

## Scholarship Hallmark

- How and why did you choose a particular issue related to the democratization of information? *(In the response to this question explain the reason for choosing a particular issue, then the process for choosing-How did you decide on the issue and why that particular issue)*

The chapter voted to participate in the region's Honors in Action project which addressed issue number 5-Education. The focus of the region's project is to increase literacy among third grade students. The project was created in response to the discovery that the states of our region (and many others) determine the need for prison beds based upon the reading scores of third graders; for every child who fails reading at this age a bed is required in new prisons. The chapter then voted on the specific study question that was of the most interest to members. We chose question 8 "As technological literacy becomes more important in education, who is left behind? What are the ramifications?" The chapter felt this question was most relevant to address the issues/obstacles that are faced by the students of our rural school district and would best address the regional project's concerns to improve literacy and prevent the need for new/larger prisons.

- Who engaged in the research? *(Be specific-give the names of members)*

The chapter formed a research committee compromised of 5 members (Traci Trouton-Burr, Chyanne Kingsland, Beth Carraway, Tara Rouse, and Rhonda Ennis)

- What study questions were the researchers investigating? *(List every question the chapter considered as an option for your project-later you can explain how/why the questions were narrowed down)*

Question 8: "As technological literacy becomes more important in education, who is left behind? What are the ramifications?"

Question # 9: "In what ways can personal technology devices be tools of education rather than distractions? Does technology change the boundaries between students and teachers?"

- What are the different disciplines involved in the issue and study questions? *(In the response for this question address all the questions initially researched by members)*

The disciplines involved with the two questions we researched included: the digital divide, how children learn, third grade reading standards, tools of education, and pedagogical theories.

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- What are the varied perspectives and points of view to explore? *(In the response to this question list the various perspectives/theories on your issue/question-give a brief explanation of each. Below is an example of one issue)*

How children learn:

Blooms Taxonomy-There are three domains of learning (cognitive, affective, psychomotor) or (knowledge, attitude, skill). These can be thought of as the learning goals; after a learning experience the person should have acquired new knowledge, attitude, and/or skill.

Gardner's multiple intelligences (MI) - Theory that there are multiple intelligences (8 originally although some believe there are up to 10). These intelligences determine a person's strengths (linguistic, musical, etc.); the broader range of intelligences and teaching to these intelligences opens the classroom to a diverse learning atmosphere

Learning Styles are different from intelligences-there are three learning styles: visual, auditory, and kinesthetic (see, hear, feel)

- What are the details of your research plan (sources, deadlines, etc.)? *(This question and the following question can be answered in conjunction or separately. In the response to this question list all sources the team considered-although they may not be used for this project they could be useful if the project continues or moves into a different direction-be specific in explaining deadlines, and who will do what by when, at this point the process used to determine which sources to be used can be explained) (This sample only lists one or two possible sources for each researcher-keep in mind there will most likely be several for each research category)*

The research committee divided the research into the following subcategories and all research was to be reviewed by the entire research committee on July 10. Each researcher presented their findings to the committee which then evaluated the material and narrowed down the content to a formal presentation to be presented to the officer team and the chapter during the next week's general meeting.

Reading/jail correlation-Traci

- Test, Punish, and Push Out: How "Zero Tolerance" and High-Stakes Testing Funnel Youth Into the School-To-Prison Pipeline (Advancement Project)-a publication which explains the close relationship between school discipline and testing policies and the impact these policies have on students, including their inclusion in the criminal justice system. The Advancement Project is a grassroots effort which is working to change policies to be more just for all students. The project is a call for action to save the youth of our country through changing school policy. The document has over 100 cited sources and can be used as a stepping stone for further research or recommended actions can be transformed into an Honors In Action project for the chapter.

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- Defining and Redirecting a School-To-Prison Pipeline (Johanna Wald and Daniel Losen-The Civil Rights Project-Harvard University)- A framework for the School-To-Prison Pipeline research conference, this document presents statistics and scenarios from across the nation which reflect the correlation between poor school performance and both the juvenile and adult prison systems. The paper contains background/research information which was provided to conference participants. There are several sources which can be further explored and will be used as a stepping stone for the chapter to better understand the factors which perpetuate the school-to-prison pipeline.

#### Multiple Intelligences, Learning Styles-Rhonda

- How People Learn: Brain, Mind, Experience, and School (John D. Bransford, Ann L. Brown, and Rodney R. Cocking, Editors; Committee on Developments in the Science of Learning, National Research Council)- Text is a result of work of two committees of the Commission on Behavioral and Social Sciences and Education of the National Research Council. Original volume, c1999, was a product of a 2-year study conducted by the Committee on Developments in the Science of Learning. Expands on the findings, conclusion, and research agenda of the original volume.
- Multiple Intelligences in the Classroom (Thomas Armstrong) - This is a guide for understanding and using the MI theory in the classroom. Thomas Armstrong has spent 23 years researching and applying MI in the classroom and has written this book for teachers and educators to help them to put the theory into practice. The book includes a preface from Howard Gardner, who developed the theory, a history and explanation of the theory, criticisms of the theory, additional resources, and lesson plans using the theory.

#### Classroom technology-Tara

- Bridging the Second Digital Divide: What can Sociologists of Education Contribute? (G. Natriello, Teachers College, Columbia University)-A research publication which explains the digital divide and provides recommendations for “bridging” the divide to narrow the gap between teachers, students, and parents. The publication provides explanations of available technology and its use for educational purposes. The author argues that through current practices the availability of classroom technology furthers the gap rather than narrowing the gap.
- Technology In Schools: Suggestions, Tool, and Guidelines for Assessing Technology in Elementary and Secondary Education (US Dept of Education-[http://nces.ed.gov/pubs2003/tech\\_schools/](http://nces.ed.gov/pubs2003/tech_schools/))- This guide has been developed to help fulfill several purposes: to provide guidelines and tools to gather information on the presence and use of technology in schools; to facilitate the development and

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maintenance of data on technology in schools; to help reduce the redundancy and diversity in data collection and, simultaneously, to facilitate comparability in the information obtained; and to increase awareness of the breadth of issues related to the deployment of technology in educational settings.

Statewide school standards-Chyanne

- 2008-2009 Third Grade Standards- **South Carolina**  
<http://www.greenville.k12.sc.us/taylorse/Academic%20Learning%20Content/Third%20Grade%20Standards%20for%2008%2009.pdf>- an excerpt of the South Carolina Curriculum for third grade.
- School Report Card South Conway Elementary  
<http://ed.sc.gov/topics/researchandstats/schoolreportcard/2009/elementary/comprehensive/e2601045.pdf>- a report available publically which provides the results of the last available PASS test results for the school

Bloom's taxonomy, Maslow's Hierarchy-Beth

- Building Teachers: A Constructivist Approach to Introducing Education, (Belmont, CA: Wadsworth, 2007), pp. 72–75.-A textbook for education programs, this publication is designed from the ground up with a constructivist framework, BUILDING TEACHERS helps future teachers create their own understanding of education. As Martin and Loomis address the key topics generally covered in an introductory text, they encourage students to develop their own understandings through connecting their prior knowledge, experiences, and biases with new experiences to which they will be exposed during the course. By interacting with the materials presented, rather than merely memorizing the text's content, readers learn what teaching is all about in an exploratory, inquiring, constructivist-based manner and, in turn, they can help the children in their classrooms learn meaningfully.
- What sources did each researcher consult? (See above answer)
- In what ways was the research challenging and how did you overcome the challenges? *(Be specific and detailed, record all challenges and how they were or were not overcome, by sharing even those obstacles that were not overcome future members will be aware of what to expect and can better prepare and can possibly discover a way to overcome challenges)*

There were numerous sources and just as many theories on the different ways children learn. To overcome this obstacle the group decided to focus on Bloom's Taxonomy, the multiple intelligence theory and the learning style theory because these approaches worked together and are considered to be "cutting edge." We believed these approaches would encompass several options for the direction the chapter could use to present the project. For instance in

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the service (action) aspect understanding different intelligences would allow tutors and mentors to develop different strategies to help the children and teachers to successfully satisfy curriculum standards.

- How do you better understand what's happening in the world related to the democratization of information? *(A good way to answer this question would be to gain individual perspectives from chapter members, everyone will learn something and it may not be the same as other members. The chapter can incorporate as many responses as they want-remember this is the chapter's journal and the members who make up the chapter are as varied as the possible responses- also remember to credit the person from who the quote was received)*

"I learned there are several ways for people to learn and just as many sources for learning. Technology in the classroom can come in the form of computers, films and games. The vast amount of information available can be intimidating to students, teachers, and parents; this may lead to an aversion of technology use. Additionally, I learned students who may not have these sources at home are exposed to the sources at school and although this may seem an advantage it can also be a disadvantage when they are not able to share or practice what they have learned/experienced when they are at home. This inability to continue the new skill can lead to a gap in skill level which can cause a disinterest in the new ability. In other words the level of understanding may not be consistent with the expected level of capability, this can cause a child to withdraw and feel inadequate, and unfortunately this can continue to affect other aspects of their learning. To me this was a new concept and one which was of major concern. I also learned that although technology is used in the classroom there is still a major need for traditional school supplies and books"-Rhonda Ennis

"I was always told young children are like sponges - they absorb everything. While this may be true, the research that was conducted by our chapter has led me to believe that children's absorption rate does not necessarily change. What changes is the way information is presented, in kindergarten and earlier children are taught songs and dances to help them remember and essentially learn. As children grow older they are expected to just learn through reading and hearing. Understanding there are different ways people learn and learning techniques to encourage learning through all learning styles and intelligences has made me a better student and a better tutor and mentor for my siblings and other community youth."-Katie Griffin

- How did the discussions on the topic, issues, and study questions proceed? *(This is the point where you can explain how the possible study questions were narrowed down, explain in detail why and how various avenues and questions were eliminated and how the project may have changed direction as a result of the research obtained, it would be a good idea for the minutes of committee meetings to be recorded and inserted here)*

The committee researched Title I schools in our local district and discovered several of the elementary schools fit in this category; we decided we would like to adopt the third grade of the

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school that seemed to be the least successful. In order to do this we obtained the school report cards for the Title I schools and graphed their reading scores, overall grade, and the percentage of free/reduced lunch participants. We picked the school with the highest percentage of participants with the lowest overall rating (their reading scores were tied with another school who had a lower percentage of meal participants and a higher overall grade). The chapter/committee began the project with the thought of studying technology in the classroom and how it can be used to improve the literacy of third graders and prevent future imprisonment. We initially believed study questions 8 and 9 would best address these concerns. Prematurely we assumed the problem was simply a lack of available technology and we would research the ways technology can be used as tools and determine the types of technology needed (focusing on personal items-games, iPods, etc) and collect funds and donations to provide these items for the third grade of a local Title I school which we would adopt (question 9). However, our research (interviews and classroom observations) showed there was current technology available in classrooms (computers, TVs, iPods, and smart boards-some of which could be “checked-out” for home use), but the “digital divide” still prevented many students from being able to access technologies outside of the classroom and often parents did not understand the educational implications of their use. Additionally, teachers were not always trained to use the equipment to its full potential which prevented the students from realizing their full potential. Furthermore we learned that many of the students in our school were lacking the basic supplies needed for school success (paper, writing utensils, and books). This was especially a problem as the school year progressed and initial supply levels became depleted. We then decided that question 8 best addressed our preliminary research and chose this study question on which to base our project. We decided to become tutors and mentors to our school, to hold a school supply drive, and collect funds to provide additional technology (as needed) and to provide training for the technology already available.

- What are your research conclusions? *(Summarize the committee analysis of the research)*

Research into how children learn presented several theories including the multiple intelligence theory. Understanding the different ways that people learn and how to present the same information in different ways creates an environment which addresses the needs of all the students. While students may struggle with one task, there will be a future task which will reiterate the same skill in a manner better suited for their learning style. For example after/during a traditional reading lesson teachers can use 3-D letters to create the connection for kinesthetic learners. With their eyes closed these learners can trace the shape of the letters involved, since the sense of touch is the most significant learning sense for these children “feeling” the way the letters are made will help them to make the same connection that visual and auditory learners have made.

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- How were the studies, research, analysis, and conclusions shared? *(In the response to this question explain how the information was shared and the success of that process-did it work? Would another method have worked better?)*

The research was conducted by individual committee members who personally analyzed their material and presented it to the committee as a whole. The committee then determined through discussion and votes which sources would best support the direction they had for the project. The committee then created a PowerPoint and handout for the officer team and advisors. The committee chair presented this to the officers and other committee chairs during a project chairperson meeting. The group decided to make the presentation to the general membership to ascertain their support for the project. This proved to be an effective method for narrowing down the extensive amount of research gained by the research committee and provided a manageable quantity of information to present to the chapter as a whole. Upon approval of the chapter, the committee then assembled a PowerPoint and educational forum that was used to present the information to the student body of the school.

- What are the questions remaining for further research? *(The response to this question can include ideas that were presented but not acted upon, or questions that were discovered after the conclusion of the project)*

The research for this project determined a need to shrink the “digital divide”. One possible method for further exploration is a means for providing all South Carolina students with internet access and home computers- this is an effort that would require a lot of support from the community at large and the state legislature. The chapter did not feel that this ambitious goal was attainable at this time; however, it is one which has gained interest and may present itself for further research efforts.

### Leadership Hallmark

- Who are the leaders on this issue and what can you learn from their leadership and strategies? *(In the response to this question acknowledge the authorities/scholars of this issue-even those who presented methods with which the chapter did not agree (they are still significant), and community/campus leaders. This is another opportunity to include quotes from chapter members since lessons learned are individual as well as group lessons)*

A scholar/leader in the issue of how children learn is Howard Gardner (Professor of Cognition and Education at the Harvard Graduate School of Education) who introduced the theory of Multiple Intelligences in the early 1980s. A valuable lesson we learned from this leader is to stand up and fight for your beliefs even if they go against the common viewpoint. When Gardner first introduced his theory on different intelligences it went against mainstream academic theories, however, he fully believed in his theory and pursued his research, continuously sharing his conclusions with others in his field. Now, decades later, his theory is

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considered a valuable tool in providing lessons which address the needs of all students and is being implemented in educational settings around the world.

- What processes did you use for setting goals, assigning roles, building a team, making decisions, staying motivated, empowering group members, and recruiting people for the project? *(The answer to this question requires details of methods that were both successful and unsuccessful. Remember to give names of members who took on leadership roles and the duties those roles required. This is where you can explain how permissions were attained)*

Assigning Roles - After attending the regional Honors Institute members presented the regional officer team's challenge to participate in a regional Honors In Action project. The chapter voted (20-15) to accept the challenge and participate. Immediately a committee signup sheet was passed around and the chapter president set a time for an initial project committee meeting. During the first committee meeting a chairperson was selected and as a group, the committee divided into sub-committees responsible for different aspects of the project to include research, design, execution, volunteer, and PR. Each sub-committee selected a chairperson ultimately responsible for the group. The sub-committee chairs and the committee chair formed a project executive committee which worked directly with the chapter officer team and advisor to ensure the timely progression of all aspects of the project. This method proved to be effective because it placed accountability directly on the shoulders of specific persons. The organization of this committee allowed for the proper dissemination of information.

- What leadership lessons did you learn? *(In the response to this question recognize your chapter members who took on leadership roles-detail strengths and weaknesses and the impact on members including the person who took on the leadership role-again this is an opportunity to use quotes from numerous chapter members)*

"Rhonda Ennis took on the role of research committee chair. Her enthusiasm for the task and topic were inspiring, however I quickly learned that enthusiasm is not the same as capability. Rhonda was more than willing to help all researchers in any way possible and unfortunately this at times meant taking over for them. I learned that there is a fine line between directing someone and doing it for them. This has taught me to look at my own actions to ensure I am leading, not doing, for others. This said, Rhonda did show me the importance of game plans and deadlines. In her effort to ensure the research progressed in a timely manner she established a timeline and game plan which was strictly adhered to allowing the research process to be thorough, relevant, and timely. This is a lesson I will use in my personal study habits when I am assigned the dreaded research paper which I often procrastinate doing". -Katie Griffin

"I learned an important part of being a leader is to support ideas with which I personally do not agree, otherwise known as the art of compromise. I learned that a consensus is better than a stalemate and as long as I am not compromising my personal values sometimes it is better to "go along" with the group."-Rhonda Ennis

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- How do you know that your leadership for the project was effective? *(The response to this question can be as broad or narrow as you would like-there is a question later that address participant feedback but feel free to address that here)*

One way we can be sure the leadership for the project was effective is the successful completion of the project and the enthusiastic response of participants. The goals for the project were not only achieved but were also surpassed as we gained support from both members and nonmembers in our effort to save our students.

- What is the evidence for great teamwork, for example? *(In answering this question provide several examples and be specific in naming team members, even though the questions asks for examples of great teamwork there is nothing wrong with documenting unsuccessful attempts if there was a major unsuccessful effort-remember failures can often teach the best lessons)*

During the planning stage of our project the committee chair developed a personal issue which prevented her attendance at several meetings. The committee elected a “stand-in” for her. This person attended meetings and reported directly to the chairperson. This allowed the project to continue and at the same time allowed our committee chairperson the time to handle her personal situation without the pressure of “letting down” the group. Although she was personally not in attendance her presence was felt and she was able to continue leading us in the proper direction.

- Who are potential model leaders, mentors, and coaches for you on your campus and in your community? *(Answer this question with as many people as possible- you may not use them for your project, but they can be valuable to future efforts; list names, positions, and contact information)*

Lyndsey Pritchard- professor of education HGTC & CCU- CCU Campus Telephone/Extension - 349-2604 E-mail - [lpritch@coastal.edu](mailto:lpritch@coastal.edu)

Nanci Howard-professor of education HGTC & CCU-CCU Campus Telephone/Extension - 349-6606 E-mail - [nhoward@coastal.edu](mailto:nhoward@coastal.edu)

Mrs. Barbara Mujica Joyner- Student Services Coordinator, Spadoni College of Education-CCU- CCU Campus Telephone/Extension - 349-2699 E-mail - [bjoyner@coastal.edu](mailto:bjoyner@coastal.edu)

Kimberly Britt-HGTC academic coordinator, professor-E-mail- [kimberly.britt@hgtc.edu](mailto:kimberly.britt@hgtc.edu)

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- With whom did you make connections as mentors, coaches, and leaders on campus or in your community and what did you learn from them? *(This is where you describe the leader(s) with whom the group worked-be specific in describing the capacity in which they serviced the group)*

Mrs. Barbara Joyner worked closely with the committee and provided additional resources for the team. She provided contact information for the CCU chapter of Kappa Delta Pi (an international honor society for education) believing they could be assets in our efforts, she demonstrated a commitment to aligning efforts of CCU education majors and our chapter that would be most beneficial for the youth of our community. From her we were able to understand the importance of collaboration, as we supported an ongoing project of theirs and included them in our project.

- Describe the details of your leadership development resources and events that improved your leadership. *(Again this can be broad or narrow, personal experiences of members as well as the chapter as a whole can be described here)*

As the committee was progressing in the planning and implementation of our project it was determined that not all members had previously worked on teams or on group projects, and were lacking the skills necessary for such efforts. For this reason our advisor (a certified instructor of the Phi Theta Kappa Leadership Development course) and the officer team developed a one day teambuilding workshop which was open for all chapter members. This day provided members with the opportunity to participate in teambuilding exercises that helped to develop skills which will benefit not only the chapter but also the individuals in their future endeavors.

- How did you and others overcome obstacles or threats to your project? *(The response to this question should contain personal and group input and should include as many details and all obstacles the chapter faced-efforts that were unsuccessful can also be included to remind the chapter of what did not work)*

A major obstacle of our project was gaining the support and interest of the student body. To overcome this we worked closely with the Digital Arts Club to create powerful posters and pamphlets that caught the attention of the faculty and students at our school. We also decided to share our knowledge of MI and how understanding this theory could personally impact student success here at HGTC. To do this we provided attendees of our educational forum with the opportunity to discover what kind of learner they are, by taking an online test which gives immediate evaluation. Once students on campus understood there were different intelligences and the negative impact not recognizing this could have on them and young students they were supportive of our efforts and our donations doubled in our end of term supply drive.

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- What feedback did you receive from participants about the leadership of the project and how will you use the feedback? *(It is important to be honest-responses from numerous members and even nonmembers who were associated with the project can provide different perspectives ( both positive and negative) and can be used as tools for the future, also get feedback from the attendees of the event(s). Don't forget to answer the second part of the question having feedback is great, but only if it is used in some manner)*

“As a student here I have sometimes thought that the Phi Theta Kappa members were just nerds, however by working with them through the Digital Arts Club I found out that many of them are in my classes and that they are not the bookworms I thought they were. I learned a lot about the organization by working with them. I thought they were friendly and open for suggestions from a “C” student like me. That made me feel good and I would help them again even if the club isn’t involved. The people I worked with were very supportive and wanted to make sure that people on campus knew that our club had helped with the posters, so they made us put “design and production of this poster was provided with assistance of the HGTC Digital Arts Club” on them. That was cool since we have helped other groups who never shared the “glory”; that shows that they are not the “glory hogs” I thought they were”- This response of a student made us realize the importance of sharing credit with all involved and we will stress to future committees this lesson.

### Service Hallmark

- What are the different possible actions related to the Issue you chose? *(When answering this question be sure to include all ideas presented, ones which are not of interest to your committee may be of interest to another one and could become the foundation for future projects)*

Adopt a school/class and volunteer to work, tutor, mentor during the school day, supply drive, implement or volunteer at an after school mentor/tutor program, work with Boys & Girls club, food drive, book club for third graders, implement changes in school policy to reflect our research, initiate grassroots effort for internet access and home computers for all students, join PTA, book drive, lobby legislature, run for school council, write local congressman, become “class Mom/Dad/Brother/Sister”

- What specific actions will you take and why? *(List and briefly describe the exact actions the project will address-explain why these actions were chosen)*

1. The chapter will “adopt” the third grade of a local Title I school and act as mentors, tutors, and classroom assistants providing extra help as needed. The chapter decided this would be a good way for participants to build personal connections and would provide an excellent opportunity to inspire the students to succeed. Our research

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showed that many “at risk” students do not have positive role models and we wanted to provide these students with one or more role models.

2. Chapter members will hold a school supply drive to be given to the “adopted” classes in December to ensure they have a fresh start for the second term of school. Our research indicated an abundance of technology but a severe lack of traditional supplies.
  3. The chapter will fundraise and solicit donations to provide current technology and training to the third grade students and teachers in “our” school to ensure the proper use of available technology to provide the fullest learning experience for “our” students.
  4. The chapter will hold an educational forum on campus for students and faculty that will reflect the knowledge gained from our research. The chapter believes that by sharing this information freely on campus we will gain support in our collection efforts.
- Whom will you serve? (demographics, numbers, location, etc.) *(Be specific when answering this question, it will help when you are evaluating the impact your project had)*

Our chapter will “adopt” the third grade at South Conway Elementary School-this is a combination of four classes with 112 students. The school has 76% of its students who participate in the free/reduced meal program. The school has been labeled “At Risk” and is currently under Corrective Action for not making yearly progress through the No Child Left Behind Act as is reflected by PASS test scores (36.4 % of third graders did not meet performance standards in the Language Arts section of the last PASS test).

<b>Ethnicity</b>	<b>This School</b>	<b>State Average</b>
■ White, not Hispanic	50%	53%
■ Black, not Hispanic	46%	39%
■ Hispanic	3%	5%
■ Asian/Pacific Islander	<1%	1%
American Indian/Alaskan Native	<1%	<1%

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- What organizations exist in the world and locally that are engaged in service similar to what you aim to do? *(During the research process be sure to investigate organizations with similar interests-these could prove to be resources or possible partners for your project)*

The CCU chapter of Kappa Delta Pi (KDP), American Educational Research Association (AERA), The Annenberg Institute for School Reform, The Center for Public Education, Southern Regional Education Board, South Conway Elementary PTA, Horry County Literacy Council, One Laptop Per Child/South Carolina, Donors Choose

- How can you use what you learn from your analysis of their work to proceed with your project? *(Answer this question with the thought of how they can benefit your project)*

The local chapter of KDP has established a tutoring program in various local schools, South Conway is not one of the schools with which they work; however, they have contacts in the school district and strategies for implementing this type of project. They are eager to work with us and share their successes and failures and to help us implement a plan of action for this aspect of our project. They are also willing to recruit tutors from their membership if needed.

- What is the specific impact you intend to make? *(Be specific-exactly what are the results your chapter wants from your project, be sure to include quantitative and qualitative measures)*

The chapter intends to increase the reading scores for third grade students at South Conway Elementary school, to become positive role models for these same students and to provide an additional source for them and their teachers to ensure they receive a quality education.

- What are the details of your strategies and plan? *(This is where you can provide specific details of the structure of the project-don't forget to use and include a copy of the HONORS IN ACTION PROJECT PLANNING AND REFLECTION MODEL)*

See attached **HONORS IN ACTION PROJECT PLANNING AND REFLECTION MODEL**

- How are you going to measure the impact (quantitative measures and qualitative measures)? *(Establish a strategy to evaluate the impact your chapter has had in numerous areas-document all data collected for both positive and negative impact)*

During the planning stage of our project the chapter decided to request input from the third grade teachers at our adopted school. We requested statistical data throughout the semester reflecting the reading levels of students, specifically the number of children at, above, and below grade level (and the number of children reading at each grade level). We kept records on changes in reading levels of the students (MAP tests taken by the children 3 times a year are an important evaluation tool). These changes were compared to records of previous years to determine the direct affect our help may have had on student success. Additionally, teachers

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recorded the number of times children received supplies from our collection to help demonstrate the number of students who may not have had supplies if it was not for our drive.

- What are the specific results and impact of your service? *(Again it is important to record in detail the positive and negative impacts of your project, of course highlighting the positive impacts)*

The chapter collected \$500.00 to purchase technology for the classrooms, and 8 twenty gallon tubs filled with traditional school supplies (this was enough to provide each third grader with paper and writing utensils to successfully complete the school year). The chapter created enough interest in early school success to provide 2 tutors/mentors for each third grade class in the adopted school and provided 165 volunteer hours at “our” school. The students had an increase in reading level which was 2% higher than anticipated at the start of the school year.

- What are the reactions and feedback from the people and organizations whom you serve? *(Include generic and personal responses here, and again both positive and negative responses will help to truthfully evaluate the success of the project)*

Our chapter prepared a short survey and asked members of the audience in our educational forum to fill them out and drop them into a box in the back of the room. There were five multiple choice responses and a section for comments. We were surprised by the number of returned cards with positive and negative responses. -“I was surprised by the professionalism of the students presenting here today” -“The presentation was interesting and demonstrated an admirable effort of the students. They spoke with confidence on a subject which evidently is of consequence to the community. I have learned a lot from their presentation and will be a better parent to my children due to information I received here today. I thank you and your organization for bringing such an important matter to the attention of the students.” -“I was not interested when I first came (I only wanted the extra credit a teacher offered) but I am glad I came. I thought I was just dumb because I couldn’t read well but I will use some of the things said here today to see if they help me. The people who spoke were brave but sometimes they were a little boring- all the stats were confusing.”

Additionally a student at “our” school shared these thoughts, “I didn’t think I could go to college since I don’t read good. I think I might go now and I am doing better at school.”

- What is necessary for the project to be sustained and grow? *(This question is important to the viability of the project, this is your legacy to the chapter and you want to be as specific as possible to ensure the continued success of this project)*

In order for the project to continue the chapter will need to establish a permanent SOS committee whose members change as chapter membership changes. The committee will need

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to maintain connections with the school and other groups who have worked on the project and members will need to keep accurate records and reexamine the needs of the school on a yearly basis. Most importantly, volunteers are needed to allow the project to grow.

### Fellowship Hallmark

- Who are the different people and audiences with whom you can collaborate? *(List the names and contact information (if possible) for groups and individuals who may be interested in working on this project or may be interested in receiving services)*

Campus administration, faculty, and students

Other student groups: the Digital Arts Club, the Human Services Club, the education students, KDP

South Conway staff, parents, PTA

- How can you maximize the diversity and inclusivity for your project? *(Think inside and outside of comfort zones to include a wide range)*

To place an emphasis on inclusion the chapter decided to contact the staff, faculty and tutors employed by HGTC to invite them to participate in our tutor/mentor initiative. Through a staff member we became familiar with a program called “Backpack Buddies.” This program provides backpacks of food for needy children. We are now working with this staff member and her church to supply the children of a different local primary school with weekend meals.

Additionally we have reached out to local high schools to recruit honor students who would like to help with our program.

- What are your public relations and communication strategies? How will you measure success for these strategies? *(PR is an often overlooked part of projects - be specific in developing PR strategies that will properly enhance the project)*

A sub-committee of the project is the PR committee. This committee is responsible for promoting the project on campus, in the community, and within the targeted school. They will be the premier contact between the chapter and other organizations, and will maintain contact lists for the committee. To measure the success of the PR campaign we will survey participants on how they “heard about” our project.

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- What are the details of meetings and events for planning, information gathering, presentations, and debriefing and reflecting? *(Detailed meeting minutes will provide an excellent historical record and can be inserted here for quick reference. After participating in the project ask members to write a summary of their experience; these responses can be included here to give personal connections for future chapter members)*

“There were many possible outcomes of the SOS project, some of which could have been devastating. At the beginning I was afraid that instead of helping the students to read better we would be a distraction that would further impair their reading. I am excited to say that was not what happened; initially the kids were more interested in knowing us than working with us, but in time they adjusted to our presence and help. I think that perhaps in the future it may be a good idea to slowly bring volunteers into the classroom. Also a schedule of who will be there and when can give the kids a sense of security and consistency”-Rhonda Ennis

- What feedback do you receive from meeting and event participants about the connections they make with others? How will you use the feedback? *(Responses here can be formal (direct quotes) or informal statements made by participants, again it is important to have positive and negative responses, and a game plan for using feedback constructively)*

“The SOS project changed my life! Initially I voted against participating in this challenge; however after the research committee presented their findings I was drawn in by the sheer sadness of the state of our local public schools. Since our county is not included in the “corridor of shame” I foolishly had assumed the kids and the schools were ok. I mean I came from these public schools, and I made it. I figured those who didn’t make it just didn’t want to. I was unaware of the high numbers of students who don’t make it and the circumstances out of their control that contributed to their lack of success. I was shocked by the possible consequences that can arise from not succeeding in elementary school. I have always liked working with kids and am an active volunteer with the younger youth in my church. After working on this project and experiencing firsthand the passion and enthusiasm these children have for learning I was inspired and I have decided to major in education and to become a teacher.”-Katie Griffin

Parts of this quote and others like it will be used to share the positive impact chapter projects have on members. It will be used during new member orientations and in future presentations about the chapter such as the Student Activities Funding Allocation Committee meeting.