

Beyond the Bricks

High School....Opening a door to a new world.



A MONOGRAPH PREPARED BY
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INTRODUCTION

The 2000 Professional Studies Monograph focused on connecting students to their school environment; we highlighted programs which allowed students to gain a feeling of "belonging" to their school community. In our discussion for the topic of this year's monograph, the committee felt it was appropriate to examine ways in which students can be exposed to the greater community in preparation for their post-secondary lives. It was agreed that many students are looking for alternatives to the traditional choices of college or the military, and that many of the careers students might explore may not involve a four-year college degree.

During the last half of the 20th century, employers stated, with increasing frequency, that the people they were hiring needed to be trained better in basic skills; they would say workers were coming to them not being able to do things they assumed were being taught at the high school level. Colleges and universities began to offer remedial courses to their students. And, along the way, the needs of employers are changing, as are the types of jobs available to graduates.

In the school of the 21st century, students, parents, and community look to the education professionals to produce graduates who are prepared to enter the ever changing and challenging workforce. We are expected to provide students with an array of opportunities that will ensure them of a successful post-secondary career. Furthermore, businesses are looking to schools to provide them with trained workers who will not need to be retrained in the basic skills.

The 2001 monograph will focus on some programs offered in Connecticut high schools that partner with community businesses and/or help students to train more specifically for their lives after high school. These programs include volunteer opportunities, business partnerships, and other unique offerings that provide rich and fulfilling experiences.

We congratulate the schools profiled in this year's edition, and encourage other schools to use them as a resource.

Arthur C. Arpin, Chairperson
Professional Studies Committee

FOREWORD

"A COMMUNITY ENGAGED HIGH SCHOOL"

by Dr. Gerald Tirozzi, Executive Director
National Association of Secondary School Principals

Demographic shifts and societal change are dramatically impacting upon our nation's secondary schools. If ever there was a time for America's high schools to reach beyond the boundaries of the school and engage the greater community, NOW IS THAT TIME! Consider the reality that the school age population is becoming more diverse, a significant percentage of students will enter our secondary schools speaking a language other than English, our population is becoming more transient, and that the elderly population is the fastest growing block of voters. In addition, there is a growing need for secondary school construction, technology and virtual learning are dramatically altering curriculum and course offerings, and standards, accountability and high stakes testing place greater pressure on school staff. And, if you haven't noticed, business and corporate, legislative and community leaders are demanding more of our schools, and the quest for equity and excellence for all students continues. It is against this rapidly changing and shifting landscape that high school principals must provide enlightened and visionary leadership to enlist the support of community partnerships. A commitment to the status quo will simply not suffice.

Tomorrow's high schools must extend their reach beyond their walls and recognize the importance of involving the broader community in the delivery of educational programs and services. The business/corporate community can play a major role in providing internships and job related experiences that will bring a greater reality to a student's program of study. In effect, not only will a student engage a subject in a classroom setting, but more importantly he/she will have the opportunity to be actively involved in experiential learning. In addition, the broader community—including social services, health and welfare, and religious organizations—offers a great potential to provide support and assistance as secondary schools seek to address the myriad and diverse problems, issues, and "realities" which impact on young adolescents. Without engaging such community partners, schools will be hard pressed to "go it alone."

This vision of a "community engaged" high school must also embrace the role of parents, neighborhood organizations, and local political leaders in strategic alliances to support the mission of the schools, the faculty, and the students. Such community based support must be built upon a climate of trust and a commitment of open and candid discourse. Parents and community leaders must be accepted as full partners in school reform initiatives—in a proactive, not reactive way.

In *Jefferson's Children: Education and the Promise of American Culture*, Leon Botstein speaks to the issue of how adolescence has changed over the years, and how schools have not. He notes: "We don't bury our dead in coffins built in the sixteenth century, because they would be too short." This observation makes the point that high schools attempt to educate students with a stagnant curriculum, outdated school day and year, within the confines of obsolete buildings and with non-motivating instructional methods. Building upon Botstein's insightful observations, a strong case can be made for America's high school leaders to "rush" into their respective communities and seek out new and creative ways to engage their communities in providing broader and more creative approaches to teaching and learning opportunities—and also aggressively seeking community support in insuring that the necessary resources are available to insure equal educational opportunity for all students.

FEATURED PROGRAMS





Senior Internship Program

School	Greenwich High School
Address	10 Hillside Road, Greenwich, CT 06830
Telephone	(203)265-8000
Principal	Dr. Elaine Bessette (Headmistress)
Contact Person	Ralph Mayo, Housemaster

Description:

The Senior Internship Program was developed to allow students to explore an area of interest outside the constructs of their formal education. It is a culmination of the Developmental Guidance Curriculum. By helping students develop decision-making skills, the program provides a chance to make a smooth transition from high school to college, work-place, or military service. It is hoped

that by allowing students to work in the community, they will gain a better understanding of their long-term goals.

A letter of invitation, providing a brief outline of the program as well as the requirements for eligibility, is sent to all seniors. Students selected from the applicants are to be released from their courses in May for a five-week, full-time internship that is concluded with a presentation of certificates for their completion of the internship. Students are responsible for all work assigned up to the beginning of the internship; they must have completed and handed in all work prior to leaving. They are not responsible for any assignments or final exams given after the internship program begins. The certificates are distributed during a ceremony for students, faculty mentors, site-supervisors and parents.

Target Audience:

A cross section of students from the senior class that have identified a career interest and have a minimum of 2.0 grade point average, satisfactory attendance record and are successfully meeting June graduation requirements.

Funding:

Greenwich High School in conjunction with the Town of Greenwich funds the program. The funding is primarily allocated for the printing of materials and food for the ceremony.

"Implementation" Issues/Problems:

- 1) The most difficult task in implementing the program is developing and creating acceptance for the concept of a five-week full-time internship program.
- 2) Encouraging teachers to participate and to accept the fact that their students will not be in their classes for the last five weeks of school.
- 3) Promoting the program for parents to become aware and accepting of the value of the program.
- 4) Identifying sites that would provide an enriching and worthwhile experience for the seniors and relieving the site supervisors' anxiety about having young people on the job.
- 5) Convincing students to leave the high school during the last five weeks of their senior year.

Once the preliminary selling of the program is achieved, the difficulty then becomes the matching of appropriate sites with the appropriate students. This is a significant ingredient for promoting and sustaining a successful internship program. The successful internship experiences then "sell" the program.

continued

Greenwich High School, *continued*

Assessment of the Success of the Program:

Each student must maintain a detailed daily journal of work experience; the journal must be handed in at the end of the internship experience. A faculty mentor is assigned to each student; the mentor makes a minimum of two visits to the site and issues an evaluation form. The form is completed by the site supervisor in the presence of the mentor and handed to the Senior Internship Committee. Each intern, site supervisor and faculty mentor completes a questionnaire at the end of the internship to give suggestions for improvement of the program.

Reactions of Outside School Partners to the Program:

The program has been extremely well received by the outside school partners, evidenced by the growth in the number of sites. Initially there were twenty-three sites and within the first four years of the program it has grown to forty plus sites.

"The Town of Greenwich looks forward to its partnership in the Senior Internship Program as a way to invigorate our daily workplace. To teach, to demonstrate and to interact with young people with fresh enthusiasm and ideas will be of benefit to all." Selectman

"The Bruce Museum is happy to have participated in such a worthwhile program. We hope to be part of this wonderful program for years to come." Museum Curator of Education

"This program will help the students develop a more realistic level of what to expect when they go out in to the working world. Maybe some of these students will take a second look at what they want to do for a career. It's better to change jobs now than after college." Deputy Director of Human Resources for the Town of Greenwich

Reactions of Student Participants in the Program:

- "It is clear and obvious how valuable the Greenwich High School's Senior Internship Program is. As an intern, I cannot even begin to say what an incredible experience this is."
- "I never knew how much work it took to get a finished product on the air."
- "The most important thing I learned is that to a certain extent how you are labeled and defined in school does not dictate if you will succeed in the real world of work. I also learned that I am a person who loves to work with other human beings."
- "I now have a better understanding of what people have to go through every day in the work place. I am frightened!"
- "The most enjoyable part of my work at Nathaniel Witherell was the acts of appreciation that the residents showed me. Maybe that is a prime reason why I work with disabled people."

Positive Experiences/Highlights of the Program:

The major success of this experience is that it unites the whole Greenwich Community; students, teachers, community members, business people and workers have an opportunity to work together in positive collaborative relationships. The program has grown from 26 students to more than 140 students in five years; the student successes have provided the advertisement needed to validate the purpose of the program.



Green Dragon Enterprises, Inc.

School	Hamden High School
Address	2040 Dixwell Avenue, Hamden, CT 06517
Telephone	(203)407-2040
Principal	Colleen Palmer
Contact Person	Colleen Palmer

Description:

The mission of Green Dragon Enterprises is to create a collaborative working and learning environment for all students and staff at Hamden High School to insure that each student will achieve the knowledge and skills necessary to pursue a meaningful, life-long career path.

Students are encouraged to take a more active role in learning about careers, in selecting challenging courses and in

choosing work experiences that will better prepare them for life after high school, whether they choose additional education and training or enter immediately into the work force.

The expectations of Green Dragon Enterprises are that all students will:

- Gain knowledge and skills necessary for success.
- Enroll in programs, courses, internships and/or workplace positions available that will teach basic and higher level skills necessary for a variety of careers.
- Learn how to access careers of today and employment trends in the future.
- Discover earning potential, time commitments and employment opportunities in a multitude of career interests.

Green Dragon Enterprises is linked to the State of Connecticut's defined career clusters that support the vision of career exploration and development for all students.

In order to authenticate the process of developing and operating realistic enterprises, the school contracted with a local accounting and business-consulting firm to work collaboratively to develop and define the infrastructure for this venture. A parent company was created that oversees all enterprises and a non-profit organization was developed.

The management structure for Green Dragon Enterprises, Inc. is composed of a management team, quality councils for each enterprise and a board of directors. All decisions regarding the operation of the corporation must be reached at the appropriate level(s) of the corporation.

Delivery Model: School-Based Enterprises:

School-based enterprises create workplace experiences and opportunities through businesses created and operated by students. In order for the businesses to be realistic and accountable, they must include business functions such as bookkeeping, accounting, advertising and marketing. Students gain entrepreneurial experiences as well as academic and applied education skills.

Career Clusters Utilized through the Demonstration Site:

1. Business and Finance
School Bank-HUBCO United Bank
2. Construction: Technologies and Design
Construction Company

continued

Hamden High School, *continued*

3. Government, Education and Human Resources
Preschool-The Childhood Learning Center
4. Health and Biosciences
Art-N-Nature
5. Retail, Tourism, Recreation and Entrepreneurship
School Store
Culinary Arts
6. Technologies: Manufacturing, Communications and Repair
Automotive
CISCO Academy

Target Audience:

The entire Hamden High School student body.

Funding:

Hamden High School received a School-to-Career Demonstration Site Grant that enabled the district to begin its undertaking of creating the school-based enterprises and the process of incorporating Green Dragon Enterprises. This demonstration site money was dispersed as part of a two-year plan. During the first year Hamden was awarded \$100,000, and the second year \$50,000. At the present time the district does not receive school-to-career funding.

Reactions to the Program:

1. Since its inception Green Dragon Enterprises, Inc. has been highly successful from an academic and financial perspective. Through student involvement and advisor direction, each enterprise became profitable financially by applying its creative processes in determining the products and services it would offer customers. In being given an active role in each enterprise, students have learned the valuable lessons of working collectively to reach a goal, applying classroom knowledge, learning the responsibility and respectability associated with working with fellow students and customers.
2. This program was designed to instill students with motivation and excitement about the Green Dragon Enterprises, Incorporated. The first year of operation was a success. The program's success emanated from the student's perspective, whereby the student had an opportunity to develop, create, express ideas, and apply the principles of Total Quality Management in a project-based environment.



Partners in Science

School	Litchfield High School
Address	14 Plumb Hill Road, Litchfield, CT 06759
Telephone	(860)567-7530
Principal	Richard Hadden
Contact Persons	Edward O'Connell / Phil Fowler

Description of the Program:

Partners in Science is sponsored by Boehringer Ingelheim Pharmaceuticals of Ridgefield, Conn. In cooperation with area high schools, they host a program that brings high school students and teachers to their research and development facility. One afternoon a week, for six weeks, students and teachers gather for three hours. During each session, two different research scientists lecture about their current

research, and then visitors go to the researchers' lab to see the equipment and observe their experiments. Lectures include current biotechnology topics such as drug discovery, bioinformatics, gene therapy, immunogenetics, gene chip array technology, medicinal chemistry and pharmaceuticals. Students and teachers ask questions so that discussions follow the lecture. The lab tours include electron microscopy, tissue culture, fermentation, mass spectrophotometry, molecular modeling among others.

Target Audience:

Academically motivated high school seniors with career interests in biotechnology, medicine, or research, and science teachers with interest in these areas.

Funding:

Boehringer Pharmaceuticals funds the program. The school provides a van for transportation.

"Implementation" Issues/Problems:

Absolutely nothing! The science teachers were released from a "flex period" at the end of the school day in order to travel to the facility by 3 P.M.

Positive Experiences/Highlights of the Program:

Students visit the most cutting edge labs with the best technical equipment from biological chemical research. They actually see a working lab in action and use some of the most powerful 3-D computers for molecular modeling in the world. Participants also interact with other top science students in the state and form friendships as they begin college.

Students who participate as "Partners in Science" are given the opportunity to apply for a summer internship with the company. They are paid a per hour salary and are given the opportunity to become immersed in research with a scientist. Our school had a student selected for an internship two years ago. What could be a more positive experience for a recent high school graduate? She arrived at her college in September with "real world" science experience with a major international pharmaceutical company on her résumé. Another student from the school was selected for an internship during the summer 2001.

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Litchfield High School, *continued*

A participant from the school realized a career in biotechnology was not for him. However, he also realized that he had great interest in helping to design the multi-million dollar equipment that he saw in the labs. Thus, a career in engineering beckons.

Students in the program have only had positive experiences to report.

Assessment of the Success of the Program:

The final week of the program takes on a "game show" format such as *Jeopardy* or more recently *Who wants to be a Millionaire*. At this session, the scientists quiz the students about what was learned. Students from different schools are teamed-up, and this provides for some diversity education opportunities.

However, the success of the program is best judged by the enthusiasm of the students, teachers, and scientists.

Reactions of Outside School Partners to the Program:

The research scientists seem to enjoy the opportunity to "spotlight" their research to an appreciative audience. The teachers seem amazed at the depth of questions asked by students.

Our local weekly newspaper did a news report about the program. A teacher is quoted from the article: "This is a wonderful opportunity for the students to see real science conducted in an actual laboratory. It helps students develop an understanding of practical biotechnology, as it applies to pharmaceutical work." Another teacher said: "We are doing a lot of new and innovative types of experiments and labs in the classroom. For the students involved, the partnership program is an extension of that work."

Reactions of Student Participants in the Program:

Student quotes: "I like how the scientists map out a process and come to a conclusion with an experiment. It is definitely something that I'll use in my studies."

"The whole system of physics and chemistry uses technology now to record and collect data for the work. It's something I would use myself in my own work."



Western CT Superintendents' Internship Program

School	Joel Barlow High School
Address	100 Black Rock Turnpike, Redding, CT 06896
Telephone	(203)938-2508
Principal	Dr. Allen Fossbender
Contact Person	Rosemary Riber

Description of the Program:

A Medical and Business Internship Program for students in grades 11 and 12 designed to assist students in developing specific work skills and offer career exploration opportunities in their area of interest. A school-based director, a work-site supervisor and an internship coordinator at Education Connection, a regional education service center, manage the program.

Students work after school in area hospitals, physical therapy centers, small businesses and financial institutions. The students are paid minimum wage for hours worked, and receive round-trip transportation from school and work.

Target Audience:

High School Juniors and Seniors - Students must be 16 years of age to participate and be in good academic standing. Students must participate in 6-10 hours of work per week and maintain 90% work attendance. Juniors serve in three 8-week rotations during the school year. Seniors are given the choice to remain at one work-site or continue to explore more than one career.

Funding:

The Western Connecticut Superintendent's Association, comprised of the superintendents in thirteen school districts and one university, provides the funding. Ten superintendents from area high schools participate at a cost of \$5,000.00 per district for seven students. Each additional student participant costs \$500.00. The Connecticut State School-to-Career grant awarded to these high schools provides additional funding.

"Implementation" Issues or Problems:

Implementation is not easy. Getting everyone's time sheets in on time so they can be paid bi-weekly is usually a chore. Communicating among the employer, the student and the transportation provider can be difficult. There are often last-minute changes, school holidays, etc., that disrupt the work schedule and the employer, and make me wish I had an intern to help me.

I think that it would be helpful to meet with the students regularly so that any problems can be addressed, i.e., "My boss doesn't talk to me," or "I really don't want to be a doctor anymore." I would have set up a weekly meeting with my internship students, sort of like a part class/part support group on workplace skills.

Positive Experiences/Highlights of the Program:

Internship students in the participating ten area high schools are required to attend monthly meetings covering a variety of topics. Included are issues regarding safety, confidentiality, body mechanics and lifting, diversity, and

continued

Joel Barlow High School, *continued*

employability skills. There are often career speakers in their fields of interest, and presentations on conflict resolution, goal-setting and interviewing. The students have enjoyed the presentations, as well as the opportunities to meet with students in the other high schools.

The students are given the opportunity to explore careers and perform meaningful roles in the community. This program offers applied learning opportunities to students, extending the curriculum beyond the classroom.

Assessment of the Success of the Program:

There are always students on a waiting list for the WCSA Internship Program. Students have been placed in internships at area businesses based on the goals established in this program, and have been paid by the employer directly. All of the students who begin in their junior year return for their second year of participation as seniors. Many students continue their employment through the summer or during vacations after graduation.

Reactions of Outside School Partners to the Program:

The employers involved in the internship program agree that this is a win-win situation. They have been provided with guides to mentoring, in addition to our goals of the program outlining an intent to learn by doing, so that busy-work can be avoided. Many of the participating employers have served internships themselves and are aware of the benefits to a high school student.

"I'm learning from them." Eric Cott, Sr. Vice President, Merrill Lynch

Reactions of Student Participants in the Program:

"After completing a year as a medical intern at Danbury Hospital, I realized that the medical profession wasn't for me. Thus, I have changed to the business internship program my senior year to try my luck there. I work at Merrill Lynch and I am learning skills that I could use in the future."

"I'm learning SO much!"



The Service Fair

School	Timothy Edwards M.S. and South Windsor H.S.
Address	100 Arnold Way. South Windsor, CT 06071
Telephone	(860)291-1256
Principals	Janice Tirinzonie (TEMS) and John Dilorio (SWHS)
Contact Persons	Cindi Yakoubian (SWHS) / David Pearson (TEMS)

Description of the Program:

The Service Fair was a collaborative effort between Timothy Edwards Middle School, South Windsor High School, and a wide variety of non-profit community agencies and service organizations. Local agencies and organizations that utilize volunteers were invited to participate. There were approximately 25 different organizations represented. Some of the organizations that participated were:

American Red Cross, Foodshare, Make-A-Wish-Foundation, National Kidney Foundation, Rockville General Hospital, South Windsor Youth and Family Services, and United Way of the Capital Area. The various organizations set-up booths, displays, and demonstrations throughout the school. Students prepared a variety of questions relative to the services provided by these various agencies, the value of volunteerism and the use of student volunteers. Students then traveled throughout the displays and asked the representatives what each organization does and how they (as students) could get involved and help the cause. The INTERACT Club from the high school came to the fair and asked similar questions of the presenters. Over 1200 youngsters from Timothy Edwards Middle School and South Windsor High School visited the Fair.

Target Audience:

The 1200 students at Timothy Edwards Middle School and the 70 members of the high school INTERACT Club participated in the Service Fair. Any youngster with an interest in helping others would benefit from a program such as this.

Funding:

This program was run concurrent with the school day. This helped to keep the cost down. There were no charges for facilities or staff. All of the presenters were volunteers and members of the visiting organizations. Each organization was responsible for its own transportation, brochures, and demonstrations. The only costs incurred by the school was the cost of the refreshments and lunches provided to the representatives, the cost of a bus to transport students from the high school to the middle school, and advertisement costs for posters and signs throughout the community. This totaled approximately \$250.00.

"Implementation" Issues or Problems:

The organization and implementation of the Service Fair went very smoothly. All teachers were supportive of the program. This helped to make it run without issue. Each non-profit organization should be encouraged to bring its own handouts, storyboards, and videos. Each presenter should be reminded of the age of the target audience so that interactions are cognitively appropriate. He/she should also be reminded to reference volunteer opportunities that are age appropriate.

continued

South Windsor, *continued*

Positive Experiences/Highlights of the Program:

This fair provided benefits to both the students and the non-profit organizations involved. It opened the pool of available volunteers to include middle school age students. It gave the organizations a realistic picture of the "quality" students who attend our schools. It also gave them a different (positive) perspective of our students and schools, one that may be different than the perspective sometimes portrayed by the media. The students were given the opportunity to find out about a variety of non-profit organizations and the many ways that these groups help people. The fair provided a bridge to establish collaborative partnerships between schools and businesses. As a result of the Service Fair, the non-profit organizations gained an understanding about the genuine desire of many youngsters to get involved and help others.

Assessment of the Success of the Program:

There were many factors that identified the success of the program. As a result of the Service Fair, many parents called the school to report that their sons/daughters were talking very positively about volunteerism and the many opportunities available to help others. Students spoke very positively about the fair in the "follow-up" activities that ensued in the classrooms on the next day. The fair helped both school personnel and the participating agencies to define the needs of the community and how students can be a part of helping. As a result of the fair, there has been a marked increase in student volunteerism. Students have also gained a better understanding of the importance of volunteering and "getting involved."

Reactions of Outside School Partners to the Program:

Dennis Sheridan, Director of South Windsor Youth and Family Services remarked, "...this is a terrific opportunity for students to link with service providers. The students were enthusiastic and eager to learn about volunteering. The lunch served by the culinary arts class was fantastic."

Rodican Rose Bonn from the Make-A-Wish Foundation commented that "The Service Fair is a day I will long remember. I ... was overwhelmed by the enthusiasm of the students and the number of organizations represented. There is much work to be done in our communities and the students are aching to do their part. The Service Fair gave students the opportunity to ask important questions about how they can make a difference."

Faith Emrick from the Riverside Health and Rehabilitation Center says, "this was a wonderful opportunity to acquaint the students with our facility and gain knowledge of what a nursing home is. The students were very interested... as a result one group of students collected Christmas gifts for our residents. Several students have sent applications to help."

Reactions of Student Participants in the Program:

The students at both the middle school and the high school were very excited to meet with the representatives from the various groups. One senior commented, "the Service Fair really helped us get out there and meet organizations we could help. Without the fair, we would not have learned about the Make-A-Wish Foundation. Another senior pointed out, "the Service Fair helped us get our name out into the community."



Bristol Technical Education Center

School	Pomperaug High School
Address	234 Judd Road, Southbury, CT 06488
Telephone	(203)262-3200
Principal	James Agostine
Contact Person	Leslie Belval

Description of the Program:

Pomperaug students have the opportunity to attend a full year program at the Bristol Technical Education Center, combining academics with learning a trade. Current students are studying welding, HVAC and automotive technology. The students receive a trade certificate at the conclusion of the program as well as earn full credit for their Pomperaug High School diploma. In some cases, the trade certificate pro-

vides immediate entry into employment; in other cases, e.g. HVAC, the student must continue in the trade to obtain a license.

The Bristol Technical Education Center currently enrolls about 140 students from across the state, though primarily from the greater Bristol area. The majority of students attend the program for one year with some having the opportunity to spend a full two years. Academic courses are provided for students at the Center so that students will stay up-to-date in meeting diploma requirements.

Target Audience:

All Pomperaug students are eligible to apply for the program. Descriptions of the many available programs, including the Bristol Center, are given to students and students indicate whether or not they have interest. Those who have done so are brought to the Center for a tour and more information. Those really interested have the opportunity to spend more time at the Center.

Funding:

Funding is through the usual provisions of the Connecticut State Department's Technical Schools; transportation is arranged by Pomperaug.

Implementation and Assessment:

Since this is the first year of the program, it is too soon to judge success. It is clear that anecdotally the students involved are appreciating the experience. A need is being met for students interested in learning a trade since low enrollments have caused reduction in available programs in technology education at Pomperaug. This program results in an expansion of the curriculum.

Reactions to the Program:

“The Bristol program is great, including the teachers. Good equipment. The travel is long, but it’s worth it. Will be receiving certification as an auto mechanic and will work part-time next year as a senior. Hope to go to V.T.I. and specialize in Porsches.” *Student*

“Great for students who are "hands-on" learners. Interest in school has improved and grades have gone up.” *Parent*



Business Plan Development

School	Terryville High School
Address	21 North Main Street, Terryville, CT 06786
Telephone	(860)314-2777
Principal	Andrea Lavery
Contact Person	Robert Nave

Description of the Program:

The Business Plan Development Project is a six week unit that culminates in the completion of an actual business plan. A business plan is a document used by prospective entrepreneurs to obtain a loan from a bank. Therefore, the objective of the unit is to see which businesses would or would not qualify for a loan. Students must do guided research to determine the nature of the business, the market, competition and location of the business, and create financial data sheets reflecting accurate prices

for all associated costs relating to the opening of a business. Résumés, letters of recommendation, organizational charts and an advertising strategy must also be developed.

To aid the students, mentors are brought to the classroom. Representatives from local banks come in on several occasions to guide the students in their creation of balance sheets, cash flow projections and other financial particulars. Representatives from the Service Corps of Retired Executives (SCORE) also come in on several occasions to help the students understand the intricacies of researching, starting and running a business. They conference with the students on an individual basis helping them to create a complete business plan portfolio. Students also spend one school day on a job-shadowing experience. They spend the day with a person who is in the same field or a related field which enables them to ask questions necessary for the business plan. This gives them an opportunity to witness, and in some cases actually work in that business. Before the students begin the business plan, they are given a list of businesses the school has developed a partnership with and are told to pick from this list of approximately 30 businesses.

Upon completion of the portfolio, each student or student group (two to three students at the most) submit his/her work and the most complete plans are selected by their peers. The students who created these plans participate in a simulated bank interview that would help determine whether or not the business would acquire a loan. Two bankers and a representative from SCORE conduct the interview in front of the class. Each student or student group is questioned about the information contained within his/her business plan. Students must elaborate or defend their portfolio and conduct themselves in a professional manner. At the end of the lesson, an announcement is made revealing the plans that would receive a loan, as well as which plan is the most complete. There are also distinctions given for other aspects of the exercise such as "Best Interview" or "Best Financial Analysis."

Target Audience:

The Business Plan Development unit is integrated into United States History. At Terryville High School, United States History is taught over two years. In the second year, which is the junior year for the students, the Era of Big Business (1880-1920) is studied. It is during this time that the students are assigned the Business Plan Development Project.

Funding:

Funding for the Business Plan Development Project can vary. Usually, the greatest cost is incurred when the students are bussed for their job-shadowing experience. At Terryville High School, the School to Career Office has secured a \$500 grant for all expenses during this unit. Portfolio covers can be bought with the money as well as certain books and CD ROM's that contain census material. Money is also needed for amenities and incidentals offered to the numerous visitors and guests coming to mentor the students.

"Implementation" Issues or Problems:

Each year that the project is completed, more is learned about running this large endeavor with efficiency. Obtaining community partners and mentors requires considerable footwork and paper work. It is also difficult to coordinate a large number of

continued

Terryville High School, *continued*

students going into the field on the same day. At times there is also difficulty in finding enough data concerning the market, location and the competition without allowing the students to leave the building.

Positive Experiences or Highlights of the Program:

Perhaps the greatest experience within the project that cannot be taught in a traditional classroom is watching the students develop their interpersonal skills. Each year, 75 students begin this project with very little real life experience in the business world. Upon completion of the project six weeks later, the students have mentored with a SCORE representative and met with bankers individually or in groups for no less than four hours, spent a day job shadowing, conducted interviews outside of school with business owners, held telephone interviews with insurance and real estate agents, and approached people requesting letters of recommendation. Often, this is the first time students of this age have had to market themselves in so many capacities. Within six weeks, students mature and set themselves up for adult interaction on a level far above that of high school.

Assessment of the Success of the Program:

Assessment of the Business Plan Development Project varies depending on the purpose of the assessment. Since the goal of the project is to create an authentic business plan, some students have actually used their business plans to start their own businesses. The authenticity of this assessment is without a doubt unique and proves that both the Business Plan Development Project and the resulting plan is a success. The interview process described above is also a form of assessment that helps determine completeness of the project. This has given the students experience that can be used throughout life. However, the basic assessment used for this project is an evaluation of the completed portfolio. Each student or student group must submit a final portfolio according to specific guidelines provided by the teacher.

Reactions of Outside School Partners to the Program:

Community response, involvement and support towards this project have been outstanding. The initial contact and ensuing alliance that was formed between the school and community partners were not difficult tasks due to the willing acceptance of the businesses in the Plymouth/Terryville area. In some cases, students had ideas for businesses outside the initial list generated by the School to Career Coordinator. Some of the businesses were ones owned by relatives while others were places of business the students frequented. With students functioning as ambassadors, many businesses agreed to join our job shadow experience. It was amazing to see that the vast majority of students returned to school following their job-shadowing experience with gifts. They came back with calculators, notebooks, hats, pens/pencils, calendars and other such items from the company. Many students were taken out to breakfast or lunch by their hosts although that was not part of the plan.

The mentors from SCORE are perhaps the most unique people the students come in contact with during this project. All SCORE representatives are retired so the generational difference is obvious. However, the students are always amazed at how "up to date" these retired executives can be. In turn, the SCORE representatives enjoy their contact with the teenagers. The mixture of realism the SCORE representatives provide combined with the idealism of the students creates a very dynamic relationship contributing to the success of the program.

Reactions of Student Participants in the Program:

The Business Plan Development Project is an authentic assessment of a student's work which often unnerves a student. The completed portfolio is often in excess of 20 pages. That amount of work is hard for students to comprehend at the beginning of the project, but as their portfolio grows, so does their confidence. Upon completion of the project there is great relief, but as the year continues, the students look back at their accomplishments with fond memories. It is in their senior year and beyond, though, that the greatest reactions are heard. Most students come back from college and talk about how something they have learned in the Business Plan Development Project has translated to their college experience. For instance, students who study economics have stated that the project helped them to understand their economics courses better. Other students have successfully started small businesses based on models of the plan and their pride in the achievement is obvious.



Students Assisting Mothers (S.A.M.) Corps

School	Crosby High School
Address	300 Pierpont Road, Waterbury, CT 06705
Telephone	(203)574-8061
Principal	Barbara Carrington
Contact Person	Marie Ann Ponzillo

Description of the Program:

The Young Parent Program at Crosby High School provides a nurturing and caring environment for the infants of Waterbury High School students. As a result, teen moms are given an opportunity to finish school. S.A.M. Corps is the first-of-its-kind student volunteerism program in the state with satellite sites in other Connecticut schools. During their study periods and cafeteria time, they care for the infants by feeding, playing, and rocking them

to sleep. Also, they secure donations, tutor the moms and make them breakfast with donated food products. S.A.M. Corps runs the Recycled Rose Shop and Design Studio located in the school. Funeral homes donate gently used floral pieces, which are "recycled" into new arrangements that are sold and the profits are returned to the program. Some are donated to senior citizens and shut-ins.

Target Audience:

Teen mothers, senior citizens, shut-ins, and the underserved in the community.

Funding:

The program runs on 100% donations from the community secured by the students and teacher. Litchfield High School obtained a mini-grant to work with Crosby High School as auxiliary members of the program.

"Implementation" Issues or Problems:

Students were an integral part of the development of the program. They recruited and interviewed students who wished to join and there is now a waiting list of S.A.M. Corps pledges. The Recycled Rose Shop and Design Studio are growing. The program is in need of more facilities and space.

Positive Experiences/Highlights of the Program:

S.A.M. Corps has garnered awards, commendations, and multi-media attention during the past 2 ½ years. More importantly, it has remained a truly "fun and happy" experience for everyone who has been a part of it. Along with its sister school, Litchfield high School, S.A.M. Corps sponsored the first Student Volunteerism Symposium in December 2000 entitled "Volunteering can be Fun, While Making a World of Difference."

Students who are not working in the Recycled Rose Shop and Design Studio are given the opportunity to work in the school's broadcast studio on community service programs. Programs broadcast to the Greater Waterbury Community are produced by S.A.M. Corps and feature experts in the community who are interviewed on speech and language development in children, crib safety, etc. Starting this spring, S.A.M. Corps will initiate "Send in the Clowns" which involves students creating clown costumes and learning the art of "clowning around" from a local clown. They will be practicing their routines in the nursery and performing at two local hospitals. Some students have expressed an interest in starting their own clown business to perform at children's birthday parties.

continued

Crosby High School, *continued*

Assessment of the Success of the Program:

S.A.M. Corps started with a handful of students. It rapidly grew to incorporate other Connecticut schools, a flower shop, broadcasting community service programs geared at keeping kids healthy and safe, and a clown school. Marie Ann Ponzillo has presented this program numerous times locally, statewide, and nationally. It will be featured at the American Association of Family and Consumer Science National Conference in Providence, RI, in June 2001. However, Ponzillo states, "Its true signs of success is not in proclamations, awards, and presentations. S.A.M. students are having a great time giving of themselves and encouraging their friends and others to do so. Success is making kids feel good about themselves by the caring work that they are doing. The work of these young people is making the community a better place in which to live and the lives of the teen moms and their babies are enriched."

Reactions of Outside School Partners to the Program:

- "Seeing big strapping football and basketball players rocking babies to sleep is a sight to behold."
- "After just 5 minutes watching these kids, you get a whole new perspective about teenagers from the inner city."
- On the Recycled Rose Shop- "Everything's coming up roses and so much more."
- "These city and suburban kids absolutely love being together and working together for the benefit of teen mothers and their babies."
- "Their enthusiasm is infectious!"

Reactions of Student Participants in the Program:

- "I'm going to be crying my eyes out in June when I graduate-I don't want to leave S.A.M. Corps and the babies."
- "I try to describe this place to my family and it's just so indescribable."
- "I haven't eaten in cafe in almost 3 years! Does that tell you how much I love it here?"

Additional Programs



Title of Program	W.I.S.E
School	East Lyme High School
Address	30 Chesterfield Road, East Lyme, CT 06333
Telephone	(860)739-1451
Principal	Gerald Mistretta
Contact Person	Linda Foote

Overview

Started by a committed task force and supported by administration, the W.I.S.E. (Wise Individualized Senior/Junior Experience) program targets juniors and seniors who seek creative ways to earn academic credit. A faculty mentor works with students who do substantial research and reading in their areas of interest and keep journals of their activities and acquired knowledge. At the conclusion of the experience, students give oral presentations to a committee of parents, teachers,

and other students with other family and community members as guests. After the presentation, each student's mentor prepares a written assessment that serves as a record of the student's W.I.S.E. project. Students have served internships at work sites, performed community service, and explored perspective careers. The program did not require extensive funding at its inception at ELHS. School staff has worked with many community partners ranging from health facilities, the East Lyme Police Department, area businesses, and the University of Connecticut. A key aspect of the W.I.S.E. program is that students create their own learning opportunities by designing their own experience.

Title of Program	Peer Education
School	Enrico Fermi High School
Address	124 North Maple Street, Enfield, CT 06082
Telephone	(860)763-8800
Principal	Paul Newton
Contact Person	Nancy Burger

Overview

This is a one-semester course offered within the Family and Consumer Sciences Department. This course teaches high school age students how to work with elementary school aged students. It emphasizes cross-age teaching strategies surrounding topics that include (but are not limited to) problem solving, decision making, abstinence from and education about drugs and alcohol, and general safety. The course also gives the high school students an opportunity to teach activities

like arts and crafts, music, and games. The course is co-sponsored and co-taught by a local counseling agency, New Directions of Connecticut. The course is partially funded by drug free school grant. Each student spends approximately 10-16 hours after school working in the various elementary schools in Enfield.

Title of Program	Senior Internship
School	Newington High School
Address	605 Willard Avenue, Newington, CT 06111
Telephone	(860)666-5511
Principal	Paul Hoey
Contact Person	Julie Karas

Overview

The junior/senior internship at Newington High School links high school juniors and seniors with business and professional partners in order to explore careers, prepare for post-secondary experiences, and attain entry level employability skills. Interns identify their objectives, write a résumé, attend work-related seminars, keep an ongoing journal, write a reflective paper about their experience, and are evaluated by school staff and employers using a rubric detailing expectations

related to the objectives of the program. Credit is awarded flexibly depending upon the total amount of hours performed by the student: 40 hours for ¼ credit, 80 hours for ½ credit, 120 hours for ¾ credit and 160 hours for 1 credit. Internship grades are not used in computing the GPA. To be selected for the program, students must complete a thorough application, including signing an ethics statement and having parental permission to participate. Students provide their own transportation, carry 5 credits in addition to the internship, and can be dismissed early depending upon their schedules. The program has been grant funded through CREC with grant monies supplemented through the Newington Board of Education and Chamber of Commerce.

Title of Program	Senior Internships
School	Ridgefield High School
Address	700 North Salem Road, Ridgefield, CT
Telephone	(203)438-3785
Principal	Dr. Joseph Ellis
Contact Person	Dr. Joseph Ellis

Students and site supervisors use a rubric to evaluate the intern's work at least twice during the five-week period. Students also keep a daily journal and work a minimum of thirty hours per week at the site. Principal Ellis indicated that the internship program is not costly and has proved to be a celebratory experience for interns, community partners, and the school. He shared that initial concerns about formal curriculum were assuaged when faculty and staff saw the value to the students involved. Student interns glowed about "...the wonderful experience..." and the good news is spreading.

Title of Program	American Studies
School	Weston High School
Address	115 School Road, Weston, CT 06883
Telephone	(203)291-1600
Principal	Mary Monroe Kolek
Contact Person	Dr. Mary Murphy

television and media. Seminars were conducted on Saturday mornings at Fairfield University. During the second semester university faculty are scheduled to serve as guest lecturers during regularly scheduled high school classes. Students and faculty will work to develop a culminating experience that joins all participants in a seminar/ workshop format. Particular emphasis will be on discussing and reviewing student work that has resulted from unit lessons developed through the partnership. The Weston Education Foundation provided funding for this program as part of their innovative projects grant program.

Title of Program	Ground Hog Job Shadow Day
School	Staples High School
Address	70 North Avenue, Westport, CT 06880
Telephone	(203)341-1425
Principal	Dr. Gloria Rakovic
Contact Person	Mary Lou Huisking

High School-To-Career Coordinator, Mary Lou Huisking, finds that the program increases student understanding of demands and opportunities available in the workplace, while allowing students to explore careers of interest prior to post-high school planning. Students are also motivated to perform well in their course work, keep focused on their future goals, and see the relationship between skills learned through the curriculum and the demands of employers.

Overview

Selected RHS seniors explore an area of interest outside the constructs of their formal education program. After applying and being selected based upon academic and behavioral criteria, students serve their one-fourth credit internships the last five weeks of school, but only if they have finished their subject responsibilities by May 12. Credit for all final marking period classes is contingent upon the students' successful completion of their internships. Teacher volunteer mentors work with stu-

dent interns. Teacher volunteer mentors work with students and site supervisors use a rubric to evaluate the intern's work at least twice during the five-week period. Students also keep a daily journal and work a minimum of thirty hours per week at the site. Principal Ellis indicated that the internship program is not costly and has proved to be a celebratory experience for interns, community partners, and the school. He shared that initial concerns about formal curriculum were assuaged when faculty and staff saw the value to the students involved. Student interns glowed about "...the wonderful experience..." and the good news is spreading.

Overview

The goal of the program is to enrich and expand the depth of the American Studies curriculum and related instructional materials, particularly in areas that extend beyond the traditional English/ literature and social studies/history expertise of high school faculty. During the fall semester university faculty provided seminars for high school staff in areas of expertise related to American Studies. These include: art, music, theatre, demographics and census data, GIS mapping technology, and tel-

evision and media. Seminars were conducted on Saturday mornings at Fairfield University. During the second semester university faculty are scheduled to serve as guest lecturers during regularly scheduled high school classes. Students and faculty will work to develop a culminating experience that joins all participants in a seminar/ workshop format. Particular emphasis will be on discussing and reviewing student work that has resulted from unit lessons developed through the partnership. The Weston Education Foundation provided funding for this program as part of their innovative projects grant program.

Overview

Staples High School offers "Ground Hog Job Shadow Day," which provides high school students with a career shadowing opportunity in the greater Westport business community. It is part of a national program sponsored by America's Promise Initiative, and is coordinated by Junior Achievement®. Staples High School personnel work in partnership to match twenty upperclassmen students with area employees for a one-day, structured visit to local work-sites. The Staples

High School-To-Career Coordinator, Mary Lou Huisking, finds that the program increases student understanding of demands and opportunities available in the workplace, while allowing students to explore careers of interest prior to post-high school planning. Students are also motivated to perform well in their course work, keep focused on their future goals, and see the relationship between skills learned through the curriculum and the demands of employers.

APPENDIX



RESPONDING SCHOOLS

Many thanks to these 30 schools which responded to our survey. These schools shared with us a myriad of unique programs which, though not featured in this monograph, are worthy of note and possible investigation. We encourage you to contact these schools for additional information.

SCHOOL

CONTACT PERSON

Berlin High School
(1.860.828.6577)

Upbeat Peer Leadership/Hospital for Special Care Partnership

Alice Mitchell

Bolton High School
(1.860.643.2768)

Ecology/Search

Karen Cordero

Kolbe Cathedral, Bridgeport
(1.203.335.2554)

Building with Books Service Club

Jo Ann Jakab

Bristol Eastern High School
(1.860.584.7876)

Work Experience Credit

Tech. Prep

Internship Program

Community Service

School to Business Partnership Mentor Program

Dorothy Russo

The Morgan School, Clinton
(1.860.664.6504)

Mentoring/Internship/Job Shadow

Mary Burkhart

Darien High School
(1.203.655.3981)

Alternate Learning Program

William Devlin

East Lyme High School
(1.860.739.6946)

Fishman Academy - Service Project

Mentors/Mentees

Anthropology

Freda Granados
Lawrence Roberts
James Littlefield

Housatonic Reg. HS, Falls Village
(1.860.824.5123)

Alternative Educational Program

Kathleen Burkhart

Sports Sciences Academy, Hartford
(1.860.722.8009)

School to Career

José Colon

Killingly High School
(1.860.779.6620)

Mosaic (Diversity Program)

David Sweet

Responding Schools, *continued*

Litchfield High School (1.860.567.7530) <i>Rainforest Research Project</i>	Wendy Welshams
Cheney Technical High School, Manchester (1.860.649.5396) <i>Tech. Prep</i>	Bruce Sievers
Wilcox Technical High School, Meriden (1.203.238.6250) <i>Pro-Tech Program</i>	Barbara Marroquin
Maloney High School, Meriden (1.203.238.2334) <i>School to Career</i>	Robbin Airault
Middletown High School (1.860.704.4500) <i>Developmental Guidance k-12 - Community Partners</i>	Robert Fontaine
Vinal Tech. High School, Middletown (1.860.344.7102) <i>Connecticut VTSS</i> <i>Cooperative Worksite Experience Program</i>	Thomas Termine SDE
Montville High School (1.860.848.9208) <i>Supported Employment - Alternative High School</i>	Donna Maynard
New Britain High School (1.860.225.6351) <i>PACE Program/School to Career</i>	Margaret Ziolkowski
Newington High School (1.860.666.5611) <i>Marketing Coop. Work Experience</i> <i>Coop. Work Experience</i> <i>Special Work Practicum</i> <i>Early Childhood Development</i> <i>Occupational Child Care</i> <i>Community Service</i>	Mary Jo Dagata Tom Pacyna Nancy Codeanne Sharon Kain Paul Hoey
Newtown High School (1.203.426.7646) <i>Senior Project</i> <i>Career Shadowing</i> <i>Internships</i> <i>STAR (Success for Freshman)</i> <i>Students Identified Receive Help</i>	Peg Ragaini June McEvoy Peg Ragaini Lorrie Arsenian Jeff Tolson

Responding Schools, *continued*

Norwalk High School
(1.203.838.4481)
Saturday Working Detention
Quadtown Leadership
Generation Excellence

Dewey Amos

Plainville High School
(1.860.793.3220)
Bushnell Lecture Services and Job Shadowing

Anne Pingpank

Pomperaug High School, Southbury
(1.203.262.3200)
Internships
IBM/Coop. Internship
NVCC School Extension

Leslie Belval
Leslie Belval
Heidi Sullivan

South Windsor High School
(1.860.648.5000)
First Robotics
Teacher Aide Program
PAWS - Peersave Wonderful Support

Al Mothersele
Julie Wlodarczyk
Gail Stove

Westhill High School, Stamford
(1.203.977.4477)
Internship Program, ACE Mentor, Career Exposition, Job Shadowing

Diane Christiano

Bunnell High School, Stratford
(1.203.385.4260)
Internship Program

Victoria Priddle

Terryville High School
(1.860.314.2777)
School to Career Center

Lisa Peterson

Tolland High School
(1.860.870.6860)
Cooperative Work Experience/Senior
Internships
Oceanography - Bermuda

Ron Dextrateur

Lance Arnold

Watertown High School
(1.860.945.4810)
Career Fair

Stephen Barone

Staples High School, Westport
(1.203.341.1200)
Independent Senior Project
Border Crossing

Christine Gray
Christine Gray