I. A summary of Session 2: Defining student (person) success
   a. Educator/consultant perspectives on defining a successful student
      i. A student who is creative as well as flexible
      ii. Possesses an ability to adapt to things life throws at them
      iii. Knowing how to work toward goals
         1. Goals must be tangible, realistic, and reinforced
      iv. To understand weaknesses, and possessing a willingness to work on them
      v. Developing positive relationships with mentors
         1. Feeling empowered, rather than enabled
   b. Student perspectives on defining a successful student
      i. Goals, Goals, Goals
         1. It’s okay to be an overachiever
         2. Need to go (work) beyond expectations
      ii. Setting realistic and manageable goals
      iii. Time management: balancing academic and extracurricular activities
      iv. Being well-rounded
         1. Experience activities outside of school that support your academic goals
   c. Parent perspectives on defining a successful student
      i. Successful student prototype- possessing a confident attitude; having the knowledge
         you can do well; being well adjusted socially and emotionally (adaptation skills)
      ii. Functions well within peer and community groups
      iii. Must take into account individual differences in youth; not all youth achieve in the
         same manner
      iv. Home values- home-basics, school reinforcement, and the church: these three function
         together to nurture the student. Family is the foundation of child’s values
      v. Working up to your potential: this is absolute success
      vi. Academic achievement is a “big part” of what we define as success; however, it is not
         the only characteristic
      vii. Breaking through walls (barriers); does not view setbacks as hindrance to progress;
         acknowledges what works and knows how to use what works

II. Identifying barriers to student (person) success
   a. What are the individual-level barriers to success? (e.g., lack of good study habits)
   b. What are the family-level barriers to success? (e.g., lack of participation in school
      activities)
   c. What are barriers that exist within the school that impede success? (e.g., class size)
   d. What barriers exist in Harrisonburg communities that thwart success? (e.g., gangs, drug
      activity, etc.)

III. Follow-up questions for teachers, parents, students, and community consultants
   a. Issues to consider (for example)
      i. How can we (as a community) assist youth in overcoming the barriers identified?

IV. Conclusion (W-9 Tax Forms for participant payments; Satisfaction Survey)

NOTES: (Please feel free to use the other side of this sheet).