**Coach Resource Guide**

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| **Program Milestones:** | **Date** | **Time** | **Location** |
| Kick Off Event | January 6th, 2021 | 5:30pm | Zoom |
| Problem Exploration with Partner | Date set by coach at orientation |  |  |
| Proposals Due | February 9th, 2021 | 5:00pm | Google Classroom |
| Progress Check (Partners) | Due March 31st, 2021 | 11:59pm | Zoom |
| Progress Check (Peak Staff) | April 15th, 2021 | 5:30pm | Zoom |
| Final Report | May 31st, 2021 | 5:00pm | Google Classroom |
| Presentations, Awards, Trip | TBD |  |  |

\*Student meetings (one on one, team meeting) scheduled by coaches/ students. One contact per week required

**Program Components:**

**Problem Exploration**- Scheduled at the coach orientation (added to Google Classroom calendar at that time). Students encouraged to attend. Virtual, recorded for students who cannot attend. This meeting will serve as a chance for partners-coaches-students to meet to discuss the problem in detail. At this meeting, you will operationally define the problem components and expected outcomes, then assign components for students to research.

**Proposal**- Proposals must include: Introduction (why the partner needs help), Background and Significance (containing relevant information gathered about the community, partner, solutions, demographics), Research Design and Methods (here you will clearly define your proposed solution and components needed to solve the partner’s problem, metrics will be established to track throughout the program for data collection purposes), Expected Outcomes, Budget (specific amounts and descriptions of resources necessary to produce your team’s desired outcomes), and Conclusion. The proposal is intended to introduce the students to the idea of academic research and basic project management. Please refer to the links below for more details, while keeping in mind your proposal will vary slightly and be tailored to your team.

[Definitions for steps of proposal](https://pressbooks.bccampus.ca/jibcresearchmethods/chapter/14-3-components-of-a-research-proposal/)

[Project Planning Beginner Information](https://www.youtube.com/watch?v=ZWmXi3TW1yA)

**Progress Check**- Two progress checks are required. The first will be with the partner. At this meeting your team will present the data collected to date, assess progress towards anticipated results, and search as a chance for the partner to suggest feedback. The partner progress check is due March 31st. The progress check for Peak Education will be a group discussion of each team’s progress and held April 15th. This meeting will serve as a chance for the teams to discuss their progress, data collection methods, and receive feedback from Peak Education and one another.

**Data Collection**- Each month (February, March, April) data should be collected and reported to Peak Education through the Google Classroom. Examples of data to report include: Demographic information about population served, increase from beginning goal to targeted outcome, number of individuals served/ reached, monetary growth attributed to intervention. A shell for data reporting will live in Google Classroom. Teams will define, track, and report data relevant to their project.

**Final Report**- At the conclusion of the project term, teams must submit a final report, due May 31st, 2021. The final report should include your final budget report, project summary (project success, data report, obstacles), outcomes (public involvement), evaluation by coach, evaluation by partner, and implementation actions—proposal successes/ plan for future work.

[Final Report Template](https://docs.google.com/document/d/1ZoFOu0ePfeL9EdJ7PpZ3GN5EOpkpZONNaG572JjB_QQ/edit?usp=sharing)

**Coach/ Student Meeting Activities:**

**Reflective Journaling—**Students create written records of their observations of service activities and the communities in which they work. With regular biweekly entries, journals provide a means for connecting program content with agreed upon milestones and responsibilities of the service activities, observations of the organizations and the communities they serve. Specific journal writing assignments also assist students in consciously reflecting on specific observations or incidents that occur within the context of the service activity. Students will enter their contact their coach and lessons learned in the assignment on Google Classroom.

**Facilitated Meetings**—Reflection is fostered within the context of a facilitated group meeting. Students debrief their service learning experiences through discussion led by the coach. Group discussion around questions arising from reflective journaling provides opportunities for further connections to the proposed solution and partner objectives. Ideally, teams will schedule short (30 min) weekly meetings with all team members to assess progress and provide feedback. These sessions will be recorded in the event a student cannot attend. Students should either attend the team meeting, or follow-up one on one with coaches weekly.

**Responsibilities:**

Assign roles within group

Schedule Meetings with team (weekly)

Record all team meetings to share with students

Follow-up one on one with students (one contact per student, per week either as individual or group)

Maintain contact record (in Google classroom)

Facilitate problem exploration, operational definitions, and research

Review proposal for submission

Provide reports of data collection (monthly, last day of the month, Feb, March, April)

Assess progress throughout project term

Prepare final report with students

**Your Role as a Coach**

You are expected to:

• help formulate an appropriate project proposal and outline of the project budget

• meet regularly with your team to support the groups’ project work. You will be expected to meet with your team (individually or as a group) for an average of one hour per week.

• inform students and the program director (Lauren Taylor) if your team or individual members are not making satisfactory progress and/or require additional support

• provide ongoing assessment of your teams’ work throughout the project term (Jan-May) including advice on matters of presentation and style

• supply written comments on your teams’ submitted work and/ or reflections when requested

• review a final draft of the project report

• act as one of the examiners on submission of your teams’ project.

**Student Responsibilities**

Students will be expected to:

• schedule regular meetings with coaches or arrange regular contact (by phone, email or virtual meeting), which includes time spent meeting as a team. Prior to submitting biweekly reflection, student should have met twice with coach and/ or team

• submit biweekly journals reflecting on contact with coach, relevant research/ knowledge gained, and progress

• submit a review of the relevant literature at an early stage; this will be used for problem definition and proposal development

• contribute to all program components (proposal, progress check, final report) as assigned by coach

• submit the final project report by the agreed deadline. It is generally a good idea to submit sections of the report as they are proceeding with the project, so coaches can check progress and ensure writing is progressing satisfactorily. If for some valid reason (such as illness) a student is unable to proceed with the project, they will need to apply for special consideration to withdraw without penalty or make special arrangements with coaches and the program director to complete the project and submit the report at a later date to be agreed upon.