BUILDING AN EFFECTIVE ADVISORY BOARD

Diane Cadavid, Academy Director

Apex Friendship HS, Wake Co. Public Schools

OBJECTIVES

By the end of this workshop you will. . .

- Understand the steps to building an advisory board

- Have an introduction to the resources and tools pertaining to advisory boards

- Learn ways to engage advisory members

- Have an understanding of outcomes & assessments for advisory board
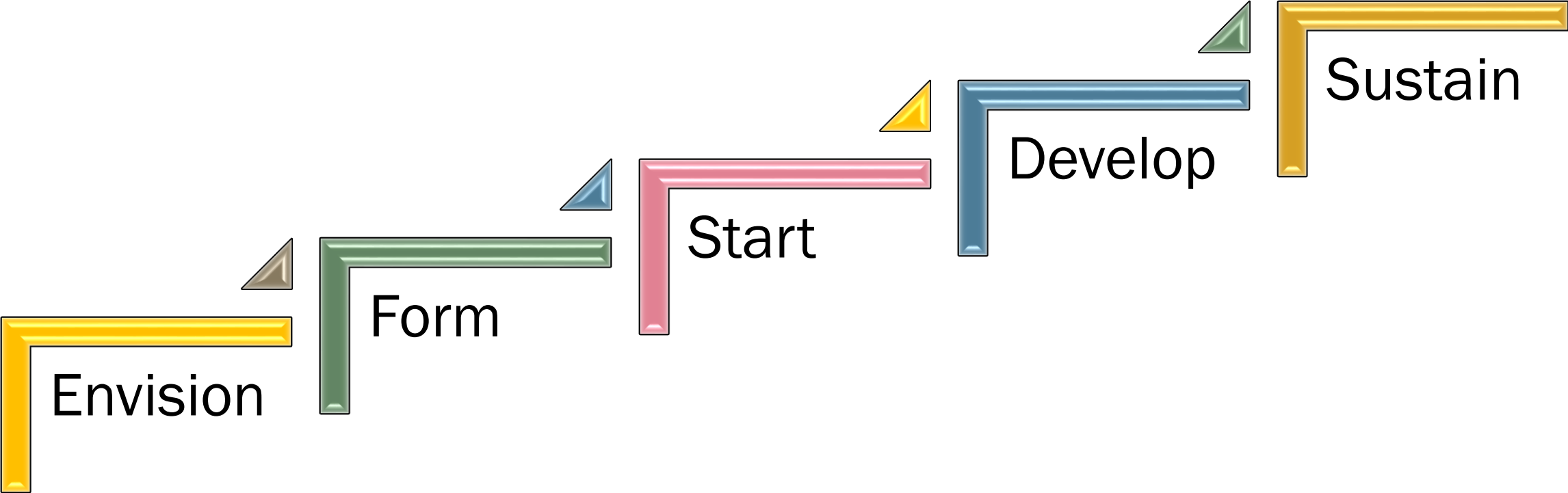
- Share best practices

BENEFITS OF AN ADVISORY BOARD

- Support
- Leadership
- Guidance
- Resources
- Credibility

ADVISORY BOARD PROGRESSION

Envision

Form

Start

Develop

Sustain

ENVISION

- **Establish the purpose of the group**
  - *Specific and clearly defined purpose*
  - *What do you need?*

FORM

- Recruit members that fit your purpose
  - *Who do we want on the advisory board?*
- Identify a champion
- Host a recruitment event

Advisory Board Recruitment Tool

Use this worksheet to help brainstorm and generate a list of potential advisory board members. Keep in mind that you are trying to identify business partners that can support your school program. Try to recruit a diverse group to help balance the skill sets as well as their perspective and point of view.

Stakeholder Group	Name of prospect	Who will make the connection?	Strategy/How will you recruit?
Your personal connections (community contacts, LinkedIn groups, civic organizations, alumni, parents			
Local businesses related to your theme			
Volunteers (guest speakers, mentors, etc.)			
School Personnel (Principal, AP, Guidance, Lead Teacher, Students)			

Advisory Board Recruitment Tool

(continued)

Local service organizations (Chamber of Commerce, Town Government, Rotary, etc.)			
Post-Secondary Institutions (colleges, universities, community colleges, trade schools)			
Local Trade Organizations			
Current board members you could ask to generate new members			
Feeder schools			

Define Your Potential Partners

- How do you define your program (academy/industry)? Keep your definition as broad as possible to include lots of business partners.

- What are the types of companies/agencies that are part of this industry?

- What are the leading companies in your city/county associated with this industry?

- What associations serve these companies/agencies?

- What local college programs are associated with this industry?

- Who do you know who is associated with this industry (parents, friends, school board members, current school business partners in other fields)?

What is **one strategy** you will use to recruit a new partner to your advisory board?

"What's In It For Me?"
The Benefits of Academy Involvement
and Advisory Board Membership

We certainly understand that business partners have limited resources (time and money) to invest in philanthropic, charitable endeavors. As a matter of fact, some business people won't even consider making such an investment unless there is a potential return on investment (ROI.).

Why does it make sense for business partners to direct their resources to a local academy? Advisory Board membership, can be broken into two main areas:

1- The Financial Factors; the bottom line benefits which directly affect the business and its shareholders, and
2- The Altruistic Factors; the warm and fuzzy, feel-good, benefits, which align with the company's philanthropic strategies and goals.

The listings below describe in more detail how business benefits in these two areas.

The Financial Factors
The "bottomline" of the business can benefit from being involved with an academy. Some of the ways the bottom line is positively impacted include:

- Higher employee recruiting opportunities (ability to:)
  - Identify and groom future entry-level workers
  - Reduce recruiting costs
  - Retain local talent from the geographic area
- Lower training costs
- Lower employee turnover
- Higher morale in current workers
- Greater ability to work in teams
- Greater work ethic
- Greater employee productivity
- Increased networking
- Increased positive public relations news
- Greater exposure in the market(s) served by the company

The Altruistic Factors
These "warm and fuzzy" factors may not necessarily directly affect an organization's bottom line, but they may be in line with a company's social responsibility pledge, or community involvement activities, or strategic philanthropic endeavors. Some of the ways business can enjoy these benefits include:

- Giving back to the community
  - mentoring
  - job shadowing
  - providing internships
- Being an agent of change in education
  - speaking with Boards of Education or Superintendents
- Getting involved in schools in a focused, direct way
  - speaking in the classroom
- Changing the lives of students through meaningful interaction
  - mentoring, shadowing, internships, classroom speaking, mock interviews,
  - resume writing, student conferences
- Providing professional development and technical assistance for educators
  - summer externships
- Reviewing and updating curriculum
  - providing expertise and collateral material

What's In It For Me?

Ways to Partner with [Name of School]

Business partners are essential to our programming. They provide young people with authentic work-based learning experiences and provide faculty and staff with a critical bridge to industry. We seek business partners to offer a range of experiences to our students, which are detailed below. Activities vary in learning objectives for students and time commitments for volunteers, from one-day activities to longer-term, ongoing commitments.

	Volunteer Activities
One-Time & Short-Term Engagement	**Guest Speaker** Speak to a class about your career, the industry and career pathways.
	Worksite Visit Host a group of students for part of the day in your workplace to see careers in action.
	STEM Career Day Speak about your career, industry, company and career pathways. Incorporate hands-on activities to help excite and engage students in STEM.
	Job Shadow Host a student at your worksite for a half or full day in order to see firsthand what a career is like.
	Practice Interviewer Assist students with the interview process in order to better prepare them for a "real" interview.
	Junior Achievement Programming Content areas include work readiness, entrepreneurship and financial literacy equipping students with the tools to be personally and professionally successful.
	Skills To Pay The Bills Teach a unit on the "soft skills" students need to be successful in any workplace. Some topics include: communication, teamwork, enthusiasm, networking, and professionalism.

	Volunteer Activities
Long-Term Engagement	**Adopt a Girls Advisory Class** Work with students through our advisory period helping to bring light to girls' and women's topics such as women being underrepresented in STEM fields. Assist students in developing a project around this issue to present to the community.
	Internship Host a high school student to intern for a semester.
	Join the Business Advisory Board The Business Advisory Board is a partnership between the [name of school] long with leaders from local area businesses and organizations. The mission of the group is to support school-to-career experiences such as work-based learning.

Ways to Partner

MARKETING MATERIAL

- Program Brochure
- Flyer
- Website

OUR PARTNERS

Our academy relies on a high level of support and direction from the advisory board. Business Advisory Board members support work-based learning experiences for students within the academy. They represent some of the following organizations:

- Apex Tool Group
- BetaVersity
- Cisco
- CLH Design
- Duke Energy
- EMC^2
- Gilbane
- IBM
- Intralox
- LHC Structural Engineers
- NC Dept. of Transportation
- NC State University
- SEPI Engineering
- Signalscape
- Triangle Innovation
- Withers & Ravenel

In addition to the support from our business partners, our parents play a vital role in the academy as well. The Parent Support Group serves as a booster club for the academy providing a volunteer base as well as assisting with fundraisers and special events.

GET INVOLVED

Business partners are essential to a successful academy. You and your organization can be an important bridge between schools and the workplace.

Role of the Advisory Board

- Meet on a monthly basis
- Develop a strategic plan and goals for the school year
- Assist students with classroom projects
- Provide students with a sequence of work based learning experiences
- Provide teachers with curriculum support and professional development
- Serve as an advocate for the Academy
- Review academy data, participate in the Academy Assessment, and provide input on the academy action plan

For more information or to learn how to get involved, please contact the Academy Director, Diane Cadavid at dcadavid@wcpss.net or by phone at (919) 694-0500 x 20007.

APEX FRIENDSHIP HIGH SCHOOL

7801 Humie Olive Road
Apex, NC 27502
(919) 694-0500 x 20007
www.wcpss.net/apexfriendshiphs

OUR ACADEMY

The Academy of Engineering & Advanced Manufacturing is a smaller learning community within Apex Friendship High School. The program integrates core academic instruction with engineering electives and is designed to expose students to many disciplines of engineering. Upon acceptance, students commit to the program for the duration of their high school experience. Academy teachers share the 75 cohort students and work together to incorporate interdisciplinary projects.

The academy introduces students to career opportunities within STEM (Science, Tech., Engineering and Math) and in the process, equips them with the personal, analytical, technical and communication skills needed to thrive in any industry.

CURRICULUM

The academy engages students in a rigorous project-based curriculum developed by **Project Lead The Way (PLTW)**. Students apply their knowledge in engineering, science, math, and technology to solve complex, open-ended problems in a real-world context. They focus on the process of defining and solving a problem, not on getting the "right" answer.

Students comment that PLTW Engineering influenced their post-secondary decisions and helped shape their future. Even for students who do not plan to pursue engineering after high school, the program provides opportunities to develop highly transferable skills in collaboration, communication, and critical thinking, which are relevant for any coursework or career.

Courses Include:

- Introduction to Engineering Design
- Principles of Engineering
- Computer Integrated Manufacturing
- Computer Science and Software Engineering
- Engineering Design and Development

COLLEGE & CAREER READY

In addition to learning from career-focused curricula and working on collaborative projects, Academy of Engineering students at Apex Friendship High School gain critical career knowledge through a series of work-based learning activities both inside and outside of the classroom. These include business tours, job shadowing events, practice interviews, résumé workshops, and the culminating experience— an internship with an industry mentor.

Local business partners work with educators to provide these opportunities to round out students' education. By serving on advisory boards and as mentors, business partners provide real world connections that help students understand the pathways to career success.

Apex Friendship Academy of Engineering & Advanced Manufacturing prepares students to excel in college and compete in a global workforce.

Sample Advisory Board Recruit Letter

[Date]

Mr. Alexander Anderson, President
ACME Company
123 Main Street
Raleigh, NC 27606

Dear Mr. Anderson:

[School name] is in the process of selecting individuals with workplace knowledge and experience to assist in improving our [name of program]. We are seeking advice and assistance from key partners to keep our [name of program] relevant.

We would like to invite you to become a member of our business advisory board which meets from 8:30-9:30 AM the first Thursday of each month at our school. The purpose of the advisory board is provide assistance and recommendations for the continuous improvement of [name of program].

I will be contacting you in the next two week to discuss this opportunity. If you have any questions or concerns, please contact me at [phone number] or [email].

Thank you for your consideration.

Sincerely,

[Your Name]

Sample Advisory Board Invite Letter

[Date]

Greetings:

On behalf of the [name of program] at [name of school], I invite you to serve as a member of our business advisory board. The academy is a smaller learning community within our comprehensive high school. The program integrates core academic instruction with engineering electives and designed to expose students to many disciplines of engineering.

Our academy relies on a high level of support and direction from the advisory board. The advisory board provides a critical bridge between school and the workplace. The advisory board serves to create a connection between a student's classroom experience and one's preparedness for college, career and citizenship.

As an advisory board member, you can directly impact the academy by:
- Providing academy teachers with industry standards and practices to ensure classroom instruction is current
- Assist students with classroom projects
- Providing academy students with a sequence of work-based learning experiences, including short-term work experiences and internships
- Serving as an advocate for the academy

I have included information about the [name of program] well as information on our work-based learning continuum outlining some of the experiences we have put in place to help our students become both college and career ready. .

We would be honored if you would serve on our business advisory board. Our standing monthly meeting takes place on the first Thursday of the month from 8:30-9:30 AM at [name of school].

Thank you for your consideration.

Best Regards,

[Your Name]

Sample Recruitment Letters

START

- **Develop structure**
  - *This is how we can help the students and the program.*
- **Set clear expectations**

SAMPLE AGENDA

[Name of School]
Business Advisory Board Meeting
[Date]
Sample Agenda

Purpose: The intent of this partnership is to increase opportunities for Academy students to be introduced to industry expertise to learn valuable skills that will help them prepare for future success in college and in the workforce.

Desired Outcomes: As a result from this session, participants will have
- Knowledge of advisory board members and their interest in the academy
- Status update on [name of school]
- General understanding of the purpose and function of the Business Advisory Board (BAB)
- Understanding of work-based learning and career readiness skills to focus on 1st year
- Understanding of BAB leadership roles
- Knowledge of future meeting days/time and location

Time	What	Who	Notes
10 min.	Welcome and Introductions *Special thanks to our host US2020	Facilitator	• Name • Organization (30 second elevator pitch) • Position
10 min.	Status update on [school or program]	Principal or Program Lead	
10 min.	Purpose/Mission of BAB	Facilitator	
10 min.	Business Advisory Board Roles	Facilitator	See handout
40 min.	Work-based learning continuum	All	Backwards mapping – begin with the end in mind. See handout
10 min.	Next steps	Facilitator	Where do we go from here? Next meeting? Leadership roles?

Advisory Board Roles & Responsibilities

Advisory Board Roles & Responsibilities

The Advisory Board functions in an advisory capacity to academy program. The Advisory Board is an integral part of the learning experience for all students, bridging the classroom with the world of college and careers. The board meets frequently, develops a program of work, engages partners, and provides guidance for program improvements.

The overall role of the advisory board is to:

1. Collaborate with an academy to prepare students for success in college and careers
2. Review academy data, participate in an academy assessment, and provide input on the academy action plan
3. Provide teachers with curriculum support and professional development
4. Assist students with classroom projects
5. Provide students with a sequence of work-based learning experiences, including job shadowing, and internships
6. Serve as advocates for the academy
7. Provide and solicit financial support from the community to ensure academy sustainability

The Academy Director (or Program Director) is the advisory board's representative from and main liaison to the academy itself. The Academy Director:

- Attends advisory board meetings
- Compile list of academy needs from academy staff and students prior to annual advisory board strategic planning meeting
- Serve as the liaison between the school district and the Advisory Board
- Support advisory board orientation, providing an overview and tour of the academy
- Submit annual Academy data to the school district
- Maintain academy evidence binder, including documentation of advisory board
- Share academy update report at each advisory board meeting
- Share school district information, publicity, reports and updates to advisory board members
- Encourage active participation of advisory board members
- Oversee implementation of work-based learning program
- Meet with Advisory Board Chair prior to advisory board meetings to develop meeting agendas
- Collaborate with advisory board committees to ensure academy perspective is represented in advisory board work
- Recognize the contributions of advisory board members
- Participate in regional meetings (if any exists) to help maintain consistency for all academies.

Note: This is a list of Academy Director responsibilities related to the advisory board and is not a comprehensive list of the overall Academy Director role.

The **Advisory Board Chairperson (Chair or Co-Chair)** is the primary link between the business community, the advisory board members, and the Academy Director. The Advisory Board Chair:

- Prepares for all advisory board meetings in collaboration with the Academy Director
- Attend and facilitate all advisory board meetings
- Drive the advisory board toward annual goals established at the strategic planning meeting
- Ensure that members are pursuing the purpose of the advisory board
- Set the tone of advisory board meetings and interactions
- Work to ensure the continuous development and sustainability of the Advisory Board.

Useful qualities in an Advisory Board Chair may include:

- Experience managing a diverse group of business leaders
- Holds a position that is high enough in the company to make decisions regarding contributing resources, both human and financial, to the academy

The **Advisory Board Secretary** performs important administrative functions on behalf of the entire advisory board. The Advisory Board Secretary:

- Records and distributes the minutes of all advisory board meetings
- Records and reviews actions items to ensure roles are assigned
- Keeps a current list of advisory board members' names and contact information

The **Advisory Board Treasurer** performs important fiscal functions on behalf of the entire advisory board. The Advisory Board Treasurer:

- Records and reports to the advisory board on any fundraising efforts or other financial activity at each advisory board meeting

Note: This position may not be appropriate for all advisory boards depending on level of development.

The **Advisory Board Team Leads (student ambassador)** can increase the effectiveness of an advisory board. The Advisory Board Team Leads:

- Supporting administrative functions otherwise assigned to Secretary
- Provide student perspective during meetings
- Act as liaison with academy students, thereby increasing student interest and participation in work-based learning experiences and other advisory board initiatives

Other members may include:

School Administration
PTSA Liaison (Parent representative)
Sub-Committee Leads

What is **one expectation** of Advisory Board membership that you might include in your operational norms or by-laws?

BUSINESS SPOTLIGHT

ADVISORY BOARD
BUSINESS SPOTLIGHT

Why a Business Spotlight?

The Business Spotlight will provide information to the Academy and the community about the services and benefits offered by Advisory Board members. Business Spotlight will provide valuable information to teachers, school personnel and members of the community about successful projects or innovative services available. It will be another way to connect schools and businesses to better serve our students and families. The Business Spotlight will also be a unique marketing tool for Advisory Board members, reaching a new audience of potential clients, customers, or even future employees.

How to write your Business Spotlight:

The business spotlight should briefly describe your organization, services it provides and some ideas how your organization can connect to the classroom. Don't forget to include a contact person from your organization. It would be helpful for the classroom teacher and school personnel if you listed a few benefits of connecting your organization to their classroom. Focus should be on what you do, how you do it, and who you serve. Explain ways your organization would like to connect to the classroom. Examples may include guest speakers, mock interviews, team teaching, project collaboration with a class/subject, mentoring, job shadow host, internship sponsor, or assisting with a service/community project. By listing examples, teachers are better able to visualize how they can work with the Advisory Board members.

Guidelines for authors:

"THE BUSINESS SPOTLIGHT" will be published monthly through school newsletter, PTSA e-grams, schools websites, and display boards at the Academy. The Business Spotlight will feature a different Advisory Board member each month. This is a member benefit available only to Advisory Board members. Try not to be too technical with your organization description, however showcase your organization in its best light. You may want to use bullet points to help keep it simple.

Getting more mileage from your Business Spotlight:

Once your Business Spotlight is published, feel free to reproduce copies to take to trade shows, leave with a client, or use in a proposal. Why not host the next Advisory Board meeting to further highlight the work you do. This is an added benefit to being a member of the board (business-to-business networking). The Board is grateful for the support of our many business members. We're impressed by the excellent services available throughout our community and we are pleased to offer this means of providing useful information to our teachers and families.

DEVELOP

- Empower the group to develop a clear scope of work
- Walk them through the planning process

COLLEGE AND CAREER READINESS CONTINUUM

School to Career
College | Career | Classroom

Career Awareness 9th Grade

Career Exploration 10th Grade

Career Preparation 11th Grade

Career Training 12th Grade

Learning ABOUT Work
Build awareness of the variety of careers available and begin to identify areas of interest. Students are aware of the role of postsecondary education.

Sample Student Learning Outcome
Students understand the types of postsecondary education and training required in the career field of interest.

Learning ABOUT Work
Experiences provide students with a deeper understanding of the work-place. Students explore career options to provide motivation and inform decision-making in high school and postsecondary education. Students have the opportunity to explore and refine areas of interest and prepare for higher intensity work-based learning experiences through interactions with business partners. This includes learning about the basic skills necessary for work-based learning experiences such as internships.

Sample Student Learning Outcome
Students are able to give examples of how her skills and interests relate to the career fields/occupations.

Learning THROUGH Work
Experiences are designed to help students develop the basic foundation skills needed for college and career readiness. Students apply learning through practical experience and interactions with professionals from industry and the community (higher-order thinking, technical skills, academic skills and applied workplace skills). This includes learning about the basic skills necessary for work-based learning experiences such as internships.

Sample Student Learning Outcome
Students are able to work with diverse teams and collaborate effectively with colleagues.

Learning FOR Work
Training for postsecondary education and/or employment in a specific range of occupations.

Sample Student Learning Outcome
Students are able to demonstrate knowledge of occupations in a career and skills specific to employment in a range field.

What is **one goal** your Advisory Board could take on that would support your program's needs?

BAB Feedback for AoE College & Career Continuum   5/21/15

9th Grade Career Awareness
Learning About Work

- STEM
- Fields of Engineering
- Student Speakers
- Professional Speakers
- RTP 180
- STEM job fair
- Internet Research
- Job speakers
- Mentoring
- Time management
- Writing Business emails
- Technical writing
- Soft skills
- Expert to articulate to others
- Thinking about thinking
- What's the definition of failure/How to fail/Failure is good
- Organization skills
- Research skills
- Logic/ problem solving
- Engagement in learning process
- Relating to real world (communication, listening, speaking, questioning)

10th Grade Career Exploration
Learning About Work

- Technical writing
- Innovation framework
- Collaboration
- Maker community
- Listening skills
- Curiosity
- Study great thinkers
- Social media discipline

11th Grade Career Preparation
Learning through work

- Build a bio informatics company
- "remote" internship
- Job shadowing
- Volunteer

12th Grade Career Training
Learning for work *(Skills we want students to graduate with)*

- Internship
- Being able to teach others
- Personal branding
- 1-on-1 interaction
- Presentation skills
- Managing perception
- Personal awareness
- Confidence to share ideas
- Writing
- Communication etiquette emails vs. phone call
- Social media discipline
- Agility
- Curiosity
- Time management
- Presentation
- Risk taking

Skills listed (not for a particular grade)

- Exposure
- Articulation
- Portfolio (from 9th grade – 12 grade)
- Able to participate in meetings, understand topics & comment as needed
- Eye contact
- Public speaking
- Handshake
- Critical thinking
- Think on your feet
- Dress code
- Group dynamics
- Motivational Value System
- Learn to value risk

Academy of Engineering Work-Based Learning Continuum

Career Awareness 9th Grade

Career Exploration 10th Grade

Career Preparation 11th Grade

Career Training 12th Grade

Career Awareness 9th Grade

Learning ABOUT Work
Build awareness of the variety of careers available and begin to identify areas of interest. Students are aware of the role of postsecondary education.

Sample Student Learning Outcome
Students understand the types of postsecondary education and training required in the career field of interest.

Experiences might include:
- Create CFNC accounts
- Complete online career assessments
- Develop 4 year plan
- Teambuilding & Collaboration
  - Build trust
  - Group dynamics
  - Motivational value
- Time management
- Communications skills
- First Impressions Workshop
  - Handshake
  - Eye contact
  - Professional dress
- Project based learning
- Engineering Design Process
  - Define failure
  - Learn to value risk
- Exposing students to STEM careers
  - Guest speakers
  - Industry tours
  - Career day
- Document and evaluation progress through electronic portfolios

Career Exploration 10th Grade

Learning ABOUT Work
Experiences provide students with a deeper understanding of the work-place. Students explore career options to provide motivation and inform decision-making in high school and postsecondary education. Students have the opportunity to explore and refine areas of interest and prepare for higher intensity work-based learning experiences through interactions with business partners. This includes learning about the basic skills necessary for work-based learning experiences such as internships.

Sample Student Learning Outcome
Students are able to give examples of how her skills and interests relate to the career fields/occupations.

Experiences may include:
- Update career assessments
- Review 4 year plan
- Collaboration & Teambuilding
- Communication skills
  - Professionalism
  - Self-discipline
  - Listening skills
  - Presentation skills
- Project based learning
  - Creativity & Innovation
  - Research skills
- Engineering Design Process
- Informational Interviews
- Social media – creating a positive profile
- Resume preparation
- Job shadowing
- Guest speakers
- Industry tours
- Xtreme Beginnings
- Document and evaluate progress through electronic portfolios

Career Preparation 11th Grade

Learning THROUGH Work
Experiences are designed to help students develop the basic foundation skills needed for college and career readiness. Students apply learning through practical experience and interactions with professionals from industry and the community (higher-order thinking, technical skills, academic skills and applied workplace skills). This includes learning about the basic skills necessary for work-based learning experiences such as internships.

Sample Student Learning Outcome
Students are able to work with diverse teams and collaborate effectively with colleagues.

Experiences might include:
- Update 4 year plan and career assessments using CFNC
- Experiential Learning Opportunities
- Career & College Fairs
- Financial Literacy Workshops
  - Reality of Money
  - Get Smart About Credit
- Informational Interviews
- Mentorships
- Networking Skills
- Social media & personal branding
- Work ethics
- Resume updates
- Mock interviews
- Engineering Design Process
- PBL: integrated projects with business partners
- Prep for internship
- Skills To Pay
- Document and evaluate progress through electronic portfolios

Career Training 12th Grade

Learning FOR Work
Training for postsecondary education and/or employment in a specific range of occupations.

Sample Student Learning Outcome
Students are able to demonstrate knowledge of occupations in a career and skills specific to employment in a range field.

Experiences might include:
- Resume update
- College essay
- Engineering Design Process
- Internship
- Capstone project
- Experiential learning opportunities
- Industry credentials
- On-the-job training
- Culminating team experience
- Business mentors
- Update portfolio

HS College and Career Readiness Continuum / Grade-level Activities

9th Grade: Learning ABOUT Work / Career Awareness

Build an awareness of the variety of careers available and to begin to identify areas of interest. Students are aware of the role of post-secondary education. There is a focus on time and stress management, communication and collaboration, citizenship and self-awareness.

Fall Semester	Spring Semester	Summer

10th Grade: Learning ABOUT Work / Career Exploration

Experiences provide students with a deeper understanding of the workplace. Students explore career options to provide motivation and inform decision-making in high school and post-secondary education. There is a focus on building confidence and professionalism; creativity and innovation; and information literacy.

Fall Semester	Spring Semester	Summer

Page 1 of 2

School to Career
College | Career | Citizenship

HS College and Career Readiness Continuum / Grade-level Activities

11th Grade: Career Preparation

Experiences are designed to help students develop the basic foundation skills needed for college and career readiness. Students apply learning through practical experiences and interactions with professionals from industry and the community including problem-solving skills, teamwork, technical skills, and applied workplace skills. Students act in a professional manner, take responsibility for their actions and demonstrate time management skills.

Fall Semester	Spring Semester	Summer

12th Grade: Career Training

Students engage in training for post-secondary education and/or employment in a specific range of occupations. Students continue to refine the foundation skills needed for college and career success. Students apply learning through practical experiences in the workplace through internships and other work-based learning experiences with professionals from industry, college, and in the community.

Fall Semester	Spring Semester	Summer

9th Grade: Learning ABOUT Work / Career Awareness

Build an awareness of the variety of careers available and to begin to identify areas of interest. Students are aware of the role of post-secondary education. There is a focus on time and stress management, communication and collaboration, citizenship and self-awareness.

Fall Semester	Spring Semester	Summer

• Fusion 1.0
   o Create CFNC accounts
   o Complete Assessments
   o Start to develop a 4-yr. plan
   o Review resources for success
       ■ Edmodo
       ■ Blackboard
       ■ PowerSchools
       ■ SMART lunch
   o Teambuilding
       ■ Collaboration
       ■ Building trust & relationships
   o Time management
• Communication skills (oral)
   o First impression workshop
       ■ Handshake
       ■ Eye contact
       ■ Professional dress
• Project-based learning
• Engineering Design Process
   o Definition of failure
   o How to fail
   o Failure is good
   o Learn to value risk
• Document and evaluate progress (ePortfolios)
   o Organizational skills
   o Engagement in learning process
	• Communication skills
	   o written communication for business
	• Collaboration
	   o Group dynamics
	   o Motivational value
	• Expose student to STEM careers
	   o Guest speakers (professional & student speakers)
	   o Industry tours
	   o Career day
	• Project-based learning
	• Engineering Design Process
	   o Definition of failure
	   o How to fail
	   o Failure is good
	   o Learn to value risk
	• Document and evaluate progress (ePortfolios)
	   o Organizational skills
	   o Engagement in the learning process
		• Summer enrichment camps / programs
		• Volunteer

Partnership Program of Work/Action Plan						
Identified Needs	Specific Objectives/Goals	Strategies (Priority Activities)	Resources Needed	Person(s) Responsible	Timetable/ Status	Evaluations: Results

Adapted from NCDPI "Developing High Quality CTE Programs through Business Engagement"

20xx-20xx NAME OF SCHOOL SCHOOL IMPROVEMENT PLAN CYCLE
Business Advisory Board Strategic Plan 20xx – 20xx

School Name	SCHOOL NAME
Business Alliance Name	NAME OF ADVISORY BOARD
School Improvement Plan (SIP) Objective	*Example: Career Readiness: focus on 95% of students having at least 3 different career development experiences, including web-based/technology driven engagement.*

	Principal Signature:	Date:
School to Career College | Career | Citizenship	Business Advisory Chairperson	Date:
	Program Director (Lead) Signature:	Date:

Focus Area(s)	Activity/Event Name	Begin & End Date	How does this Event/activity Support Achievement of SIP Objective?	What Event/activity Outcomes will Indicate Success of SIP Objective Attainment/support?	Year-end Data Number of Students & Non-WCPSS Volunteers

FOCUS AREAS (Use all that apply for each event/activity)
CD = Career Development/Exploration   EC = Emerging Careers   EN = Entrepreneurialism   FR = DPI Future-Ready   LD = Leadership Development
IN = Innovative new project/event   MR = Membership/Recruiting   PD = Professional Development   PM = Publicity/Marketing

SUSTAIN

- Communication
- Self-Assessment
- Results
- Recognition
- Renewal

ADVISORY BOARD ASSESSMENT

Advisory Board Survey

Mark with an "x" the column that best represents your agreement or disagreement with the statement.

		Strongly agree	Agree	Disagree	Strongly disagree	Not sure or can't rate
1.	I feel the meetings focus on important organizational matters.					
2.	I am clear about my responsibilities as a member of the board					
3.	Materials related to significant decisions are given to the board far enough in advance of the meeting.					
4.	The amount of material I need to read prior to the meetings is reasonable.					
5.	It is clear to me how urgent matters are handled between meetings.					
6.	I feel I have a clear understanding of the mission and activities of the organization.					
7.	When I was new to the board, I was given sufficient information to allow me to make a contribution to the organization quickly					
8.	I receive financial information that is understandable and gives me a clear sense of the organization's financial position.					
9.	I receive information about the organization's services that allows me to understand the impact the organization is having.					
10.	I feel that I have the information I need to effectively represent the organization to the community and to ask for financial support					
11.	There is good follow-up on tasks delegated to me or other board members.					
12.	I feel that other members listen to my opinions					

		Strongly agree	Agree	Disagree	Strongly disagree	Not sure or can't rate
13.	I feel I can comfortably say when I disagree with another member or with staff					
14.	The board gives honest feedback to the director and other staff.					
15.	It is clear to me how the board will be involved in important decisions					
16.	The board has a clear process for making important decisions.					
17.	The board sets resource development goals and actively supports fundraising and resource development efforts					
18.	The board sets explicit performance measures for the director and evaluates performance against these measures.					
19.	The board sets clear goals that are realistic and relevant to the strategic plan.					
20.	I think the board is missing needed skills, stakeholder representatives and diversity

Please describe what is missing: | | | | | |
| 21. | If a friend or valued professional contact was a good match for the board's needs, I willing to recruit them. | | | | | |

22. How satisfied are you with the work of the board overall (circle your answer)

VERY SATISFIED   SATISFIED   NOT SATISFIED

Partnership/Advisory Board Self-Assessment

Directions: *Read the questions below and provide a written response for each.*

1. Describe a minimum of three ways that you engage your business partners in the planning and implementation process of improving your program.

2. Describe how feedback or results are provided to your partners. Do your partners feel well-informed of the results of their contributions? If so, how do you know?

3. Does your partnership/advisory council have a written plan of actions/program of work to guide your decision making? If so, is your written plan SMART (specific, measureable, attainable, results-oriented and timely)?

4. Does your program of work provide a clear sense of direction? If so, how do you know?

5. Does your program of work provide specific expectations for each member? Provide examples.

6. Does your program of work include written short and long term goals that directly relate to the improvement of your program?

7. Does your partnership/advisory board represent a diverse group that represents all stakeholders? Are all aspects of business/industry represented?

8. Are partnership/advisory board members recommendations (if agreed upon) implemented? Provide examples. If not, why?

9. Do you communicate frequently with your partners? If so, what types of communication methods are utilized to ensure effective communication is taking place? Do your partners fully understand the vision and mission and core values of your program? Do they understand how the program of work will support the vision, mission and core values? Are your partners able to communicate this to others?

10. How do you recognize your partnerships are progressing toward the achievement of the goals set forth?

11. How do you recognize your partners for their participation? Celebrate success?

12. How do you assess your partnership/advisory board to ensure maximum effectiveness?

Questions to consider about your Partnership/Advisory Board Assessment: Are you able to answer each question and provide specific evidence to support your answers? Are there areas that may need improvement? If so, what strategies could be implemented to improve? Continue to review these questions annually to assess your overall partnership process.

Areas that Need Improvement	Strategies for Improvement
1.	1.
	2.
	3.
2.	1.
	2.
	3.
3.	1.
	2.
	3.

CERTIFICATE *of* APPRECIATION

THIS CERTIFICATE IS AWARDED TO:

Anthony Krasznai

FOR SUPPORTING SCHOOL-TO-CAREER INITIATIVES AT APEX FRIENDSHIP HIGH SCHOOL

ACADEMY OF ENGINEERING
JOB SHADOW PROGRAM

MARCH 4,
2016

x _____

Diane Cadavid,   Academy Director

ACADEMY *of*
ENGINEERING
Advanced Manufacturing
design. create. innovate.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

Top Ten Characteristics of an Effective Advisory Board

1. Engage members
2. Provide feedback or results of the work
3. Develop a plan of action
4. Provide a clear sense of direction
5. Provide expectations of the group
6. Develop attainable goals
7. Partner with a diverse group
8. Communicate effectively
9. Define clear action steps
10. Say thank you

THANK YOU!

Diane Cadavid

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