

# Regional Conference Model

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## Target populations

Eighty secondary school age migrant students referred to the leadership conference by Migrant Program contact people in the middle and high schools.

Sixteen teachers, administrators, parents or other adults referred by the school district to experience facilitating the student leadership curriculum conference small groups and service-learning pedagogy in action.

## Demographics

Rural and quasi-urban school districts: Kennewick, Kiona-Benton, North Franklin and Pasco, Washington high schools and middle schools. Thirty-three (33) high school and twenty-three (23) middle school students participated in the event.

## Duration

The three-day event lasted one evening, one full day and one morning.

## Learning and Service Hours

High school students:

6.5 hours of Leadership Development

3.5 hours of Student Leadership Mentoring

2.75 hours of Community Service-learning activity

Middle school students:

10 hours of Leadership Development

2.75 hours of Community Service-learning activity

## Leadership through Service-Learning Conference Summary

The conference infused the successful Student Leadership Program regional conference with service-learning strategies that included skill development in intergenerational mentoring. The service-learning and leadership development aligns with Washington State Essential Academic Learning Requirements. 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 that helped elderly and disabled people remain in their own homes. Twenty (20) community organizations were involved in the planning and implementation of the conference.

## Collaborating Agencies

Kiona-Benton School District, Pasco School District, Kennewick School District, Simplot, Upper Columbia Community College, Volunteer Chore Service, Washington State University - Tri-Cities, Columbia Basin Community College, Office of Secondary Education for Migrant Youth program staff.

## Funding

Washington State Office of Superintendent of Public Instruction, Office of Secondary Education for Migrant Students (Migrant Education Program, Title I), Tidwell Foundation, Apple Foundation, and JR Simplot.

# Leadership Through Service Learning Regional Conference Program Design

- Recruitment & planning of planners, student and adult facilitators, students and parents
- Staff development mentoring to continue informally
- Leadership Development
  - School
  - Career
  - Citizenship
- Service-learning event planning
- Service-learning event
- Event Assessment and evaluation
- Follow-Up
  - Goals
  - Mentoring
  - Community involvement

## Sample: Model Conference Initial Planning Meeting - Detailed Agenda

Pasco School District Building

1215 W. Lewis

3:00 - 4:30

9-22-99

TIME	ACTIVITY	DETAIL
3:00	Introduction	Issues continuum Self-introductions around the table
3:10	SLP History & Goals	Put it in context of challenges faced by students (family, language, moving, credit, investment in community) What SLP is bringing to the community: Curriculum Help students practice skills Training Other support (AmeriCorps, etc.) Goals of this project Partner with organizations & schools Facilitate a stronger community that supports migrant youth Bring all of our expertise together
3:15	Brainstorming Plan - Create it	Goal - collapse ideas to create 1 plan Break group up in smaller mixed groups In a 1-3 day conference, what would you like to see our students achieve? (A plan for their future, build self-confidence, a plan to tie them more to their school or community. How can they apply these new skills?) What can you bring to make that happen? (Resources & follow-up) Easel paper planning
4:00	Share Ideas & Resources	Go group by group briefly sharing easels Burning issues
4:15	Closing Activity	What they hope to share/get from the next meeting?
4:20	Next Meeting Date Time, Location,	

### EASEL PAPER

"ALL OF OUR STUDENTS", curriculum list, pre-labeled sheets with questions (1. What would you like to see... 2. Resources, etc.....)

## Form: Leadership through Service-Learning Conference Action Planning Calendar

Function:	What:	Who:	By When:
Pre-planning	Brainstorm list of potential partners		9 months before
Pre-planning	Identify central & appropriate meeting place for initial planning meeting		
Pre-planning	Call potential partners & discuss scope of project & invite to meeting <ul style="list-style-type: none"> <li>• School districts</li> <li>• Businesses</li> <li>• Service clubs</li> <li>• Community</li> <li>• Non-Profits</li> <li>• Parents</li> <li>• Students</li> </ul>		
Pre-planning	Write and send invitation to meeting & agenda		
Planning committee	Purpose – Share and develop a shared vision of the conference with general student-learning outcomes and general agenda.		7 months before
Planning Committee	Identify sub-committees for action – include (laundry list):		6 months before
Planning Committee	Create general action plans for components of project		6 months before
Schools Relations Sub committee	Work out details with districts: <ul style="list-style-type: none"> <li>• Work toward credit for participation</li> <li>• School agreement</li> <li>• Transportation – if school providing transportation</li> <li>• Meals – if held in a school</li> <li>• Student selection process</li> <li>• Pre-registration process</li> <li>• Staffing of leadership event</li> <li>• Staffing of service event(s)</li> <li>• Schedule staff release, notification and collaboration for staff orientation and curriculum coaching</li> <li>• Student release</li> <li>• Follow-up activities</li> <li>• Attendance for duration of conferences</li> <li>• Speaker to welcome &amp; provide inspiration for academic pursuit to students</li> </ul>		5 months before

## Form :

## Leadership through Service-learning Conference Action Planning Calendar (Continued)

Function:	What:	Who:	ByWhen:
Service-Learning Subcommittee	<ul style="list-style-type: none"> <li>• Identify service-learning sites</li> <li>• Amount of time necessary for service</li> <li>• Detailed description of activity</li> <li>• Understanding of tasks of activity, outcome of activity and how that relates to what students are learning in school</li> <li>• Supplies needed</li> <li>• Transportation</li> <li>• Site person who will be there</li> <li>• Speaker re: what agency does</li> <li>• Person to see product and thank students</li> <li>• Contact person for service site</li> </ul>		5 months before
Curriculum Subcommittee	Develop curriculum		5 months before
	Assessment <ul style="list-style-type: none"> <li>• Student self-assessment</li> <li>• Staff self-assessment</li> </ul>		5 months before
	Schedule facilities <ul style="list-style-type: none"> <li>• Classroom sized rooms</li> <li>• 1 group per room</li> <li>• 1 large group room- opening/lunch/closing</li> </ul>		5 months before
	Decide if the service-learning event will be one large one or various ones		5 months before
	Call potential service sites & discuss scope of project & invite to the site(s) <ul style="list-style-type: none"> <li>• School districts</li> <li>• Businesses</li> <li>• Service clubs</li> <li>• Community</li> <li>• Non-profits</li> </ul>		5 months before
	Solicit donations from the community <ul style="list-style-type: none"> <li>• Door prizes</li> <li>• Snacks and meals</li> <li>• Conference materials</li> <li>• Service-learning event materials</li> </ul>		4 months before
	Food delivered		4 months before
	Develop staff development agenda		4 months before

Form:

## Leadership through Service-learning Conference Action Planning Calendar (Continued)

Function:	What:	Who:	ByWhen:
	Create, distribute and collect service site(s) agreements		4 months before
	Identify and request donated materials for service-learning event(s)		4 months before
	Develop process for follow up		4 months before
	Develop staff orientation items - logistics		4 months before
	Write grants for funding of any extras - ongoing		3 months before
	P.O.'s for facilities, entertainment and food, etc.		3 months before
	Pre-register all students with a commitment from districts to bring the same students each day		3 months before
	Copy curriculum		3 months before
	Identify and confirm staff <ul style="list-style-type: none"> <li>• School districts</li> <li>• Businesses</li> <li>• Service clubs</li> <li>• Community</li> <li>• Non-profits</li> <li>• Parents</li> <li>• Students (high school veterans, CBC, etc.)</li> </ul>		3 months before
	Prepare all materials for staff development		3 months before
	Create & implement an assessment of staff development		3 months before
	Arrange for transportation to - from site(s)		3 months before
	Create & implement assessment of service-learning event(s)		3 months before
	Design & implement a "follow-up" curriculum piece		3 months before
	Schedule and conduct dry-run of conference		3 months before

**Form:****Leadership through Service-learning Conference Action Planning Calendar (Continued)**

<b>Function:</b>	<b>What:</b>	<b>Who:</b>	<b>ByWhen:</b>
	Create agendas for planning meetings		Monthly & as needed
	Schedule & conduct meetings with planners		Monthly and as needed
	Registration process <ul style="list-style-type: none"> <li>• Station 1- sign in for the students and staff</li> <li>• Station 2- folder</li> <li>• Station 3- name tags</li> </ul>		Onsite
	Schedule staff orientation and curriculum coaching		One month before
	Schedule dry run of orientation and curriculum coaching		One week before
	Staff orientation and curriculum coaching		One week before
	Schedule in-house dry run conference & curriculum coaching		One week before
	Conduct in-house dry run conference & orientation and curriculum coaching		One week before
	Transport students to – from site(s)		Onsite
	Assign one conference staff member to accompany the student group to site(s)		Onsite
	Staff reflect on service		One week after
	Celebration		One day to one week after the conference
	Thank you letters to: <ul style="list-style-type: none"> <li>• Staff</li> <li>• Site</li> <li>• Service folks</li> <li>• Etc.</li> </ul>		One day to one week after the conference

# Roles and Responsibilities

## STUDENT LEADERSHIP PROGRAM ROLE

- Provide curriculum
- Develop conference agenda and schedule
- Train group leaders on curriculum
- Provide supplies for sessions & activities
- Provide lunch and snacks for participants
- Coordinate pre- and onsite-registration
- Contact media
- Coordinate all onsite activities
- Confirm all staff/speakers in writing

## SCHOOL ROLE

- Establish date, site and hours
- Provide input on curriculum
- Identify contact person for SLP staff
- Identify & recruit students and staff, if applicable
- Provide student transportation or collaborate with other districts
- Provide release time for students and staff, if applicable
- Solicit donations and contributions for door prizes, if desired
- Establish home & community support for student participation

## ONSITE ROLES

**Curriculum Facilitators:** Teams of two work closely with students in small groups (8-10 students) to facilitate students' learnings in goal setting, decision-making and problem solving. Easy-to-follow curriculum and a pre-event orientation are provided by SLP. A teaching certificate is not necessary to be a curriculum facilitator. Most beneficial skills are: a willingness to serve students in a facilitative way; ability to guide students within a prescribed set of activities and time frame; positive and motivating attitude. This role lasts the duration of the event.

**Registrar:** This role includes clerical assistance to register students, assign small groups, and ensure materials are distributed. The Student Leadership Program (SLP) provides all material, instructions and pre-event preparation. This role occurs up to one hour before and in the first 60 minutes of the event.

**Speaker:** There are occasions, depending on the agenda, when motivational speakers present to all participants by sharing personal stories, tying in the theme of the event, and inspiring students. The presentation is usually lasts 10-12 minutes.

**Conference Assistants:** SLP provides instructions and props for learning games in which students develop relationships and learn about themselves and others, and especially in relationship to group process. This role lasts the duration of the event.

**Conference Coordinator:** Primary responsibility for this task rests with the Student Leadership Program. SLP staff welcomes the sharing of this role, providing guidance and support to individuals at the local level.

**Role Models:** All staff serve as positive role models and mentors for migrant students.

## ***Check List:***

### ***Recruitment & Planning***

- Brainstorm list of potential planners
- Call potential planners & discuss scope of project & invite to meeting
  - Students
  - Businesses
  - Service clubs (Rotary/Lions/Kiwanis) as an aspect of the entire model
  - Community
  - Non-profits
  - Parents
  - School districts
- Schedule and conduct meetings with planners
- Create agendas for planning meetings
- Create action plans for components of project
- Agenda item - decide on which components will be incorporated in project
- Plan for supplemental funding
- Plan to solicit donations from the community
  - Door prizes
  - Snacks and meals
  - Conference materials
  - Service-learning event materials
- Work out details with districts
  - Award credit for participation
  - School agreement
  - Transportation
  - Meals
  - Pre-registration process
  - Staffing of leadership and service events
  - Staff development
  - Student release
  - Follow-up piece
  - Attendance for all days
- Work out details with service sites
  - Transportation
  - Amount of time necessary for service
  - Contact person for service site
  - Agreement with service site
- Develop/Approve curriculum
  - Assessment
  - Evaluation
  - Develop detailed agenda
  - Develop summary agenda

## **Check List:**

### **Leadership Event**

- P.O.'s for facilities, entertainment and food, etc.
- Schedule facilities
  - Classroom-sized rooms
  - 1 group per room
  - 1 large group room - opening/lunch/closing
- Produce curriculum
- Food delivery
- Door prizes
- Snacks and meals
- Conference materials
- Service-learning event materials
- Registration process
  - Station 1- sign in for students and staff
  - Station 2- folder
  - Station 3- name tags
- Pre-register all students with a commitment from districts to bring the same students each day

## **Check List:**

### **Staff Development**

- To include mentoring to continue informally
- Develop staff orientation and curriculum coaching agenda.
  - Identify and confirm staff
    - School districts
    - Businesses
    - Service clubs
    - Community
    - Non-profits
    - Parents
    - Students (high school veterans, CBC, etc)
  - Schedule & conduct an in house dry run of staff orientation & curriculum coaching - refine
  - Schedule & conduct staff orientation and curriculum coaching
  - Prepare all materials for orientation & curriculum coaching
    - Curriculum binders
    - Sample student packets
    - Service-learning event details
    - Facilitator supplies bags
    - Chaperone packets (overnight)
    - Moderator cards for students
    - Presentation supplies
    - Coaching, feedback, self-assessment tools
    - Workshop assessment/evaluation of staff orientation/coaching
  - Arrange car pool for staff
  - Call to confirm staff participation and location

## Check List:

### Service Program Planning

- Call potential service & discuss scope of project and invite them to be service site(s)/project(s)
- Decide if the service-learning event will be one large one or various small ones
  - School districts
  - Businesses
  - Service clubs
  - Community
  - Non-profits
- Distribute and collect service site(s) agreements including: position descriptions, learning goals, service-learning outcomes, presentation of need, etc.
- Identify a service site contact for site(s)
- Identify and request donated materials for service-learning event(s)
- Arrange for transportation to – from site(s)
  - Time transportation
  - Check out for bus access and neighborhood safety
- Emergency Plan
  - Injury/illness
  - Weather
  - Irate person
- Arrange for supplies and water
- On-site rules for service-learning participants

## Check List:

### Service-learning Event Logistics

- Speaker to share with students about the service-learning
  - About the organization
    - Funding
    - Governance
    - Career pathways
    - Educational requirements
    - Need – local, national, global
    - Objectives and outcomes of service-learning
  - Need – local & global
  - What they will be doing – objectives and outcomes
    - Personal
    - Environmental
- Transport student to – from site(s)
- Assign one conference staff member/6 students to accompany the student groups to sites
- Reflect on service at site
- Return from site
- Reflection in large group
- Celebration!
- Assessment/Evaluation of service

## ***Check List:***

### ***Follow-Up***

Tasks for students, parent/staff sheet, recruit for new cycle.

- Design and implement a "follow-up" curriculum piece.
- Call to see if follow up has happened.

**Form: Sample Press Release**

For Immediate Release:

Date: (One month prior to event)

Contact:

Phone:

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**Local Migrant Students Exploring New Horizons in a Student Leadership Conference**

One hundred migrant students from five local school districts are invited to attend the Student Leadership Conference scheduled for May 18-20, 2000 at Washington State University, Tri-Cities in Richland, Washington. High school and middle school participants, who are selected based on their leadership potential, will attend from Benton City, Burbank, Connell, Pasco and Kennewick.

Students will be trained in the areas of goal setting, choices/decision making, mentoring, problem solving and service-learning. Small group instruction by local volunteer staff is tailored to the specific educational challenges facing secondary migrant students today. The third and final activity will be a service activity helping the clients of Volunteer Chore Services, which will put into practice the leadership skills that the students acquired over the first two days.

"I am pleased to offer this motivational event to the migrant students in this area. I'd like to encourage students to participate with positive attitudes and minds open to the possibilities their futures can hold," commented Raúl de la Rosa, Director of the Washington State Migrant Education Program, Office of the Superintendent of Public Instruction. The Migrant Student Leadership Program, located in Sunnyside, Washington, is funded by the Office of the Superintendent of Public Instruction, Chapter 1 Migrant Education Program.

Attachments:

- Summary agenda
- Service-learning event summary
- List of contributors

## ***Checklist:***

### ***Staff Orientation and Curriculum Coaching Agenda***

- ☐ Introductions
  - Model Activity – Developing Relationships Unit
- ☐ Agenda and Objectives of Orientation and Coaching
  - event background
  - event logistics
  - curriculum facilitation technique
  - curriculum
  - practice & coaching
  - questions and answers
- ☐ Event Background – thanks to planners and funding groups
  - Objectives and outcomes of event
  - Planners and sponsors
  - Roles and responsibilities
  - Logistics
- ☐ Summary Agenda - Overview of the 3 day event
  - one evening and one morning is leadership development – middle school groups and high school groups independent.
  - 2nd day - lunch and afternoon is high school and middle school students – mixed grades – high school students mentor middle school students in service-learning activity planning.
  - 3rd day morning is service-learning event implementation (continued mentoring) and celebration.
- ☐ Logistics
  - Speakers – When and who they are and about what they will speak
    - Breaks
    - Stay on site
    - Food and drinks will be available during breaks
  - Meals:
    - Time is limited for our meals. We'll need your help to keep things running on time.
    - We'll have six lines going for meals. (3 tables with the same food on each table)
  - Staff meetings
    - Everyday staff meetings are scheduled for 7:30 AM to touch bases with each of you and to give you details about the day ahead.
  - Service-learning event details
  - Review detail sheet
  - Review plan for mobilizing students
  - Review transportation
  - Review meeting points
    - Review communications
    - Review emergency protocol
  - Registration Process: 3 stations will be set up

**Check List:****Staff Orientation and Curriculum Coaching Agenda (Continued)**

- Sign In Station:
  - All pre-registered students will sign in on a Roll Call sheet that will be sorted by district and printed as a sign in sheet.
  - Students who do not find their name (walk-ons) on the sheet will sign in on a separate sheet and fill out a registration form.
  - Staff will sign on the "walk-on" sheets beside the signature of any non-registered students. (A signature is required for school district personnel on the Parent Amendment form)
  - From the pre-registered students and the walk-ons, small group lists will be created and given to facilitators for the opening session.
  - Staff must sign in, too.
- Packets Station:
  - One person will hand out pre-stuffed packet to students after they have signed in.
- Name Tags Station:
  - Students find their name tag and place it on a visible part of their torso.
- Name tags:
  - They must be on the students and staff at all times.
  - At the end of each day, we ask that everyone return their name tags into HQs. This will be our means for attendance the following day.
- Headquarters:
  - Location
  - Pick up and drop off materials (facilitator bags & curriculum)
  - First aid kit
  - Extra materials if you run out
  - Game bag- this bag has extra game supplies if you choose to use them in your small groups.
- Facilitator Bags:
  - Each small group has one facilitator bag. This where all your small group supplies should be.
  - Please take a moment to check the supplies in your bag against the checklist to make sure all the supplies you will need are there.
  - If at anytime you run out of anything or you notice you don't have something in your bag you can radio us at HQs to bring whatever you need.
- Radios:
  - Each small group is equipped with a radio.
  - HQ's radio will be on at all times.
  - We ask that you turn yours on only if you are needing something from HQs

**Check List:****Staff Orientation and Curriculum Coaching Agenda (Continued)**

- This is how you use your radio...
- If you need extra batteries for your radio we can bring some down to you from HQ's. They last about a day and half if in constant use.
- Celebration
  - At the end of the event we will be having a celebration where students can reflect as a group about their experience.
  - Closing time and process.
- Evaluation
  - Students' evaluation of the event
  - Facilitators' evaluation of the event
- Pictures & T-Shirts
  - T-Shirts will be given to each participant and staff member on the second day.
  - We would like the students and staff to put the T-shirts on, and then take group photos before they go home on Friday, and then wear their T-shirts to the service-learning event on Saturday.
  - We will schedule group photos on Friday morning.

**Curriculum Coaching**

- Experiential Education – An Overview activity
- Service-Learning – An Overview handouts
- The Curriculum – An Overview binders
  - WA State Goals
  - EALRS
- Curriculum Units – the flow
  - Developing relationships – group forming and norming
  - Understanding potential – leadership and mentoring concepts
  - Making choices – process of making good decisions
  - Goal setting
  - Problem solving
  - Action planning
- Self-Assessments
  - Student
  - Staff
- The Facilitation – An Overview
- Facilitating the Curriculum - Specific - Technique
  - Brainstorming
  - Reflective questioning
  - Journaling
  - Portfolios
  - Coaching
  - Feedback
- Detailed Agenda
- Curriculum Specifics Chart
- Binders – co-facilitator study
- Role-Play – modeling the curriculum
  - Peer coaching & feedback
- Questions & Answers
- Closing Activity

**Form: Summary Agenda**

Upper Columbia Leadership Conference  
 Washington State University, Tri-Cities  
 2710 University Drive  
 Richland, WA 99352  
 May 18-20

**MAY 17TH, WEDNESDAY**

5:00 -  
 8:00 p.m. Staff Training - WSU TC

**MAY 18TH, THURSDAY**

3:30 p.m. Registration/Snacks  
 3:50 Opening (both MS & HS)  
 4:30 Small Groups  
 6:00 Dinner  
 6:30 Small Groups  
 7:30 Depart for Home

**MAY 19TH, FRIDAY**

7:30 a.m. Staff Meeting  
 8:00 Registration & Opening  
 8:30 Small Groups  
 12:00 p.m. Lunch  
 12:30 Large Group  
 2:00 Mentoring Groups  
 4:30 Depart for Home

**MAY 20TH, SATURDAY**

7:30 a.m. Staff Meeting  
 8:00 Meet at WSU - TC  
 8:30 Depart WSU - TC for Service Sites  
 12:30 p.m. WSU -TC for Celebration/Reflection & Lunch  
 2:00 Depart for Home



Detailed Agenda (Continued)

Time	High School / Middle School	Detail	Lead	Comment
7:30 - 8:45	Staff Meeting/ Guest Speaker: Shari from the Volunteer Chore Service	• For those who could not stay for preparation last night.	Staff	Buses will have routes. Please pick up your service box
8:45- 9:15	Depart for Service Sites			
9:15 - 9:30	Arrive at Service Sites			<u>Facilitators:</u> • Take pictures of your group • Put the sign up in the yard!
11:30 - 11:45	Buses pick groups			
12:00 - 12:30	Lunch			
12:30 - 2:00	Celebration / Closing	<ul style="list-style-type: none"> <li>• Open microphone</li> <li>• Give certificates</li> <li>• Slide show</li> </ul>		Student moderators
2:00	Depart from Conference			

DAY THREE



**Form: Sample Pre-Conference Student Information**

**What Will You Do At SLC:**

You'll be busy! An outline of the agenda is attached. Come prepared to have fun and learn a lot about yourself and others!

**Things to Bring:**

- Casual dress.
- Sports shoes.
- Any prescription medicine you may need. Medications must be in original bottles/container with labels and instructions. Your application should note that you are taking prescription medicines, or a note from your parent and bearing his or her signature must be presented.
- DON'T BRING VALUABLES!

**Things To Bring: (overnight events)**

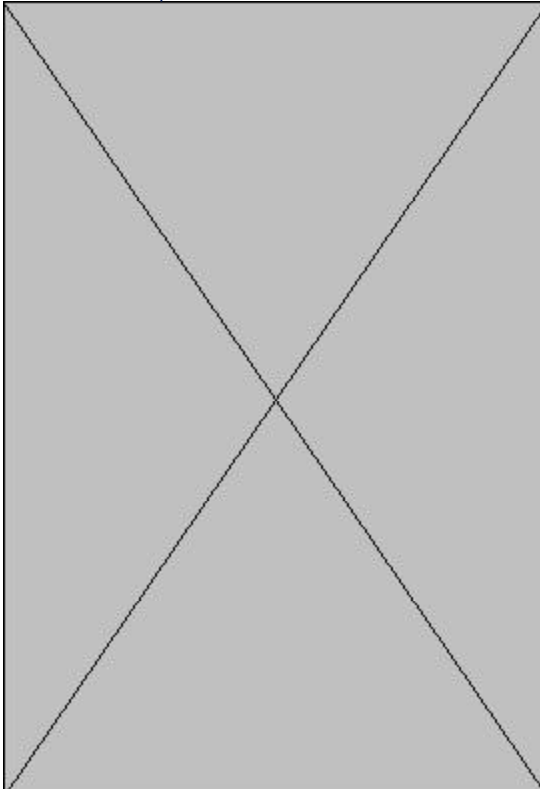
- Sleeping bag and pillow.
- Towels, pajamas, slippers, and bathrobe.
- Personal hygiene supplies. (Shampoo, soap, toothpaste, toothbrush, comb / brush, deodorant, etc.)

**What We Will Provide:**

- All meals. See agenda for times.
- Lodging.
- Activities.
- Adult supervision, 24 hours a day.
- Conference materials, exhibit table materials, door prizes.
- An excellent place to learn and grow.
- Separate sleeping quarters for males and females.

**Our Rules (simple but necessary):**

- Stay with or report to assigned facilitator or chaperone.
- NO DRUGS, ALCOHOL, or SMOKING.
- ABSOLUTELY NO off-campus or non SLC visitors or activities.
- Adhere to conference rules & agenda, attend all sessions.





**PROCEDURE: Event Follow-Up**

What	Who	Timeline
<p>"Personal Commitment Handout" and/or "Personal Goal List" Statements</p> <p><u>Objective:</u> To have students share their conference learning with parents and referring school staff in order to help them gain support in pursuing their goals and practicing their leadership skills.</p> <p><u>Overview:</u> Students will take home a learning reflection activity to share with their parents or guardians, on which they will need to get a parent's signature and return a copy of the document to the contact person referring the student. The contact person referring the student will facilitate the student's return of the parent signed "Personal Commitment Handout" to them. SLP will follow up with the contact person on the success of the assignment process.</p>		<p>Complete process within 2 weeks of conference.</p>
<p>Process:</p> <p>Collect "Personal Commitment Handout" and/or "Personal Goal List" from students at conference and give to designated SLP staff member.</p>		
<p>Sort out the "Personal Commitment Handout" and/or "Personal Goal List" statements - organize student responses alphabetically by district.</p>		
<p>Check received handouts to list of students participating in the conference to make sure we have all of the student responses.</p> <p>Make a note of the names of the students/district that are missing.</p> <p>Make 2 copies of each of the completed student "Personal Commitment Handout" and/or "Personal Goal List"</p>		
<p>Edit letters identified as "Student Follow-up letters" to address current year's conference.</p> <p>To parent</p> <p>To student</p> <p>Those with and without "Personal Commitment Handout" and/or "Personal Goal List".</p> <p>To SLP contact staff (staff referring student)</p>		
<p>Send the student the appropriate letter addressed to the student with the original completed "Personal Commitment Handout" and/or "Personal Goal List" or, if we are missing their completed form, a blank form.</p>		
<p>Send the contact person who referred the student to the conference the letter addressed to "SLP Conference Student Mentor" with a copy of each of their student's completed "Personal Commitment Handout" and/or "Personal Goal List".</p>		
<p>Send the student's parent the letter addressed to "Parent".</p>		
<p>Batch by school district - a copy of each of the letters attached to a copy of each of the students' completed forms.</p>		
<p>Alphabetize by district. Make a file - "Personal Commitment Handout" and/or "Personal Goal List" and put the batched information in it.</p>		
<p>File with conference file information.</p>		

**PROCEDURE: Event Follow-Up Continued**

What	Who	Timeline
<p>Student "Post Conference Questionnaire Handouts"</p> <p>Objective: to compare the student's pre-conference questionnaire information with their post-conference questionnaire information as a part of the third party evaluation.</p> <p>Overview: Evaluator uses the information to do a pre- and post - conference assessment of students' responses to set questions. Program Assistant enters career information from post-conference questionnaire in student database to use when referring students to special interests.</p>		<p>Within two weeks of conference.</p>
<p>Process: Alphabetize and batch student pre-conference questionnaire information that was a part of the application.</p>		
<p>Alphabetize completed "Post Conference Questionnaire Handouts"</p>		
<p>Check against the # of students at the conference to make sure we collected all of them - and make a note if any are missing.</p>		
<p>Enter post-conference questionnaire career and continuing education for each student in the database.</p>		
<p>Prepare letter to evaluator concerning the conference evaluation.</p>		
<p>Finalize cover letter from Program Director</p> <p>Batch pre- and post-conference questionnaire and mail to the evaluator with the cover letter.</p>		
<p>Student self-assessments: "Basic Needs of Individuals", "Personal Coat of Honor," "Building Your Lifeline," "Goal Setting Discussion Topics," "The Bridge of Knowledge," "Dreaming the Future"</p>		<p>Within one month of conference</p>
<p>Objective: To consolidate student response to each of the self-assessments to provide an indication of how students believe certain activities help them in their work toward achieving essential academic learning requirements and to demonstrate the effectiveness of the alignment of the curriculum with State EALRS... etc.</p> <p>Overview: Use this information to identify student learning, review the effectiveness of the curriculum, and as evidence of the alignment of the curriculum to Washington State Essential Academic Learning Requirements and student achievement.</p>		
<p>Process: At the conference, collect completed student self-assessments from facilitators at designated meetings, copy them and return them to facilitators to distribute to students.</p>		
<p>After the conference, sort the self-assessments by activity and then by group.</p>		
<p>Total each small group's responses to each self-assessment question, including goal statements and comments on the activity, and record on small group summary sheet (one summary per group).</p>		
<p>Total all summaries to create an overall conference summary.</p>		

**PROCEDURE: Event Follow-Up Continued**

What	Who	Timeline
Print off a copy of each of the small group's results and place on top of each group's individual responses. Put a copy of the summary of all groups' information and comments on top of all of the individual group's information - band together and place in "in" box.		
Prepare a draft cover letter for Director to send to facilitators and to the State with copies of the summary form.		
Finalize letters		
Print and prepare letters and collate with summary information for mailing - forward to Director for signature Prepare envelopes		
Sign letters and forward to Program Assistant		
Stuff and mail letters with summary assessment information to conference staff. (May be done with Memory Book and thank you cards.)		
Review summarized information and prepare observations related to outcomes for Director		
Return summarized information to Program Assistant		
File summary and student completed forms in Assessment file		



# Authentic Assessment

## Samples of Student Work

### Curriculum Activity: Full Value Agreement

Facilitator question - What are qualities of a best friend?

Student response:

#### Cualidades (Qualities)

- Sinceridad (Sincerity)
- Fe (Faith)
- Carino (Affectionate)
- Respeto (Respect)
- Contar con su apoyo (Count on support)
- Confianza (Trust)
- Buenas (Good)
- Divertido (Fun)
- Alegre (Happy)

Facilitator Question: What agreement can we make for our "group norms"?

Student Response:

#### Reglas (Rules)

- Con Respeto (With Respect)
- Tratar a todos como quieres que te traten a ti. (Treat everyone as you would like to be treated)
- Con Confianza (With Trust)
- Being on time
- Helping each other
- Tener Fe (Have Faith)
- Not give up!
- Con apoyo (With Support)
- Work together
- Listening to each other
- "Fun"
- Communicate

## Curriculum Activity: Concept of Leadership

Sample of student response:

### Leadership SKILLS

- Be Strict (Estricta)
- Responsible (Responsible)
- Respetuoso (Respectful)
- Confianza en si mismo (self confidence)
- No ser tan malo (Don't be so mean)
- Hacer cosas buenas (Do good things)
- Hacer cosas rapido (Do things fast)
- Earn Respect
- Role model
- Conocimiento (Recognition)
- Generoso/a (Generous)
- Amiable (nice)
- Una person importante (An important person)
- Que manda personas (Tells people what to do)
- Confiansa (Trustworthy)
- Amigo (Friend)
- Honorable person
- Can answer questions
- Lo que nos gusta (knows what we like)
- Cosas divertidas de otros/as (help people have fun)
- Metas - suenos (Goals and Dreams)
- Como tartar el coraje (Knows how to curve anger)

### CHOICES Leaders make

- Manejar personas or negocios (Manage people or businesses)
- Dejar responsabilidades (Leave responsibilities)
- Analizar bien (analyze well)
- Referrals
- Balor (Be brave)

## Curriculum Activity: My Greatest Strength

Student Response:

### STRENGTHS

- Play soccer
- Good in math
- Make people laugh
- Jugar basketball (Play basketball)
- Ayudar a la gente (Help people)
- A ser mi tarea (Do my homework)
- Trustworthy
- Lovely
- Special
- Fiel (Faithful)
- Good friend
- Good listener
- Caring person
- Ser responsable (responsible)
- Respetar (respectful)
- Armar carros (fix cars)
- Dibujar (draw)
- Pintar (paint)
- Limpiar (clean)
- Dar opiniones (give opinions)
- Platicar con amigos (talk with friends)
- Sports
- Homework
- Asistir a la escuela (attend school)
- Cuidar ninos (take care of kids)
- Ayudar - asistente de maestro (help - teacher's aide)

Curriculum Activity: Curiosity Continuum

Student Response:

**THOSE IDENTIFYING WITH "A"**

**Similarities**

- Beautiful

**Careers**

- Designer
- Teacher
- Super model
- Admin de Empresa
- Pilot
- Cristina A
- Orgullosa
- Pintor
- Patriótica
- Counselor
- Artista
- Secretary
- Nurse

**THOSE IDENTIFYING WITH "I"**

**Similarities**

- Parents work in a low paying job
- Better future

**Careers**

- Construction
- Law
- Counselor
- Public relations
- Mechanical engineer

**THOSE IDENTIFYING WITH "E"**

**Similarities**

- We believe we can do anything
- We believe in ourselves
- We want a better education -
- College rules!

**Careers**

- Singer
- Law
- Artist
- Medicine
- Teacher
- Counselor
- Military - Army officer
- Engineer
- College teacher
- Scientist
- Own our own business
- Social worker
- Mom
- College teacher

**THOSE IDENTIFYING WITH "S"**

**Similarities**

- Have friends
- Have fun
- Spend time with family
- Like to listen
- Like meeting other people

**Careers**

- Cosmetology
- Designer
- Counselor
- Mechanic
- Teacher
- Nurse
- Business management

**THOSE IDENTIFYING WITH "R"**

**Similarities**

- Por que somos muy pero muy limpios
- We are very very clean

**Careers**

- Police - policia
- My own business
- Cosmetics
- Secretary
- A Marine

# Student Self Assessment - Essential Academic Learning Requirements

## *Understanding Potential Student Self-Assessment Handout*

Upper Columbia Regional Student Response Totals

Total Students Responding: 53

<b>STANDARD: ARTS 1</b>	# responding	yes
• I understand the meaning and importance of symbols	3	4
• I created symbols to represent my answers to questions (Mask)	36	
• I shared my Mask with the group and my group facilitators	3	3
• My Mask shows my past experiences and my future goals	3	6
• I looked at other group member's Mask and noticed the different styles in my group		
	3	3

<b>STANDARD: COMMUNICATION 2</b>		
• I created symbols/images in order to share my answers to questions	3	3
• I orally shared my thoughts and feelings with the group	3	3
• I was creative when I made my Mask	4	2

<b>STANDARD: COMMUNICATION 3</b>		
• I understand more about other people and how we influence each other	3	1
• In some ways, I have shared how I feel about myself and those around me	3	0

### **STUDENTS' COMMENTS:**

- I really liked sharing my goals and my culture
- It was fun to work as a team, I had a fun time and learned a lot
- I met new people
- This is a really good program
- I wish I could come back to more events like this
- The mask was a good thing to do to learn more about myself
- I have more direction for my life
- I want to be more creative
- This is cool, awesome
- This class should last longer than 3 days!
- I think this is good to us and we are learning more
- I want to help in life and share with others

**Student Self Assessment (Continued)**

**STUDENTS' LEARNING GOALS**

- I learned that we can follow our goals and accomplish them
- I want to be a leader
- I want to work with others. Respect others even if they are mean to me.
- I want to learn to be a leader
- I want to be more successful and learn
- I wish I could learn more and more things
- I learned that having goals is important in life
- Having goals lets you do more with your life
- I learned how to express myself
- I want to apply what I learned

**Goal Setting Student Assessment Handout**

Upper Columbia Regional Student Response Totals  
 Total students responding: 47

**STANDARD: WRITING 2** # Responding Yes

- I wrote on easel paper for my group to see 2 1
- I thought about my own experiences and wrote answers to questions asked on the handout. 3 1
- I wrote to share with others, to think about my own life and to make a plan to achieve my personal goals 3 8

**STANDARD: COMMUNICATIONS 2**

- I changed the tone, pitch and pace of my voice to help me say what I thought, how I was feeling, what I wanted to share 2 8
- I spoke loud enough for sharing with my group or with individuals 3 0
- My suggestions to other group members made sense 2 8
- I used facial expressions and body language to help me share what I wanted to with the group. 2 8

**STANDARD: COMMUNICATIONS 2**

- I used standard grammar when I talked and when I wrote 2 1
- I used short and long sentences and changed the way I put my words together 2 6
- I chose my words to show what I meant 2 7
- I used the right words for the group of people to whom I was speaking 2 8
- I made my speech and writing interesting 2 3

**STUDENTS' COMMENTS**

- I want to do this again
- This is the best class I have taken
- I learned a lot by doing this in our group
- It was fun

**Student Self Assessment (Continued)**

- I like learning how to set goals
- I learned great and interesting ideas
- Great to learn things that are new

**STUDENTS' LEARNING GOALS**

- I learned that goals are possible
- Learned a lot from other people
- I learned to think to make great ideas
- I like this program. It helped me to set goals
- I want to be someone in life

**Action Planning Student Self Assessment Handout**

Upper Columbia Regional Student Response Totals  
 Total Students Responding —25

**STANDARD: SOCIAL STUDIES CIVICS 4** # Responding Yes

- In my action planning group, we used a democratic process to develop our plan for our goal 2 1
- In my group, we looked at how what we thought affected other people 1 6
- Our action plan includes getting the opinion of others 1 8
- Our action plan includes getting others to help us reach our goal 1 9
- We talked about the value of having others help us make decisions 2 2

**STANDARD: SOCIAL STUDIES CIVICS 4**

- I shared my thoughts about current problems and evaluated different ways to solve those problems 2 1
- I used a problem solving process, with the group, to identify the goal and write an action plan to address the problem 1 8
- In writing the action plan with the group, I helped think of ways to get other students to help us 1 4

**STANDARD: COMMUNICATIONS 3**

- I helped my group develop the action plan 1 5
- I helped to write the group's action plan 1 7
- I helped the group agree on at least one thing 1 9
- I offered solutions to the challenges we faced as we developed our action plan 1 5
- I helped other members of my group to share their thoughts and to make decisions 1 7
- I listened to my group team members thoughts and ideas 2 5
- I asked questions to help us come to the best group decisions 1 6

**Student Self Assessment (Continued)**

**STUDENTS' COMMENTS**

- I liked the conference
- This is a good conference
- I used my skills and talents I have
- This was a fun conference

**STUDENTS' GOALS**

- Work hard as a team
- I want to learn more as a result of this conference
- I want to be something in life
- I want to go to college

## Student Evaluation of Service Learning Project

Total - 52

	Excellent	Good	Fair	Poor
• I had enough work to keep me busy	24	18	6	0
• What I did kept my interest	25	18	4	0
• I was given proper instruction to do my task	32	14	1	1
• I did things rather than observe	26	15	4	1
• I had responsibilities in my group	27	15	5	1
• I was given clear directions	27	14	3	1
• I felt that I was helping people or improving the community	34	10	1	0
• I would like to volunteer for this organization again	34	44	1	1
• I thought the site was safe place to work	34	12	0	0
• I was appreciated when I did the work	34	13	1	0
• I got help when I needed it	27	11	2	1
• I felt that I did a good job at this site	32	12	2	0
• I made important decisions during the planning	29	10	2	1

**COMMENTS:**

- I think it was good.
- It was great to get to know each person.
- This was very good for the Latinos and it helps us to make goals and be a real leader.
- It was awesome.
- Thank you, I hope we do it again next year.
- It rocks!
- I loved it! I had fun.
- It was fun being with other students from other schools.
- A great experience.
- Thanks to everyone who made this possible.

# Student Assessment of Conference

Number of forms filled out: 55

(Note: a couple of students filled out more than 1).

- 6th graders - 1
- 7th graders -12
- 8th graders - 7
- 9th graders -3
- 10th graders -17
- 11th graders - 11
- 12th graders - 1c
- No name - 1

## 1) How would you rate this conference:

47- Excellent      7 - Good      1 - Poor

## 2) What did you like about the conference?

Comments:

- I learned a lot of new things
- I learned how to help others and to share
- I liked everything, it really helped me
- I learned to talk with others
- To work together
- I learned how to communicate more
- It was excellent
- I got to meet other people from other places
- I like the games
- Everything was great and fun
- It was fun and should do it more
- The way people treat you
- I learned to set goals and communicate with all my friends
- I like all the people and the fun I had
- Teamwork and I liked how it was organized
- The games that make you participate
- The ending
- I enjoyed volunteering and feeling like a leader
- I like to group work

## 3) Did you feel the conference was:

Too long - 0      Too short - 20      Just right - 35

## 4) How would you improve the conference?

Comments:

- By not being shy
- Have it every year
- More activities
- By showing how to be a leader in the future
- I wouldn't improve it
- Make it longer and bigger groups
- It was perfect
- More games instead of work
- More time to eat
- By letting us sleep here
- Make it longer and a dance afterwards

## Student Assessment of Conference (Continued)

- Awesome and fun
- Maybe another place to have it at
- Extending the days

## WHAT IS THE MOST IMPORTANT SKILL YOU FEEL YOU LEARNED?

### Comments:

- About getting to college
- Communication
- Help others
- How to make projects
- Making friends
- To work with others
- Making goals
- Make everything in groups
- How to be a leader
- To graduate from HS and go to college
- Speak in front of people
- Friendship and leadership
- I learned how to teach
- Helping other people
- Importance of education

## HOW WILL YOU USE YOUR NEWLY ACQUIRED SKILL? WILL YOU USE IT IN DEALING WITH YOUR FAMILY, SCHOOL, FRIENDS, OR IN YOUR FUTURE PLANS?

### Comments:

- Yes, I learned about sharing and I want to come again.
- I will use it every day.
- I will use it in all of the above.
- I will keep going to school.
- I will use this in my future.
- Work together and work hard, plan to do things and participate.
- Teach other students what I learned
- I will use it in school because now I feel I can work with other people.
- In making decisions in my life. I will focus on education and becoming a teacher.
- I learned how to speak better.

**Student Assessment of Conference (Continued)**

**IS THERE A SPECIFIC CAREER, FIELD OF STUDY YOU ARE INTERESTED IN PURSUING?**

Yes - 47

No - 1

- Science - 4
- Art/Drama - 19
- Education - 14
- Law - 14
- Business - 7
- Personal Care - 8
- Mechanics - 7
- Health - 12
- Construction - 3
- Journalism - 1
- Military - 5
- Food Services - 0
- Social Services - 8
- Clerical - 4

**WOULD YOU LIKE TO ATTEND COLLEGE OR A UNIVERSITY?**

Yes - 50

No - 5

Name of college/university. - Howit, WSU, any, not decided yet, CCB, Pan am or STCC in Texas, EWU, Texas A&M, here, somewhere in Texas, CBC

**A TECHNICAL OR VOCATIONAL SCHOOL?**

Yes - 23

No - 20

**WHAT WOULD YOU LIKE TO BE DOING IN 5 YEARS?**

Comments:

- Keep going to school.
- Be a singer
- Get a job
- Getting a masters degree
- Be a teacher
- Studying
- I would like to have a career and win a lot of money
- Go to college.
- Graduating
- Have my own beauty salon
- Studying for a good job
- Be a policeman
- Be a private detective

Overall, 49 students responded to this question.

**DOES YOUR DREAM SEEM IMPOSSIBLE?**

Yes 20

No - 33

Maybe - 2

**WHY/WHY NOT?**

Comments:

- Because I am doing my best.
- I am too shy and will never accomplish it.
- I can improve in life.
- Anything is possible. I can do it!
- I have confidence.
- I will be able to sing.
- I can do whatever I want to do.
- If I try, I can do it.
- I have family support and I can study.
- I think I will try and accomplish my dream.
- If you dream it, you can achieve it!
- If I don't have a dream, I won't be anything.
- Nothing is impossible. Latino Pride!



## Staff Logistical Evaluation Summary

How would you rate this conference?	Excellent - 1 Good - 4
What did you like about this conference? Comments: <ul style="list-style-type: none"> <li>• Everything.</li> <li>• The connection the students have with one another and other adults to explore different options to improve their lives through education.</li> <li>• Fun, games, great food and good service project.</li> <li>• The way the students learned about leadership and they got to lead the middle school students. Hands on learning is great.</li> </ul>	N / A
How would you rate the registration/check in. Comments: <ul style="list-style-type: none"> <li>• I got there late so I don't know.</li> <li>• From what I saw it was good.</li> </ul>	Effective- 4
Were the opening activities appropriate for the group?	Yes - 5
How would you grade the opening session speaker?	A - 3      B - 1
How would you grade the organization of the service project?	A - 2      B - 3
How would you grade the closing session?	A - 2      B - 2
Was the staff on site helpful? Was the staff accessible?	Yes - 5 Yes - 5
Was the building/room conducive to the conference set up?	Yes - 5
Did you have all the materials you needed? Comments: <ul style="list-style-type: none"> <li>• Usually, sometimes we would discover items missing in the curriculum bag.</li> </ul>	Yes - 3
Did you feel comfortable co-facilitating (if applicable). Comments: <ul style="list-style-type: none"> <li>• It was okay but I wasn't clear on my duties ahead of time.</li> <li>• It was a wonderful experience. I love interacting with the kids.</li> </ul>	Yes - 4
Did you feel the conference was	Too short - 0 Just right - 5 Too long - 0

**Staff Logistical Evaluation Summary (Continued)**

Were the breaks timely?	Yes - 5 and they were just right.
How would you improve the conference? Comments: <ul style="list-style-type: none"><li>• Train the new staff before the conference. It gives us more time to prepare to teach the curriculum.</li><li>• No Saturdays, especially if there is no overnight involved.</li><li>• If weekdays and no overnights then end earlier.</li><li>• Transportation might be difficult for parents.</li><li>• Healthy type of food for breakfast since many students eat at school.</li><li>• Having something of substance maybe helpful to eat for morning.</li><li>• Have high school students come on first day to learn leadership.</li><li>• Have middle school student come the next day.</li></ul>	

# Staff Curriculum Evaluation

## Middle School Student Leadership Program Curriculum Evaluation Summary of Responses

Six of six facilitators of middle school small groups completed evaluations of the curriculum. They were asked to indicate the level of effectiveness the curriculum activity had in meeting its stated student learning objectives and outcomes by checking the most appropriate box and in the space provided for comments enter any specific information that will help us make our curriculum more responsive to student needs and/or easier to facilitate!

Activity	Effective	Very Effective	Not Effective	Did Not Do	No Comment	Comments
THURSDAY EVENING	3				1	
People Bingo	3	1		1	1	
Group Juggling Activity *	5					"Kids loved it" "This made them relax and open up"
*Personal Name Tags *	3	2	1			
Full Value Agreement	5	1				
Concept of Leadership *	4	2				"I liked the story."
Getting to Know You	2	3			1	"The students enjoyed interviewing each other."
Mucho Dinero	1	1	4			"Should add some sports figures such as Sammy Sosa and more known names."
Positive Images	3	3				"ran out of time"
What's Important to Me	2		1	2	1	"ran out of time"
Success Sharing	3	2			1	
FRIDAY						
Hog Call *				2	4	"missed it"
The New Game *	2	2			2	Great way to begin day 2
My Mask *	5		1			Very meaningful to students

Staff Curriculum Evaluation (Continued)

Activity	Effective	Very Effective	Not Effective	Did Not Do	No Comment	Comments
Head Bands			2	3	1	"Students were confused and unwilling to act out parts" " Ran out of time"
Good, Not So Good				3	2	"Ran out of time"
Goalie	4	1			1	"Fun! Purposeful! Kids really got into it" "Students really enjoyed" "The students really enjoyed the obstacle course." "Lots of fun"
Stepping Stones				4	2	"Great for consensus building"
"Fly Your Flag"	5	1				"Too much art work"
Success Reinforcement	2	2			2	
Un Que? A What? *	2			2	2	"Fun game", "Enjoyed game"
Who's Who Mentoring Fair	3	2			1	"Outstanding" "Students didn't seem to respond" "More time per table"
Curiosity Continuum * (Facilitators participated)	1	2			3	
High School Mentoring Student Facilitated (overall)						"This was great!! Everyone responded well to their peers. They seem to be supportive and understanding."
Group Juggling *	4	1			1	

**Staff Curriculum Evaluation (Continued)**

Activity	Effective	Very Effective	Not Effective	Did Not Do	No Comment	Comments
Full Value Agreement *	3	2			1	"Didn't really need to do this activity again"
On a Log *	5				1	"Great problem solving activity"
My Greatest Strength *	4	1			1	
Blindfold Square *	4	1			1	"Fun game"
Service Learning Project Planning *	4	1			1	"The students didn't need that much time"
Success Reinforcement Variation 1 -	3			1	2	

Other Comment: "Everything was great!!" "The High School team did a magnificent job. I believe that this was the session (high school mentored session in the afternoon) that was more effective." "Great food! But the Friday session should end at 2:30 (I'm tired)." "A little too much drawing for my group. They liked the action games."

# Staff Curriculum Evaluation

## High School Student Leadership Program

### Curriculum Evaluation Summary of Responses

Two of six facilitators of high school small groups completed evaluations of the curriculum. They were asked to indicate the level of effectiveness the curriculum activity had in meeting its stated student learning objectives and outcomes by checking the most appropriate box and in the space provided for comments enter any specific information that will help us make our curriculum more responsive to student needs and/or easier to facilitate!

Activity	Effective	Very Effective	Not Effective	Did Not Do	No Comment	Comments
THURSDAY EVENING						
People Bingo	1					
Group Juggling	1	1				
Personal Name Tags	2					
Group Norm Consensus Building	1	1				
Concept of Leadership	2					
Leaders' Needs	1					
Interview a Leader		1				
The Whole Picture		1				
My Greatest Strength/ Success Reinforcement	2					
FRIDAY						
Hog Call				2		
The New Game	1				1	
My Mask	2					
Goal Setting Introductory	1				1	
Activity						
Goals Under Construction	2	1		1		
The Sweater	2					"Did this Friday afternoon with middle school mentees"
On the Road	1		1			"The students had a hard time"
What will Get Us There	2			1	1	

**Staff Curriculum Evaluation (Continued)**

Activity	Effective	Very Effective	Not Effective	Did Not Do	No Comment	Comments
Service Learning Mentors Planning	2					"More time for students to fully understand curriculum they are needing to present would have been helpful"
Un Que? A What?				2		
Who's Who Mentoring Fair	1		1			"Not enough time"
Curiosity Continuum	1					
High School Mentoring Student Facilitated						
Group Juggling*	2					
Full Value Agreement*	2					
On a Log*	2					
My Greatest Strength*	2					
Blindfold Square*	1	1				
Service Learning Project Planning*	1 1					
Success Reinforcement-Variation 1						
Other Comment: "I wish we had more time for each activity"						
Other Comment:						

## SLP Staff Post-Event Process Reflection

### □ Planning Process / Community Partners / Sponsors:

- Who was contacted – what was the result?
  - UC school districts (FPDs, principals, contact persons), UC veteran students, UC SLP staff, UC SLP contacts from database
  - A list of community members from three brainstorm sessions
  - Looked through the yellow pages, other community directories for community groups in the area
  - Contacted the chamber of commerce from each of the Tri-Cities
- Why did we choose to contact those specific people and not contact others?
  - Contacted any organization/business that had the possibility of contributing something - \$, people, time, ideas, staff, students, supplies, etc.
- What worked, what did not?
  - First called each of these contributors and explained the event and the population. Followed up by an invitation to the planning meetings.
  - What worked really well was sitting down face-to-face with school districts, sponsors, and other potential contributors.
  - Very few contributors responded to letters only.
- What would we do differently?
  - Schedule more time to meet with small groups or individual potential contributors.
  - Develop a detailed list of specific needs to share with potential contributors.
  - Schedule the service-learning project plenty of time in advance of the event so that an accurate list of needs and more specifics of the event can be shared.

### □ Service-Learning Partners:

- Who was contacted – what was the result?
  - Parks & Recreation - didn't have enough projects/large enough.
  - Habitat for Humanity - Backed out, our group was too large.
  - Volunteer Center -Connected us with the Volunteer Chore Service.
  - Reading Foundation - our group was too large.
  - Children's Center - no project right now.
  - Volunteer Chore Service - lawn care for elderly.
  - School Districts - no one could help me.
  - La Clinica - middle school too young for project.
- Why did you choose to contact those specific people and not contact others?
  - Pursued the type service and agencies that the planning committee group brainstormed.
- What worked, what did not?
  - What seemed to be working well with Habitat was the early planning and conversations.
    - When working with Habitat some of the "red flags" that should have gotten our attention - reluctance and inconsistency.
  - Contacting the Volunteer Center, a planning committee participant, was extremely helpful.

**SLP Staff Post-Event Process Reflection (Continued)**

- Not only did they direct us to the Reading Foundation, and the Volunteer Chore Service but they also volunteered for the Who? Who Mentoring fair.
- Working with the school districts to figure out the transportation worked well.
- What would you do differently?
  - Have the committee brainstorm even more service-learning options
  - Improve the tie to student learning
  - Schedule having the service confirmed no later than three months before the event.
  - Visit ALL of the sites and talk to each client.
  - Make sure that school districts knew where to meet on the service day
  - Have the transportation routes done & confirmed a month before the event
- Have more students and community members involved in contacting service-learning sites.



**Schools:**

- Who was contacted - what was the result?
  - Upper Columbia regional districts
  - Pasco, Kennewick, Kiona-Benton, Finley, North Franklin (Connell), Columbia (Burbank)
  - Federal Projects Director (FPDs), principal, high school contact, middle school contact
- Why did you choose to contact those specific people and not contact others?
  - Selected region on rotational chart
- What worked, what did not?
  - Writing and calling the FPDs generally worked.
  - Meeting directly with the FPDs and other school district staff worked really well. When we became a familiar face to the districts - that is when it worked best.
  - Middle school- we did not have all the contacts we needed in our database.
  - More aggressively work with the middle school contacts
  - Hosting meetings in their school buildings generally showed more support. (i.e. more Pasco staff in the Pasco meetings)
- What would you do differently?
  - Even before our first planning meeting, go to each district and personally invite them to the first meeting - FPDs, principals, contacts (MS & HS)
  - Do the same thing when communicating about the staff training.
  - Make a regularly scheduled meeting with each building (not district). Middle school staff feels separated from high school and vice versa. It would be important to work with them separately and together.
  - Get a commitment from the FPDs/school principals on support - time, staff, students, and transportation - more clearly articulated.

**SLP Staff Post-Event Process Reflection (Continued)**



**Recruiting Staff:**

- Who was contacted – what was the result?
  - All Student Leadership Program (SLP) trained staff from the Upper Columbia Region in the SLP database by letter and phone calls.
    - RESULT= many agreed initially and then when we went to confirm with them, they had other more pressing commitments.
  - All committee members by letter and phone calls.
    - RESULT= many could not take the time off from work. Some were able to help: Alex Bedoya, and Frances Podratz. School Districts committed staff but more follow-up communication was needed.
  - Columbia Basin Community College students contacted through Babette Albin (Planning Committee member).
    - RESULT= Nancy Torres and Genitia Hargrow were able to be staff, Babette was unsuccessful in recruiting more students. The MEChA club and president were occupied with club activities.
  - Heritage College staff - the week prior to the UC conference SLP hosted a conference there. 5 staff were recruited for the UC staff. Heritage was excited for the opportunity for staff to try out the new regional especially after having experienced the traditional one-day.
    - RESULT - service-learning event conflicted with Heritage's Saturday graduation.
  - Fall back position – SLP staff assisted
- Why did you choose to contact those specific people and not contact others?
  - We contacted all the people that we could think of.
- What worked, what did not?
  - Working with some (North Franklin, Pasco) of the school districts and meeting the staff prior was great!
  - Most things did not work. People backed out.
  - What would you do differently?
    - Confirm staff one and a half months before the event.
    - Meet with each potential staff person and go over logistical information and training expectation (conference agenda, training date, Q&A) and get a firm agreement to participate.



**Student Involvement:**

- Who was contacted – what was the result?
  - All students from the UC Region who participated in a state or regional conference were sent letters for each planning meeting. Pasco students were called about meetings because meetings were in their city and it was more likely they would attend.
  - Only one student attended the meetings. He was a Pasco High School student. He attended two planning meetings with the larger group and one smaller meeting with the High school Counselor and staff.
- Why did you choose to contact those specific people and not contact others?
  - Those students were easiest to contact.
  - More effort was put into involving Pasco students for two reasons: 1) proximity to meeting location, 2) being the largest district in the regions, there was a larger pool to select from in the DB.

## SLP Staff Post-Event Process Reflection (Continued)

- What worked?
  - Phone calling was much more effective than just the letters.
  - Meeting at the school proved most effective. Alex Bedoya, Pasco Counselor was most helpful in identifying students to serve as moderators at the conference. That was effective for a couple of reasons: 1) students met directly with us, 2) no transportation was required, 3) it was within the school day / building, 4) arranged by the counselor, who helped establish trust in staff, facilitated our requests and the process.
- What didn't work?
  - The letters, not meeting in the school districts, expecting the students to come to a meeting.
- What would you do differently?
  - Visit every district on a regular basis (once a month) to plan and work with students or support a student in calling and holding planning meetings through a class or community mentor.
  - Involve the parents of participating students.
  - Let students take responsibility for recommending and recruiting potential participants and other student planners



### Curriculum Development

- Who was contacted - what was the result?
  - At the first planning meeting, the group generated a general list of topics and issues to be addressed by the curriculum. Volunteers were recruited at the first planning meeting and Federal Project Directors and other staff on the planning list were notified in writing of the meetings that were held at the Pasco and at the Kennewick District offices.
  - Pasco and Kennewick school districts were represented at meetings. Their information and assistance was very helpful and resulted in the "Who's Who Mentoring Fair", "Career Continuum" and "On the Road" problem solving activities as well as the general selection of activities.
- Why did you choose to contact those specific people and not contact others?
  - The planning committee represented people interested in and/or allocated staff time to participate in the development of the event. We did not contact other school staff people to honor school protocol.
- What worked? What didn't work?
  - Meetings at the school district offices and immediately after school worked well. Next time we will do a more thorough review of the student and facilitator evaluations of curriculum activities to help the curriculum group with selections.
- What would you do differently?
  - Have one longer meeting focused on curriculum activities and working through the process of the units and the agenda with the group.

**SLP Staff Post-Event Process Reflection (Continued)**

- If possible, knowing the scope, objectives and outcomes of the service-learning project could help focus the curriculum activities more specifically to help students prepare for the event. We did develop a generic activity for the event planning process, but more specifics will help the students focus on how they will achieve the specific outcomes and tie those to classroom learning.