Mercer County Community College | Trenton Public Schools | 21st Century Community Learning Centers

Tiny House. Big Dreams.
VIP 2024-2025 Report

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Prepared for 21st Century Community Partnerships | VIP Program of Mercer County Community
College—James Kerney Campus

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Executive Summary: Tiny House. Big Dreams. VIP 2024-2025 Report

The VIP program, a collaboration between Trenton Public Schools and Mercer County Community College, successfully served 191 students during the 2024-2025 year, with 71% (135 students) qualifying as regular participants. The program's four core goals—improving student outcomes, behavior/attitudes, parent involvement, and community partnerships—were addressed through a comprehensive Project-Based Learning (PBL) model, highlighted by the "Tiny House Construction Business" project.

Key Achievements

The Tiny House project was a profound success, directly improving student learning outcomes by fostering Authentic Literacy and Entrepreneurial Mastery. Students moved from abstract concepts to creating real-world line-item budgets and delivering highly organized presentations to authentic audiences, significantly boosting their confidence, critical thinking, and communication skills. Partner feedback was overwhelmingly positive, confirming the program's value in strengthening the student experience and developing essential problem-solving abilities. The program also met its objective for community partnerships and parent engagement through successful workshops and events like the College and Career Fair.

Strategic Challenges & Recommendations

Despite clear strengths, the program faces weaknesses related to inadequate staff training and minimal parental involvement, compounded by a "one-size-fits-all" curriculum design that makes measuring full engagement difficult. To ensure long-term viability against the threats of funding uncertainty and staff turnover, the VIP program must immediately pursue strategic opportunities. These include implementing Curriculum Innovation—creating a tiered, modular design for personalized learning—and securing Corporate & Foundation Sponsorships to fund robust, targeted staff training and better resources for parental engagement. By building on its success in skill-building and addressing internal instability, VIP is poised for successful service expansion.

Introduction

The VIP program partnership between Trenton Public Schools and Mercer County Community College (James Kerney Campus) is one that continues to respond to the evolving landscape of the Trenton community. Trenton, the capital city of New Jersey, has experienced demographic shifts since the early 2000s.

Image source https://datausa.io/profile/geo/trenton-nj
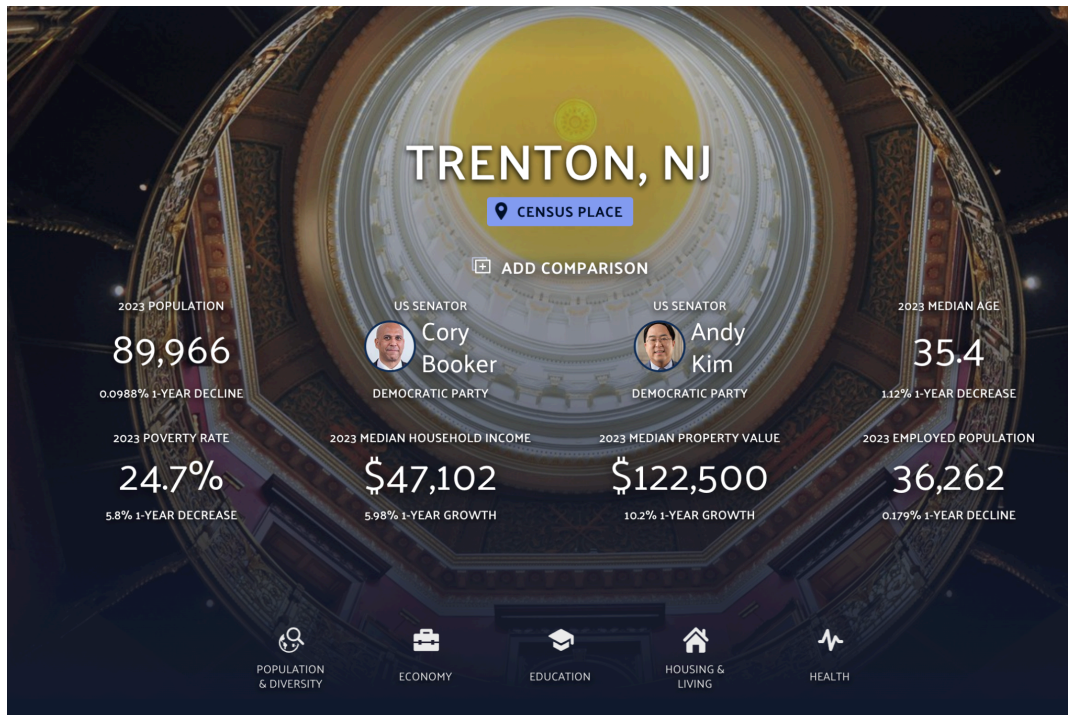
Trenton's demographic shifts include a recent population decline overall, a diversifying ethnic landscape with its growing Latino/Hispanic population, and a decrease in other racial and ethnic groups living in the city—most notably its Black/African American populations . This population group decreased from nearly 50% in 2010 to 42% in 2020, while the Hispanic population grew significantly. The population has also shown recent population growth in the 2020 census followed by a slight decline in 2022-2023.   Having perennial targets allows programs to track progress toward very

specific outcomes while also providing meaningful ways for stakeholders to compare performance from year-to-year even though groups of students and teachers change.

VIP 2024-2025 Program Goals

During the 2024-2025 program year, VIP maintained its investment in four key goals:

Goal 1: Improving Student Learning Outcomes

Goal 2: Improve Student Behavior and Attitudes

Goal 3: Improve Parent Education and Involvement

Goal 4: Improve Community Partnerships

While some of the measures were based on traditional data collection (according to grant specifications) like attendance (30+ days), we sought to expand our definitions of success by including other measurement methods and established different criteria for success. A core idea we used to frame this year's work is project-based learning.

Project Based Learning: One Dimension of PBL

The world of education has embraced project based learning (PBL) extensively over the last twenty years, especially as standards-based instruction has created learning environments that uphold widely accepted and universally applicable activities for schools. Out-of-school time (OST) programs have generally always used PBL as a basis for student engagement. PBL itself is a multidimensional strategy for learning that applies beyond childhood learning. PBL is the way of adult engagement with the world of work. By taking a PBL approach to goal-setting and program design, VIP builds on

previous years' analysis of student and family data while also evolving to meet the changing landscape of the schools served by our program.

Fundamentally, VIP embraces current research[1] that suggests PBL is more than just project-based learning. PBL includes other critical dimensions like place-based learning, play-based learning and pursuit-based learning: elements that point directly to aspirations as capital[2].

College degree attainment from local institutions creates an environment where youth develop mindsets that they can achieve things too. Data about college success rates and post-secondary success provide important insights into how pre-college programs must think about the services they provide. The vast number of post-secondary programs with roots in Trenton, NJ address multidisciplinary learning and focus on career-based educational experiences. This reality has shaped the way that VIP has designed programs for this year. There is increasing evidence[3] that career and technical education program exposure builds skills, develop confidence and leads to long-term success.

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[1] Six dimensions of PBL by Dr. Nancy Sulla https://www.idecorp.com/learning-through-the-6-ps-of-pbl/
[2] See the work of Dr. Tara Yosso on Community Cultural Wealth available at https://scalar.usc.edu/works/first-generation-college-student-/community-cultural-wealth.10
[3] Evidence on CTE available at https://ies.ed.gov/learn/blog/evidence-cte-convening-consequence

Image source https://datausa.io/profile/geo/trenton-nj
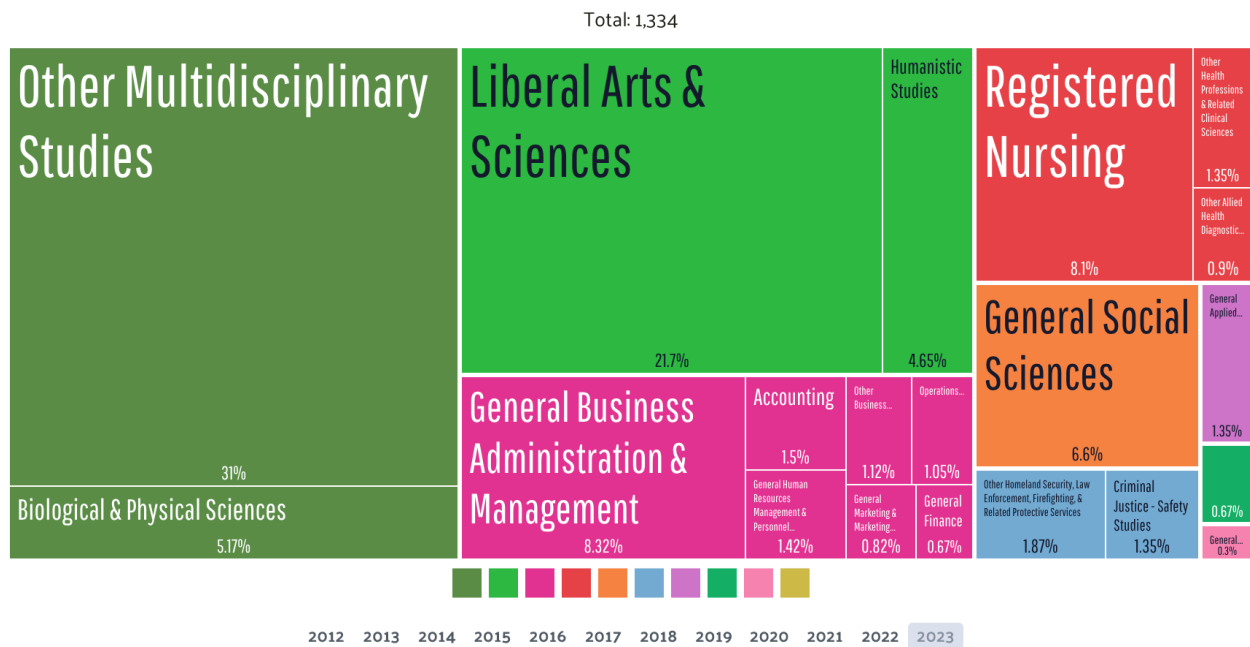
Over the course of the last few years, we have seen a growing amount of upperclassmen choosing to work after school hours rather than be active in school-based after-school programs (including tutoring). To address the diminished interest in after school programming, we proposed program start times that were end-of-the-day and overlapped with club activity times consistent with other school-based programs. Instead of a typical 2:15pm to 5:15 pm program time, we started the program day in the last block of the school day and worked with school administrators to facilitate learning workshops that would extend learning opportunities for students after the 2:00pm dismissal thus functioning as an after-school program.

Goal 1: Improving Student Learning Outcomes

Objective	Measurement Method	Target/Success Criteria
Objective 1.1: Increase students' mastery of project-based learning (PBL) and other non-traditional skills related to critical thinking and collaboration.	Use a standardized rubric to assess student performance on a culminating project or presentation, focusing on specific criteria like problem-solving, teamwork, and communication.	75% of participating students will score at or above the "Proficient" level on the established project-based learning rubric by the end of the program year.
Objective 1.2: Increase students' confidence and engagement in academic subjects covered by the program's non-traditional methods.	Administer a pre- and post-program self-efficacy survey that asks students to rate their confidence level regarding subject knowledge and ability to apply skills learned in the program.	Achieve an average increase of 10% in students' self-efficacy scores (e.g., self-reported confidence) related to academic application from the pre-test to the post-test.

Goal 1 is a primary goal of this grant. Program related data were collected based on two metrics related to our PBL—A Tiny House construction project.

Goal 2: Improve Student Behavior and Attitudes

Objective	Measurement Method	Target/Success Criteria
Objective 2.1: Decrease the frequency of negative behavioral incidents reported by staff during program hours.	Track and log all formal negative behavioral reports (e.g., discipline referrals, documented conflicts, sustained refusal to participate).	Reduce the total number of documented negative behavioral incidents by 20% compared to the previous program term (or baseline data) by the end of the program year.
Objective 2.2: Increase students' self-reported positive attitudes toward learning and participation in the program.	Administer an anonymous pre- and post-program student survey containing a Likert scale for questions related to program enjoyment, feelings of safety, and willingness to participate.	Achieve a 15% increase in the average positive score (e.g., "agree" or "strongly agree") on key attitude and engagement survey items from the pre-test to the post-test.

Goal 3: Improve Parent Education and Involvement

Objective	Measurement Method	Target/Success Criteria
Objective 3.1: Increase the attendance rate of parents/guardians at program-hosted educational workshops and informational sessions.	Track attendance sign-in sheets for all parent events throughout the program year.	Achieve an average attendance rate of 50% of enrolled families at a minimum of three distinct educational workshops by the end of the program year.
Objective 3.2: Increase the number of two-way communication interactions between parents/guardians and program staff regarding student progress.	Staff will log all formal and informal communication (e.g., calls, emails, in-person meetings, documented progress report reviews) with parents/guardians.	90% of enrolled students' families will have at least four documented, two-way communication interactions with program staff per semester.

Parent education is a critical component of the VIP program. Throughout the program year, parents and family members are invited to various forums and learning workshops. Our program was able to meet its objectives. We had several workshops and events where we had a record number of parents attend. One of the top events of the year was our College and Career Fair. Over 50 ninth graders attended our fair and were able to hear from in-state colleges and trade schools. Another highlight was our music production class. Students were able to produce and showcase their music productions.

Goal 4: Improve Community Partnerships

Objective	Measurement Method	Target/Success Criteria
Objective 4.1: Establish and formalize a minimum number of mutually beneficial partnerships with local organizations that directly contribute to student resources or programming.	Maintain a log of signed Memorandums of Understanding (MOUs) or formal partnership agreements with community organizations.	Secure and maintain at least five new, formal partnerships with community organizations (e.g., local businesses, non-profits, libraries) by the end of the first year.
Objective 4.2: Increase the frequency and variety of program activities delivered *by* or *at* partner organization sites.	Track the number and type of joint activities, field trips, or guest speaker events hosted in collaboration with partners.	Host a minimum of ten partner-led activities or site visits throughout the program year, with representation from at least three different partner organizations.

The VIP Program has developed strong relationships with community partners that allow the program to leverage the expertise and community outreach .

VIP Partners
SPAN-Statewide Parent Advocacy Network MCCC Youth College Trenton Chapter NAACP Career Training Institute CTI Special Parent Advocacy Group SPAG Trenton Top Teens of America University WE

Partners were asked to provide their perspectives on the program. Their feedback was overwhelmingly positive with regard to impact but also gave insight into growth areas. None of the program partners who responded made suggestions for program improvements. This will be a focus for future program communications and engagement with program partners.

Please describe one specific positive impact you've observed the program or partnership having on students or the community.
Sample responses:
- ☐ *I enjoyed seeing how engaged and helpful the program was to our members and parents in the community. The programs VIP works on strengthens the student experience as well as encourages parents to be more involved.*
- ☐ *Motivation and support to achieve personal & professional future goals*
- ☐ *The Community Partnership we have with the program helped to improve mental health by increasing self-esteem, reducing feelings of isolation, and providing a sense of purpose and accomplishment.*
- ☐ *Besides College & Career Readiness, the program fosters personal growth, critical thinking and problem solving skills which are essential for success in any career*

Combined Data: The VIPs

Students indicated as Regular Students are students who consistently participated in VIP activities as indicated by attendance records. Students who invested 30-days or more in participation are our Regular Students. Seventy-one percent of VIP students (135 of 191) participated consistently in activities.

Attended 30 days or more and Attended fewer than 30 days

■ Attended 30 days or more ■ Attended fewer than 30 days
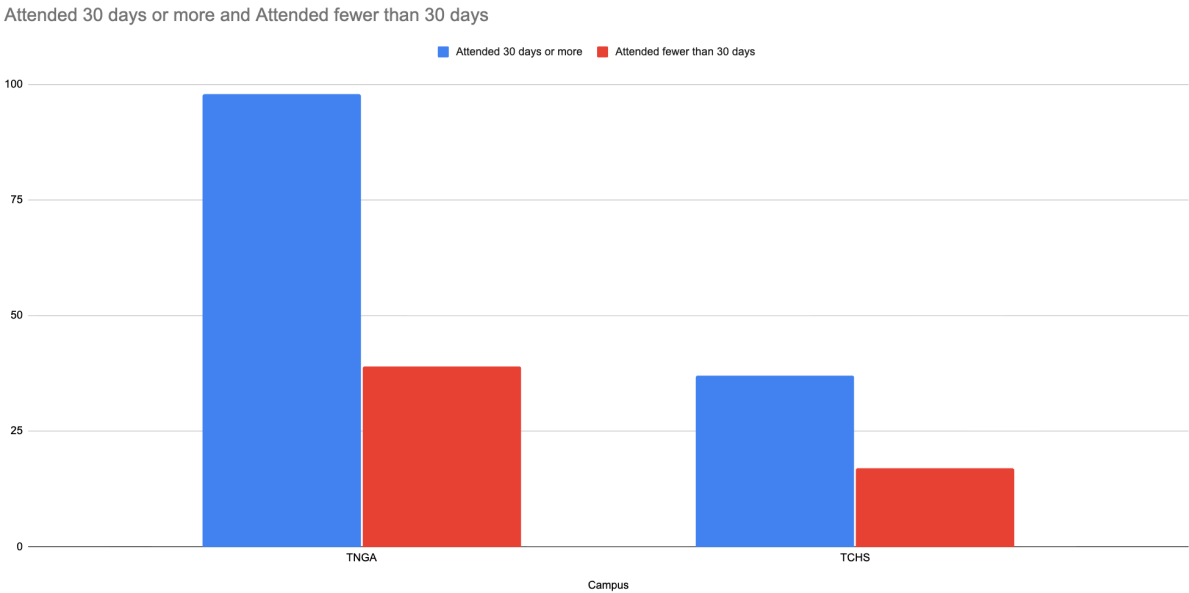
Campus

Total population served by VIP Program during 2024 - 2025 Program Year
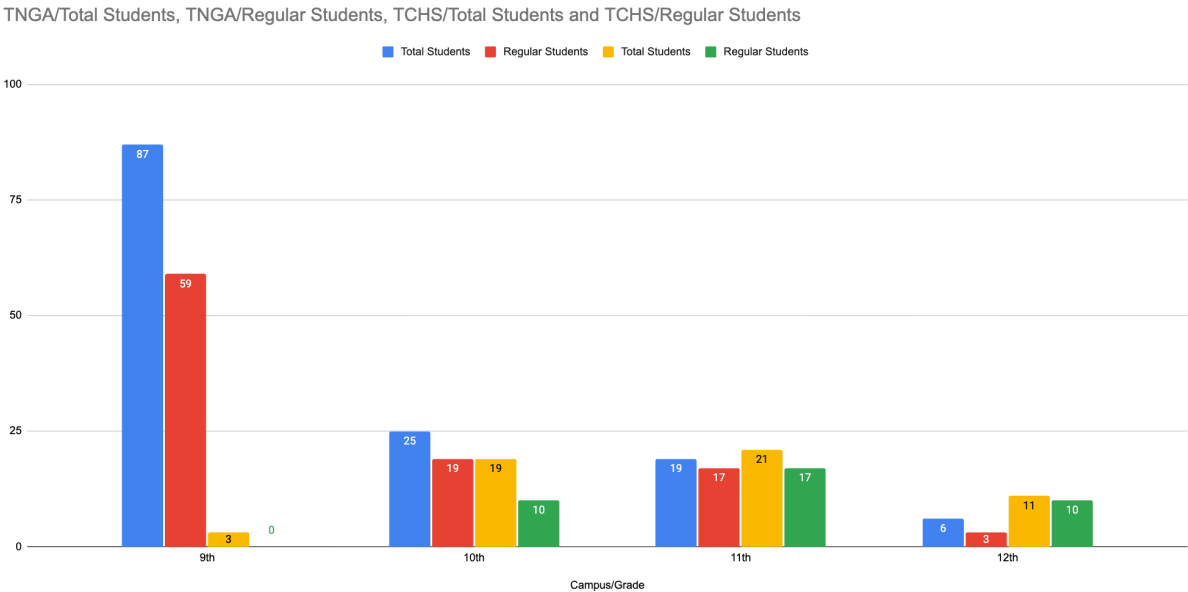
TNGA/Total Students, TNGA/Regular Students, TCHS/Total Students and TCHS/Regular Students

■ Total Students ■ Regular Students ■ Total Students ■ Regular Students

Campus	Grade	9th	10th	11th	12th
TNGA	Total Students	87	25	19	6
TNGA	Regular Students	59	19	17	3
TCHS	Total Students	3	19	21	11
TCHS	Regular Students	0	10	17	10

Total population served by General Education-Special Education Designation
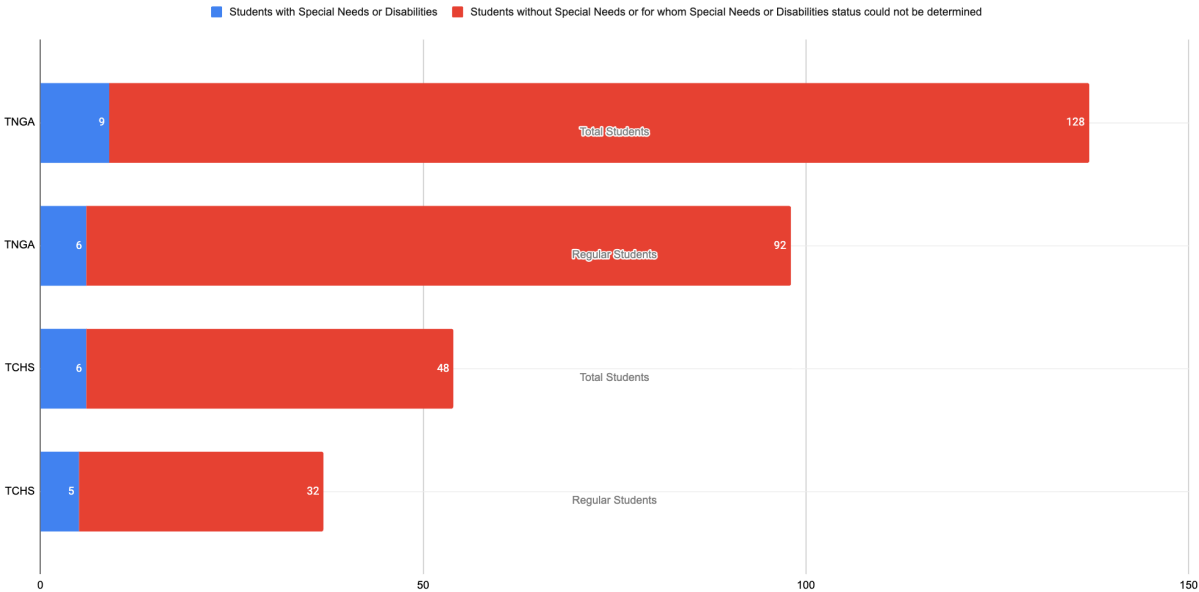
Campus	Special Needs or Disabilities	Students with Special Needs or Disabilities	Students without Special Needs or for whom Special Needs or Disabilities status could not be determined
TNGA	Total Students	9	128
TNGA	Regular Students	6	92
TCHS	Total Students	6	48
TCHS	Regular Students	5	32

Total population based on Free-Reduced Lunch Eligibility

Free Lunch Eligible Students

*All program participants were eligible for Free lunch program
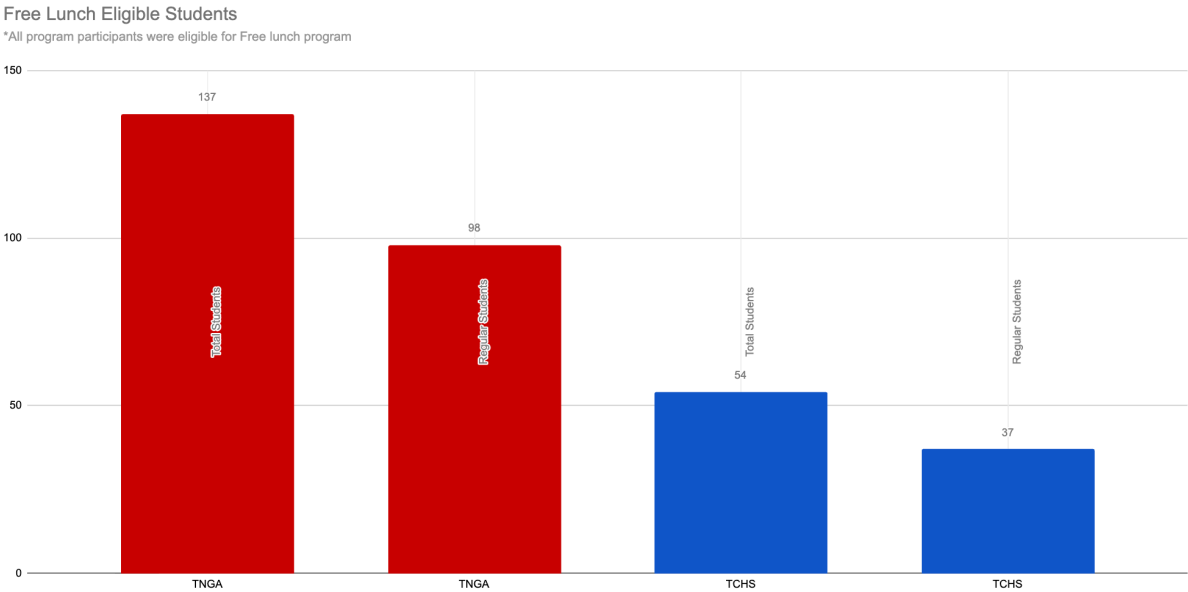
Campus	Free or Reduced Price Lunch Eligibility	Free
TNGA	Total Students	137
TNGA	Regular Students	98
TCHS	Total Students	54
TCHS	Regular Students	37

Total Population by Limited English Proficiency

TNGA/Total Students, TNGA/Regular Students, TCHS/Total Students and TCHS/Regular Students
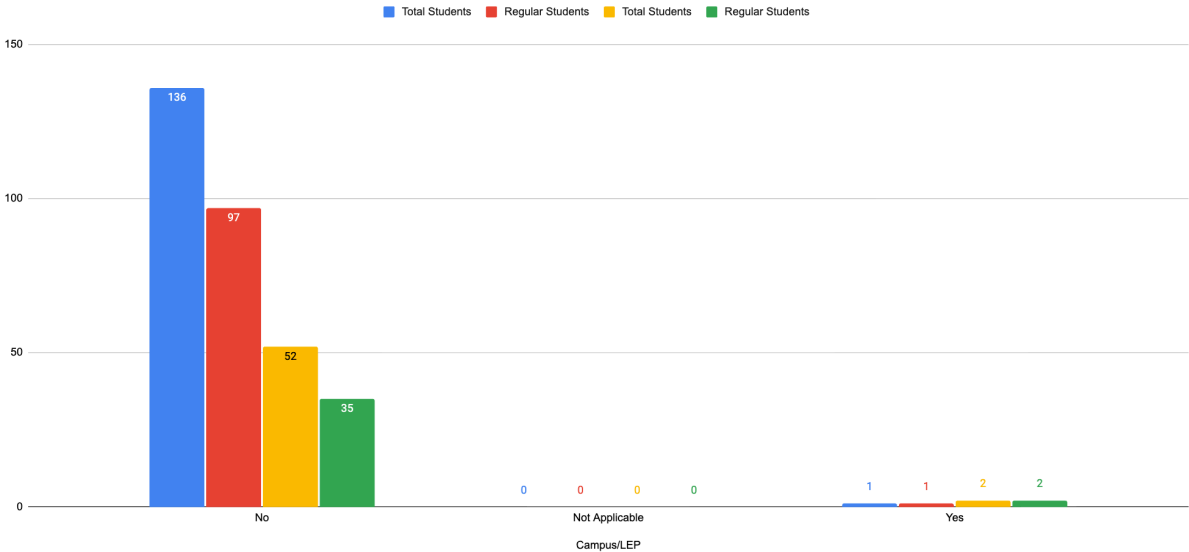
Campus	LEP	No	Not Applicable	Yes
TNGA	Total Students	136	0	1
TNGA	Regular Students	97	0	1
TCHS	Total Students	52	0	2
TCHS	Regular Students	35	0	2

Total population by gender
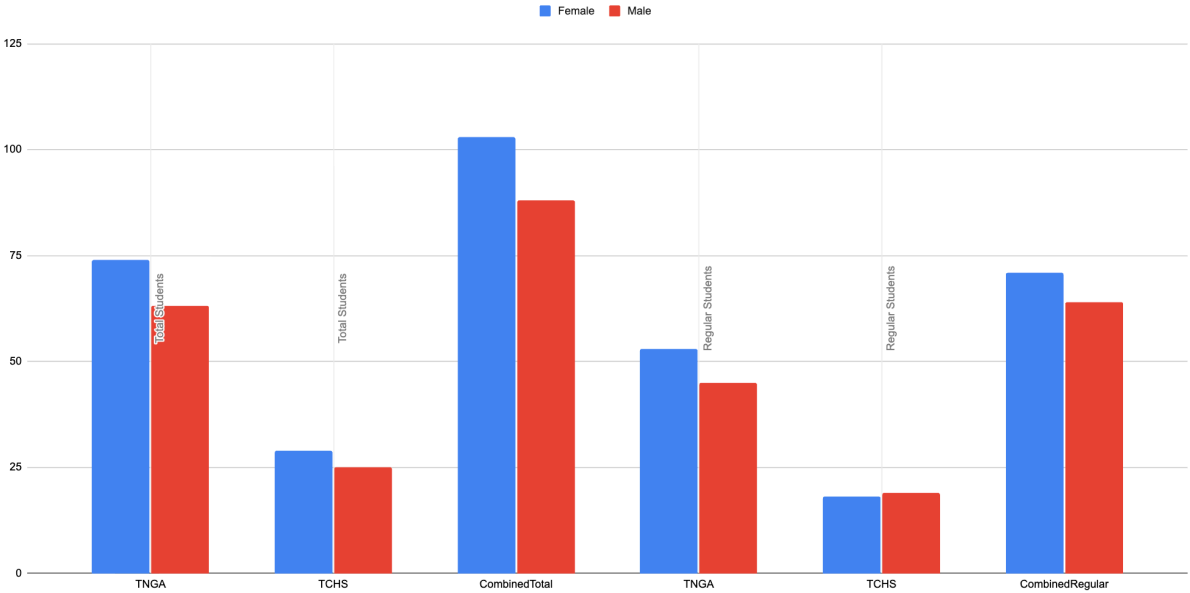
Campus	Gender	Female	Male
TNGA	Total Students	74	63
TCHS	Total Students	29	25
CombinedTotal		103	88
TNGA	Regular Students	53	45
TCHS	Regular Students	18	19
CombinedRegular		71	64

Total population by Race/Ethnicity

VIP Program Participant Composition by racial/ethnic identifier

*Not all federally recognized racial/ethnic group included
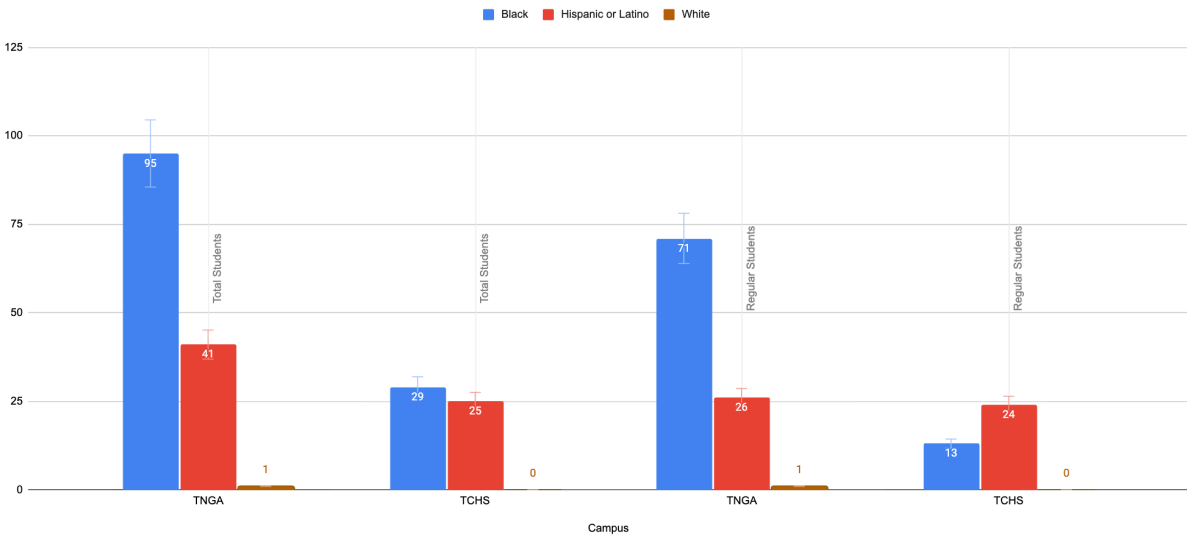
TNGA/Total Students, TNGA/Regular Students, TCHS/Total Students and TCHS/Regular Students
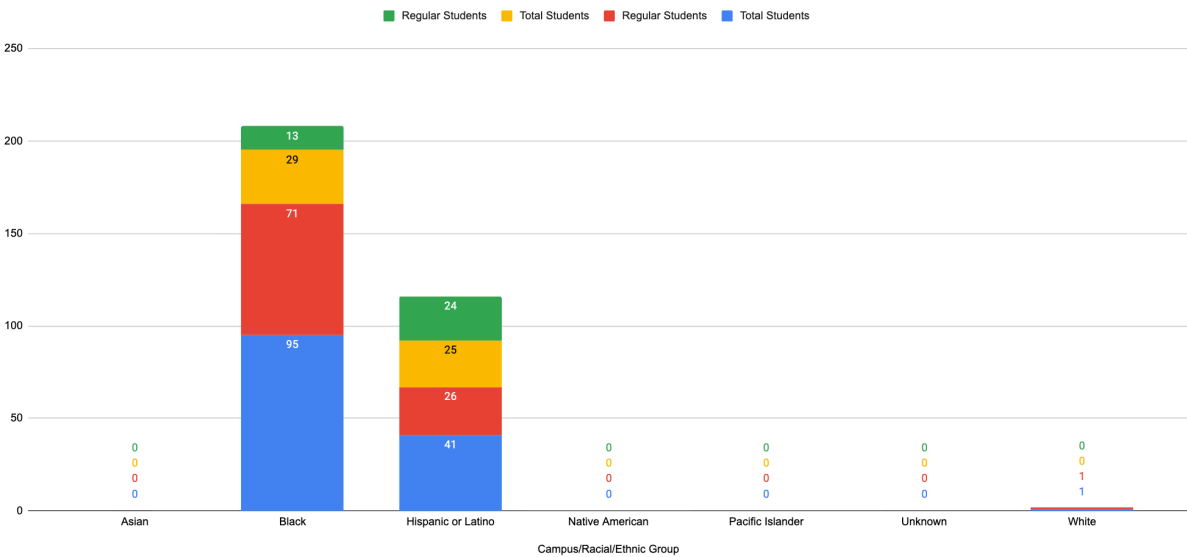
Campus	Racial Ethnic Group	Asian	Black	Hispanic or Latino	Native American	Pacific Islander	Unknown	White
TNGA	Total Students	0	95	41	0	0	0	1
TNGA	Regular Students	0	71	26	0	0	0	1
TCHS	Total Students	0	29	25	0	0	0	0
TCHS	Regular Students	0	13	24	0	0	0	0

Total VIP Stakeholder demographics
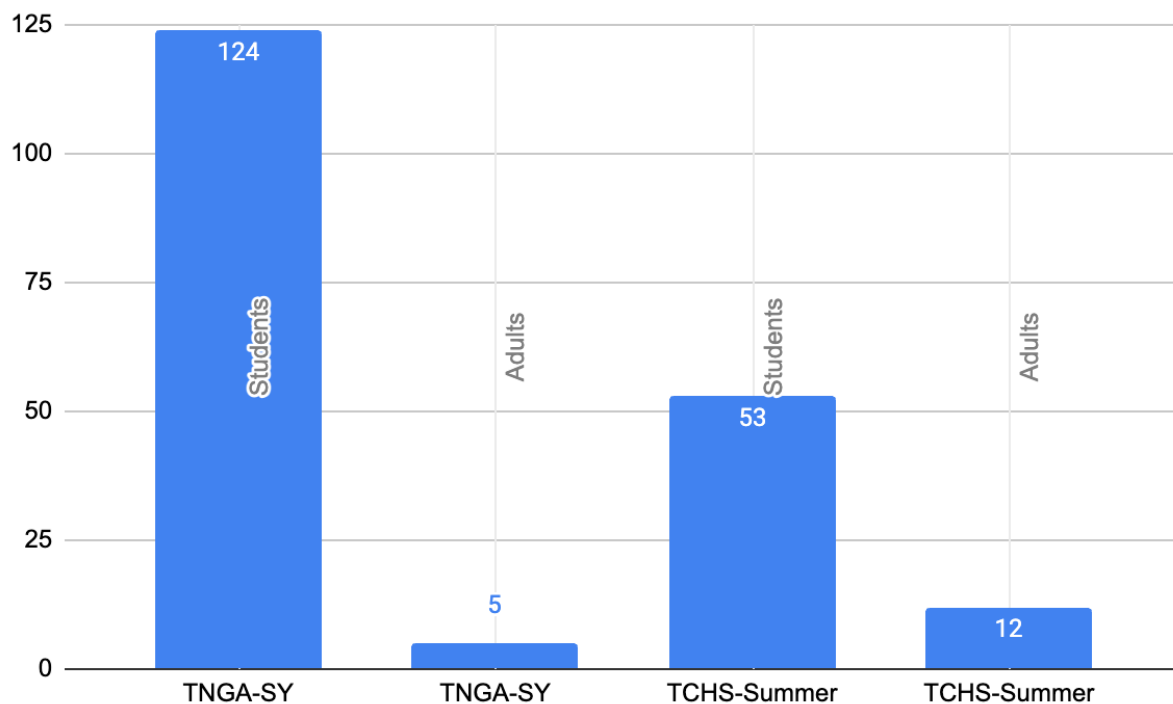
Adult and student stakeholders make up the VIP program. School year (SY) information reflected as TNGA (Trenton Ninth Grade Academy) is inclusive of all student participants during the academic year. Summer student populations reflected as TCHS (Trenton Central High School) reflects all grades. Slightly different numbers of students are

reflective of changing enrollment and limited access to school records. Nevertheless, data are shown within 10% of the population.

Campus	Grade	9th	10th	11th	12th
TNGA	Total Students	87	25	19	6
TNGA	Regular Students	59	19	17	3
TCHS	Total Students	3	19	21	11
TCHS	Regular Students	0	10	17	10

VIP Program Activities

Throughout the year, we endeavored to provide activities on each campus that would meet our goals to improve academic enrichment, provide academic support through remediation and build skills (CTE). Through sustained partnerships (for example with University We) and community groups, we were able to extend our PBL approach to play-based activities that also served academic purposes. Field trips to the Philadelphia Zoo and engagement in the Millenium Skating STEM Program[4] provide two vital examples.

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[4] Innovative programming that incorporates STEM learning with physical fitness and cultural activities promote SEL and build on our PBL focus. See details at https://www.unitedskates.com/millennium-skate-world/stem-field-trips/.

Academic enrichment, CTE, LEP, Remediation and Grand Total
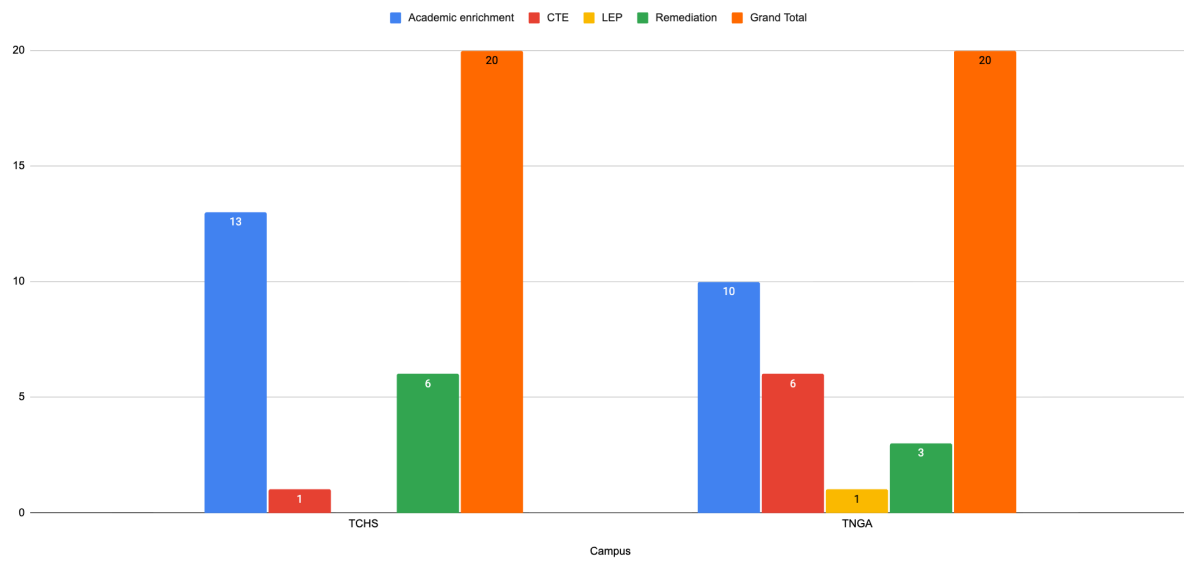
COUNTA of Activity	Focus				
Campus	Academic enrichment	CTE	LEP	Remediation	Grand Total
TCHS	13	1		6	20
TNGA	10	6	1	3	20
Grand Total	**23**	**7**	**1**	**9**	**40**

SWOT Analysis

According to a recent impact study[5] of Junior Reserved Officer Training Corps (JROTC) programs, JROTC students consistently demonstrate higher school attendance rates, which positively correlates with their academic achievement. The same study finds a difference in outcomes for Hispanic students. Hispanic students showed positive outcomes related to disciplinary incidents, attendance and academic achievement. Non-JROTC students in general had more incidents of corrective school discipline (detention, suspensions, Saturday school, referrals, verbal warnings) which other research[6] significantly impacts academic achievement. Noting the overwhelming presence of confounding factors, research and practice are finally catching up. The VIP program responds to these trends in education. These results are consistent with what we are seeing in Trenton. Both studies raise questions about how to improve relationships of learning organizations with students and families for immediate application and perceived (by students) usefulness in life. These questions were particularly interesting and relevant to the VIP program and were used to frame our SWOT analysis.

Strengths

- Partnerships (other programs and target schools),
- Student involvement
- Skill-Building Opportunities
- Inclusivity and Accessibility
- Empowerment and Leadership Development
- Ability to use Zoom
- Flexible design allowed Ss to still complete art and academic projects

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[5] Stanton, M. S. (2019). *Examining Junior Reserve Officer Training Corps' (JROTC) Impact on High School Students' Success. https://www.proquest.com/docview/2234296289*

[6] Anderson, K. P., Ritter, G. W., & Zamarro, G. (2019). Understanding a Vicious Cycle: The Relationship Between Student Discipline and Student Academic Outcomes. *Educational Researcher*, *48*(5), 251-262. https://doi.org/10.3102/0013189X19848720

Program Impact and Skill Development

The Tiny House Construction Business project was a profound success, demonstrating the incredible potential of student-led, entrepreneurial education. The project's success was largely driven by intentional design choices: partnerships with other programs and target schools broadened reach and resources, while a flexible design ensured all students, regardless of their primary interests, could contribute through both complex academic and art/academic projects. By leveraging student involvement and comfort with tools like Zoom, the program fostered deep empowerment and leadership development, creating rich, real-world skill-building opportunities for every participant. This inclusive approach maximized accessibility while laying the groundwork for a truly rigorous capstone experience.

Authentic Literacy and Entrepreneurial Mastery

The culminating achievement of the project was the students' transition from abstract concepts to authentic, professional communication. Students moved beyond simple research by creating practical, line-item budgets based on real-world costs and detailed market analysis. This process demanded the synthesis of complex financial and logistical information, structuring arguments, and selecting appropriate evidence—skills essential to meeting high-level academic standards of literacy. Crucially, students transformed their financial plans into highly organized presentations for an authentic audience. This experience built immense confidence, transforming students into persuasive, articulate leaders capable of clearly conveying entrepreneurial concepts, defending budgetary choices, and navigating professional Q&A sessions effectively.

Weakness
- Inadequate training for staff or volunteers
- Minimal parental involvement
- One-size-fits-all approach
- Difficult to discern full engagement model

Areas for Improvement and Programmatic Challenges

Despite the program's successes in student outcomes, several operational challenges were identified as necessary areas for future focus. A significant obstacle was the inadequate training for staff and volunteers, which created inconsistencies in mentorship quality and project guidance. This was compounded by minimal parental involvement, limiting the critical home-to-program support loop and reducing the overall impact of the learning experience outside of the scheduled sessions. These two factors ultimately hindered the program's ability to maximize its community network and ensure a fully unified approach to student support and project execution.

Design Limitations and Evaluation Needs

The overall project structure presented intrinsic design limitations that restricted personalization. The necessity of a one-size-fits-all approach—especially in early project phases—did not fully cater to the diverse needs and varying paces of individual learners, potentially limiting the engagement of some students. This lack of customization also contributed to the difficulty in developing a clear, measurable picture of student participation, making it difficult to discern the full engagement model. Future program iterations must prioritize targeted training and flexible curriculum design to ensure every

student's engagement is maximized, clearly documented, and fully supported by program staff and the home environment.

Opportunities
- Expand Services
- Curriculum Innovation
- Corporate & Foundation Sponsorships

Opportunity 1: Expand Services

The foundational success and adaptable framework developed during the initial Tiny House project provide a compelling case for Expanding Services to new student populations. Given the effective use of Zoom for collaboration and the project's adherence to academic literacy standards, we are well-positioned to extend the program model to neighboring districts or diverse student groups. This expansion could take the form of specialized, shorter "mini-projects" focused purely on the budgeting and authentic presentation elements, or it could involve scaling the full entrepreneurial project for a larger cohort. Expanding our reach will significantly increase our impact, provide new avenues for skill-building opportunities, and strengthen our ability to secure long-term programmatic support. There is a need for additional classroom space and computer labs. We would like to create an internship program for high school students that will allow them to perhaps learn to recycle and repair donated technology thereby finding immediate applications for future work and implication for academic success. Leveraging local partnerships, especially with the community college system, may help us to do that.

Opportunity 2: Curriculum Innovation

A critical opportunity for growth lies in Curriculum Innovation, specifically by refining the program's methodology to address the initial challenge of the "one-size-fits-all" approach. Future iterations will focus on creating a tiered, modular design that allows students to select complexity levels or specialize in areas like *Sustainable Design Research* or *Advanced Financial Budgeting*. This flexibility will deepen student involvement and engagement by aligning the project more closely with individual interests. By integrating personalized checkpoints and feedback loops, we can also better discern the full engagement model of each student, ensuring the curriculum maximizes Empowerment and Leadership Development across all levels of participation.

Opportunity 3: Corporate & Foundation Sponsorships

To ensure the long-term viability and expanded reach of the program, a strategic pursuit of Corporate & Foundation Sponsorships is necessary. The authentic, real-world deliverables—detailed budgets and professional presentations—align perfectly with the workforce development goals of many major companies and foundations. Our documented strengths, including successful student Partnerships and clear outcomes in problem-solving and communication, make us an attractive investment. Securing targeted funding will allow us to address operational weaknesses, such as investing in robust training

for staff and volunteers and establishing resources to promote parental involvement, thereby guaranteeing the sustained quality and accessibility of this unique educational experience.

Threats
- Policy/Funding Uncertainty and Government Changes at state, local and organizational levels
- Community Perception
- Low Engagement
- Staff Turnover

Threat 1: Policy and Funding Uncertainty

The most significant external threat to program continuity stems from Policy and Funding Uncertainty, driven by Government Changes at the state, local, and organizational levels. As a program dependent on external grants or public support, shifts in legislative priorities, budget reallocations, or leadership transitions can introduce acute instability. A sudden change in policy related to educational spending or out-of-school programs could lead to a substantial reduction or complete elimination of funding streams. This lack of predictable resources severely hampers long-term planning, restricts the ability to invest in necessary staff development (addressing inadequate training), and limits potential service expansion.

Threat 2: Community Perception

Sustaining community buy-in and enrollment is jeopardized by negative or limited Community Perception. While the program has clear strengths, a lack of consistent, positive visibility within the target community can result in low engagement and

insufficient enrollment. This threat is closely tied to the internal challenge of minimal parental involvement, as parents who are unaware of the program's value—particularly its success in fostering academic literacy and leadership—are less likely to prioritize their child's participation. Should a negative event or communication failure occur, rectifying public image could require significant resources, diverting attention and funds away from core curriculum development.

Threat 3: Internal Instability (Staff and Engagement)

The internal threats of Staff Turnover and consistently Low Engagement among community partners and some populations of our participant pool (mostly African American/Black) directly undermine program quality. High staff turnover places an enormous burden on remaining personnel and creates persistent gaps in knowledge and delivery, exacerbating the weakness of inadequate training for staff or volunteers. This instability, combined with difficulty in achieving a consistent full engagement model, can compromise the fidelity of the curriculum. If staff are poorly trained or frequently change, and students are intermittently engaged, the program risks losing its proven track record of delivering high-quality, skill-building opportunities, making future funding and sponsorships significantly harder to secure.

Conclusions

The VIP program demonstrated significant strengths in student skill-building, particularly through the "Tiny House" project, which fostered entrepreneurial mastery, authentic literacy, and leadership development, leveraging successful partnerships and flexible design. Partner feedback confirmed this positive impact, highlighting the program's role in strengthening the student experience, encouraging parent involvement, and developing essential skills like critical thinking and problem-solving. However, the analysis also revealed critical internal weaknesses, primarily in inadequate staff training and minimal parental involvement, which are compounded by a lack of a clear, measurable engagement model and a "one-size-fits-all" curriculum design. To ensure sustained success against the threats of funding uncertainty and staff turnover, the program must capitalize on the opportunities for Curriculum Innovation—specifically by creating a tiered, modular design—and securing Corporate & Foundation Sponsorships to invest in crucial areas like staff training and better resources for promoting parental engagement.

Future projects will be designed to build on the progress we have made with students. We will continue to use PBL as a basis for program planning and hope to provide more opportunities to develop skills in technical and technological areas.

Supplemental Materials

Tools used with students throughout the program are included to show where we hope to improve our overall program evaluation functionality. These tools were developed post-activity by the program evaluator to help guide future activities.

List of included materials

1. Project Rubric

2. Student Self Efficacy Measurement Resources

Project Rubric

Criteria	3: Exceeds Expectations	2: Meets Expectations (Proficient)	1: Needs Improvement
Problem Solving	Identifies and clearly defines complex problems, and the solution/project is innovative and highly effective. All challenges were addressed.	Identifies and defines the main problem, and the solution/project is effective and workable. Most key challenges were addressed.	Struggles to clearly define the problem, and the solution/project is simplistic or incomplete. Key challenges remain unaddressed.
Teamwork	Consistently supports peers, actively drives group progress, and ensures all members contribute significantly. Resolves conflicts effectively.	Contributes reliably to the team's effort and takes on assigned roles. Participates in discussions and tasks.	Relies heavily on others, does not consistently complete assigned tasks, or detracts from group harmony/progress.
Communication	The presentation and/or project is exceptionally clear, engaging, and well-structured. Ideas are expressed with fluency and precision. Uses relevant visuals effectively.	The presentation and/or project is clear and organized. Ideas are generally easy to follow and expressed with sufficient detail. Uses some relevant visuals.	The presentation and/or project is difficult to follow or poorly organized. Ideas are vague or presented with significant errors in grammar/structure.

Student Self Efficacy Measurement Resources

Criteria	3: Exceeds Expectations	2: Meets Expectations	1: Needs Improvement	Score (1-3)
Problem Solving	Innovative and highly effective solution; clearly defined and addressed all challenges.	Effective and workable solution; addressed most key challenges.	Simplistic or incomplete solution; struggles to define the problem.	
Teamwork	Consistently supports peers and actively drives progress; ensures significant contribution from all.	Contributes reliably and takes on assigned roles; participates in discussions.	Relies heavily on others or does not consistently complete assigned tasks.	
Communication	Exceptionally clear, engaging, and well-structured presentation; fluent expression and effective visuals.	Clear and organized presentation; ideas generally easy to follow with sufficient detail.	Difficult to follow or poorly organized; ideas are vague or contain errors.	
TOTAL PERFORMANCE SCORE (Max 9):				

Student Self Efficacy Check

Use this to check yourself. How are you doing? We will talk about this during our sessions.

#	Statement	Confidence Score (1-5)
1	I am confident in my ability to handle unexpected difficulties and find solutions during the project. (Problem-Solving)	1 2 3 4 5
2	I know how to work well with my teammates and make sure everyone's ideas are included in the final project. (Teamwork)	1 2 3 4 5
3	I am sure I can present our project ideas clearly and answer questions effectively during the final presentation. (Communication)	1 2 3 4 5
TOTAL CONFIDENCE SCORE **(Max 15):**	Overall reflection: Write how you are feeling in five words or less. We will use those words in our evaluation meetings one-on-one.	