

# A Strategy for Student Re-engagement for States, Districts, and K-12 Schools

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## I. Summary

The ARP Elementary and Secondary School Emergency Relief (ARP ESSER) Fund challenges education systems to reinvent learning, teaching and leadership throughout K-12 schools today. Adam F.C. Fletcher is an international education consultant who wants states, districts, and local schools to use ARP ESSER funds to contract with him to infuse student re-engagement into their efforts.

Recent research shows that during the pandemic students who were engaged had better attendance rates, lower dropout rates, higher grade-point averages, and higher high school graduation rates. Student engagement allows academic achievement and substantiates the role of personal relationships between students and staff in schools. When students are disengaged, education suffers.

The COVID-19 pandemic caused a crisis of student disengagement in schools across the United States. Many students experienced chronic absenteeism and academic achievement has fallen dramatically. Infusing meaningfulness throughout the daily experience of learning is the most substantial way education systems can immediately increase academic achievement and more. Adam F.C. Fletcher offers six interventions to increase student engagement, each of which can be implemented in individual schools, districts, or state agencies. Each of these interventions tackles the dilemma of student disengagement in a different way:

- Empowering students to facilitate positive, powerful change
- Activating students as partners in school improvement activities
- Building family engagement by teaching parents and students about empowerment
- Facilitating skill-oriented learning for nontraditional student leaders

Adam F.C. Fletcher wants to develop a student engagement strategy for your school, district, or state education agency. You have three options:

1. **Contact me** to schedule a free one hour consultation to discuss your unique needs and concerns regarding re-engaging students. [insert calendly link]
2. **Read further** to learn more about the challenge, the vision, and the solutions.
3. **Visit Adam F.C. Fletcher's website** for details about the programs and services at [adamfletcher.net](http://adamfletcher.net).



## II. Introduction

During the pandemic many students became disengaged from learning in schools. In order to re-engage massive numbers of students quickly and for specific reasons, education systems need to be transformed to promote wholesale student ownership throughout the entire process, from the classroom to the school boardroom and beyond.

This proposal focuses on fostering student engagement for every learner in every school all of the time by strategically infusing student voice throughout every corner of the education system, including learning, teaching, assessment, administration, research, and beyond. Adam F.C. Fletcher provides expert technical services and research-driven interventions to facilitate this happening. Since 2001, he has conducted more than 100,000 hours of programs with more than 1,500,000 K-12 students and educators in more than 750 schools towards the goal of engaging students and adults together to transform learning and teaching.

This document is a proposal for state education agencies (SEAs), districts (LEAs), and local schools to contract with Adam F.C. Fletcher, an international education consultant, to conduct education system transformation projects focused on Meaningful Student Involvement.



### III. Challenges

It is accepted that student engagement is a precursor to academic achievement. The COVID-19 Pandemic has caused students across the nation to become disengaged from education like never before.

With just nine percent of educators nationally reporting that students had completed “nearly all” of their distance learning assignments during the pandemic, Adam F.C. Fletcher can see how student disengagement affected academics. However, student disengagement happens emotionally and socially too, as learners have become removed from the daily exercises of connecting with their school work, peer relationships, safe and supportive learning environments as well as the socio-emotional learning from highly educated professionals. Often and unfortunately, these connections have been unconsciously replaced with increased discernment and skepticism towards the educational process and the system which was created to foster learning.

Adam F.C. Fletcher has found that student disengagement happens when learners lose their innate interest in schooling. We’ve found this phenomenon to happen distinctly within schools; outside of schools, including their homes and throughout communities, learners of all ages are constantly learning about things that matter to them, whether it’s the outdoors, technology, behavior skills, or otherwise. Within schools, students form weak relationships with adults and their peers, or experience disproportionality that does not allow them to form substantive bonds to the educative process. Working with more than 100 schools nationwide in his programs during the pandemic, Adam F.C. Fletcher has found that student disengagement has been exacerbated greatly.

Adam F.C. Fletcher proposes that education systems become recalibrately to wholly focus on student re-engagement through Meaningful Student Involvement. For the sake of simplicity, Fletcher believes that engagement happens whenever a person chooses to do the same thing over and over either consciously or unconsciously. Through Meaningful Student Involvement, education systems can foster student re-engagement for every student in every school all of the time.

There are many ways to understand student engagement. The most popular is to identify student engagement as a continuum of connectivity from behavior to cognition and then



emotional connections. There are also different perspectives on substantiating student engagement, such as seeing students as committed, compliant, or disengaged.

Through Adam F.C. Fletcher's 20 years of school-based interventions, he has found student engagement can be a reflection of:

- **Academic engagement**, which is repeatedly choosing connection with curriculum, learning, and assessment within schools;
- **Emotional engagement** happening through Social Emotional Learning in classrooms and beyond;
- **Social engagement**, reflected in connections students make through peer-to-peer relationships as well as with younger and older students, teachers and administrators, student support staff, and the broader school community;
- **Cultural engagement** that is demonstrated through the continuous connections a student makes to language, dance, clothing, songs, and other types of cultural learning experiences within schools;
- **Personal engagement** demonstrated through students' repeated connections to what matters most within themselves and throughout the world around them; and many other forms of student engagement.

All of these types of engagement happen within schools right now. However, with the exception of academic engagement, they are often treated as coincidental to the schooling experience. Research and practice reflected in literature from the last 25-plus years shows that quite the contrary, student engagement is essential for learner success in many ways.

With the breadth of student engagement clearly understood, it becomes easier to understand the rampant reality of student disengagement after the pandemic. This is what makes it essential to radically rethink how students are engaged throughout the education system.

All students were affected by the pandemic in adverse ways; student disengagement had the greatest immediate impact and will likely be the longest continuing effect into the future. That alone necessitates radical re-envisioning of education systems; compounded by additional effects, Meaningful Student Involvement can become vitally important and necessary. These effects include disparities in student engagement that happen for a variety of reasons, including racial, economic, cultural, and sexual identities. Instruction, environments, technology, and many other factors affected learners, too. For many students, school is the single safest place for them during the day; during the pandemic, that was curtailed or taken away entirely. Students with physical disabilities and neuro-diverse learners experienced disparate impacts,



while students with low quality technological devices or insufficient internet connectivity experienced great challenges. Even without the presence of explicitly challenging experiences the pandemic affected people with different personality traits differently. For instance, both introverted and extroverted learners were adversely affected simultaneously, while otherwise engaged learners became disengaged simply because of the absence of continuity or the threat of such. In many states, students with disabilities were deprived of the services they require to learn, while gifted learners were challenged to stay connected because of subpar approaches to teaching and learning. These adverse experiences continue to impact all learners, especially those with inequitable access to high quality interventions beyond the core curriculum. Without specific understanding of what these impacts were, how they were affected, and what they could do in spite of these challenges, it isn't a far stretch to understand that student disengagement soared throughout the pandemic.

### Challenges Before the Pandemic

Before the pandemic, education systems struggled to meet the myriad needs of learners. Educational practices driven by racial disparities, socio-economic inequalities, gender bias, homophobia, and other hurtful realities have been the norm in too many schools for too long, with little or no room for genuinely transforming education.

Before the pandemic, 25% of all students in any grade level felt disengaged; specifically, 60 percent of high schoolers reported feeling engaged; 59% of middle schoolers and 78% of elementary students felt engaged. Without consideration for the inherent autonomy and capacity of all learners, prior to the pandemic educators, administrators and other education leaders took the approach of doing schools *to* and *for* students, rather than acting as facilitators *with* students or in learning driven *by* learners. However, at the same time these educators also provided inequitable opportunities for student involvement by engaging traditional student leaders in activities without making space for nontraditional student leaders to be engaged. In many schools these traditional student leaders would help peers through tutoring, acting as teacher assistants, etc. They would lead student governments and write for school newspapers, and otherwise have roles of substance. Other student leaders, especially those not called upon to volunteer student voice at the convenience of adults, were regularly left to demonstrate their leadership skills and knowledge without adult guidance. They led peers in giggle fits during lessons; started cliques and gangs; and sometimes led other students to become involved in negative behavior. These behaviors were rarely seen as a desperate plea for meaningful



involvement; instead they were treated as contemptible and students were labeled as being “in need of intervention” instead of “full of capability and positive potential.”

### Challenges During the Pandemic

During the pandemic, forced student autonomy exacerbated festering inequities through isolation and different ability levels. One survey of American students from June 2020 found that “75% of respondents said COVID-19 had negatively impacted student engagement.” One study found that during the pandemic, approximately half of upper income parents reported that their children received “a lot” of online instruction, while 38% of lower income parents said the same. Disparity in connectivity is one of many predictors of student disengagement.

Because of the pandemic, students have sudden and new control over their own engagement. Given their newfound abilities to disengage at will, it is going to be more challenging for educators to engage students anew, and re-engage them after disengagement has occurred. In the meantime, during the pandemic students experienced authority without ability: They were suddenly able to control when, why, and how they engaged in learning as never before. However, they weren’t taught to make those choices consciously or with deliberation, nor were their skills developed in ways that allow them to be critically aware of their engagement. This lack of deliberate learning fostered capacities that were misaligned with grade-appropriate knowledge and skills for nearly all learners. More than simply failing to turn on the cameras on their computers and stop playing video games, educators often felt deeply ineffective at motivating and engaging students, especially students facing wide disparities in technology, family support, and other essential learning supports. During the pandemic, most student leaders lost their roles, leaving them without positive outlets to help their peers, lead school activities, or otherwise have outlets as “helper-leaders” and other meaningful involvement.

### Challenges After the Pandemic

After the pandemic, these adverse historical and modern educational approaches will leave more learners than ever disengaged, disenfranchised, and disempowered from actualizing their possibilities and potentials through education. These realities have caused a crisis of great magnitude wherein students are actively dismissing their abilities to choose the futures they want and make choices accordingly. Students of color, low income students, English language learners, migrant students, students with disabilities, students experiencing homelessness, students in foster care in middle and high school, and many other learners were inequitably



impacted by the pandemic in countless ways, perhaps the greatest of which is student disengagement. The resulting effects of this crisis of disengagement may continue to adversely impact primary and secondary education systems for the foreseeable future.

Adam F.C. Fletcher believes that student engagement happens whenever students actively or passively choose the same things anywhere throughout education. Fletcher's concept is adjacent to other substantiated definitions of the idea, including YouthTruth, which defines engagement as "a combination of taking pride in one's schoolwork, experiencing relevant lessons, and enjoying coming to school." When students are academically engaged, they choose learning and achievement either deliberately or accidentally. When students are socially engaged, they seek and become connected to other people throughout schools. Students can also be emotionally, culturally, athletically, and otherwise engaged throughout K-12 schools.

Furthermore, this crisis will undermine our democratic institutions, our social fabric, and our individual and collective capacities to change the world we share.



## IV. Interventions

Adam F.C. Fletcher proposes four interventions be taken within every school in order to re-engage students. They are:

1. Empowering students to facilitate positive, powerful change
2. Activating students as partners in school improvement activities
3. Building family engagement by teaching parents and students about empowerment
4. Facilitating skill-oriented learning for nontraditional student leaders

With school reopening after the pandemic, education systems have to go beyond the status quo and reimagine our education systems. Because of the challenges enumerated above and many others, it is essential not only for every student feels seen and heard in their learning, teaching, and leadership throughout schools; they must feel ownership of education, too. Student engagement can do more than improve academic achievement, raise test scores, and build graduation rates. When built through meaningfulness, it can increase students' commitment to something greater than themselves. It is time to transform education by engaging every student in every school all of the time through Meaningful Student Involvement.

Each of the six Adam F.C. Fletcher student engagement interventions is focused on an approach Adam F.C. Fletcher calls Meaningful Student Involvement, which is “the process of engaging students as partners in every facet of school change for the purpose of strengthening their commitment to education, community, and democracy.” Each of these interventions relies on best practices for student engagement, including designing cooperative team assignments; encouraging active learning; providing multiple opportunities for spending time on the content; and respectfully welcoming the talents and ideas of all students.

SoundOut.org is the home of Meaningful Student Involvement today. This approach is the subject of several studies conducted worldwide, and has been cited by state legislatures in North Carolina, Michigan, and Washington State. State education agencies and school districts nationwide have employed the approach as well, often including it in student support services as well as instructional and assessment strategies. Adam F.C. Fletcher is committed to making our approach to Meaningful Student Involvement more accessible to education systems nationwide.

### 1. Empower students to facilitate positive, powerful change.

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**Freechild Institute:** Focused on student as partners in positive, powerful change, the Freechild program provides teachers with the tools they need to teach students the skills and knowledge necessary to change the world. In turn, students build their interest and abilities to make a positive, powerful difference in their own lives and the lives of others. When the School Library Journal said Freechild was, “By far the largest repository of projects, ideas, and organizational links, this resource provides more than adequate information to help students brainstorm ideas in order to start their own initiatives,” they acknowledged the powerful of the Freechild program including 25 classroom lesson plans teaching students grades 6-12 what positive, powerful change is, how it happens, and activities to get it done.

## 2. Activate students as partners in school improvement.

**SoundOut Student Voice Curriculum:** This student voice intervention provides teachers with a curriculum for students grades 6-12 to learn how to improve their schools. In SoundOut, students learn the skills and knowledge they need to co-design, co-facilitate, and otherwise work with educators as equitable partners with the full ability to contribute, lead, and improve schools. This project-based learning intervention is accentuated with teaching scripts, worksheets, and other tools for implementation.

## 3. Build engagement among families through practical empowerment.

**YESFam:** Focused on student engagement at home, this is a highly interactive student voice-driven intervention that provides teachers in grades 8-12 with a curriculum designed to foster stronger students’ belonging at home. Students build their personal skills to interact successfully within their homes, while parents and students gain new perspectives on the roles of students at home. Through pragmatic, practical hands-on learning activities in the YESFam program, parents and students learn new skills and knowledge together emphasizing communication, teamwork, growth mindsets, and conflict resolution.

## 4. Facilitate skill-oriented learning for nontraditional student leaders.

**OLY:** This synchronous online program is facilitated by highly trained staff to foster equitable access to important life skill development by providing nontraditional online learning for historically disengaged learners in grades 6-12. Through the OLY program, students discover the purpose, power and possibilities of being a leader in their own life, their families,



communities and the world. Students complete dynamic activities, conversations, videos, and meaningful reflection in order to build their leadership skills and knowledge.



## V. Understanding Meaningful Student Involvement

Adam F.C. Fletcher has consistently found that the cure to student disengagement is meaningfulness. Meaningful Student Involvement happens when the roles of students are actively re-aligned from being the passive recipients of schools to becoming active partners throughout the educational process.

With learning at the center of Adam F.C. Fletcher's approach, the classroom forms the basis for the approach; however, it happens in many more places. Meaningful Student Involvement happens in every location throughout education, including the classroom, the counselor's office, hallways, after school programs, athletics, district offices, boards of education, at the state or federal levels, and in other places that directly and indirectly affect the students' experience of education.

Meaningful Student Involvement is centered on substantiated, sustained, and authorized student voice. Through Adam F.C. Fletcher's approach, students become informed, engaged practitioners of their voices though, and rather than reacting to temporary situation, they learn to respond to the overarching realities of educating for democracy. Fletcher's work shows that learning about the education system, learning and democracy can build the ability of students while increasing their investment in schools.

Based on Adam F.C. Fletcher's experience with nearly 100 districts supporting Meaningful Student Involvement, he has found that the most successful schools have these six key hallmarks in place to establish and sustain a culture of powerful learning with students as partners throughout the education system:

### **Hallmark #1: School-wide Approaches to Meaningful Student Involvement.**

All school reform measures include opportunities for all students in all grades to become engaged in education through system-wide planning, research, teaching, evaluation, decision-making, and advocacy, starting in kindergarten and extending through graduation. This includes a variety of opportunities throughout each students' individual learning experience as well as those of their peers; within their school building; throughout their districts, and; across their states.



## Hallmark #2: High levels of Student Authority through Meaningful Student Involvement.

Students' ideas, knowledge, opinions and experiences in schools and regarding education are actively sought and substantiated by educators, administrators, and other adults within the educational system. Adults' acknowledgment of students' ability to improve schools is validated and authorized through deliberate teaching focused on learning about learning, learning about the education system, learning about student voice and Meaningful Student Involvement, and learning about school improvement.

## Hallmark #3: Interrelated Strategies Integrate Meaningful Student Involvement.

Students are incorporated into ongoing, sustainable school reform activities through deliberate opportunities for learning, teaching, and leadership throughout the educational system. In individual classrooms this can mean integrating student voice into classroom management practices; giving students opportunities to design, facilitate, and evaluate curriculum; or facilitating student learning about school systems. In the Principal's office it can mean students' having equitable opportunities to participate with adults in formal school improvement activities. On the state school board of education it can mean students having full voting rights, and equal representation to adults. Whatever the opportunities are, ultimately it means they are all tied together with the intention of improving schools for all learners all the time.

## Hallmark #4: Sustainable Structures of Support for Implementing Meaningful Student Involvement.

Policies and procedures are created and amended to promote Meaningful Student Involvement throughout schools. This includes creating specific funding opportunities that support student voice and student engagement; facilitating ongoing professional development for educators focused on Meaningful Student Involvement; and integrating this new vision for students into classroom practice, building procedures, district/state/federal policy, and ultimately engendering new cultures throughout education that constantly focus on students by constantly having students on board.



### **Hallmark #5: Personal Commitment to Meaningful Student Involvement.**

Students and adults acknowledge their mutual investment, dedication, and benefit, visible in learning, relationships, practices, policies, school culture, and many other ways. Meaningful Student Involvement is not just about students themselves; rather, it insists that from the time of their pre-service education, teachers, administrators, paraprofessionals, counselors, and others see students as substantive, powerful, and significant partners in all the different machinations of schools. When they have this commitment every person will actively seek nothing other than to fully integrate students at every turn.

### **Hallmark #6: Strong Learning Connections Within Meaningful Student Involvement.**

Classroom learning and student involvement are connected by classroom learning and credit, ensuring relevance for educators and significance to students. This deliberate connection ties together the roles for students with the purpose of education, thoroughly substantiating student/adult partnerships and signifying the intention of adults to continue transforming learning as learners themselves evolve.

These six hallmarks are the nexus of Meaningful Student Involvement; at that place educators can envision the greatest possible effects of engaging students as partners throughout the education system. These hallmarks take form when every student in all grade levels has substantive opportunities to positively, purposefully impact learning, teaching and leadership as part of their routine educational experience. From kindergarten through twelfth grade, students learn about learning, learn about schooling, learn about student voice, and learn about education transformation—then they do something with that knowledge. Adam F.C. Fletcher is offering a transformative strategy to engage entire education systems in implementing this approach throughout their LEA or SEA.



## VI. The Student Re-Engagement Strategy

In response to the pandemic, Adam F.C. Fletcher has devised a 3-year process for education transformation called the *Student Re-engagement Strategy for SEAs, LEAs, and K-12 Schools*. During these unprecedented times our education system needs unprecedented transformation; Meaningful Student Involvement provides just that, and Adam F.C. Fletcher is the consultant to deliver this approach.

This Student Re-engagement Strategy uses a six-step process to identify, strategize, build, facilitate, guide, and assess the impact of Meaningful Student Involvement within any education system. Each of the following steps are explored in-depth in the following section. They all deeply involve students who would work in equitable partnerships with adults throughout the education system. The steps include:

1. **Initial Systemic Review:** In this initial step, Adam F.C. Fletcher facilitates a systemwide review for the presence of the hallmarks of Meaningful Student Involvement explored above.
2. **Strategic Action Planning:** Fletcher works with school partners to develop an action plan focused on increasing student engagement through Meaningful Student Involvement including various systemic stakeholders.
3. **Professional Development:** Depending on the first two steps, Fletcher tailors workshops and related professional development activities for stakeholders throughout the education system, including teachers, student support staff, parents, administrators, and others.
4. **School-Based interventions:** Fletcher provides six customized synchronous and asynchronous online and in-person interventions for schools. Each intervention can be used to facilitate schools meeting different outcomes of Meaningful Student Involvement.
5. **Coaching and Consultation:** Fletcher guides system leaders in the strategic implementation of Meaningful Student Involvement throughout their education system.
6. **Final Evaluation and Reporting:** Upon conclusion of the 3-year cycle of this strategy, an evaluation of data and tailored reporting on the findings will be shared with various stakeholders, including students, parents, community members, teachers, building leaders, district officials, and state officials. The intention here is to provide operational and sustainable ongoing Meaningful Student Involvement throughout the education system.

The following section elaborates on each of these steps.

### Step 1. Initial Systemic Review

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The steps in this Student Re-engagement Strategy begin with an **initial systemic review**. This review would employ a research method called Youth Participatory Action Research to engage students as equitable partners in examining the education system at hand. The elements of this activity are reviewed above as the hallmarks of Meaningful Student Involvement; the location can be a school, LEA or SEA. If this review assesses the presence of these hallmarks within a school, this review could examine classrooms, hallways, career centers, administrative offices, school-based health centers, and so forth. The presence of Meaningful Student Involvement can be obvious when examining the diversity, equity and inclusion of all students as partners throughout the education system; learning strategies in classrooms and beyond; educator and student mindsets; professional development and training; student motivation; mental health; student behavior and school discipline; community collaborations; staffing models; and further. Similarly, districts and state education agencies would be assessed according to their program areas and the functions of their operations. The initial systemic review centers on formal structures; group cultures, and; individual mindsets.

## Step 2. Strategic Action Planning

Adam F.C. Fletcher will work with stakeholders to create a **strategic action plan** for the education system focused on increasing Meaningful Student Involvement. These partners will mainly be students, along with key adult decision-makers, educators, and other stakeholders. These plans will be structured on best practices in action planning as defined by the US Department of Education. Reflecting the education system's commitment to Meaningful Student Involvement, they will center on the issue of re-engaging students through this approach, and based on data, these strategic action plans will identify specific milestones for success. They will include activities designed to transform the learning environment, reconceptualize the operation of the education system, and ultimately, improve student re-engagement including increasing student achievement. Entwined with existing school improvement plans, district improvement plans, and other facilitative tools for school improvement, these strategic action plans will dovetail with other substantive, consequential and effectual efforts that are underway within the education system.

## Step 3. Professional Development

In the third step of Adam F.C. Fletcher's strategy, he will facilitate **professional development** activities designed to increase the skills, knowledge, and capacities of individual stakeholders throughout the education system to meaningfully involve students as partners. These



stakeholders would cater to equitable numbers of students and educators, as well as strategic groupings of the education system's management, elected officials including school board members and others, as well as parents. The professional development activities would include, but not be limited to, establishing Professional Learning Communities and facilitating skill-building workshops. These activities would address all areas of education system operations, including Meaningful Student Involvement in policy-making, instructional design and delivery, learning assessment, budgeting, and many other areas as determined by the initial systemic review.

Adam F.C. Fletcher's professional development activities are tailored specifically to Meaningful Student Involvement and are designed to give educators the capacities and mindset necessary to implement Adam F.C. Fletcher's targeted approaches to learning, assessment, student support, policy-making, and other activities. By growing the expertise to infuse Meaningful Student Involvement throughout their learning communities, educators are best able to engage learners as equal partners in their education and increase their potential to achieve and thrive. By engaging students as partners throughout this process, all members of the school community can thrive and succeed in re-engaging learners.

#### Step 4. School-Based Interventions

In the fourth step of the this Student Re-engagement Strategy, Adam F.C. Fletcher will implement one or more of Adam F.C. Fletcher's **research-based interventions** designed to improve student engagement and foster Meaningful Student Involvement. Each of the interventions comes with an established evidence base aligned with one of the four [Every Student Succeeds Act \(ESSA\) Tiers of Evidence](#). Adam F.C. Fletcher's interventions are designed to increase student engagement in a specific topic area by focusing on personal engagement; family engagement; school engagement; community engagement, and global engagement. Covering grades 4 through 12, they scale as needed and can be adapted for a variety of usages. The interventions include in-person and online delivery; scripted and unscripted curriculum; and train-the-trainer approaches that increase the sustained effects of the interventions beyond their implementation. Designed to scale, Adam F.C. Fletcher can provide synchronous support in particular circumstances. Many of his interventions can be aligned with relevant state standards.

#### Step 5. Coaching and Consulting

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**Coaching and consulting** comprise the fifth step of this strategy. Adam F.C. Fletcher models and facilitates continuous improvement for Meaningful Student Involvement throughout the education system, including the classroom, school, LEA, and SEA levels. Frequently challenging the status quo, Adam F.C. Fletcher asks questions and facilitates difficult conversations to shape education transformation focused on student re-engagement. As catalysts for change, Adam F.C. Fletcher can motivate students, educators, and other stakeholders and encourage them to break convention through Meaningful Student Involvement. Fletcher's coaching and consulting helps education leaders, educators, and students implement what they learn through professional development and interventions while helping all stakeholders synthesize their learning about Meaningful Student Involvement by infusing student engagement in new settings. The outcomes of Fletcher's coaching and consulting could include fostering long range commitment and sustaining the approach into the future beyond Adam F.C. Fletcher's presence in the school, LEA or SEA.

### Step 6. Final Evaluation and Reporting

The outcomes of Meaningful Student Involvement will be reported clearly in **final evaluation and reporting** during the fifth step of the Student Re-engagement Strategy. Using evaluations, Adam F.C. Fletcher will establish causation between interventions and student re-engagement in order to transform education system outcomes. Education systems will use this data to inform future decision-making, identify ongoing opportunities, and trace the sustainable implementation of these student engagement strategies in the future.

Possible outcomes from this strategy include substantiated student engagement for all learners that is sustained within classrooms and throughout the education system. As a part of school culture, practice, and outcomes Meaningful Student Involvement can become an observable reality that is apparent in the lives of students, educators, administrators, and others. In addition to becoming more engaged throughout schools, students could also experience increased engagement beyond school, including at home and throughout their communities. Educators could experience increased efficacy while administrators could see the fruits of their school improvement efforts last far beyond a single initiative. Ultimately, this project aims to fulfill the promise of Meaningful Student Involvement, which is to "...strengthen student commitment to education, community, and democracy."



## VII. How To Proceed

Through the *Student Re-engagement Strategy for SEAs, LEAs, and K-12 Schools*, Adam F.C. Fletcher believes education systems can use stimulus funding to establish both short and long-term goals related to Meaningful Student Involvement in order to get the most benefit out of every incoming dollar. In order to fully execute the Strategy, Adam F.C. Fletcher is seeking strategically positioned client LEAs, REAs, and SEAs, and/or at the federal level. Adam F.C. Fletcher wants highly committed leaders with access to funding to establish and formalize relationships and operations, and implement the strategy according to this proposal.

This strategy reflects fluid funding opportunities, meaning that activities should be priced as a whole package and delivered as a committed 3-year activity agreed upon by Adam F.C. Fletcher and participating education systems.

Adam F.C. Fletcher wants to develop a student engagement strategy for your school, district, or state education agency. You have three options:

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