



ALLIANCE FOR EDUCATION



TOOLKIT:
**CAREER ACADEMY/
SMALL SCHOOL ADVISORY GROUPS**
Part of the Small Learning Community Series

The Alliance for Education

509 Olive Way, Suite 500

Seattle, WA 98101-2556

(206) 343-0449

www.alliance4ed.org

Alliance for Education advocates for policies and mobilizes resources that will advance the academic achievement of ALL students in the Seattle Public Schools.

TABLE OF CONTENTS

INTRODUCTION	6
▪ Defining a Small Learning Community	6
▪ Preparing to Use the Toolkit	7
STARTING AN ADVISORY GROUP	8
▪ Start small, build gradually.	9
▪ Planning Tool #1: Advisory Group Recruiting	14
DEVELOPING GOALS, ROLES AND STRUCTURES	17
▪ Building a Shared Vision	17
▪ Establishing Priorities	17
▪ Planning Tool #2: Advisory Group Roles	18
▪ Establishing Goals	20
▪ Creating Structures to Support These Goals	20
▪ Planning Tool #3: From Roles to Resources	22
WORKING WITHIN THE SCHOOL CULTURE	24
▪ Planning Tool #4: Case Study	27
MANAGING MONEY	29
▪ Expenses and Priorities	30
▪ Funding and Fundraising	32
▪ Accounting and Bookkeeping	33
▪ Planning Tool #5: Funding Worksheet	35
MAINTAINING AN ACTIVE ADVISORY GROUP	37
▪ An Engaged Chairperson	38
▪ Ongoing Recruitment/Volunteer Management	39
▪ High Quality Community Based Learning	39
▪ Staffing	40
▪ Documents and Documentation	41
▪ Action-Oriented Meetings	41
EVALUATION AND ASSESSMENT	43
▪ Academy/Small Learning Community Evaluation	44
▪ Planning Tool #6: Advisory Group Assessment	45
FREQUENTLY ASKED QUESTIONS	48
APPENDIX	51

ACKNOWLEDGEMENT

The **Alliance for Education** is greatly appreciative of its partnership with the Career Academy Support Network and the Seattle Public Schools' Career and Technical Education Office. The support and advice of these fellow Academy Advisors helped build some tremendous advisory groups in Seattle and, ultimately, created this resource.

Special thanks to...

Alan Weisberg, Susan Tidyman, Chuck Chinn, Shep Seigel, Peter Ways, Joanne Patrick, Catherine Unseth, Barbara Jackson, Julie McCleary, Julie Pearson, Patrick Sexton, Pat Kile and Emily Carlson.



Dear Volunteer,

If you have opened this guide, you are most probably one of the hundreds of volunteers in Seattle, and thousands throughout the country, who have devoted their time to improve the educational experience for public high schools students. Thank you!

Research shows that small, personalized learning environments, which include career academies, intentionally small schools and other forms of small learning communities, show high rates of academic success with a wide range of students. It is not the small size of these learning communities alone that makes them work; it is the culture of support and high expectations possible in close-knit communities that keeps students engaged and achieving.

Three words commonly used as shorthand to describe the core principles of smaller learning communities (herein referred to as SLCs) are rigor, relationships, and relevance. These three ideals merge when teachers focus the curriculum and student experiences around a particular vision. These visions are often expanded as themes, such as Information Technology, Arts, Leadership and Service, and the Environment.

That is where advisory groups come in – ensuring that projects and curriculum are connected to and uphold the standards of the field and provide students with experiences that connect school and the world outside the classroom.

This toolkit is meant to serve as a support mechanism, something you can use as both a resource and a guide to make this important work that you do easier. It has instructions, worksheets, and advice that can help you start and run an active, effective advisory group. The information comes from the Alliance for Education's six years of helping create and maintain advisory groups in Seattle's public high schools.

Thank you for your efforts on behalf of students.

Sincerely,

Patrick Sexton
Senior Partnership Manager

DEFINING A SMALL LEARNING COMMUNITY

Understanding the different types of SLCs may be helpful as you begin developing your advisory committee.

Some essential characteristics of SLCs addressed in this toolkit, are:

- A community that shares accountability and a common vision for the success of all members
- Small, heterogeneous groups, or “cohorts”, of students who are together for a significant portion of the school day
- Teams of teachers who work with the same students and collaborate to better meet the instructional needs of all students
- Regular contact with students’ families through outreach and school-family partnerships
- Rigorous, relevant curriculum that engages students in learning and encourages students to be self-motivated and pro-active in achieving academic success
- A culture of ongoing improvement that allows and encourages teachers to examine student work and reflect upon teaching methods to determine if goals are being met – teachers engaged in “learning about learning”
- Clear performance standards exhibited regularly through public examples of student work
- Authentic personal relationships between and among students and teachers
- Flexible structures that allow for innovation in practice
- Physical area identifiable as “our small school or learning community”

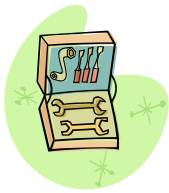
SLCs evolved from years of research that shows students are more successful in small schools. The value of SLCs has been “confirmed with a clarity and a level of confidence rare in the annals of education research”ⁱ. Increased achievement, graduation rates, satisfaction and improved behavior are all indicators of the success of smaller, more personalized learning environments. Additionally, SLCs are safer, produce more students who pass core classes and continue on to college, and have the greatest benefit for low-income and minority students.

SLCs aspire to replicate the success of small schools by creating cohorts of teachers and students who work together in a large high school. There are many ways to structure these cohorts, but **personalization and individualization of learning is always paramount**. Block scheduling, team teaching, career academies and SLCs all share the same essential goals: get to know the students better, tailor instruction to their needs, and help them thrive.

PREPARING TO USE THE TOOLKIT

This toolkit was written specifically for advisory group volunteers – business people, civil servants, parents, academics, and others who are currently serving or hope to serve on a SLC advisory group. While some of the information will be useful for teachers and school staff, the “you” addressed in the following pages is the community volunteer, who will also be referred to as Advisor. Also worth noting is the use of “Industry” as a catch-all phrase to address non-school personnel and resources.

Throughout this toolkit there are three types of resources for you to use: Planning Tools, Frequently Asked Questions (FAQ), and Examples.



PLANNING TOOLS

Worksheets and exercises designed to assist in the development and maintenance of a strong and active advisory group. The Planning Tools can be used at regular advisory group meetings led by the Chairperson or in a “retreat” setting led by an outside consultant.



FAQ

Addresses topics about which Advisors might have further questions. Turn to [page 48](#) when you see this sign to read further discussion of these Frequently Asked Questions.



EXAMPLES

Examples of Advisory Group practices from academies and SLCs in Seattle are provided in areas designated by this symbol. Each advisory group is unique, but reading about the choices and processes of other groups might help inform the decisions you make for your SLC.

ⁱRaywid, 1999

Starting an Advisory Group

STARTING AN ADVISORY GROUP

Start small, build gradually.

Whether you are just starting an advisory group or have been a volunteer for years, taking time to understand the processes and systems that make an effective group can enhance the advisory group experience for you, the teachers, and the students.

This section will cover the logistics of starting an advisory group for an academy or SLC. If your advisory group is helping with the initial formation of a SLC, you can find information and resources for SLC and academy start up in [appendix A](#) of this toolkit. This toolkit does not cover all the procedures necessary to start an academy or school.



The **Environmental Science Academy** at **West Seattle High School** in Seattle, for example, had a strong group of interested teachers and administrators but no environmentalists at their early meetings. Eventually, they invited the City of Seattle's Environmental Education Coordinator who generously shared her wisdom and her Rolodex™.

TIMING

Ideally the advisory group will be developed at the same time as academy or SLC will be developed at the same time. The most vigorous groups emerge when industry representatives and school staffs build and shape the program together, sharing ownership and responsibility for the academy program.

While this timing is ideal, it is not always practical. Often a program is set up in advance and then school staff will identify ways that industry experts can provide resources and support. Either way, everyone involved in creating the group should start small by bringing together a core group of people committed to building a strong advisory group over time.

WHAT'S IN A NAME?

This guide will use the name "Advisory Group" to refer to those industry experts who volunteer their time to guide SLCs and academies. Your group might use a different name - steering committee, board, task force – but Advisory Group seems to best sum up the role that you play within the academy, guiding teachers and students to resources and advising them on ways to create relevant curriculum and experiences.

STARTING AN ADVISORY GROUP

STEP ONE

Bring together a small, committed group. Usually a handful of people lead the charge for the creation of the advisory group. If the people starting the advisory group are predominantly school staff, try to include at least one industry person with a wide network. Conversely, if the group is predominantly from industry, be sure that someone is there representing the school's interests.

This small group of five to seven people will be able to work efficiently on the following important tasks:

- A. **Come to initial agreement about what the advisory group will do.** Ideally you would develop goals together with the whole advisory group after it is created; but in response to your recruiting phone calls, people will often ask you what, exactly, you want them to do.

Generally the advisors will be expected to provide connections to the industry by way of curricular expertise and community-based learning opportunities. The primary roles of advisors are usually to:

- Serve as industry advisors to the teacher team and help shape the program/curriculum
- Provide and leverage community based learning experiences, such as field trips, job shadows, and internships
- Assist with fundraising to support academy/school activities
- Serve as an advocate in the community/industry for the academy/school

Establishing your collective goals/rules at the outset helps provide focus; however, it is recommended that the advisory group revisit and refine them over time. When recruiting members for the advisory group, be sure to communicate clearly the time commitment expected of them as members. Generally, Advisors commit at least four hours a month: two hours for the monthly committee meetings and two more hours for sub-committee work and/or follow-up on tasks such as arranging guest speakers or hosting field trips.

- B. **Develop some basic literature.**

Again, you don't want to do too much work before convening the full advisory group, but it will be helpful to have some basic information as you ask others to volunteer:

- A one page information sheet that describes the academy or SLC and the importance of an advisory group ([see appendix B](#));
- An email or letter template for sending to prospective committee members ([see appendix C](#)).

You might also want to do some research, and have statistics, both national and local, about the importance of community involvement in schools. There is much evidence pointing to benefits for employers, schools, and communities when they work together to prepare students for successful post-secondary school and/or employment ([see appendix D](#) for resources and information).

STARTING AN ADVISORY GROUP

C. Brainstorm a list of industry experts – individuals and organizations.

You generally want your group to represent all sectors – **for-profit, non-profit, government, and higher education**. When creating the list, think particularly about people in these categories who:

- **Represent an organization and can bring the backing and support of that organization.** It is ideal if both the organization and the individual are visible, **well connected and well respected in the industry** and able to draw on some **resources and networks within the industry**. There are a number of ways to go about finding these people, including:
 - Target organizations that have a community outreach component or educational arm; they already have easy access and an organizational commitment to the community.
 - Making a connection with someone at a relatively high level within the organization. Even if a CEO or Vice President can not participate directly, (s)he can identify someone else in the organization to attend meetings.

- **Have an interest in or connection to education**

Often people with children in school or businesses close to the school bring added enthusiasm and motivation for volunteering. In large schools, it is important to find out what businesses or partners might already be connected with the school. Often businesses that already have an involvement in an after-school program or donate to the PTSA auction will be more willing to take that next step.

- **Can commit to attending meetings**

This is probably the most important requirement. Many people have the right resume and interests, but they are so busy or over-committed that they cannot attend the meetings. **The monthly meetings are generally when the work gets done**, so it is important to be available. People who might have significant free time include recently retired business people who still have close ties with their old companies; stay-at-home parents taking a break from the business world and looking for volunteer opportunities; education and community outreach employees of organizations who can be on the committee as part of their time on the job.

- **Represent the diversity of the industry and of your community**

It is important to think about diversity in the broadest sense. For example, an advisory group for an environmental academy that brings together both paper manufacturers and environmental activists will ensure a richer experience for students. Since most academies eventually provide mentoring and internships, think about your advisory group and the represented businesses as resources for the students in your program.



The **Ballard Biotech Academy** has tapped into the rich Biotech resources in Seattle. The Educational Outreach Coordinators at Amgen, Zymogenetics, and Seattle Biomedical Research Institute are on their committee.

The Biotech Academy has recently established a parent booster club, which provides a venue for parents to be informed and engaged in the academy program.

STARTING AN ADVISORY GROUP

- **Representatives from post-secondary education** have a slightly different role than other volunteers and are an essential component of an advisory group. Higher education representatives help academy teachers develop career-related curriculum to fit with post-secondary programs and often offer courses for juniors or seniors that provide credit at the college as well as the high school. Such ties also provide opportunities for students to tour college campuses and learn of their entrance requirements and application procedures.
- Finally, you should decide if you want to have **students and parents** on your committee and work to involve them early on.
 - Student voice is critical to the success of an academy; student input can help make everything from field trips to curriculum more meaningful. How this voice is incorporated into the advisory should be informed by the group's goals and priorities.
 - Parents are also an invaluable asset to the program, but it can often be difficult to schedule meetings when both parents, teachers, and community partners can attend.
 - If students and/or parents become part of the advisory board, be sure to value their participation by giving them time on the agenda, encouraging them to take an active role, and making them full participants in decision making. Nominal participation does not work.

Once the small group has completed the above tasks, move to the next step. Also begin thinking about, if you have not already, how your group might find a “staff” person to support this school-community partnership.

This staff person can be vital especially in the recruiting phase. In Seattle, the Alliance for Education and the Seattle Public Schools Career and Technical Education office provide support for creating and maintaining advisory groups. (See page 39, Maintaining an Active Advisory Group, for more information on this position and [appendix E](#) for guidance on finding an organization in your area that could help with staffing.)

STEP TWO

Expand the group and bring everyone together for regularly scheduled meetings. Narrow your brainstorm list by choosing to first contact people with whom someone in your group already has a connection.

- A. Before making calls, gather your documentation:
 - Phone script or email template
 - One page description of the academy or SLC provided ([see appendix B](#))
 - Some selling points on the benefits of participation ([see page 26](#))
- B. Give yourselves a goal and a timeline. For example, commit to bringing five people to a meeting in six weeks. Set the date and time of the meeting before making your contacts. On [pages 14-15](#), you will find a spreadsheet that can help you keep track of your recruiting. *It is ideal to have a group or individual who can staff this process.*

STARTING AN ADVISORY GROUP

When you hold the first expanded meeting, keep it simple. The following topics usually make for a simple yet effective first meeting:

- A. Introductions
 - Just prior to introductions, identify someone to take notes and send around a sign-in sheet in order to create a roster of names, email addresses, and phone numbers.
- B. Description of proposed SLC by lead teacher or administrator
 - Encourage teachers to avoid the use of slang and “educationese” during this presentation. For business people new to the world of education, terms that educators take for granted, such as “standardized testing”, “integrated projects”, and “SLCs” can be confusing.
- C. Expertise sharing by Advisors
 - Have each committee member talk about his/her job or company and then share something about what she hopes to be able to bring to the students in the academy.
- D. Regular meeting time agreement
 - If you haven’t already, determine date, time, and location of subsequent meetings for the year. Most groups choose to meet at a regular time each month e.g., the third Thursday at 3:30pm. Finding a convenient time for everyone can be tricky, so ask people to bring their calendars, and once you get a regular time set everyone can schedule the rest of the year.
 - Identify someone to send out the minutes from the first meeting and a meeting reminder for the next meeting.
- E. Chair position discussion
 - As early as possible, identify the person who will lead the group and run the meetings – the chairperson. This position is described in more detail in [appendix F](#). At this first meeting, someone should just mention the need for a chair and describe the position.



Be clear about who will do the meeting follow-up, including:

- Following up with the potential Chairperson
- Typing up notes and sending them out
- Sending a meeting reminder for the next meeting
- Ensuring follow-up on any other action items

Bringing the right people to an advisory group takes excellent *planning*, saint-like *patience*, and many, many *phone calls and emails*. Building a strong foundation, slowly, will ensure a long life for your advisory group.

PLANNING TOOL #1: ADVISORY GROUP RECRUITING – TRACKING SHEET

	Contact Name	Contact Phone	Contact E-mail	Lead	1st Contact Date	Level of Interest	Follow-up Date
For-profit Organizations							
Non-profit Organizations							
Government Agencies							

PLANNING TOOL #1: ADVISORY GROUP RECRUITING – TRACKING SHEET

	Contact Name	Contact Phone	Contact E-mail	Lead	1st Contact Date	Level of Interest	Follow-up Date
Higher Education							
Parents							
Students							

Developing Goals, Roles and Structures

DEVELOPING GOALS, ROLES & STRUCTURES

Every advisory group's aim is to support and enhance student learning and achievement.

To achieve this, each group should establish long-term and short-term goals, explore available and needed resources, and create a viable organizational structure. Utilizing strategic planning processes common in many organizations can be extremely helpful. In fact, this is an excellent opportunity to bring business expertise to the school setting.

If your group does not already have a strategic planning process in mind, try this four step process:

1. Define advisory group roles
2. Establish goals
3. Create structures to support goals
4. Ensure each advisory group member has a responsibility directly related to the goals

Each step has an accompanying Planning Tool or set of guiding principles and is accompanied by either a set of exercises or guiding principles and questions to use in the planning process.

Like any group, your advisory will “storm” – or experience some chaos – before finding some “norms” – or standard operating procedures. The first phase of planning may be difficult, particularly if volunteers have little time and want meetings to be well-directed and fruitful. Allowing the group to struggle with developing its own personality, while also developing the basic parameters of the group, is often difficult. Nevertheless, creating a common vision and discussing how your advisory group will work is critical to its future success.

BUILDING A SHARED VISION

Shared experiences can provide a natural gateway to discussions of perspective, ideals, and priorities. The following activities may be helpful if your advisory group is just getting started, but even long-standing groups may find them invigorating.

- **Site Visits:** Go to another SLC or academy or sit in on another advisory group meeting in your area. Seeing another academy and its advisory group in full swing can be both energizing and educational. It is a great way to start conversation and think about what you do (and don't) want to do.
- **Advisory Group Retreat:** Hold a facilitated program planning retreat. To speed up the process of developing relationships and norms, your group might opt to take a full day or weekend to discuss committee goals, roles, and structures.
- **Guest Speaker:** Invite someone from another school or academy to address your group. Ask this person, perhaps the chair or lead teacher from another advisory group, to talk about their start-up process, their goals, and structures. This is an inexpensive, efficient way to be educated and energized by the success and experiences of another group.

ESTABLISHING PRIORITIES

Included in this section is Planning Tool #2: Defining Advisory Group Roles, ([see page 18](#)) which will help you focus your work/support, as you set year-long goals that align with your priorities.

PLANNING TOOL #2

DEFINING ADVISORY GROUP ROLES

What follows is a broad list of advisory group roles and responsibilities. As you identify your priorities, this activity can help you discuss your role in respect to your vision and/or shared goals.

Identify your top five priorities by writing the numbers 1-5 (1 = highest priority, 5 = lowest priority) in the appropriate boxes to the right. Depending on your group's progress in synthesizing its role, you can:

- Have each advisory member complete the exercise individually and then collate and discuss results, or
- Complete the activity as a group, and discuss priorities collectively.

Be realistic in establishing your priorities, as they will inform the goals you set for the coming year.

ROLE / RESPONSIBILITY	RANK
Provide industry expertise to support Academy/School curriculum	
Assist in student recruitment	
Provide paid internships for Academy/School students	
Encourage other community businesses to establish paid internships for students	
Provide professional development opportunities for teachers	
Provide field trips for students	
Provide service learning opportunities for students	
Provide mentoring opportunities for students	
Provide job shadows for students	
Assist in budget development for Academy/School activities	
Assist in fundraising to support Academy/School activities	
Assist in PR for the Academy/School	
Assist in expansion of Academy/School programs	
Provide scholarships for outstanding students	
Serve as an advocate for the Academy/School to educational, political, and business communities	
Provide guest speakers for Academy/School	
Ensure Academy/school offerings meet the needs of the parents, students, and community	
Engage students and parents in Academy/School activities	
Help the Academy/School communicate its challenges and successes	
Other:	

PLANNING TOOL #2 – ALTERNATE VERSION

DEFINING ADVISORY GROUP ROLES

Depending on your group's progress in defining its role, you may want to start with the four primary roles that advisory groups often assume as you discuss the roles/responsibilities your advisory will take on. You can then explore how these might be added to or modified to best support the SLC with which you are working.

ROLE / RESPONSIBILITY	RANK
Provide industry expertise to support and enhance Academy/School curriculum	
Provide links to community-based learning opportunities (job shadows, field trips, internships etc.)	
Assist in fundraising to support Academy/School activities	
Serve as an advocate for the Academy/School to educational, political, and business communities	

**Priority Ranking (1-5)*

Questions to consider when defining your role(s):

- What must exist or be established in order for us to fill this role effectively (i.e. partnerships, expertise etc.)?
- Do academy teachers want/need us to fill these roles?
- Are the roles we are exploring appropriately assumed by community partners? What level of buy-in and collaboration is required from academy teachers?

DEVELOPING GOALS, ROLES & STRUCTURES

ESTABLISHING GOALS

After you establish/refine the priorities and roles of your group, you can now discuss specific goals for the year.

Things to keep in mind as you set goals:

Advisory group goals should reflect the need for high quality, academically-based programming. For example, if you realistically want to place 2/3 of the academy's juniors in paid internships, you might choose to set your goal at 100% placement for all juniors in challenging, appropriate internships. Deepen this goal by specifying that the students be well prepared and well supported in their internships.

- Building a set of goals with teachers and advisory group members is a balancing act, and differing cultures – school and business – can cause conflict. One way to begin building goals together is to have the advisory group create a “straw man” or “reach” goals based on what *may* work. Then, together with school staff, pare down the goals based on what is feasible for the school at that time.
- Each year's goals should build on and be informed by the program's experience, resource base, and vision.
- All goals need to be supported by both financial and volunteer resources, so it is important to set realistic goals. Explore existing resources available to achieve your goals. For example, if one of your roles is to provide service learning opportunities, see if you can connect with an existing provider or clearinghouse such as the United Way.
- Given the value of articulating your outcomes/impact, it is important to think about how you will measure and communicate success. Discuss what “achieving” each goal would look like.



The leaders of the **Ballard Biotech Academy** keep their structure simple: they have a small committee that comes together bi-monthly for a working meeting. All the work gets done in that one meeting. There are no sub-committees. This is possible because the committee is small and the members have worked together for years.

CREATING STRUCTURES TO SUPPORT GOALS

Schedule regular meetings

The first and most important structure is the monthly meeting. Each committee can develop its own plan, or at the first meeting, an annual calendar of at least four to five meetings. These should be scheduled at times and places that are convenient for members.

Determine the organizing structure that will support the work of your advisory

Some examples of ways that committees and groups have structured include:

- Monthly advisory group meetings with monthly sub-committee meetings in between;
- Monthly meetings divided between sub-committee work and full group discussion;

The **Cleveland InfoTech Academy** advisory group comes together once a month for a large meeting, inviting students and teachers to do presentations and inviting guests and prospective funders to attend. Almost no work is done in the meeting; everything is done by ad-hoc and executive committees in between the monthly meetings.

DEVELOPING GOALS, ROLES & STRUCTURES

- Monthly meetings at which all work is done (requires a small advisory group);
- Advisory group meetings to hear report outs from students, teachers, and sub-committees. All work is done between meetings by sub committees.

Establish committees

When creating a committee, it is important to be clear about its purpose and role ([see appendix G](#) for detailed description of sub-committees). Some advisories establish standing committees that report to the larger advisory on a regular basis. Other advisories create task forces that often have a set timeline for their work and disband when the task is completed. Encourage as many members as possible to serve in committee positions. Some useful committees are as follows:

- Recruitment
- Internship Development
- Industry Education/Curriculum
- Public Relations
- Fundraising

Note: As we become more tech-savvy, there is sometimes an inclination to meet less frequently and work virtually. Although technology can be a great collaborative tool, relying on it entirely may compromise the advisory's collective work and will definitely impact the dynamics of the group.

To address ongoing needs, it is important to establish by-laws or less formal mechanisms ([See appendix H](#) for examples of formal by-laws). These could include the following:

- Strategic planning processes
- Timing and frequency of meetings
- Membership and recruiting
 - Number of volunteers on the committee each year
 - Length of volunteer commitment
- Responsibilities
 - Individual
 - Committee
- Meetings
 - Frequency and dates
 - Sub-committee meetings
- Leadership
 - Term of service for the Chair, committee heads and other

This visual representation is intended to help a

Planning tool guidelines:

- Establish goals that are concrete and achievable
- Advisors should be able to understand why
- Each advisory member should be able to share resources

Roles (in order of priority)

ESTABLISHING ROLES FOR INDIVIDUAL GROUP MEMBERS

Even after the responsibilities of the advisory group are defined, the group should ensure that each member understands his/her responsibilities and is engaged and working towards the overall goals. Individual group members' responsibilities will vary based on goals, but primary responsibilities may include:

- **Attending monthly meetings**

Most advisory groups meet once a month for one and a half to two hours. Some meet every other month. Advisory members are expected to actively participate in regular advisory meetings and the work of the group.

- **Participating in ad-hoc committees or sub-committees**

Advisory committees often develop their own sub-committees based on the needs of their academy. Some possible committees include student recruitment, curriculum, finance, and community-based learning. ([see appendix G](#) for a sample of sub-committee descriptions.)

- **Providing links to or generating financial and in-kind resources**

- **Providing links to community-based learning experiences for students**

Advisory committees are made up of people with direct connections to the employers and employees who can help teach students about their industry or field. Most committees are therefore quite active in identifying field trip opportunities, mentors, guest speakers, and internships for students.

- **Participating directly in student activities**

Many advisory group members like to do the hands-on activities with students: go on field trips, talk to the classes, conduct interviews, etc. This is an opportunity to get to know the academy students well.

There are also some specific roles that must be filled regardless of what committees and structures your advisory group chooses. These roles are:

- **Chair** (For a complete description of this position [see appendix F.](#))

- **Secretary.** This individual should be responsible for:

- Taking notes at meetings
- Distributing notes to group
- Maintaining the advisory group roster
- Sending out email meeting reminders

- **Treasurer.** This individual should be responsible for:

- Keeping track of expenditures
- Developing the budget

Note: The advisory group, like any organization, will run most efficiently when it has a clear mission and goals and each individual volunteer feels (s)he is helping the group achieve them.

Working Within the School Culture

WORKING WITHIN THE SCHOOL CULTURE

Bringing together school staff with business representatives can highlight the distinct differences between the school and business cultures. Over time, most advisory groups learn to respect each others' ways of working and knowing as individuals and begin to trust each other as they have some shared successes. This is why one of the most beneficial ways to kick off an advisory group is by working on a discreet small project, such as planning a field trip or a small fundraiser. This project can serve as a concrete way for teachers and Advisors to get to know one another. The shared feeling of accomplishment provides a solid foundation for future work together.

As you begin to work with teachers and within a school setting, here are some other helpful hints:

- **Be aware of the school's traditions and bureaucracy.** The advisory group might have a vision that makes the teachers uncomfortable because it conflicts with the usual way of doing business at the school. It is important to maintain an ongoing dialogue about what is feasible within an organization that has a set of policies and procedures that are put into place not only by tradition but also by unions and state and federal regulations. Keep the lines of communication open!
- **Appreciate the pace of school actions and reactions.** Even if the SLC teachers do have computers and phones in their rooms, they rarely have free time to return phone calls or emails during the day. The business culture of constant communication, action-oriented meetings, and collaboration is not necessarily the norm for teachers who are often alone in their rooms with students for the entire day (without so much as a bathroom break).
- **Understand schools are a place of constant change.** Just when your group thinks it has the school, teachers, and program figured out, they could very well change. Turnover is common in public schools and schedules are notoriously changeable.

Along with respecting and trying to understand the culture, you might try some of the following to help the partnership stay on track:



- **Consider establishing regular meetings between the Chair person and the lead teacher** outside of the regularly scheduled advisory group meeting. A solid working relationship between the Chair and the Lead Teacher is instrumental for developing a positive partnership.
- **Try to have an administrator attend your advisory group meetings.** If an administrator cannot attend regularly, a group of Advisors should try to schedule a meeting with the school principal once or twice a year.
- **Develop a respectful, action oriented meeting culture** ([See page 40](#) for more details)
- **Encourage Advisors to participate directly in student activities.** Only by immersing yourself in those activities that include teachers and students can you hope to understand the workings of the culture. Trying to make change or "advise" without fully appreciating who the students and teachers are and how they interact will make the job even more difficult.

Once the culture-gap is bridged and partners are working together for students, the rewards and inspiration are great. Creating a true, respectful, mutually beneficial community-school partnership offers benefits for everyone involved in the school or academy, as evidenced by the quotes below.

WORKING WITHIN THE SCHOOL CULTURE

A student describing the impact of her internship with a Biotech company:

Before my internship, I wanted to be a baker. I wasn't planning on going to college, and I was going to jump right into the baking industry when I turned eighteen. I now realize that the world is a bigger place than I once knew. I want to go into a science field now. College is definitely on my list in the future, something I couldn't have said last year. I also want to learn something in my classes. That is something that I haven't felt in a long time.

A teacher describing the impact of his relationship with his advisory group:

...I anticipated seeing benefits for my students. For example, meeting – and working with – professionals in environmental sciences, doing research in the field and presenting their work to a group of knowledgeable and interested experts all contribute to increasing their engagement in their learning and the relevance of what they are learning in class. What has been more surprising to me is how, because of these experiences, I have looked at how I teach in new ways. I notice that, by having more shared experiences with my kids in these real-world setting, I have more knowledge about what interests them and more context for creating relevance in their classroom-based learning. Also, the support and investment of the community has been energizing. The community presence in the schools is a powerful tool for both support and accountability. These progressive-thinking people, experienced in other arenas, stimulate my colleagues and me to stay away from a mindset of limitations and think about new possibilities – how we can bring the community to the kids and the kids to the community...

An advisory group member describing the impact of his participation in the academy:

Having coordinated mentors, solicited internship hosts, interviewed students, it is evident that we are able to help students see the relevance and application of what they are learning in the classroom. But beyond the value we are able to provide to the academy by building community partnerships, there is tremendous benefit to our organization. When we mentor students, host an internship or review student projects we are inspired by the energy, passion, and curiosity students approach their work with and reminded of why we went into this profession.

On the next page you will find a Case Study that you can discuss with your group as a way to broach the topic of the school-business culture gap.

PLANNING TOOL #4

Case Study: Bridging the culture gap in the school-community partnership

The Leadership and Service School is a SLC in the middle of its second year of operation and has an advisory group that has been meeting for nine months. Included in the advisory group are representatives from a number of well-respected organizations, including the Institute for Service Learning, the Ethical Leadership Forum, and Braintree College, a local private college.

The nine advisory group meetings have primarily been spent on the following topics: establishing an appropriate regular meeting time, recruiting new group members, understanding the school's vision and structure, trying to set goals, and reacting to the school's immediate needs.

Every month, goal setting is on the agenda as the main discussion topic at the hour and a half advisory group meeting. But every month the school has a pressing need or crisis that takes precedence over long-term planning. One month the teachers asked for money to support a great field trip for the whole senior class. Another month, a group of science teachers were looking for curriculum on ethics and science for a unit coming up the following week. Another month, teachers sought guest speakers for their social studies class to talk about US-Arab relations.

The advisory group has felt somewhat overwhelmed and not sure how to respond to the requests. They don't want to say "no" to the teachers, as they are just developing relationships with them. They also don't want to respond to each request without having a clear sense of their roles and their mission. They keep searching for a guide or a plan to help them understand how to be less reactive and more strategic. Each Advisor is also trying to understand how the school's needs fits with the needs and resources of the particular organization (s)he represents.

The teachers have also felt overwhelmed. Along with teaching new curriculum, taking on new responsibilities as teacher-leaders, and creating new school policies, they are trying to provide unique opportunities for their students. They feel that the advisory group, which is supposed to be helping them with contacts and suggestions, drags its feet at each request they make. They think the advisory group is ineffective and acting "superior" by wanting to understand everything about the curriculum, the students, and their classrooms before going out to find guest speakers and other resources.

At a mid-March staff meeting, teachers get very excited about planning a Day of Leadership and Service for all 200 students in the school for mid-April. One staff member, Yvonne, is charged with finding a keynote speaker and community volunteers and experts to run 8 workshops during the day. Yvonne has not been to any advisory group meetings, and she begins her work by calling the Institute for Service Learning and Braintree College searching for workshop ideas and presenters.

At the early April advisory group meeting, Yvonne presents the idea of the Day of Leadership and Service to the Advisors. She reads the list of 5 presenters who have agreed to attend and asks for the group for help finding 3 more presenters for the event the following week.

Case Study: *Bridging the culture gap in the school-community partnership***Case Study: Guiding Questions:**

1. How do you think the Advisors feel upon hearing Yvonne's request?
2. What do the teachers need from the advisory group, in general?
3. What does the advisory group want from the teachers, in general?
4. What do the teachers and Advisors have in common?
5. What steps might have been missing in the creation of this advisory group?
6. What steps should the teachers and advisory group take next?
 - a. Think about a short-term plan for the Leadership and Service day and a long-term plan for the group for the rest of the year.

Managing Money

MANAGING MONEY

Managing academy and/or school finances can be one of the most daunting tasks for an advisory group. School finance can be chaotic; maintaining a sense of balance and productivity in this atmosphere can be a challenge, and very few volunteers enjoy this aspect of committee work. Nevertheless, **a clear and effective system for raising and tracking funds is essential to the success of the academy/school.**

The following pages will take you through a step-by-step process that uses guiding questions and a budget worksheet to help your advisory group or subcommittee organize your finances and fundraising. **Before proceeding to step one, remove the budget worksheet at the back of this section to help you answer the questions in this section.** As you are answering the questions, keep the following principles in mind:

- **Consistency:** You should have the same person or people looking at the budget and balance sheet on a regular basis.
- **Simplicity:** You want to set up simple, transparent, fail-safe systems.
- **Checks and balances:** You might want to separate the roles of accounting and fundraising.
- **Supplementing vs. supplanting:** You should be mindful about the appropriate role of private dollars in public schools.

EXPENSES & PRIORITIES

Step #1: Itemize and prioritize program expenses.

It is important to identify the resources that are currently needed to support the academy.

Typical budget items for SLCs and academies often include:

- Teacher support
 1. Extra pay for teachers/staff meetings outside the contract day
 2. Summer training/planning
 3. Conferences, workshops, and other professional development opportunities
- Lead teacher release period



One of the necessities of a SLC is teachers having time to work together, integrate curriculum, and coordinate enrichment activities. This is often not possible during the school day. Advocating for teacher collaboration time and/or providing compensation for teacher extra-time will help ensure that this vital collaboration happens regularly.

Experience has demonstrated that SLCs and academies function most effectively when one teacher within the program is given at least one class period to coordinate with external partners, other teachers, students, and parents. This teacher also attends all advisory group meetings and serves as a liaison between teachers and Advisors.

Step #1: Itemize and prioritize program expenses (continued)

- Community-based learning coordination
For a large SLC, mentor and internship recruitment and placement is time consuming and requires some degree of expertise. Some SLCs hire someone to manage and oversee this work.
- Student activities
 1. field trips
 2. job shadows
 3. service learning experiences
 4. career conference
 5. retreats
 6. recognitions/celebrations
- Equipment (for outdoor projects)
- Software and hardware
- Supplies
- Technical assistance

Many SLCs are supported by consultants or contractors who help with anything from curriculum development to computer maintenance. Sometimes these costs are paid by the school, other times the advisory group supports the technical assistance providers.

You must also consider which costs are essential to the continuation of the program. Include teachers when you discuss which elements of the program are vital. Generally, supporting teachers' time to plan and collaborate is paramount. Without that, few of the other activities can take place.

If it is your first or second year, what are the projected costs when the program is fully implemented? Think back to your program design. Will students be taking more or extended trips in their junior and senior years; will you want a graduation ceremony, etc...? Some academies plan ahead by putting a fraction of future costs in the current budget. For example, by the end of the second year, you might need to spend a significant amount to place 30 students in internships. In the first year, why not plan to raise money to place two students in internships, so ramping up to 30 is not as difficult?

The role of private funds in public schools

Raising private funds for public schools comes with some important considerations, including:

Most states are legally required to provide all students with basic or "adequate" education. While the definition of "adequate" is certainly debatable, it certainly seems to suggest that the state should at the, very least, provide teachers, books, safe classroom facilities, and school supplies. When advisory groups begin to raise money for these items, they might be **supplanting** the duty of the school and the state. They also might be setting a dangerous expectation that private money will pay this cost indefinitely.

Instead, advisory groups should think about ways that they can **supplement** school budgets by providing for experiences and events that expand and enrich the basic educational experience. The line between supplementing and supplanting is thin, and advisory groups should look carefully at each budget item with this concept in mind.

FUNDING & FUNDRAISING

Step #2: Identify current funding sources.

Carefully consider all the different sources of funding and be sure to account for in-kind contributions that may have come from the school and/or from technical assistance providers.

Restricted funding sources: Many advisory groups receive grants for specific expenses such as student trips, events, or supplies. The revenue source and the corresponding expenditures should be identified, monitored, and documented appropriately. [See appendix I](#) for guidelines regarding how to be a responsible grantee.

Step #3: Calculate the cost of your top ten priority items, total the current available funding, and subtract to find the total amount to be raised this year.

Step #4: Identify sources of new funding and fundraising activities for the year.

What are the untapped sources for fundraising? Consider the possible sources of funding in the table below. When looking at each source, think about what type of activity could bring you the most income for the least effort (the greatest return on your time), considering you are a group of volunteers. This chart identifies some of the most common types of fundraising activities. Before embarking on any fundraising activity, be sure to clear it with school officials. Districts have different policies about private fundraising.

TYPE OF FUNDRAISING ACTIVITY	BENEFITS	DRAWBACKS
Events	Broadens base of support.	Time consuming; depending on type of event, not a huge financial gain for amount of time.
Corporate Sponsorship	Sustainable, maximum return on time.	Difficult to find; varies greatly by industry.
Grant Writing	Many possible grant sources; any number of grant applications can be completed with the creation of a basic proposal template.	Searching through and narrowing the choices can be time consuming; many SLCs spend too much time writing grants for insignificant amounts of funding.
Direct Mail Campaign	Great as a follow-up to other activities; raises awareness.	As a stand alone, not great for raising large sums of money.
Sales: e.g. magazines	Relatively simple.	Not great for raising large sums.
Student Activities: flea markets, serve-a-thons, etc...	Great way to get students involved and invested.	Not great for raising large sums.

For a complete examination of each of these fundraising methods, please see <http://www.naf.org/resources/NAFResourceCenter/fundraising> or [Appendix J](#).

What fundraising activities are feasible for your advisory group to take on this year?

Consider:

- The size of your advisory group;
- Your experience/success with fundraising to date;
- The culture and unique assets available in your industry, and
- Time and effort spent raising money vs. the return (10 hours spent on a grant application for a \$1000 probably means the ends don't justify the means).

Note: When developing a fundraiser, think beyond your financial goal. Consider other objectives that could be achieved simultaneously (i.e. distributing info about the academy program, recruiting potential internship sites, etc.).

What structures will you put in place (or do you have in place) to ensure that these fundraising activities are effectively implemented? Some advisory groups will utilize their fundraising committee or create an event planning committee that is responsible for organizing and coordinating all the logistics.

What resources exist and should be tapped into and/or coordinated with when providing support to a SLC? Schools, districts, and businesses have organizational infrastructures that should be accessed and/or policies that must be adhered to. This may include specific resources (i.e. copying/printing capacity) and/or policy guidelines (i.e. parameters regarding the appropriate use of private dollars in hiring school positions).

ACCOUNTING & BOOKKEEPING

Once you have established your funding needs and identified people and a plan to tap some funding sources, you will need to put systems in place to track income and expenditures. Before the school year starts, make sure you have satisfactory answers to the following questions:



1. Who manages the resources of the academy/SLC? This could be more than one entity: school, education foundation, parent organization, etc.
2. Who tracks budget versus actual expenses? Tracking budgeted versus actual expenses throughout the school year will help inform modifications to the SLCs budget overtime.
3. Who approves expenditures and at what level of detail? Teachers often do not know how to seek reimbursement for field trip expenditures or supply purchases. Try to create a simple system that allows teachers to be refunded quickly and still includes checks and balances. In some academies and schools, teachers can be reimbursed only up to \$100. Any expenditure over \$100 needs to be approved by the Chair or the finance committee in advance.



The **Public Service Academy (PSA)** at **Franklin High School** raises about half of its yearly revenue from a fundraising breakfast. The event, which is in its fourth year, has grown in size from 40 people to more than 100, and the net income has tripled. The PSA's other sources of funding includes: a three-year federal grant, a substantial gift from an individual, a gift from the high school's Alumni Foundation, and small grants that fund a student retreat and field trip to Olympia.

The **InfoTech Academy** at **Cleveland High School** has relied primarily on grants from large technology companies and their philanthropic arms, a strategy that makes sense, given Seattle's tech-rich landscape.

4. Who reports to the advisory group? Depending on your program expenses, you may need to have quarterly reports from the school fiscal clerk or the district accounting office in order to stay current on program expenditures. Once you have a sense of how the money is managed, consider documenting the process and sharing it with all parties involved.

Note: Despite the challenges of tracking school finances, don't be afraid to get the academy's fiscal house in order. Once the advisory group has a good handle on the finances, define a set of clear, consistent accounting systems replete with checks and balances and regular review and reporting.

PLANNING TOOL #5: FUNDING WORKSHEET

STEP ONE: Itemize and prioritize program expenditures.

Make a list of expenses for this school year using the suggested expenses and/or adding your own. Then rank these expenditures in priority order from first to last. *The first entry is an example.*

Description of expense	Cost	Priority rank	Notes
Student retreat	\$2,500	3	all sophomores go on a weekend camping trip at the beginning of the year
Teacher Support			
Lead teacher release time			
Extra time for planning			
Professional development			
Student Activities			
Mentor/intern coordination			
Field trips			
Retreat			
Recognition events			
Career conference			
Supplies & misc.			
Hardware			
Software			
Equipment for projects			
Printed materials			
Postage			
Other (add your own)			

PLANNING TOOL #5: FUNDING WORKSHEET

STEP TWO: Identify all existing funding sources for this year.

Funding source	Amount	Notes
Grants		
Individual donors		
School budget		
Corporate Partnerships		
Fundraising events		
Others:		

NOTE: Be sure to include any expense that is covered by restricted funding. Cross that expenditure out on the chart above. Cross out that item on the resource list also. Adjust priorities if necessary.

STEP THREE: Do the math - calculate the cost of your top ten priority items, total your available funding, and subtract to find the total amount to be raised this year.

Cost of top ten priorities	<input type="text"/>
Total available funding	<input type="text"/>
Amount to be raised this year	<input type="text"/>

STEP FOUR: Once you have calculated the amount to be raised, [see pages 33 and 34](#) and discuss questions 1-4 to determine fundraising activities for the year.

Maintaining an Active Advisory Group

MAINTAINING AN ACTIVE & EFFECTIVE ADVISORY GROUP

AN ENGAGED CHAIRPERSON



The chairperson is instrumental to the success of an advisory group. Selecting the chairperson and putting a system in place to support his/her leadership – including a clear term of service – might be one of the most important factors in advisory group success. A sample job description for the Advisory Chair can be found in [appendix F](#).

ONGOING RECRUITMENT/VOLUNTEER MANAGEMENT

Because the advisory group is made up of volunteers, put systems in place that account for the inherent instability of a volunteer group. Those systems might include:

- A term of service
- A defined role for each advisory group member
- Opportunities for group members to evaluate the program and their participation in it
- Appreciation events for advisory group members

HIGH QUALITY COMMUNITY BASED LEARNING

One of the most compelling aspects of an academy or themed school is the relevance – linking school work with skills and experiences outside the classroom. Therefore, one of the most important roles of a committee is helping teachers secure community-based learning opportunities for the students.

A comprehensive list of community-based learning experiences, with definitions, is provided in [appendix K](#). This list should help your group determine what types of experiences you would like to provide. Some organizations that support academies, such as the National Academy Foundation and the Career Academy Support Network, recommend a progression of community-based learning opportunities that looks something like this:

- **Sophomore Year**
 - Field trips
 - Guest Speakers
 - Job Shadows
- **Junior Year**
 - Mentorships
 - Internship (summer after junior year)
- **Senior Year**
 - Relevant work or culminating projects

Don't feel that you have to follow this list exactly; here are other suggestions for providing high quality experiences for students:



The **Public Service Academy (PSA)** at **Franklin High School**

structures much of its curriculum and outside experiences around service learning.

Everything from the retreat at the beginning of the year to their trip to the state capitol is infused with a service component.

The Maritime Academy owns a boat that was donated by one of its community partners. Much of the community-based learning occurs on Puget Sound.

MAINTAINING AN ACTIVE & EFFECTIVE ADVISORY GROUP

- **Identify key experiences for your industry.** Each industry is unique. Be sure to capitalize on those unique aspects of your industry or theme, rather than assume that a standard approach, as described above, is appropriate for your students or your group.
- **Support students' graduation requirements (those relevant to community based learning).** These vary from state to state but may include:
 - Culminating project
 - Service learning requirement
 - Career and Technical (Occupational) Education credit
- **Ensure students are well-prepared for their experiences in the community.** [See appendix L](#) for resources on linking field experiences to the classroom and preparing students for job shadows, internships, and service opportunities.
- **Collect and use student and staff feedback to improve the effectiveness of your support.** Your participation in an advisory group provides a powerful opportunity to make an impact on students' lives. The priorities you set as an advisory group should be informed by input from students and staff. In [appendix M](#) you will find a sample student survey developed for seniors graduating from the HEAL Academy at Cleveland High School.
- **Work closely with the school-to-career or Career and Technical Education department in your district.** The role this department plays in each community varies, but most career and Technical Educators can offer many resources and expertise to support community based learning. Most departments have the following:
 - Documentation of community-based learning procedures
 - Knowledge and paperwork for essential logistical concerns such as buses, liability issues,
 - Existing trainings for employers and/or students preparing for internships
 - Connections with industry partners through career pathways
 - Expertise in teaching career-related skills
- **Contact your local Chamber of Commerce.** Many Chambers are also directly involved in school-to-career activities and have resources to support student activities and community partnerships.

STAFFING

As mentioned in preceding sections of this toolkit, paid staff can provide essential support for the advisory group.

This staffing can take many forms, including:

- An academy manager, paid for by the school district, as required by the National Academy Foundation academies
- A coach from a national or local organization like the Small Schools Project or the Career Academy Support Network
- Advisors from the district's Career and Technical Education department
- Advisors from a local education foundation or Chamber of Commerce
- A contracted or part-time employee of the academy or school

MAINTAINING AN ACTIVE & EFFECTIVE ADVISORY GROUP

These advisors could have various roles, including:

- Assisting with advisory group and academy/school start-up
- Serving as fiscal agent
- Assisting with event details for field trips, site visits, etc.
- Coordinating internships and mentorships
- Grant writing and other fundraising support

If you are starting an advisory group and are unsure where to turn for staffing assistance, first try your Career and Technical Education department and/or your local Chamber of Commerce. For more ideas, [see appendix E](#).

DOCUMENTS AND DOCUMENTATION

Documentation that advisory groups need for maintenance and continuity falls into three categories:

1. **Advisory Group records** can include minutes, rosters, and agendas, budgets, as well as important correspondence from funders and partners and should be kept in a central location.
2. **SLC Literature** can include brochures, program descriptions, and grant applications. These should also be in a central location, both the hard and electronic copies, and should be updated each year. Since programs change the most dramatically in the first three years, you should be sure to revise and update more often at the beginning. This category also includes the web site, which should be updated regularly. Using a web site in lieu of brochures is a great way to reduce printing and mailing costs.
3. **Event and activity records** include descriptions of the advisory group's vital activities: internships, culminating project, retreat, graduation, field trips, etc. These records are crucial as different Advisors or teachers may be in charge of running an event in any given year. Also, descriptions and details of these activities are also important for grant writing and reporting. These records should probably be stored in hard copy at the school. [See appendix N](#) for sample advisory record of work.

ACTION-ORIENTED MEETINGS

A good meeting is a little bit like a good football game:

1. **The coaches and team arrive prepared: Have an agenda.** Every good meeting needs an agenda, ideally not one thrown together at the start of the meeting, though sometimes those will suffice. A thoughtful agenda that covers enough –but not too much – ground is great preparation for a successful meeting.
2. **There are referees and timekeepers: Keep track of time.** Make it a habit to start and end on time, and you will be amazed at how few people show up late. Continually check in on the agenda to make sure you are moving through it at a reasonable pace.
3. **Forward momentum is key to scoring: Keep the meeting action-oriented.** If you backtrack and rehash topics month after month, the Advisors will lose the sense that any progress is being made. Often in schools issues do have to be negotiated and



MAINTAINING AN ACTIVE & EFFECTIVE ADVISORY GROUP

renegotiated; see if progress can be made between meetings or schedule conversation with the integral parties before or after the advisory group meeting.

After a long discussion, reiterate the action items that emerged. At the end of the meeting, recap the major actions to occur before the next meeting.

4. **All players are essential to ensure forward progress. Engage and involve everyone.** Try to include all Advisors in discussions, asking each to contribute to meetings and activities in his/her own unique way. Everyone should feel included.

Evaluation and Assessment



EVALUATION AND ASSESSMENT

Strive for an annual evaluation of both the academy/school and the advisory group. These reviews can be an invaluable tool for maintaining an effective advisory group and school program. As with financial management and fundraising, most groups recognize the value of assessment but struggle to implement a strategic annual review of the program. The following tools should make that annual review relatively straight forward.

ACADEMY/SMALL LEARNING COMMUNITY EVALUATION

Implementing an academy is a process. Improved student performance is an outcome. The first is a means to the second. While it is important to assess both, the emphasis changes over time. Initially the most important matter is high quality implementation. Over time the focus becomes whether this leads to improved student outcomes. The chart below illustrates this relationship and should lead you to ideas about what types of evaluation and assessment are needed and when.

Suggested Stages of Evaluation (*Excerpted, with permission, from the Career Academy Support Network website*)

	Academy Start-Up (Years 1 & 2)	Academy Implementation & Refinement (Years 3 & 4)	Academy Fully Operative (Years 5 & beyond)
Outcome Data:	Supply useful information to program developers to guide strengthening program; focus on attitudes, objectives and perceptions of students and teachers.	Shift to "harder" data about what is working for whom, ideas students and teachers have for modification.	Develop suggestions for "fine tuning" based on all evidence.
	Determine measures that will be used (see below * for more detail); collect baseline data	Continue collecting data while building system for ongoing monitoring of effectiveness.	Collect, analyze and report outcome data to measure effectiveness. Monitoring system impact.
Process Documentation:	Record start-up efforts, concerns, obstacles, lessons learned.	Create systems to document the implementation process and strategies selected.	Produce guide for managers who might want to replicate in other locations.

Student Data*

What should you collect, and how should you analyze it? Three types of data to think about:

- Demographics
- Academy experience measures
- Outcomes

The first of these lets you assess the student makeup of the academy and whether it reflects the profile of the host high school. Research suggests that academies do best when they do reflect this profile, rather than focusing exclusively on students at one end of the spectrum.

The second category lets you assess whether academy classes are restricted to academy students, whether academy students are taking the full complement of academy courses, and whether academy community-based learning programs are having their intended impact. Experience suggests that academies do better when they meet these goals. These are both measures of implementation available through use of student data.

The third category pertains to student outcomes, or using student data to measure whether the academy has had an impact on student performance. Suggested indicators, categories of such data, include: attendance, retention in school, credits earned toward graduation, grade point averages, standardized test scores, on-time graduation rates, and college admission. There are a number of ways you can choose to collect and analyze this data, including:

- Compiling snapshots over time, for an individual academy. This indicates whether the *program* is improving from year-to-year.
- Comparing year-to-year changes for individual students or cohorts of students. This indicates whether *students* in the academy are improving over time.
- Relating academy program characteristics to student performance. This indicates whether variations in the program elements lead to improvement or not.

This is another area in which the assistance of staff or consultants could be valuable at first. Staff can work directly with the school district to collect pertinent data and then lead the advisory group and teachers in a discussion and analysis of the findings.

ADVISORY GROUP EFFECTIVENESS

On the next page you will Planning Tool #6 to help your advisory group evaluate its effectiveness. [Appendix O](#) provides a more comprehensive assessment, tailored specifically for career academies, that allows you to rate the quality of program implementation and advisory group effectiveness. [Appendix M](#) offers a sample student survey, which can be used to identify the strong program components and inform future modifications.

This document is designed to give Advisory Groups an opportunity to assess their strengths and weaknesses and assist with strategic planning for the coming years. Please rate the following aspects of your group on a scale of one to five (one is low; five high). After each group member completes the questions, you should discuss the results as a group, and structure strategic planning activities around enhancing areas of weakness.

Vision/mission statement (Well-articulated, commonly-held, often referred to) COMMENTS	1	2	3	4	5
Overarching goals of the Advisory Group (Connected to the mission, concrete, measurable) COMMENTS	1	2	3	4	5
Structures					
Regular meeting schedule	1	2	3	4	5
Sub-committees to support goals	1	2	3	4	5
Defined/sustainable leadership positions COMMENTS	1	2	3	4	5
Membership					
Composition of Advisory Group (diverse, representative)	1	2	3	4	5
Commitment, involvement, and support	1	2	3	4	5
Recruitment and addition of new members COMMENTS	1	2	3	4	5
Communications					
Internal (meeting announcements, notes, etc.)	1	2	3	4	5
External (marketing, public relations, website, etc.)	1	2	3	4	5
Website COMMENTS	1	2	3	4	5
Fundraising					
Sustainability of revenue-generating events	1	2	3	4	5
Diversity of funding sources COMMENTS	1	2	3	4	5

Financial planning/budgeting/accounting COMMENTS	1	2	3	4	5
Relationships With teachers With school administration With parent community COMMENTS	1	2	3	4	5
Connection of Academy to school's Transformation Plan COMMENTS	1	2	3	4	5
Recruitment of industry contacts for student placement in community-based learning opportunities (job shadows, guest speakers, etc.) COMMENTS	1	2	3	4	5
Internship selection and placement program COMMENTS	1	2	3	4	5
Integration of community-based learning and other projects within curriculum COMMENTS	1	2	3	4	5
Recruitment of incoming students COMMENTS	1	2	3	4	5

TOTAL SCORE: _____

ADVISORY GROUP STRENGTHS:

[Empty box for writing strengths]

AREAS FOR GROWTH:

[Empty box for writing areas for growth]

Frequently Asked Questions

FREQUENTLY ASKED QUESTIONS

WHAT IF NO ONE WANTS TO BE THE CHAIR?

There are a few options that might make it more enticing for someone to be the Chair. The best is to have a formal or informal agreement about the length of the term and identify a successor at least half-way through the term of service. Many boards of directors have the Chair, past Chair, and incoming Chair all working together. This makes the leadership responsibility somewhat less daunting. Another option, though less desirable, is to have Co-chairs. Shared leadership can be a challenge especially with meeting facilitation, so if you do opt for Co-chairs, you may want to identify particular leadership roles for each of the two Chairs.

Sometimes group members do not volunteer to be Chair because they haven't been asked directly. The principal, a staff person, or the lead teacher would be ideal candidates for making the request to a potential Chair. Very few people volunteer by raising their hand, but find it much harder to turn down a personal request.

OUR GROUP IS JUST GETTING STARTED, AND EACH MONTH DIFFERENT PEOPLE SHOW UP FOR THE MEETINGS; WE HAVE NO CONTINUITY AND CAN'T GET ANYTHING DONE. WHAT SHOULD WE DO?

This is a common problem. The best thing you can do is just keep meeting at regularly scheduled times. It is frustrating to rehash and re-explain at every meeting, so don't do it. Don't bemoan the lack of attendance at the meeting. Forge ahead with the agenda and follow up with people after the meeting. Ask them to give you a straight answer about their availability.

Also, be sure that each attendee leaves each meeting with a specific role or task. If there is no Chair, identify someone, at least in the interim, to serve in that role.

SHOULD THE ADVISORY GROUP PAY FOR TEACHER TIME?

Teacher pay is a basic responsibility of the school and the state. However – paying for the time necessary to develop a SLC is often beyond the reach of school budgets. Advisory groups that are interested in high quality programs usually do find a way to pay teachers for extra time to collaborate and work on academy curriculum and planning. We urge advisory groups to negotiate agreements with the school about phasing out the extra-time pay. If no such agreement is forthcoming, an advisory group should think carefully about how any teacher pay it assumes will be sustained over time.

WE CAN'T KEEP THE FINANCES STRAIGHT. IT'S TOO CONFUSING. WHERE DO WE TURN FOR HELP?

If following the five steps in this toolkit still doesn't get you there, you need to determine what, exactly, is the difficulty. It is likely one of three things:

1. You can't get clear accounting from one or more of the organizations that is holding your money; too many organizations are holding the money and their accounting doesn't sync.
2. No one is looking at the budget on a regular basis and therefore the picture is getting fuzzy between meetings, or
3. No one is keeping track of expenditures.

Try to get clear on what the problem is and then commit a sub-committee to solving it and reporting back to the full advisory group.

WHAT IF TEACHERS MONOPOLIZE THE MEETINGS OR TALK ABOUT TANGENTIAL MATTERS FREQUENTLY?

Remember that many teachers spend their days talking to or directing a classroom full of people. Participating in a more collaborative way at the end of the school day might seem counter intuitive.

FREQUENTLY ASKED QUESTIONS

Teachers also often want advisory groups to really understand what life is like in the classroom, and therefore talk about daily minutiae. So, there are a number of options here:

1. Ask if you can sit in on the teacher's class sometime and/or meeting with him or her at the school before the advisory group meeting. See if this ameliorates the need to talk during the meeting;
2. Set a very tight agenda and write the amount of time to be spent on each topic on the agenda, or
3. Have a regularly scheduled amount of time during which the teachers do their presentations (i.e. – the first 15 minutes of every meeting).

Most importantly, stick to a standard way of operating and everyone will make adjustments.

Appendix

LIST OF APPENDICES

* Appendix A	Resources for Starting a New School or Academy	53
* Appendix B	Sample Academy Program Description	54-55
‡ Appendix C	Sample Advisory Recruitment Letter	56
§ Appendix D	Research and Resources: Benefits of School-Community Partnerships	57-58
‡ Appendix E	Resources for Finding Staffing Assistance	59
‡ Appendix F	Sample Advisory Chair Description	60
‡ Appendix G	Sub-Committee Descriptions	61
‡ Appendix H	Sample Advisory Committee By-laws	62-63
§ Appendix I	How to be a Responsible Grantee	64-65
§ Appendix J	Fundraising	66-68
§ Appendix K	Community-based Learning Definitions	69-70
§ Appendix L	Community-based Learning Resources	71
* Appendix M	Sample Survey for Academy Graduates	72
‡ Appendix N	Sample Record of Advisory Work	73-74
* Appendix O	Academy Program Evaluation	75-80
‡ Appendix P	Advisory Group Parameters	81

* *Academy/SLC Program*

‡ *Advisory Committee*

§ *Resources and Guidelines*

APPENDIX A

Resources for Starting a Small School or Career Academy

www.thisnet.org

ThisNET is an online resource designed to connect thematically-focused schools across the country and to provide educators with support and ideas for their successful development and implementation.

www.naf.org

The mission of the National Academy Foundation (NAF) is to sustain a national network of career academies to support the development of America's youth.

<http://casn.berkeley.edu>

The Career Academy Support Network is a comprehensive resource for the growing number of SLCs and Career Academies in high schools across the United States. These programs organize instruction in academic subjects across the United States. These programs organize instruction in academic subjects around a theme that enables students to fulfill requirements for college entrance while learning how their academics relate to something outside the high school.

www.smallschoolsproject.org

The Small Schools Project is a resource for teachers, principals, administrators, parents and community members who are part of a SLC or want to start one.

APPENDIX B

Sample Academy Program Description

John Stanford Public Service and Social Action Academy Program Overview

Definition of a Career Academy	A high school career academy is a “school within a school” in which a cohort of students take half of their classes together as a group. The curriculum organizes instruction in academic subjects around an industry or occupational theme - for example, health, finance, computers, media - and allows students to fulfill requirements for college entrance and acquire work-related skills. Academy teachers work together as a team to coordinate the program, stay in touch with parents, and involve employers who support academies in various ways including provision of adult mentors and internships for students.
History of the John Stanford Public Service and Social Action Academy	The impetus for founding the Public Service and Social Action Academy came from King County public officials concerned that government at all levels needs competent and well trained new employees. It was inspired by its namesake, the late, visionary Seattle Schools’ Superintendent John Stanford. The Henry M. Jackson Foundation generously provided start up funds. The John Stanford Public Service and Social Action Academy is now beginning its fourth year of operation at Franklin High School. It serves 150 students, 50 each in grades ten, eleven and twelve. With its focus on public service in the context of a SLC, the Academy is also a proven method of motivating and educating students disaffected with the large, comprehensive high school.
Goals of the Academy	The John Stanford Public Service and Social Action Academy has four major goals: <ul style="list-style-type: none">• To provide a challenging, integrated academic curriculum that prepares students for college;• To introduce a diverse group of students to the dynamics of public service (defined as government at all levels and the non-profit sector);• To create and nurture an ethic of service; and• To empower young people for community involvement and civic action.
Academy Students	Franklin High School serves a diverse population of 1,600 students from South Seattle’s neighborhoods. Eighty percent are students of color, with African American and Asian American students comprising roughly thirty percent each. Nearly a third of the students qualify for free or reduced lunch, an indicator of poverty, and just fewer than 10% of students do not have English as a first language. Academy students are predominantly African American, Asian, and Latino. Economically and academically, they represent a cross section of the school at large.

APPENDIX B

Sample Academy Program Description (continued)

<p>Public Service and Social Action Academy Program</p>	<p>Franklin High School students take six courses each year. Students enrolled in the John Stanford Public Service take half of these courses - social studies, language arts, and a technical course - in the Academy.</p> <p>The Academy's technical courses change each semester. Offerings include:</p> <ul style="list-style-type: none"> • Youth Leaders of Promise • Urban Issues • Computer Applications <p>Field experiences, which introduce students to public sector jobs, include:</p> <ul style="list-style-type: none"> • A Career Conference hosted by Seattle University during which students interact with panels of professionals from law enforcement, environmental protection, public health, and transportation. • Mentors: Each student is paired with an adult in the public service sector who guides the student's community learning experiences. • Olympia field trip: Academy juniors are introduced first-hand to state government. • Paid internships: Academy juniors participate in 6-8 week paid internships. • Washington D.C. field trip: Academy seniors are introduced first-hand to national level public service. <p>Academy students complete many service learning projects, including a research-based culminating project that meets a community need.</p>
<p>Role of the Academy Steering Committee</p>	<p>Each Seattle Public Schools Academy is linked with and supported by the community through a steering committee comprised of community volunteers. Members of the steering committee:</p> <ul style="list-style-type: none"> • Serve as industry advisors to the teacher team and help shape the program; • Provide workplace learning experiences, such as classroom speakers, field trips and job shadows; • Develop industry-specific internship opportunities; and • Help secure financial support for the Academy.
<p>PSA Steering Committee Members</p>	<ul style="list-style-type: none"> • Jeffrey Anderson, Associate Professor of Education, Seattle University • Bill Basl, Executive Director, WA Commission for National and Community Service • Bruce Bivins, Assistant Principal, Franklin High School • David Broom, City of Seattle; Steering Committee Chair • Jerry DeGriek, City/Schools Liaison Strategic Planning, Office for Education • David Della, Councilmember, Seattle City Council • Richard Gartell, Executive Dean, Continuing Ed & Economic Dev, SSCC • Lynn Livesley, Special Projects Director, Fremont Public Association • Kathleen Oglesby, Labor Liaison, King County Government • Lucy Steers, Municipal League of Seattle • Rory Westberg, Superintendent, Seattle Support Office, National Park Service

APPENDIX C

Sample Advisory Recruitment Letter

Dear _____,

I'm writing to invite you to join me in serving on the community advisory board of an exciting "small school" learning community at Cleveland High School. We support (who we hope will be) the next generation of environment and health professionals, and we have a pretty darn good time, too!

The Health, Environment, and Life Academy (HEAL) is now going into its third year of existence.

There are many special things about HEAL:

HEAL is small (about 150 students) – The Bill & Melinda Gates Foundation and other social investors are supporting small learning communities like HEAL because they recognize that they encourage and foster a creative, supportive, and responsive learning environment for both students and teachers. We whole-heartedly agree!

HEAL has a focused curriculum – The HEAL curriculum is grounded in real-world environmental health and environmental justice challenges. This context helps motivate students and teachers and ensures that teaching and learning remain relevant, current, dynamic, and hands-on. Students and teachers choose to participate in HEAL.

HEAL is diverse – There are many races, ethnicities, backgrounds, cultures, and perspectives represented in the HEAL learning community. HEAL's diversity presents unique challenges and unique opportunities. We work with parents, teachers, students, and other community members to overcome challenges and maximize opportunities.

Our role as an advisory board is to:

- Design, organize, and/or facilitate professional development opportunities for teachers
- Provide or facilitate curricular support for teachers in areas of our interest and expertise
- Provide or facilitate "real world" experiences for students, including job shadows and internships
- Advocate for the SLC approach and for the resources necessary to implement this approach well
- Assist in amplifying and disseminating HEAL success stories

Our time commitment and tenure:

- We meet for 90 minutes once a month (the 4th Tuesday of every month at 3:30 p.m.)
- We also plan and participate in occasional special events such as a school Health Fair or Earth Day outing
- We request at least a two-year commitment and invite renewal at the close of this tenure

I would be honored and delighted if you were interested in joining the HEAL learning community as an advisory board member! We are also looking for community members interested in working with us on discrete projects throughout the year, including field trips, job shadows, and internships.

I will call you in a week or so to check-in with you and answer any questions you may have!

Sincerely,

HEAL Advisory Committee

APPENDIX D

Research and Resources: Benefits of School-Community Partnerships

RESEARCH

Student Benefits

National research has demonstrated that students who are able to pursue applied learning opportunities in the community are more likely to graduate from high school, to move on to college or other postsecondary school, and to find a job (JFF, 1998). A study by national organization Jobs for the Future (JFF) of students who participated in ProTech, a school-to-career program developed by the Boston Private Industry Council and Boston Public Schools, indicated that those students, and African-American students in particular, benefited from the program in measurable ways. The students in particular, benefited from the program in demonstrable ways. The study found that in addition to helping students academically – through higher graduation rates and higher rates of postsecondary education – school-to-career programs also appeared to improve the earnings of young people and gave students lasting skills to which they attributed future success.

Another study, conducted by the Institute on Education and the Economy at Teachers College at Columbia University, supports these findings (Hughes, 2001). That study found that school-to-career programs support academic achievement; students in those programs maintain good grades and take difficult courses, stay in school and graduate, and are prepared for college. The report noted a particular advantage held by students who have accumulated experience in the workplace and community during high school: these students, the report notes, are better able to articulate their career interests and their goals for the future.

Service-based learning in the community has also been shown to increase, among other things, students' academic performance, level of personal and social responsibility communication skills, and positive work orientation attitudes and skills (Wieler, LaGoy, Crane and Rovner, 1998; Wiler, et al. 1998).

Employer and Community Benefits

Research on community-based learning programs across the country indicates that employers have multiple incentives for participating in such programs. From a civic perspective, employers can feel confident that such programs are working to improve the academic achievement of their students (see review above). Aside from this primary goal of enhancing student achievement, businesses also see economic benefits to their participation in community-based learning programs.

Economic Incentives

- Higher productivity from graduates of community-based learning programs than among other new hires (National Employer Leadership Council, 1999)
- Tax credits or wage subsidies for participation (Hershey et al. 1997)
- Improved employee recruitment (Bassi and Ludwig, 2000; Hughes, 1996; Lynn and Wills, 1995)
- Demonstrated returns on investments related to student productivity and output (Linnehan, 1996; Metis Associates, 1999; National Employer Leadership Council, 1999)

Non-Quantified Business-Related Incentives

- Positive public relations for the company, which allow it to demonstrate a civic-mindedness and provide a community service (Lynn and Wills, 1994).
- Improvement in productivity and morale among current employees, through the mentoring and participation experience (Bassi and Ludwig, 2000; National Employer Leadership Council, 1999).

APPENDIX D

Research and Resources: Benefits of School-Community Partnerships (continued)

- Improved relationships with community (Billig and Conrad, 1997, 1999; Weiler, et al., 1999; Melchior, 1999).

RESOURCES

National Academy Foundation (NAF) – Benefits to Involvement

www.naf.org/cps/rde/xchg/SID-3F57E0FB-30E33EDD/naf/hs.xsl/330.htm

Employer Participation Model: Connecting Learning and Earning

Published by the National Employer Leadership Council in 1996, this publication highlights the benefits of employer involvement in work-based learning programs, such as increasing the pool of qualified applicants to meet workforce demands, reducing the cost of employee recruitment, selection, and training, and enhancing the company's reputation and the employees' morale. To download a copy, go to: www.nelc.org/aboutnelc/epm/epm.cfm.

Foundations for Life: A Blueprint for Better Business and Stronger Communities Through School-to-Work

Published by the National Alliance of Business in 1996, this guide is designed to show businesses how school-to-work can benefit students, business, and the community. To download a webpage summary and instructions on how to obtain the guide, go to www.nelc.org/resources/nelcnabpubs/schooltocareers.html.

APPENDIX E

Technical Assistance

Local Education Foundations

www.publiceducation.org

National Academy Foundation

www.naf.org

Career Academy Support Network

<http://casn.berkeley.edu>

Chambers of Commerce

www.uschamber.com/chambers/chamber_directory.asp

Intermediary Organizations

www.intermediarynetwork.org

APPENDIX F

Sample Advisory Chair Description

Academy Advisory Board Chair Description

Responsibilities

- Convene and run regularly scheduled meetings
- Monitor progress on action-items between meetings
- Ensure important tasks are assigned and covered, including:
 - Note-taking
 - Agendas and meeting reminders
 - Budgeting and accounting
- Ensure committee structures exist to meet academy goals and support teacher/student needs, including:
 - Community-based learning
 - Volunteers and volunteer management
 - Fundraising and resource development
 - Curriculum support and expertise
- Ensure the committee maintains vital connections to the "industry" through
 - Recruiting
 - Networking
 - Support of committee members
- Be aware of activities of contractors, if appropriate.
- Be available to discuss advisory group needs and concerns with academy teachers and/or advisors.

Desired skills and qualities

- Good organizational skills
- Strong facilitation skills
- Capitalizes on individuals strengths
- Understands the complexities and boundaries when working in a school culture
- A sense of humor

APPENDIX G

Sub-Committee Descriptions

Reprinted with permission from the National Academy Foundation

Recruitment Committee

- Establish a recruiting plan in cooperation with the Academy Director/Manager.
- Organize a Speakers Bureau to have people available for school recruitment visits, parent conferences, and recruitment assemblies.
- Assist in the development of recruitment material (flyers, slide shows, videos, brochures or other communications materials).

Internship/Mentoring Committee

- Assist in locating and evaluating potential internship positions.
- Review internship experiences annually to ensure quality experiences for the students.
- Assist in the development of a pre-internship orientation program for students and internship providers.
- Provide recognition experiences (i.e., awards, certificates, etc.).
- Develop a student career shadowing/mentor program.

Industry Education/Curriculum Committee

- Review curriculum and recommend changes in light of industry trends.
- Provide opportunities during the school year for teachers and students to become familiar with the industry (i.e., site visits, seminars, speakers, industry training programs, conferences, trade shows, etc.).
- Provide on-the-job, curriculum-related experiences for Academy instructors.
- Collect and make available classroom sets of materials relevant to Academy courses.

Public Relations Committee

- Develop an annual Academy public relations plan.
- Assist in the preparation and the distribution of media materials. (Companies may be willing to provide in-kind contributions to this effort.)
- Develop a local media list including the names, addresses and phone numbers of print and electronic journalists, business associations, industry related organizations, etc.
- Invite members of the media to Academy activities.
- Assist in the promotion of special Academy activities (i.e., graduation, awards, ceremonies, student competitions, etc.).

Fundraising and Scholarship Committee

- Establish fundraising and scholarship goals on an annual basis.
- Assist in the organization and implementation of fundraising activities.
- Solicit corporate support through personal meetings, professional associations, direct mail and other avenues.
- Establish application and selection procedures for scholarships and graduation awards.
- Plan appropriate award/graduation/presentation ceremonies with the Academy Director/Manager.

Community-based Learning Committee

- Help teachers find connections to service learning activities.
- Recruit guest speakers.
- Work with teachers to develop a pathway of field experiences.
- Recruit judges for student-exhibition panels (culminating projects).
- Participate directly in student community-based learning activities.

APPENDIX H

Sample Advisory Committee By-Laws

By-Laws of Advisory Committee Media and Communications Academy at Seashore High School Seashore School District

ARTICLE I. NAME

The name of this organization shall be the Media and Communications Advisory Group for the Media and Communications Academy (MCA) within Seashore High School, Seashore School District.

ARTICLE II. PURPOSE

The purpose of this Advisory Group shall be to involve members of the Media and Communications communities in the academic and practical educational experience of students enrolled in the Media and Communications Academy and to advise and assist its teachers in achieving a unique learning environment with a core specialization in media and communications.

ARTICLE III. MEMBERSHIP

The Advisory Group shall consist of about 20 members representing a balanced and broad range of professions from the media and communications industries, government agencies, and academic institutions. One member should be a representative from a parent organization. Any member or teacher can nominate a person for membership to the group. Approval is subject to simple majority vote of the group members present at any regularly scheduled meeting. Terms of appointment are indefinite as long as the member remains interested and active. If any member misses three (3) consecutive scheduled meetings without prior notification, an e-mail will be sent to the member from the group to inquire about their continuation of their appointment. Each member is expected to become knowledgeable about MCA, serve on one subcommittee, actively seek opportunities within their institutions or industries for mentorships and internships for MCA students, and seek funding support for the MCA from the media and communications industry.

ARTICLE IV. OFFICERS

The Advisory Group will have three (3) elected officers composed of chair, vice chair, and secretary and one (1) appointed officer, treasurer. The three elected officers will serve for three terms starting as secretary in their first year, advancing to vice chair in their second year, and chair in the last year. The four officers and chairs of any standing subcommittees will serve as the executive committee. The executive committee will only meet to conduct urgent Advisory Group responsibilities between normally scheduled meetings. In addition, the executive committee shall develop a slate of candidates for the annual election of officers.

ARTICLE V. SUB-COMMITTEES

- A. *Standing Sub-Committees*: the chair may appoint standing sub-committees as necessary. These committees shall include, but not be limited to:
1. Community partnership
 2. Curriculum advisory
 3. Finance
 4. Fundraising
- B. *Ad Hoc Sub-Committees*: the chair may appoint ad hoc sub-committees to accomplish specific tasks outside the standing Advisory Group purview.

ARTICLE VI. MEETINGS

The Advisory Group shall meet the first Monday of each month during the normal school year. A quorum shall consist of the membership in attendance at any normal school year. A quorum shall

APPENDIX H

Sample Advisory Committee By-Laws (continued)

consist of the membership in attendance at any normally scheduled meeting. Approval of the actions shall be simple majority of those present. Record of the meeting shall be kept for each regular meeting.

ARTICLE VII. AMENDMENT

These by-laws may be amended at any duly constituted meeting of the Advisory Group by a two-thirds voted of the members present.

APPENDIX I

How to be a Responsible Grantee

Know the grant

- All partners should understand how, and for which activities, grant funds can be used and how they cannot be used.
- The grant proposal serves as the scope of work.
- A formal contract, when there is one, will come from the grantor and should spell out report requirements, key dates, and any specific stipulations for communications or activity modification.
- There should be a process for modifying grant activities:
 - Under what circumstances can activities be altered?
 - Who needs to be involved in a decision to make a change?
 - Who will make the final decision?
 - Who will communicate with the grantor?
 - Who will communicate with the rest of the project stakeholders?
- Grant activities should never be modified without consulting grantor's program officer.
- The official grantee should sign the contract and send appropriate thanks/acknowledgement to the grantor.
- Grantors will usually be clear about if and how they would like their organization to be acknowledged in printed materials and publicity. Read and follow their policy.

Know who is responsible for what

- Clarify internally who is responsible for:
 - Accomplishing which pieces of the grant-funded work
 - Ensuring that all parties are up to date and on track with grant goals
 - Communicating with grantor
 - Making spending decisions/spending grant funds
 - Reporting on which pieces of the grant-funded work
 - Submitting narrative reports
 - Accounting/fiscal reporting
 - Invoicing for specific pieces of work/purchases
 - Disbursement of funds
 - Anything else

Know the project leads from each partner agency

- The project leads are responsible to their agencies and to the project team for making sure that a plan is in place to ensure expectations are met.
 - Leads should review grant goals with all partners upon receipt of the contract and establish a regular check-in process
- Partner agencies could include
 - District
 - School
 - Community partners
 - Others

Know reporting requirements

- Each grant will have specific reporting requirements. These will be spelled out in the grant contract, which usually comes with notification of the grant award.
 - Reporting requirements should specify:
 - To whom and in what format reports should be submitted
 - When reports should be submitted
 - What needs to be included in reports

APPENDIX I

How to be a Responsible Grantee (continued)

- Almost all grantors require a *summative/final report* and some require reports to be submitted on a quarterly or semi-annual basis. Reports commonly include *progress on project activities, accomplishments, challenges, and a financial update*. Some funders also require external evaluations.

Know key dates

- When does the funding period start and end?
- By when must funds be expended?
- When does evaluation need to start and when does it need to be completed?
- When are various reports due to grantor?
- When are various support materials due to grant steward?
- When are new proposals due to current grantors?

Know how to access the money

- How should invoices be submitted for the quickest processing?
- To whom should invoices for reimbursement be submitted? By when?
- Make sure contracts are understood and signed up front for any “contracted service” agreements.
- Keep a journal, log and/or copies of all personal expenses and invoices.
- Make sure that all parties that need to be informed of expenditures are informed in a timely manner.

APPENDIX J

Fundraising

General Tips for Fundraising Events

No matter what event you organize to raise funds for your program, bear in mind the following helpful suggestions when you are seeking donations from corporate sponsors:

- Use your time to establish a close relationship with one or two donors who are willing to affix their names to an aspect of the program or to sponsor or co-sponsor a specific event. This cultivates a sense of “donor ownership.” By having a single organization headlining your event, you will find that it identifies its success with yours. Remember, nothing breeds success like success; therefore, the most exemplary student accomplishments should be publicized so that donors see concrete evidence of the worthiness of their contributions.
- Phone first. Find out specifically whom to contact and whether the organization has previously given to a similar program. Check the Internet for a local Grantsmanship Center repository.
- Obtain a VIP’s endorsement in writing or in a directive. Mayors, school superintendents, school principals, local TV news anchors, print news editors, Chamber of Commerce leaders and other important community leaders may have enough political clout or name recognition to cinch the proper attention for your Academy.
- Contact Chamber of Commerce leaders for suggestions.
- Be straightforward, succinct, and specific.
- Compose a clear agenda prior to contacting individuals. Consider asking the potential participant about his or her motivation for wanting to participate: is it simply a public relations move, or is there a genuine interest in helping the community’s young people? You should have something clearly articulated to offer to your contact. Further, it is in your best interest to maintain regular phone contact in the form of calls that are not outright solicitations.

Direct Mail Campaign

In addition to raising money, launching a direct mail campaign to seek funds for your program can help you to:

- Identify new donors
- Increase your visibility
- Identify potential volunteers
- Publicize your program

Response Rates

For donor acquisition mailings, the response rate is typically between 0.5% and 2.5%. For re-solicitation mailings, the response rate is between 6% and 12%.

Writing an Appeal Letter

The appeal letter should concentrate on the benefits of supporting your organization. It is best not to concentrate on your organization’s needs. Instead, focus on positive aspects of your program: the students it helps, its significant impact on education reform, value to the business community, larger causes served, etc. These subjects imbue your letter with a human touch, preferable to business-like formality.

Grant Seeking and Grant Writing

While there are thousands of foundations and corporations in the U.S., and probably hundreds of them in your area, securing grant money from private, state, or federal sources has become increasingly difficult in recent years. Federal and state budget cuts and corporate downsizing have created a situation in which more and more organizations are seeking slices of a smaller and smaller pie. Therefore, the quality and thoroughness of your grant proposal will be critically

APPENDIX J

Fundraising (continued)

important. The following are some suggestions on how to write successful grant proposal to the people who are most likely to be supportive of the Academy.

Getting Started

The following are some guidelines to follow when writing grants to foundations and corporations.

Assess your program:

- Can you clearly identify the constituency that your Academy serves?
- How is the Academy uniquely suited to meet the needs of your constituency?
- Do you have hard evidence supporting the need for your Academy?
- What is its niche?
- How does it differ from others of the same type? How is it unique?
- How do its activities fit into its mission?
- What is your long-range plan?
- Are your board members committed to the organization both financially and in spirit?
- What experience do they bring to the organization?
- Define what you need money for and how much you need.
- Will you need continued funding?
- If so, where will it come from?

Do your research. Most libraries have directories of foundation and corporate grantmakers. Databases are available for purchase, and there is a great deal of related information on the Internet. If you are interested in federal grants, make it a habit to read The Federal Register (www.gpoaccess.gov/fr/index.html) frequently, or check Internet listings from government agencies. Also, call pertinent state agencies to learn how to get on the mailing lists for their RFP's.

Identifying Appropriate Funders

Look first to state funders, then to national foundations with narrow interests that coincide with your program. Be alert for key words or phrases in the foundation's stated purpose and statement of limitations.

Tailoring Your Proposal to Your Funders' Interests

Send a brief letter in which you describe your organization and request guidelines. If the director shows that a foundation publishes an annual report, ask for it, too. Some foundations will respond (in polite language) that your proposal does not have a chance with them; some will ignore your request, and some will send very helpful information. Many foundations welcome phone calls and will give you a frank estimate of your chances. Be prepared to answer pointed questions about your organization, your project, and your plans.

Writing the Proposal

If you've done the assessment of your program, you've already made a good start. Make an outline, using such headings as: Background of Organization, Problems, Needs, Objectives, Methods, Timeline, Evaluation, and Budget. As you fill in the outline, make sure each problem you mention leads to related objective and a plausible method for accomplishing that objective. Some funders have their own format, questions to be addressed, online application, etc.

Characteristics of a Quality Proposal

Absolute adherence to guidelines, clarity, simplicity, brevity. For state and federal programs, you may want to use the bureaucratic language used in the RFP; for foundations and corporation grant

APPENDIX J

Fundraising (continued)

programs, use simple language and define any specialized terminology you can't avoid using. Include all documents requested in the guidelines. Make sure your budget makes sense, and that you explain any apparent peculiarities in it.

Increasing Your Chances

Follow guidelines precisely. Work key phrases from the foundation's statement of purpose in to your statement of objectives. If any of your advisory board members or friends are personally acquainted with foundation board members, ask them to write letters or make calls in support of the proposal. Include an addenda, letters of support, helpful exceptions from official sources, news clippings, etc. Be appropriately persistent.

Many grant-writers swear that success depends on establishing a personal, telephone relationship with a contact person at the foundation.

What to Include

Specific information on how to submit a funding proposal may be obtained by contacting individual grant-making organizations. Generally, a request for funds should include:

- A statement of overall objectives, a letter of intent.
- A concise description of the main objectives of the grant, and the unique characteristics of your project.
- A statement of how you will reach your objectives.
- A history of the Academy's achievements.
- A list of advisory board members and officers.
- Financial statements.

Sources for Proposal Formats

The best sources of information on format, inclusion, and requirements for grants is *the individual grant-maker*.

Most governmental sources of funds outline the content and format they require, and the guidelines generally include a description of the criteria for assessment of submissions. Private sources (foundations and/or corporations) may not provide this kind of detail, but will generally address pertinent areas in information they send to inquirers

APPENDIX K

Community-Based Learning Definitions

Job Shadow

Job shadowing is typically a part of career exploration activities in middle school and early high school. A student follows an employee at a firm for a half to full day for one or more days to learn about a particular occupation or industry (up to 20 hours). This is usually done on a one-to-one basis, but up to three students could be assigned to each employee. Job shadowing can help students explore a range of career objectives.

Mentorship

A mentorship is a formal relationship between a worksite employer and one to four students. Worksite mentors support, encourage and help students become accustomed to rules, behaviors, norms and expectations of the workplace. Worksite mentors give career insight guidance based on personal career experiences, serve as resources, and assist in resolving work-related issues, conflicts and/or personal problems. In some instances, mentors assist students with projects related to their field of work; this might be done one-on-one or with groups of students. Workplace mentors challenge the student to perform well, and they work in consultation with classroom teachers. Worksite mentors should meet with students at least once per month.

Internship

An internship is a student worksite experience that emphasizes coordination and integration between worksite and classroom learning, uses written agreements to outline mutual expectations, and runs for at least 20 and no more than 200 hours per semester. It may or may not result in academic credit and may be paid or unpaid. 0.5 Occupation Education/elective credits are granted for 90 hours of unpaid and 0.5 credits for 200 hours of a paid internship. Internships should meet district and state academic standards.

Service Learning

Service learning is an experience through which students apply their academic skills and knowledge to address selected real-life needs in their communities. It combines academic work with service to the community. Students learn by doing through a clear application of skills and knowledge while helping meet needs in the school or greater community.

Internships and Service Learning

When an internship also meets the guidelines of a service learning experience, it may qualify as both. In most cases, such experiences will be in the public or nonprofit sectors.

Workplace Research Project

For a workplace research project, a student uses input from a current industry expert to explore a career or industry-related topic. The industry expert might help the student develop a thesis, access relevant and up-to-date research, conduct experiments, or develop surveys.

Cooperative Education

Students combining classroom learning with employment (part-time jobs during the school year or periods of study and employment alternating on a full-year, semester, or parallel basis).

School-based Enterprises

Groups of students, advised by worksite volunteers, produce goods or services for sale.

APPENDIX K

Community-Based Learning Definitions (continued)

School-to-Apprenticeship

Employers, employer associations, or employers and unions establish programs allowing high school students to participate in registered apprenticeships while completing their high school graduation requirements.

Project-based Field Work

Students undertake project-based internships in project teams of three to five persons. Their task is to help solve a problem designated by a community-based organization or employer. A child care center, for instance, might ask for help writing grants to raise funds to build an outside play structure, or might ask the students to organize a work party to build the play structure. The student teams work with classroom teachers to research the organization and the assigned challenge before the project-based internship begins, and then return to the classroom to complete an academic, portfolio-quality project after the internship ends.

Project-based Learning

This is a comprehensive instructional model in which project work is central to student understanding of the essential concepts and principles of the disciplines. Well-crafted projects:

- Engage and build on student interests and passions
- Provide a meaningful and authentic context for learning
- Immerse students in complex, real-world problems/investigations without a pre-determined solution
- Allow students to take the lead, making critical choices and decisions

Culminating Project

In October 2000, the Washington State Board of Education revised the state's minimum graduation requirements. As part of these revisions, beginning with the graduating class of 2008, each student will complete a culminating project. This multi-year integrated learning project asks students to demonstrate their ability to:

- Think analytically, logically, and creatively
- Integrate experience and knowledge to form reasoned judgments and solve problems
- Understand the importance of work and how performance, effort, and decisions affect future career and educational opportunities

Many of the culminating projects now being done at Seattle high schools have a community component:

- Field work at a community organization
- Research guided by a community mentor
- Presentations made before and judged by a community panel

APPENDIX L

Community-Based Learning Resources

“Job Shadowing”, by Kyle Stumbaugh

Written in participation with the Real Life Connections Workshop. This is a list of objectives, SCANS competencies, and related activities. Observation tables to use during the actual job shadow are also provided. To download it, go to www.successlink.org/great/g601.html

Published by Prince George’s County Career Connections in 1999, this collection of downloadable forms is to be used in job-shadowing programs. To download a copy, go to www.pgcps.pg.k12.md.us/~connect

“Job Shadowing, Internships and More Ways to Experience Careers”

Published by the Indiana Career and Post Secondary Advancement Center (ICPAC) in July 2000, these are brief descriptions of various career-exploration activities and ways to learn about and experience different careers. The descriptions may be used as classroom handouts on career exploration. They also include career profiles, tips on finding and getting a job, economic outlook information, tips on discovering careers that fit the individual, working in high school, summer college enhancement programs, and skills that students will need for the workplace. To download a copy go to www.icpac.indiana.edu/publications/infoseries/is-74.xml

“The Internship Experience”

The NAF website has an extensive description of every step of the internship process. www.naf.org/cps/rde/xchg/SID-3F57E0FB-76F5B7E9/naf/hs.xsl/314.htm

Service Learning Archive

Housed at the University of Colorado at Boulder, this comprehensive and well-maintained database includes service-learning syllabi, newsgroups, articles, journals, and much more! www.colorado.edu/servicelearning/mainlinkslist.html

The National Service Learning Clearinghouse: www.servicelearning.org

“Work Based Learning Handbook”

The Seattle Public Schools Office of School-to-Work Office offers handbooks for teachers, students, and business partners. These handbooks provide guidance on many aspects of implementing job shadows, mentor programs, internships, and guest speaker events. www.seattleschools.org/area/itpathway/buscomcon2.xml

APPENDIX M

Sample Survey for Academy Graduates

Congratulations on your upcoming graduation!!

Your participation in the short survey below will provide valuable feedback regarding your experience in the HEAL Academy. The data gathered will help teachers and advisory members understand the strengths and weaknesses of the program and will help identify how the Academy can more effectively serve all HEAL students.

1. Did you like being in the HEAL Academy at Cleveland High School?

Yes Sort of No

2. You have participated in various activities at HEAL, such as the Asthma Unit, Lead Unit, job shadow field trip, other field trips, guest speakers, internships, etc.

List the activities you enjoyed and felt that you learned the most in:	List the activities you enjoyed the least:

3. Would you recommend HEAL to your friend?

Yes No

Why? _____

4. What topics/issues do you wish you had learned more about during your time in HEAL?

5. What are your plans for the future? Are you considering any health or environmental careers?

APPENDIX N

Sample Record of Advisory Work

Record of HEAL Advisory Work: 2004-2005

Activity/Event	Date	Who was involved	Objectives of Activity/Event
Identify resources that community can provide HEAL Academy/ teachers	8/30/04	HEAL teachers and advisory committee members	Preparation for new school year
EJ training with HEAL staff	10/8/04	UW Environmental Health, Seattle Public Utilities and Public Health Seattle-King County.	Education for teachers Teachers/advisory committee Brainstorming ways to work together
Healthy Environment Fair	10/26/04	Cleveland High School Project HEAL UW organizations Community organizations HEAL members	Bring awareness about health, environment and other issues to Cleveland students
Tutoring for HEAL students	11/10/04	UW under-grad students	Provide tutoring and connection with college students
Work with Cleveland students on projects related to nutrition	Nov 04 – June 05	Project HEAL staff and students at Cleveland	
Cooking nutrition classes	Oct-Nov 2004	Operation Frontline Project HEAL Interested Cleveland students	Teach healthy eating and cooking skills to students at Cleveland
Nutrition Project	On-going this year	Project HEAL Consultant LR staff	Improve lunchroom food quality, appearance, and cleanliness
Bring physical activity to Cleveland students	Wed, after-school	Austin foundation Project HEAL	
Letter to School Board	1/15/05	CHS Advisory Committees	Demonstrate support for Cleveland and collective commitment to the work of SLCs
Job Shadow Day for 30 Juniors	3/16/05	HEAL Juniors Seattle Public Utilities Public Health Dept. of KC UofW – Environmental Health UofW – OMCA	Provide opportunities where students can: <ul style="list-style-type: none"> ▪ Begin to identify possible career interests ▪ Expose students to the IT industry and various careers ▪ See the connection between school, academic achievement, work, and the skills needed

APPENDIX N

Sample Record of Advisory Work (continued)

Service Learning / Culminating Project Development Event	3/29/05	HEAL Sophomore and Juniors Representatives from many organizations, including: Fred Hutch, UW School of Medicine, Sustainable Seattle, NOAA etc.	Students had an opportunity to talk with community partners from a variety of health/environmental organizations and begin to develop topics for future projects
Senior Project Mentoring	Feb-May	HEAL Seniors	
Fieldtrip to the Duwamish	4/28/05	19 HEAL Freshman Members of the Advisory Group	Awareness of Duwamish Superfund Site
Video Viewing and Discussion: Super Size Me	4/28/05	30 HEAL Sophomores and Juniors Members of the Advisory Group	Nutrition awareness Commercialization of food
Grant from the Seattle Rotary Foundation - \$1900	4/30/05		Provide funds to expand the job shadow program and to enhance the project component of the senior culminating project
U-DOC HS Summer Program	Summer	U of W School of Medicine High School Juniors	Paid internship Introduce students to college life and health careers
Project HOPE Summer Internships	Summer	Area Health Education Centers High School Sophomores/Juniors	Job shadowing Paid summer internships
Charles Drew Research Apprenticeship Program	Summer	U of W School of Medicine High School Sophomores/Juniors	Research experience for students (paid) Sophomores/Freshmen
Summer Internships	Summer		

APPENDIX O

Academy Program Evaluation

Small Learning Community (SLC)

Grade levels/courses Minimum of two grade levels (11-12), preferably three (10-12) or four (9-12), are included; minimum of two academic classes/ year (three or four optional) are included; one career/technical class is included/year; a written course sequence exists; academy students have the same options for non-academy courses as others at the high school.

Level of Implementation	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes: _____

Student selection, academy size Students receive information about the academy by the semester before they access; students application required; students selected reflect the high school's demographics; at least 30 students, and not more than 120, are enrolled at each grade level; student demand for the academy is sufficient to fill all available slots; attrition removes less than 50% of original enrollees by graduation.

Level of Implementation	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes: _____

Teacher selection, roles Teachers participation is voluntary; teacher replacements are guided by the academy team; a majority of academy teachers' classes are in the academy; academy teachers relate their subject to the career theme in at least 10% of their classes; academy teachers relate their subject to other academy academic subjects in at least 10% of their classes; teachers share additional academy responsibilities (e.g., Steering Committee, student recruitment, employer involvement, parent contacts, student counseling).

Level of Implementation	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes: _____

Administrative support At least one release period is provided for the lead teacher; a release period is provided for one or more additional academy teachers; compensation is provided for extra time required; the superintendent mentions the academy positively in public forums, helps recruit employers; the high school principal, other administrators, provide academy teacher release time, professional development, and cohort scheduling; teachers judge the academy facilities, equipment, and curricular materials to be adequate.

Level of Implementation	1	2	3	4	5
-------------------------	---	---	---	---	---

APPENDIX O

Academy Program Evaluation (continued)

Notes: _____

Counselor/scheduling support All high school counselors can explain what cohort scheduling is; the master schedule indicates which classes are in the academy; all academy classes are comprised of at least 80% academy students; academy classes are scheduled back-to-back (if needed); there is a counselor identified to work with each academy.

Level of Implementation	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes: _____

Enrichment features Teacher tutoring for students is available (if needed); student peer tutoring is available (if needed); student achievement is recognized publicly at least quarterly; at least one academy social event is held per semester; at least one academy recognition ceremony is held per school year for all academy students, teachers, counselors, administrators, parents, and business partners.

Level of Implementation	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes: _____

Subtotal Score:

College Prep Curriculum with a Career Theme

Standards, assessment Curriculum and instructional materials in all academy academic subjects are explicitly based on state or national standards; curriculum and instructional materials in career related classes are explicitly based at least partially on an industry source; SCANS skills are incorporated and assessed; assessments are multiple and reflect practices in the career field.

Level of Implementation	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes: _____

Academic courses The academy course sequence, combined with electives available to academy students, meets requirements for admission to the state's public universities; student performance is tracked in terms of attendance, credits earned, grades, and test scores; flexibility is

APPENDIX O

Academy Program Evaluation (continued)

provided for students with special needs (e.g., English language learners, special education students, honors and AP eligible students).

Level of Implementation	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes: _____

Career/technical courses There is a written course sequence across the years of the academy; local employers from the career field help to guide the curriculum in these courses; students can demonstrate knowledge of a broad range of careers and related educational requirements in the academy's career field; the sequence of career/ technical courses enables students to obtain a skill certification recognized by employers.

Level of Implementation	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes: _____

Curriculum integration Students can demonstrate how each of their academic subjects is relevant in their academy's career field; students engage in projects requiring the application of skills from several courses; these include a senior and/or capstone project; such projects are assessed at least in part by business partners from the career field.

Level of Implementation	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes: _____

Teacher coordination of curriculum Academy teachers have regular meeting time at least weekly; meeting time occurs during a common planning period; academy teachers can identify at least one project per semester which requires students to integrate academic subjects and the academy career field; teachers are provided staff development support for these efforts.

Level of Implementation	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes: _____

APPENDIX O

Academy Program Evaluation (continued)

Work based learning The academy provides options through which students can learn in work based settings (e.g., job shadowing, mentorships, internships); such experiences are linked to curriculum and instruction; such experiences show students the relevance of academic subjects to the academy's career field; such experiences expose students to the range of jobs in the career field and the level of education needed for each.

Level of Implementation	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes: _____

Postsecondary plan/links All academy students develop a written post-secondary plan by the end of their junior year; students have access to a career library and career counseling; they are exposed to two- and four-year colleges through visits and information meetings; there are articulation agreements between the academy and local postsecondary programs and institutions; academy students have the option of earning some college credit while in the academy.

Level of Implementation	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes: _____

Subtotal Score:

Partnerships with Employers, Community, and Higher Education

Career field selection The academy career field is selected with input from local employers; a number of such employers support the academy (e.g., as Steering Committee members, speakers, field trip hosts, mentors, and internship supervisors); the industry is growing and offers well paying career options with upward mobility.

Level of Implementation	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes: _____

Steering Committee The academy has a Steering Committee comprised minimally of teachers, administrators, and employers (it may also include parents and students); this committee meets regularly, at least quarterly, with a defined agenda and clear outcomes; this committee helps to provide input to curricula, speakers, field trip hosts, mentors, and internships; at least some committee task forces are headed by business partners.

APPENDIX O

Academy Program Evaluation (continued)

Level of Implementation	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes: _____

Parental involvement Each student's application to the academy is signed by a parent or guardian; each student has a parent or guardian who is available for contact by teachers; at least 50% of academy students' parents or guardians attend academy recognition events; parents are also involved in other appropriate academy activities (e.g., Steering Committee, field trips, social occasions, volunteer aides).

Level of Implementation	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes: _____

Sophomore business speakers/field trips At least two speakers per semester from business partners describe their employer's products/ services and range of jobs; at least one student field trip per semester takes sophomores to places of employment in the academy career field; these experiences are linked to the curriculum and classroom instruction.

Level of Implementation	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes: _____

Mentor program: Every juniors has an employee volunteer who serves as a career related mentor; there is a process that pairs students with appropriate mentors; a school staff member coordinates the mentor program; mentors receive an orientation for their role; a series of mentor/student experiences is planned throughout the year; a mechanism is in place to deal with problems; students and mentors complete written evaluations of the experience at the end of the year.

Level of Implementation	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes: _____

Junior/senior internship program: The summer following their junior year, and part-time during their senior year, students have the option of a job with a cooperating employer; there is a process for matching students with appropriate positions; there is a written plan to guide the internship experience; students are exposed to a variety of positions and learn of their related educational training; a staff member coordinates this program, checks on students during the internship, and

APPENDIX O

Academy Program Evaluation (continued)

resolves problems; students and supervisors complete a written evaluation at the end of the internship.

Level of Implementation	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes: _____

Community service, school-based enterprise: If internships are not available for all students, there are options for unpaid community service, or opportunities in academy operated business; there is a process to match students with appropriate positions/roles; a school staff member coordinates these programs, checks on students involved, and resolves problems; these experiences are linked to the curriculum; students and supervising adults complete a written evaluation at the end of the experience.

Level of Implementation	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes: _____

Subtotal Score:

Total Score:

APPENDIX P

Advisory Group Parameters

AREA OF CONCERN	SUGGESTED LEAD	SUGGESTED AG ROLE	CAUTION
Curriculum Development	Teachers	<p>Advisors from higher education can advise on course content that will prepare students for post-secondary education and can even facilitate articulation agreements with local community colleges.</p> <p>Industry professionals can advise on the skills and attributes necessary for success in the industry.</p> <p>Industry professionals can help teachers build specific skills and knowledge.</p>	Course content and standards may be suggested by the AG but are ultimately defined by the teacher through the school, district, and state.
Fundraising	Advisory Group	Advisors can raise funds for all events and activities that make the school or academy unique and/or enhance the basic academic program: field trips, job shadows, specialized supplies, specific professional development, and more.	Certificated teachers, Lead Teacher release time, and basic school supplies: advisory groups should not supplant the use of public monies by funding these “basic” needs. Proceed with great caution if you group believes these expenses are essential to the program.
Community-Based Learning	Community Projects Coordinator or Lead Teacher	<p>Advisors can provide contacts for people, projects, and organizations that teachers can link to in the developing community-based learning opportunities.</p> <p>Advisors can also inform teachers about available community resources that might help shape projects and activities.</p> <p>Together, teachers and advisors can shape community-based learning pathways and experiences that maximize the advisory groups networks, contacts, and resources and best match with the curricular content and standards.</p>	Contract staff: sometimes advisory groups raise money to fund a full or part-time academy coordinator; this should be done in conjunction with the district.