

**INVOLVING THE STAKEHOLDERS THAT MATTER MOST:
STUDENT VOICE IN SCHOOL REFORM**

John Kenneth Weiss

Director of Strategic Initiatives, Neutral Zone, Ann Arbor, Michigan

Abstract

Over four years, the Michigan Department of Education (MDE) led efforts across the state to implement the Safe and Supportive Schools (S3) initiative, which included the addition of “student voice” in school reform initiatives. This brief report provides an overview of one specific reform effort, Neutral Zone, which created a “youth-driven spaces” (YDS) model and supported its implementation across 19 schools that were part of the S3 school reform effort. This initiative resulted in students making significant gains in 21st century skills and improvements in school climate and culture. In addition, 70% of the cohort moved off the Michigan failing schools list and graduation rates increased.

Introduction

Traditionally, adults do not consider students a source of valuable insight about school problems and students are not seen as mature enough to be real partners in change initiatives. Adults' negative perceptions that students are incapable of informing and leading school change drive students' exclusion from having authentic decision-making roles in school. With this mindset adults position students on the fringe of school-change processes rather than making them central partners. Such an approach impedes school leaders' ability to obtain necessary perspectives about school challenges and ultimately design effective change strategies.

In response, the Michigan Department of Education (MDE), over a period of four years, led efforts across the state to implement the *Safe and Supportive Schools* (S3) initiative. This federally funded school reform effort targeted the 22 lowest performing high schools in Michigan. One of the primary objectives of the initiative was to implement interventions to increase levels of school safety and student support. It was theorized that such climate gains would lead to increased levels of student achievement. Additionally, the Michigan Department of Education committed in the S3 project to have elements of "student voice" help lead school reform efforts.

This article provides an overview of Neutral Zone's "youth-driven spaces" (YDS) model and its implementation to support student voice in 19 low performing high schools in Michigan that were a part of the S3 school reform. It demonstrates that student voice and engagement made a difference in some of the states' most challenging high schools. For example, overall students across the schools who participated in the YDS intervention made significant gains in 21st century skills (i.e. goal setting, problem solving, leadership, group process skills, organizational skills, and communication skills). Additionally, through the student engagement process, Neutral Zone played a key role in the comprehensive school reform efforts that moved 70% of a cohort of low performing schools in Michigan off the failing schools list.

A Tale of Two Failing Districts and Student Voice

Ypsilanti and Willow Run Community Schools were neighboring school districts both faced with mounting state debt, shrinking student enrollment, and some of the lowest student achievement scores in Michigan. Confronted with these growing problems, the two communities took a risk and decided to consolidate into one district, Ypsilanti Community Schools. To steer the consolidation efforts, the new district adopted a set of five guiding principles. One of these core commitments is the inclusion of "student voice and empowerment."

In order to address the commitment to student voice and empowerment, Ypsilanti Community Schools contracted the Neutral Zone (NZ), headquartered in Ann Arbor MI, to work with its newly formed high schools. This undertaking was part of the student voice work NZ provided to 19 total schools, from 2012-15, across the state as part of the Michigan Department of Education's Safe & Supportive Schools (S3) initiative.

Neutral Zone helped assemble a joint team of students from across the two districts to dialogue about concerns, fears, and misconceptions and to form as a student-action team to support student collaboration as the districts merged. The group identified a number of

challenges and proposed recommendations to the new school board including ongoing cross-school visits and activities before the merger, strategies for creating a positive school culture, and ways to involve students in generating the new district identity. Through active workshops and guided planning activities, NZ supported students as they developed artifacts (murals, a photo display of students, and a new school spirit song) for the new school district to help shape the culture and physical environment. Students also led the efforts to select a new mascot for the district.

Through this work, students had an authentic voice and critical impact on one of the highest-level and challenging school governance tasks: restructuring a school district. Without student investment and support for the consolidation, implementation results would have been more limited. Additionally, through participation in the process, students made significant gains in 21st century skills.

Neutral Zone and the Youth-driven Space (YDS) Model

The Neutral Zone was founded by teens in 1998 to provide a venue for needed social, cultural, educational, leadership, and creative opportunities for high school age teens in Washtenaw County, Michigan. Its mission—“by youth and for youth”—states that Neutral Zone is “a diverse, youth-driven teen center dedicated to promoting personal growth through artistic expression, community leadership, and the exchange of ideas.”

The Neutral Zone’s youth-driven programs focus on engaging youth in meaningful decision making, mentorship, and leadership. Its support for personal growth, leadership and social learning gets enacted through a variety of programs that are organized around the interests of teens.

NZ’s YDS philosophy is how the organization approaches creativity and leadership development for teens across its programs and how NZ operates as a space to involve teens at all levels of the agency—programmatically, organizationally and at the governance level. At its core, YDS provides supports and opportunities for youth to make decisions, take on genuine leadership roles and foster building supportive communities of youth. Three pillars define YDS: fostering teens’ intrinsic motivation, supporting young people’s developmental needs, and building youth-adult partnerships.

By supporting intrinsic motivation, adult staff build on teens’ interests, ideas and curiosity to challenge them to set and achieve their own goals (Ryan & Deci 2000). Supporting young people’s developmental needs occurs by building teens’ competence through active and collaborative projects in leadership and the arts. These experiences provide youth plentiful opportunities to explore who they are and encourages them to discover their talents and abilities. Trained adult staff guide youth to reflect on themselves and their processes—supporting teens in the development of their attitudes, values, and identity (Eccles 2002). Finally, youth-adult partnerships guide the work that occurs at NZ. Adults scaffold young people to run their own initiatives and make genuine decisions. Their partnership emphasizes mutuality among youth and adults, with a focus on shared leading and learning (Li & Julian 2012; Zeldin, Christens & Power 2012).

In January 2010, the Kellogg Foundation awarded Neutral Zone and its collaborating partners (The Weikart Center for Program Quality and Michigan State University’s Community Evaluation and Research Collaborative) a two-year grant to share its unique,

youth-led approach with other teen programs throughout the state. The group implemented a two-year training and coaching pilot in eight diverse youth settings across Michigan. Evaluation results demonstrated significant impact on youth outcomes as well as key structural changes in programs and organizations to support youth voice and decision-making. Since that time, Neutral Zone has disseminated its YDS model through intensive training and coaching to over 50 community organizations and school-based programs across Michigan with the goal of helping them strengthen youth leadership, voice, engagement and impact.

Specific Intervention Strategies

In 2012, the Neutral Zone partnered with the Michigan Department of Education (MDE) on the Safe and Supportive Schools (S3) initiative, a federally funded school reform effort. S3 targeted the 22 lowest performing high schools in Michigan, with the goal of raising levels of achievement. One of the primary objectives of the initiative was to implement interventions to increase levels of school safety and student support. The Michigan Department of Education committed, in the S3 project, to have “student voice” lead school reform efforts.

Each school within the S3 project implemented one or more school-intervention models choosing from Restorative Practice, Bully-Free Schools, Creating Safe Choices for Sexual Minority Youth, Michigan Model for Health, or Parent Engagement. The goal through all of these models was to address the conditions for learning and improve the culture and climate in their building. Student voice was required to be a part of each school’s effort, no matter which of the school reform models they adopted. In order to support the student voice objective, most of the schools (19 out of 22) also chose to work with Neutral Zone, for one to three years, to help develop and build capacity for their student engagement in school reform.

Using Zeldin’s (2012) youth-adult partnership framework as the theoretical basis for the intervention, which focuses on supporting positive youth development through authentic civic engagement (Christens and Peterson 2012; Flanagan and Faison 2001; Sullivan and Larson 2010; Youniss et al. 1997), students from 19 of the S3 high schools in Michigan created student teams or “advisories” which engaged in projects to support school reform. The objectives were to have each team research school issues related to their school reform efforts, plan and implement a project that addressed one of the issues and to create an Advisory or Action Team that could support ongoing student involvement. The inputs that guided the intervention included: 1) An intensive two-day Summer Residential Institute; 2) Coaching Site Visits; 3) A one-day Summit, and; 4) Sustainability Reflections. Each of these are discussed next before moving on to reporting some of the results of the project.

Intensive Two-Day Summer Residential Institute

During each summer in 2012-2014, Neutral Zone brought together leadership teams made up of students and adult staff/faculty from across a cohort of five to seven schools. The purpose of the Institute was to: (a) engage these teams in learning about school reform and reform models; (b) engage students in learning skills and strategies (participatory evaluations, project planning) to explore and understand school issues; (c) provide adults professional development to support their student team; and (d) engage school groups in making a plan for initiating an action project when they returned to their home school. The Institute was designed

to model and foster youth-driven practice and adult-youth partnerships in order to provide both students and adults new skills and ideas that could be applied in their school settings.

Coaching/Site Visits

Three to four times per academic year, Neutral Zone coaches provided sites with technical assistance tailored to meet the goals and needs of individual sites. Coaches provided: (a) continued support of student-led projects through additional professional development, strategic planning, observation/feedback and consulting; (b) structured reflection of successes and challenges and guidance to develop plans for improvement; (c) development of structures and strategies to create a sustainable advisory model within the school (mission, bylaws); (d) strategies to involve the larger student body in the work of the advisory. The following is an example of a coaching/site visit:

The student team in Marion created a goal to raise money in order to offer mini-grants to other student groups that wanted to take on school improvement projects. The Neutral Zone coach conducted a three-hour workshop for students and adult advisors on planning a fundraiser and developing a corporate sponsorship package. The group engaged in an active brainstorming session, to come up with a fundraiser project and plan the steps for implementation. Through active exercises, the group drafted their own sponsor package and compiled a list of local businesses that they would ask for support.

One-Day Summit

Neutral Zone reconvened school cohorts mid-year for a professional development program. This day of training and planning allowed students and staff to reconnect with other schools, share successes and challenges, and provided school groups with additional tools, strategies, and training to develop a sustainable advisory council.

Sustainability Reflection

Neutral Zone conducted an end-of-year strategy check-in with school teams or adult advisor(s) to help them plan the next steps for sustaining their advisory council.

Data Collection

In the first year (2012) the pre-survey was completed by 30 high school students, representing five schools throughout Michigan. Pre-surveys were administered to students when they began the intervention, shortly after they arrived at the overnight Institute. In the second year the pre-survey was administered to 33 students, across six schools, and in the final year (2014) the survey was administered to 65 students, across seven high schools. Post-surveys were administered to students back in their home school district in the late spring, following the academic year's intervention. Post-surveys were administered to a larger group of students, as compared to the pre-surveys, in the first and third years (50 and 70 students, respectively) as new youth joined Advisory teams at the various schools. Items were then analyzed, outcome by outcome, as a total cohort—each year—for statistical significance using

a t-test. Analysis was conducted by an evaluator from Madonna University, hired by the Michigan Department of Education.

Youth surveys assessed 21st century skills, or soft skills, such as goal setting, problem solving, leadership, group process skills, organizational skills, and communication skills, using an adaptation of the Youth Experiences Survey 2.0 (Hansen & Larson, 2008). Student surveys also asked about the division of responsibilities between adults and students (adapted from the Kalamazoo Youth Development Network post training/youth version survey, 1999), the strength of partnership between adults and students (Involvement and Interaction Rating Scales, Jones & Perkins, 2006), and the sense of community and engagement (developed from work by Zeldin 2004, Chavis & Pretty, 1999, and Chavis & Wandersman, 1990, plus items from Neutral Zone's Youth Driven Formative Index, 2010). Student surveys were revised each year through the span of the three-year project. Mostly, surveys were shortened to concentrate on items that the implementation team felt were the most connected to the training/coaching and work taken on by students. As a result, there were no inter-item validity or reliability studies conducted. A copy of the final-year survey can be found in Appendix 1.

Results

The Safe and Supportive Schools project was an unqualified success, meeting the goals set out by developers at the Michigan Department of Education. Several supports and interventions occurred at each school to help make broad school-wide gains, which are reported below. Additionally, at the student level, Neutral Zone measured self-reported gains of students who were directly involved in student voice work, through statistical analyses of pre/post surveys. [For a more substantive treatment of data collection and analysis of results, please consult Weiss (2016) as cited in the reference list.]

School Results

All of the schools in the cohort were identified as “Priority Schools,” meaning they were in the bottom 5% of lowest performers on state benchmarks. By the conclusion of the project, 70% of the S3 schools moved off the Michigan “Priority List” as opposed to 37% of non-S3 Priority schools. While 12% of the general pool of low performing schools across Michigan moved to “Reward” status, 30% of the S3 schools received “Reward” status. Reward status means that the school was in the top 5% of schools making the greatest gains in achievement or outperformed the school’s predicted ranking with similar schools.

Additionally, 65% of the schools across the S3 cohort had significant improvements in school safety, as measured by scores on the Michigan Coordinated School Health and Safety Report (MiPS3). Among this group, graduation rates increased 18% (over three years) as compared to a 3% gain in graduation rates for schools with a decrease or no change in school climate measures.

While the evaluation was not designed to isolate the effects of a single intervention, among school personnel and the MDE staff supporting the project, there was wide agreement that “student voice and engagement” was one of the key program areas important to the project’s success. Of the 14 schools that came off the failing schools list, all but one received Neutral Zone’s support for student voice and engagement work.

Student Results

Student Engagement. Results from surveys demonstrated statistically significant gains across several categories and items. In each of the three annual cohorts (2012-13, 2013-14, and 2014-15) statistically significant gains were reported in multiple items within the *engagement* subscales. Some of the items that made significant gains included: students feeling connected to their student advisory group; feeling connected to adults in their advisory; and feeling that it was important to be involved in the advisory. (Please contact the author for a list of the items surveyed and details on significant gains at the 5% confidence level.)

Sharing Power Between Students and Adults. Students were also surveyed, using a 5-point scale, about their feelings for how various school improvement responsibilities were shared between adults and students (1=mostly adult, 3=equally shared, and 5=youth completely responsible). Across the nine items that made up the “shared responsibility” subscale in the first and third years, every item increased from pre to post tests (except for one in 2014-15) and between three to five (out of nine) were statistically significant at the 5% confidence level each year. These gains demonstrate that students felt increasing voice, responsibility and empowerment to support school activities. (Please contact the author for a list of the items surveyed and details on significant gains at the 5% confidence level.)

Student Socio-emotional Learning and 21st Century Skills. Additionally, we found many statistically significant gains across several of the items within the *advisory experiences* subscales. This area was further divided into skill or experience areas, which included the following: problem solving, time management, pro-social behaviors, group process skills, organizational skills, and leadership skills. Some of the significant increases included the following items: using creativity to solve problems, better at taking feedback, running a meeting, and organizing an event or project for school. By the final year of the intervention, results of 33 out of 38 items demonstrated statistical significance. (Please contact the author for a list of the items surveyed and details on significant gains at the 5% confidence level.)

Qualitative Data

Qualitative comments were collected after the first intensive, overnight retreat/training and mid-point following the one-day professional development summit. Comments demonstrate an increased motivation on the part of students to take on active, meaningful roles in their school improvement efforts. Some of the comments included:

I plan on having more of a voice in my school’s affairs and issues... I will take what I’ve learned and be more involved in improving our school and lead my school better so that more people would come and attend our school... I plan to go back to my school and talk to (staff) about improving student involvement and doing something to improve it... We have created a new organization which will allow members of different groups in our school to join together and better influence our community.

Other comments demonstrated an increased confidence to try new skills. For example, students remarked, “I plan on speaking more in front of large groups... [I will] use the ‘top 10

facilitator' tips to lead my group... [I will] plan our student advisory meetings more efficiently."

Long lasting relationships between the Neutral Zone and project sites provided an opportunity to see planning and implementation of authentic projects that were student-led and driven. One of the Neutral Zone coaches reported the following anecdote, based on the work that occurred over the school year at an S3 school in Lansing.

Students organized into the "Quaker Crew" (their mascot is a Quaker) and chose "hallway safety" as the issue where they wanted to impact change. The school had recently added 7th and 8th graders into the high school building. As a result, the halls were packed, especially during passing time, making them unsafe and inhibiting students from getting to class on time. The Quaker Crew developed a multi-tiered media campaign to raise awareness of the hallway issues. They created posters and a

Twitter feed whose messages were to get students to act safely and responsibly during passing time. Furthermore, they created "buttons" with the Quaker mascot and started a "get to class on-time" campaign. The Crew would choose classes at random and when the bell rang gave every student who came to class on time a button. The buttons became a symbol of pride, and though a small token, actually made a difference in encouraging students to get to class on time.

Conclusions and Implications

There are many ways to empower and amplify students' voices and engagement. School climate is the most obvious and the least restrictive: obvious because students have the most to gain when school climates are safe and supportive, and the most to lose when they are not. Obvious, too, as students make up the majority of a school's population, and can easily be the body that influences the climate. And working to change school climate is least restrictive because there are few state or locally mandated laws or policies that define school climate, thereby providing the greatest latitude for student voice, buy-in and leadership. Adults should not feel the necessity to have full control around climate, as they might for other areas like curriculum. That's because climate, different from curriculum, has no learning benchmarks or standards requirements, and teachers do not need to feel that their power as content experts is being usurped.

In order to bring students in as partners, this student engagement initiative offers several important lessons. First, if we expect students to make meaningful contributions to the school change process they need professional development. The education field is one steeped in professional development for teachers (from pre-service to in-service and continuing education). If we expect students to serve effectively, they, too, need training and coaching to help them learn to organize, plan, and take action. A high-functioning advisory requires a focus on intentional group development and community building supported by training and coaching. Second, students need intentional, institutional structures like an established advisory council or action team to organize their efforts. With this structure is the requirement that they be provided time and support to meet regularly (at least every other week, if not weekly) and time to implement projects and initiatives.

As stated earlier, the work behind this student engagement program is based on the theoretical underpinnings of youth-adult partnerships (Zeldin, Christens & Power 2012). Successful student advisory groups work in partnership with one or more adult advisors who helps to support group development and the implementation of authentic work. It is imperative that those adults are committed to letting students have a strong voice in their work and be supportive of their ideas. This adult role is to scaffold students to keep taking on greater challenges in an unfamiliar system.

Finally, maybe the most important element in successful student voice efforts is permission. Successful student voice work requires permission for students to form a group, permission to participate in training, and permission to have quality meeting time to conduct their work. But most of all, students need permission to act on their ideas about how to make positive school change. Though permission is a simple thing for adults in schools to provide students, it might be one of the most transformative ways to provide students genuine empowerment.

REFERENCES

Adair, J.K. (2014). Agency and Expanding Capabilities in Early Grade Classrooms: What it Could Mean for Young Children. *Harvard Educational Review*, 84(2), 217-241.

Boomer, G., Lester, N., Onore, C. & Cook, J. (Eds.) (1992). *Negotiating the Curriculum; Educating for the 21st Century* London and Washington DC: Falmer Press.

Chavis, D.M., Hogge, J.H., McMillan, D.W., & Wandersman, A. (1986). Sense of Community Through Brunswick's Lens: A First Look. *Journal of Community Psychology*, 14(1), 24-40.

Chavis, D.M., & Pretty, G. (1999). Sense Of Community: Advances in Measurement and Application. *Journal of Community Psychology*, 27(6), 635-642. Coburn, C. E. (2003). Rethinking Scale: Moving Behind Numbers to Deep and Lasting Change. *Educational Researcher*, 32(6), 3-12.

Christens, B. D., & Peterson, N. A. (2012). The Role of Empowerment in Youth Development: A Study of Sociopolitical Control as Mediator of Ecological Systems' Influence on Developmental Outcomes. *Journal of Youth and Adolescence*, 41(5), 623-635.

Czerniawski, G., & Kidd, W. (2011). *The Student Voice Handbook: Bridging the Academic/Practitioner Divide*. Warrington: Emerald Group Publishing Limited.

Eccles, J., & Gootman, J. (2002) Community Programs to Promote Youth Development. Institute of Medicine (Nas), Washington, Dc.; National Academy Of Sciences - National Research Council, Washington, Dc. Board on Children, Youth, and Families

Flanagan, C. A., & Faison, N. (2001). Youth Civic Development: Implications of Research for Social Policy and Programs. *Social Policy Report*, 15(1), 3-14.

Hansen, D. M., & Larson, R. (2005). The Youth Experience Survey 2.0: Instrument Revisions and Validity Testing. Unpublished Manuscript, University of Illinois at Urbana-Champaign. <Http://Web.Aces.Uiuc.Edu>Youthdev/>

Li, J., & Julian, M. (2012). Developing Relationships As The Active Ingredient: A Unifying Working Hypothesis of "What Works" Across Intervention Settings. *American Journal of Orthopsychiatry*, 82 (2), 157-166.

Ryan, R. M., & Deci, E. L. (2000). Self-determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-being. *American Psychologist*, 55, 68-78.

Smyth, J. (2012). When Students "Speak Back": Student Engagement Towards a Socially Just Society. In B. McMahon & J. Portelli (Eds.), *Student Engagement in Urban Schools: Beyond Neoliberal Discourses* Charlotte, Nc: Information Age Publishing, Inc.

Sullivan, P. J., & Larson, R. W. (2010). Connecting Youth to High Resource Adults: Lessons from Effective Youth Programs. *Journal of Adolescent Research*, 25(1), 99-123.

Weiss, J. (2016, March). Involving the Stakeholders that Matter Most: Student Voice In School Reform. Paper presented at the American Educational Research Association Annual Meeting, Washington, D.C. (For a Copy of the paper, please email the author at: Weiss@Neutral-zone.Org)

Youniss, J., Mclellan, J. A., & Yates, M. (1997). What We Know About Engendering Civic Identity. *American Behavioral Scientist*, 40(5), 620.

Zeldin, S., Christens, B., & Powers, J. (2012, October). The Psychology and Practice of Youth-adult Partnership: Bridging Generations for Youth Development and Community Change. *American Journal Of Community Psychology*.

Zeldin, S. (2004). Preventing Youth Violence Through the Promotion of Community Engagement and Membership. *Journal of Community Psychology*, 32(5), 623-641.

Appendix 1:**Student Engagement Survey – S3 Project**
April 2015

Thank you for taking the time to fill out this survey! This survey is confidential and is part of the Safe and Supportive Schools (S3) project to get students involved in school reform. Your answers will help us learn more about this process. Please do your best to mark the answers that are most true for you.

We are going to ask you the same questions at the end of the school year and we want to match your answers so we can tell how things have changed for you during the year. In order to do this, please answer the following questions.

1. First three letters of your last name _____
2. Last letter of your first name _____
3. Write the month you were born: _____
4. School _____

Once your survey is sent to the evaluators, it will be coded with the above information and the cover sheet separated to help allow your responses to remain confidential. .

Student Engagement Survey – S3 Project (April 2015)

<u>Right now, I know how to/am able to:</u>	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Run a meeting.	<input type="checkbox"/>				
Make an agenda.	<input type="checkbox"/>				
Organize people to get things done.	<input type="checkbox"/>				
Make a budget.	<input type="checkbox"/>				
Organize an event for my school.	<input type="checkbox"/>				
Negotiate with others.	<input type="checkbox"/>				
Maintain a positive work environment for others.	<input type="checkbox"/>				
Run an activity or event.	<input type="checkbox"/>				
Make a presentation.	<input type="checkbox"/>				
Do research on a topic I'm interested in.	<input type="checkbox"/>				
Identify community resources.	<input type="checkbox"/>				
Get people to see my point of view.	<input type="checkbox"/>				
Speak my mind, even if adults are in the group.	<input type="checkbox"/>				
Feel comfortable speaking in public.	<input type="checkbox"/>				
Respectfully disagree with others.	<input type="checkbox"/>				
Write promotional materials.	<input type="checkbox"/>				
Express my opinions on paper.	<input type="checkbox"/>				

Write a grant proposal.

Identify a school problem and come up with an event or activity to address it.

Lead people to make a change.

How much do you agree or disagree with the following statements?	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
--	-------------------	----------	---------	-------	----------------

I feel connected to students in my school.

I feel connected to the adults in my school.

I feel at home in my advisory group.

It is important to me to be involved in an advisory group.

Students and adults in this advisory group really seem to like each other and have fun together.

If there is a problem at this advisory group, adults and youth work together to get it solved.

The activities I do in this advisory group help me get better at the things I care about.

The activities I do in advisory group are challenging (in a good way).

Think about your school, how are responsibilities divided between adults and students in your school?	Divide responsibilities as follows:				
	Completely adult	Mostly adult	Equally shared between adult & youth	Mostly youth	Completely youth
Selecting projects for school improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning projects for school improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementing school improvement activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating school policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing assessments to better understand school issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fundraising for school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Featuring school programs for external audiences (visitors, parents, community members)	<input type="checkbox"/>				
Talking to administrators at the school district about school improvement activities	<input type="checkbox"/>				
Making decisions about what is taught in classes	<input type="checkbox"/>				

Based on your current or recent involvement <u>IN THE ADVISORY GROUP</u>, please check how much you had these experiences.	Strongly disagree (or didn't get to do this here)	Disagree	Neutral	Agree	Strongly agree	Not Applicable or Not Sure
Because of this advisory, I have tried doing new things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This advisory has been a positive turning point in my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In this advisory, I set goals for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In this advisory, I've learned to find ways to achieve my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In this advisory, I've learned to consider possible obstacles when making plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In this advisory, I've used my creativity to solve a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This advisory has helped me learn about setting priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of this advisory, I am able to change my school or community for the better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of this advisory, I've become better at taking responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This advisory has helped me learn to work with other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This advisory has helped me become better at giving feedback.	<input type="checkbox"/>					
This advisory has helped me become better at taking feedback from others.	<input type="checkbox"/>					
Because of this advisory, I've learned about the challenges of being a leader.	<input type="checkbox"/>					
In this advisory, I have the opportunity to lead a group of peers.	<input type="checkbox"/>					
Because of this advisory, I've gotten to know people in the community.	<input type="checkbox"/>					
This advisory has helped prepare me for college.	<input type="checkbox"/>					
This advisory has increased my desire to stay in school.	<input type="checkbox"/>					
In this advisory, I feel safe or comfortable expressing my ideas.	<input type="checkbox"/>					

THANK YOU FOR YOUR PARTICIPATION