Early Warning Systems (EWS):
Developing and Monitoring Effective Systems and Interventions for Students at Risk of Dropping Out

Train-the-Trainer
June 1, 2015
Albuquerque, New Mexico
BEST PRACTICES FOR FACILITATING EWS IMPLEMENTATION

Agenda

- Best Practices For: Presenting Or Building Awareness
- Implementation Practices For: Facilitative Stances, Facilitation Skills And Strategies

BEST PRACTICES FOR PRESENTING OR BUILDING AWARENESS

- What is your role in EWS implementation?
- How do you help people make decisions about EWS implementation?
Check-In

You have 2 minutes to talk with a local principal about why they should adopt EWS at their school. You can only use ONE (1) slide during your presentation.

• What would your slide look like?
• What would you say?

FACILITATIVE STANCES

FACILITATION SKILLS AND STRATEGIES

• Identify the different facilitation stances/roles.
• Identify how meditative questioning supports facilitation.
• Identify strategies and moves to support facilitation.

Facilitator

Helps a group increase its effectiveness by diagnosing and intervening on group process and structure

• Process expert
• Content neutral
**Lecture Guided Practice** *(I do, we do, you do)*

**Living the Learning** *(Act, reflect, frame, apply)*

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### Format
- **Formal presentation**
  - on core principles
- **Question and answer**
  - I do: formal presentation on core principles
  - We do: shared presenter-participant activity modeling the core principles
  - You do: Try it on your own

### Using the Learning (Act, reflect, frame, apply)
- **Activity**: Do something that sparks learning
- **Reflection**: Use facilitated sharing to identify core principles
- **Framing**: Presenter puts formal language around participants’ observations
- **Application**: Put it into practice

### Percentage of Leader Talk
- **90-95%**: Question and answer
- **40-50%**: Activity (I do, we do, you do)
- **15-30%**: Reflection (we learn from one another)

### Learning Beliefs
- We learn best by listening to the expert on the topic
- We learn best by listening to the expert and then having a chance to apply the information
- We learn best by generating the knowledge through experience and then applying it to our context

### Limitation
- Adults retain 5-10% of what they hear
- Leader does the heavy cognitive work; participants imitate but don’t build their own conclusions, limiting investment and retention
- Requires precisely built activities that lead to the proper conclusions; takes far more time to plan and more work to facilitate

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**Skilled Facilitator**

<table>
<thead>
<tr>
<th>Group Effectiveness Model</th>
<th>A Clearly Defined Facilitative Role</th>
<th>Useful in a Wide Range of Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicit core values</td>
<td>Ground rules for effective groups</td>
<td>The diagnosis – intervention cycle</td>
</tr>
<tr>
<td>Low-level inferences</td>
<td>Exploring and changing how we think</td>
<td>A process for agreeing on how to work together</td>
</tr>
<tr>
<td>A systems approach</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Facilitative Roles**

<table>
<thead>
<tr>
<th>Facilitator</th>
<th>Facilitative Consultant</th>
<th>Facilitative Coach</th>
<th>Facilitative Trainer</th>
<th>Facilitative Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps a group increase its effectiveness by diagnosing and intervening on group process and structure</td>
<td>Helps a client make informed decisions by bringing content expertise to the client’s particular situation</td>
<td>Helps individuals achieve their goals by helping them learn to rigorously reflect on their behavior and thinking</td>
<td>Helps clients develop knowledge and skills, they can apply to real problems or opportunities</td>
<td>Helps groups of which they are the formal leader or a member increase their effectiveness by diagnosing and intervening on group process and structure while contributing their content expertise</td>
</tr>
<tr>
<td>Process expert</td>
<td>Content neutral</td>
<td>Process expert</td>
<td>Content expert</td>
<td>Process expert</td>
</tr>
</tbody>
</table>
Read the short overview about facilitation roles. Using the information that you just read, decide which stance a facilitator should take in the following scenarios:

Which approach makes sense and why?
- Facilitating an EWI Meeting (intervention discussion)
- EWS Implementation presentation for faculty
- Working with a teacher on classroom management
- Looking at interventions with your team from semester 1
- As a group of teachers meeting around district common core requirements
- Discussion with principal and leadership team about using new data system

### Brainstorm

In pairs or trios, brainstorm 3-4 questions that are frequently asked during meetings in which you facilitate or participate. Write these on a piece of paper to use later.

### Mediation

How do we signal that we are not interrogating, that we want the person to think at deep levels?

... by paying attention to the way in which we ask questions!
Use meditative questions when you hear statements with:

- Generalizations
  - Everyone wants to know
  - All the parents support this
- Rule words
  - Our meetings are always productive
  - Johann never lets me finish what I’m saying
- Vague verbs, nouns or pronouns
  - The district won’t let us
  - They are going to have to get their act together

Meditative Questions

- Elements of Invitational Questions
  - Approachable voice
  - Plural forms and exploratory language
  - Open Ended

Adapted from Cognitive Coaching Foundation Seminar

Approachable voice: Elements of an Invitation

- Approachable voice
- Credible voice
Ask your neighbor …

“How did you decide on that intervention?”

Plural and Exploratory Language

• Why are so many students failing English?
• What are some reasons so many students are failing English?
• What are some of your hunches as to why so many students are failing English?

Invitational Elements

<table>
<thead>
<tr>
<th>Plural Forms</th>
<th>Exploratory Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons</td>
<td>Might</td>
</tr>
<tr>
<td>Strategies</td>
<td>Possibilities</td>
</tr>
<tr>
<td>Ideas</td>
<td>Some</td>
</tr>
</tbody>
</table>

June 1, 2015 - Early Warning Systems
Creating Open-Ended Questions

<table>
<thead>
<tr>
<th>Instead of</th>
<th>Try ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think ...</td>
<td>How might ...</td>
</tr>
<tr>
<td>Have you tried ...</td>
<td>What might be ...</td>
</tr>
<tr>
<td>How often ...</td>
<td>What happens when ...</td>
</tr>
<tr>
<td>Can you ...</td>
<td>What are some options ...</td>
</tr>
<tr>
<td>Did you ...</td>
<td>What were some options ...</td>
</tr>
</tbody>
</table>

Partner Practice - What might you ask?

- A teacher says, “My afternoon class is horrible! The students never do any work and they are always talking!”

- Your principal says, “Our data looks awesome! Great work guys!”

- A student says, “I’m really concerned about my grade in science. I don’t think the teacher likes me and I’m afraid she’s going to give me a D.”

Revision

- Look back at the questions you wrote at the beginning of the session

- Revise these to include plural and exploratory language
Revision 2.0

- Look back at the questions you just revised for plural and exploratory language.
- Revise any close-ended questions to make them open-ended.
- Ask your elbow partner the revised question using an approachable voice.

Facilitator Strategies

- Strategies
  - Patterns, processes or structures to get work done
  - Usually have multiple steps
  - Usually require explanation and a check for understanding
  - Can take a significant amount of time

From The Adaptive School by Costa and Garmston
Examples of Facilitator Strategies

- Brainstorming
- Save the Last Word
- Protocols
- Gallery Walk
- Talking Chips

When are Strategies Helpful?

- Brainstorm
- Analyze/process information
- Make decisions
- Summarize
- Build community

- Mix the group
- Balance participation
- Share information
- Build skills
- Solve problems
- Reflect or review

Facilitator Moves

- Moves
  - Quick, discrete remarks or behaviors
  - May only take a few seconds to perform
  - Often used to intervene, redirect, or teach a group about self-management
  - Based on ‘in the moment’ facilitator decisions
Examples of Facilitator Moves

• Hand Signal
• Airplane Stacking
• Finger Minutes
• Elbow Partners
• Acknowledgements/Recognition
• Giving Data Feedback
• Proximity

When are Moves Helpful?

• Time management
• Consensus building
• Disengaged participants
• Side-trackers
• Conflict
• Sidebars

• Processing time
• Energizer
• Inclusion
• Conversation dominators
• Anchoring space

Can we talk for a moment about...

... the large group share out?
Alternatives to Whole Group Share Out

- Gallery Walk
- Pair Share
- 3-2-1
- MIPs
- Round Robin
- Gets and Wants

Check-out

Write on an index card:
What is one piece of additional information that you would like about one of the following topics?
A. Presenting and/or building awareness around EWS
B. Setting goals: outcomes and implementations
C. Facilitation stances
D. Facilitation moves
E. Facilitation skills & strategies

AND

Be prepared to share:
What is one thing you learned today?
Early Warning Systems: Developing and Monitoring Effective Systems and Interventions for Students At Risk of Dropping Out

Train the Trainers
Albuquerque, New Mexico
June 1, 2015

Session Goal 1
Participants will refresh their knowledge about key aspects of Early Warning Systems implementation to enable effective teaching to others:
- Core ideas
- Indicators
- Organizing and operating EWS teams
- Interventions

Session Goal 2
Participants will reflect on how they will teach EWS in/to:
- Their school
- Their school’s new administrators and faculty
- Their EWS team’s new members
- Their community
- Other schools’ administrators
- Other schools’ EWS teams
Core Ideas of Early Warning Systems

- To graduate college- and career-ready, students need to successfully navigate several key transitions and acquire/expand a set of academic behaviors underlying success in school.
- Students signal that they are on- or off-track for these outcomes through their behaviors.

Core Ideas of Early Warning Systems

- By tracking Early Warning Indicators, it is possible to identify when students are beginning to fall off-track, providing time to intervene and alter their trajectory right away, through school and beyond.
- Schools can be organized to apply school-wide preventative, targeted and intensive interventions (Tiers I, II, III) until students are on-track.

Indicators and Influencers?

- Poor attendance: Overage: 1-2 years 2 years+
- Course failure
- Core courses
- Elective courses
- Special education
- English Language Learners
- Standardized test scores
- Behavior marks
- Suspensions
- Poor behavior
- Repeaters 9th graders
- Gender
- Socio-economic status
- Parental education
- Mobility
Take a Few Minutes in Your Group

Identify what you perceive to be:
- The top three indicators
- Major influencers in your school
- Influencers that might lead to interventions

What the Evidence Says Are the Most Consistent Predictors/Indicators of Student Success

- Attendance
- Behavior
- Course Performance/Credit accrual
- Student Engagement and Achievement

HS Freshman Grades Matter

Virtually all students with a "B" avg. or higher graduate in 4 years.
Virtually all students with less than a "D" avg. fail to graduate.

Prediction is less certain among students with D+, C-, C.
Success Factors – College Readiness

• High levels of achievement matter
• A study in Chicago has shown that high school GPA is the strongest predictor of college graduation.
  – More than 60% of students who graduated with a 3.6 GPA or higher completed a four-year degree within six years compared to slightly more than a quarter with GPAs between 2.6 and 3.0

Secondary On and Off-Track Indicators

Are there common behaviors or characteristics for students who do or don't make it through the path to the expected outcome?
Metrics for Attendance, Behavior, Course Performance

<table>
<thead>
<tr>
<th></th>
<th>Attendance</th>
<th>Behavior</th>
<th>Course Perf.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Off-Track</strong></td>
<td>Less than 90%</td>
<td>1+ suspension and/or mild sustained Behavior</td>
<td>Failing ELA and/or Math</td>
</tr>
<tr>
<td><strong>Sliding</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>On-Track</strong></td>
<td>Greater than 90%</td>
<td>No suspensions or mild misbehavior</td>
<td>Passing ELA and/or Math</td>
</tr>
<tr>
<td><strong>College Ready</strong></td>
<td>Greater than 95%</td>
<td></td>
<td>B or Better</td>
</tr>
</tbody>
</table>

EWS Tools for Your Use

- JHU EWS Team Model and Process
- Professional Development
  - Technical Assistance
  - Website Resources

What is an EWS?

EWS are systems that result from collaboration among educators, administrators, parents and communities to use data effectively to keep students on the pathway to graduation. The best EWS enable:

- rapid identification of students who are in trouble
- rapid interventions that are targeted to students’ needs, both immediate and long-term, for support, redirection and greater success
- frequent monitoring of the success of interventions
- rapid modification of interventions that are not working
- shared learning with continuous improvement
EWS Team Purpose

A multi-faceted team:
- Identifies needs
- Assigns, coordinates and/or creates interventions
- Monitors outcomes of interventions for students who exhibit early warning indicators

EWS Team Composition

- Core academic teachers
- Core student support personnel: social workers and counselors
- An administrator or administrative liaison
- Other school personnel with good knowledge of students and sometimes different perspectives – elective teachers, JROTC, CTE, coaches

EWS Team Activities

- Set norms for team meetings
- Review the data overall or have a point person do so
- Compose an initial support list of students
- Act on the data shown in the support list
- Revise the support list regularly based on the indicators over time and reports from adults
- Make decisions about actions and interventions as a team, pooling multiple adults’ knowledge
- Learn about patterns among students in your school
- Build on students’ strengths in applying interventions
Team Logistics

- Schedule meeting time!
- Meet every week if possible; meet bi-weekly otherwise
- Meet for 45-60 minutes at least
- Set norms initially; revisit and revise as needed
- Coordinate with other teams in the school as needed
- Administrators are often key team members

Key Roles on the EWS Team

- Support List Provider: Brings “hard” data from EWS system to the meeting.
- Facilitator: Ensures that norms are being followed.
- Timekeeper: Ensures that timing is being followed.
- Recorder: Keeps notes (student tracker or otherwise) and fills out action plans.
- Everyone: All are dedicated to goals and follow norms. Each commits to being a “champion” for certain students; prepares to discuss details about their students, is aware of available resources, and searches for solutions.

Formative or Summative -- What Timetable?

- Real Time? (Daily?)
- Real Time? (Weekly or bi-weekly?)
- Progress report time?
- End-of-quarter?
- End-of-semester?
- End-of-year?
Sample EWS Meeting Agenda

- EWS Team Meeting overview (5 min)
  - Students to be discussed, from the support list; new pieces of data; reminders about paperwork
- Discuss students – past and proposed interventions (25 min)
  - Same process for each student, typically ~4-7 min per student
- Announcements (5 min)
- Share successes – 1 from each member (5 min)

EWS Initial Discussion Protocol for Individual Students

- Identify student (1 minute) (Keeper of the Support List).
  - Identifies which off-track behaviors the student is exhibiting.
  - Identifies data supporting identification for intervention (from EWS Support List).
- Team shares information (2 minutes).
  - Team members succinctly provide additional information about why off-track indicators may be present.
- Team members discuss intervention options (3 minutes).
  - Consult resource map/Catalogue of Interventions.
  - Identify the student’s champion/advocate for follow up.
  - Determine date for follow-up conversation with student.
  - Determine communication with family.
  - Record in the intervention tracker/meeting notes.

Evaluating The Scope of Needs

- Off-track students – Does your school meet any of the categories below?
  - Fewer than 20 students with any of the off-track criteria?
  - Between 20 and 50 students with any of the off-track criteria?
  - More than 50 students with any of the off-track criteria?
EWS Discussion Protocol
Follow-Up for Individual Students

For students who are currently receiving interventions:

1. Identify the student support.
2. Are the interventions/support working to improve student’s behavior, course performance, and/or attendance?
3. How do we know (student data)?
4. What next?

Viewing a Sample EWS Meeting

View the short video of a sample EWS meeting. As you watch, reflect, take notes, and if you are watching the video as a team, prepare to discuss at the conclusion of the video.

• Click here to watch a Sample EWS Meeting video.
  — Right click, select “Open Hyperlink” to view link.

After Viewing the Video

Assign mock team roles, and reflect together:

- What outcomes did the video group accomplish?
- What worked best in the video group interaction?
  -- What norms did the video group appear to have established?
  -- What roles did the video group appear to have assigned?
  -- Did the video group appear to experience any challenges?
- Ask: How would you use this video clip to teach others?
Evaluating The Scope of Needs

- Less than 20: then an individual counselor, social worker, or graduation coach can lead the effort.
- Between 20 and 50: then a team of staff members, can lead the effort through a student support team.
- More than 50: then grade level or small learning community teams will need to play a critical role. In some schools these teams are organized and supported by a “graduation” or “EWS” coach.

Patterns -- Evaluating Needs

- College-ready? – Into which of these categories would your school fit?
  - Less than 40 percent achieving college-ready status.
  - 41-75 percent achieving college-ready status.
  - More than 76 percent achieving college-ready status.

Menu of Interventions?
Examples of Resource Planning

Level III – Intensive
Interventions/Services
- Referral to Social Worker/School Psych
- Intensive Anger Management
- Other Outside Agencies
- Drug/Alcohol Counseling
- Daily Contracts and Contacts

Level II – Targeted Small Group Interventions/Services
- Lunch Bunch
- Reflection Room
- Peer Mediation
- Cease-Fire Gang Interventions
- Meeting with families
- Young parent focus groups
- Differentiated instruction
- Time and support to catch up and make up work

Level I – Comprehensive
Interventions/Services
- Advisory lessons focusing on developing and maintaining specific behaviors and social skills
- School and Grade-Level Expectations/Modeling of Behaviors
- Incentives (Caught You Being Good, Celebrations, Rewards and Recognitions)

Ways to Look at Data
- Individual
- Group Patterns
- School Patterns

Data from a Sample School

With a partner: Answer questions for determining school needs
With a partner: What % of your schools would qualify?
Use Data: Identify Multiple Challenges and Opportunities

Thinking about the Grade Level or School: Ask Questions as an EWS Team

- Where are the Greatest Needs? What Tier?
- What are the Greatest Needs? Longer Term?
- Where Will the Resources in our School and Community be Most Effectively Deployed?

Organize Challenges into Tiers I, II, and III

- Where Will We Have the Best Opportunity to Change Outcomes Most Efficiently?
- Where Will the Resources in our School and Community be Most Effectively Deployed?

Thinking about the Grade Level or School: Ask Questions as an EWS Team

- What Might Our School Staff and Community Partners Do for Each Tier?
- Where Will We Have the Best Opportunity to Change Outcomes Most Efficiently?
- Where are the Greatest Needs? Short Term?
- What are the Greatest Needs? Long Term?

Organize Challenges into Tiers I, II, and III

- Determine number and percentages of students in need of support school wide and by grade level for each challenge
- Decide what is your school’s biggest challenge – Attendance? Behavior? Course Passing? (and do by grade level as well)
- Add on to existing responsibilities of leadership, RTI, interdisciplinary or grade level teams, or create new ones
- Determine for how many students can be feasibly supported by the EWS team alone
- The decide how many others you will additionally need to bring in to the EWS process

An Example of Steps in Addressing Groups of Students’ Needs

Challenge
- The majority of 9th graders lack study, time and self-management skills

Motivate
- Have alums and seniors talk with freshmen
- Bring in speakers from local businesses and other respected community
- Share career-related videos from YouTube
- Arrange structured college trips and job shadowing for ninth graders

Teach Skills Directly
- Embed in summer orientation
- Implement a half-year course
- Introduce skills (with a curriculum) in an advisor/advisee period
- Teach the skills in regular academic courses, with common approaches developed by the faculty

Incentivize
- Recognize and reward use of skills creatively (eg inexpensively or no cost)
Website - [http://new.every1graduates.org/nmped/](http://new.every1graduates.org/nmped/)

- Research background
- Tools, implementation manuals, and samples
INTEVENTIONS
WHERE THE RUBBER MEETS THE ROAD

Tiered Intervention System

- Tier 1: Evidence-based, low-cost interventions. Includes classroom instruction, tutoring, and small group instruction.
- Tier 2: Targeted group interventions. Includes group-based counseling, family engagement, and other interventions for students who are not responding to Tier 1.
- Tier 3: Intensive individual support. Includes individualized instruction, specialized interventions, and intensive counseling services.
Tiered Intervention System

Before...

What did we do?  How well did we do it?  Did it work?

Categories
Categories

Let’s Categorize Some Interventions

- At each table you have a stack of interventions
- You also have markers
- Write an A, B, or C on each paper for
  - Attendance
  - Behavior
  - Course Performance

Indicator Target Reflection

- Wouldn’t mind a suggestion for a reflection question.
Indicator to Intervention

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Behavior</th>
<th>Course Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% Off-Track</td>
<td>10% Off-Track</td>
<td>40% Off-Track</td>
</tr>
<tr>
<td>9</td>
<td>21</td>
<td>66</td>
</tr>
</tbody>
</table>

Let’s Categorize the Interventions Some More

- Take that same stack of paper.
- Around the room you have chart paper with different intervention categories.
- Split up your stack and stick them to an intervention category.
  
  Some will not be perfect matches. Use your best judgement.

Intervention Category

- Wouldn’t mind a suggestion for a reflection question.
EARLY WARNING INDICATOR AND INTERVENTION (EWI&I) DATA SYSTEM
### EWI&I Categories

<table>
<thead>
<tr>
<th>Who?</th>
<th>Where/When?</th>
<th>What?</th>
</tr>
</thead>
<tbody>
<tr>
<td>School or Outside Organization?</td>
<td>In or Outside of the Classroom?</td>
<td>Target ABC?</td>
</tr>
<tr>
<td>Role with School or Outside Organization?</td>
<td>Before, During, or After School?</td>
<td>Strategy?</td>
</tr>
</tbody>
</table>

**Example:**

- **Who?** Teacher, Administrator, Counselor, Social Worker, Outside Organization, etc.
- **Where/When?** In or Outside of the Classroom?
- **What?** Strategy?
Closing: Gallery Walk

- For each intervention category, was the intervention focused on Attendance, Behavior, or Course Performance?

- Flipping that question: What were the interventions used for each of the ABCs?

- **1 THING** you would you do to improve this school's intervention strategy.
Points of Reflection/Guiding Questions

10:00 am - 10:45 am

Session: Early Adopter Schools Share Reflections on Implementing EWS
In this session, representatives of early adopter schools 2014-2015 will share their observations about what they learned, what they would like to share with the other early adopter schools, and points they hope will be emphasized during the June 2 and 3 workshop for new schools interested in Early Warning Systems.

What did you learn and what worked best in your school for ... ?
- Getting the EWS up and running overall (and, what is a feasible timetable for doing this?)
- Selecting and organizing people into an EWS team
  - Who took the lead initially? Who did so on a continuing basis?
- Obtaining and organizing data
- Identifying individual students (creating a support list)
- Identifying the patterns among students with different risk factors and needs
- Holding EWS team meetings
- Documenting conversations about students
- Identifying and cataloguing available intervention strategies (the “what” of interventions)
- Identifying and cataloguing intervention capabilities already present in your school (the “who” of interventions)
- Aligning interventions with students’ needs
- Designing or locating new interventions
- Branching out from the EWS team to engage others
- Finding new resources (people, funds, programs) within and beyond the school
- Using or modifying the school schedule creatively to make time for EWS team meetings

What challenges did you encounter in implementing an EWS in your school?

How did your school overcome these challenges?

What recommendations do you have for schools that are just starting out?
11:00 am - 12:00 pm

In this set of two sessions, participants will first have a refresher on useful skills for leading workshops and small-group sessions. Second, participants will have an opportunity to practice these skills, as well as reflect on group dynamics when it is important that a group accomplish a goal or task.

1:00 pm - 2:30 pm

- To do: View the video clip
- Analyze the video clip and discuss what you observed (and, chart or list your observations)
  - What outcomes did the video group accomplish?
  - What worked best in the video group interaction?
    - What norms did the video group appear to have established?
    - What roles did the video group appear to have assigned?
    - Did the video group appear to experience the pitfalls mentioned earlier?
  - What did the video group do to stay focused?
- Reflect
  - Did your group today use similar strategies to those observed in the video?
- Summarize and share reflections with today’s workshop members

3:30 pm - 4:15 pm

Today’s closing discussion session offers the opportunity to bring together all of the topics discussed throughout the day:

- New Mexico goals and goals of the Train the Trainer model
- Lessons learned in year 1 EWS implementation
- Skills for conducting successful trainings for groups of various sizes
- Refresher on EWS content for veterans/introduction for new-comers
- The technology system and the NM EWS Data Dashboard
- Disseminating the EWS model to others – the data system and the “people” system

Session: Facilitated Work Team Discussion -- How to Best Present and Monitor EWS Implementation in your School or District:

- What do you conjecture to be the most effective way to teach about EWS to faculty in your school (and administrators and faculty in other schools)?
- What type of setting (faculty meeting, small group meeting, one-on-one) would you employ at the beginning of implementation? Later on?
- Who would you involve? At first and over time?
- What materials would you use (or need to locate)?
- What strategies would you use to monitor effectiveness of implementation?
High achievement always takes place in the framework of high expectation.

- Charles Kettering