

COMMUNITY PUBLIC SQUARE

Project Implementation Process

COMMUNITY PUBLIC SQUARE

Three-Step Implementation Process

ACHIEVING SUSTAINABILITY

COMMUNITY PUBLIC SQUARE

Download Resource Management Forms



COMMUNITY ORGANIZING

Civic Engagement
Professional Development
Local Sustainable Development



SERVICE LEARNING CIVIC ENGAGEMENT

Project-Based Learning
Character - Leadership
Cognitive Youth Development




DONATION AND SPONSORSHIPS


Collaborative Partnerships

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Planning & Project Management





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PDF SERVICE LEARNING ACADEMY

FIRST STEP is to Identify your Management Team, those responsible for Organizing, Planning & Implementing the Civic Engagement Project

Identify the Community or School implementing the Initiative



Identify the **MANAGEMENT TEAM**, a Minimum of Four Management Team Members needed.



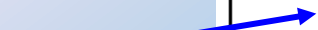
They will be responsible to carrying out the Management Tasks needed to get the Program Started & remain Organized



NOTE: This is not the **LEADERSHIP TEAM**



NOTE: The more Management Team Members, the Better.....



MANAGEMENT TEAM REGISTRATION FORM			
COMMUNITY / SCHOOL DESIGNATION	CITY / COUNTY & STATE		ZIP CODE(S)
MANAGEMENT TEAM MEMBER #1			
	Phone (Text)		
	Email		
MANAGEMENT TEAM MEMBER #2			
	Phone (Text)		
	Email		
MANAGEMENT TEAM MEMBER #3			
	Phone (Text)		
	Email		
MANAGEMENT TEAM MEMBER #4			
	Phone (Text)		
	Email		
MANAGEMENT TEAM MEMBER #5			
	Phone (Text)		
	Email		
MANAGEMENT TEAM MEMBER #6			
	Phone (Text)		
	Email		

Once the three **RESOURCE DOCUMENTS** are completed to identify known resources, the Community is able to begin **STEP THREE**, a structured approach to Local Civic Engagement

Develop Regularly Scheduled Weekly Meeting Times as a community civic engagement activity; schedule twice weekly to start. Provide Meeting Spaces as-needed to allow individual Civic Engagement Project Teams to meet

NOTE: The Community Management Team develops a weekly Schedule, organizes Meeting Spaces, Manages Equipment & Ensures appropriate Room Configuration & Maintenance

Ensure Community Meetings are conducted in Appropriately Configured Spaces, e.g. Large Writing Surfaces, Video Displays, Measuring / Research Equipment, etc.

Community-Led Education Youth Development

Civic Engagement

Character / Leadership

Cognitive Development



Planning & Project Management



PLANNING PROJECT
MANAGEMENT &
OVERSIGHT

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WHOLE-PERSON
YOUTH DEVELOPMENT
& ASSESSMENT

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PROJECT PLANNING
SUSTAINABLE
DEVELOPMENT

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Community School Model: Project-Based Learning

CAREER DEVELOPMENT

All PROJECTS TRACKED / MANAGED ONLINE

Project-Based Learning requires effective management & oversight of each task to completion. This is achieved by establishing detailed (S.T.E.A.M.) performance standards / expectations, allowing an objective evaluation of each task outcome, e.g. efficient work designs, delegation of responsibilities, high performance work teams, complex action planning, etc. This substantiates an “Evidence-based” management model, providing a three-dimensional view to quickly identify & resolve problems & challenges





Tuesday



Wednesday



Monday



Thursday



Friday



Wednesday

Culinary Arts Training – 02/07/22

EVALUATION CRITERIA

(3) = PROFICIENT (2) = SATISFACTORY (1) = SHORTFALL

Use appropriate **SYMBOLS, REFERENCES, TERMINOLOGY**, etc. within the scope of practice; interpret, transcribe, document & communicate technical information, data, observations, etc.

Develop **OUTREACH** strategies to maximize **Awareness / Participation / Involvement / Support / Camaraderie**

Demonstrate **INITIATIVE, Make Happen / Initiate Action to Achieve an Objective**

Demonstrate a **COMMITMENT TO ACCURACY**

FOLLOW VERBAL DIRECTIONS; Instructions, Movement Sequences, etc.

Demonstrate **CONSISTENT CONFORMANCE** to a Measurable Standard / Model

Task Specific **EYE / HAND COORDINATION**

Memorization / Reproduction of **MOVEMENT SEQUENCES**

STUDENT NAMES / COMMENTS

Student Evaluation Screen

Each Competency is Evaluated Independently rather than a Single Rating from a Test Score Outcome

Click here to review Past Competency Ratings



Student IEP

Select Grade : FRESHMAN Select Tract : PRIMARY

Select Curriculum : Facilities Maintenance - Course #1 Select Student Name : JC1001, Student

Carpentry & Masonry Skills to Maintain Existing Facilities

Click on to see Competency Rating History
Click on Competency link to see Outcome Justification

Remaining Students to be Evaluated - 3

Another Student **Save then another Student**

ENG-01003 - Use Tools for Processes of Cutting, Shaping, Combining, Forming, Fastening, Joining, Sequencing e.g. construction, mechanical, materials, media presentations, etc.	Incomplete
ENG-01004 - Determine Constraints, Parameters, Tolerances, Limitations, Boundaries, Standards, etc.	Incomplete
ENG-01005 - Design / Fabricate / Model new tooling, fixtures, structure, function, programming, etc. according to Required Performance Specifications	Incomplete
ENG-01006 - Use Tools / Devices to MEASURE PHYSICAL PROPERTIES: mass, weight, temperature, dimensions, area, volume, density, etc.	Incomplete

Acquiring Knowledge by the Use of Reasoning...Intuition...Perception

- EXCEPTIONAL- Exceeds Requirements, Exceptional Creativity, Reasoning, Intuition, Perceptual Acuity, Demonstrates COMPLEX MODELING RELATIONSHIPS - BENCHMARK
- PROFICIENT - Problem-solves: demonstrates sound judgment; accurate reasoning, awareness, creativity to achieve Objective – MEETS ALL REQUIREMENTS
- BASIC - Understands Task Requirements, applies sound reasoning & Problem-solving skills to achieve objectives – MEETS MOST REQUIREMENTS
- BELOW-BASIC - Sincere Effort, Lacks appropriate awareness / understanding / reasoning skills to achieve Objectives – NUMEROUS REQUIREMENTS NOT MET

BASIC MATHEMATICS

- Failed to demonstrate competence of Basic Mathematics skills
- Fails to demonstrate understanding of GEOMETRIC MEASUREMENT in Two & Three Dimensions
- Fails to demonstrate understanding of Graphic Illustrations, e.g. Charts, Graphs, Databases, etc. on a coordinate scale

Remarks :

Save **Cancel** **Report**

Each question is linked to specific Course Competencies that are added to the Student's Learning Requirements as an IEP approach

Youth After-School Schedule

EXAMPLE WEEKLY SCHEDULE

DATE	ACTIVITY TOPIC	TIME / LOCATION	LESSON / TASK EVALUATION SPECIAL EVENT / ACTIVITY	CREDITED EVENT
MONDAY 02/03/20	VOLUNTEER	3:00 Pm – Community / Facility	Community Support	30 Minutes / Level 2 & 3
	CURRENT EVENTS	3:00 pm - Church Classroom	Jeopardy – Local, National, World Events	45 Minutes / Level 2-4
	WEATHER SYSTEMS	4:00 pm - Library Classroom	Review & Discussion	60 Minutes / Level 2-4
	RESTAURANT DEVELOPMENT	4:00 pm - Church Kitchen	Culinary Instruction	60 Minutes / Level 2-4
	PHYSICAL FITNESS TRAINING	4:30 pm - Community Center	Physical Fitness	30 Minutes / Level 2 & 4
	CULINARY ARTS INSTRUCTION	5:00 pm - Church Kitchen	Dinner Preparation	60 Minutes / Level 2-4
TUESDAY 02/04/20	VOLUNTEER	3:00 Pm – Community / Facility	Community Support	30 Minutes / Level 2 & 3
	LEADERSHIP – Managing Stress	3:00 pm - Community Center	Lesson – Discussion	45 Minutes / Level 2-4
	CULINARY ARTS TRAINING	4:00 pm - Church Kitchen	Guest Chef - Hands-on Training	60 Minutes / Level 2-4
	PHYSICAL FITNESS TRAINING	4:30 pm - Community Center	Physical Fitness	30 Minutes / Level 2 & 4
	SCIENCE w/Dr Nina	5:00 pm - Library Classroom	Lesson – Discussion	60 Minutes / Level 2-4
	CULINARY ARTS INSTRUCTION	5:00 pm - Church Kitchen	Dinner Preparation	60 Minutes / Level 2-4
WEDNESDAY 02/05/20	VOLUNTEER	3:00 Pm – Community / Facility	Community Support	30 Minutes / Level 2 & 3
	LEADERSHIP – Ethics	3:00 pm - Church Classroom	Lesson - Discussion	45 Minutes / Level 2-4
	NUTRITION <i>(Baltimore Health Dept.)</i>	4:00 pm - Church Kitchen	Movable Feast/Chef For A Day	60 Minutes / Level 2-4
	WEATHER SYSTEMS	4:00 pm - Library Classroom	Lesson - Discussion & Model Challenge	60 Minutes / Level 2-4
	PHYSICAL FITNESS TRAINING	4:30 pm - Community Center	Physical Fitness	30 Minutes / Level 2 & 4
	CULINARY ARTS INSTRUCTION	5:00 pm - U-Empowered Kitchen	Dinner Preparation	60 Minutes / Level 2-4
THURSDAY 02/06/20	VOLUNTEER	3:00 Pm - Community / Facility	Community Support	30 Minutes / Level 2 & 3
	CURRENT EVENTS	3:00 pm - Church Classroom	Jeopardy – Local, National, World Events	45 Minutes / Level 2-4
	CAREER TRAINING	3:00 pm - Community Center	Hands-on Training	60 Minutes / Level 2-4
	URBAN FARMING	4:00 pm - Community Classroom	Lesson - Discussion	60 Minutes / Level 2-4
	PHYSICAL FITNESS TRAINING	4:30 pm - Community Center	YOGA	60 Minutes / Level 2 & 4
	CULINARY ARTS INSTRUCTION	5:00 pm - Church Kitchen	Dinner Preparation	60 Minutes / Level 2-4
FRIDAY 02/07/20	VOLUNTEER	3:00 Pm – Community / Facility	Community Support	30 Minutes / Level 2 & 3
	LEADERSHIP RECAP	3:00 pm - Church Classroom	Classroom Challenge, e.g. Jeopardy	45 Minutes / Level 2-4
	CAREER TRAINING	3:00 pm - Community Center	Hands-on Training	60 Minutes / Level 2-4
	WEATHER SYSTEMS	4:00 pm - Community Classroom	Jeopardy Challenge	45 Minutes / Level 2-4
	PHYSICAL FITNESS TRAINING	4:30 pm - Community Center	Physical Fitness	30 Minutes / Level 2 & 4
	CULINARY ARTS INSTRUCTION	5:00 pm - Church Kitchen	Dinner Preparation	60 Minutes / Level 2-4
SATURDAY 02/08/20	VOLUNTEER	09:00 am – Community / Facility	Community Support	60 Minutes / Level 2-3
	CAREER TRAINING	10:00 am - Community Center	Hands-on Training	90 Minutes / Level 2-4

STUDENT ACHIEVEMENT LEVELS

LEVEL 1 Discipline 18 Hours Compliance with ALL Requirements	SELF-DISCIPLINE – No Behavioral Issues or Disciplinary Problems; no unfavorable acts in past (30 DAYS)
	HEALTH / PHYSICAL FITNESS - Participate (10 HRS. IN PAST 30-DAYS) in Sports / Fitness / Wellness Activities <i>(with pre-defined goals)</i>
	PERFORMANCE – Participate in Eight (8) Hours <i>(Academic, Leadership, S.T.E.M., or Career)</i> Learning Activities (PAST 30-DAYS)
LEVEL 2 Performance 26 Hours + Activity Compliance with ALL Requirements	INVOLVEMENT – Complete LEVEL 1 (or higher) Project Activity in (PAST 30-DAYS)
	COLLABORATE – Volunteered Four (4) Hours in Support of the Community in (PAST 30-DAYS)
	SELF-REGULATION - Appropriate Social / Professional Conduct, no altercation / disruption past (10 DAYS)
LEVEL 3 Initiative 32 Hrs. + Article + Activity Compliance with ALL Requirements	PERFORMANCE – Participate in Twelve (12) Hours <i>(Academic, Leadership, S.T.E.M., Career)</i> Learning Activities (PAST 30-DAYS)
	INVOLVEMENT – Complete LEVEL 2 (or higher) Project Activity, e.g. Assignment, Project, etc. in (PAST 45-DAYS)
	CIVIC ENGAGEMENT – Research, Wrote & Published an Article in the Monthly Newsletter in (PAST 45-DAYS)
LEVEL 4 Determination 48 Hrs. + Article + Campaign + Activity Compliance with ALL Requirements	SELF-AWARENESS – Meeting Scheduled Events with no Lateness / Unexcused Absence in past (5-DAYS)
	PERFORMANCE – Participate in Sixteen (16) Hours <i>(Academic, Leadership, S.T.E.M., Career)</i> Learning Activities (PAST 30-DAYS)
	INVOLVEMENT – Has IMPLEMENTED a LEVEL-3 Community Development Project in (PAST 60-DAYS)
LEVEL 5 Professional Training Career Preparation 48 Hrs. + Article + Campaign + Activity + Achievement	HEALTH / PHYSICAL FITNESS - Participate (20 HRS. IN PAST 30-DAYS) in Sport / Fitness / Wellness Activities <i>(with pre-defined goals)</i>
	CIVIC ENGAGEMENT – PR Campaign <i>(e.g. Fundraising)</i> ; gain support, create awareness, marshal resources, etc. (PAST 60-DAYS)
	PERFORMANCE – Participate in Twenty (20) Hours <i>(Academic, Leadership, S.T.E.M., Career)</i> Learning Activities (PAST 30-DAYS)
SIGNIFICANT ACHIEVEMENT / ACT OF DISTINCTION - (PAST 90-DAYS)	
<ul style="list-style-type: none"> • PROJECT MANAGER / STAFF DIRECTOR – Execute the Duties & Responsibilities of a Senior Manager • BUSINESS DEVELOPMENT - Design / Produce / Market / Sell a Product, Service, Media Production, etc. • PROJECT FUNDING – Successfully Source, Write & Receive Funding to support a local Community Development Project • CAPITAL PROJECT – Plan / Mgt. Construction / Restoration Initiative, e.g. common areas, Industrial Building, Housing renovation, etc. • PROFESSIONAL TRAINING – GRADUATE - Apprentice, Internship, Career Training Program, etc. 	

ACTIVITY LEVELS

Activity Level #1 Community Support Projects	<ul style="list-style-type: none"> • Community Volunteer Service (8 HOURS PAST 30-DAYS) • TUTOR (5 HOURS PAST 30-DAYS) • Served as a TEAM MEMBER in a Community Development Project (PAST 30-DAYS) • Student / Employed minimum (80 HOURS PAST 30-DAYS) • Personal Achievement; Competed in Locally Recognized Academic / Sports / Arts Competition, Cultural Experience, etc. (PAST 30-DAYS)
Activity Level #2 Community Improvement Projects	<ul style="list-style-type: none"> • TUTOR (8 HOURS PAST 30-DAYS) • Served as a TEAM LEADER in a Community Development Project; e.g. Monthly Community Newsletter, etc. (PAST 45-DAYS) • Student / Employed minimum (120 HOURS PAST 30-DAYS) • Research / Write Collaborative Sustainable Development / Community Improvement Plan & Submit <i>(for Approval)</i> (PAST 45-DAYS) • Completed <i>(Career Specific)</i> Professional Certification Course (PAST 45-DAYS)
Activity Level #3 Community Development Projects	<ul style="list-style-type: none"> • Led Monthly Community Newsletter Project Committee (PAST 60-DAYS) • Served as a PROJECT LEADER in a Community Development Project (PAST 60-DAYS) • Direct / Implement <i>(approved)</i> SUSTAINABLE DEVELOPMENT Project involving multiple Recipients / Support Groups (PAST 60-DAYS) • Direct / Manage Collaborative Event, e.g. Research Study, Coordinated Support Effort, Video Production, Special Event, etc. (PAST 60-DAYS)

A Virtual Student Resume maintained by an Assigned Adult Advocate



LEVEL #1 COPPER

Teacher Name

La Ferne Mathis

Student Name

NCCS-0103, Linda .



LEVEL #1 COPPER



LEVEL #2 BRONZE



LEVEL #3 SILVER



LEVEL #4 GOLD



LEVEL #5 PLATINUM

Accomplishments

Violations

Current Enrollments

Awards / Certifications

COMMUNITY SUPPORTING UNITED NATIONS 17 SUSTAINABLE DEVELOPMENT GOALS

1 NO
POVERTY



2 ZERO
HUNGER



3 GOOD HEALTH
AND WELL-BEING



4 QUALITY
EDUCATION



5 GENDER
EQUALITY



6 CLEAN WATER
AND SANITATION



7 AFFORDABLE AND
CLEAN ENERGY



8 DECENT WORK AND
ECONOMIC GROWTH



9 INDUSTRY, INNOVATION
AND INFRASTRUCTURE



10 REDUCED
INEQUALITIES



11 SUSTAINABLE CITIES
AND COMMUNITIES



12 RESPONSIBLE
CONSUMPTION
AND PRODUCTION



13 CLIMATE
ACTION



14 LIFE
BELOW WATER



15 LIFE
ON LAND



16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS



17 PARTNERSHIPS
FOR THE GOALS



FIVE LEVELS OF PROJECT PARTICIPATION

Each Project Position provides greater responsibilities and more **Professional Development Opportunities**.

1. **TEAM MEMBER**—Works with a Team to complete a **Scripted** Project Task *Works as Directed, no Assigned Responsibilities*
2. **TEAM LEADER**—Leads Two or More Team Members to complete a **Scripted** Task Objective *Leads Team thru Project Tasks*
3. **PROJECT LEADER**—Leads Two or More Team Leaders to complete a **Scripted** Project *Manages Multiple Project Tasks*
4. **PROJECT MANAGER**—Leads Multiple Scripted Projects to achieve a **Sustainable Development Objective**
5. **DIRECTOR**—Manages / Oversees a Community-wide **Sustainable Development Category**

ACHIEVING SUSTAINABILITY

COMMUNITY PUBLIC SQUARE

PROFESSIONAL SKILLS WORKBOOK
is Available Online



EMPOWERMENT

PROFESSIONAL SKILLS WORKBOOK

COMMUNITY PUBLIC SQUARE

PROFESSIONAL SKILLS WORKBOOK

- INTRODUCTION —(EXECUTIVE SUMMARY—*Conceptual Overview*).....3
- COMMUNICATION
 - Primary Management Communication Competencies.....4
 - Primary Leadership Communication Competencies.....4
 - Active Listening.....4
 - Team Building.....5
 - Key Steps of Delegation.....5
 - The Scientific Process.....5
- MANAGEMENT / PLANNING TOOLS
 - Brainstorming.....6
 - Weighted Voting.....6
 - Infinity Diagram.....7
 - Measurement / Metric Application.....7
 - RUN Chart.....8
 - BAR Chart.....8
 - FLOW Chart.....9
 - FISHBONE Diagram.....9
 - GANTT Chart.....10
 - PIE Chart.....10
 - PARETO Chart.....11
 - P.E.R.T Chart.....12
 - Process Development, (Steps 1-4).....13
 - Force Field Analysis.....14
 - Flow Chart, (Step 5).....15
 - Metrics, Performance Measures, (Step 6).....16
 - Problem-Solving Process.....17
 - Project Classification Criteria.....18
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 - Key Terms & Concepts.....19