

# Purpose of the Guide

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The Office of Secondary Education for Migrant Youth helps Washington meet the goal of education excellence for all students by developing and implementing services that give migrant secondary school students the opportunity to succeed. The Guide comes in response to Washington parents, educators, communities and students who urge that, in the face of a new global, technology grounded economy, and challenging educational standards, the needs of at-risk migrant teens be aggressively addressed. The Guide offers a framework for strategic school and community change.

The Guide provides a composite of ideas and tools that communities can adapt to their local situations in order to implement programs that empower all students, including those who are least likely to participate in traditional school programs, with the knowledge and skills to succeed.

This publication is a work in progress  
For the children...

# Overview

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## Structure & Pedagogy

This Guide provides practical “how-to-dos” grounded in generally accepted community action procedures and constructivist, experiential and service-learning pedagogy. It reflects program approaches piloted and evaluated as being successful by their participants and the broad based educational community which facilitates the student learning.

The Guide describes key components of two approaches the Student Leadership Program implemented to develop leadership skills through service-learning, on a daily classroom /after school program approach and the other a conference approach. Both approaches use a basic community organizing and planning process as a foundation. In practice, both approaches successfully enhanced the skills and knowledge of migrant secondary school-age students and demonstrated that students are ready to and do achieve high standards when expected and challenged to do so. Both approaches outlined in this Guide evolved as enhancements of the national and state recognized Washington State Migrant Education Student Leadership Program (SLP) Conference. For over 14 years, SLP conferences have helped more than 1200 migrant program eligible students seize the opportunity to succeed.

## Washington State Learning Goals

The Guide provides organic information, in that application of the process and information adapts to the program's community environment. While focusing on Washington State Learning Goals 3 and 4 related to processing and applying information, journal assignments, planning, evaluation, learning activities, and application of work skills at service sites assist students in practicing and enhancing Goals 1 and 2 related to specific disciplines.

## Washington State Essential Academic Learning Requirements

Teachers will find curricula activities in which they can expand assignments to address specific Essential Academic Learning Requirements (EALRS). Each activity has an objective based in a Washington State Essential Academic Learning (EALR) Benchmark. Many of the activities have work sheet or problem solving exercises that can serve as anchors for student achievement assessment. A Student Self-Assessment accompanies curriculum activities that present a summary of understanding in each of the learning units: Developing Relationships, Understanding Potential, Making Choices, Setting Goals, Solving Problems, and "Futuring" — Action Planning. The form provides the student with written information demonstrating how specific learning actions within an activity relate to specific EALR benchmarks. Students check which actions they achieved and write comments and learning goals related to the selected EALR on the self-assessment form.

# Definitions

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## Service-Learning in Washington

“Service-learning is an approach to education that combines meaningful service to the local community with student learning in ways that improve both the student and the community.” Northwest Regional Educational Laboratory

## Migrant Education in Washington

“The Washington State Office of Superintendent of Public Instruction Title 1 Migrant Education Program, in partnership with schools, communities and families, supports the unique educational and health needs of migrant students by enhancing their opportunities for personal success and advocating for quality services that promote responsible and productive individuals.” Washington State Migrant Education Program Strategic Plan for Rethinking Migrant Education - December 1995

## The Migrant Student

A migrant student is “a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher who, in the preceding 36 months, in order to obtain or accompany such parent, spouse or guardian in order to obtain temporary or seasonal employment in agricultural or fishing work has moved from one school district to another...” Public Law (P.L.) 103-382 Section 1309(2)

# Abstracts of Two Strategies

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## Leaders in Service Classroom/ After School Approach

The pilot Leaders In Service project was conducted from January 1997 - June 1999 in collaboration with Grandview, Mabton, and Sunnyside, Washington high schools and the local communities. Each high school is located in a different school district and in rural communities. Project planning occurred for 6 months prior to implementation. Leaders In Service combined service-learning strategies and leadership development in curriculum aligned with Washington State Essential Academic Learning Requirements (EALRS). Students received work toward credit in school-to-work, independent study, or leadership classes. Thirty (30) high school students and twenty-one (21) community organizations participated in Leaders In Service. Twenty-five (25) additional students participated in service events planned and implemented by the Leaders In Service students. The students contributed over 2000 hours of service to the community. Twenty-five (25) students graduated from high school, two (2) students dropped out of school and three (3) students remain in school and are on track to graduating at the end of 2000 - 2001 school year. Washington State Office of the Superintendent of Public Instruction Learn and Serve (Corporation of National Service) funded the project, with matching service through the Washington Corps (AmeriCorps), Migrant Education Student Leadership Program (Migrant Education Program, Title I), and small grants from Wal-Mart, Points of Light Foundation (Make a Difference Day Award) and private contributions.

## Service-Learning Leadership Conference Approach

The three-day Leadership through Service-Learning Conference model merged the concepts of the Student Leadership Program's successful state-wide Student Leadership Conference with the Leaders In Service project community involvement and service-learning practices. Mentoring concepts were infused to help students seek and serve as mentors. Rural and quasi-urban school districts including Kennewick, Kiona-Benton, North Franklin and Pasco, Washington high schools, migrant education program staff, and community organizations, including the Washington State University Tri-Cities Campus, collaborated in the planning and implementation of the conference curriculum and agenda. The service-learning and leadership development aligns with Washington State Essential Academic Learning Requirements.

Thirty-three (33) high school and twenty-three (23) middle school students participated in the event. The high school students facilitated the middle school students in planning and implementing a service-learning project that provided one hundred forty (140) hours of needed community service. Twenty (20) community organizations were involved in the planning and implementation of the conference. Washington State Office of the Superintendent of Public Instruction, Secondary Education for Migrant Youth (Migrant Education Program, Title I), funded the conference planning and implementation with supporting funds from Tidwell Foundation, Apple Foundation, and JR Simplot.

# Overview - Planning for Community Involvement

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"If you don't know where you're going to,  
you'll end up somewhere else."

—Lewis Carroll - Alice in Wonderland

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The planning process used in developing and implementing the Leaders In Service and the Service-Learning Leadership Conference is an inclusive community action model. The model intends the inclusion of representation of the target population (students), business and industry, community, educational establishments, non-traditional organizations, fraternal and service organizations and parents in the planning process. It recognizes that individuals and teams, acting from a unified plan and reporting status of actions on a regular basis, become an effective and efficient force for action.

The 1993 Education Reform Act intends that schools "provide opportunities for students to become responsible citizens, contribute to their own economic well-being and to their families, communities, and enjoy productive and satisfying lives."

## The Process

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*"The best action is the action you take before you act."*

—Michael Abshire - *Corporate Philanthropy Report*

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Whether a classroom, after school, or conference approach is adopted to address the leadership learning needs of at-risk youth, the more involved the community and the stronger the planning process, the more likely it is that the group will reach its objectives and have long-term success.

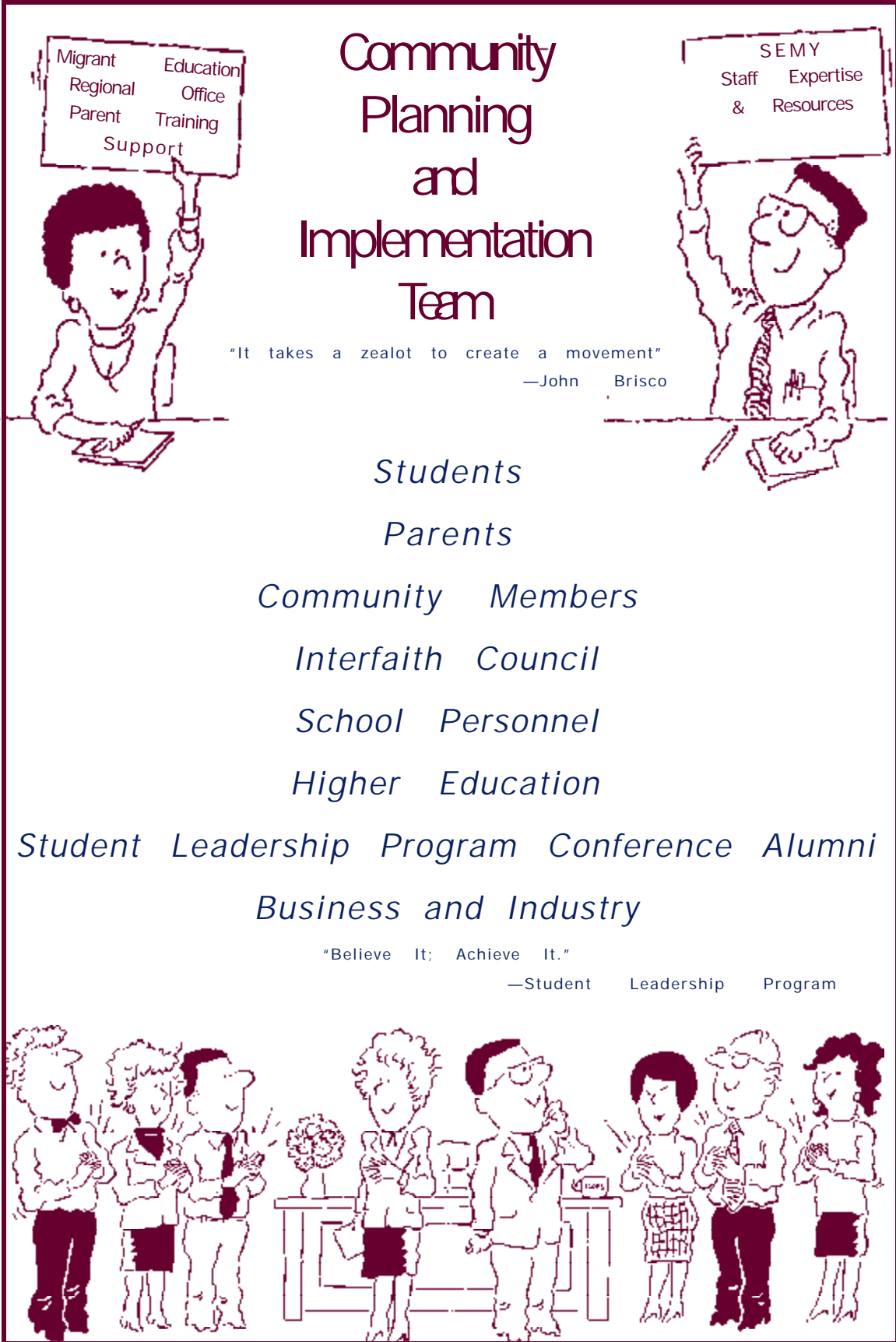
The planning process is a spiral - turning around on itself, never ending, each step occurring concurrently, each step considered in relationship to all other steps. The steps include:

- State the challenge - What is the problem we want to address?
- Analyze the challenge from many angles - "Why is this a problem?"
- Turn the challenge into an opportunity - "What do I/we want as an outcome of what I/we do?"
- Define the opportunity - "What can I/we do to get what I/we want? Who else do I/we involve?"
- Ideate ways to implement the opportunity - In what ways can I/we make what we want happen?
- Select the methods - "What ways will work best in our community now?"
- Implement - Do It!
- Evaluate - "What went well? What could I/we improve? How will I/we do that?"

## Ground Rules

Effective advocacy for migrant students is inclusive and moves the “migrant teacher,” “migrant advocate” and “migrant students” beyond the “migrant” box:

- “Community” is students, parents, teachers, administrators, traditional and non-traditional community organizations, small businesses, professionals, community leaders, silent leaders, school personnel, industries, interfaith organization representatives, members of foundations, service organization board members, law-enforcement representatives, known allies to your cause, representatives of potential resistors, etc.
- Be inclusive
- Every action is an event
- Respect yourself and all others - accept that everyone’s intent is for the good
- Time is a valuable and rare commodity. Use it thoughtfully
- Everyone has an opinion and everyone’s opinion is important
- Record important information as it happens
- Intuition is not to be feared
- Communicate - dialogue
- Leave your ego agenda at the door
- Make conscious decisions for the duration
- Good foods and water helps process
- Experience is the best teacher - every minute is a new experience
- All big things can be made small
- All small things can grow to be big
- Everything is beautiful in its own way
- Listen and act
- Make no assumptions - be complete and thorough in all information
- It’s about the students



Migrant Education  
Regional Office  
Parent Training  
Support

SEMY  
Staff Expertise  
& Resources

# Community Planning and Implementation Team

"It takes a zealot to create a movement"  
—John Brisco

- Students*
- Parents*
- Community Members*
- Interfaith Council*
- School Personnel*
- Higher Education*
- Student Leadership Program*
- Conference*
- Alumni*
- Business and Industry*

"Believe It; Achieve It."  
—Student Leadership Program

# Checklist:

## Planning Team Development

For a thing to continue, the community must embrace it. Having many ideas improves the chance of having exceptional ideas.

- Write down the challenge statement - and the opportunity the challenge presents.
- Share the statement with other people - ask them who they think would be good people to include - write down names and contact information.
- Identify people you know who will help recruit people - get their support and commitment to call two or three other people.
- Identify the target population - write down names of people who know people in the target population. Contact them. Involve them:
  - Students
  - School personnel
  - Parents
  - Community members
- Identify businesses and organizations that have a vested interest in the safety and success of your community - write them down. Contact them. Involve them.
  - Law enforcement agencies
  - School board members
  - Real estate agencies
  - Teachers
  - School administrators
  - Businesses
- Go to the yellow pages, lengthen your list - write them down. Contact them. Involve them.
  - Health organizations
  - Service clubs (Rotary, Lions, Kiwanis, Soroptomists, Altrusa, Chamber of Commerce, etc.)
  - Industries
  - Newspapers, radio stations, television stations
  - Non-profits
  - Parents
  - Government officials
  - Coaches
- Contact people and share the plan to get the community together - the challenge and opportunity statement.
- Develop the meeting invitation and agenda.
- Find a time when few other things are happening and that is most convenient to people - it may mean meeting evenings and week-ends.
- Send out the notice and agenda.
- Call people to confirm their interest and availability - let them know how important they are to the success of what you are trying to do.
- Keep people informed - they may be willing to take on responsibility even if they cannot make the meeting.
- Have healthy food, water and fun at the meeting.

# Checklist:

## Student Involvement

- Identify students who will recruit other students. Students get involved when other students are involved.
- Talk with the high school's counselor or contact Secondary Education for Migrant Youth (SEMY) to identify students who participated in their Student Leadership Program. These students are prepared to lead and will serve as liaisons with your students.
- Identify diversity as a goal and seek representatives from traditional and non-traditional groups of students.
- The student with low grades, the student thinking about dropping out of school, may be the student whose life turns around with applied learning. Involve them.
- Identify a teacher or counselor who is willing to coordinate or facilitate student participation in the planning.
- Hold meetings when students are available - after school, during lunch, during study period.
- Schedule the next meeting when the largest number of students will be available.
- Honor students' opinions - give them real and reasonable work.
- Have students create a flyer to recruit other students for the planning committee.
- Facilitate students' arranging for work toward credit with a classroom teacher for their participation in planning and implementing the event.
  - Senior class project
  - Leadership class project
  - Social studies/civics — deliberating on public problems and participating in collective decision making, engage in oral and civic discourse to analyze pressing controversial issues and evaluate different solutions, investigate career of interest in the field of public service, (Civics EALRs 4.1, 4.2, 4.3)
  - Arts — recruiting posters and flyers, visuals for the conference (Include use of technology), advertisements, decorations, etc. (Arts EALRs 3.2, 4.2)
  - Communications — meeting participation, student and donations recruitment, needs assessment for curriculum activity agenda, parent recruitment, etc. (Communications EALRs 1, 2, 3, 4)
- Have clear and high expectations.
- Give recognition.
- Make sure students are introduced by name at each meeting.
- Seek and give validity to student contributions.
- Have food at your meeting.

## ***Checklist:***

### ***Parent Involvement***

- Identify parents who will recruit other parents. Parents get involved when other parents are involved.
- Talk with your high school's counselor or contact the Parent Coordinator at the Migrant Education Regional Office at your Educational Service District to identify parents who participate in their trainings, parent advisory councils, etc. Do not limit parent participation to secondary school age students' parents.
- Give parents a purpose for participating - identify specific activities or areas of information in which you need their views.
- Hold meetings when parents are available - this may mean early evening or weekend meetings.
- Schedule the next meeting when the greatest number of parents will be available.
- Honor parents' opinions - give them real and reasonable work.
- Have clear expectations.
- Give recognition.
- Make sure parents are introduced by name at each meeting.
- Seek and give validity to parent contributions.
- Reach out to all families - traditional and non-tradition, those that speak a primary language other than English, etc.
- Address letters home to "Parents and Guardians".
- Offer community leaders an opportunity to support family involvement.

## Checklist:

### Continuity of Participation

- Accept that there may be different representatives from different organizations moving in and out of the meetings.
- Keep the organization's commitment consistent and spread the work around.
- Welcome new participants. Share with them that the team will bring them up to date so that they can participate.
- Summarize and circulate the goal statement, objectives and district outcomes agreed to at the initial planning meeting. Review them frequently to stay on task.
- Review the prior meeting decisions, an update of current status on action plans, and the agenda for the meeting at the beginning of each meeting.
- Build on the group's accomplishments by asking new participants to share where they see their participation helping to move the action plan.

## Action Steps to an Inclusive Process

8. Build the Alliance - invite others to celebrate and join the community service-learning team.
7. Recognize students and adults.
6. Do something! Concrete action brings people together!
5. Plan meaningful and challenging opportunities for students and adults to serve as teams in the community.
4. Plan for interactive activities that break through tension and age barriers.
3. Provide thoughtful and structured opportunities for youth to speak up and adults to listen — and reverse the roles! Adults speak up and youth listen. Communication begins with listening and setting aside stereotypes.
2. Assess your resources. What already exists? Who can help you?
1. Assess your own stereotypes, judgments, and preconceptions of others.





# The Community Planning Meeting

*Dialogue grows a group vision with each individual claiming some degree of ownership*

"Okay - hold on - I'll write an action plan so we'll know who's doing what..."

"Gee Mary, would you contact Juana about college student mentors too?"

"I'll talk to club members about being mentors."

"Maybe SEMY could help with logistics for a conference at the end of the year - after the students have done our in-school program..."

"I will work with the restaurant association - we can alternate who provides food for your event. We could also mentor students interested in the culinary arts."

"I want to work on the curriculum. Are we going to get teachers together and call SEMY? ...I want to use their SLP curriculum in the classroom."

"My dad knows Mr. C, I'll tell him how important he is to us."

"Who's writing this down?"

"Is Jose going to be here? We need him to work with the school board."

"I am on the Apple Foundation Board. I will be on the finance committee and help raise money and donations."



## Community Meetings

Each meeting can set the foundation for the future. Be prepared to share the vision. Sharing means dialogue so that the vision grows to be the idea of the group and each individual in the group has some degree of ownership.

### ***Checklist:***

#### ***The Notice***

- The group's long term goal is reflected in the name of the meeting (i.e. "Actionville Community Allies for Student Leadership").
- The meeting location address is complete - the name of the building, the street address, the town and the zip code and an emergency phone number.
- The meeting date is clearly stated.
- The meeting time includes beginning and ending times.
- The name of the person sending out the notice and a phone number is clearly identified.
- The agenda is sent to every contact.
- Everyone receives a follow-up reminder notice or call.

## **Checklist:**

### **The Agenda**

- Clearly assigns times to each item.
- Follow an order and sequence that includes:
  - Welcome and introductions.
  - An activity that helps participants feel comfortable.
  - A sharing of names, and the name of the organizations or interest groups which participants represent.
  - An activity to identify why people are participating in the meeting (may range from “I don’t know” to “I want to make sure x is represented at the table”).
  - Identification of a recorder and a timekeeper (other group process roles if helpful).
  - Background information.
    - First meeting:
      - Who has been involved in helping call the meeting.
      - How people were identified to be invited to participate.
      - What is the challenge and opportunity posed to the group.
    - Subsequent meetings:
      - Review of the outcomes, goal statement, and objectives of the planning group.
      - Review commitments made by organizations.
    - Action Items:
      - Action plan reports and development.
      - If the report is “there is nothing to report,” ask for a date by which there will be something to report and if the reporter needs any help to accomplish the task.
  - Always allow for modifications to the what, who, and by when of the action plan.
  - Set next meeting date and time (location if possible).
    - Review of actions of the meeting.
    - Who agreed to do what by when.
  - Changes made to information from prior meeting.
  - Closing activity to honor everyone’s participation.

## ***Checklist:***

### ***Meeting Supplies***

- Have more of everything than you think you need.
- Water and a light snack like crackers or a cereal mix, nuts and vegetables.
- Name tags or paper for name table tents.
- Markers to write names so they can be seen at a distance.
- Easel paper.
- Sign-in form and a pen.
- Extra copies of the agenda.
- Copies of handouts.

## ***Checklist:***

### ***Meeting Setup and Facilitation***

- Set up the room is in a way that encourages discussion between and among the participants - is power-position free.
- Remind people to sign in.
- Check to see if there will be early departures or if there is a specific time that a break is needed.
- Consider yourself an equal; give the same information that you are requesting from others and no more. Allow that at any point you may not be "in control" of the meeting. Your process is to gain partners, not followers.
- Review the agenda and ask for changes at the beginning.
- Incorporate addressing changes within the time frame.
- Follow the agenda and the time frame — Use the Action Planning Process.
- Identify a recorder and a timekeeper.
- Periodically ask the recorder to summarize the actions of the meeting.
- End the meeting with a review and consensus agreement of the actions and agreements.
- Agree to the next communications.
- Have everyone thank each other for being there.

## ***Checklist:***

### ***Meeting Follow-up***

- Let people know you were glad to be there with them.
- Remind people of their commitments and time lines.
- Let people know you look forward to the next time you have agreed to get together.
- Ask people to share what happened at the meeting with people who were not able to make it.

# Action Planning Meeting Process

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*"Trust Process" —Unknown*

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- 1) State the challenge - What is it you are trying to address - your goal
  - Write it down.
  - Identify how you know it is a challenge - testing scores, survey data, needs assessments, personal interviews, etc.
- 2) Analyze the challenge from all angles
  - Why does the situation exist in your community?
  - What impact does it have? Brainstorm - begin with the local perspective - then globalize. Begin with today - envision the future.
  - What do you have to address the challenge and what do you want?
  - What are your primary targets to accomplish your goal?
  - What are your secondary targets?
  - Is addressing the challenge within the purview of your group or organization's mission and purpose and/or with what organization(s) will you plan to work because they (also) are addressing this need in their mission and purpose?
- 3) Turn the challenge into an opportunity - create goals
  - What positive effects will responding to this challenge have?
- 4) Define the opportunity
  - Identify potential constituents, allies and opponents - a small but diversely representative group of stakeholders who are creative, interested, invested and available for an initial meeting.
  - Talk with the identified people to share the challenge and the opportunity - get and value their opinions, offer them the opportunity to initiate change.
  - Bring people together - give them important work and let them know they are important.
    - Include students.
- 5) Ideate ways to implement the opportunity - What actions are you going to take?
  - The more ideas, the more opportunity.
  - Begin the dialogue with your analysis of the challenge.
  - Brainstorm
    - What is it that can be done?
    - Who needs to be or should be involved?
  - Venn diagram the challenge - the opportunity
    - What effects can occur?
    - What effect do you want to have?
    - What are the natural relationships?

- 6) Select the methods
  - Integrate, interrelate, include those who are needed and need to implement.
  - Have high expectations.
  - Establish quality standards for your program/conference - write them down and post them at every meeting - print a copy for everyone - planners, staff, participants, donors, and the media.
  - Write the Opportunity Action Plan - what, who, when
    - Identify the broad functional areas (what).
    - Identify the time lines for accomplishing the broad functions (when).
    - Identify and assign the working teams (who).
      - Working teams (committees) of 4 or 5 are most effective.
      - Working teams further refine the "how" and "when" and "who else" of the action plan within the identified functional area.
    - Decide on meeting times for the planning group and the working teams.
  - Everyone has some fun and something to do.
  - Everyone's degree of talent is honored and supported.
  - Risks are good — calculate safe risks.
  - Establish times for reality checks.
- 7) Implement
  - Follow the action plans. Review, report, revise.
  - Check the actions against your quality standards.
  - Bring on the crowds of volunteers and donors.
  - Communicate. Write it down to share the memory.
  - Breathe.
  - Celebrate small successes.
  - Evaluate, review and revise.
  - Have fun.
  - Share successes.
- 8) Evaluate
  - From all perspectives.
  - Written evaluation questions that relate to the quality standards.
  - Talk to people - use reflective questioning.
  - Evaluate each aspect of the program/conference.
  - Summarize the evaluations.
- 9) State successes and challenges identified from the evaluations and begin the process again at the appropriate spot.

## Subcommittees for Action

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*“Since acceptance means to assume responsibility for something, ask people, before the fact, if they have room in their lives for one more responsibility. If they say they don’t, don’t have expectations of them.”*

— Don Koberg

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Before talking about subcommittees, re-read the Ground Rules. Working with and in subcommittees is rewarding and often challenging. The greatest community involvement and participation occurs through effective formation, use and nurturing of subcommittees.

### **Checklist:**

#### **Effective Subcommittees Have:**

- Clear definition of expected outcomes
- Outcomes are a function of the planning and are reasonable and agreed to by the subcommittee members
- Clear identification of who is on the subcommittee
- The freedom to engage other people’s help, especially those not on the planning committee
- A lead - may be the only formal subcommittee member
- Flexibility to act is allowed within the subcommittee’s area of responsibility
- Agreed to and honored times when a representative from each subcommittee reports to the full committee and amends action plans
- A system for internal and subcommittee communication
- Agreed that no one is appointed while absent

## Suggested Subcommittees

- Curriculum Planning/Academic - include credit granting, follow-up activities
  - Schools
  - Colleges
  - Universities
  - Technical programs
  - Schools
  - SEMY - Student Leadership Program
- Mentoring
  - Academic
  - Career
  - Community
  - Other students
- Food
  - Meals
  - Snacks
  - Beverages
  - Paper products
  - Utensils & settings for staff orientation and events
- Student Involvement
  - Planning
  - On site (announcements, leading activities, etc.)
  - Post-conference (reporting to school board, etc.)
  - Pre-conference
- Parent Involvement
  - Planning
  - Pre-conference
  - Conference
  - Post-conference
  - Migrant Education Regional Office (MERO)
- Facilities
  - Staff orientation
  - Event
- Materials and Supplies
  - Donations
  - Prizes
  - Facilitator materials & supplies
- Transportation
  - Conference
  - Event
  - Chaperones
- Fiscal (works closely with all other committees and the schools)
  - Donations
  - Grants
  - Contracts for space, transportation, speakers, etc.
- Service-Learning Event Planning
- Public Relations
  - Media
  - Relations with other leadership programs
- Career Opportunities
  - Career fair information/organization
  - Community career mentors
- Staff Recruitment, Orientation and Training
  - SEMY
  - School administrative staff
  - MERO
  - Colleges and universities





**Form: Action Planning Matrix**

GOALS	CONSIDERATIONS	CONSTITUENTS	TARGET	ACTION
Long Term:	I Have:	Who Supports me now?	Primary (Who do I want to get to support me?)	What am I going to do?
This Year:	I Want:	Allies:	Secondary (Who else do I need or want to get involved?)	
Short Term:		Opponents:		





Climb high  
Climb far  
Your goal the sky  
Your aim the star.

Anonymous Inscription on  
Hopkins Memorial Steps,  
Williams College, Massachusetts