



CHARLOTTESVILLE
COMMUNITY
FORUMS
on
CLOSING
the
LOCAL ACHIEVEMENT GAP

REPORT

April 2006

*Prepared by:
Forum Planning Committee*

Acknowledgements

This report is the result of many hours of diligent work by the planning committee members, concerned Charlottesville citizens and others. The generous donation of time and resources from the Charlottesville Public Schools, Charlottesville City Council, the University of Virginia and others have proved to be invaluable.

They cannot be thanked enough for their perseverance, insight and commitment to the improvement of the quality of lives for the children in the Charlottesville community.

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EXECUTIVE SUMMARY

In the wake of widespread controversy during the 2004-2005 academic year in Charlottesville City Schools, representatives of four community organizations: Charlottesville Martin Luther King Jr. Celebration Committee, Charlottesville Parent-Teacher Organization Council, Quality Community Council, and Virginia Organizing Project convened a series of three community forums on the achievement gap.

Forum Rationale:

“We appreciate the efforts of the Charlottesville Public School leaders to place a high priority on closing the achievement gap and raising the achievement of all students. We support this priority, and we know that it can only be met through a comprehensive, community-wide effort. The teachers, principals and administrators cannot do it alone; the parents cannot do it alone. The whole community will have to be actively engaged and supportive of this effort if we are to meet the goal.”

The purpose of the forums was to:

- focus community attention on the achievement gap as the core challenge facing the school district and develop a community definition of the achievement gap;
- provide basic information and solicit ideas for addressing the achievement gap from community leaders, informed professionals, and members of the broad Charlottesville community;
- create a constructive atmosphere and process for community members from diverse walks of life and perspectives to engage in meaningful small group dialogues and deliberations on the causes of and solutions to the achievement gap;
- report forum findings to the general community and leaders engaged in addressing various aspects of the achievement gap, both in the city schools and broader community.

The forums were publicized through local public service announcements, talk shows, posters, and notices to school personnel and parents. The forums were covered by local radio, television, and print media. The three forums were held at Buford Middle School on the Saturday mornings of April 30, May 21, and June 4, 2005. Attendance at each forum ranged from 100 to 130 participants, and included parents, educators, civic leaders, school administrators and board members, and local elected officials. The forum process included opening sessions with speakers followed by small group breakout sessions and concluded by reconvening the large group to report the primary themes from the small groups to the full body. An additional session was held on March 3, 2006 with representatives from the areas public housing community to solicit additional feedback from an underrepresented segment of the community.

The forums were designed to support a climate that encouraged open, active dialogue so that participants could work together constructively to address this critical issue in our community. Planners envisioned the forums leading to the formation of an ongoing coalition whose purpose would be to support the goals of raising student achievement and closing the achievement gap. The coalition worked with the City Schools and others to help create an active constituency that was committed to its goals; a constituency that would remain strong and active throughout this long-term process.

INTRODUCTION

In early February 2005 a small group of representatives from the Martin Luther King, Jr. Community Celebration Committee and several other concerned citizens gathered at the Mount Zion First African Baptist Church to discuss and frame a way to galvanize positive community energy to address the belabored topic of the achievement gap in the Charlottesville Public Schools.

To this point most of the community conversation on the issue had been divisive, contentious and polarizing. Much of the discussions revolved around the School Superintendent and why things were going wrong. Opinions and postures from a variety of community members, concentrated on the fallacies of the system, superintendent and the community at large. An impasse was imminent.

Forum Concept:

“A series of forums will be offered to involve the Charlottesville community in discussion about what causes the achievement gap, what helps to close it and how to improve achievement of all students.”

The one thing that seemed to be missing was the “community” intent, initiative and resolve to educate ALL children. This small group agreed that the Charlottesville community had all the resources and expertise in this community to meet the needs of ALL our children. They also agreed that a collaborative and solution oriented process was needed to make the move from rhetoric to action.

In establishing its agenda for a “community call to action”, the group decided that its purpose was to “To provide and promote an opportunity for community members to:

- Become informed about issues related to the achievement gap.
- Demonstrate our common commitment to closing the achievement gap and improving the achievement of all students in the Charlottesville schools.”

The planning group continued to meet and engaged the support of the Charlottesville Parent-Teacher Organization Council, Quality Community Council, and Virginia Organizing Project to organize and convene three community forums between April and June 2005. The forums planners posed the following four questions to community members who attended the sessions.

- What is the achievement gap, and why does it matter?
- What programs/efforts are going on locally to address these problems, and what can we learn from their experience?
- What can we learn from other communities that have made significant progress in raising student achievement and closing the achievement gap?
- What roles can government, business and community groups play to help the public schools resolve the achievement issue?

FORUM FORMAT

The April 30, May 21, and June 4 forums were opened with attendees registering and gathering in the Buford Middle School auditorium for a plenary session. Upon registration, after receiving an information packet, attendees were randomly assigned to participate in one of ten to fifteen small group sessions held throughout the auditorium and adjacent school building.

The small groups were conducted by trained volunteer facilitators from the Charlottesville community. All groups were requested to provide responses to the same questions in a guided dialogue and deliberation process.

During the small group sessions, the facilitators reemphasized the verbal contract to all members and made clear every voice would be heard and valued and that the responsibility for doing the work for the session belonged to the entire group.

At the end of the small group session, session members were asked to come up with one or two themes they had collectively decided upon based on specific questions; that they would then report out to the larger group of attendees at the closing session in the auditorium.

The session on March 1, 2006 was held at the Westhaven community center with two representatives from the planning committee. Participants were posed the same questions that were used during the other forums and requested to respond.

FORUM SYNOPSISES

FORUM 1

APRIL 30, 2005

STATEMENT OF PURPOSE:

- a. To become informed about the issues related to the achievement gap
- b. To make the achievement gap a priority in the community
- c. To demonstrate our common commitment to closing the gap
- d. To improve outcomes for all students in the Charlottesville schools

Question: What is the achievement gap and why does it matter?

Speakers: Mr. Eric Johnson, Principal, Walton Middle School

Ms. Gretchen Ellis, Planner, Charlottesville/Albemarle Commission on Children & Families

Mr. Johnson provided a framework for understanding the achievement gap as the difference between how a student is currently performing academically and how that student should be performing based on the student's ability. Ms. Ellis presented data on Standards of Learning (SOL) scores for students across all schools in Charlottesville and from various socioeconomic and racial sectors of the community.

The small groups were asked to offer their perspectives on how "achievement gap" should be defined.

A major theme from this forum was the importance of viewing the achievement gap as a community-wide issue that requires collaboration and cooperation among all segments of the community. A working definition emerged from the comments of participants: *"The achievement gap is the difference between where a student is and where a student should be based on grade-level standards. The causes are rooted in socioeconomic and race advantages and disadvantages among students."*

Forum participants said the achievement gap matters to the entire community because the inability of all students to reach their full potential diminishes the quality of social, economic and cultural life in the community.

FORUM 2

MAY 21, 2004

STATEMENT OF PURPOSE

- a. To recognize what we are already doing to address the achievement gap and how to improve upon these efforts
- b. To build upon what was said in the April 30, 2005 forum
- c. To make the achievement gap a priority in the community
- d. To demonstrate our common commitment to closing the gap

- e. To improve outcomes for all students in the Charlottesville schools

Questions: What is being done locally to address the achievement gap and what can we learn from these efforts? What can we learn from other communities?

Speakers: Dr. Dwight Allen, Professor of Education, Old Dominion University
Dr. Elizabeth McKay, Principal, Jackson-via Elementary School

Dr. Allen offered a broad perspective on the problems many children are experiencing in our public schools. He emphasized the need to view the issue as multi-faceted, looking beyond differences in standardized test scores to fully understand problems and gaps in our public education system. He noted that the achievement gap could also be viewed as a “resource gap,” in that the lack of adequate resources for many schools, families and communities is a major contributing factor to underachievement. He noted, “with adequate resources and a model that engages families on a long-term basis, many school divisions are seeing significant improvements in student achievement.”

Dr. McKay discussed several efforts she and her staff at Jackson-Via had been making to improve reading, math and study skills and to forge positive connections with parents. She noted that these interventions had been intensive, and that she was beginning to see very positive results.

Small group discussion focused on what we as a community are doing well in addressing the achievement gap and what do we need to be doing better or differently.

FORUM 3

JUNE 4, 2005

STATEMENT OF PURPOSE

- a. To determine what must happen in the our schools, our community and our families to raise all student’s achievements
- b. To build upon what was said in the April 30 and May 21, 2005 forums
- c. To make the achievement gap a priority in the community
- d. To ask for individual and institutional commitments to continue working on this issue
- e. To improve outcomes for all students in the Charlottesville schools

Question: What roles can government, business and community groups play to help the public schools resolve achievement issues?

Speakers:

- David Brown, Mayor, City of Charlottesville
- Cindy Stratton, Community Member
- Dr. Michael Heard, Director of Human Resources, Charlottesville Public Schools
- Leonard Sandridge, Vice-President, University of Virginia
- Tim Hulbert, President, Charlottesville Regional Chamber of Commerce

- Maurice Jones, Director of Communications, City of Charlottesville (Panel Moderator)

Maurice Jones, moderator asked each panelist to address the following three questions: (1) What myths or assumptions do others have about your role in relation to achievement problems in the Charlottesville schools? (2) What are you willing to do to contribute to a solution? (3) What would you like the community to know about your efforts or interests in relation to this problem?

Mayor Brown and Mr. Hulbert concurred that it is incumbent upon local government to work collaboratively with all segments of the community to address this issue in order to create and maintain a healthy community.

Dr. Michael Heard indicated that the recruitment and retention of qualified instructional staff and continual staff development and communication with parents would produce positive results in addressing this issue.

Mr. Leonard Sandridge and Ms. Cindy Stratton suggested that all segments of the community represented on the panel would need to make a sustained commitment to the resolution of the issue.

All panelists stated that they were individually and collectively willing to continue working to resolve this community issue. They stated that they were prepared to draw on the resources of their respective organizations and structures to close the achievement gap for Charlottesville children.

Small group discussions addressed the questions: "Where do we go from here?" and "What needs to happen to accomplish real change?"

SUPPLEMENTAL SESSION

MARCH 1, 2006

STATEMENT OF PURPOSE

To insure that the populations underrepresented at the previous forums were provided the opportunity to share their perspectives on the issue.

Questions: What is the achievement gap, and why does it matter? What programs/efforts are going on locally to address these problems, and what can we learn from their experience? What can we learn from other communities that have made significant progress in raising student achievement and closing the achievement gap? What roles can government, business and community groups play to help the public schools resolve the achievement issue?

Speakers: Ms. Holly Edwards, Westhaven Community Clinic
Reverend Doctor Alvin Edwards, Forum Planning Committee
Mr. Harold Folley, Public Housing Association of Residents
Ms. Deirdre Gilmore, First Street Public Housing Representative
Ms. Joy Johnson, Westhaven Public Housing Representative
Ms. Jewel Mason, Monticello Area Community Action Agency
Ms. Cindy Stratton, Forum Planning Committee

Session attendees were asked to respond to the five questions. Summaries of the discussions are noted below:

Question: What is the achievement gap, and why does it matter?

Discussion: Attendees additionally suggested that economic disparity significantly affected the achievement gap and affirmed the importance of recognizing the educational needs and potential for all children, particularly those on the lower end of the gap.

Question: What programs/efforts are going on locally to address these problems, and what can we learn from their experience?

Discussion: Attendees noted local efforts to assist children on the lower end of the gap were sporadic, under funded or discontinued, despite a wealth of resources. They cited local faith community initiatives in tutoring, mentoring and parent support as well as the University of Virginia's athletic and community outreach efforts as examples of promising initiatives. It was additionally noted that there is a significant need to address the lack of youth employment opportunities and other structured after school activities.

Question: What can we learn from other communities that have made significant progress in raising student achievement and closing the achievement gap?

Discussion: Attendees stated, based on their experiences, that parental engagement, education and support and cultural sensitivity are critical to closing the gap. They stressed the need for schools to establish and implement an early identification and intervention strategy that would sustain and promote student achievement and parental involvement at all grade levels.

Question: What roles can government, business and community groups play to help the public schools resolve the achievement issue?

Discussion: Attendees suggested that continued efforts such as the forums, review of school practices and interventions and better coordination of local efforts could serve to assist in the resolution of the issue. They cited the need to get direct input from youth, vigilant outreach programs for parents and youth, intensive follow-up strategies and better coordination as being desirable initiatives worth cultivation.

PRELIMINARY FINDINGS AND RECOMMENDATIONS

- **The elected, appointed and professional employees of the City and School Board must assume sustained and coordinated leadership in making a case for and defining a comprehensive strategy for reducing the achievement gap throughout the school district.** This includes making integrated policy decisions to improve the economic and social fabric of the city as a whole, and particularly for those residents most likely to suffer adverse consequences in education outcomes due to socio-economic hardship and isolation.
- **School Board members and professional education staff need to make the achievement gap the highest priority of the school district, establish clear district-wide achievement strategies and goals, and provide resources and incentives for**

effective teaching in a diverse school district. This includes ongoing diversity training for educators and other school employees as well as time for communication, collaboration, problem-solving and skill-sharing among teachers. High expectations for each student need to be communicated clearly and consistently. The resources of the University of Virginia and other institutions should be utilized to learn about and implement current research and best practices on improving student achievement.

- **Community and school-based efforts need to be coordinated.** The Charlottesville community has a great wealth of resources and volunteers, but they need to be used strategically in order to achieve improvement goals. The program contributions of faith communities, civic groups, business and professional organizations, social service agencies and volunteer service organizations need to be acknowledged, measured and evaluated within the context of a strategic plan and specific goals. This includes effective education, training and coordination of volunteers. Long-term and sustained programs in tutoring, mentoring, and successful initiatives such as Book Buddies need adequate resources and consistent monitoring to document progress. Understanding and valuing diversity needs to be a prominent component of volunteer training.
- **Elected, appointed and professional officials of Charlottesville need to engage the imagination and efforts of the general citizenry in support of change.** This includes making a compelling and realistic case for marshalling public and private resources in a coordinated way toward the goal of reducing the achievement gap. Goals and strategies will need to be articulated clearly, and reports on progress made regularly.
- **Elected officials and city staff need to target city resources and engage the business community and higher education institutions to provide adequate affordable housing, employment and employment advancement opportunities, and transportation services to allow parents, guardians, teachers and other school personnel at all income levels to participate fully and appropriately in the education of the city's children.** Salaries, wages, housing support and health benefits need to be consistent with local costs of living and provide all school employees with adequate support and incentives to sustain long-term employment and residence in the community. The role of the University of Virginia as a contributor to the economic disparities in the city must be addressed.
- **Social, racial and cultural segregation in Charlottesville must be addressed directly.** A coordinated and inclusive effort is needed to understand the historic and current divisions, as well as to develop a shared vision for improvement. The school environment should incorporate diversity at every level and promote opportunities for diverse segments of the community to come together around shared values and goals.

LIST OF APPENDICES

1. FORUM CONCEPT PAPER
2. DIALOGUE CONTRACT
3. MODERATOR NOTES
4. FORUM EVALUATION FORM

A Call to Action: A Series of Community Forums on Closing the Achievement Gap and Improving Academic Achievement of All Students

Concept:

A series of forums will be offered to involve the Charlottesville community in discussion about what causes the achievement gap, what helps to close it and how to improve achievement of all students.

Purpose: To provide and promote an opportunity for community members to:

- Become informed about issues related to the achievement gap.
- Demonstrate our common commitment to closing the achievement gap and improving the achievement of all students in the Charlottesville schools.

Rationale:

We appreciate the efforts of the Charlottesville Public School leaders to place a high priority on closing the achievement gap and raising the achievement of all students. We support this priority, and we know that it can only be met through a comprehensive, community-wide effort. The teachers, principals and administrators cannot do it alone; the parents cannot do it alone. The whole community will have to be actively engaged and supportive of this effort if we are to meet the goal.

Program:

A coalition of community organizations will hold a series of educational forums open to the whole community. These forums will address the following questions:

- What is the achievement gap, and why does it matter?
- What programs/efforts are going on locally to address these problems, and what can we learn from their experience?
- What can we learn from other communities that have made significant progress in raising student achievement and closing the achievement gap?
- What roles can government, business and community groups play to help the public schools resolve the achievement issue?

These forums will be designed to support a climate that encourages open, active dialogue so that we can work together constructively to address this critical issue in our community. We envision these forums leading to the formation of an ongoing coalition whose purpose is to support the goals of raising student achievement and closing the achievement gap. This coalition will work with the City Schools and others to help create an active constituency that is committed to these goals, a constituency that will remain strong and active throughout this long-term process.

The sponsoring groups will seek the assistance of the local media in publicizing the forums and their outcomes through regular articles and reports on improving student achievement.

SMALL GROUP DIALOGUE AND DELIBERATION

I. EXPECTATIONS TASKS

You will be treated with respect. To keep group members engaged in the dialogue.
 You will learn something you didn't know. To use questions to move beyond positions.
 You will understand more. To bring one statement back to the large group.

II. PUBLIC DIALOGUE

Dialogue- A form of discourse or communication in which participants work toward the goals of collaboration, understanding and clarity. Expressions of differences are viewed within a context of achieving a fuller vision of the whole.

Principles of Dialogue

1. Listen with respect to all equally
2. Bring assumptions into the open
3. Suspend judgment & reaction
4. Speak for yourself truthfully/ make "I" statements
5. Expand the inquiry/ Ask questions

III. PUBLIC DELIBERATION - CITIZENS IN A DEMOCRACY HAVE A RESPONSIBILITY TO:

- ◆ MAKE CHOICES ABOUT HOW WE WILL LIVE TOGETHER/SHARE IN DECISION MAKING
- ◆ MAKE CHOICES ABOUT HOW OUR GOVERNMENT FUNCTIONS
- ◆ ADDRESS DANGERS, DRAWBACKS AND TRADEOFFS ASSOCIATED WITH ANY DECISION

QUESTIONS:

CAN WE DETECT ANY COMMON GROUND?

WHAT ONE THEME OR STATEMENT DO WE WANT TO TAKE BACK TO THE LARGE GROUP?

THE RESPONSIBILITY FOR DOING THE WORK OF DELIBERATION BELONGS TO THE ENTIRE GROUP.

IV. DIALOGUE CONTRACT

1. I recognize the value of hearing from as many people as possible.
2. I accept responsibility and leadership for the way the group functions.
3. I intend to uphold the following values in today's dialogue:
 - A. respect- for all equally
 - B. honesty- the right of everyone to speak their truth
 - C. openness- a willingness to question my beliefs and perceptions
 - D. vision- holding the possibility of positive change

MODERATOR NOTES

1. THANK ALL FOR PRESENCE.

2. INTRODUCE SELF, AND RECORDER.

THE MODERATOR'S RESPONSIBILITY IS:

- ◆ TO KEEP THE GROUP FOCUSED ON THE TOPIC
- ◆ TO MAKE SURE ALL VOICES GET A FAIR HEARING
- ◆ TO REMIND US OF OUR GROUND RULES IF NECESSARY

YOU ARE NOT REQUIRED TO BE AN EXPERT ON THE TOPIC OF THE ACHIEVEMENT GAP—YOU ARE HERE TO KEEP THE DISCUSSION AND DELIBERATION FOCUSED AND MOVING FORWARD.

THE RECORDER WILL MAKE ANONYMOUS NOTES SO THAT WE CAN RECALL WHAT WAS SAID FOR OUR OWN INFORMATION, REPORTING BACK TO THE LARGER GROUP.

3. INTRODUCTIONS OF GROUP MEMBERS.

4. STATEMENT OF PURPOSE:

- d. To become informed about the issues related to the achievement gap
- e. To make the achievement gap a priority in the community
- f. To demonstrate our common commitment to closing the gap
- g. To improve outcomes for all students in the Charlottesville schools

5. GO OVER DIALOGUE PRINCIPLES AND CONTRACT; ESTABLISH AGREEMENT; NOTE TIME SCHEDULE

6. SMALL GROUP PROCESS

PART I: PUBLIC DIALOGUE:

Dialogue- A form of discourse or communication in which participants work toward the goals of collaboration, understanding and clarity. Expressions of differences are viewed within a context of achieving a fuller vision of the whole.

*Principles of Dialogue

1. Listen with respect to all equally
2. Bring assumptions into the open
3. Suspend judgment & reaction
4. Speak for yourself truthfully/ make "I" statements
5. Expand the inquiry/ Ask questions

QUESTIONS:

1. TAKING INTO CONSIDERATION YOUR INTEREST IN BEING HERE AND WHAT YOU HEARD THIS MORNING., HOW DO YOU DEFINE THE ACHIEVEMENT GAP?
2. WHY DOES THE ACHIEVEMENT GAP MATTER?

PART II: PUBLIC DELIBERATION- CITIZENS IN A DEMOCRACY HAVE A RESPONSIBILITY TO:

- ❖ **MAKE CHOICES ABOUT HOW WE WILL LIVE TOGETHER/SHARE IN DECISION MAKING**
- ❖ **MAKE CHOICES ABOUT HOW OUR GOVERNMENT FUNCTIONS**
- ❖ **ADDRESS DANGERS, DRAWBACKS AND TRADEOFFS ASSOCIATED WITH ANY DECISION**
- ❖ THE RESPONSIBILITY FOR DOING THE WORK OF DELIBERATION BELONGS TO THE ENTIRE GROUP.

QUESTIONS:

CAN WE DETECT ANY COMMON GROUND?

WHAT ONE THEME OR STATEMENT DO WE WANT TO TAKE BACK TO THE LARGE GROUP?

DIALOGUE & DELIBERATION

dialogue- talking together, conversation; derives from two Greek words: *dia* , meaning 'through'... and *logos*, signifying 'word' or 'meaning'...suggesting words and meanings flowing through from one participant to another.

deliberation- discussion and consideration of the reasons for and against a measure;
syn- thoughtfulness, circumspection, reflection, consideration;

DIALOGUE

The dialogue process focuses on both issues and relationships by:

- creating safety for all and allowing room for disagreement/conflict
- addressing fear and vulnerability
- validating all ideas through exploration and questioning
- promoting listening that furthers understanding (not taking personally what others say)
encouraging participants to talk to one another, not the facilitator

DELIBERATION

Successful Deliberation includes:

- the realistic expectation of influence (a link to decision makers)
- an inclusive, representative process that brings key stakeholders and publics together
- informed, substantive and conscientious discussion with an eye toward finding common ground (not necessarily consensus)
- neutral professional facilitators that help participants work through a fair agenda
- allowing for differences, frank statements and expressions of self interest

MODERATOR STRATEGIES:

- separate dialogue from decision-making
- use specific experiences to raise general issues
- focus on conflict in value systems rather than personalities
- bring assumptions into the open
- support participants who may be disadvantaged in the conversation
- ask questions:

What does that mean to you?
What is important to you to have others understand?
Does anyone have a different perspective on that?
How does this make you feel?

We are tied together in the single garment of destiny, caught in an inescapable network of mutuality. And whatever affects one directly affects all indirectly. For some strange reason I can never be what I ought to be until you are what you ought to be. And you can never be what you ought to be until I am what I ought to be... John Donne caught it years ago and placed it in graphic terms: "No man is an island entire of itself. Every man is a piece of the continent, a part of the main." And he goes on toward the end to say, "Any man's death diminishes me because I am involved in mankind; therefore never send to know for whom the bell tolls; it tolls for thee." We must see this, believe this, and live by it if we are to remain awake through a great revolution.--*Martin Luther King, Jr., Remaining Awake Through A Great Revolution*

**CHARLOTTESVILLE COMMUNITY ACHIEVEMENT GAP
FORUM EVALUATION**

THANK YOU FOR YOUR PARTICIPATION AND ATTENDANCE IN THIS SERIES OF FORUMS. WE WOULD LIKE TO ASK YOUR ASSISTANCE IN HELPING US DETERMINE HOW PRODUCTIVE THIS EFFORT HAS BEEN AS WE MOVE FORWARD WITH THIS **COMMUNITY** ISSUE. PLEASE TAKE A FEW MINIUTES TO COMPLETE THIS EVALUATION FORM AND DEPOSIT IT AT THE REGISTRATION TABLE. AGAIN, **WE** THANK YOU FOR YOUR VALUED INSIGHT, PARTICIPATION AND COMMITMENT TO THE CHILDREN AND FAMILIES OF CHARLOTTESVILLE.

WHICH COMMUNITY FORUMS HAVE YOU ATTENDED?

- April 30th
- May 21st
- June 4th

YOUR PRIMARY INTEREST/REASON FOR PARTICIPATION?

PARENT:

- Yes
- No

SCHOOL:

- Administrator
- Educator
- Community Member

Business, Please Specify _____

Service Provider, Please specify _____

Political Affiliate, Please specify _____

City Administration, Please specify _____

WHAT DID/DO YOU WANT/EXPECT TO HAPPEN AS A RESULT OF THE FORUM(S)?

WHAT DID NOT HAPPEN THAT YOU EXPECTED?

HOW WELL DID THE FORUM(S) MEET YOUR EXPECTATION(S)?

	<u>Extremely Well</u>	<u>Very Well</u>	<u>Well</u>	<u>Not Well</u>	<u>Not Well At All</u>
APRIL 30TH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MAY 21ST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JUNE 4TH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

FORUM FORMAT:

	<u>Extremely Well</u>	<u>Very Well</u>	<u>Well</u>	<u>Not Well</u>	<u>Not Well At All</u>
<i>Liked</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Disliked</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FACILITIES:

<i>Liked</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Disliked</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RESULTS:

<i>Liked</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Disliked</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HOW WOULD YOU IMPROVE THE FORUMS?