Education Programs provides youth development opportunities for young people in the Williamsburg area. Through sustained partnerships with local schools and community organizations, our William & Mary students support the cognitive, social, emotional, and academic development of participating youth. While supporting the healthy development of young people, William & Mary students do this by gaining a deeper understanding of education equity from the root causes to its manifestations over time. In all they do, they have an eye on making an impact with the young people and communities where they serve.

Education Programs consists of two programs that offer tutoring and mentoring in alignment with youth development and education best practices. These two programs, which are also recognized student organizations are:

- Griffin School Partnerships
- Lafayette Kids

In addition to supporting these programs, Education Programs supports individual students who want to pursue individual projects and initiatives. One part-time staff member supports Education Programs. The person in this position collaborates with an additional part-time staff member on Enrichment programming for Griffin School Partnerships.

**Education Program Goals**

Beyond the OCE goals for all students participating in programs, for every William & Mary student who serves in an offering of Education Program, we have the following goals for each volunteer experiential learning:

- Develops an understanding of positive youth development and implements practices with integrity
- Delves into the root causes of education equity and implements their understanding to positive impact the issue, either individually with their direct work with young people or indirectly through large-scale systems work
- Exhibits a dynamic understanding of key education issues and practices impacting how they serve inclusively throughout the community
- Makes connections between the social and education policy and practice

For every young person who participates in an offering of Education Program, we have the following goals:

- Young people are interested and engaged in programming
- Young people grow and develop in relationship and in wellness
- Young people are safe, physically and emotionally

**Membership/Volunteers**

During the 2019-2020 academic year, **two hundred eight (208) individuals volunteered in Education Programs.**
### GSP Membership Serving by Program Area

| Program Area          | Fall 2019 | Spring 2020 | Change  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Afterschool</td>
<td>43</td>
<td>42</td>
<td>-1 (-2.3%)</td>
</tr>
<tr>
<td>Classroom Assistance</td>
<td>65</td>
<td>79</td>
<td>14 (21.5%)</td>
</tr>
<tr>
<td>Mentoring</td>
<td>24</td>
<td>23</td>
<td>-1 (-4.2%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>132/131</strong></td>
<td><strong>144</strong></td>
<td><strong>12 (9.1%)</strong></td>
</tr>
</tbody>
</table>

- *131 W&M Students served in GSP in the Fall with one member volunteering as both a mentor and a classroom assistant. Total membership increased by 9.9% from Fall to Spring semesters.
- **178 W&M students completed their GSP service commitment** (in a minimum of one semester)
- 38 GSP Afterschool volunteers (88.4%) volunteered at least one weekend for Enrichment programming
- 104 (58.4%) Volunteers participated in GSP both fall and spring semesters

### Lafayette Kids Membership

<table>
<thead>
<tr>
<th>Membership Type</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaders</td>
<td>5</td>
<td>6</td>
<td>1 (20%)</td>
</tr>
<tr>
<td>Bigs</td>
<td>25</td>
<td>24</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>30</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

- **30 W&M students completed their Lafayette Kids commitment** (in a minimum of one semester)

### How We Learn: Developing Skills

To execute effective youth practice and create an optimal learning environment, Education Programs develops skills with three broad key processes: service/practice, training, and reflection (on community impact).

#### Service/Practice

This year, Education Programs staff focused on the quality of service and practices of W&M students. With two new advisors guiding the program, advising efforts centered on systematic integration of effective youth development practice and alignment to the Virginia Standards of Learning.

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1 The skills identified for both volunteers and leaders are aligned with the National Afterschool Association’s (NAA) Core Competencies for youth workers. See [https://naaweb.org/resources/core-competencies](https://naaweb.org/resources/core-competencies)
Overall, programming took on a different feel (on relationships) and focus (on development) with students examining key issues to delivering high quality programming. For instance, how to design inclusive programming, including enrichment (which occurred off WJCC school grounds); how begin to think about programming from beginning to end in terms of youth outcomes; how and who is responsible for program oversight & continuous improvement and how to effectively implement effective corresponding processes; and finally how to hold all volunteers, and in particular leaders, accountable.

The advisors observed great strides in leaders’ first efforts to meet the new challenges put to them around elevating high quality practices. For instance, the enrichment coordinators took on the bulk of programming and aligned all activities to the SOL’s while keeping activities engaging which continuously piqued the interest students with approximately 53% of all WJCC students eligible to attend enrichment participating in at least one day of activities. Our volunteers perceive these enrichment activities as meaningful for the students in our local community because they, “expose them to new experiences, expose them to what college even is before they get into it, get to see new parts of W&M campus, and because they see that we care about their opinions by creating a welcoming environment.”

Likewise, mentoring coordinators optimized training time for volunteers and incorporated a specific training module for volunteers. Their start for the year regarding training set the tone for programming in which both coordinators sought out additional resources to prepare the volunteers in their direct work with their mentees from new physically active activities to a family dinner organized around Love Languages. At the event six (46%) of the mentees attended with thirteen family members.

In regards to accountability, GSP leaders worked hard to hold members and peers accountable for the service; however, this remained a struggle throughout the year as evidenced by shift attendance and attendance at volunteer development sessions. In the fall semester, 47 (36%) of all GSP volunteers completed all program requirements to remain in good standing.

While 178 GSP members fulfilled their service commitment during the 2019-2020 academic year, only 47 (36%) volunteers in the fall successfully completed the requirements in full (training & issue education requirements, shift attendance etc.). In the fall, 75.6% (103) completed volunteer development sessions; however, in the spring, only 57.6% completed this requirement. In regards to shift attendance, 14 (32.6%) in afterschool did not complete the shift attendance requirement while 100% of mentoring volunteers at both sites completed this requirement.

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2 See Appendix A for the specific activities offered during enrichment and the corresponding Virginia’s Standards of Learning for each in the Enrichment Annual Impact Report. All WJCC students enrolled in a GSP afterschool program are eligible to attend enrichment programming.

3 The mentoring program at James River served students in grades 3 through 5. Both students new to the program and returning mentees participated this year. For instance, one (1) fifth grader had participated in the mentoring program since their second grade year.

4 Due to the resignation of the Issue Education Coordinator, leadership decided to reduce (temporarily) the requirement from two sessions (one Issue Education and one Training) to one. The spring semester saw the two-session minimum reinstated. As a note, shift attendance for the spring semester was difficult to gauge because of the pandemic. Because it cut service short, many shifts only went out a handful of times.

5 As noted in Matthew Whaley’s Impact Report, shift leaders had difficulty tracking attendance since teams did not go to the school together. Because Matthew Whaley is in walking distance, volunteers walked over individually.
In terms of requirements for Lafayette Kids, 29 of the 30 volunteers (96.7%) achieved and maintained “good standing” by completing all requirements. These requirements include attendance at Bigs meetings where they receive training, attendance at the site and special events.

Lafayette Kids adherence to their commitment to the best interests of children served as the cornerstone for their work this year. After noticing significant inconsistencies and an overall incongruence with the standards for youth development, Lafayette Kids demonstrated great integrity by standing up for the young people with which they worked demanding youth voice and choice as well as more structure with their community partner. Prior to the end of the fall semester, both Lafayette Kids and Community Housing Partners decided that it was best to dissolve the current memorandum of understanding, at least temporarily.

During this time of transition, Lafayette Kids leads worked on aligning their goals, mission, practice, and processes for the optimal impact of their future relationships with young people and ultimately the opportunity gap. In regards to the process, one leader pointed out, “We had to do a lot of problem solving on the Lafayette Kids executive team this year as our relationship with our partners changed and we had to adapt to it.” As they realigned to their mission of closing the opportunity gap, a volunteer also noted, “reach[ing] out to professors and experts with knowledge on the education gap.”

As a result, a new relationship with a new community partner, the Williamsburg redevelopment and Housing Authority is budding. Lafayette Kids leaders have planned summer programming that will serve as a virtual model for future online Education Programs.

All of these efforts by volunteers, Education Programs leaders in particular, demonstrated a strong reliance on key critical skills, many of which volunteers mentioned in the Annual OCE survey. According to this year’s OCE Annual Survey, William & Mary students serving in Education Programs self-reported using the following key skills in their practice of serving in the community included five key skills.6

- Teamwork/Collaboration (67/82.7%)
- Critical Thinking/Problem Solving (60/74.1%)
- Reflection on your own perspective, assumptions & bias (59/72.8%)
- Oral/Written Communication (55/67.9%)
- Professionalism/Work Ethic (54/66.7%)
- Leadership (53/65.4%)

Throughout the year, W&M students delved into working with young people in the community with a passion for meeting the individual needs of each participant. Their dedication allows them to work with young people and community partners where they are while also honoring and utilizing the assets of all of our stakeholders, while developing new skills within themselves and the community at-large.

As GSP dug deeper to address the individual needs of young people, volunteers noted using their skills:

- One task we did was find and then reach out to professors and experts with knowledge on the education gap

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6 Of the one hundred seventy-eight (178) volunteers that completed service in GSP, 38.8% (69) of them completed the annual OCE survey. Likewise, 40% (12) of the thirty (30) Lafayette Kids volunteers who served during the 2019-2020 academic year completed the survey.
One student reflected, “We need to better address accessibility of our campus programs. [Our student in an electric wheelchair] felt left out because everyone else was walking ahead. We need to choose more accessible buildings and paths for all of our students.”

When working as a classroom assistant, I had to creatively problem solve in order to help students with learning differences or how to figure out how to support students when they were frustrated or confused.

I practiced problem solving while aiding a blind student and helping her learn her keyword. We color coated the letters, which she could see, to help her learn how to type and associate different colors with letters.

One student reflected that they could raise awareness of our program through increasing the parents’ understanding of the benefits of our program by sending out a thank you that includes our alignment to the [Virginia Standards of Learning] so parents will be aware that our programs are addressing school topics and educational standards.

In GSP, I worked with one student who was so shy she basically wouldn’t speak until we worked together for a half an hour or so, so I had to find different methods of communication with her. I found she really loves drawing so she would draw or write what she needed to say to me. (Problem solving/communication)

In volunteering with GSP, I worked a lot with a student from Kenya. It was really interesting to hear their unique perspective and help them in their English skills. I believe this broadened my global/intracultural fluency.

**Training & Volunteer Development**

In an effort to achieve quality youth practice, each program/student organization organizes and conducts training to keep their volunteers informed and using best practice. Each organization has a mandatory onboarding training as well as additional training sessions throughout the year. The trainings fall within the following categories: safety and wellbeing, learning and curriculum, education equity, youth development and engagement, and cultural competence and responsiveness.

While the development sessions cover issues in-depth, they also covered a wide range of issues. But the purpose of sessions was not just to check a box. They set the standard for the bases of all that Education Programs does by putting relationships and care at the center of development work (cognitive, social, emotional, and mental). The advisors worked with W&M students to integrate all of what they learning in sessions into their practice and service.²

In regards to volunteer development, the 2019-2020 academic year was a year of firsts. It was the first year that the “Virginia’s Child Abuse Recognition & Intervention Training” was not only offered by strongly encouraged by all volunteers. As a result 75 (36%) Education Programs volunteers completed the training. Moving forward, Education Programs staff will required all Education Programs volunteers to successfully complete the training prior to volunteering with young people in the community.

GSP Volunteer Development

<table>
<thead>
<tr>
<th></th>
<th>Fulfilled Training &amp; Issue Ed Requirement (at least 1 in each category)</th>
<th>Didn’t Attend any Volunteer Development Sessions</th>
<th>Attended 2 sessions in one category (rather than 1 in each)</th>
<th>Attended only 1 session for the semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afterschool</td>
<td>20 (47.6%)</td>
<td>14 (33.3%)</td>
<td>2 (4.8%)</td>
<td>6 (14.3%)</td>
</tr>
<tr>
<td>Classroom Assistance</td>
<td>45 (57%)</td>
<td>19 (24.1%)</td>
<td>3 (3.8%)</td>
<td>12 (15.1%)</td>
</tr>
<tr>
<td>Mentoring</td>
<td>11 (47.8%)</td>
<td>4 (17.4%)</td>
<td>1 (4.3%)</td>
<td>7 (30.4%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>76 (52.7%)</td>
<td>37 (25.7%)</td>
<td>6 (4.2%)</td>
<td>25 (17.4%)</td>
</tr>
</tbody>
</table>

Training & Issue Education Relevance

GSP members ranked the training and issue education sessions provided as follows:

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes</th>
<th>Sort of</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicable to your GSP experience?</td>
<td>20 (49%)</td>
<td>17 (42%)</td>
<td>2 (5%)</td>
</tr>
</tbody>
</table>

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8 GSP volunteers are required to complete a minimum of one Issue Education Session and one Training Session each semester.
Good learning experiences?

<p>| | | |</p>
<table>
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</thead>
<tbody>
<tr>
<td></td>
<td>29 (71%)</td>
<td>10 (24%)</td>
</tr>
</tbody>
</table>

Focused on the right issues?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29 (71%)</td>
<td>10 (24%)</td>
</tr>
</tbody>
</table>

Leader Development

Leaders acquire additional training in data and assessment, family & community engagement and relationships, implicit bias, program planning and development, and leadership. The majority of this training occurred in retreats at the start of each semester and advising meetings.

In addition to youth development and curriculum alignment, probably the two areas leaders received most of their development was equity and reduction of implicit bias and leader development. Leaders struggled with integrating all that they learned with the process reviewed and implemented. However, they made great strides toward implementing conscientious equity practices. As a part of this process, the Education Programs advisor developed a leadership rubric.9

Advisors also placed a critical focus on laying the foundation for youth development. As a result, both Lafayette Kids and Griffin School Partnerships each examined some of the basics of youth development practice in leadership retreats.

Reflection

After receiving training on how conduct an effective reflection session, team leads conducted reflection sessions a minimum of twice each semester. In addition, at each Afterschool Enrichment program, the team facilitated a reflection session. In accordance with OCE model, they used the “What, So What, Now What” model. Compared to Enrichment Programs last year, our W&M volunteers increased reflective practice and 85% of survey respondents noted they were satisfied with their reflection experience.

Volunteers included the following as some of their reflections in their response to the OCE Spring 2020 Survey:

- I got a deeper understanding on how aging influences cultural and social perceptions in society as well as in my own life (volunteer)
- I’ve learned that the kids have different points of view from me. I’ve learned to try to leave my assumptions behind and learn from the kids. I’ve learned to empathize more with the troublemaker students and learned that not giving up on them also means being ok with not everything will go to plan. (Leader)

9 See Appendix C “Education Programs Leadership Rubric.”
Education Program 2019-2020 Impact Report

- I've learned about effective leadership in not only the executive setting, but in learning to organize programs and reach out to other organizations on campus to facilitate partnerships and create high-quality experiences for students, both W&M and WJCC. (Exec)
- I was able to expand my ability to relate more to children in elementary school.

As a part of the reflective process, advisors requested that leaders submit impact reports in which they were to reflect upon their service and the semester and communicate the learnings based upon leadership duties, reflection sessions, trainings, and direct service with young people in the community.

In reflecting on their experience one Lafayette Kids member noted, “It has completely changed my perspective of the world I live in. I look at academics in a new light. I'm more equipped to recognize inequality in my community and know how to approach and combat it.”

Likewise, in reflections from the GSP Mentoring Coordinator on the Executive Board, she stated:

I recommend continued development of the training programs, especially for mentors and after school volunteers. Individuals should be given the opportunity to be trauma-informed, to learn about the history of the area they work in, to consciously consider the effects of race and colonial narratives in the area which affect the way we interact with students (as a largely White volunteer base working with a largely Black population), etc. Everyone should have the space to learn more, including the leaders who do not enter their positions knowing everything about GSP, volunteering in schools, or social justice. These individuals would benefit from more support including: trainings on what serving on an executive board and working in schools in this capacity should look like- beginning with the current structures and ending with empowering them to make choices to better the organization and community.

Building Community

Our W&M students noted an increase in friendships and sense of purpose because of their time with our program. One volunteer reflected, “It’s refreshing to have a break to hang out with people your own age but also with younger students. We have childish but illuminating conversations. It really allows you to get closer to students, further develop relationships with students so that after school experience is enhanced.” As previously mentioned, volunteers consistently reflect on the idea of community both on and off campus as one of their top experiences as a volunteer in Education Programs.

Enrichment

100% of survey respondents said, based on their experience with GSP's After School Enrichment Program, they are likely to attend again. W&M students demonstrated an increased knowledge of campus opportunities through their on-campus service with our community partners.

We also impacted our campus-community through our partnerships with student organizations. This year Enrichment programs had eight W&M campus-community partners, who through their work with

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10 See OCE Spring Survey 2020.”
Education Program 2019-2020 Impact Report

our organization also provided service to the Williamsburg community. Enrichment programs have a strong tradition of connecting campus with the community and bringing others into service with us.

This year, Enrichment provided an opportunity for 20 hours of service for our volunteers through four programs of 5 hours each. This year, 38 W&M students volunteered with us. This is approximately 86% of the after school tutors in our larger program. Of our 38 W&M volunteers, two volunteers attended and facilitated all four programs, two volunteers attended three programs, five volunteers attended two programs, and 29 volunteers attended one program.

We also collaborated with an additional 20 W&M students volunteering as campus-community partners in our programming. This experience allows our campus-partners to have rich experiences with community partners as well as develop some similar skills to our program’s volunteers.

Impact

Education Programs worked hard to positively impact the communities they served by focusing on raising the quality of service. At the outset of the fall semester, GSP leaders embarked upon another first. During their fall retreat, they identified all of the outcomes they sought to impact during the year.11 Likewise, Lafayette Kids’ Spring retreat allowed them to align their goals, mission, and strategies by examining community realities, data, and assets.

Youth Impact

While GSP, in particularly, developed outcomes for young people, in large part our impact on the young people is unknown.12 However, this year, the team captured the number of young people who enrolled in afterschool and mentoring programming. A total of fifty-four (54) students directly enrolled in programming with 38 students enrolled in afterschool and 16 students enrolled in mentoring at both the (13 students) elementary and (3 students) middle school programs.13 During the fall semester, 50% of the afterschool participants attended at least 75% of the weekday programming offered. In addition, approximately 53% of afterschool participants attended enrichment programming.

In the coming year, we hope to offer satisfaction surveys to parents and students and hope to develop a way to assess developmental progress (academic, cognitive, social-emotional etc.) for students enrolled in mentoring and afterschool programming, in particular.

Community Impact

Because of the transition that Lafayette Kids experienced this year, only GSP has feedback from coordinators from collaborating agencies. At the conclusion of the academic year, advisors sent a brief school site survey to coordinators. We had 100% (6 sites/coordinators) participation with the majority 66.7% (4 respondents) responding that they were somewhat satisfied with GSP programming. While one respondent (16%) stated they were extremely satisfied and another one (16%) reporting that they were

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11 See Appendix D “GSP Outcomes.”
12 Anecdotally, the participants seemed to enjoy the programming and relationships with the volunteers in both programs.
13 While the team is working on ways to quantify the number of young people served for programming like GSP’s classroom assistance and Lafayette Kids overall programming, there is an overall move toward more concerted efforts to track student attendance and outcomes.
neither satisfied nor dissatisfied. It is noteworthy that the one WJCC school site coordinator that was extremely satisfied worked at a school where mentoring was offered (see above improvements in practice and service). WJCC comments focused on continuing training on working with students. One particular coordinator stated “It is a great program. I just feel like it needs more structure” noting that students had a lot of free time during the program” and a desire to see increased opportunities to learning.\textsuperscript{14}

However, during a mid-year with another school site contact from GSP afterschool programming, the WJCC coordinator noted decreased behavior incidents and more structure within the program from the previous year.\textsuperscript{15}

**Volunteer Impact**

GSP defined the following goals at the beginning of the academic year:

- Balance personal life and work with a sense of community
- Feel encouraged to become active citizens
- Develop social-emotional skills, especially empathy

According to the OCE Survey, volunteers indicated that they, in large part, achieved these outcomes. For examples, volunteers stated:

- I have enjoyed getting to know my William and Mary community as well as the Williamsburg community through OCE programming. It has created an awesome sense of camaraderie knowing there are like-minded and service oriented peers on campus like me!
- Branch Out and GSP have been my favorite activities here at W&M. I have been able to learn about issues I care about with people that have similar interests. These programs have also given me skills I can use in the future to continue working in my communities.
- Through GSP, I've met lots of other W&M students and learned more about the Williamsburg community, which was important to me as an out of state student. I also learned more about myself in terms of my strengths and weaknesses when it comes to teaching and community engagement.
- It has completely changed my perspective of the world I live in. I look at academics in a new light. I’m more equipped to recognize inequality in my community and know how to approach and combat it. (Laf Kids)
- It helped me reflect on my role in society: who I am turning into, and who I want to be.
- It has encouraged me to get involved in the community in a more direct way. I have loved being a mentor because it made me feel like I was doing something important in my mentee’s life, while they were also inspiring me to be a better person.
- The experience brought more joy to my week, as working with elementary school students is so happy and exciting, because they see the joy in the everyday more than I do. The experience just reinforced my desire to teach students after college.

Volunteers in the mentoring program received intentional coaching from the Mentoring Coordinator Representative on the Executive Board in both leadership and mentoring development. As a result, five

\textsuperscript{14} From “GSP School Site Contact Feedback Survey” noted by coordinator from Berkeley Middle School.
\textsuperscript{15} Also noted in the Fall Impact Report for Toano Middle School.
mentors went on to take leadership positions in Griffin School Partnerships for the 2020-21 school year. Four of these became executive board members who were not previously on the leadership team. Four of the five leaders for 2020-21 and three of the four additions to the executive board were new volunteers in GSP and mentoring, joining in fall 2019. In the coming year, we hope to expand this type of peer mentorship across all program areas in GSP.

For Lafayette Kids, one leadership member decided to stay on the leadership team. He currently serves as the Lead Director and has subsequently served as mentor to all the new leaders on the team. His continuation on the team has provided critical time in forming the relationship between leader and the advisor, allowing for more depth in skill development. Likewise, the new Communication & Logistics Coordinator for GSP served on the GSP leadership team last year as well.16

Student Leader Impact

As the first year with two new advisors in Education Programs who focused on the quality of programming, we look to focus more on gauging student leader development (and volunteer development in general). To do so, a solid partnership has already been forged with key professors in the School of Education. In the coming year, we will develop learning outcomes for students’ service experiences.17

Pandemic Modifications & Response

With the Covid-19 pandemic hitting the U.S. hard in early March, all of our service came to an unexpected end prior to Spring Break (unbeknownst to everyone). This meant that volunteers were unable to close out their programming or say their goodbyes. GSP leaders expressed great concern regarding the trauma that this might cause WJCC students, particularly those in the mentoring program.

As a result, we reached out to WJCC to orchestrate a goodbye with the possibility of care packages. In a few cases, some WJCC school contacts arranged goodbyes; however, along with the forgone care packages, most goodbyes did not occur.18

The remainder of the Spring semester remained focused on volunteer development, which occurred online, and recruitment and onboarding GSP’s new leadership team (all of which occurred virtually). Because Lafayette Kids was already in transition and looking for a new partner, they continued that work but had to cancel their spring forum on education equity. In this time, the pursued a new partner and developed a summer program in a relatively short time. The Education Programs Coordinator met with them intensively throughout the summer to assist with curriculum development, partnership outreach, testing virtual models, and researching proper protocols. Their work resulted in “Making Our

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16 In an effort to provide more structure and accountability to the GSP leadership team, the Communications and Logistics Coordinator, Driscoll Taylor, served as the convener of meetings, events and served as the rallying advocate and cheerleader for the organization. This role has unofficially passed on for the new year.
17 The two primary partners in the School of Education are Debbie Ramer and Kristin Conradi-Smith.
18 Williamsburg-James City County Schools would not permit direct contact with parents during this time. They sought mitigate confusion and liability. In the future, contact between W&M students and WJCC parents will occur through WJCC school site contacts.
Mark” which has a play component as well as an art component devised in partnership with Steve Prince at the Muscarelle Museum. This work will serve as the model for forthcoming virtual programming in the coming year, when and if needed.

Advisors’ Note

2019-2020 was a year of transition. Education Programs staff took on the task to encourage students to take charge of their organization by becoming more informed on the issues and incorporating all that they learned in new and innovative ways. Advisors introduced them to ways to become more outcome focused as well as responsive to the community and each other.

Over the year, student leaders, particularly in GSP, struggled with how to incorporate and integrate data to improve programming while balancing the demands of academics and their overall wellbeing and development. Likewise, students struggled to assume the responsibilities of the student organization that staff previously executed.

Because of new programming structure and responsibilities and a desire for partnership, the primary advisor did not push W&M students to make changes; however, she focused on making suggestions as a way of strengthening their new relationship and building trust. As a professional in youth development, she sought to balance the need for more intentionality and care around program creation and execution while trying to honor the student groups as both student organizations and OCE programs. She struggled to balance GSP’s status as a student organization and its programming within the context of OCE programs (as an OCE program).

Moving forward, there will be a continued focus on working with W&M students (as well as young people in the community) as whole people who need opportunities to explore and develop their skills in caring spaces that are both responsive and also promote both individual and community development and assets.

To accomplish this, we need to create more space to ask the hard questions, particularly since so many obligations stretch W&M students to the limits. Doing this not only elevates the quality of programming, but it also increases the depth of student awareness and engagement, ensures stakeholder investment, and ultimately the overall success of individual and program outcomes.

Transforming into student-led organizations that are both informed, responsive and in partnership with all stakeholders is a long-term effort. Both programs did a wonderful job in coming together and meeting each challenge as it came.

2019-2020 GSP Leadership Team

Yasmeen Attia, Classroom Assistance Coordinator, Warhill High School
Maddy Belesimo, Issue Education*
Virginia Hicks, Mentoring Coordinator, Berkeley Middle School

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19 See “Making Our Mark” Program Information.
20 In previous years, Education Programs had more staff that did much of the organizing, planning, and shopping for the organization.
21 New leadership transitions at the end of the spring semester of each year.
Kathy Jiang, Classroom Assistance Coordinator, Matthew Whaley Elementary School
Elizabeth Li, Enrichment Coordinator (Executive Board)
Molly Lynch, Afterschool Coordinator (Executive Board), Berkeley Middle School*
Mary Kasputis, Training Coordinator (Executive Board)
Julia Mesawich, Enrichment Coordinator (Executive Board)
Liz McLaughlin, Afterschool Coordinator, Hornsby Middle School
Driscoll Taylor, Communications & Logistics Coordinator (Executive Board)
Kyle Vasquez, Recruitment & Events Coordinator (Executive Board)*
Angela West, Classroom Assistance Coordinator (Executive Board), Hornsby Middle School
Caitlyn Whitesell, Mentoring Coordinator (Executive Board), James River Elementary School

*Resigned mid-year.

2019 Lafayette Kids Leadership Team
Jayqua Williams, Lead Director
Devin Boateng, Student Development Director
Ali Reynolds, Programming Director (Family Fridays)
Sara Martinez, Programming Director (Outings)
Kayla Aaron, Human Resources Director

2020 Lafayette Kids Leadership Team
Devin Boateng, Lead Director
Jimmy Halderman, Student Development Director
Ryan Harper, Programming Director
Ava Maghouli, Programming Director
Calvin Kim, Human Resources Director
Ryan Lingo, Administration, Finance & Technology Director

A Special Thank You

Education Programs volunteers and leaders could not have accomplished all that did without the assistance, support, and dedication of the following individuals and groups.

A Cappella Council, W&M
African Cultural Society, W&M
Kendall Almasian, Matthew Whaley Elementary School, Williamsburg-James City County Schools
Anne Arseneau, Student Leadership Development, W&M
The Bionetics Corporation
CeeCee Bishop and the Astronomy Club, W&M
JaLauna Burton, Williamsburg Redevelopment & Housing Authority
Jeffrey Carroll, Warhill High School, Williamsburg-James City County Schools
Liz Cascone, The Haven, W&M
Lois Delk, Transportation, Williamsburg-James City County Schools

22 New leadership transitions at January of each year.
Dr. Randy Chambers and the Keck Lab, W&M
W&M Chemistry Club, W&M
Julie Davenport, Student Unions & Engagement, W&M
Kate Donati, Student Recreation, W&M
Jen Dunn and the Geology Club, W&M
Maribeth Ewing, Williamsburg-James City County Schools
Maintenance staff of the campus trails, Facilities Management, W&M
Robin Ford, Matthew Whaley Elementary School, Williamsburg-James City County Schools
Monica Grillo, Noyce Scholars Program, W&M
Katherine Hales from the Art & Art History Department,
Greg Henderson, Student Affairs, W&M
Felicia Highland, Multicultural Awareness & Community Engagement, Williamsburg-James City County Schools
Jake Joseph, School of Education, W&M
Latin American Student Union (LASU), W&M
Jen Leung, Student Leadership Development, W&M
Megan McDonnell, Newport News Public Schools
Virginia McLaughlin, School of Education, W&M
Kendall McLead, Toano Middle School, Williamsburg-James City County Schools
National Organization for Black Chemists and Chemical Engineers, W&M
Rosa Pena, Community Housing Partners
Alicia Phinney, Williamsburg Regional Library
Deborah Ramer, School of Education, W&M
Melissa Reese, Williamsburg-James City County Schools
Martha Rouleau at the Mary McLeod Wellness Center, W&M
Krista Schroth, Student Affairs, W&M
Shiwanee DC for graphic design
Jennifer Smith, James River Elementary, Williamsburg-James City County Schools
Stephanie Smith, Jamestown 4-H Educational Center
Watina Smith, Pearl Bailey Library, Newport News Public Libraries
Ben Strohm, Williamsburg Regional Library
Students of Hip Hop Legacy (SOHHL), W&M
Michael Stutt, James River Elementary Schools, Williamsburg-James City County Schools
Elizabeth Talbott, School of Education, W&M
Tribe Adventures & the Rock Wall staff, W&M
Ultimate Frisbee Club,
Serenity Wolf, Community Housing Partners

Paul at the Colonial Williamsburg Foundation
APPENDIX
APPENDIX A

OCE Impact Report
Griffin School Partnerships
Afterschool & Enrichment Program

GSP Afterschool & Enrichment Program Description

Griffin School Partnerships (GSP) provides After School opportunities for Williamsburg-James City County students to learn and grow with the support of William & Mary college student volunteers. In addition, GSP After-School brings middle school students to W&M's campus at least two Saturdays each semester for enrichment programming. Students who attend after-school regularly are encouraged and expected to attend enrichment programs. Lunch and transportation in WJCC school buses is provided. In the spring, as a celebration of the student's hard work in the program, GSP After-School students may participate in Big Trip. Big Trip is an exciting full-day field trip to somewhere outside of the WJCC area.

GSP Enrichment Program Goals:
- Activities that are fun and constructive
- Excite kids about “learning,” beyond what’s gained in the classroom setting
- Safe and open learning environment
- Welcoming and memorable experiences for volunteers and students
- Manage conflict resolution between students and/or tutors
- Manage transportation efficiently
- Obtain informal data on interest in what we are doing
- Students begin associating feelings of excitement with learning
- Students and volunteers to be able to reflect on enrichment and find it a key part of making students’ experience with GSP positive and fulfilling
- Multifaceted development of the whole child in a safe environment

Developing Skills

The W&M Students have developed their communication skills to establish and strengthen relationships with our community partners. In working to overcome barriers that can inhibit
community partner participation and engagement, one volunteer commented, “A [middle school] student initially said this wasn’t an ideal Saturday, but after talking with them for some time, they started being more engaged.” Our community partners, the WJCC students, enriched their school-based learning while on the W&M campus. Each activity within our four programs was aligned to the Virginia Standards of Learning.

W&M volunteers paired with local middle school students, canoed around Lake Matoaka, learning about its ecosystem and collecting water samples. Teams viewed plankton under the microscopes in the Keck Lab, learning about organisms and the effect humans have on the environment. The following Virginia Science Standards of Learning were addressed:

- (6.6) The student will investigate and understand that water has unique physical properties and has a role in the natural and human-made environment.
- (LS.6) The student will investigate and understand that populations in a biological community interact and are interdependent.
- (LS.9) The student will investigate and understand that relationships exist between ecosystem dynamics and human activity.

W&M volunteers and local middle school students used watercolors to paint aspects of their experience on Lake Matoaka and at the Keck Lab. Participants were guided through the process by a student majoring in art, who taught them techniques specific to the medium they used. Through the generosity of (Bionetics Corporation), each middle school student took their watercolor set and paint brush home with them that day to share with their family and neighborhood community. The following Virginia Art Standards of Learning were addressed:

- (6.3) The student will communicate personal ideas, experiences, and narratives through the creation of works of art, using a variety of media.
- (6.7) The student will apply a variety of techniques (e.g., gesture, continuous line) in observational drawings.

W&M volunteers and local middle school students learned about the solar system and the sun from a physics major in the Astronomy Club. Participants viewed the sun through two different telescopes, loaned from the department. In a separate activity, participants explored concepts of force and chemical reaction through a famous experiment using Mentos and soda bottles. The following Virginia Science Standards of Learning were addressed:

- (6.2) The student will investigate and understand that the solar system is organized and the various bodies in the solar system interact.
- (6.3) The student will investigate and understand that there is a relationship between the sun, Earth, and the moon.
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● (ES.2) The student will demonstrate an understanding that there are scientific concepts related to the origin and evolution of the universe.

W&M volunteers and local middle school students gathered on the Sunken Gardens to learn about and play Ultimate Frisbee. Two members of the Ultimate Frisbee Club shared their expertise and guided participants through an engaging and friendly game. Through the generosity of (Bionetics Corp) each middle school student took a Frisbee home with them that day to share with their family and neighborhood community. The following Virginia Physical Education Standards of Learning were addressed:

● (8.1) The student will apply and demonstrate movement concepts and skills in modified versions of various game/sport, rhythmic, and recreational activities.

● (8.4) The student will describe and apply a variety of social and safety skills to achieve individual and group goals in a variety of physical activity settings.

W&M volunteers and local middle school students learned about A Capella, how to manipulate their bodies to use them as musical instruments, and then watched a performance from the W&M A Capella Council. The following Virginia Music Standards of Learning were addressed:

● (6.2) The student will perform a varied repertoire of music, including demonstrating acceptable performance behaviors; singing or playing music in unison and simple harmony.

● (8.15) The student will read, count, and perform rhythmic patterns using instruments, body percussion, and voice.

W&M volunteers and local middle school students learned about climbing safety and strategy at the Tribe Adventures Rock Wall. Students could also choose to explore W&M outdoor nature trails for recreation. The following Virginia Physical Education Standards of Learning were addressed in both activities:

● (8.1) The student will apply and demonstrate movement concepts and skills in modified versions of various game/sport, rhythmic, and recreational activities.

● (8.4) The student will describe and apply a variety of social and safety skills to achieve individual and group goals in a variety of physical activity settings.

W&M volunteers and local middle school students learned about the earth’s layers and how fossils are formed from a student member of the Geology Club, majoring in Geology. To further engage in science, Student and volunteer pairs then made fossils. The following Virginia Science Standards of Learning were addressed:
(ES.9) The student will investigate and understand that many aspects of the history and evolution of Earth and life can be inferred by studying rocks and fossils.

W&M volunteers and local middle school students observed dry ice and the reaction that took place to produce heat... Liquid nitrogen ice cream ...? The following Virginia Science Standards of Learning were addressed:

(CH.7) The student will investigate and understand that thermodynamics explains the relationship between matter and energy.

Teams made up of W&M volunteers and local middle school students conducted experiments to filter water collected from the Crim Dell. Student members of the chemistry club taught students about water filtering and facilitated the experiments to see which team could filter the water best using their design and methods. The following Virginia Science Standards of Learning were addressed:

(6.6) The student will investigate and understand that water has unique physical properties and has a role in the natural and human-made environment.

(6.9) The student will investigate and understand that humans impact the environment and individuals can influence public policy decisions related to energy and the environment.

W&M volunteers and local middle school students walked from campus to Colonial Williamsburg to learn about and play games popular during the colonial period. Individual games, such as stick and hoop, and team games, such as one that closely resembled baseball, were played in a space near the governor’s palace. The following Virginia Physical Education Standards of Learning were addressed:

(8.1) The student will apply and demonstrate movement concepts and skills in modified versions of various game/sport, rhythmic, and recreational activities.

(8.4) The student will describe and apply a variety of social and safety skills to achieve individual and group goals in a variety of physical activity settings.

Building Community

Our W&M volunteers presented an increased sense of belonging to our community through the experiences they had and the relationships they built. One volunteer reflected, “It’s really rewarding when kids are having a good time and are so excited to see all of us.” The volunteers demonstrated an understanding of how to build relationships effectively, needing time together and connection over personal interests. One volunteer noted, “It’s nice to have time outside of the school early on in the year so that during the rest of the year you have a better
chance to establish a relationship during the after school sessions.” Another agreed, “I enjoy not talking about just school, but getting to hear their own interests about our planned activities instead.” Our W&M volunteers demonstrated their development of a deeper understanding of community through their effort to increase attendance to our programming. Our students reflected on the need for all community stakeholders to understand the benefits of our program to increase commitment. One student reflected that they could raise awareness of our program through, “Increasing the parents’ understanding of the benefits of our program by sending out a thank you that includes our alignment to the [Virginia Standards of Learning] so parents will be aware that our programs are addressing school topics and educational standards.”

Critical and Applied Thinking

Our W&M students increased their knowledge of social issues and justice concepts through their experiences with a diverse group of community members. One student reflected, “We need to better address accessibility of our campus programs. [Our student in an electric wheelchair] felt left out because everyone else was walking ahead. We need to choose more accessible buildings and paths for all of our students.” Our W&M students built relationships across the differences of age and ability as well as race and socio-economic status. After each of our four programs, we facilitated a reflection session using the “What, So What, Now What” model. Compared to Enrichment Programs last year, our W&M volunteers increased reflective practice and 85% of survey respondents noted they were satisfied with their reflection experience.

Community Impact

The Griffin School Partnerships’ Enrichment Program in the Office of Community engagement had a large and meaningful community impact. Our Program partners with one local school division and three middle schools within it. Our volunteers perceive these enrichment activities as meaningful for the students in our local community because they, “expose them to new experiences, expose them to what college even is before they get into it, get to see new parts of W&M campus, and because they see that we care about their opinions by creating a welcoming environment.” We also impact our campus-community through our partnerships with student organizations. This year we had eight W&M campus-community partners, who through their work with our organization also provided service to the Williamsburg community. Enrichment programs have a strong tradition of connecting campus with the community and bringing others into service with us.

This year, our program provided an opportunity for 20 hours of service for our volunteers through four programs of 5 hours each. This year, 38 W&M students volunteered with us. This is approximately 86% of the after school tutors in our larger program. Of our 38 W&M
volunteers, two volunteers attended and facilitated all four programs, two volunteers attended three programs, five volunteers attended two programs, and 29 volunteers attended one program.

We also collaborated with an additional 20 W&M students volunteering as campus-community partners in our programming. This experience allows our campus-partners to have rich experiences with community partners as well as develop some similar skills to our program’s volunteers. Our volunteers remarked, “Our partners (a cappella) were good at commanding kids’ attention and showed great confidence.” Similarly, “When they’re in the school setting, they don’t necessarily think about [academic experiences] in an intellectually curious way, to see the possibilities beyond. My student expressed they didn’t like school, but asked lots of questions during the activities at W&M. I really liked the astronomy club, and could tell they wanted to teach our students.” Finally, “The rock wall [Tribe Adventures Student employees] were very friendly and engaging.” In this way, we also impacted those W&M students through building their skill to work with the community and fostering a sense of belonging at W&M as we shared our program with them.

This year, our program provided an opportunity for 16 hours of enrichment for our community partners through four programs of 4 hours each. Our programming served 21 WJCC students from three middle schools. This is approximately 53% of the after school participants. Of our 21 WJCC students, five students attended all four programs, six students attended three programs, four students attended two programs, and six students attended one program.

**W&M Belonging**

Our W&M students noted an increase in friendships and sense of purpose because of their time with our program. One volunteer reflected, “It’s refreshing to have a break to hang out with people your own age but also with younger students. We have childish but illuminating conversations. It really allows you to get closer to students, further develop relationships with students so that after school experience is enhanced.” 100% of survey respondents said, based on their experience with GSP’s After School Enrichment Program, they are likely to attend again. W&M students demonstrated an increased knowledge of campus opportunities through their on-campus service with our community partners. W&M students were exposed to a research lab, five different undergraduate majors, student interest groups in music, sports, and science, recreation on outdoor trails and the indoor rock wall, as well as neighboring Colonial Williamsburg activities.

*A special thank you to Dr. Randy Chambers and the Keck Lab, Katherine Hales from the Art & Art History Department, CeeCee Bishop and the Astronomy Club, the Ultimate Frisbee Club, the W&M A Cappella Council, Tribe Adventures, the Rock Wall staff, the maintenance staff of the*
campus trails, Jen Dunn and the Geology Club, the Chemistry Club, and Paul at the Colonial Williamsburg Foundation.

Data cited came from the Enrichment Program’s Spring survey (March 2020) which was self-reported by volunteers. As a note, 16 volunteers responded. Quotes were taken from volunteer reflection sessions after each program.

**APPENDIX B: 2019-2020 GSP Volunteer Development Events**

### Training 2020

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
<th>Date, Time &amp; Location</th>
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<tr>
<td>“Mindfulness” with Martha Rouleau from the Wellness Center</td>
<td>During this Griffin School Partnership evening session, come and experience some mindfulness tools to help with maintaining balance amidst the busy and changing classroom environment. Several additional strategies will be offered designed to assist students with focus and attention. This will be an experiential session so please dress comfortably.</td>
<td>Wednesday, February 12th 2020 at 6 pm and 7 pm Wellness Center Studio B</td>
</tr>
<tr>
<td>“Using Analogies to Teach STEM” with Dr. Jake Joseph from the School of Education</td>
<td>Dr. Joseph will explore the power of analogy to engage and inform learners. He will talk about why analogies are important for student understanding, and provide some examples of the use of this technique. At the end of the presentation, you will have time to develop your own analogies, and work with Dr. Joseph to brainstorm ideas for instruction.</td>
<td>Tuesday, February 25th 2020 at 6 pm Tucker 127A</td>
</tr>
</tbody>
</table>
"Pandemic: A Yogi’s Guide to Mindfulness & Stress Management" with Kate Donati
From Campus Rec

The presentation will include two sessions of guided meditation, each about ten minutes long, with a presentation in the middle about why yoga and mindfulness work, how to best use these practices, tips, and more

Wednesday, April 8th 2020
At 8 pm
Zoom

Implicit bias training from the Kirwan Institute

Due by midnight on the last day of classes (May 1st, 2020)

Webinar on how to motivate and inspire students

Due by midnight on the last day of classes (May 1st, 2020)

Video from GLSEN on how LGBTQIA+ students face unique discriminatory issues in schools

Due by midnight on the last day of classes (May 1st, 2020)

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### Issue Education

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<tr>
<th>Event</th>
<th>Description</th>
<th>Date, Time &amp; Location</th>
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| DisAbility Series from The Daily Work of Justice (a William & Mary conversation series centered on individuals sharing their direct lived experience with a social issue) | Guest speakers are joining us from The Arc of Greater Williamsburg, Veterans Services, disAbility Law Center, our local schools, the Faison Center, and many more communities. Attendees will participate in facilitated conversations with one or two guest speakers to learn more about their personal experience. Through these conversations, we aim to increase understanding, empathy, and a commitment to action. | February 13: Individuals living with disability or family member
February 20: Individuals working in support services
February 27: Individuals focused on policy and advocacy work
at 6:30 pm Tidewater A |
| Affordable Housing Conversation from the OCE | Come to a Community Discussion on the need for more affordable housing in the greater Williamsburg area. Learn the positive impacts of affordable housing in a | Wednesday, February 19th 2020
At 4:30 pm Tidewater B |
## Event Descriptions

### Child Abuse Recognition Module from Virginia DSS
Community and what barriers that deter their development
Due by midnight on the last day of classes (May 1st, 2020)

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<th>Event</th>
<th>Description</th>
<th>Date, Time &amp; Location</th>
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<tbody>
<tr>
<td>“Building Relationships with Students in High Needs Schools” by Monica Grillo</td>
<td>Building relationships with your students is the foundation for your work together as their mentor and teacher. Come learn about building equity-informed relationships and how to be culturally responsive with your students. This presentation will explore definitions and stereotypes of class, deficit versus resilience ideology, and specific strategies to build relationships with and teach students experiencing poverty.</td>
<td>October 8th, 2019 at 8pm Tucker 111</td>
</tr>
<tr>
<td>Debra Ramer, School of Education, W&amp;M</td>
<td>Making the most of your tutoring time! This 1 hour session will provide an overview of strategies to use to build positive relationships with your students and maximize what you accomplish each tutoring session. Participants will select a particular dynamic of the tutoring relationship to discuss with peers and read an article providing insights on how to address that concern.</td>
<td>Thursday, November 14, 2019 at 7pm Tucker 127A</td>
</tr>
</tbody>
</table>
**“Supporting Struggling Learners as a Volunteer”**

Virginia McLaughlin

This session will offer a number of strategies for volunteers to work effectively with students who need extra support. Professor McLaughlin will provide some general guidance for tutoring and small group instruction to address common learning problems. She will also share some “high leverage practices” that have been identified to increase instructional effectiveness.

**Monday, November 18, 2019 at 7PM Tucker 127A**

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**APPENDIX C: Education Programs Leadership Rubric**

<table>
<thead>
<tr>
<th>Skill/Criterion</th>
<th>Definition</th>
<th>Underlying Belief</th>
<th>Needs to Develop</th>
<th>Developing</th>
<th>Developing In Others</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaboration</strong></td>
<td>A process that operationalizes by creating opportunities to empower others through meaningfully incorporating the voice of “others” and redistributing power to individuals who are undervalued.</td>
<td>The belief that power is greatest in a collective represented in widespread respect for others’ contribution, openness to experimenting with others’ ideas, and sensitivity to how one’s actions affect others and the mission</td>
<td>Believes power comes from a position of authority; delivers the decision they have approved with the team; however, pitches in wherever there’s a need</td>
<td>Works with others as partners/stakeholders E.g. openly shares information and knowledge with others; primarily uses assertive communication style; strengths/assets-based approach</td>
<td>Enables their team to act; allows roles and responsibilities to evolve; offers immediate and ongoing feedback</td>
</tr>
<tr>
<td><strong>Deep(er) Learning</strong></td>
<td>The process of combining academic and cognitive understanding of a phenomena through a variety of modalities in a manner that allows the learner to master not only academic content but also social-emotional skills to succeed. Meaningful engagement leads to self-</td>
<td>The belief that learners must master not only academic content but also social-emotional skills to succeed. Meaningful engagement leads to self-</td>
<td>Overwhelmed, in a state of frenzy and not seeking ways to reduce a generalized state of exhaustion and integrate life in ways through support holistic wellbeing (I am)</td>
<td>Demonstrates depth of engagement (e.g. active citizenship as it relates to area of service) AND integration of eight dimensions of wellness.</td>
<td>Encourages others to delve into the root causes of systemic issues by leaving space for exploration; employing open-ended questions</td>
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<tr>
<td><strong>Growth Mindset</strong></td>
<td>Taking on challenges and learning from them ultimately increasing ability and achievement</td>
<td>The belief that our most basic abilities can be developed through dedication &amp; hard work and ultimately that effort makes us stronger</td>
<td>Definition of Fixed and Mindset here Fixed mindset 1-2 (instances where we desire to look smart demonstrated by giving up easily, avoiding challenges, sees effort as fruitless, ignores useful negative feedback, feels threatened by success of others Mixed mindset 3-5</td>
<td>Examples of Growth Mindset both within their peer group and when working with the young people and other community stakeholders. Seeks learning and therefore embraces challenges, persisting in face of setbacks, sees efforts as path to mastery, learn from criticism, finds lessons and inspiration in success of others</td>
<td>Employs effort-focused praise (e.g. process, effort, strategy, focus, perseverance, improvement) rather than intelligence-focused praise; maintaining a positive space and perspective on failure (learning from it and not punishing it); encourages working outside of comfort zone</td>
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<tr>
<td><strong>Interest/Passion (Spark)</strong></td>
<td>Freely pursuing work that is purposeful, autonomous, and develops mastery.</td>
<td>The belief that the most effective motivation comes intrinsically.</td>
<td>Extrinsically motivated (presents as short-term focused either to earn a reward or Instrinsically motivated (presents as long-term goal orientation such as doing work</td>
<td>Knowing who others are beyond work (and their interests and desires);</td>
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### SCORING GUIDANCE

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<th></th>
<th>avoid punishment)</th>
<th>because it makes you feel more alive, believe in your work etc.)</th>
<th>personalizing your interactions, advise; creating pathways for others to pursue their interests and desires where possible</th>
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<td>1-2: unconscious of/ unwilling to develop</td>
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<td>3-5: values skill</td>
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<td>4: committed to developing skill</td>
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APPENDIX D: GSP Outcomes

2019-2020 GSP Outcomes

Mission Statement
Griffin School Partnerships seeks to empower youth through learning and programming that supports the academic and social-emotional development of K-12 students in the local community. A program of the Office of Community Engagement, GSP is also dedicated to supporting a community of active citizenship on campus.

Outcomes
As a result of GSP programming...

WJCC Youth will:
- Improve perspectives of school in an effort to positively impact academics (grades)
- Build meaningful connections that provide a lasting sense of trust
- Improve self-awareness and self-confidence in all areas

College Volunteers will:
- Balance personal life and work with a sense of community
- Feel encouraged to become active citizens
- Develop social-emotional skills, especially empathy

Community (parents, teachers etc.) will:
- Witness growth and improvement in students
- Be more capable of creating and sustaining a culture that supports everyone
- Partner to increase the depth and breadth of the service exchange between W&M and Williamsburg at-large

Leadership will:
- Ensure that all GSO members are fully supported
Education Program 2019-2020 Impact Report

- Maintain effective communication and mutual accountability
- Ensure continuous improvement in all aspects of programming

*Created during the 2019 Annual Fall Leadership Retreat on 8/26/19*