

California State University, San Bernardino

CSUSB ScholarWorks

Theses Digitization Project

John M. Pfau Library

2005

Program manual for international business academies

Gina Lee Pierson

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/etd-project>



Part of the [Vocational Education Commons](#)

Recommended Citation

Pierson, Gina Lee, "Program manual for international business academies" (2005). *Theses Digitization Project*. 2865.

<https://scholarworks.lib.csusb.edu/etd-project/2865>

This Project is brought to you for free and open access by the John M. Pfau Library at CSUSB ScholarWorks. It has been accepted for inclusion in Theses Digitization Project by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

PROGRAM MANUAL FOR INTERNATIONAL
BUSINESS ACADEMIES

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Career and Technical Education

by
Gina Lee Pierson


June 2005


PROGRAM MANUAL FOR INTERNATIONAL
BUSINESS ACADEMIES

A Project
Presented to the
Faculty of
California State University,
San Bernardino

by
Gina Lee Pierson
June 2005

Approved by:


Joseph A. Scarcella, Ph.D., First Reader


Ronald K. Pendleton, Ph.D., Second Reader

5-30-05
Date

© 2005 Gina Lee Pierson

ABSTRACT

The California Partnership Academy (CPA) is a proven method of high school reform to increase the academic success of at-risk students. However, in recent years, specialized programs like CPAs have taken the backburner position to the high stakes accountability of reading and math.

This has caused problems for some CPAs to get the administrative support necessary to fulfill the components required to maintain funding through the California Department of Education (CDE). In reality, the goals behind the legislation to increase accountability are closely aligned with the goals of CPAs - to increase graduation rates, provide effective transition into postsecondary experiences and the attainment of industry-related credentials and postsecondary degrees.

The purpose of this project was to develop a manual, for La Sierra High School International Business Academy teachers, that addresses the 13 funding requirements of the CPA with ideas and materials to assist with compliance. This manual also serves as a promotional tool to increase the awareness of administration, counselors, district personnel, parents and students to the increased academic achievement associated with CPAs.

ACKNOWLEDGMENTS

Joseph Scarcella Ph.D.

Patrick Ainsworth

Phil Kobz

DEDICATION

To my beautiful children, Jesse and Jamie,
You are the greatest blessings I have ever received.

To my wonderful husband Richard,
Thank you for all the love, support and encouragement
you have given me over the years.

To my parents,
You always knew that I could do anything that I set my
mind to do. Confidence is worth its weight in gold.

I love you all!

TABLE OF CONTENTS

ABSTRACT	iii
ACKNOWLEDGMENTS	iv
LIST OF TABLES	vii
CHAPTER ONE: BACKGROUND	
Introduction	1
Purpose of the Project	1
Context of the Problem	1
Significance of the Project	2
Assumptions	2
Limitation and Delimitation	3
Limitation	3
Delimitation	4
Definition of Terms	4
Organization of the Thesis	6
CHAPTER TWO: REVIEW OF THE LITERATURE	
Introduction	8
History of Academies	8
Impact of No Child Left Behind	16
Increased Academic Achievement via Academies	19
Summary	22
CHAPTER THREE: METHODOLOGY	
Introduction	23
Development	23
Resources and Content Validation	23

Design	24
Manual Content	24
Population Served	26
Summary	27
CHAPTER FOUR: CONCLUSIONS AND RECOMMENDATIONS	
Introduction	28
Conclusions	28
Recommendations	29
Summary	30
APPENDIX: PROGRAM MANUAL FOR INTERNATIONAL BUSINESS ACADEMIES	31
REFERENCES	100

LIST OF TABLES

Table 1. Findings on Academic Performance and High School Completion: Students in Career Academies Compared to Other Students 13

Table 2. Findings on Enrollment in Postsecondary Education: Students in Career Academies Compared to Other Students 14

CHAPTER ONE

BACKGROUND

Introduction

The content of Chapter One presents an overview of the project. The contexts of the problem are discussed followed by the purpose, significance of the project, and assumptions. Next, the limitations and delimitations that apply to the project are reviewed. Finally, definitions of terms are presented.

Purpose of the Project

The purpose of the project was to develop a Program Manual for the La Sierra High School International Business Academy teachers, counselors and administrators in Riverside, California. The Program Manual addressed all of the key components of the California Partnership Academy Model necessary in order to run a successful academy.

Context of the Problem

The context of the problem was to address adherence to the key components of the California Partnership Academy (CPA) Model. Specific components such as pure academy classes, common prep periods for teachers and block scheduling to create a school-within-a-school

environment require a great deal of support and commitment from the high school's administration, counselors and district personnel.

Significance of the Project

The significance of the project was due to the increased demands on school-wide accountability and the affects of the No Child Left Behind Act; high school administrators have focused on API and High School Exit Exam performance results. There is less emphasis on the necessity of specialized programs, which has resulted in a struggle for administrative support in providing key academy components. Without strict adherence to state mandated program guidelines, the International Business Academy at La Sierra High School risks losing state funding and the ultimate demise of the academy.

Assumptions

The following assumptions were made regarding the project:

1. It was assumed that a program manual was needed to assist the La Sierra High School International Business Academy teachers, counselors and administrators adhere to the key

components of the California Partnership Academy Model.

2. It was assumed that once the program manual was created, academy teachers, counselors and administrators throughout the State of California could utilize the program manual to aid in future operations of their academies.
3. It was assumed that once the program manual was created, academy teachers could use it to promote the academy as a way to increase motivation with at-risk students and increase academic achievement.

Limitation and Delimitation

During the development of the project, the following limitation and delimitation was noted. The limitation and delimitation are presented in the next section.

Limitation

The following limitation applies to the project:

1. The Program Manual for International Business Academies was developed for use by La Sierra High School International Business Academy teachers, counselors and administrators.

Delimitation

The following delimitation applies to the project:

1. Any academy teacher, counselor or administrator may use the Program Manual for International Business Academies.

Definition of Terms

The following terms are defined as they apply to the project.

Academic Performance Indicator (API) - Measures the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score of placement on the API is an indicator of a school's performance level. The interim statewide API performance target for all schools is 800 (California Department of Education, 2004a).

Adequate Yearly Progress (AYP) - Requires each state to ensure that all schools and districts made adequate yearly progress based on assessments included in the statewide accountability system (California Department of Education, 2004a).

Applied Academics - The presentation of subject matter in a way that integrates a particular academic

discipline (such as mathematics, science, or English) with personal workforce applications (Reynolds, 1995).

California Partnership Academy - A California Partnership Academy is a three-year program, grades 10 - 12, structured as a school-within-a-school. Academies integrate academic and career technical education while establishing viable business partnerships. (California Department of Education, 2004b)

Career-Technical Education (CTE) (formerly Vocational Education) - Any form of education designed primarily to prepare people for socially useful occupations requiring less than a baccalaureate degree and to help practitioners update their knowledge and skills for continuing in occupations that require less than a baccalaureate degree (Goetsch & Szuch, 1985).

High School Exit Exam - The primary purpose of the California High School Exit Examination (CAHSEE) is to significantly improve pupil achievement in public high schools and to ensure that pupils who graduate from public high schools can demonstrate grade level competency in reading, writing, and mathematics. Beginning with the Class of 2006, all public school students will be required to pass the exam to earn a

high school diploma (California Department of Education, 2004c).

No Child Left Behind Act - Signed into law on January 8, 2002, this act is designed to change the culture of America's schools by closing the achievement gap, offering more flexibility, giving parents more options, and teaching students based on what works (U.S. Department of Education, 2002).

Standardized Testing and Reporting (STAR) - Administration of the STAR program. Test results are used for student and school accountability purposes (California Department of Education, 2004f).

Vocational-Technical Education - The Perkins act defines vocational-technical education as organized educational programs offering sequences of courses directly related to preparing individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree (Office of Vocational and Adult Education, 2002).

Organization of the Thesis

The thesis portion of the project was divided into four chapters. Chapter One provides an introduction to the

context of the problem, purpose of the project, significance of the project, limitations and delimitations and definitions of terms. Chapter Two consists of a review of relevant literature. Chapter Three documents the steps used in developing the project. Chapter Four presents conclusions and recommendations drawn from the development of the project. Appendix A of the project consists of a program manual for La Sierra High School International Business Academy teachers, counselors and administrators titled: Program Manual for International Business Academies and finally, the Project references.

CHAPTER TWO
REVIEW OF THE LITERATURE

Introduction

Chapter Two consists of a discussion of the relevant literature. Specifically, the history and background of academies was discussed and the California Partnership Academy model was outlined. In addition, the effect of current federal and state legislation on academies was explored. Finally, the academy model was investigated, as a way to increase student achievement. Information was referenced through sources such as journals, books, Internet web pages and professional associations.

History of Academies

High school career academies were originally developed in Philadelphia in the late 1960s and early 1970s. They were primarily vocational education programs that targeted students who were at risk of dropping out of high school (Kemple & Snipes, 2000). In 1981, the first academies based on the Philadelphia Academy model were implemented at Sequoia Union High School District in Northern California.

The academies were successful. Evaluation data showed clear improvement between academy students and their

matched counterpart in retention, credits earned, and pass rates on the Sequoia district's proficiency tests (Stern, Raby & Dayton, 1992). At the end of the third year, the California School Board Association honored the program with the distinguished "Golden Bell" award.

Since there were few other programs showing clear effectiveness of improving at-risk students, the first legislation funding California academies - State Bill AB3104, was introduced and signed by Governor George Deukmejian on September 29, 1984. It offered \$25,000 in ten planning grants to school districts to start new academies. The bill further stated that each site that completed the planning process would receive a \$50,000 grant to implement the academy each year. It also required each district to match the funds received with an equal amount of "direct and in-kind" support provided by the district and community-based organization. This developed a three-way partnership among the state, school district, and supporting local companies (Stern, Raby & Dayton, 1992).

The results of these first ten academies were mixed. In the first three years, four sites dropped out of the program due to factors such as poor management at the school, lack of district support and lack of community

involvement. In comparison, several academies thrived and produced evidence of positive performance outcomes. What is clear from the results is the sites that followed the academy model carefully had good results. The sites that failed had problems carrying out the components of the program design (Stern, Raby, & Dayton, 1992).

AB 3104 was scheduled to expire by the end of 1987. Thus, a new bill - SB 605 was introduced and received support from a few influential companies that had become advocates for the academy program. Governor Deukmejian signed the bill in September 1987. The new bill decreased the planning grant to \$15,000 and increased the implementation grant to \$67,500 per year, providing funding for up to fifteen new academies each year for the next four years. It also contained a new provision - funding of the academies became performance-based. Programs would now have to submit data on how well their students had performed on measures of attendance and credits earned.

In the early 1990s, changes within the California Department of Education contributed significantly to the development of academies in California. In an effort to foster academic-vocational integration, career and technical education was moved from a division where it was

largely autonomous, to the Curriculum and Instruction Division at the State Department of Education. The Carl D. Perkins Act (Office of Vocational and Adult Education, 2002) also placed an emphasis on academic-vocational integration and partnerships between schools and business, which gave academies new importance as models for educational reform (Stern, Raby & Dayton, 1992). According to California Education Code section 54690 (b) & (c):

Legislature finds the partnership academies are in the forefront of school efforts to integrate academic and vocational education and that they can be effective in providing an integrated learning program and high motivation toward pursuing skilled occupational fields to students at risk of dropping out of school and to students not motivated by the regular education curriculum. Further, the Legislature finds the partnership academies can make a very positive contribution towards meeting the needs of the state for a highly skilled and educated work force in the 21st century. Therefore, the Legislature hereby states its intent to expand the number of partnership academies in this state's high schools, hereafter to be known as

California Partnership Academies; to broaden the availability of these learning experiences to interested students who do not meet the full criteria of "at-risk" students; and to encourage the establishment of academies whose occupational fields address the needs of developing technologies. (California Department of Education, 1993)

Academies have been carefully evaluated and shown to have positive impacts on school performance (California Department of Education, 2004b) (Table 1 & Table 2).

There are now 290 California Partnership Academies funded through the California Department of Education. However, due to restraints on the education budget, new grants are no longer being offered. Existing academies have been funded to date; however there is a waitlist of pre-approved academies should additional funding become available. The following outlines the funding requirements of the California Partnership Academy. Without adherence to these requirements, school sites that have received grants could lose funding:

The district provides 100 percent match of state funds received in the form of direct and in-kind supports.

Table 1. Findings on Academic Performance and High School Completion: Students in Career Academies Compared to Other Students

Author(s) and Date	Main Findings
Reller, 1984, 1985	Academy students earned more course credits than comparison group. One-year dropout rates 2 to 6% in academies, 10 to 21% in comparison group.
Snyder & McMullan, 1987	Graduation rate for 1981 sophomores in 3 business academies was 77%, compared to citywide average of 67% for freshman.
Stern, Dayton, Paik, Weisberg, & Evans, 1988, 1989	Academy students overall performed significantly better than comparison groups in attendance, credits earned, average grades, and likelihood of staying in school. 3-year dropout rate for cohort entering 1985 was 7.3% in academies, 14.6% in comparison group.
Hayward & Talmadge, 1995	Academies showed generally better results than other programs, improving students' attendance, credits, grades, and likelihood of completing high school.
McPartland, Legters, Jordan, & McDill, 1996; McPartland, Balfanz, Jordan & Legters, 1998	Attendance in first implementation year rose from 71 to 77 % at Patterson, compared to district-wide decline from 73 to 70% in grades 9-12. Survey of teachers found big improvement in reported school climate.
Kemple & Snipes, 2000	Academy students overall earned a larger number of course credits and were more likely to have positive developmental experiences. Among students at highest risk of school failure, academy students attended school more regularly, earned more course credits, were more likely to participate in extracurricular activities and volunteer projects, and were less likely to be arrested. Dropout rate for the high-risk subgroup was reduced from 32% in the control group to 21% among the career academy students
Maxwell & Rubin 1997, 2000	District records show academy students received higher grades. Follow-up survey found higher grades increased the likelihood of graduation; result was 92% graduation rate for academy students, 82% for non-academy.
Elliott, Hanser, & Gilroy, 2002	Students in career academies generally received higher grades, had better attendance, completed more credits, and were less likely to dropout, compared to statistically similar students not in academies.

Table 2. Findings on Enrollment in Postsecondary Education:
Students in Career Academies Compared to Other Students

Author(s) and Date(s)	Main Findings
Reller, 1987	15 months after graduation, postsecondary enrollment rate 62% for academy graduates, 47% for comparison group. 55% of academy graduates, 22% of comparison group expected to complete bachelor's degree or more.
Snyder & McMullan, 1987	18% of business academy graduates said school was main activity in 1986-87, compared to 35% of citywide sample. Of those enrolled, 14% of academy graduates, and 43% of citywide sample, intended to get bachelor's degrees.
Stern, Ray, & Dayton, 1992	1989 and 1990 follow-up surveys found no consistent differences between academy and comparison graduates in postsecondary attendance or degree aspirations.
Maxwell & Rubin, 1997, 2000	Analysis of follow-up survey found higher grades for academy students increased their probability of going to college, and 2 of 9 academies gave an extra added boost to college-going, resulting in 52% of former academy students going to 4-year colleges, compared to 36% of non-academy.

Participating companies or other private-sector organizations provide 100 percent match of state funds received in the form of direct and in-kind support.

State funds provided by the partnership Academy program are only used for the development, operation, and support of Partnership Academies. The Academy is established as a "school-within-a-school" with classes restricted to Academy students.

Academy teachers work as a team in planning, teaching, and troubleshooting program activities.

An advisory committee is formed that consists of individuals involved in Academy operations; including school district and school administrators, lead teachers, and representatives of the private sector. The advisory committee meets regularly.

During grades ten and eleven Academy students are provided instruction in at least three academic subjects that contribute to an understanding of the occupational field of the Academy and one career-technical class related to the Academy's occupational field.

Academy classes during twelfth grade are available but may vary.

The school site class schedule limits Academy classes to Academy students with classes block scheduled whenever possible.

Students are provided with a mentor from the business community during the student's eleventh grade year.

Students are provided with an internship or paid job related to the Academy's occupational field or work experience to improve employment skills during the summer following eleventh grade.

Students are provided opportunities to engage in additional motivational activities with private sector involvement to encourage academic and occupational preparation.

Academy teachers have a common planning period to interchange student and educational information. (p. 2)

Impact of No Child Left Behind

"The signing of the No Child Left Behind Act of 2001 by President George W. Bush on January 8, 2002, was a defining moment for the U.S. Department of Education. It signified a clear shift from the department's early role as data keeper and dispenser of student-aid funds to its emerging role as leading education policy maker and reformer" (Dodge, Putallaz & Malone 2002, ¶1).

This was the last reauthorization of the 1965 Elementary and Secondary Education Act, as part of President Lyndon W. Johnson's "Great Society" programs with his "war on poverty." The nation was inspired to

place education as its first priority with the 35-page pamphlet "A Nation at Risk." In his personal memoir, former Secretary of Education, Terrell H. Bell, who commissioned the report, revealed that he wanted to stage an event that would jar the people into action on behalf of the educational system (Bell, 1993). Jarring it was. The words "rising tide of mediocrity" will live in eternity in the history of American education. There was a clear warning that the United States had lost its pre-eminence in the world as a leader in commerce, industry, science, and technology touched a sensitive chord within the American people.

Since conception, reauthorization has occurred approximately every five years, each in response to current social and political concerns (Trahan, 2003). Each revision has left education with new, higher goals and more accountability to the federal government. The Improving America's Schools Act (IASA) in 1994 initiated the Adequate Yearly Progress (AYP) requiring greater accountability from the schools. Now NCLB is considered to be the most sweeping reform of the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965 (U.S. Department of Education, 2002).

There is a considerable amount of discussion over the high standards being set for every child without exception. By the year 2014, all students must achieve proficiency on state standards in reading and math. NCLB requires schools to make "adequate yearly progress" as they work toward that goal (California School Board Association, 2004). The NCLB act also raises the issue of a round education. With so much emphasis on academic performance, there is concern that we are not producing well-balanced individuals that will be assets to communities. Much of the character education, music, art, vocational skills, and athletic courses are being cut; even social studies and science has taken a backburner position to the 'high stakes' accountability of reading and math (Dodge, Putallaz & Malone, 2002).

According to Imber, (2002) some schools have adopted the strategy of "teaching to the test," a practice many educators view as the eighth deadly sin. Teaching to the test becomes more educationally and morally questionable when it involves overemphasis on test taking skills, as opposed to actual learning, or when there is no strong consensus on the legitimacy of the test itself. Many educators and parents would argue that tailoring courses to satisfy the whims of standardized test producers or

cutting back school programs or services is too high a price for increased test scores. They believe students receive valuable services and learn valuable lessons that are not reflected on standardized tests (Imber, 2003).

Leaving no child behind in school is an enormous challenge that the country has taken on. However, the ultimate goals of the act are closely aligned with the goals for California Partnership Academies - to increase graduation rates, provide effective transitions into postsecondary experiences, and the attainment of industry-recognized credentials and postsecondary degrees (Brand, 2003).

Increased Academic Achievement via Academies

Initial research on career academies reported higher high school graduation rates, higher enrollment rates in postsecondary institutions and higher rates of employment that were related to academy courses they took in high school (Kemple, 2001). However, questions about the research methods and findings have been raised (Kemple & Snipes, 2000) and (Stern, Raby & Dayton, 1992). In response, Manpower Demonstration Research Corporation (MDRC) began an extensive study that used a random assignment design to evaluate nine academies (Kerka,

2000). Kemple (1997) found that academies increased support from teachers and peers; students felt teachers had high expectations and peers were interested in school and cooperated in learning. Personal support enhanced motivation and increased the connections between school-based learning and longer-term education and career interests. Most academy students were highly engaged in school.

Elements of the effectiveness of employer partnerships are (Kemple, Snipes & Poglinco, 1999): multiple employers who play multiple roles by providing employee time, financial support, equipment, occupational information, internships, and student financial aid; coordinators who serve as employer liaisons and facilitate career awareness and work-based learning activities; career awareness activities including field trips, job shadowing, mentoring, and exploration of the world of work.

The impact of applied academics on engagement and performance identified (Kemple & Snipes, 2000): among students at high-risk of school failure, academies significantly cut dropout rates and increased attendance, credits earned and postsecondary preparation; among the low-risk students, academies increased the likelihood of

on-time graduation and career-related and vocational course taking, but did not reduce completion of the basic academic core.

What is it about career academies that draw students to school? Stern et al. (1992) suggests that the positive effects of career academies arise from their career-oriented theme. After all, some students who enroll in career-technical classes might not attend school at all if these classes weren't offered. An additional explanation suggests:

All sites established an identifiable core of teachers and students distinct from the rest of the school in their first year of implementation. In each school, a group of teachers reported that they identified themselves with the academy. They knew who the academy students were, shared information about them and intensively tracked students' absences and behavior - more so than is done for other students in the school. (Elliot, Hanser & Robyn, 2002, p. 88)

The major factor that student focus groups identified was not the future job prospects, but the nurturing

environment the academy offered them (Elliot, Hanser & Gilroy, 2002).

Summary

The literature important to the project was presented in Chapter Two. The history and background of academies was discussed and the California Partnership Academy model was outlined. In addition, the effect of current federal and state legislation on academies was explored. Finally, the academy model was investigated, as a way to increase student achievement, specifically increased academic achievement, improved attendance rates, decreased dropout rates, increased enrollment in postsecondary education and thematic career exploration. Information was referenced through such sources as journals, books, Internet web pages and professional associations.

CHAPTER THREE

METHODOLOGY

Introduction

Chapter Three documents the steps used in developing the project. Specifically, the development of the manual was presented; the resources used were detailed; the methods of content validation were listed; the population served was discussed; and the outline for the manual was introduced.

Development

This manual was developed to assist the La Sierra High School International Business Academy teachers in implementing the major components outlined in the California Partnership Academy Model

Resources and Content Validation

A variety of resources were used to gather and develop the information in this manual, including: input from California Partnership Academy teachers, high school counselors, and high school principals; Internet searches, career academy web sites; and career academy reference manuals. The components of the manual were reviewed and critiqued by the La Sierra High School Career Academy Lead Teachers.

Design

The manual was designed to assist La Sierra High School International Business Academy teachers in successfully implementing of the required components of California Partnership Academies. The manual was further designed to provide ideas to teachers on how to promote the fact that Career Academies increase academic achievement. Because schools face increased pressure due to NCLB and increased accountability linked to high stakes testing, LSHS IBA must take an active role to insure that school boards, administrators, parents, counselors and fellow teachers understand how academy programs assist high school students to improve their academic achievement.

Each of the thirteen California Partnership Academy funding requirements is addressed in the manual.

Manual Content

1. Table of Contents
2. Introduction
 - a. What was the purpose of this manual?
 - b. History of Academies
 - c. No Child Left Behind Act
 - d. Increased Academic Achievement via Academies

3. California Partnership Academy Funding

Requirements

- a. District match of state funds
- b. Private companies match of state funds
- c. State funds are only used for the operation of the academy
- d. School-within-a-school environment
- e. Academy teachers work as a team in planning, teaching, and troubleshooting program activities
- f. An advisory committee is formed and meets regularly
- g. Grades ten and eleven, Academy students are provided instruction in at least three academic classes and one career-technical class related to the Academy's occupational field
- h. Academy classes during twelfth grade are available but may vary
- i. Class schedule limits Academy classes to Academy students with classes block scheduled whenever possible

- j. Students are provided with a mentor from the business community during the student's eleventh grade
- k. Students are provided with an internship or paid job related to the Academy's occupational field during the summer following eleventh grade
- l. Students are provided opportunities to engage in additional motivational activities with private sector involvement to encourage academic and occupational preparation
- m. Academy teachers have a common planning period to interchange student and educational information

4. References

5. Resources

Population Served

The project was developed for use by La Sierra High School International Business Academy teachers, counselors, administrators and district personnel. The project provided guidelines for implementing the funding requirements for the California Partnership Academy grant. This project further served the students who participate

in the La Sierra High School International Business Academy and Alvord Unified School District by aiding in the increased academic achievement of the students served and by maintaining the increased funding received via the grant.

The focus of this project was to address guidelines to assist the academy teachers, counselors and administrators of the La Sierra High School International Business Academy in running a successful California Partnership Academy.

Summary

The steps used to develop this project were outlined. The target populations for this project are La Sierra High School International Business Academy teachers, counselors, administrators and students enrolled in the Academy. Additional, school administrators and counselors who are interested in raising the academic achievement and pass rates for students in their school are included in the target population. The manual development process including structure and content was presented.

CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

Introduction

Included in Chapter Four was a presentation of the conclusions gleaned as a result of completing the project. Further, the recommendations extracted from the project are presented. Lastly, the Chapter concludes with a summary.

Conclusions

The conclusions extracted from the project follows.

1. Recent federal and state legislation, namely the No Child Left Behind Act, the California Academic Performance Index, and the California High School Exit Exam, have placed pressure on school district and administrators to increase academic achievement of secondary school students.
2. Career academies, through academic integration, small learning communities and real-world relevance aid in increasing the academic achievement of students, especially those at-risk of dropping out.

3. School districts and administrators are not always aware of the increased academic achievement of academy students.

Recommendations

The recommendations resulting from the project follows.

1. It is recommended that the project manual be provided to all La Sierra High School International Business Academy teachers to aid them in addressing the funding requirements for the California Partnership Academy Model.
2. It is recommended that the project manual be provided to the lead teachers of the other two academies at La Sierra High School to aid them in addressing the funding requirements for the California Partnership Academy Model.
3. It is recommended that the project manual be provided to school administrators and counselors to make them aware of how California Partnership Academies increase student achievement.
4. Academy teachers should promote the Academy Model so that the district, school board,

administrators and counselors understand how the Academy assists them in reaching their goals.

Summary

Chapter Four reviewed the conclusions extracted from the project. Lastly, the recommendations derived from the project were presented.

The recommendations will be forwarded to the La Sierra High School Principal for his review.

APPENDIX
PROGRAM MANUAL FOR INTERNATIONAL
BUSINESS ACADEMIES

Regional Occupational Program

Program Manual for International Business Academies

Developed by Gina L. Pierson
For the La Sierra High School
International Business Academy

TABLE OF CONTENTS

INTRODUCTION	34
What was the purpose of this manual?	34
History of Academies	34
Impact of No Child Left Behind	35
Increased Academic Achievement via Academies.....	35
About the author.....	36
Funding	36
Three-year Program.....	38
THREE-YEAR PROGRAM: FORMS	40
District Match	45
Business Match.....	46
BUSINESS MATCH: FORMS	47
ACADEMY TEAM WORKING TOGETHER: FORMS.....	56
STEERING COMMITTEE: FORMS	61
ACADEMY CLASSES: FORMS.....	68
MENTORING: FORMS	71
INTERNSHIP: FORMS	88
MOTIVATIONAL ACTIVITIES: FORMS.....	91
REFERENCES	98
RESOURCES	99

INTRODUCTION

What was the purpose of this manual?

Due to increasing pressure being placed on schools by recent legislation such as No Child Left Behind (NCLB), Academic Performance Index (API) and the High School Exit Exam, there is less emphasis on high school reform and specialized programs such as the California Partnership Academy (CPA) Model (Dodge, Putallaz & Malone, 2002). However, CPA's goals are closely aligned with the ultimate goals of NCLB – to increase graduation rates, provide effective transitions into postsecondary experiences, and the attainment of industry-recognized credentials and postsecondary degrees (Brand, 2003).

This manual addresses each of the 12 critical components necessary to run an effective CPA and remain qualified for state grant funding of \$81,000 per year. Since support from administration, district personnel and community business leaders is crucial for a successful academy, this manual should also be used to promote the academy as a way to increase student academic achievement.

History of Academies

High school career academies were originally developed in Philadelphia in the late 1960s and early 1970s. They were primarily vocational education programs that targeted students who were at risk of dropping out of high school (Kemple & Snipes, 2000). Since there were few other programs

showing clear effectiveness of improving at-risk students, legislation funding California academies was introduced and signed into law in 1984. Presently there are 290 California Partnership Academies funded through the California Department of Education. Due to current budget constraints, new grants are not being offered, however the budget does include funding for the existing California Partnership Academies.

Impact of No Child Left Behind

There is a considerable amount of discussion over the high standards being set for every child without exception. By the year 2014, all students must achieve proficiency on state standards in reading and math. No Child Left Behind (NCLB) requires schools to make “adequate yearly progress” as they work toward that goal (California School Board Association, 2004). NCLB raises the issue of a round education. With so much emphasis on academic performance, there is concern that we are not producing well-balanced individuals that will be assets to communities.

Increased Academic Achievement via Academies

The impact of applied academics on engagement and performance identified (Kemple & Snipes, 2000): among students at high-risk of school failure, academies significantly cut dropout rates and increased attendance, credits earned and postsecondary preparation; among the low-risk students, academies increased the likelihood of on-time graduation and career-related

and vocational course taking, but did not reduce completion of the basic academic core.

What is it about career academies that draw students to school? Stern et al. (1992) suggests that the positive effects of career academies arise from their career-oriented theme. After all, some students who enroll in career-technical classes might not attend school at all if these classes weren't offered.

About the author

Gina L. Pierson teaches the Business Academy class at La Sierra High School. Mrs. Pierson wrote the original CPA grant in collaboration with fellow teachers and has been an academy teacher since its conception in 1994. She has taught Computer Information Systems at La Sierra High School through the Regional Occupational Program since 1989. Mrs. Pierson has also been an adviser for Future Business Leaders of America (FBLA) since 1992. She is married, with two children and resides in Rancho Santa Margarita, California.

Funding

The state of California provided a limited number of California Partnership Academy Grants. Due to budget restraints, the state is no longer accepting grant applications. Districts operating existing California Partnership Academies may receive nine hundred dollars (\$900) for each qualified student. No more than eighty-one thousand dollars (\$81,000) may be granted to any one academy for each fiscal year. Once a grant is won, it continues

indefinitely, however, in order to remain eligible to receive funding, in accordance with California Education Code Section 54692 (California Department of Education, 1993), the district commits to provide the following Academy components:

- A three-year program, grades 10 through 12
- An amount equal to 100 percent match of all funds received in the form of direct and in-kind support provided by the school district
- An amount equal to 100 percent match of all funds received in the form of direct and in-kind support provided by participating companies
- An assurance that funds provided shall be used only for the development, operation, and support of the partnership academies
- An assurance that each academy will be established as a "school within a school" with classes limited to academy students only
- An assurance that academy teachers work as a team in planning, teaching and troubleshooting program activities
- An advisory committee consisting of individuals involved in academy operations, including school district and school administrators, lead teachers, and representative of the private sector
- An assurance that each academy student, grades 10 and 11, will receive instruction in at least three academic subjects contributing to the understanding of the occupational field, and a "laboratory class" related to the academy's occupational field. During the 12 grade the number of academic classes may vary;
- Whenever possible, classes should be block scheduled in a cluster to provide flexibility to academy teachers
- Students are provided with a mentor from the business community during the pupil's 11th grade year
- Students are provided with an internship or paid job related to the academy's occupational field or work experience to improve employment skills during the summer following the 11th grade
- Additional motivational activities with private sector involvement to encourage academic and occupational preparation (such as field trips and job shadowing)
- An assurance that academy teachers have a common planning period to exchange student and educational information.

The California Partnership Academy grants are performance based.

Which means, students must qualify each year for academy funding and

individual academies must certify their performance in an annual report submitted to the California Department of Education.

Three-year Program

The La Sierra High School International Business Academy is a three-year program based on the California Partnership Academy Model that includes:

- A focus on college preparation that is coordinated with an International career focus
- Three core academic classes and the choice of one career-related class taken within the academy, with other courses taken in regular classes
- A voluntary student selection process that targets ninth graders who show potential but may be lacking in motivation, and that results in enrollments that reflect the cross section of students at La Sierra High School.
- A small group of teachers who work as a team to plan and manage the program
- A variety of motivational activities, including parental support, a well developed reward structure, speakers, field trips, a mentor program, paid workplace internships, on-the-job training and regular monitoring of progress with feedback to students
- A focus on postsecondary goals, including college, technical training, and work

The academy program is voluntary. Recruitment should begin in the freshman year just prior to registration. Ideally, 50 – 60 students should be selected for entry at the sophomore level each year. This allows for approximately 100 – 150 students typically enrolled across grades 10-12. Maximum funding allotment is based on 90 students, so this number allows for attrition.

The support and assistance of the school principal is critical for implementing and operating the academy concept of a school-within-a-school. They are involved in the selection and evaluation of academy teachers and counselors and in helping to orient non-academy staff to the program. It is important for non-academy teachers to have a positive attitude about the program and not resent the additional preps or other “benefits” given to academy teachers. Most importantly, the principal must approve all academy-related policies that affect the school, and must ensure that existing school policies are followed by the academy staff. The principal is also responsible for all aspects of site management including assignment of rooms, scheduling classes and other logistical issues.

The lead teacher works closely with school administrators to manage all aspects of the academy instructional program. In addition to teaching subjects, the lead teacher is responsible for:

- Coordinating room allocation, scheduling, and curriculum with the school district
- Coordinating the recruitment and selection of students
- Facilitating special on-site activities
- Working with the Industry Liaison to match students with mentors and schedule students into summer jobs
- Contacting parents
- Presiding over academy staff meetings
- Assisting school administrators with non-academy staff communication and public relations
- Budgeting and ordering supplies
- Planning the site’s mentor program
- Scheduling conferences and professional development

THREE-YEAR PROGRAM
FORMS

**La Sierra High School
International Business Academy
Applicant Interview**

Name: _____

Date/Time: _____

Interviewer Initials: _____

1. Why do you wish to enroll in the Academy?

2. Have you discussed your decision with your parents?
Do they support your choice?

3. Do you have any concerns or questions about the Academy?

4. If you are accepted into the Academy, will you definitely attend?

5. Will you be signing up for summer school?
Which classes?

Interviewer Ranking: 1 2 3

Comments:

**La Sierra High School
International Business Academy
Applicant Interview Guidelines**

Since the real purpose of the interview is to help teachers/administrators determine the eligibility of students for the program, questions should be centered on the following areas:

- Interest in the program (why and where does this interest originate)
- Record at present school in terms of:
 - academic performance
 - attendance
 - discipline
 - career goals
 - social and economic circumstances
 - relationship with present school
 - possible entry into program
- Career goals (why choose a technical program and not a purely academic one)
- Reasons the student feels he/she would succeed in this program and not another, say the regular school.

Possible Interview Questions:

1. What do you know about the program?
2. Where did you get this information?
3. How do you think you could benefit from the Academy program?
4. What is the thing that is most appealing about the Academy program?
5. What is the thing that is least appealing about the Academy program?
6. Why do you think you can succeed in the Academy?
7. What would you like to be doing five to ten years from now?

**La Sierra High School
International Business Academy
Confidential Student Information**

Please complete the following information that will enable us to match you with a mentor:

Name: _____ Male: _____ Female: _____
Age: _____ Grade: _____ Shirt Size: _____

Address: _____

Telephone: _____ D. L. Number: _____

Parent/Guardian Name: _____

Work Phone: _____

Parent/Guardian Name: _____

Work Phone: _____

Areas of Interest:

1. _____ 2. _____ 3. _____

Hobbies: _____

Other Interests: _____

Please add any additional information that will help us match you with a mentor:

District Match

The California Partnership Academy Grant requires that the school district provide 100 percent match of state funds received in the form of direct and in-kind supports. The following are ideas for meeting this requirement:

- Any part of another grant applied to the program
- Reduced academy class size allocation
- Academy teacher salaries above the normal full-time equivalent for extra preparation periods
- Administrative time applied to the academy (principal, assistant principal, counselor, curriculum specialist, clerical)
- Instructional assistants
- Substitutes to support program activities
- Curriculum development time and expenses
- Staff development/in-services, workshops related to the academy
- Adaptation of classroom space, larger classroom, academy office
- Equipment purchased for the academy
- Curricular materials, classroom supplies
- Transportation
- Reproduction/printing
- Telephone/fax installation and use
- Postage

The support and commitment of the District Superintendent is essential for the academy to succeed. The Superintendent commits the district to required matching support in the form of personnel, space, and equipment. They provide credibility and prestige to the program, promotes the academy in the community, and gives final top-level approval for major programmatic decisions that have financial and educational impact. The Superintendent should also appoint a District Administrative Liaison to work between the academy staff and district. They make certain that State requirements are being met and that the program is operating as planned with appropriate

matching support from the district. The liaison provides overall guidance and direction for the program and helps set policies, oversees curriculum development and is involved with selection and orientation of personnel.

Business Match

In addition to the district match, the California Partnership Academy also requires a match from business partners equal to 100 percent of all funds received in the form of direct and in-kind support. Listed below are ideas for meeting this requirement:

- Advisory committee activities
- Speakers for students
- Organizing and/or leading field trips/job shadowing opportunities
- Serving as mentors
- Arranging internships for students and/or teachers
- Supervising students on the job
- Providing facilities, equipment, supplies, transportation, reproduction
- Promotional activities
- Curriculum input or materials
- Supplies

An industry liaison should be appointed and serve on the steering committee. The Industry Liaison develops and coordinates program activities that involve business/industry participation, including mentors, summer jobs, post-graduation employment, field trips, job shadowing, classroom speakers and special events.

BUSINESS MATCH
FORMS

**La Sierra High School
International Business Academy
Employer Involvement**

Name: _____

My Responsibilities:

I will recruit at least two business partners including the obtainment of an endorsement letter and a representative for the Steering Committee (Faculty, counselor, administrator):

1. _____
2. _____
3. _____
4. _____

I will arrange for two classroom topics/speakers during the year (Faculty):

Topic	Speaker
_____	_____
_____	_____

I will arrange for one fieldtrip during the year (Faculty):

Month: _____ Funding Source: _____
Topic: _____
Destination: _____

I will handle one other responsibility related to employer involvement (Faculty, counselor, administrator):

Responsibility: _____

**La Sierra High School
International Business Academy
Business Request/
Teacher Job Shadow**

Date:
To:
From:
Re:

Thank you for taking the time to consider participating in a school-to-career work-based learning experience. Employer surveys, conducted both locally and nationally, conclude that the majority of entry-level workers (including college graduates) lack the basic skills needed to be immediately productive in the workplace.

In response to these trends, a partnership has been formed to increase student achievement and motivation through new teaching strategies. This partnership includes business and industry, labor, teachers, administrators, parents and the community. Through the use of innovative curriculum, hands-on projects, and workplace experiences, school-to-career seeks to integrate the foundation skills of reading, writing, and math with general workplace skills such as problem solving, clear communicating, using technology, and working in teams.

One of my responsibilities is to connect high school students, teachers, and administrators with local business to learn about the world of work and methods of developing the skills needed to succeed in the workplace.

Here is where you can help: I am planning a job shadow for _____ High School teachers on _____, from approximately _____ . I have enclosed guidelines for a teacher job shadow for your review.

I will contact you within the next two weeks. In the meantime, if you should have any questions, please call.

Sincerely,

**La Sierra High School
International Business Academy
Employer Information Sheet**

Thank you for your participation in a teacher job shadow experience. Please fill in the information and return to:

Your Name: _____ Title: _____

Phone/FAX: _____ Job Shadow Date: _____

Contact Person: _____ Position: _____

Phone: _____

Business Name: _____

Address: _____

Lunch: (Please select one:)

- Employer will provide lunch
- Teacher purchases lunch
- Teacher brings lunch

Comments:

Proper Attire:

Directions to Worksite:

**La Sierra High School
International Business Academy
Follow-Up
Business Confirmation**

Date:

To:

From:

Re:

Thank you for your participation in the _____ High School teacher job shadow program.

The times and dates of teacher visits include:

Name

Date

Time

I have enclosed a copy of the questions teachers may ask during their job shadow.

Thank you again for supporting the school-to-career job shadow efforts, and enjoy your time with the teachers!!

**La Sierra High School
International Business Academy
Employer Evaluation Sheet**

Thank you for participating the Teacher Job Shadow Program and hosting a high school teacher. In an effort to improve this experience for both the employer and the teacher, we would like your feedback. Please complete this brief survey and return it to the Fax number listed below:

Company Name: _____

Employee Shadowed: _____

Teacher Name: _____

Date of Shadow: _____

Agree= A Disagree = D

The job shadow was connected to the teacher subject matter expertise.

The teacher learned about the workplace readiness skills (i.e. problem solving, technology, communication) required by you as a employer.

The teacher discussed the academic preparation required for your job/occupation.

The teacher discussed ways in which classroom instruction could be made more relevant to your occupation/field.

The procedures and guidelines provided for this job shadow experience gave you an adequate and clear understanding of what to expect.

What could have been done to help make the experience more meaningful for you and/or the teacher?

Would you participate in the job shadow program again?

Would your business be willing to participate in an ongoing advisory capacity with a school in your area of the county?

Please provide any additional information that may help us improve this experience:

When complete, please return to: (951) 351-9307 Attn: International Business Academy

Funds Utilized Solely for Academy Operation

All CPA funds and matching funds must be spent on Academy only activities. Examples of **allowable** expenditures include:

- Release time for project coordinator to coordinate critical academy components
- Stipends for curriculum development, such as integrating the career technical area into the core and redesigning the core
- Substitute costs for academy team and/or project coordinator to attend conferences/workshops and field trips
- Instructional supplies and materials such as supplemental textbooks and leadership development materials
- Academy staff in-state travel and per diem expenses and student transportation costs. Out-of-state travel is not permitted without prior California Department of Education (CDE) approval
- Equipment/items appropriate to the partnership academy career focus and is used for/by Academy students only
- Clerical support for academy needs
- Awards such as certificates, pins, and medallions reasonable in cost

Examples of **non-allowable** expenditures include:

- Supplanting salaries or other district responsibilities. CPA funds must supplement, not supplant state general fund and local dollars. CPA funds may not free up state or local dollars for other purposes but should create or augment programs to an extent not possible without CPA dollars. You must be able to demonstrate that CPA funds are added to the amount of state and local funds that would, in the absence of CPA funds, be made available for uses specified in your plan
- Any item which becomes the personal property of a student or staff such as tee shirts or other clothing items or gifts
- Membership dues in associations
- Scholarships, testing fees or endowment funds
- Food for any activity such as a banquet, reception, teacher workshop or retreat
- Cost of food and/or admission for students/staff to entertainment/theme parks or other such social events. When using grant funds for admission costs, the field trip must be directly related to the career focus of the academy with an assignment. You must document the specific program provided by the entertainment/theme park through an agenda of activities

School-Within-a-School/Block Scheduling

Academies are operated as a school-within-a-school, meaning it is a small program operated within a traditional high school. The result is a "family" like atmosphere where students have the same teachers and peers for three years. It allows teachers to become familiar with each student's goals and background. It also allows teachers to take responsibility for each student's educational development by building a stronger mentoring relationship. Academy teachers often serve as guidance advisors. The students require constant monitoring to improve their attendance, raise their grades and make progress toward meeting graduation requirements. Academy classes should be blocked back-to-back in the morning whenever possible. This allows ample opportunity to accommodate curriculum integration, team teaching, guest speakers, job shadowing and project coordination.

Academy Team Working Together/Common Teacher Prep Period

Academy teachers must be both dedicated and able to deal with the needs of students admitted to the program. They must be interested in the goals of the program and in working with the type of students the Academy is designed to help. They must be able to work as a team in planning, teaching, "brainstorming," and troubleshooting. Academy teachers must be willing to spend extra time and take on responsibilities that are required by the program which include:

- Organizing and attending Academy functions

- Working closely with individual students in identifying and obtaining special support services
- Evaluating students on a regular basis and reporting to Academy staff
- Developing curriculum that integrate academic subjects with Academy theme
- Communicating with parents on a regular basis on the student's progress
- Participating in Academy staff meetings and functioning as a team member

A critical component for academy teachers working together is a common prep period. Some large comprehensive high schools have gone to double lunches, as is the case at La Sierra High School. This leaves no time to work together as a team during the workday. Common prep periods should be a priority. The academy lead teacher should solicit the support of the principal and master scheduler to ensure that common prep periods for academy teachers occurs whenever possible.

ACADEMY TEAM WORKING TOGETHER

FORMS

**La Sierra High School
International Business Academy
Lead Teacher
Recommendation**

Teacher Name: _____ Date: _____

Student: _____

This student is currently deficient in the following area(s):

Grades _____ Attendance _____ Discipline _____ Other _____

Please contact me as soon as possible concerning options available in order to correct the current situation. I would like to schedule a meeting with you, the student, and possibly a parent concerning this issue.

Please indicate the time and day most convenient for this conference.

Day	Time
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

I would appreciate your prompt attention.

I.B.A. Lead Teacher Signature: _____ Date: _____

**La Sierra High School
International Business Academy
Instructor Referral for Tutoring**

Student: _____ Referred By: _____

Subject Area(s) of Needed Tutoring: _____

Approximate Length of Recommended Tutoring:

Dates: _____
(from) (to)

Specific Assignments:

Resource Materials Accompanying This Referral:

Suggestions for Success:

Schedule of Tutoring:

Day of Week	Time
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

Please indicate time(s) you are committed to attend tutoring sessions.
Referrals are due Friday of each week in order to be considered for tutoring
the following week.

Student Signature: _____ Date: _____

Instructor Signature: _____

**La Sierra High School
International Business Academy
Tutoring Daily Log**

Date: _____

Student Sign-In	Time In	Time Out	Tutor	Subject

Advisory Committee

The Steering Committee is comprised of academy teachers, administrators, employers, postsecondary educational liaisons and may also include parents and students. This committee should meet regularly, minimally quarterly, with a defined agenda and clear outcomes. Examples of outcomes should include:

- Curricular input
- Guest speakers
- Field trip hosts
- Mentors
- Job Shadowing
- Internships

The committee should be large enough that a different committee can be formed to work on a particular issues or solve specific problems without overburdening individuals. For example, small subcommittees can be formed to work on curriculum development, job development, fieldtrips and recruitment of mentors.

STEERING COMMITTEE

FORMS

**La Sierra High School
International Business Academy
Employer Involvement Commitment**

Name: _____

My Responsibilities:

I will recruit at least two business partners including the obtainment of an endorsement letter and a representative for the Steering Committee (Faculty, counselor, administrator):

1. _____
2. _____
3. _____
4. _____

I will arrange for two classroom topics/speakers during the year (Faculty):

Topic	Speaker
_____	_____
_____	_____

I will arrange for one fieldtrip during the year (Faculty):

Month: _____ Funding Source: _____
Topic: _____
Destination: _____

I will handle one other responsibility related to employer involvement (Faculty, counselor, administrator):

Responsibility: _____

**La Sierra High School
International Business Academy
Sample Letter of Invitation to Join Steering Committee**

Date

Name

Address

City, State, Zip Code:

Dear Name:

Your name was suggested for membership on the Advisory Committee for the La Sierra High School (LSHS) International Business Academy. You are uniquely qualified for this position because of a wealth of experience and an exemplary reputation in your field.

The Steering Committee is made up of community members from business and education. Our mission is to build cooperation between business and education so that together we can improve the outcomes for our students and the community.

The ever-changing demands of a competitive marketplace require students to develop new skills and abilities. Your expertise in this environment would be of great value to the Steering Committee.

We are very aware that everyone's time is limited and so the Steering Committee strives for meetings and member responsibilities that are purposeful and essential. The 2004/05 year term consists of three meetings annually. If you agree to serve, your term begins on the first of next month.

On behalf of the LSHS International Business Academy, I wish to invite you to a meeting on September 20, 2004. Please let me know if you can attend. I can be reached at (951) 351-9397. We look forward to your participation.

Sincerely,

Gina L. Pierson, Business Educator
La Sierra High School
International Business Academy
gpierson@rcoe.k12.ca.us

**La Sierra High School
International Business Academy
Sample Member Appointment Letter**

Date

Name

Address

City, State, Zip Code

Dear Name:

Congratulations on your appointment to the La Sierra High School (LSHS) International Business Academy Steering Committee. We appreciate your commitment to this important local committee. Your expertise is a valuable asset in keeping this project vital and current.

Your 2004/05 term begins on date. Your first official meeting is on date at time. A preliminary agenda is mailed to members prior to the meeting.

On behalf of the LSHS International Business Academy Steering Committee, thank you for agreeing to serve and contribute your skills to this project. We look forward to having you on our team. Please contact me if you have any questions or concerns.

Sincerely,

Gina L. Pierson, Business Educator
La Sierra High School
International Business Academy

**La Sierra High School
International Business Academy
Agenda**

Location

Date:

Time:

Time

Meeting Called to order

Welcome and opening remarks by the chairperson

Time

Introductions

Introductions and brief biographies of steering committee members and any guests

Time

Old business

List old business agenda items

Time

New business

List new business agenda items

Time

Other items

Allow for new ideas

Time:

Set next meeting's agenda

Along with time and date

Time:

Call to adjourn meeting

Respect all members' schedules and stick to agreed duration of meeting

**La Sierra High School
International Business Academy
Minutes**

Date:

Members Present:

Old Business:

New Business:

Adjournment:

Academy Classes

Grade 10- Students enter the program

Grade 10	Grade 11	Summer	Grade 12
IBA classes: English II Academy, Academy Algebra, Spanish I Academy, & International Business	IBA classes: English III Academy, Academy Algebra II, Spanish II Academy & Academy Accounting or Computer Information Systems		Academy classes: Academy World Literature, Business Academy or Virtual Enterprise
Other required courses mainstreamed Speakers & field trips Motivational activities	Other required courses mainstreamed Speakers & field trips Motivational activities	Summer School if needed Summer jobs in a local company Job Supervision	Other required courses mainstreamed College field trips Preparation for college entry &/or work
Parental Support	Mentor Program	End-of-summer rating	Possible afternoon part-time work

ACADEMY CLASSES

FORMS

**La Sierra High School
International Business Academy
Job Exploration**

Questionnaire

An important part of the career decision-making process is career exploration and shadowing. As you begin your career exploration experience, there are some questions that need to be answered as part of your career and educational planning. The following questionnaire will be a valuable tool as you begin to make career choices, and as you formulate an educational plan that will match that career choice.

- What are your aptitudes, interests, values, experiences, and academic achievements? How do these match your career choice?
- Does your career choice require advanced education?
- Will you learn entry-level skills first?
- What are your post-secondary education possibilities?
- Will you need to work while continuing your education? If so, at what job?
- Describe the tasks you would normally perform, the kind of setting(s) in which you might work, the benefits and drawbacks, and current/projected job opportunities for this career choice.
- Explore how this career evolved and, based on that data, how the career tasks might change in the future. If these changes occur, would you still be interested in this career?
- What additional training/education might be required for these changes? Explain why you think this is a good career choice for you.
- Does your family, guardian, counselor, and teacher support this choice? Why or why not?
- Interview someone currently employed in the career you have chosen. Does the information gathered from this person support the data that you had already collected? If no, what was different or incorrect from this person's point of view?
- After further research, whose view were you able to substantiate? Why and how?
- What academic subjects are important to this career?

Mentoring

The mentor program operates during the junior year. It gives each student an individual contact through which the student can gain more information about jobs in the field and about the many details of being a successful employee. Mentors are asked to devote at least two hours per month to the program. Activities range from giving the student a tour of the mentor's workplace and introducing them to co-workers to visiting the student at the high school to see their "workplace," attending job fairs or technical shows, and having the student shadow the mentor at work.

MENTORING FORMS

**La Sierra High School
International Business Academy
Mentee Assessment Plan**

To be completed by teacher, counselor, or program staff most familiar with the mentee's career and personal interests. This information will assist efforts to effectively match mentees with mentors. Confidential information should not be disclosed without permission from the mentee.

Name of Mentee: _____

Grade Level or Age: _____

Name of Program/School: _____

Staff Name: _____

Describe type of mentor this youth wants:

Describe primary career interest/direction of the mentee:

Please indicate employment barriers this mentee faces:

Single Parent Learning Disability Foster Care Teen Parent	Pregnant Teen/Adult Physical Disability Transportation Issues	Basic Skills Deficient Protective Services Economically Disadvantaged
--	---	---

Please rate the following statements on a scale of 1-10 with 10 being the highest:

- ___ Interest in having a mentor
- ___ Preparation for being matched with a mentor
- ___ Motivation/Organization to keep appointments
- ___ Overall preparation for career placement
- ___ Motivation to complete their educational goals

Is there anything important we need to know about this person?

Please return this questionnaire to:

Name

Due Date

**La Sierra High School
International Business Academy
Mentor Celebration Invitation**

1st Annual Mentor Kick-Off Celebration

Date:

You are cordially invited to attend:

**First Annual Mentor Kick Off
Celebration**

Students and Mentors will become acquainted with each other.
Your attendance is very important to the success of the program.
(Students: Please wear your Academy T-shirt)

Where:

Date:

Time:

Dinner Will Be Served

Presentations Will Be Made

**We Look Forward to Having You Join
Us!**

Academy Director:

Telephone:

Directions to Site:

**La Sierra High School
International Business Academy
Mentoring Contract**

Mentor: _____ Student: _____

Job Title: _____ School: _____

As a mentor, my goal is: _____ . As

a mentee, my goal is: _____ .

Our goals for working together this year are: _____ .

At the completion of this year, _____ will be able to:

Do: _____ Know: _____

Be More Aware of: _____

Specific activities to help accomplish these goals will be: _____

We will meet on _____ to evaluate our progress toward these goals.

We will call each other on _____ at _____ o'clock.

Mentor Signature: _____ Date: _____

Student Signature: _____

Parent Signature: _____

**La Sierra High School
International Business Academy
Mentee Inquiry
Form**

(To Be Completed with Prospective Mentee)

Date: _____ Caller's Name: _____

Phone: _____

How did you hear about our program?

What is your interest in mentoring?

Would you like to have a mentor, and why?

Follow-up needed:

Assigned to:

**La Sierra High School
International Business Academy
Mentee Orientation Evaluation**

School: _____ Date of Orientation: _____

Student Name: _____ Telephone: _____

Grade Level: ___ Freshman ___ Sophomore ___ Junior ___ Senior

How did you hear about today's orientation?

___ Friend ___ Teacher ___ Parent ___ Flyer ___ Other

What is your understanding of mentoring and the information presented?

___ Not clear – What are your questions?

___ Somewhat clear – What don't you understand?

___ Very clear – Do you have any questions?

How could this orientation be improved?

What is your interest/readiness level for having a mentor and participating in this program?

___ I am ready (My application will follow)

___ Somewhat interested

___ Not interested

**La Sierra High School
International Business Academy
Mentor Permission Slip**

Frame of Time (From/To)

(I) (We), the undersigned parent(s)/Guardian(s) of _____ grant permission for the above named minor to attend the mentor-directed activities. (I) (We) understand that the adult mentor, _____, will enforce reasonable safety precautions. However, in the event of an accident or injury to the above named minor, will not hold the Academy responsible. It is understood that neither the Academy nor the adult mentor may provide medical insurance coverage and that (I) (We) will be responsible for any or all medical expenses incurred by the above named minor.

It is also understood that (I) (We) authorize the adult mentor to act as an agent of the undersigned, to consent to any professional transportation (i.e. ambulance), X-ray examination, anesthetic, medical/surgical diagnosis or treatment and hospital care which is deemed advisable by, and to be rendered from, a licensed physician or surgeon. The authorization will remain in effect for the duration listed above, or until revoked by (Me) (Us), the undersigned parent(s)/guardian(s).

Parent Signature: _____

Printed Parent Name: _____

Student/Minor Signature: _____

Mentor Signature: _____

Witness Signature: _____ Date: _____

Copies to be Distributed to:

Mentor Academy Office Parent
(Mentor to have copy in possession at all activities)

**La Sierra High School
International Business Academy**

**Annual
Mentor
Project**

Evaluation

- Number of mentors and mentees recruited:
- Number of mentors and mentees interviewed:
- Effective collaboration with contracted programs/schools:
- Recruitment of suitable and appropriate mentors:
- Provided quality mentor and mentee orientations:
- Development of quality matches with criteria:
- Number of mentor/mentee matches:
- Organized and conducted special recognition events:
- Provided follow-up and support meetings for mentors and mentees:
- Provided on-going training for mentors and mentees:
- Surveyed significant teachers, community members and parents/guardians regarding academic, social, and behavioral changes in mentee.

**La Sierra High School
International Business Academy**

Mentor Recognition Reception

**Mentors and Students Are Cordially
Invited to Attend!**

Where:

Date:

Time:

Certificate Presentation
Ice Cream Sundaes
Door Prizes

We look forward to having you join us!!

Director:

Telephone:

* Students, wear your Academy T-shirt.

Meet:

**La Sierra High School
International Business Academy
Mentee
Questions of Mentors**

QUESTIONS FOR STUDENTS TO ASK MENTORS

What is your name?

What would you like me to call you?

What is your mailing address?

What phone number can I reach you at?

What is the best day of the week and time to call?

What is your occupational title?

Describe your job duties:

What are your work hours?

What do you like about your job?

What do you dislike about your job?

What kind of education was required to get your job?

What are your hobbies/interests?

Are you married?

Do you have any children?

How do you balance work and home life?

What kind of music do you listen to?

What is your favorite color?

Did you ever have a mentor in your life? Please tell me about him/her.

**La Sierra High School
International Business Academy**

**Mentor
Questions of
Mentees**

QUESTIONS FOR MENTORS TO ASK MENTEES

What is your name?

What would you like me to call you?

What is your mailing address?

What phone number can I reach you at?

What is the best day of the week and time to call?

What grade are you in?

How old are you?

When is your birthday?

Are you involved in any extracurricular activities? Which ones?

What are your favorite classes at school?

What classes do you like least?

What are your hobbies or interests?

What kind of music do you like?

What is your favorite color?

What are your educational goals?

What are your career goals?

What kind of support do you have at home in regards to your education and career goals?

**La Sierra High School
International Business Academy**

**Mentor
Reference**

Information

CONFIDENTIAL REFERENCE
(Please use reverse side if necessary)

I have known _____ for _____ years/months.

During this time, he/she has been my neighbor, pupil, classmate, friend, employee, other. (Please circle one)

Do you think that this person is flexible enough to deal with families whose lifestyles may be radically different from his/her own? Please explain.

Dependability is one of the most important traits of a successful mentor. A mentor must be able to keep appointments, make a one-year commitment to youth, and be mature enough to cope with a youth's special needs. Do you feel that this person is capable of making such a commitment to a youth? Please explain.

Please comment on other characteristics which you feel qualify this person to become a mentor.

Do you have any reservations about recommending this person for the mentor project? If so, please explain.

Please indicate you how strongly you would recommend this person:
Very Strongly Strongly Non-Committally Do Not Recommend

Your Name: _____ Date: _____
Address: _____ Phone: _____

Please complete and return to: La Sierra High School International Business Academy

**La Sierra High School
International Business Academy**

**Mentor
Interview
Questionnaire**

Does the applicant understand the mission of the Mentor Project?

How did the applicant hear about this program?

Does the applicant understand the commitment involved and sincerely believe they can meet this standard?

What are the applicant's work experiences, hobbies, and interests?

Does the applicant understand the matching process and possibility that it may take as long as six months to be matched?

What are the applicant's previous experiences working with youth?

How open is the applicant to learning about the differences among people?

Does the applicant have a history of substance abuse? If so, have they been clean and sober for at least two years?

Is the applicant willing to work within the program guidelines and amenable to supervision by staff?

**La Sierra High School
International Business Academy
Mentor Calendar**

Day	Date	Activity/Event	Time
	Aug	School faculty in-service at pre-school meeting	
	Sept/ Oct	Recruitment of students --instructor support --classroom presentation	
	Oct	Recruitment of mentors --fliers --visit community/professional organizations for presentations	
	Oct	Mandatory in-service orientation --students and parents --mentors	
	Nov	"Partner Day" --Mentors meet their student partners --Team-building activity --Food	
	Dec	"Business Day" This is a great opportunity for the student to get off-campus to visit their mentor at work or school, tour the facility, job descriptions, etc. Mentors should stress work ethics and career and education goals. Students could be asked to write a report or do a verbal presentation.	
	Feb	"School Day" The mentor will be able to spend a few hours with the student in their class, encourage the student to study, addressing the relevancy of education to the real world of work	
	Mar/ April	"Optional" In-service day for mentors. Help the mentors to help the students. Send out as questionnaire, ask for suggestions for a worthwhile workshop.	
	May	"End-of-the-Year Get-Together" This is a great time to recognize success. Try to get a sponsor to pay for a luncheon or dinner. It is a great way to get the news media involved in your success. Write a news article, call the television and radio stations.	

**La Sierra High School
International Business Academy**

**Mentor
Year-End
Questionnaire**

Date: _____

Mentor Name: _____ Mentee Name: _____

Date Match Began: _____ Date Match Ended: _____

Were the state goals of the match accomplished? Please explain.

Does the mentor or the mentee want to be rematched?

What recommendations do the participants have to improve the program?

How do you both rate their experience on a scale of 1-10 with 10 being the highest and why?

If you were to participate again, how would you like to match to proceed?

Internship

The broadening exposure provided by speakers, field trips and mentors, combined with the academic and technical training the students receive in the Academy, culminates with an internship in the afternoons of their senior year. Students are placed in an office based on their career goal. For example, if a student wants to be a social worker, they are placed at the Department of Social Services, if another student wants to be a lawyer, they are placed at the County Court House with a rotation at a legal office. Matching students based on interest is the best way to ensure a successful internship.

All placements are secured through the Regional Occupational Program (ROP). Through ROP, the Riverside County Office of Education provides workmen's compensation insurance for all non-paid students while placed in a training site. Should the student get hired by their training site, workmen's compensation is then transferred to the employer.

**INTERNSHIP
FORMS**

**La Sierra High School
International Business Academy
Employee Orientation Checklist**

(A copy of this checklist needs to stay in the worksite files)

Welcome and Introductions

What it means to work in this organization

Tour of Worksite

Overall tour of the facility

Location of fire extinguishers, fire escapes, evacuation routes

Tour of Employee Facilities

Restrooms

Lunch room

Where to store personal belongings

About the Organization

Company structure

Key people in organization

Types of services, products, etc.

Customers

Hiring Age Requirements

Department Specifics

Telephone number and address

Reporting time

Location of sign-in sheet

Location of work-site folder

Absence procedure

Emergency cards

Parent permission slips

Leaving Time

Job Specific Training

Telephone skills

Supplies, paper, pens

Office equipment

Filing

Job description

Training program

Evaluations

Supervisory Expectations

Dress code

Work performance

Teamwork

Customer service

Values/Ethics

Motivational Activities

It is important to give students examples of successful role models from the academy's occupational field. An active guest speaker program during the sophomore and junior year can help with this goal. Speakers can talk to students about the advantages and disadvantages of various jobs that exist in the occupational field of the academy. They can also discuss education and training requirement for specific jobs as well as salary ranges and benefits. This helps students begin to develop their own career plans and goals.

Field trips expose students to the actual job conditions that people in various companies and jobs work.

MOTIVATIONAL ACTIVITIES
FORMS

**La Sierra High School
International Business Academy
Field Trip Information**

Date				
Subs				
Bus				
CDR				
Conference Request				
Contact Info.				
Tour				
Times				
Teacher Permission Slips				

**La Sierra High School
International Business Academy
Fieldtrip Permission Slip**

To Whom It May Concern:

I hereby grant permission for _____ to participate in fieldtrips in connection with the Academy, including mentor activities, during the _____ school year.

I understand these fieldtrips are optional and attendance by my child is not required. Transportation for these activities will be provided by school bus or private vehicle.

I shall indemnify and save harmless the _____ School District, its officers, agents, employees, and servants (including, but not limited to) parents or other adults, who drive or otherwise transport or provide transportation to students, to and from school-sponsored activities, from all claims, suits, or actions of every name, kind and description, brought for, or on account of, injuries to, death of any person or damage to property resulting from the performance of any activity permitted or required by this agreement.

My duty to indemnify and to save harmless, as set forth herein, shall include the duty to defend as set forth in Section 2778 of the California Civil Code, provided, however, that nothing herein shall be construed to require me to indemnify the _____ School District, its officers, agents, employees, and servants against any responsibility or liability in contravention of Section 2782 of the California Civil Code.

Parent/Guardian Signature: _____ Date: _____

**La Sierra High School
International Business Academy
Job Shadow
Confirmation**

Date:

To:

From:

Re: Job Shadow Program

Thank you for your interest in participating in the job shadow program. The job shadow is scheduled for _____ from approximately _____ . An overview of the program is attached.

The job shadow experience is designed to expose students/teachers to careers and work environments. It is an opportunity to see what a job entails, to observe and interact with business professionals, and to recognize the link between the skills the job shadow participants are teaching and learning at school, and the skills being used in the workplace. We plan to have _____ students and _____ teacher(s) participating in this job shadow experience.

If these arrangements are satisfactory, please confirm with:

Name:

Telephone:

Thank you for your active interest in students and their complete educational experience which will enable them to become productive workers within the "real world of work".

**La Sierra High School
International Business Academy
Job Shadowing
Transportation Waiver**

**PARENTAL CLEARANCE
TRANSPORTATION TO/FROM JOB SHADOWING**

Your student, _____, will be Career Job Shadowing at the following facility:

Name: _____
Address: _____
Department: _____
Supervisor: _____
Phone: _____
Days: _____ Times: _____

Due to the location of the facility, it will be necessary for you student to travel to the site via:

He/She will leave our campus at _____ and then, in turn, leave the Job Shadowing site at _____ to return to our campus or to your home.

Please provide the following information:

Your Automobile Insurance Company _____
Your Automobile Insurance ID#: _____

Please sign and ate this form, then return it to our office to acknowledge your approval of this arrangement.

Parent Signature: _____ Date: _____

**La Sierra High School
International Business Academy
Graduation Invitation**

Date:

GREETINGS!!

We are proud to honor this year's graduates of the Academy and all the students who have contributed to the program's outstanding success. You are invited to be a part of this exciting event, and join us at our Annual graduation and Awards Ceremony:

Date:

Time:

Where:

Because of your demonstrated interest in and involvement with the Academy, your presence at the Ceremony would be especially meaningful.

The Academy continues to flourish and play a vital role in our school district. We want to honor those students who, for three years, have been a part of this growth and development and are now ready to enter the workforce or further their education. We also want to recognize those students from all classes who have shown special talent during the past year. We will take time to review the accomplishments of this past year as we look forward to next year.

We hope to see you there.

Sincerely,

**La Sierra High School
International Business Academy
Semester Awards**

	10 th	11 th	12 th
Outstanding Math			
Outstanding English			
Outstanding Science			
Outstanding Computer Lab			
Outstanding Participation (Effort)			
Outstanding Citizenship			
Outstanding Improvement			
Outstanding Students			

REFERENCES

- California Department of Education (CDE). (1993). *California education code section 54690-54697*. Retrieved on October 6, 2004, from <http://www.cde.ca.gov/ci/gs/hs/cpalaw.asp>
- California School Board Association (CSBA). (2004). *No child left behind (NCLB)*. Retrieved on November 16, 2004, from <http://www.csba.org/nclb/ayp.cfm>
- Dodge, K., Putallaz, M. & Malone, D. (2002). *Coming of age: the department of education*. Retrieved on March 12, 2005 from <http://www.pdkintl.org/kappan/k0205dod.htm>
- Kemple, J., & Snipes, J. (2000). *Career academies: impacts on students' engagement and performance in high school*. Retrieved on October 6, 2004, from <http://www.mdrc.org/publications/105/execsum.html>
- Stern, D., Dayton, C. & Raby, M. (2000). *Career academies: building blocks for reconstructing american high schools*. Retrieved December 19, 2004 from <http://www.casn/berkeley.edu/resources>
- Stern, D., Raby, M., & Dayton, C. (1992). *Career academies – partnership for reconstructing American high schools*. San Francisco, CA. Jossey-Bass Inc. California.
- Stern, D. & Wing, J.Y. (2004). *Is there solid evidence of positive effects for high schools students?* Retrieved December 19, 2004 from <http://www.casn/berkeley.edu/resources>

RESOURCES

California Department of Education – California Partnership Academies –
www.cde.ca.gov/ci/gs/hs/cpagen.asp

The Career Academy Support Network – <http://casn.berkeley.edu>

National Career Academy Coalition –
www.ncacinc.org/ncacinc/site/default.asp

REFERENCES

- Bell, T. (2003). *Reflections one decade after a nation at risk*. Retrieved on November 6, 2004 from <http://web13.epnet.com.libproxy.lib.csusb.edu/citation.asp>
- Brand, B. (2003). *Rigor and relevance: A new vision for career and technical education*. Washington, DC: American Youth Policy Forum, (ERIC Document Reproduction Service No. ED478344)
- California Department of Education (CDE). (1993). *California education code section 54690*. Retrieved on October 6, 2004, from <http://www.cde.ca.gov/ci/gs/hs/cpalaw.asp>
- California Department of Education (CDE). (2003c). *California high school exit examination (CAHSEE)*. Retrieved on October 6, 2004, from <http://www.cde.ca.gov/statetests/cahsee/background/info.html>
- California Department of Education (CDE). (2004a). *Academic performance index program description*. Retrieved on October 6, 2004, from <http://www.cde.ca.gov/psaa/api/apidescription.htm>
- California Department of Education (CDE). (2004b). *High school academy model*. Retrieved on September 30, 2004, from <http://www.cde.ca.gov/ci/gs/hs/cpaoverview.asp>
- California School Board Association (CSBA). (2004). *No child left behind (NCLB)*. Retrieved on November 16, 2004, from <http://www.csba.org/nclb/ayp.cfm>
- Dodge, K., Putallaz, M. & Malone, D. (2002). *Coming of age: the department of education*. Retrieved on March 12, 2005 from <http://www.pdkintl.org/kappan/k0205dod.htm>
- Elliott, M., Hanser, L. & Gilroy, C. (2002). *Career academies: additional evidence of positive student outcomes*. Retrieved on November 16, 2004 from <http://www.leaonline.com>

- Goetsch, D., & Szuch, P. (1985). *The vocational administrator's survival guide*. Arlington, VA: American Vocational Association.
- Imber, M. (2003) *Teach the student, not the test*. Retrieved from <http://www.asbj.com/2003/09/0903inprint.html>
- Kemple, J. (1997). *Career academies: Communities of support for students and teachers - emerging findings from a 10-site evaluation*. Retrieved on October 6, 2004 from <http://www.mdrc.org/publications/155/execsum.html>
- Kemple, J. (2001). *Career academies: Impacts on students' initial transitions to post-secondary education and employment*. Retrieved on October 6, 2004, from <http://www.mdrc.org/publications/105/execsum.html>
- Kemple, J., & Snipes, J. (2000). *Career academies: Impacts of students' engagement and performance in high school*. Retrieved on October 22, 2004, from <http://www.mdrc.org/contact.html>
- Kemple, J., Snipes, J., & Poglinco, S. (1999). *Career academies: Building career awareness and work-based learning activities through employer partnerships*. Retrieved on October 6, 2004, from <http://www.mdrc.org/publications/70/eseccsum.html>
- Kerka, S. (2000). *Career academies*. Retrieved on November 16, 2004, from <http://www.nccte.org>
- Maxwell, N.L. & Rubin, V. (1997). *The relative impact of a career academy on post-secondary work and education skills in urban, public high schools*. Retrieved March 15, 2005, from <http://www.eric.ed.gov>
- Maxwell, N.L. & Rubin, V. (2000). *High school career academies: a pathway to educational reform in urban schools?* Retrieved April 4, 2005, from <http://www.eric.ed.gov>
- Office of Vocational and Adult Education. (2002). *The Carl D. Perkins vocational and technical education act, public law 105-332*. Retrieved on November 16, 2004, from <http://www.ed.gov/offices/OVAE/CTE/perkins.html>

- Reller, D. (1984). *The peninsula academies: final technical evaluation report*. Retrieved April 4, 2005, from <http://www.eric.ed.gov>
- Reller, D. (1985). *The peninsula academies, interim evaluation report, 1984-85 school year*. Retrieved April 4, 2005, from <http://www.eric.ed.gov>
- Reller, D. (1987). *A longitudinal study of the graduates of the peninsula academies, final report*. Retrieved April 4, 2005, from <http://www.eric.ed.gov>
- Reynolds, J. (1995). *Learning style characteristics: Implications for tech prep*. Clearing House 00098655, 68(5). Retrieved November 16, 2004, from EBSCOhost database.
- Snyder, P. & McMullan, B.J. (1987). *Allies in education, schools and businesses working together for at-risk youth*. Retrieved April 4, 2005, from <http://www.eric.ed.gov>
- Stern, D., Dayton, C., Paik, I. & Weisberg, A. (1989). *Benefits and costs of dropout prevention in a high school program combining academic and vocational education: third-year results from replications of the california partnership academies*. Retrieved April 4, 2005, from <http://www.eric.ed.gov>
- Stern, D., Dayton, C., Paik, I., Weisberg, A. & Evans, J. (1988). *Combining academic and vocational courses in an integratd program to reduce high school dropout rates: second-year results from replications of the california peninsula academies*. Retrieved April 4, 2005, from <http://www.eric.ed.gov>
- Stern, D., Raby, M., & Dayton, C. (1992). *Career academies - partnerships for reconstructing american high schools*. San Francisco, CA. Jossey-Bass Inc. California
- Trahan, C. (2003). *Implications of the no child left behind act of 2001 for teacher education*. Retrieved March 15, 2005, from <http://www.eric.ed.gov>
- U.S. Congress. (1990). *Carl D. Perkins vocational and applied technology education act amendments of 1990*.

U.S. Department of Education. (2002). *One hundred seventh congress of the United States of America: At the first session*. Retrieved on November 16, 2004, from <http://www.ed.gov/policy/elsec/leg/esea02/beginning.html>