



SPEAK UP! SPEAK OUT

University of Texas at Austin

Spring 2014 Sponsor's Facilitation Guide

How to Coach Participants through the Project Process



Speak Up! Speak Out!

is an initiative of

The Annette Strauss Institute for Civic Life

at

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Dear Facilitator,

Congratulations on becoming a part of the Speak Up! Speak Out! experience! You will surely find this to be a rewarding process for both you and the young people you work with. Enclosed you will find a step-by-step guide to getting started. However, SUSO is designed to be flexible enough to meet your needs and the structure of your student group, regardless of whether you work with three kids or three hundred. The SUSO staff is here to help you through the process, so please feel free to get in touch at any time with questions or concerns.

You have already expressed your desire to share SUSO with a group of inspiring young people. The next step is to share the project with them and get them organized. We can provide you with a presentation and lesson ideas to get your group thinking about civic engagement and how they can create their own community solutions. You may also use your lessons, activities, and group structures already in place, and then simply provide the project guidelines to allow participants to fit their current ideas and projects into the SUSO presentation format. The one thing that all facilitators should remember is that this project is participant-driven. That means the facilitators are there to answer procedural questions and provide feedback and focus as needed. The participants provide the problems, solutions, and content. It may be tempting to answer questions that have not been asked, or offer ideas on what you think the solutions need, but keep in mind that the goal of the project is to, above all, empower young people to take action in their own communities.

In some cases, additional resources may be needed, such as for the research component, or the visual presentation component of the project. In order to ensure fairness and that all teams who want to participate are able to do so, the Annette Strauss Institute for Civic Life will provide teachers with a supply budget for each team. This money can go towards any costs the team incurs while creating their solution stations. Your school or program may have a large number of students who you would like to have compete, but capacity is limited. Please refer to the FAQs for guidelines on participating with larger groups.

The checklist that follows will provide you with project goals and deadlines that will allow you and your teams to get the most out of the SUSO process. Some guidelines, however, are at your discretion and can be flexed to meet the needs of your program. SUSO is designed to be a supplement, not a burden, so please let us know how we can meet your needs and provide your group with the best experience possible.

We at the Annette Strauss Institute are glad that you have decided to share this project with us. It is our goal to promote the active civic engagement and self-efficacy of young people throughout Texas. We are pleased to have partners like you!

Thank you,
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Introduction

In the rush of the semester, trying to organize a *Speak Up! Speak Out! (SUSO)* project can be overwhelming. This step-by-step guide should help you and your students manage the project from start to finish. You can pick and choose from the tools in this guide and draw on the resources that are most useful to you.

SUSO teams are typically made up of about 4 to 8 students, though some are larger and some are smaller. This means that if you are using SUSO in your classroom, you may need to divide your class into teams and each will address a different issue that they choose together. It is often best to have no more than three different teams in one class, meaning that some classes may need to have large teams.

There is no one right way to facilitate this process. If you and your students are meeting once a week, we suggest allowing a minimum of six weeks to complete the process. The process can also be spread out over more time, or compacted into an intensive format.

Some SUSO teams complete their projects as part of the classroom curriculum, and others meet after school to do SUSO as an enrichment activity. Some SUSO teams are organized and facilitated by a teacher who guides the process, and others are student-led and teachers take a supporting role. This guide can be used differently by each type of team:

- **Teachers using SUSO in the classroom** may want to break each of the 5 steps down into smaller class sessions. To help with this, we have indicated the approximate amount of facilitation time that each step will require.
- **Teachers or sponsors using SUSO after school** may have more or less time than a classroom-based team. You will find that the five steps of the project can be facilitated in less time than indicated for the activities described here, based on the skills and independence of your students.
- **Student-led teams**, which are supported by but not led by a sponsor, may wish to focus on using the “Student Checklists” provided at the beginning of each step. Students and teachers can use these checklists to set goals for progress and guide regular check-in meetings. Students can also lead their peers in the activities outlined in this guide.

What You Will Find Inside:

- **5 Steps:**
We divide the SUSO project process into five steps. The guide is divided into sections covering each of the 5 steps.
- **Student Checklists:**
These checklists are provided at the beginning of each step to help students and teachers work through the *Speak Up! Speak Out!* process. Student-led teams should come to the sponsor meeting with these tasks completed. If the team is sponsor-led, these tasks can be facilitated in the body of the meeting or class.
- **Activity Instructions:**
These are activities that will help student teams accomplish each step.
- **Resources:**
At the end of most sections you will find handouts and worksheets for use by students.

Project Timeline

**Indicates a firm deadline

Deadline	Tasks
Between February 1 and April 17 Beginning of Project/ Registration	<ul style="list-style-type: none"> Identify a group or groups with whom you would like to complete the project Complete the Facilitator Information Form and Payee Information Form in your introductory packet and return to the project manager. Introduce the project to your group(s) and have them form teams of about 4-8 students (numbers can vary, this is just a general guideline based on averages) Reserve work time for your group(s) and schedule team meetings. It is recommended that teams meet a minimum of once a week between the start of the project and the Civics Fair in May.
One Week Into Project (Variable)	<ul style="list-style-type: none"> Have students settle on a definite problem for their project if they have not already done so Begin the research process with group(s), introducing them to the concepts of both primary and secondary research Encourage group(s) to identify and work with key community members (it may take time for them to set up interviews and complete surveys)
April 17 Last Day to Register Groups	<ul style="list-style-type: none"> Groups may change composition after this date (team numbers may shift, etc.), but please try to confirm participation by this date. You can confirm by submitting a Participating Team Registration Form. Begin arranging transportation if not already in progress Please try to have all or as much of your facilitator paperwork as possible submitted by this date
May 2 Deadline for Facilitator Paperwork and Transportation	<ul style="list-style-type: none"> Have all facilitator paperwork turned in by this date (Teacher Information Form, PIF, Team Registration Forms) Please confirm your method of transportation and notify the project manager if you have any special transportation needs.
May 5-9	<ul style="list-style-type: none"> If using internal preliminary competitions to narrow down Civics Fair attendees/school representative teams, hold the competitions at this time and determine final team composition for the event Start construction of Solution Stations (if not already started) Schedule remote participation appointments by contacting the project manager with presenter availability. You will begin to receive instructions on participating in the Civics Fair Turn in all Civics Fair Team Registration Forms
May 12-16 Confirmations	<ul style="list-style-type: none"> Check that all permission slips and media releases have been signed and returned Have teams practice presenting their final projects, including timed speeches You will receive detailed updates and instructions at this time
May 20 Civics Fair	<ul style="list-style-type: none"> The Dallas Civics Fair will take place in the South Engineering and Computer Science Building on the UT Dallas campus

The 5 Steps of a *Speak Up! Speak Out!* Project

Step 1: Identify a Problem

- Brainstorm community needs or issues that matter to you
- Write criteria to evaluate the proposed topics and choose one

Step 2: Explore the Problem

- Brainstorm possible root causes of the problem
- Survey the community to better understand the root causes
- Identify key players: decision makers, allies, and opponents
- With this in mind, choose one specific aspect of the issue to address

Step 3: Collect Data

- Interview experts and key players (primary research)
- Conduct research in the library and online (secondary research)

Step 4: Identify a Solution

- Brainstorm a range of solutions that may involve influencing decision makers, raising community awareness, and doing work.
- Rank your solutions and come to consensus on one solution
- Create a plan for implementation

Step 5: Prepare and Present

- Oral Presentations
 - Informative Speech (explains the problem)
 - Persuasive Speech (proposes the solution)
- Solution Station (table-top poster for teams participating in person, or PowerPoint presentation for teams participating via video conference)
- Present to one or more key decision makers
- Present to judges, experts and peers at the Civics Fair!

Project Process Checklist

Step 1: Identify a Problem

- Brainstorm list of specific problems of interest
- Rank suitability of topics based on chosen criteria
- Choose the problem that meets the most criteria and is of highest interest to the group

Step 2: Explore the Problem

- Write a specific problem statement
- Brainstorm all of the possible root causes of the problem
- Choose one specific, actionable root cause of your issue to focus on
- Complete a community survey
- Identify key players: decision makers, allies and possible opponents for your issue

Step 3: Collect Data

- Choose the methods you will use to collect data on your issue
 - Interviews (with key decision makers, experts, allies, opponents, members of impacted community)
 - Collect Existing Data (from non-profits, policy institutes, and researchers that work on your chosen issue in your community and in other places)
- Do your interviews and other data collection and research regarding the problem's root cause, current status and possible solutions
- Record the information you gathered. Make several lists:
 - Statistics that support why your problem is worthy of attention
 - List everything that has already been tried to address your problem (what did/didn't work)
 - List people and organizations who could help you address the problem
- Have a discussion with your team about your findings
 - How can you convince the judges that your problem needs to be solved?
 - What were some of the most impressive statistics that you found?
 - What do you think needs to be done?

Step 4: Identify a Solution

- Make a list of possible solutions
- Rank your solutions and come to consensus on one solution
- Create a plan for implementation

Step 5: Prepare & Present

- Sketch your Solution Station or PowerPoint
- Create the Solution Station
- Write Informative Speech
- Write Persuasive Speech
- Present your ideas to one or more key decision makers in your school or community
- Present at the Civics Fair!

Step 1: Identify a Problem

Student Checklist:

- Brainstorm list of specific problems of interest
- Rank suitability of topics based on chosen criteria
- Choose the problem that meets the most criteria and is of highest interest to the group

Introduce *Speak Up! Speak Out!*

Speak Up! Speak Out! is a project-based civic engagement program for middle and high school students. Participants form teams, identify a community issue that matters to them, research that problem, and propose a workable solution to address it. Students then present their research and proposed solutions to community leaders at the Civics Fair competition at the end of the semester. The top three teams will receive funds to use toward the implementation of their solutions.

Pointers for identifying a successful topic:

- **Keep it local.** Relations with India may be interesting, but that isn't a local problem.
- **Narrow the scope and get specific.** Don't let the team choose a problem that is too large to cover in a semester. Coach them to identify the specific aspects of complex issues.
- **Name the problem.** Sometimes teams are eager to suggest solutions or actions, without knowing what problem they're trying to address. Coach them to name the problem their idea responds to and explain why that problem deserves attention.
- **Give students ownership.** Encourage students to choose problems that they really care about and that actually influence their lives. Let them have freedom to explore and choose their own topics.

Scoring Rubric:

- Review the past year's Scoring Rubric on page 24, to be sure that students know how their project will be evaluated.

Some Possible Issue Areas:

- **Social Issues** (school climate, bullying, disability issues, special education issues, LGBT issues at school)
- **Health** (school nutrition, health education, services offered in school clinics, food politics, healthy breakfasts, lunches, obesity, physical education, rec center programs, substance use/abuse, mental health)
- **Environment** (water use, energy use, school recycling programs, parks and public spaces, city energy or water policies)
- **City Planning** (housing development, business development, use of abandoned structures, traffic congestion, city buses, rail, affordable housing, mixed-use developments)
- **Public Safety** (crime and violence at school or in the community; community/police relations; traffic safety; safe driving; safe travel to and from school)
- **Economic Issues** (jobs for teens, internships, business development in your community, job training programs, affording college, scholarship access)
- **Academic Issues** (cheating, literacy, access to tutoring, truancy, drop-out, class offerings, arts and music education, afterschool programs, parent involvement)

Brainstorming Activity (for large group)

Materials: Sticky notes, markers, white board

Time: 30 minutes

- Label stations, wall space or desk clusters around room with the above issue areas
- Divide students into small groups and assign to each station
- Give each group sticky notes and markers
- Students designate a reporter and recorder
- Students write down on each note a different specific issue in their community related to that issue area
- Each group tries to generate as many sticky notes as possible and display them on their designated wall/desk station
- Facilitator circulates around room and assists students in brainstorming
- Quick report-out on 2-3 ideas per group
- Let students reshuffle freely to another issue area that sounds interesting to them
- Allow students a few minutes add more specific ideas to the sticky note collection in their new station
- Draw a spectrum line on the front board, labeled general on one end and specific on the other.
- Have students place all of the sticky notes somewhere on the spectrum. (The ideas that are most specific and most local will be the easiest to work with for this project and most preferred by judges.)
- Have students put their initials on the 3 specific issues that they're most interested in.
- Facilitator and students identify the five ideas that are the most interesting to the most people.

Brainstorming Activity (for small group)

Materials: white board

Time: 30 minutes

- Give students ten minutes to brainstorm as many community issues in their city or school as they can come up with. It is important that the team avoid censoring each other's ideas. Don't let students put down or comment on ideas at this stage. It will stifle creativity.
- Ask the group to share their ideas. Once all of the ideas are out in the open, begin by combining similar ideas to eliminate duplication. Combining ideas lets many thoughts come together in creative ways and can make problems manageable. For example: Parks, Dropouts, Crime = providing viable recreational opportunities for young people.
- Divide the total number of ideas on the list by 3 and give each group member the resulting number of votes. For instance, if the group brainstormed 18 ideas, then each group member would receive six votes.
- Have each group member cast their votes for their favorite ideas; take a hand vote and keep a tally on the list of ideas.

Narrowing Activity

Materials: Criteria matrix handout for each student

Time: 15 minutes

- a. Use the “Criteria Matrix” on page 11.
- b. List the top five idea in the “options” boxes
- c. Students can generate the criteria themselves or you can set the criteria. Some suggested criteria include:
 - Can be tackled in the semester (time)
 - Something you can do (attainable)
 - No cost, low cost (money)
 - Everyone is interested (buy in)
 - Big impact, important (quality)
- d. Ask each student to fill out the matrix for themselves. Then as a large group complete the matrix together. Try to come to consensus on their rating of each community issue or need.
- e. Come to consensus on one community issue for each team. If possible, invite one or several students to facilitate this discussion, so that the ultimate choice of topic belongs fully to the students.

Critical Thinking Questions

Materials: None

Time: 15 minutes

- Why is this issue a problem that people should care about?
- How does this issue impact your own life, if at all?
- Who is impacted by the problem?
- What will be different about your school or community if this problem is resolved?
- Who might already know something useful about this problem?
- What are you most excited about doing in this project?
- What are you worried or nervous about?

The Criteria Matrix

From: Interactive Learning Systems, Sausalito, California, 1992

The criteria matrix is a guiding tool used to efficiently narrow the number of ideas for group discussion and agreement. In project planning, the criteria matrix gears the group to discuss and consider first the ideas that best fit the group's goals and objectives – it is based on using previously brainstormed and prioritized lists of criteria and options for the group project.

The criteria matrix tool is most helpful when used on both an individual and a group level. Once the group is ready to use the criteria matrix, each group member should first fill out his or her individual sheet, listing the criteria across the top and the options down the side. The object is to weight each option against each criterion. If the group member feels that an option meets a certain criterion, he or she should place an "x" in the respective box.

After each group member has finished individually, the facilitator should refocus the group to complete the criteria matrix together. The group as a whole should then proceed to weigh each option against each criterion, placing an "x" in the box after discussing and coming to a group consensus. When all the options have been considered, the facilitator should then tally the total number of "x"s for each one and note it on the side.

The criteria matrix is simply used to guide the group's discussion, and by no means must its results be binding. The key is to consider those ideas most relevant to the group's goals and objectives, and to leave room for individual input and group consensus in the decision-making process. Ideally, the criteria matrix fosters shared ownership of both the group discussion and the group decision – and therefore, the meeting's process, relationships, and results.

Criteria Matrix

OPTIONS	CRITERIA					

© 1992 Interactive Learning Systems Sausalito, California

Criteria Matrix

OPTIONS	CRITERIA					

© 1992 Interactive Learning Systems Sausalito, California

Step 2: Explore the Problem

Student Checklist:

- Write a specific problem statement
- Brainstorm all of the possible root causes of the problem
- Choose one specific, actionable root cause of your issue to focus on
- Complete a community survey
- Identify key players: decision makers, allies and possible opponents for your issue

Identifying Root Causes Activity

Materials: chart paper, example “web of root causes” handout

Time: 30 minutes

Adapted from C5 Youth Foundation “Identifying Community Issues” lesson plan

- Writing the problem statement: Ask students to describe their chosen problem in the most specific terms possible. For example, if “smoking” is their chosen issue, ask the students: “What *specific* aspect of smoking affects you and your community negatively?” and, “What is part of the problem do you want to focus on?” Is it teen smoking? Smoking in public places? Second hand smoke?
- Give each team member a piece of chart paper or space to write. Ask each person to write their specific problem statement in the center circle and then create a web of root causes for their community need or issues. (There is an example on pg. 14.)
- Ask your students to write the problem in the middle of their flip chart paper. Ask them to brainstorm and ultimately to identify the 5-6 root social and cultural factors that contribute to the problem – these are the root causes. They could also think about root causes by trying to answer, “Why does this problem exist?” Refer to example.
- Each student should circle the root cause that they think is the most realistic for them to address or has the largest impact on the problem.
- Have each whole team reconvene and discuss the root causes they generated.
- They may also brainstorm possible solutions to each root cause.
- On another piece of flip chart paper or the blackboard, each team should write down the root causes they think they should work on. They should also include any potential solutions.

Community Survey Activity

Materials: handout on pg. 15

Time: 30 minutes, plus independent data collection time

- It's a good idea for the students to survey those in their school or community who are impacted by their chosen issue. (They could also do a focus group.)
- Ask the students to describe who is in the "impacted community" for this problem. It is fellow students? People who live in a certain neighborhood? People who use a certain street? People who like a certain subject? People who have a certain health issue?
- The goal of the survey is to find out:
 - Do people in the impacted community think that this issue is a problem?
 - How severe is the problem? (How often does it happen? How many people notice it, experience it, or participate in the problem?)
 - How do people in the impacted community want things to be different?
 - What do people in the impacted community think should be done about it?
- Explain how to create a community survey. The handout on page 15 explains how to write a survey or questionnaire. It is adapted from the Florida Center for Instructional Technology, "Classroom Assessment" Found at: <http://fcit.usf.edu/assessment/attitude/surveyb.html>
- Ask students to draft their questionnaire
- Administer the survey to a neighboring classroom, during lunch or to other community members, as relevant.
- Analysis: Students may want to create an online survey (like those created on [surveymonkey.com](http://www.surveymonkey.com)), input their survey responses, and then have the program generate a report. They may also do their own analysis.

Summary Activity: What We Know about the Issue

Materials: "Summary: What We Know about the Issue" handout for each student

Time: 30 minutes

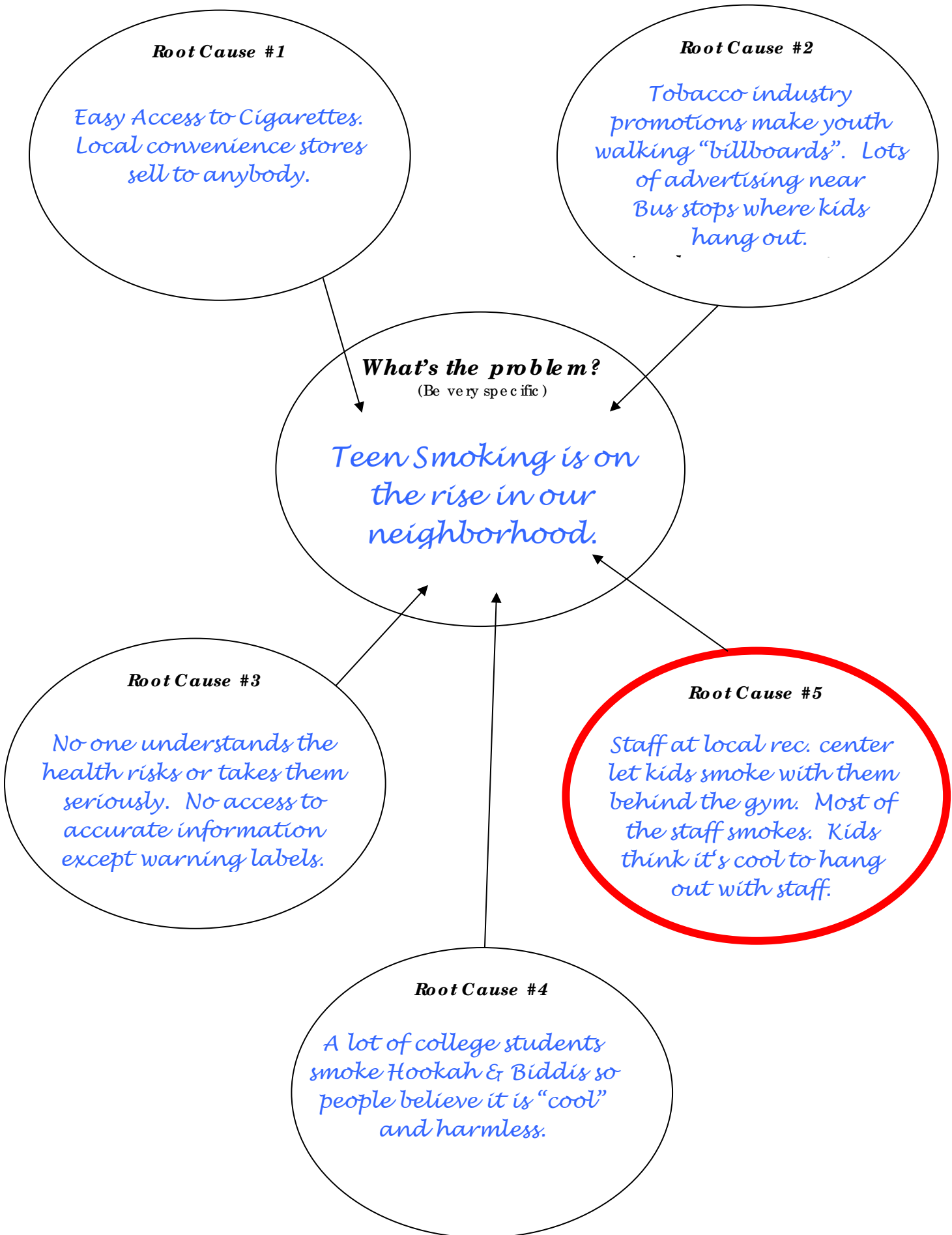
- Give students time to read over the summary report of their survey findings.
- Discuss in dyads
 - What does this data tell us?
- Discuss as full group.
- Each project team then completes the handout on page 16, and keeps it with them to guide and maintain focus in their research.

Identifying Key Players Discussion

Materials: none

Time: 15 minutes

- Brainstorm a list of possible key decision makers, allies, and opponents involved in the team's issue. If unknown, brainstorm where to get this information.



Writing a Community Survey

Helpful Hints for Writing a Questionnaire:

- Keep it short (generally one page is sufficient).
- Test the survey on the class first before giving it out to others. Make sure that everything makes sense.
- Don't ask questions that will embarrass anyone or invade students' privacy.
- If it is an anonymous survey, make sure it stays that way. Do not leave survey results in places where others might access them.
- Don't reward or punish students based on their responses.

Surveys can consist of:

1. *Open-ended questions* – These questions give student a blank space fill in a response. This survey question type is generally used to obtain general, rather than specific, feedback.

For example: Why do you think that people at our school smoke?

Pro	Con
Writing the questions is relatively easy	Compiling the information is more difficult than multiple choice or ranking questions

Tips: Make sure that your questions are specific and not too general. For example, if you would like to know about the online delivery of information for a class, and you asked the following questions: “What do you think about the format of this class?” The problem is that the word “format” is too ambiguous – it doesn’t refer to online vs. classroom delivery; five minutes vs. ten; the structure of the program, If you have a specific purpose for a question, make sure it’s clear.

2. *Multiple-choice questions* – These questions can help your students to collect specific information with specific answer choices.

For example, if you wanted to know which problem was most relevant, difficult, or meaningless, your students might ask:

Which of the following is the leading contributor to smoking on our campus?

- A. Convenience stores sell to anyone
- B. Tobacco industry marketing
- C. No one understands the risks
- D. College students smoke Hookah and Biddis so students think it’s harmless
- E. Staff and students smoke together at the rec. center so students think it’s cool.

3. *Rating scales* – These questions allow students to indicate how strongly they agree or disagree with specific statements. Typically, a statement is presented, then their peers can respond on a scale that indicates how much or how little they agree with the statement. For example:

For the following statements, please indicate whether you agree or disagree.					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Smoking is a problem at our school	1	2	3	4	5
Advertising by the tobacco industry makes teenagers want to smoke	1	2	3	4	5

Summary: What We Know about the Issue

1. Describe the situation. *What do you see happening? What has happened or is happening regarding __ (your problem in specific terms)___?*

2. Identify the problem. *What needs to change? What needs to happen regarding __ (your problem in specific terms)___?*

3. Relate the problem to your experience. *How have you (and others) been impacted?*

4. Analyze the social or cultural reasons for the problem. *Why does this happen? What are the root causes – those situations that contribute to the problem? **What is the MOST actionable root cause?***

5. Seek workable solutions. *What can be done to address the root causes?*

Step 3: Collect Data

Student Checklist:

- Choose the methods you will use to collect data on your issue
 - Interviews (with key decision makers, experts, allies, opponents, members of impacted community)
 - Collect Existing Data (from non-profits, policy institutes, and researchers that work on your chosen issue in your community and in other places)
- Do your interviews and other data collection and research regarding the problem's root cause, current status and possible solutions
- Record the information you gathered. Make several lists:
 - Statistics that support why your problem is worthy of attention
 - List everything that has already been tried to address your problem (what did/didn't work)
 - List people and organizations who could help you address the problem
- Have a discussion with your team about your findings
 - How can you convince the judges that your problem needs to be solved?
 - What were some of the most impressive statistics that you found?
 - What do you think needs to be done?

Secondary Source Research

Materials: internet access

Time: independent work time

Helpful Hints for Library and Internet Research

- Guide teams as they search for supporting materials to make their cases.
- Search online and at the library. Help them use the Internet to find local websites of use. Look for books, journals, newspaper, and magazine articles of relevance.
- **Document the source.** Make sure that teams keep track of sources, both actual and potential. If they are unable to print information from the web or plan to come back to an electronic or other source, have them document the source location so that they may return to it at a later time.
- Research should be going on throughout the project. Encourage teams to keep seeking out information that can give them the edge over the competition. Good research will help your teams to create a project that is informative and interesting. It can back up opinions, support key points, and provide conversation points for teams as they make presentation and talk to community members. Nothing makes a student look self-confident like a good grasp of information about their topic.
- Your team(s) may find that after conducting their research that they may want to go back and redefine their problem using the new information.

Interviews

Materials: "Helpful Hints for Interviewing" & "Planning an Interview" Handouts

Time: 30 minutes for facilitation; additional independent implementation

- Team members should refer to their list of key players (from step2) and attempt to schedule interviews with them over the phone or in person.
- Invite students to use the "Interview Worksheet" on page 20 to help them plan their interview
- Ensure that students have a plan for recording information gathered during the interview

Helpful Hints for Interviewing

From: Jarvis, S. & Han, S. (2007). American Trustees Curriculum. University of Texas at Austin

Advice for novice interviewers from the literature on qualitative interview techniques:

- Qualitative interviewing requires concentrated, rapt attention
 - To follow up on interesting comments
 - To detect when interviewees are giving answers meant for public consumption rather than their true opinions
 - To monitor the progress of the interview
- Yes/no questions are inappropriate; try these approaches instead:
 - “Walk me through a typical day”
 - “Tell me a story about a particular event that illustrates what they've been talking about”
- Trace a story back to its very beginning
 - “Can you describe how ____ started”
 - “Please say more about the difference between ____ and ____”
- Give clues as to how detailed you would like their answers to be
- Let them know what you will cover
- Provide careful feedback in the beginning of the interview
- Be prepared to follow up whenever you're not sure about what the person is saying
 - “What does that look like?” “How does that work?” “What is an example of that?”
 - Ask for clarification, details, and examples
- Avoid leading questions
 - Bad: “Don’t you think you should earn more money?”
 - Better: “Tell me about the pay scale at your company”
- Don’t interrupt
 - Can always ask for clarification later
 - Become comfortable with silence
 - Learn probes: “I see,” “Yes,” “Uh-huh,” “Please continue”
- Strike a balance between being formal versus casual
 - If too formal, participants may not open up
 - If too casually, participants may not take the interview seriously, may stray off topic
- Leave the interview on a positive note
 - Get the interviewee to agree to be contacted again (if necessary)
 - May need to clarify something they said, or ask new questions raised by subsequent interviews
 - “Is there anything that I missed?” “Is there something else that you would like to talk about?” “Is there something that we’ve discussed today that is more important than the other topics?”

Planning an Interview

From: Jarvis, S. & Han, S. (2007). American Trustees Curriculum. University of Texas at Austin

Each team will create a guide to use for the upcoming interview with your designated community leader or expert. The interview guide should include a list of questions that are organized by several themes. Complete the following worksheet:

1. Write 3-5 background questions. Questions may include:

- How serious is this problem?
- How widespread is the problem?
- What are causes of the problem?

2. Write 3-5 questions that help to explore possible solutions and/or alternatives. Questions may include:

- What are the possible solutions?
- Which solution makes the most sense to you? Which solution do you prefer and why?
- Why are there so many different approaches?
- If your team decides to go with a particular solution, ask the expert what he/she thinks about the solution? Does this solution address the “root causes” of the problem?

3. Write 3-5 questions that help you to acquire information about the challenges, obstacles and/or struggles with your community problem. Depending on the interviewee’s level of expertise, you may also want to ask them how they got interested in their subject area. Questions may include:

- What are the biggest challenges or obstacles in this community need or problem area?
- What lessons have you learned working in this problem area?
- If you have implemented a solution, what might you have done differently?

4. Write 3-5 questions about where additional information can be found. Your main goal should be to respect your interviewee while gathering the information that you need to plot your next steps.

Questions may include:

- Where can we look for additional information on the subject?
- Who is involved in solving this problem (if anyone)? Who else is working on this matter?
- Who else should we talk to?
- Who can help us?

Step 4: Identify a Solution

Student Checklist:

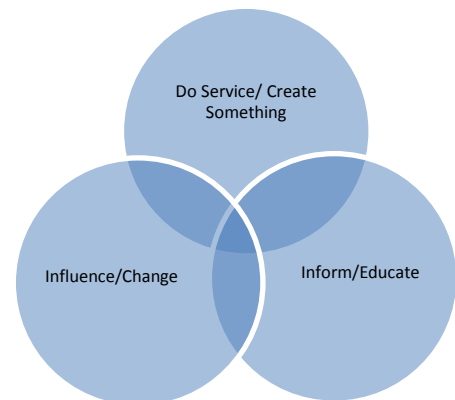
- Make a list of possible solutions
- Rank your solutions and come to consensus on one solution
- Create a plan for implementation

Solution Building Activity

Materials: Barbara Brown Video, streamed via Annette Strauss Institute's American Trustees video website (<http://communication.utexas.edu/strauss/at/american-trustees-video-collection>), projector, screen, speakers, computer with fast internet, white board/chalk board, Criteria Matrix worksheet

Time: 30 minutes

- Set up: Load Barbara Brown Video on computer. Make a 3-circle Venn diagram on board. Label the 3 circles "Do Service/ Create Something," "Inform/ Educate," "Influence/ Change"
- Explain: We are going to watch short video about a real Texas teen and a problem she identified in her community. Try to notice the different methods that this young person uses to make change in her community. We're going to talk about them afterwards.
- Watch video
- Students list the actions of Barbara Brown
- Discuss the three methods on the diagram
- Discuss where Barbara's actions fit in the diagram and mark them
- Discuss strengths and weaknesses of each method of making change
- Discuss the value of a solution that combines multiple methods
- Generalize: This is how change is made in communities. People form coalitions, or groups, and then take these approaches, just like you did.
- Teams brainstorm possible solutions to their problem that would fit into different parts of the Venn diagram
- Report out
- Teams can then use the "Criteria Matrix" (see pgs. 10-11) to "pick" their solution.
- Some suggested criteria include: Can be done/ is realistic, no cost/low cost, key decision makers will be supportive, addresses the root cause of the problem
- Ask each student to fill out the matrix for themselves. Then as a large group complete the matrix together. Try to come to consensus on their rating of each solution.
- Come to consensus on one solution.



Solution Implementation Plan Activity

Materials: Solution Planning Guide handout

Time: 30 minutes

- Invite the team to use the following solution planning guide to think through and outline how they would implement their project. The steps in the guide below can be modified as needed.

Solution Planning Guide

Step One: Vision Statement

Create a statement that conveys the ideal, long-range goal of your project. For example if a team is working on cleaning up litter in their neighborhood the statement might be:
“Our neighborhood works together to maintain a litter-free community.”

Step Two: Setting Goals

Goals should be general statements that identify the endpoints of your project. Begin by brainstorming possible goals towards reaching the ideal outcome. Once the team reaches consensus, record and post the goals. Goals should be stated in a pro-active way:
“To increase the numbers of youth volunteers.”

Step Three: Objectives

Objectives are small measurable goals that help you move towards the larger goals you have set. They should be specific steps that teams will take in order to reach the larger goals listed. For example if the goal is raise money for a beautification project in October, the objective would be:
“plan a fundraising dinner for the month of September.”

Step Four: Solution Title

A project title helps to restate you vision and facilitates spreading the word about your project in the community.

Step Five: Resources

Brainstorm and list any resources that might be available to the group. They could include: funds, materials, other organizations, peers, parents, meeting place

Step Six: Identify Critical Factors for Success

Brainstorm possible factors that will contribute to the success of your project. After brainstorming, narrow the list to five factors that would be most valuable. For example:
“volunteers willing and available to help with the initial litter clean-up.”

Step Seven: Potential Obstacles

It is important to approach your project in a pro-active way. This list should be a simple, concrete list of 3-5 obstacles that need to be addressed. An example might be lack of financial resources to buy supplies.

Step Eight: Tasks

Tasks and goals for completion should be assigned to group members. The group should reach agreement for task assignments. Remember that it is helpful to assign tasks based upon individual strengths whenever possible.

Step 5: Prepare & Present

Student Checklist:

- Sketch your Solution Station or PowerPoint
- Create the Solution Station
- Write Informative Speech
- Write Persuasive Speech
- Present your ideas to one or more key decision makers in your school or community
- Present at the Civics Fair!

Create the Final Product

Materials: trifold board and visual aid

Time: mostly independent work time for students

Note for the facilitator: Teams participating in person at the Civics Fair will prepare a physical "solution station" including a tri-fold poster board and any other materials they wish to share with judges. Teams participating via video conference will prepare a PowerPoint presentation to share with the judges in lieu of a solution station.

- Divide the tasks of creating the solution station (or PowerPoint) text and visuals and the informative and persuasive speeches among the members of the team.
- Teams should consider the skills of each member and try to draw on the particular strengths of each teammate to make their final product.
- Encourage students to create a timeline for completing their presentation materials.
- Schedule work dates to get things done, including a rehearsal.
- Students may refer to the "Civics Fair Prep List" on the next page
- Help students create an opportunity to present their project to a key player involved in their issue. (This may mean presenting to a principal, AP, school district department administrator, city council member, relevant non-profit staffer, etc)

Guidelines for Civics Fair Participants

Date: Tuesday, May 20th

Location: South Engineering and Computer Science Building, UT Dallas

The *Speak Up! Speak Out!* (SUSO) Civics Fair is a three part event consisting of **Oral Presentations, Solution Stations, and Reflection Sessions**. The oral presentations will happen in an auditorium as well as via teleconference for remote participants. Judges and community members will visit the students' Solution Stations if participating in-person. Remote participants will create a digital presentation (PowerPoint, Prezi, etc.) for judges to view during the oral presentation. In addition to listening to some peer speeches and visiting other Solutions Stations, Fair participants will go into discussion groups to reflect on their experiences. The judges' final scoring is announced in the closing session.

Guidelines for Solution Station*

Much like a typical science fair poster, Solution Stations are a visual table top poster representation of the problem and solution. Each judge spends approximately eight minutes at each of the Solution Stations he or she is assigned, going over materials and asking questions. Each team will:

- Develop a visual presentation about your problem and solution in the form of a tri-fold presentation board
- Provide visitors a firm grasp of points in just a few minutes
- Use charts and graphs on poster board, illustrations, collages, models, audio segments, video pieces, PowerPoint presentations, student led explanations of materials, etc. to meet the team's goals**
- Staff the stations with students willing and able to answer questions posed by the judges

*Digital presentations for remote participation should follow the basic content requirements of the Solution Stations.

**SUSO will provide a table for each team to set up their Solution Station. Any technology needs such as laptops, TVs and DVD players or projectors must be supplied by the team.

Guidelines for Oral Presentations

Each team is responsible for two speeches, one informative and one persuasive. The ideal presentation will be logical, easy to follow, organized, and well-researched. The solution will be original and innovative. The participants will engage the audience, maintain their attention, and be able to answer questions from the judges.

- **Informative Speech (4 minutes)**
 - Define the problem, state its importance, and detail the problem's impact on the community
- **Persuasive Speech (4 minutes)**
 - Explain the proposed solution, detail the benefits of the proposed solution, and examine the consequences of failing to adopt the proposed solution.

Remote Participants should create a digital visual presentation that coincides with their oral presentation. Both should adhere to the guidelines stated above.

Civics Fair Preparation List

The Solution Station or Digital Presentation (for remote participants) should include:

- A Title
- A summary of research and findings including root causes and current status of the problem
- A summary of the specifics of your problem (who, what, when, where, how much, how often.) Consider whether you can use other senses to express the problem – sight, sound, texture?
- A summary of the specifics of your solution

Objectives of the Solution Station or Digital Presentation (for remote participants):

- Develop a visual presentation about your problem and solution
- Give presentation viewers a clear understanding of the problem, how it is impacting the community, and how the team proposes solving it
- Provide visitors a firm grasp of points in just a few minutes
- Use charts and graphs on poster board, illustrations, collages, models, audio segments, video pieces, PowerPoint presentations, student led explanations of materials, etc. to meet the team's goals
- Staff the stations with students willing and able to answer questions posed by the judges

The speeches should include:

- Informative Speech (4 minutes). Define the problem, state its importance, and detail the problem's impact on the community
- Persuasive Speech (4 minutes). Explain the proposed solution, detail the benefits of the proposed solution, and examine the consequences of failing to adopt the proposed solution.

To Do:

- Create a sketch outline of your Solution Station/ digital presentation.
- Using your draft sketch as a guide, type the sections of your poster, draw the illustrations, etc. Glue them to the board and add creative details to make it interesting to view. If you are participating remotely, prepare your PowerPoint, Prezi, or other digital presentation and send it to the project manager at least two business days prior to your presentation date.
- Write a draft of each speech. Present the speeches to the team, sponsor, or other audience who can provide helpful feedback.
- Edit the speeches to create a final version. Make notecards if you would like to use them.
- Optional: Decide on a "team look" that will contribute to the sense of professionalism and unity of your team (this can be a dress code, a color theme, or anything that you think will help you in your presentation.
- Practice taking questions from judges through a role play. Have a team member present to an adult or other team member who will act as a judge. Present the Solution Station and speeches and respond to their questions.
- Optional: Decide on a "team look" that will contribute to the sense of professionalism and unity of your team (this can be a dress code, a color theme, or anything that you think will help you look like a team).

Speak Up! Speak Out! Civics Fair Project Evaluation

Assessment Area	Exceeds	-	Meets	-	Nears	-	Needs Work	-	Points Awarded
The Identified Issue: Did presenters identify a specific issue that the school or local community faces? Can they explain why this issue is deserving of attention? Do they have reasons or evidence to indicate that their issue is significant and relevant to the community?	10		8		6		4		
Research: Did presenters use a variety of secondary sources for their research (outside sources, internet, news, books, etc.)? Did presenters <i>exceed</i> expectations by also consulting primary sources through interviews or surveys? Can presenters identify the key players involved in their issue, such as relevant decision makers, allies or opponents? Did presenters <i>exceed</i> expectations by interviewing or presenting to key decision makers and/or experts?	10		8		6		4		
Proposed Solution & Strategy: Did presenters propose a specific solution? Have presenters made a thoughtful action plan with concrete steps? Can presenters explain the intended impact of their solution? How actionable and realistic is this solution?	10		8		6		4		
Quality of Presentation: Is the presentation engaging, easy to understand, and relatively free of errors? How knowledgeable are presenters about their issue and proposed solution?	10		8		6		4		
Total Points: _____ /40 possible									

Fall 2012; Adapted from Mikva Challenge, courtesy of Jill Bass

Note to students:

Remote participants will be evaluated on this rubric only. The scores from all of the judges will be averaged for each team to reach a final overall score.

In-person participants will also be evaluated on the rubric on the following page for the quality of their solution station presentation. The scores from all of the speech judges and all of the solution station judges will be averaged separately. These two scores will then be averaged to reach a final overall score.

Speak Up! Speak Out! Civics Fair Solution Station Evaluation

Assessment Area	Exceeds	-	Meets	-	Near	-	Needs Work	-	Points Awarded
The Identified Issue: Did the visual presentation clearly identify a specific issue that the school or local community faces? Can the presenters explain why this issue is deserving of attention? Can presenters explain reasons or evidence to indicate that their issue is significant and relevant to the community?	10		8		6		4		
Research: Does the presentation indicate a variety of secondary sources for their research (outside sources, internet, news, books, etc.) and provide an organized bibliography of them? Did presenters <i>exceed</i> expectations by also consulting primary sources through interviews or surveys? Can presenters identify the key players involved in their issue, such as relevant decision makers, allies or opponents? Did presenters create a clear, accurate, and visually appealing display of the results of their research (charts, graphs, infographics, images, etc.)?	10		8		6		4		
Proposed Solution & Strategy: Can presenters clearly explain the ideas behind their solution? Can presenters clearly explain the steps involved in their action plan? Can presenters explain the intended impact of their solution in a clear and persuasive way?	10		8		6		4		
Quality of Presentation: How knowledgeable are presenters about their issue and proposed solution? Can presenters provide others with the information in a concise and understandable way using language appropriate to their subject? Did presenters exceed expectations by demonstrating passion and dedication to change? Is the solution station visually appealing and organized? Do presenters actively refer to the solution station to help support the information they provide?	10		8		6		4		
Total Points: _____/40 possible									

Frequently Asked Questions

- **How do I get started?**
 - You may get your group(s) started using the SUSO Introductory PowerPoint that can be provided to you by the project manager, by reviewing the student packet and project process with your group(s), by facilitating a civic engagement activity provided in the facilitator's packet, or by requesting that the project manager visit your site to introduce the project to your participants in person. In-person presentations will be available Fridays by appointment February through April.
After the introduction of the project, schedule a time for your group(s) to meet about once a week for an hour or two, or more frequently if starting the project in April or later. If you would like more lesson plans or activities to help you introduce SUSO, please contact the project manager for more information.
- **How much time does it take to create a project for SUSO?**
 - Some teams spend all semester on a project, and some teams spend a couple of weeks on the project. It depends on how frequently the teams meet and for how long. Typically, the research necessary to thoroughly complete a project requires several weeks, especially if a group is interviewing a key community member. We recommend you start a project at least six weeks before the actual Civics Fair.
- **How many students/young people should we have participate in the program?**
 - There is no requirement for number of students participating in the program. Some schools have adopted the project schoolwide, while others offer the project as a small afterschool program. The only limit is the facilitator's capacity.
- **How many participants should be on a team?**
 - We recommend 4 to 8 per team to allow the team members to both participate fully in the whole process and receive adequate teammate support in creating the presentation. Smaller teams may find it difficult to handle a complex project in the time limit, and larger teams may not provide adequate opportunity for each teammate to fill an important role either during creation of or presentation of the project. However, many teams have had success with both larger and smaller numbers. Judge your group(s) based on your knowledge of their abilities and strengths.
- **How many students/young people should we bring to the Civics Fair?**
 - We ask that each facilitator bring a maximum of 30 participants. There is no limit on the number of teams the group(s) may be broken into.
- **What's the difference between the Participating Team Registration Form and the Civics Fair Team Registration Form?**
 - The Participating Team Form is for all teams completing the project, whether they attend the fair or not. That means that even young people who are part of a larger group that is being narrowed down before the competition should be included as participants. The Civics Fair Registration Form is only for teams actually competing in the Fair, locally or remotely. This is the final form used to create team schedules. The Civics Fair Registration form also includes a Media Release Form that should be signed by a parent or guardian prior to the Fair.
- **I want to use SUSO with more students/young people than that. What can I do?**
 - For situations where the program would be beneficial to a larger number of students (such as multi-class or schoolwide participation), we recommend that you hold an internal preliminary competition to narrow it down to a few teams to represent your school/program. Keep in mind in this case, that you will only receive supply money for

teams that participate in the actual Civics Fair, so it may be a good idea to only require winning teams to create physical presentations if they are competing in person. One suggestion is to have students present speeches or digital presentations to their class/program at the end of April or early May and to have participants vote on who they want to represent them at the competition.

- **When is the Civics Fair?**
 - The Fair will take place on Tuesday, May 20th in the afternoon. The exact time of day will be determined and shared after the April 17th team registration deadline when we are able to determine a schedule to accommodate all of the teams.
- **What do the presenters need to bring to Civics Fair?**
 - All presenting teams need to bring their Solution Station, any supporting technology or visual aids that they wish to bring (all of which are the exclusive responsibility of the teams and will not be cared for or provided by SUSO).
- **What do facilitators need to bring to Civics Fair?**
 - Any incomplete paperwork, a photo ID, media release forms for participants
- **Are parents invited to Civics Fair?**
 - As the program grows, space and parking might become an issue at the Civics Fair. However, it is always a top priority to try and ensure that there is adequate space to safely accommodate parents who wish to attend the fair. The project manager will provide information on parent attendance options three weeks prior to the date of the fair when the venue and participant attendance are confirmed. Parents are encouraged to volunteer at the event as ushers. More information on volunteer opportunities will be available three weeks prior to the event.
- **Should we participate in-person or remotely?**
 - We welcome both in-person and remote participation! Remote participation works best for teams with limited transportation capacity or teams who join the program on short notice and are not able to secure transportation or supplies for solution stations.
- **What does remote participation look like?**
 - The main difference is that remote participants do not have to create solution stations. Instead, they create a digital presentation, such as a PowerPoint, Prezi or other comparable visual presentation. This presentation is emailed to or electronically shared with the project manager at least 48 hours prior to the scheduled presentation. Groups may then present by phone or webcam as judges click through the presentation.
- **How many remote participants can we have?**
 - We ask that remote participants follow the same number guidelines as the in-person teams and try to limit themselves to approximately 30 participants per facilitator. Exceptions may be made for full classes who cooperate on projects. For example, if three separate classes of 25 students each complete one presentation, we will be able to allow all three teams to compete. Please contact the project manager with specific questions about your particular case.
- **How are the projects judged?**
 - Please refer to the example rubrics at the back of the student packet for judging criteria. At the event, the presentations will be judged by a panel of community volunteers. Scores for each component (the speeches and solution stations) will be averaged separately for each team and then added together for a final overall score. Below the rubrics on the judges' forms will be a section for comments and nominations for awards in several special categories. Middle school and high school are judged separately. Remote and in-person teams are judged separately unless there are too few participants

to merit separate awards. Remote teams are also only judged once using the speech rubric, as they do not have solution stations.

- **How are winners selected?**
 - The first, second, and third highest overall scores will be awarded \$300, \$200, and \$100 respectively. In case of a tie, we will look at the judge comments and number of special nominations.
- **If we win, how do we receive and use the prize money?**
 - Prize money is distributed through schools/organizations in the weeks following the event. Once the check has been deposited, it is up to you and your winning team to determine the best use of the funds. We recommend putting it towards implementing the solution proposed by the team.
- **Do you provide transportation to the Civics Fair?**
 - SUSO does not provide transportation. If you are in a school, please work to secure activity bus transportation as soon as you know you are going to participate. If you are a part of an organization with access to a bus or van, please use your organization's transportation. You may also choose to utilize carpooling according to the policies and regulations of your organization. Please review your school's or program's rules regarding transportation to special events as early as possible. If you do have concerns about getting your participants to the Civics Fair, please contact us as soon as questions arise! We will be happy to work with sponsors who contact us in a timely manner.
- **My school district/organization does not provide bus transportation for long distance trips. What can I do?**
 - Please contact the project manager to discuss your options.
- **What is this stipend thing all about?**
 - We want to ensure that SUSO is a fun and beneficial project for you and your group(s), so we choose to provide all teachers who have teams competing in the Civics Fair with a stipend for the extra time and work you invest in the program. Only teachers who have teams actively compete in the Civics Fair (in-person or remotely) will receive the stipend.
- **How much is the stipend?**
 - You will receive a stipend at one of two levels based on the number of participants you engage in the SUSO experience. This includes the students who complete the project from start to finish, but may not be able to attend the fair. Facilitating 20 or fewer participants will merit a stipend of \$300. Facilitating 21 or more students will merit a stipend of \$500. Please note that since the Annette Strauss Institute operates through UT, receiving the higher \$500 stipend will also cause you to receive tax paperwork from UT.
- **How do I get the stipend?**
 - At the Civics Fair, or after the completion of the remote Civics Fair, you will be asked to sign paperwork acknowledging your role as a paid contractor with the UT.
- **When do I get the stipend?**
 - 30 days after the completion of your paperwork at the Fair (or electronically for remote participants).
- **How much is the project supply budget for each team?**
 - \$50 per in-person participating team. Remote participants do not receive a supply budget as they do not have to create solution stations.
- **How do I get the supply money for my teams?**

- You will be given a cash reimbursement of \$50 per team that attends the Civics Fair when you check in at the event. This means that you or your organization will have to pay for the supplies initially. If you have concerns about this, please contact the project manager for clarification.
- **I have an idea for how to improve SUSO. How can I provide you with that feedback?**
 - You may always provide feedback directly to the project manager by phone or email. At the completion of a Civics Fair, the SUSO staff will also provide you with a survey that will allow you to provide us with anonymous comments and feedback.

**SPEAK UP
SPEAK OUT!**

 THE UNIVERSITY OF TEXAS AT AUSTIN
The **ANNETTE STRAUSS INSTITUTE**
FOR CIVIC LIFE



Sponsor Information

If you have questions about this application, please contact Angela Baucom at 512-471-7142.
Please complete and return to a.baucom@utexas.edu or fax to 512-471-1927

Contact Information

Sponsor Name:

School/Organization:

Grades/Subjects Taught/Supervised:

Phone(s):

Email(s):

Best time to reach me:

Preference for contact (underline one or more):

work email personal email work phone cell phone other:

Who is participating?

Do you plan to use SUSO in the classroom or as an extracurricular activity?

If in the classroom, which class? If extracurricular, what program?

How many young people will be participating (approximate)?

What days of the week/time of day do you plan to have your participants work on SUSO projects?

How will you be participating?

Do you plan to attend the Civics Fair in-person or remotely?

If participating in-person, what are your anticipated transportation plans/needs?

Thanks!

How to Complete the “Payee Information Form” or PIF

The University of Texas uses this form to set up an account with you, as an independent contractor, so that they can pay you. Your personal information will remain confidential.

- 1) Fill out Sections I and IV and sign the bottom on the PIF and sign it
- 2) Make a scan or photo copy of your state-issued picture ID, clearly showing your name and face. (If you’re going to fax the form in, please enlarge the ID so it is clear.)
- 3) Send in the form and copy of your ID
 - a. **Via email:** Scan ID (enlarge by at least 25%, with face visible) and sign PIF form and email as an attachment to sinda.nichols@austin.utexas.edu
 - b. **Via mail:** Send signed PIF form and copy of ID (enlarged by at least 25%, with face visible) to
Sinda Nichols
2504 A Whitis Avenue, Stop R2000
Austin, TX 78712-1538
 - c. **Via fax:** Make an enlarged copy of your photo ID and fax this along with the signed PIF form to:
Fax (512) 471-1927

NOTE: Please send the form to us, as directed above, not the central office indicated on the bottom of the form. We can expedite the processing of the form if it comes to our office.

THE UNIVERSITY OF TEXAS AT AUSTIN
PAYEE INFORMATION FORM
 (Substitute W-9)

Individuals complete Part I & IV, Partnerships complete Part II & IV, Corporations or other Entities complete Part III & IV

I. INDIVIDUAL OR SOLE PROPRIETOR

Name of Individual or Owner: _____

(Individuals/sole proprietors MUST provide a copy of social security card or photo id)

"Doing Business As" (DBA) Name may be provided in Section IV below

A. **I -Individual** (not owning a business) *Social Security Number (SSN) _____ -- _____ -- _____

OR

S -Sole Proprietor of Business *Social Security Number (SSN) _____ -- _____ -- _____

(Sole Proprietors may also provide an EIN for tax reporting, if desired, see **Taxpayer Name and Number** on back)

Employer Identification Number (EIN) _____ -- _____

B. Citizenship Status: I attest under penalties of perjury that I am (check one of the following):

1. A citizen or national of the United States
2. A Nonresident Alien (Complete C. below)
3. A Lawful Permanent Resident (Alien # _____)

C. Nonresident Alien Information - If you do not have an SSN, check here _____

Citizen of: _____ Number of Days in the U.S.A. this calendar year: _____

Permanent Resident of: _____ Number of Days in the U.S.A. in the past 12 months: _____

Payments to Nonresidents are generally subject to income tax withholding. Tax treaty exemptions may be available. A copy of this form, the INS Form I-94 and the IRS Form 8233 should be sent to the International Office if the payee wishes to claim a tax treaty exemption from withholding. See the Withholding section of Nonresident Alien Individual on back for more information.

II. PARTNERSHIP

Partnership's Employer Identification Number (EIN) _____ -- _____

Enter two partner's names and Social Security Numbers (SSN). If either partner is a corporation, use the corporation's EIN.

Partner's Name _____ *SSN/EIN _____

Partner's Name _____ *SSN/EIN _____

III. CORPORATION OR OTHER ENTITY

Employer Identification Number (EIN) _____ -- _____

T - Texas Corporation A - Professional Association C - Professional Corporation

If T, A, or C is checked, enter Texas Charter Number _____

O - Out of State Corporation G - Governmental entity U - State agency / University

F - Financial Institution R - Foreign Business (outside the U. S. A.) N - Other _____

IV. CERTIFICATION

NAME (for individuals) or Business Name: _____

Address : (Number or street)	Phone: _____	For payees Exempt From Backup Withholding enter "Exempt" below. (See Claiming Exemption under Backup Withholding on back)
City : _____	State: _____	Zip: _____

Foreign Address: _____

University of Texas Dept. Contact/Phone: _____

(Enter city, province or state, postal code, and country)

Under penalties of perjury, I certify that the information provided on this form is, to the best of my knowledge, true, correct, and

complete. PAYEE SIGNATURE: _____ **DATE:** _____

(Individuals and sole proprietors must also provide copy of Social Security Card or picture id)

Warning: Failure to provide the correct name and number combination may result in payment being subject to 31% backup withholding. See **Taxpayer Name and Number** on back.

Are you a state-certified Historically Underutilized Business (HUB)? Yes No If not, do you qualify? Yes No (see back for details)

Please send the completed form via Campus Mail to: Office of the Controller—VID Section, Mail Code K5300; via scanned e-mail to: vid@austin.utexas.edu; via FAX to: 512-471-5178; or via U.S. Mail to: The University of Texas at Austin, Office of the Controller—VID Section, P.O.Box 7159, Austin, Texas 78713

**Disclosure of your Social Security Number is required. This disclosure requirement has been adopted under the Federal Privacy Act of 1974 (5 U.S.C.A. sec. 552a(note)(West 1977) and the Tax Reform Act of 1976 (42 U.S.C.A. sec. 405(c)(2)(C) (West 1992). With few exceptions, under TEX.GOV'T. CODE ANN. sec. 559.003 (1)(2) & (3) (Vernon Supp. 1992), you are entitled to request to be informed about the information that the university collects, under Sections 552.021 and 552.023 of the Government Code, you are entitled to receive and review the information, and under Section 559.004 of the Government Code, you are entitled to have the university correct information about you that is incorrect. Your Social Security Number will be used to help the Comptroller of Public Accounts administer the state's tax laws and for other purposes. See Op Tex. Att'y Gen.No. H-1255(1978).*

Purpose of Form. - An organization that is required to file an information return with the IRS must obtain your correct Taxpayer Identification Number (TIN) to report income paid to you. The TIN is either the Social Security Number (SSN) or Employer Identification Number (EIN) of the payee.

Nonresident alien information must be obtained to determine the payee's tax status for compliance with IRS withholding and Security Number (SSN) or Employer Identification Number (EIN) of the payee.

Nonresident alien information must be obtained to determine the payee's tax status for compliance with IRS withholding and reporting requirements. The additional information for other payee types is needed to satisfy State of Texas requirements for establishing vendor records.

Taxpayer Name and Number Specific

Instructions:

To prevent payments from being subject to backup withholding, you must provide a correct TIN. A TIN is considered incorrect if the name and TIN combination does not match or cannot be found on IRS or Social Security Administration (SSA) records.

Name. - As an **individual**, you must generally provide the name shown on your social security card. However, if you have changed your last name, for instance, due to marriage, without informing the Social Security Administration of the name change, please enter your first name, the last name shown on your social security card, and your new last name.

If you are a **sole proprietor**, you must furnish your **individual** name and your SSN. You may also enter your business name or "doing business as" name on the business name line. The SSN will be used for your vendor record with UT. If you prefer the use of your EIN for any required tax reporting, enter that number *also*. Enter your name(s) as shown on your social security card and/or as it was used to apply for your EIN on Form SS-4.

What Name and Number to Give the Requestor

Type of Payee:	Name to Use	SSN/EID
1. Individual	Individual	SSN
2. Sole Proprietor	Owner	SSN or both
3. Partnership	Partnership	EIN
4. Corporation	Corporation	EIN
5. Other Entity	Organization	EIN

Nonresident Alien Individual

For income tax purposes, "nonresident alien individual" means an individual who is neither a U.S. citizen nor resident. Generally, an alien is considered to be a US resident if:

The individual was a lawful permanent resident of the United States at any time during the calendar year, that is, the alien held an immigrant visa (a "green card"), or

- The individual was physically present in the United States on:
 - (1) at least 31 days during the calendar

year, and

(2) 183 days or more during the current year and the 2 preceding calendar years (counting all the days of physical presence in the current year, one-third the number of days of presence in the first preceding year, and only one-sixth of the number of days in the second preceding year).

See **Pub. 519**, U.S. Tax Guide for Aliens, for more information on resident and nonresident alien status.

Visa Status. - Immigration regulations regarding employment eligibility of non-immigrants are complex. Contact The University International Office for preliminary information regarding visa types that permit payment for services.

Withholding. - Foreign persons are not generally required to have a TIN, nor are they subject to any backup withholding because they do not furnish a TIN to a payer. **However, non-employee payments to nonresident aliens are subject to 30% tax withholding unless a tax treaty with their country entitles them to either a lower rate or exemption.** To claim any available treaty benefits, the recipient must file IRS form 8233 with the payer. A SSN is not required to file this form. If the individual has a SSN, this number should be indicated on the PIF and the 8233.

Backup Withholding What is Backup Withholding?

- Persons making certain payments to you after 1992 are required to withhold and pay to the IRS 31% of such payments under certain conditions. This is called "backup withholding." Payments that could be subject to backup withholding include rents, royalties, non-employee compensation, and payments for medical and health care services. Reportable payments you receive will be subject to backup withholding if:

1. You do not furnish your TIN to the requestor, or
2. The IRS notifies the requestor that you furnished an incorrect TIN.

Payees and Payments Exempt From Backup Withholding.

- Certain payees and payments are exempt from backup withholding and information reporting. The following is a list of payees exempt from backup withholding and for which no information reporting is required. Payments subject to reporting under Internal Revenue Code (IRC) sections 6041 and 6041A are generally exempt from backup withholding only if made to payees described in items (1) through (7), except a corporation that provides medical and health care services or bills and collects payments for such services is not exempt from backup withholding or information reporting.

- (1) A corporation.
- (2) An organization exempt from tax under section 501(a), or an IRA, or a custodial account under section 403(b)(7).
- (3) The United States or any of its agencies or instrumentalities.
- (4) A state, the District of Columbia, a possession of the United States, or any of their political subdivisions or instrumentalities.
- (5) A foreign government or any of its political subdivisions, agencies, or instrumentalities.
- (6) An international organization or any of its agencies or instrumentalities.
- (7) A foreign

central bank of issue.

Claiming exemption. - If you are exempt from backup withholding, you should complete this form to avoid possible erroneous backup withholding. Enter your correct TIN in the appropriate sections, and write "EXEMPT" in the block in Section IV.

Privacy Act Notice

IRC section 6109 requires you to furnish your correct TIN to persons who must file information returns with the IRS to report certain payments. The IRS uses the numbers for identification purposes and to help verify the accuracy of your tax return. You must provide your TIN whether or not you are required to file a tax return. Payers must generally withhold 31% of certain taxable payments to a payee who does not furnish a TIN to a payer. Certain penalties may also apply.

Penalties Failure To Furnish TIN. - If you fail to furnish your correct TIN to a requester, you are subject to a penalty of \$50 for each such failure unless your failure is due to reasonable cause and not to willful neglect.

Civil Penalty for False Information With Respect to Withholding. - If you make a false statement with no reasonable basis that results in no backup withholding, you are subject to a \$500 penalty.

Criminal Penalty for Falsifying Information. - Willfully falsifying certifications or affirmations may subject you to criminal penalties including fines and/or imprisonment.

Misuse of TINs. - If the requester discloses or uses TINs in violation of Federal law, the requester may be subject to civil and criminal penalties.

Historically Underutilized Businesses (HUB)

The State of Texas is encouraging state agencies to utilize these businesses. You or your firm qualifies if 51% owned by a person or persons who have been historically underutilized because of their identification as a member of certain groups: Black Americans, Hispanic Americans, Asian-Pacific Americans, Native Americans, or Women-any ethnicity. To obtain a certification form, contact the U.T. Purchasing Office at 471-4266.



Team Registration

Civics Fair Information

This form is only to be completed by competing teams. Please attach to a finalized Participating Team Registration Form for reference.

Is your team participating in the Civics Fair in person or remotely (via teleconference)? _____

If you are participating **in person**, how many of your team members will be attending the Fair on December 10, 2013 at UT Austin? _____

How many total adults or family members will accompany your team (not including teachers)? _____

List any food allergies or dietary needs for your team below.

Dietary needs:

How many?:

Do you think your solution station will require electricity or any special equipment? (Note: We will accommodate you by providing you with a table near an outlet, for example, but **you will be responsible** for all extension cords, power adapters, laptops, etc.)

The University of Texas at Austin
TALENT RELEASE FORM

For valuable consideration, I do hereby authorize The University of Texas, and those acting pursuant to its authority to:

- a. Record my participation and appearance on videotape, audiotape, film, photograph or any other medium.
- b. Use my name, likeness, voice and biographical material in connection with these recordings.
- c. Exhibit or distribute such recording in whole or in part without restrictions or limitation for any educational or promotional purpose which The University of Texas, and those acting pursuant to its authority, deems appropriate.

Participant's Name (Printed): _____

Address (Street Address, City, and Zip) : _____

Phone No.: _____

Signature of Participant: _____

Witness' Name (Printed): _____

Witness' Signature: _____

Parent/Guardian's Name (Printed): _____

Parent/Guardian's Signature (if under 18): _____