

Community Assessment and Evaluation

Community Objective(s)

To identify a local planning and coordinating organization such as the Family Resource Networks (FRN), where students will be taught how to conduct assessment and evaluation of service learning projects.

Background

Community assessment and evaluation will introduce students to the importance of conducting an assessment of community needs before planning service-learning projects designed to enhance or improve some aspect of the community. Meeting an expressed community need increases public participation and support for the service-learning project. Evaluation of the project insures that effort, time, and money were wisely expended, and that the service-learning project accomplished what it was designed to do.

Challenged Student Condition

Learning disabled and socially challenged junior high students can participate in the service learning activity if we:

- ~Include them in the planning
- ~Recruit them to be a part of the assessment and evaluation process
- ~Help them plan how to implement the assessment and evaluation process
- ~Have other students share their success stories to promote the service-learning project.

Resources

- ~A local planning and coordinating organization where students will learn how to impact the community members and social systems through assessment and evaluation
- ~Funding to cover transportation, supplies, and other necessary items
- ~Student, community activist, research professional, and school volunteers
- ~Handicapped accessible facilities located conveniently for all
- ~Supplies, materials, computer accessibility and nutritious snacks

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Timeline (school year)

August

~Contact Family Resource Network to receive assistance in assessment and evaluation activities by reviewing various assessment styles to determine which method is preferred

September

~Students, teachers, and volunteers will plan and coordinate transportation needs

October

~Arrange for adequate funding and resources from local businesses, funders, and various other entities

November

~Review a chosen project to be evaluated

December

~Students, teachers, and volunteers will plan and design an assessment tool to be used to assess the chosen project

January

~Compare the results of this assessment with any previous assessments

February

~Publish the results of the assessment and evaluation by March

April

~Students will hold open policy forums for other students and community to discuss findings

May

~Publish findings from the policy forums

~Present the findings from the assessment and evaluation to project members for consideration

Reflection

~Students will reflect on new skills gained in the project

~Students will share attitudes about influencing programs through this project

~Students will share information from journals kept while participating in the project

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- ~Students will submit articles to the media expressing their thoughts about the project
- ~Students will analyze their feelings about knowledge gained in career choices in the field of assessment and evaluation, teaching, and social work

Celebration

- ~A special evening program with refreshments for all involved.
- ~Media coverage of the project completion
- ~Award presentation
- ~Recording of the community service learning hours in the students' personnel files

Academic Objectives

WV IGOs

Applied Math I

- ~Collect, organize and interpret data using graphs, charts and tables; create graphs, charts, and tables from given data; collect, organize, analyze data to predict outcomes using mean, mode, median, range and standard deviation (9.A.M. 1.12, 1.15, 2.10)

Probability and Statistics

- ~Frequency distribution, and predict outcomes, interpret and calculate central tendency and measures of dispersion (PS.2, 6, 7, 8, 9, 10)

Chemical Technical/Conceptual

- ~Apply scientific approach to seek solutions to everyday problems, problem solve using model and exhibit scientific skills, attitudes and the value of scientific inquiry measuring, communicating, categorizing, classifying, hypothesizing, predicting, inferring, and applying (CTC 6, 8)

Contact Information

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