critical thinking	Revise forms and software to accommo-date grades for critical thinking	Advertise training sessions, write editorial and press releases, hold press conferences
Target date(s)	Mid-October and early November	November 15	November 30	September for planning training sessions, October & November for training sessions, February for initial findings, big blitz in May with impact findings
Assets and resources	Local business and foundations	Vice Principal Woo and parents	Technology specialist and school secretary	Local media
Who will be responsible?	Local business leader	Vice Principal Woo	School media specialist and a parent	Parent who works in media, if possible

Handout 5.4A

Handout 5.4B

Main Action Plan

Success Characteristic(s):
Project:

	Activity 1	Activity 2	Activity 3	PR Activities
What will happen?				
Target date(s)				
Assets and resources				
Who will be responsible?				

Specific Activity Action Plan Example

Activity: Training on Critical Thinking

Success Characteristic(s): Critical Thinking

Project: Training on critical thinking and grade for critical thinking in each class for each student.

	Action 1	Action 2	Action 3	Action 4	Action 5	Action 6
What will happen?	Secure funding & identify underwriter(s)	Identify a trainer	Identify location & make arrangements	Set two dates	Create info flyer & publicize training sessions	Hold training sessions
Target date(s)	May 1	May 15	May 30	May 30	August 15: Continue through September	Prefer mid-October & early November
Assets and resources	County commission, Signet Investment Corp., Benson Foundation	Regional Lab, state dept., staff, district office, staff & parents	Faith organizations, library, local businesses, Pastor Nelson	Community & school calendars, local newspaper	L. Tran (graphic artist), KD print shop, newspapers, radio & TV stations	J&R Grocery, Pizza Palace, Linda's mom (cookies), Coffee roaster
Who will be responsible?	J. Johnson (business owner)	Vice Principal Woo & V. Jones (parent)	C. Gonzalez (parent)	Coordination among Johnson, Woo, Jones, & Gonzalez	T. Cole (parent & reporter)	A. Garcia (teacher) & S. Golden (city council & grandparent)

Handout 5.5B

Specific Activity Action Plan

Activity: Training on Critical Thinking

Success Characteristic(s): Critical Thinking

Project: Training on critical thinking and grade for critical thinking in each class for each student.

	Action 1	Action 2	Action 3	Action 4	Action 5	Action 6
What will happen?						
Target date(s)						
Assets and resources						
Who will be responsible?						

Definition of Evaluation

Evaluation refers to judging a *program* or *effort,* rather than an individual.

We typically evaluate schools, for example, by looking at many factors including:

- Student achievement (test/assessment data)

but also:

- Attendance
- Graduation rates (for high school)
- Disciplinary action rates
- Parent satisfaction survey results

Evaluation—Key Concepts

I. Four Areas in Which To Measure Your Goals/Objectives

- Satisfaction—How happy are those involved with the project?
- Operation—What were the strengths and challenges to running the project?
- Quality—How good was the project?
- Impact—What positive things happened because of the project?

II. Methods & Process

- Surveys of participants (either all or a smaller, randomly selected sample).
- Interviews with a random selection of participants.
- Focus groups—this is like a group interview, usually with about eight participants. (It's better to keep the group small to allow everyone a chance to talk.)
- Tallies (e.g., counting the number of participants at events)
- Involve stakeholders

III. Types of Data

- Quantitative—from tallies or some survey questions (e.g., where the person taking the survey picks one answer from several that best represents or rates their opinion). This type of data helps you answer questions that require clear answers.
- Qualitative—from interviews and open-ended questions. This type of data helps get at ideas that may not have surfaced in quantitative data.

IV. Using the Evaluation

- Formative—the evaluation tells you to make minor changes to the project midstream. This means you'll have to do some evaluation sometime during the middle of the project.
- Summative—tells you how the project went once it is completed.

Five W's and H

Why are you collecting the data?

- What are you hoping to learn from the data?
- What are you hoping to learn from using this particular data collection strategy?
- Is there a match between what you hope to learn and the method you chose?

What exactly are you collecting?

- What different sources of data will allow you to learn best about your topic?
- What previously existing data can you use?
- How much data do you need to collect in order to learn about your topic?

Where are you going to collect it?

- Are there limitations to collecting the data?
- What support systems need to be in place to allow the data collection to occur?
- Are there ways to build data collection into normal activities?

When are you going to collect it?

- Does the plan include opportunities to collect data at different times?
- What strategies can you use to easily observe and record data during events?
- Can you afford the time to gather and record data using the strategies you've selected?

Who is going to collect it?

- Are there data that can be generated by students?
- Do you have a parent who can assist with data collection?
- What can you do yourself without being overwhelmed?

How will the data be analyzed and displayed?

- What plan do you have for analyzing the data?
- Where, how, and to whom will you present what you have learned?

Adapted from: *Action Research Facilitator's Handbook* by Cathy Caro-Bruce. Oxford, OH: National Staff Development Council, 2000.

Handout 5.6C

Handout 5.6D

Survey Design Tips

- Keep the survey short—no more than two pages.
- Do a "field test" of the survey before you distribute it. Ask a few people who are not part of the development process to take the survey and give you feedback on ease of use, clarity, and so forth.
- Put a deadline on the survey and a name of a person or place where the survey can be returned.
- Surveys should be anonymous—don't include a place for respondents to write their names.
- You'll want to have a variety of question types. First, ask yourself what you really want to know about (refer back to Handout 5.4B). Below are some examples of questions that you might use or adapt. Note that these are examples only and may or may not be appropriate, depending on your project.
  - In how many project activities did you participate?_____ (This will allow you to get a sense of how many people participated in how many different activities.)
  - Rate your response to the following questions on a scale of 1 to 5 (You can tally up responses and figure out how many people felt a certain way about an activity, or compute the average on each question. It's sometimes better to use such a scale rather than just asking "yes or no" questions; scales allow respondents to express themselves more accurately.)

	Very much disliked	Disliked	Neutral	Liked	Very much liked	Does not apply
How much did you enjoy the family night activity?	1	2	3	4	5	X
How much did you enjoy working on the school-community work project?	1	2	3	4	5	X

(You can tally up responses and figure out how many people felt a certain way about an activity, or compute the average on each question. It's sometimes better to use such a scale rather than just asking "yes or no" questions; scales allow respondents to express themselves more accurately.)

- What other comments do you have about the project?

_____

(Open-ended questions like this one allow participants to explain their thoughts in areas that you have not captured in other parts of the survey.)

Action Plan for Evaluating the Project

Youth Success Characteristic: _____

Project: _____

What are you collecting?

Where are you going to collect it?

When are you going to collect it?

Who is going to collect it?

How will the data be analyzed and displayed?

Handout 5.7A

Planning for Youth Success Training Evaluation

Please take a few minutes to fill out the following survey.

Your answers will remain completely anonymous and confidential. Your opinions will be used to guide future activities.

1. What is your opinion of today's sessions conducted during this training? Please check the response that most closely matches your opinion for each item.

	Strongly Agree	Moderately Agree	Undecided	Moderately Disagree	Strongly Disagree
The training was well organized.					
The facilitator was knowledgeable about the subject area.					
The facilitator was a skilled presenter.					
The concepts were clearly presented.					
Today's sessions were relevant to my work.					
Today's sessions met my expectations and needs.					
The training reinforced my understanding of the topic.					
The training provided me with new knowledge.					
The information presented was useful.					
The handouts and materials were useful.					
The sessions will have an impact on my work.					
There were enough opportunities to work collaboratively or in small groups.					
There were opportunities to share workshop ideas with my colleagues.					
There were opportunities to plan how to apply session ideas to my situation.					
Overall, I found today's sessions useful.					

2. Please take a few moments to write your thoughts on the following items.

What ideas from the sessions today will you incorporate into your work? (Please be specific.)

What suggestions do you have for improving future sessions?

Any other thoughts or comments on the training?

3. What is your current role? (Please check one.)

- ☐ State educational administrator
- ☐ School board member
- ☐ District administrator
- ☐ Community representative
- ☐ School administrator
- ☐ Parent
- ☐ Teacher
- ☐ Health services staff
- ☐ Instructional aide
- ☐ Social service provider
- ☐ Student
- ☐ Other (please specify): _____

Thank you for completing and returning this questionnaire! Your comments are important to us!

Overheads

Topic 5: Planning the Project for Youth Success

5.2A: Resources To Promote Successful Characteristics in Our Youth: Web of Community Resources (Characteristic #1)
5.2B: Resources To Promote Successful Characteristics in Our Youth: Web of Community Resources (Characteristic #2)

5.3A: Things To Think About
5.3B: Examples of Projects

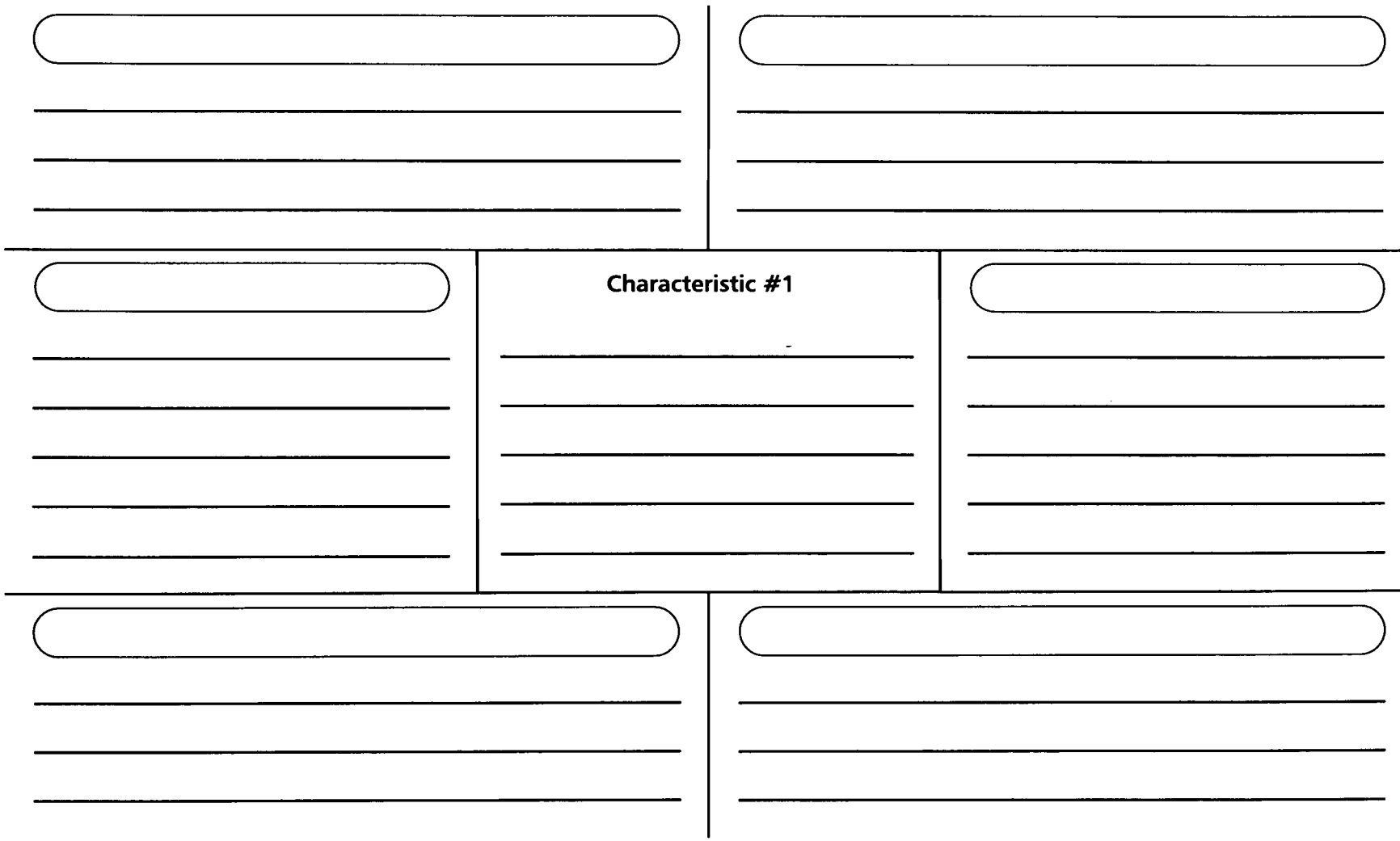
5.4A: Main Action Plan Example
5.4B: Main Action Plan

5.5A: Specific Activity Action Plan Example
5.5B: Specific Activity Action Plan

5.6A: Definition of Evaluation
5.6B: Evaluation—Key Concepts
5.6C: Five W's and H
5.6E: Action Plan for Evaluating the Project

5.7A: Planning for Youth Success Training Evaluation

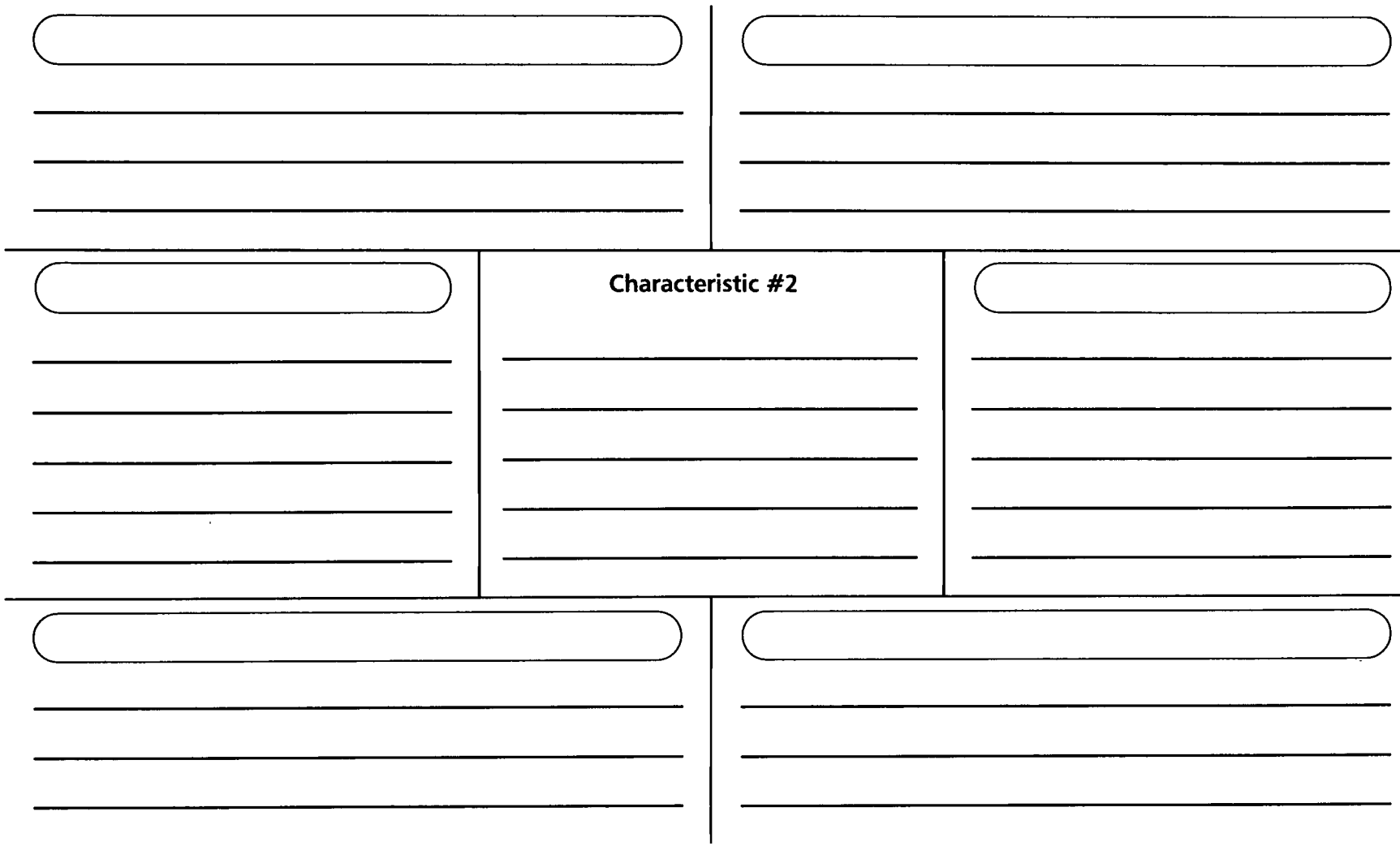
Resources To Promote Successful Characteristics in Our Youth: Web of Community Resources



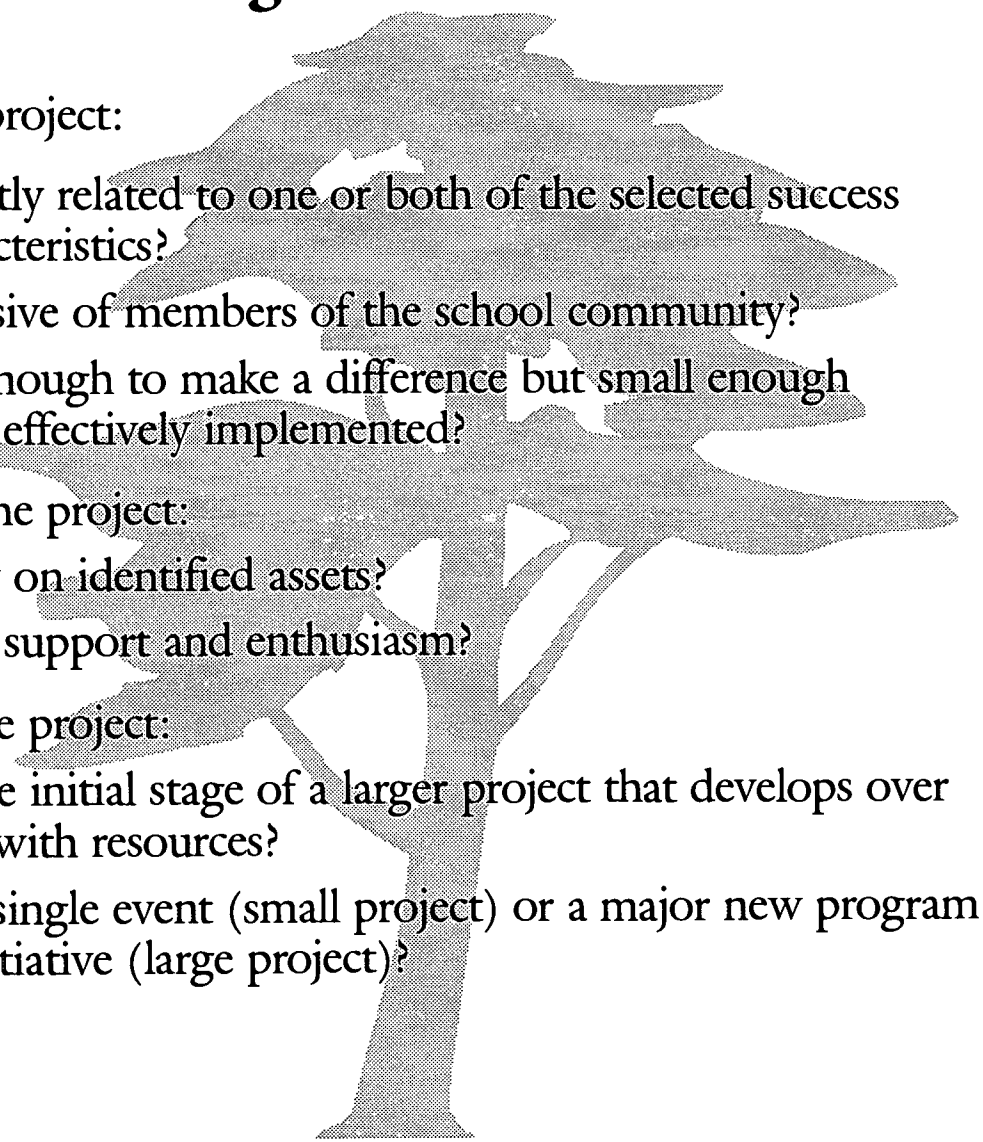
Overhead 5.2A

Overhead
5.28

Resources To Promote Successful Characteristics in Our Youth: Web of Community Resources



Things To Think About



Is the project:

- Directly related to one or both of the selected success characteristics?
- Inclusive of members of the school community?
- Big enough to make a difference but small enough to be effectively implemented?

Does the project:

- Draw on identified assets?
- Rally support and enthusiasm?

Will the project:

- Be the initial stage of a larger project that develops over time with resources?
- Be a single event (small project) or a major new program or initiative (large project)?

Overhead 5.38

Examples of Projects

High School Success Characteristic: Critical Thinking

Project:

A. Hold two evening training sessions for staff, parents, students, and community about what critical thinking is, why it is important for the success of our youth, and how to promote and assess it.

B. Add a grade for critical thinking in each class for each student.

Elementary School Success Characteristics:

- Multiculturally competent
- Speak at least two languages
- Empathetic and tolerant

Project: Spanish immersion program

Main Action Plan Example

Success Characteristic(s): Critical Thinking
Project: Training on critical thinking and grade for critical thinking in each class for each student.

	Activity 1	Activity 2	Activity 3	PR Activities
What will happen?	Conduct two training sessions	Write policy and guidelines for grading critical thinking	Revise forms and software to accommo-date grades for critical thinking	Advertise training sessions, write editorial and press releases, hold press conferences
Target date(s)	Mid-October and early November	November 15	November 30	September for planning training sessions, October & November for training sessions, February for initial findings, big blitz in May with impact findings
Assets and resources	Local business and foundations	Vice Principal Woo and parents	Technology specialist and school secretary	Local media
Who will be responsible?	Local business leader	Vice Principal Woo	School media specialist and a parent	Parent who works in media, if possible

Overhead 5.4A

Overhead 5.4B

Main Action Plan

Success Characteristic(s):
Project:

	Activity 1	Activity 2	Activity 3	PR Activities
What will happen?				
Target date(s)				
Assets and resources				
Who will be responsible?				

Specific Activity Action Plan Example

Activity: Training on Critical Thinking

Success Characteristic(s): Critical Thinking

Project: Training on critical thinking and grade for critical thinking in each class for each student.

	Action 1	Action 2	Action 3	Action 4	Action 5	Action 6
What will happen?	Secure funding & identify underwriter(s)	Identify a trainer	Identify location & make arrangements	Set two dates	Create info flyer & publicize training sessions	Hold training sessions
Target date(s)	May 1	May 15	May 30	May 30	August 15: Continue through September	Prefer mid-October & early November
Assets and resources	County commission, Signet Investment Corp., Benson Foundation	Regional Lab, state dept., staff, district office, staff & parents	Faith organizations, library, local businesses, Pastor Nelson	Community & school calendars, local newspaper	L. Tran (graphic artist), KD print shop, newspapers, radio & TV stations	J&R Grocery, Pizza Palace, Linda's mom (cookies), Coffee roaster
Who will be responsible?	J. Johnson (business owner)	Vice Principal Woo & V. Jones (parent)	C. Gonzalez (parent)	Coordination among Johnson, Woo, Jones, & Gonzalez	T. Cole (parent & reporter)	A. Garcia (teacher) & S. Golden (city council & grandparent)

Overhead 5.5A

Overhead
5.5B

Specific Activity Action Plan

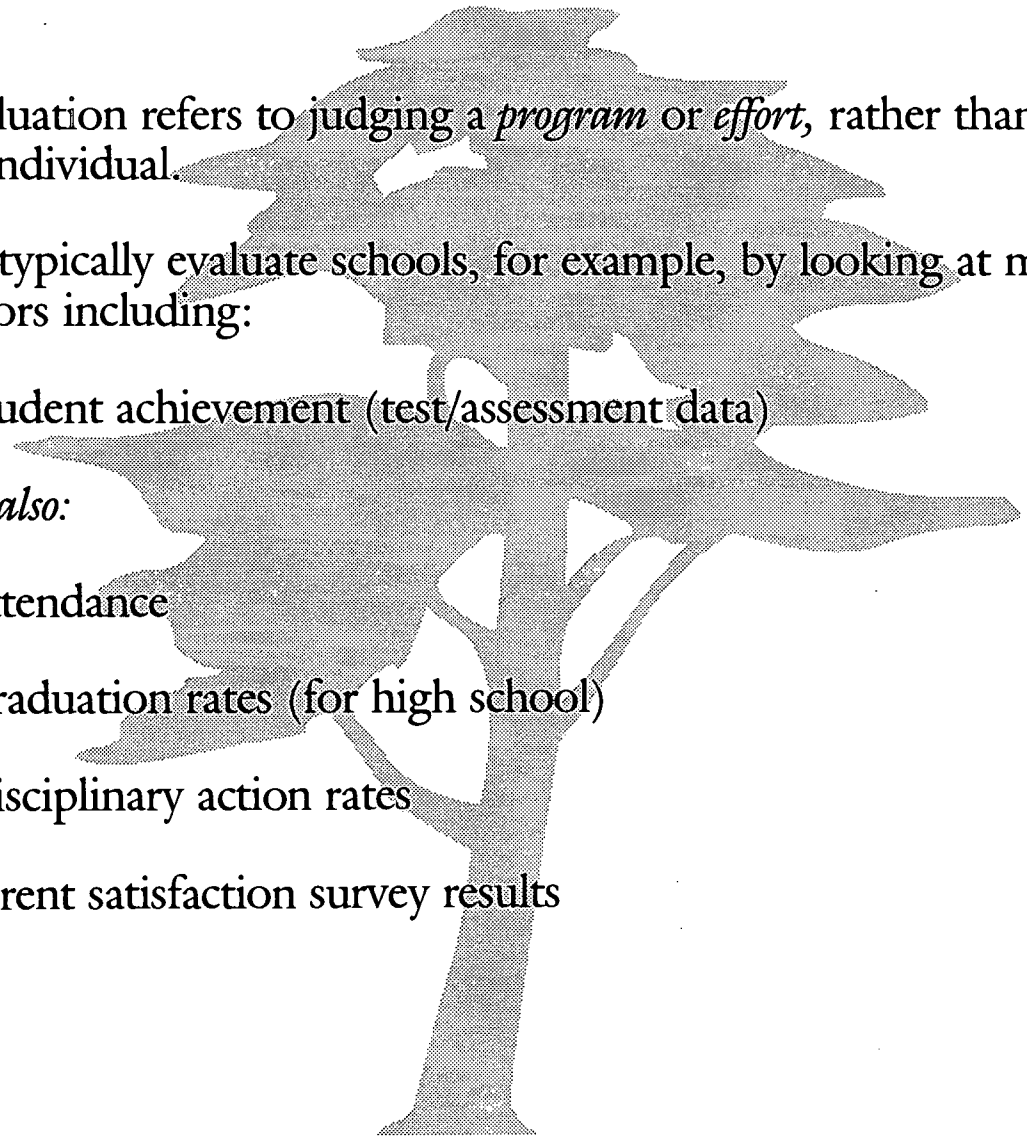
Activity: Training on Critical Thinking

Success Characteristic(s): Critical Thinking

Project: Training on critical thinking and grade for critical thinking in each class for each student.

	Action 1	Action 2	Action 3	Action 4	Action 5	Action 6
What will happen?						
Target date(s)						
Assets and resources						
Who will be responsible?						

Definition of Evaluation



Evaluation refers to judging a *program* or *effort*, rather than an individual.

We typically evaluate schools, for example, by looking at many factors including:

- Student achievement (test/assessment data)

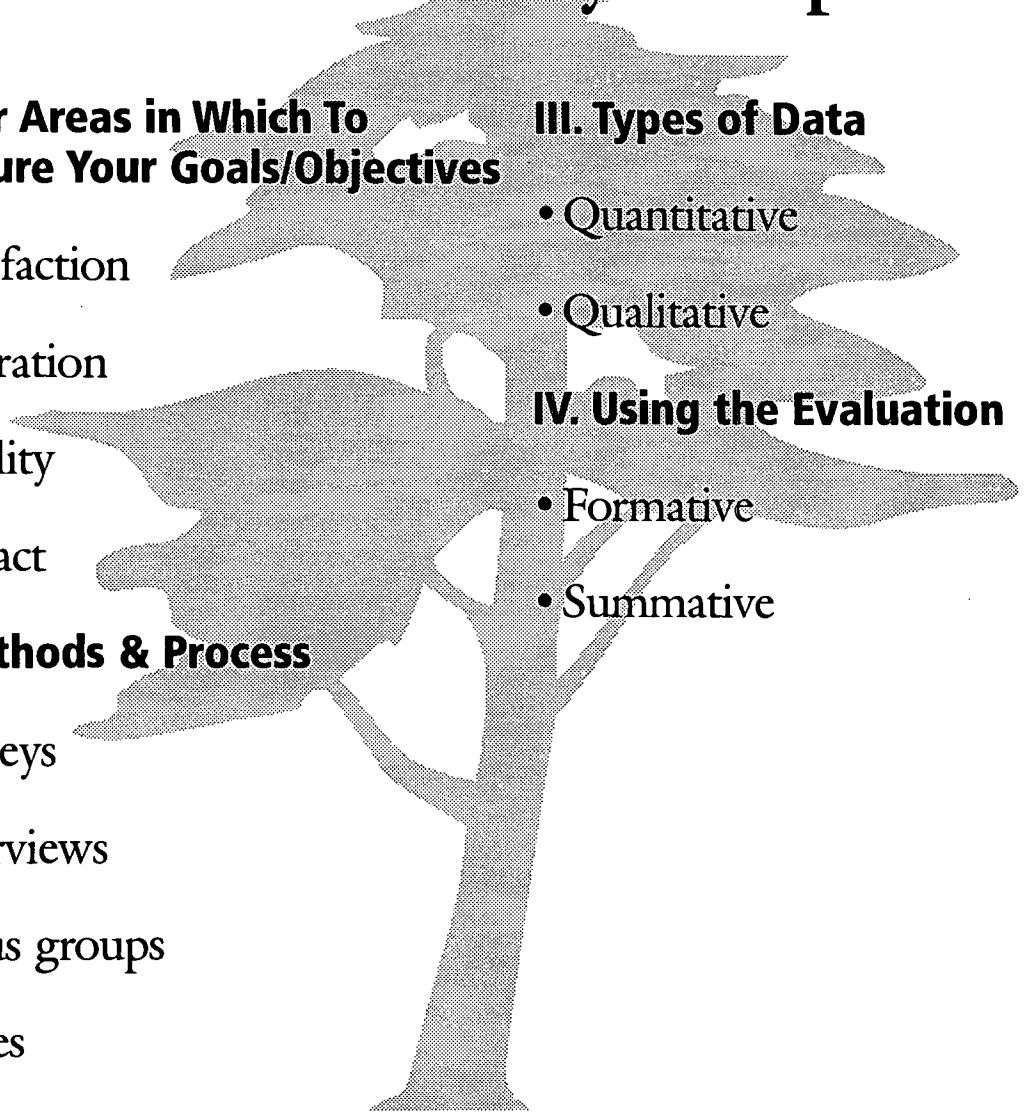
but also:

- Attendance
- Graduation rates (for high school)
- Disciplinary action rates
- Parent satisfaction survey results

Overhead 5.6A

Overhead
5.6B

Evaluation—Key Concepts



I. Four Areas in Which To Measure Your Goals/Objectives

- Satisfaction
- Operation
- Quality
- Impact

II. Methods & Process

- Surveys
- Interviews
- Focus groups
- Tallies
- Involve stakeholders

III. Types of Data

- Quantitative
- Qualitative

IV. Using the Evaluation

- Formative
- Summative

Five W's and H

Why are you collecting the data?

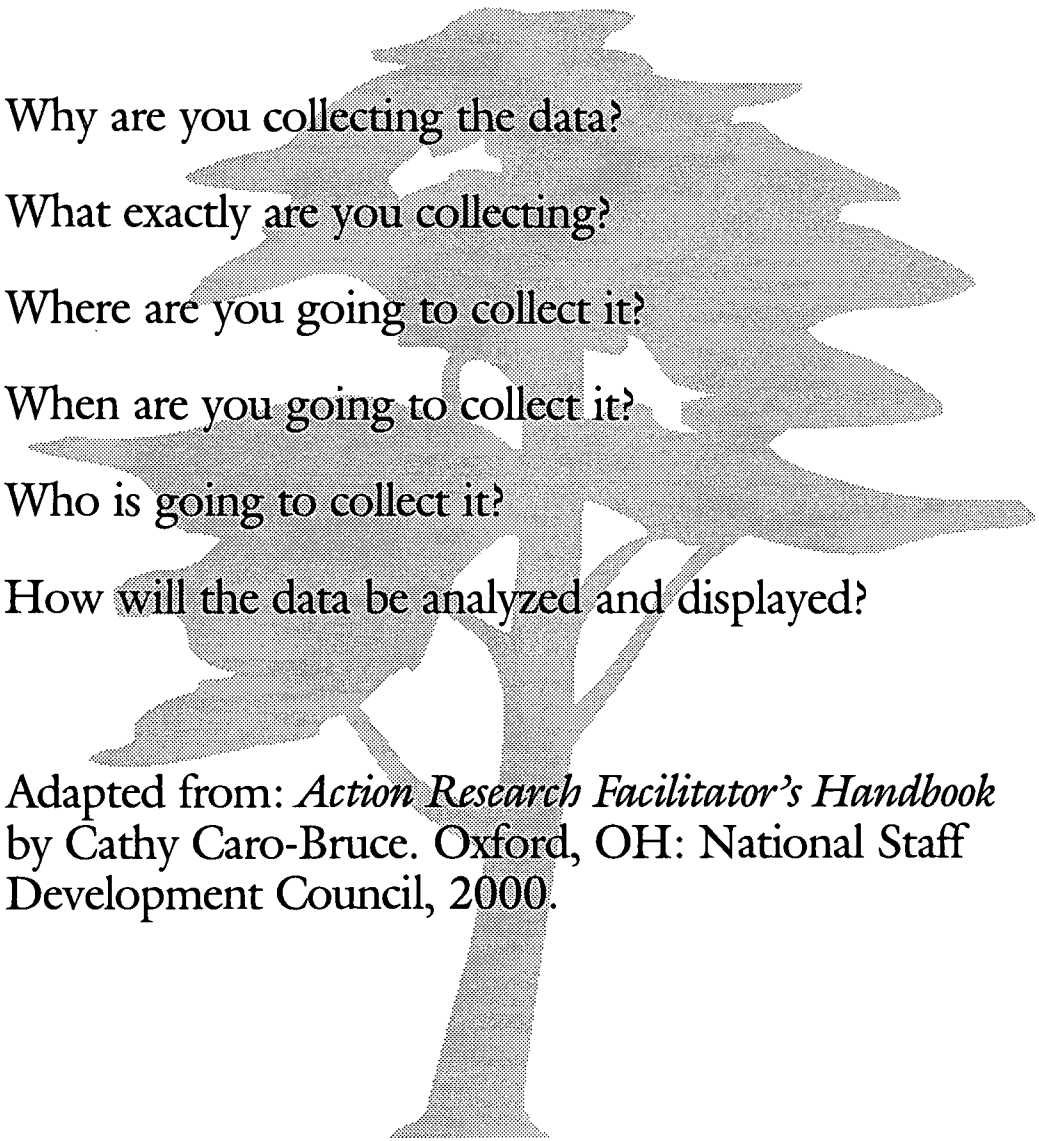
What exactly are you collecting?

Where are you going to collect it?

When are you going to collect it?

Who is going to collect it?

How will the data be analyzed and displayed?



Adapted from: *Action Research Facilitator's Handbook* by Cathy Caro-Bruce. Oxford, OH: National Staff Development Council, 2000.

Overhead 5.6C

Action Plan for Evaluating the Project

Youth Success Characteristic: _____ Project: _____

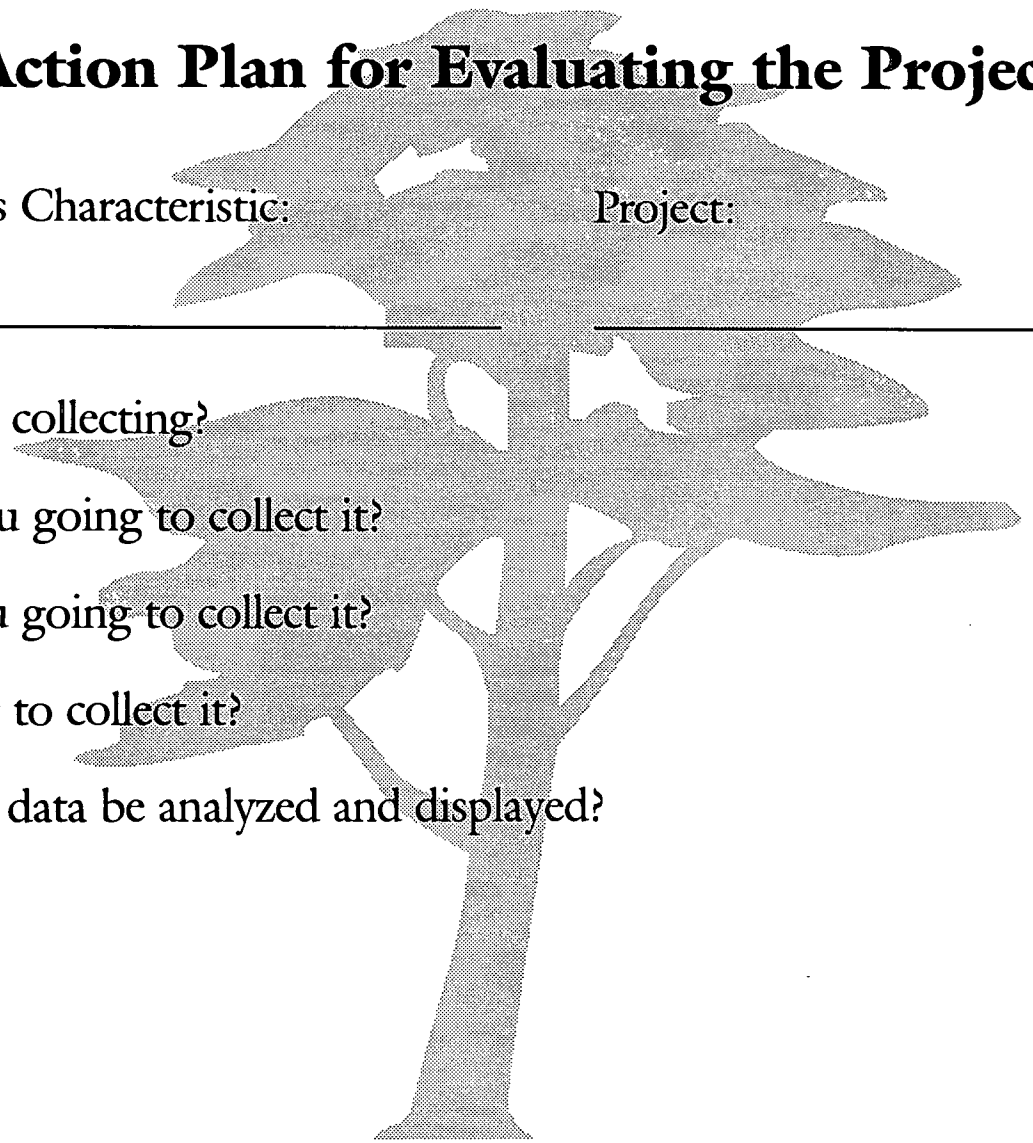
What are you collecting?

Where are you going to collect it?

When are you going to collect it?

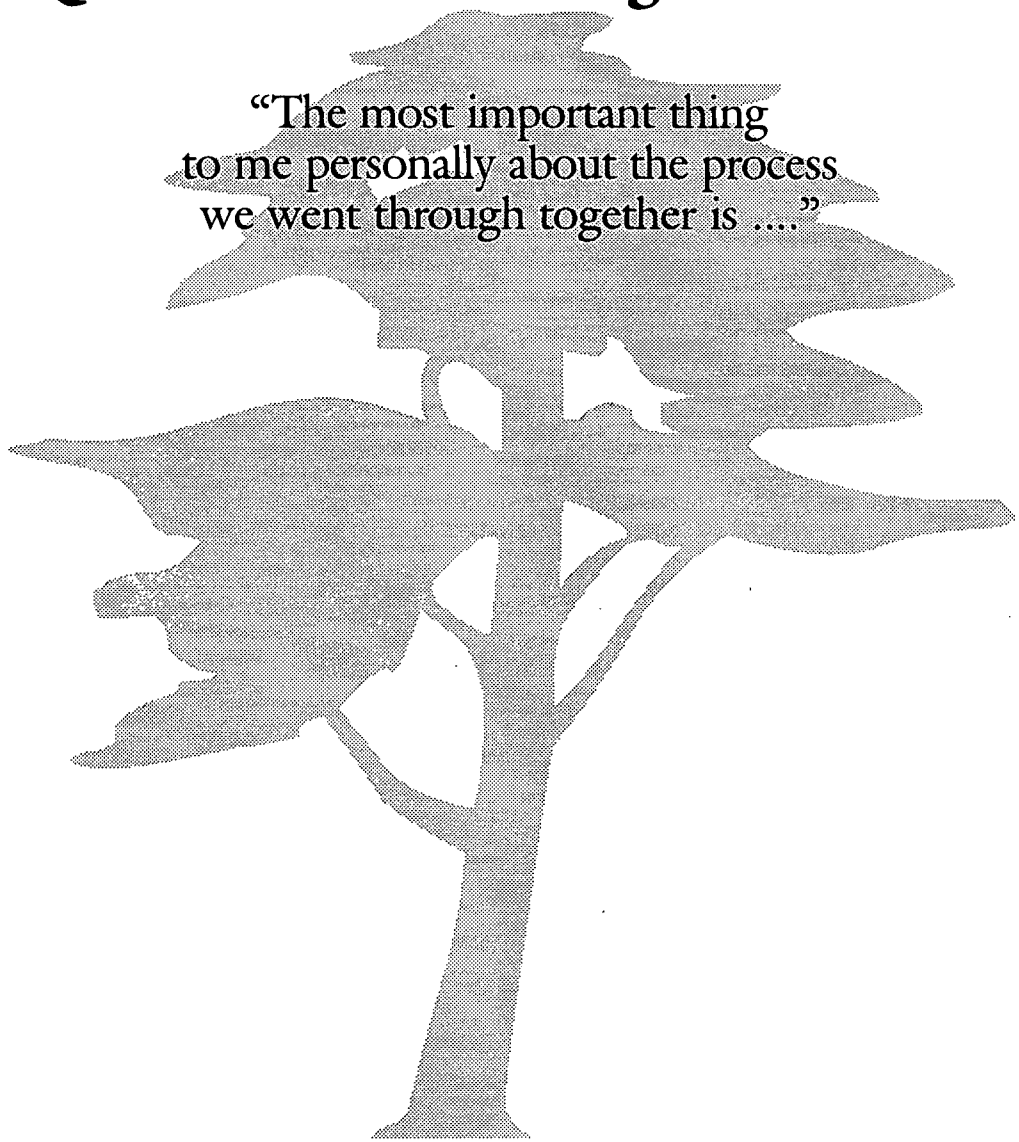
Who is going to collect it?

How will the data be analyzed and displayed?



Question for Training Evaluation

"The most important thing
to me personally about the process
we went through together is ...."



Overhead
5.7A

EA 031492

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