



Information for Course-Project Site Collaborators

Thank you for your interest in being an HGSE course-project site! The Career Services Office supports 5 courses, outlined below, and there are many more that could be a great fit for project sites. You may review the course catalog at <https://courses.my.harvard.edu> and feel free to reference a class that you'd be interested in being a site collaborator for by indicating the course number (no dashes) in your Hub posting.

Additional questions? Feel free to reach out! Here's contact information for various sectors:

Nonprofit and Government sectors

- Contact Rachel Gakenheimer at rachel_gakenheimer@gse.harvard.edu

Consulting, Media & Technology, Higher Education, and Entrepreneurial & Start-up sectors

- Contact Debra Hotch at debra_hotch@gse.harvard.edu

PreK-12 sector (including Charter Schools; Private, Global, and Independent Schools; and Public Districts)

- Contact Mary Frazier-Davis at mary_frazier_davis@gse.harvard.edu

	FALL PROJECTS
	A-021: LEADERSHIP IN SOCIAL CHANGE ORGANIZATIONS with Karen Mapp
Course Overview	<i>Leadership in Social-Change Organizations</i> explores the types of leadership practices and organizational structures needed to create and sustain social-change organizations that focus on the closing of existing educational opportunity gaps and the provision of an education where every student graduates from high school well prepared for college and a career. We would greatly appreciate your participation in this important project.
Purpose of Course Project	The purpose of the project is for students to learn as much as they can about your organization, including how it works and why it is the way it is, in very brief amount of time (2 visits). Students will seek to understand the goals of the organization and the processes or mechanisms through which your organization intends to reach its goals—and how that fits in with the organizational theory they are examining in the classroom.
Time Commitment	The student team will visit your organization twice for a combination of a conversation / interview with your executive director, 2 staff members and 2 members of your “client” base, whether that’s parents, students, teachers, or other partners; and, if practical and available, observation of an event or meeting. Please note: While specifics will depend on availability, suitability, and agreement of the site, we request a minimum of 2 visits to your site to facilitate the students getting a deeper sense of your organization quickly.
Project Structure	Student teams (of 4-5 students) will approach your site with curiosity about the opportunities it presents. They will interview a few members of the organization and, if applicable, observe whatever events, meetings or day-to-day activities agreed upon by you and them—and will use this material to write a paper for the class. At the end of the semester, students will write an executive summary of their paper / experience at your organization. They will share this executive summary with you.
Requirements Necessary for Participation	Join for Webex meet-and-greet with Karen Mapp. Date TBD
Responsibility of Partner Organization	We ask that you facilitate introductions to the ED, staff and relevant “client” members who represent your organization. You may choose to offer to do the scheduling for these conversations or let the students do their own.
Project Timeline	The project will begin in September, with the site visits ideally occurring between early October and early November. The project will conclude in December.
Forms, etc.	<ul style="list-style-type: none"> • Collaborator Checklist • Activity Sheet
Deliverables	Sample deliverables coming soon.



SPRING PROJECTS	
A-122: THE WHY, WHAT, AND HOW OF SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS with Karen Mapp	
Course Overview	This course is designed to examine the role of these partnerships as a component of whole-school educational reform.
Purpose of Course Project	The purpose of the project is for students to be exposed to and learn from the day-to-day workings of organizations engaged in home, school, and community partnerships, and thus examine more deeply the benefits and challenges that result.
Time Commitment	The main time commitment for your organization will be based on 4-5 team visits to your site, which may include (depending on availability, suitability, and agreement of the site) site visits; conversations and/or interviews with executive directors, staff, parents, students, teachers, or other partners; and/or observation of an event or meeting.
Project Structure	Students will use current education theories, frameworks, and examples of promising practice to examine their experience with you. Please note: Students are not trained to provide organizational consulting advice and will not do so.
Requirements Necessary for Participation	Join for Webex meet-and-greet with professor Karen Mapp. Date TBD
Responsibility of Partner Organization	A contact at your organization will be responsible for setting up interviews for the students and identifying any meetings or events the students are invited to attend. We've found it works best if all parties bring calendars to the first meeting with your HGSE student team and set these events up at the outset of the project.
Project Timeline	The project will begin in February, with the majority of site visits to occur between mid-February and mid-March. The project will conclude in May.
Forms, etc.	<ul style="list-style-type: none"> • Collaborator Checklist • Activity Sheet
Deliverables	At the end of the semester, students will deliver a 2-page executive summary of their experience that will generate new insights and understandings into the dynamics of your organization.

A-011B LEARNING FROM PRACTICE: EVALUATION AND IMPROVEMENT SCIENCE with Candice Bocala	
Course Overview	Over six to seven weeks, the graduate students who take the course will be learning about formative approaches to program evaluation.
Purpose of Course Project	It is my goal to connect all my students with a real organization or program that is interested in building evaluation capacity and get a chance to talk to organizations about how their programs work, what their measures of improvement are, and how they currently evaluate success. In exchange, the organization has an opportunity to gain new insight into their program activities and to develop a preliminary evaluation plan.
Time Commitment	2-3 staff members spending about 2 hours each talking with a graduate student in January through March
Project Structure	A small team will work with you.
Requirements Necessary for Participation	<p>This is a perfect opportunity for you if:</p> <ul style="list-style-type: none"> • You are a new program or organization looking to refine or write a theory of action or statement of your program's activities, goals, and outcomes. • You are interested in receiving assistance with drafting an internal / formative evaluation plan (as a new program planning for evaluation, or a mature program that would like to conduct an internal or formative evaluation) • You and about 2-3 other staff members can spend about 2 hours each talking with a graduate student in January through March
Responsibility of Partner Organization	<ul style="list-style-type: none"> • You will be asked to have a few introductory phone or in-person conversations with the student to explain your program or organization. • You will be asked to identify 2-3 other key stakeholders who are an important part of your program or organization (either as colleagues or as recipients of the services) for the graduate student to contact. These conversations will likely take about 1-2 hours of time for each person over a month. • In March, the graduate student will finish the project and send it to you for review. You will have access to all



	<p>materials for your future use.</p> <ul style="list-style-type: none"> •
Project Timeline	<ul style="list-style-type: none"> • End of January: We will connect you with a graduate student in the course. • Early February: Introductory conversations between you and the student to explain your program or organization, so student can draft a conceptual map or logic model of your program's theory. • Early February: You will be asked to identify 2-3 other key stakeholders for the graduate student to contact. These conversations will likely take about 1-2 hours of time for each person over a month. • Throughout February: the graduate student will use the information you provide to draft a logic model and a preliminary program evaluation plan for your program or organization. • March: the graduate student will finish the project and send it to you for review. You will have access to all materials for your future use. <p>Please Note that due to the short nature of the module, students cannot conduct a full program evaluation, but the student will talk to you about how you could use this plan for your own internal evaluation efforts.</p>
Forms, etc.	TBD
Deliverables	Final project and materials. You will have access to all materials for your future use.

S-501: Partnering with Youth in Educational Research and Practice with Gretchen Brion-Meisels	
Course Overview	There is a growing body of evidence that schools, community-based organizations, educators, and adolescents themselves benefit from initiatives that authentically engage the perspectives of youth. Around the world, adults, and youth are partnering to research, build, and improve learning opportunities across developmental domains. This course will explore how educators are partnering with youth in both research- and practice-based settings.
Purpose of Course Project	For students to either spend time observing and thinking about partnering with youth OR to complete a project in/for a school or community-based organization in which they either collaborate with youth (K-16) or more carefully cull existing literature for insights on cross-generational collaboration.
Time Commitment	2-4 hours/week to observe the youth in action.
Project Structure	Students will individually observe youth in action at an organization. They will participate only in such a way that is requested by the youth they are observing.
Requirements Necessary for Participation	The organization should be school- or community-based and have a focus on empowering young people to do something. This might include changing something about the world. In any event, support, honor, and encourage the development of youth voice and agency.
Responsibility of Partner Organization	To provide access to the students for this project.
Project Timeline	February through May
Forms, etc.	N/A
Deliverables	TBD



S-513: INTRODUCTION TO QUALITATIVE PROGRAM AND POLICY EVALUATION with Lynne Sacks	
Course Overview	Over the semester, graduate students in this class will learn how to design and conduct qualitative evaluation research. In order to connect this academic learning with real-world questions and challenges, it is my goal to connect all my students with real organizations or programs.
Purpose of Course Project	To design and conduct qualitative evaluation research for a real organization.
Time Commitment	The time it takes to 1) identify potential research projects/topics, 2) identify people to interview and/or bring together in a focus group, 3) meet with the HGSE team to explain your organization and what you're working on.
Project Structure	TBD
Requirements Necessary for Participation	<p>Collaborating with us involves having someone in your organization identify 1) one or more potential research topics and 2) people within your organization—or connected with it—to participate in an interview or focus group.</p> <p>This could be a great opportunity if you or your organization is interested in gaining insight into a defined program or policy question. Some examples of questions that could be appropriate for this collaboration include:</p> <ul style="list-style-type: none"> • How do new teachers and their mentors experience a mentorship program your organization oversees? • What are the barriers to improving representation of minority students and English learners in a specific charter school or set of schools? • Why are families not taking advantage of health screenings offered through their child's school? • How useful do teachers find a mandatory training program?
Responsibility of Partner Organization	<ul style="list-style-type: none"> • Meet with a team of 3-5 graduate students to a) explain your program or organization; and b) clarify the research question, the audience, the organization's goals in having this question researched, and how best this question is answered. • Identify potential research participants (either colleagues or recipients of services) for the HGSE team to contact for focus groups or interviews. Research participants will need to commit no more than one hour of their time. It is important that the data collection occur by the end of February.
Project Timeline	<ul style="list-style-type: none"> • End of January: We will connect you with a team of 3-5 graduate students in the course • Early February: Introductory conversations with you to explain your program or organization. During the initial conversation, you and the student team will clarify the research question, the audience for whom they are conducting the research, the organization's goals in having this question explored, and whether this question is better answered through individual interviews or focus groups. • You will be asked to identify potential research participants who are either colleagues or recipients of services, and the graduate student team will contact them to arrange focus groups or interviews. Research participants will need to commit no more than one hour of their time. • End of February: Data collection occur by the end of February. • March and April: the graduate student team will analyze the data and write a report of their findings and recommendations. • April: They will present their findings during the final class meeting, which all collaborators will be invited to attend. • End April/Early May: The team will send you a copy of the final report when it is completed.
Forms, etc.	TBD
Deliverables	<ul style="list-style-type: none"> • Presentation of their work orally at an HGSE course session you would be welcome to attend. • Final written paper on their work with you.