

Metropolitan Nashville Public Schools

The Academies of Nashville Advisory Boards

Implementing, Monitoring, and Documenting



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The Academies of Nashville: Advisory Board Implementation Manual



Special Thanks to:

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Supporting the Education Pipeline:
A Business Engagement Toolkit
for Community-Based Organizations

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MY FUTURE. MY WAY.

INTRODUCTION

IMPLEMENTATION

Advisory boards are made up of all partners with a specific Academy. With a few exceptions, each academy should have its own, unique advisory board. Meetings provide a critical link between the business community and the teaching community at the ground level. Challenges with implementing academies, integrating curriculum, and providing work-based learning opportunities will naturally be initially identified at the point of implementation. Therefore, by assembling Academy Partners on a regular basis allows for easy identification of barriers and opportunities and the resources and knowledge necessary to address arising issues.

The Advisory Board model fits nicely into Nashville's overall structure for business engagement. Although all committees assembled on behalf of The Academies of Nashville strive to assist, advise, and advocate, it is these three main roles that must be addressed from a district perspective for The Academies of Nashville to be fully and sustainably implemented. A data-driven information-sharing system ensures the interconnectedness of each branch of the business engagement structure and creates a system of checks and balances that, in turn, fosters the environment of accountability that sustains community support.

Based on the functions Advisory Boards must serve in order to fit within the larger Business Engagement and Information Sharing Framework, a rubric has been developed that will allow Advisory Boards to self-evaluate their progress, focus conversations on priority topics, and set future agendas to accomplish district goals. A template for meeting minutes has also been developed that may be turned into the state to meet CTE advisory requirements.

ACADEMY BUSINESS ENGAGEMENT PROCESS

Information flows through the system according to the Academy Business Engagement Process chart (Figure 1). Advisory boards gather and review raw data and anecdotal information about the implementation of Academies. They are able to respond to individual teacher and team needs with the resources at their disposal. Advisory Boards should be made up of individuals that reflect all pathways within the academy. They, in turn, share academy data and broader issues that arise to the Partnership Councils. Partnership Councils aggregate and evaluate information for all academies within their industry sector and look for common trends and issues arising that should be dealt with at a district level. They ensure that academies accurately reflect the business environment and emerging markets such that the needs of the economy may be met by the workforce developing within academies. They are responsible for advising the district when they feel academies should sunrise or sunset based on supply and demand. In turn, the information generated and aggregated at the Partnership Council level is shared with the CEO Champions. This group is able to address major academy barriers (such as district transportation or funding) and spread positive messaging to the community at large.

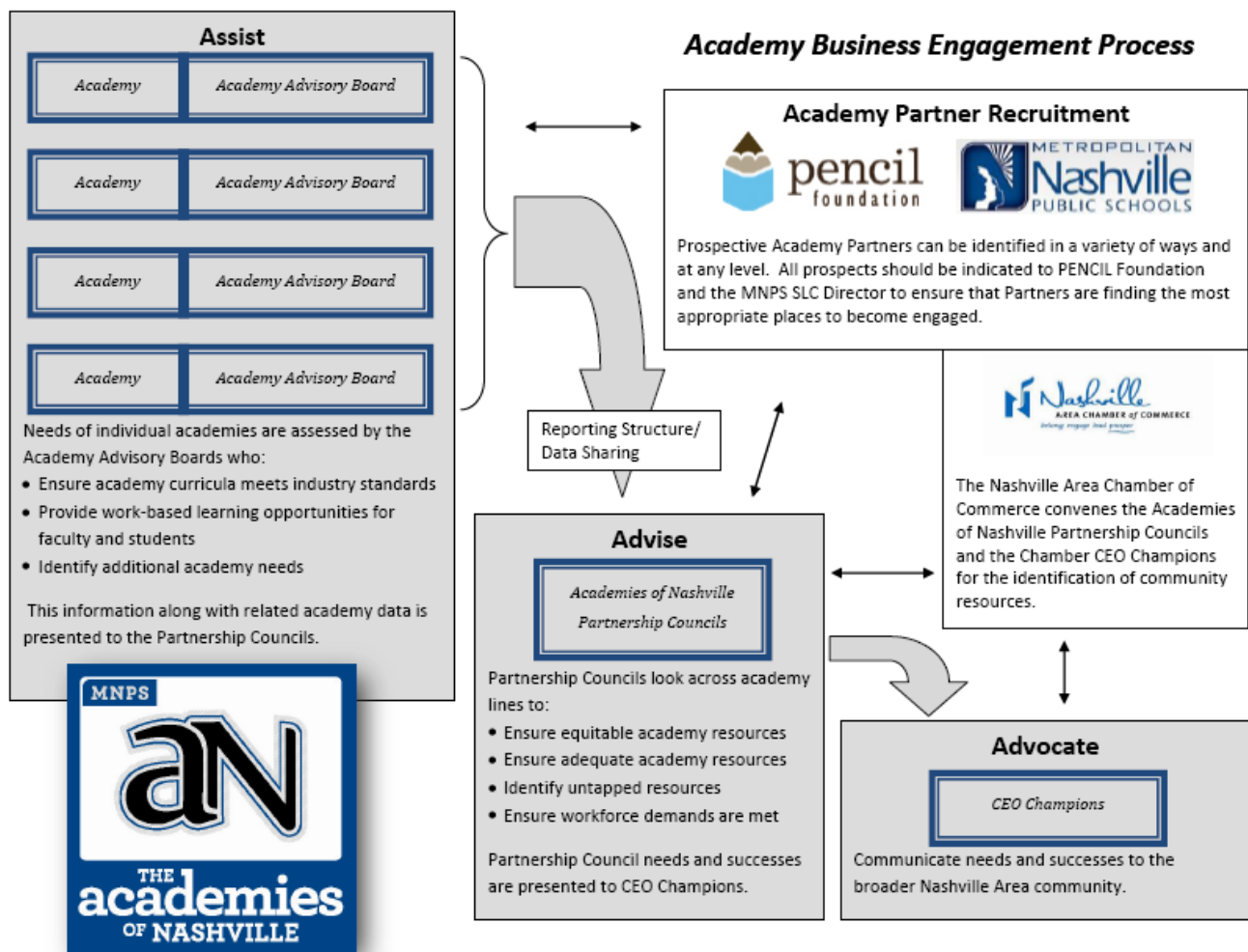


Figure 1

MONITORING AND DOCUMENTATION

THE MONITORING PROCESS

Advisory boards will each have unique personalities, grow at different rates, and have different strengths as each academy develops and grows. It is important to allow enough flexibility to ensure ownership and meaningful outcomes, but enough direction to foster growth towards the same goals across the district. The Academy Coach at each school will be responsible for convening advisory boards and reporting progress to the Partnership Councils, but will work hand in hand with each academy team to ensure that agendas are properly set, that partners feel welcome and valued, and remind the boards of their responsibilities and direction. A self-evaluation performance rubric has been developed to provide the academy coach and lead academy teacher with tools to both recognize and celebrate strengths and successes and also identify and address needs.

It should be the goal of each advisory board to function at the highest possible level in each of the following six areas to ensure long-term academy success and high levels of student achievement:

1. Recruitment and Engagement: Sustainable boards must be able to grow and recruit new members and adapt to a changing environment
2. Marketing: Each member should be able to discuss in their community what changes are happening in their academy and promote a positive school identity
3. Professional Development: New opportunities for teachers to expand their expertise and improve student learning experiences should be identified, planned, and executed
4. Trust and Internal Communication: For each group to work at the highest possible level, each member needs to be able to openly express ideas and concerns in an effort to improve student experiences and learning above all else
5. Curriculum and Program of Study: Each member should have at least a basic understanding of what is covered in team curriculum and be able to discuss their academy's Program of Study for each pathway
6. Calendar, Budget, and Community Investment: In order to fully understand and adequately plan for academy improvements, the budget, calendar, and Community Investment numbers should be reviewed and discussed regularly.

PERFORMANCE RUBRIC

The following rubric provides basic examples of how an advisory board might function at each of the three levels: novice, intermediate, and proficient. It is not necessary to go through each step, nor does an advisory board need to be at the same level in each of the six areas in order to move on to the next. Over time and throughout changing environments, advisory boards will likely see fluctuation as they respond to academy needs and changes. A performance rubric will not necessarily accurately portray progress if evaluated after every meeting. It should serve as an aggregation tool to identify areas where less progress has been made. Once growth areas are identified, they are added to an upcoming agenda as priority areas for the board to address. Not all topics must be covered in every meeting. It is generally more effective to pick a couple priorities to focus on and ensure good conversation and action steps come from each.

For example, if after the third or fourth meeting, the group finds itself losing steam or at a loss while setting an agenda, a performance evaluation might suggest that Marketing may be an area that has not been discussed and it will rank lower than other areas. This would suggest that a future agenda should have a time for the group to discuss avenues for marketing academy changes and develop some talking points for members to share as they discuss the academies in the community. Co-producing talking-points might then also lead to an increased sense of ownership and belonging, which will also help you grow and rank higher in other areas as well.

	1. NOVICE	2. INTERMEDIATE	3. PROFICIENT
Recruitment and Engagement	<ul style="list-style-type: none"> Partners are recruited to represent each pathway within an Academy. Partnership gaps are routinely assessed. 	<ul style="list-style-type: none"> All pathways are represented by at least one partner. Group composition meets CTE requirements (at least one partner per pathway). Partner needs communicated to Partnership Council through Academy Coach. 	<ul style="list-style-type: none"> All pathways are supported by partners who are actively engaged within the Academy. Academy partnerships and needs are routinely discussed for opportunities for continuous improvement.
Marketing	<ul style="list-style-type: none"> Partners are familiar with the Academy elevator speech, and have bought in to Academy mission and vision. 	<ul style="list-style-type: none"> Partners can tell the story of the Academy: <ul style="list-style-type: none"> Understand the historical origins and demand for Academy. Current offerings. Vision and direction for future. 	<ul style="list-style-type: none"> Partners serve as active advocates in the community. Partners establish sense of ownership over Academy; “we” instead of “you”

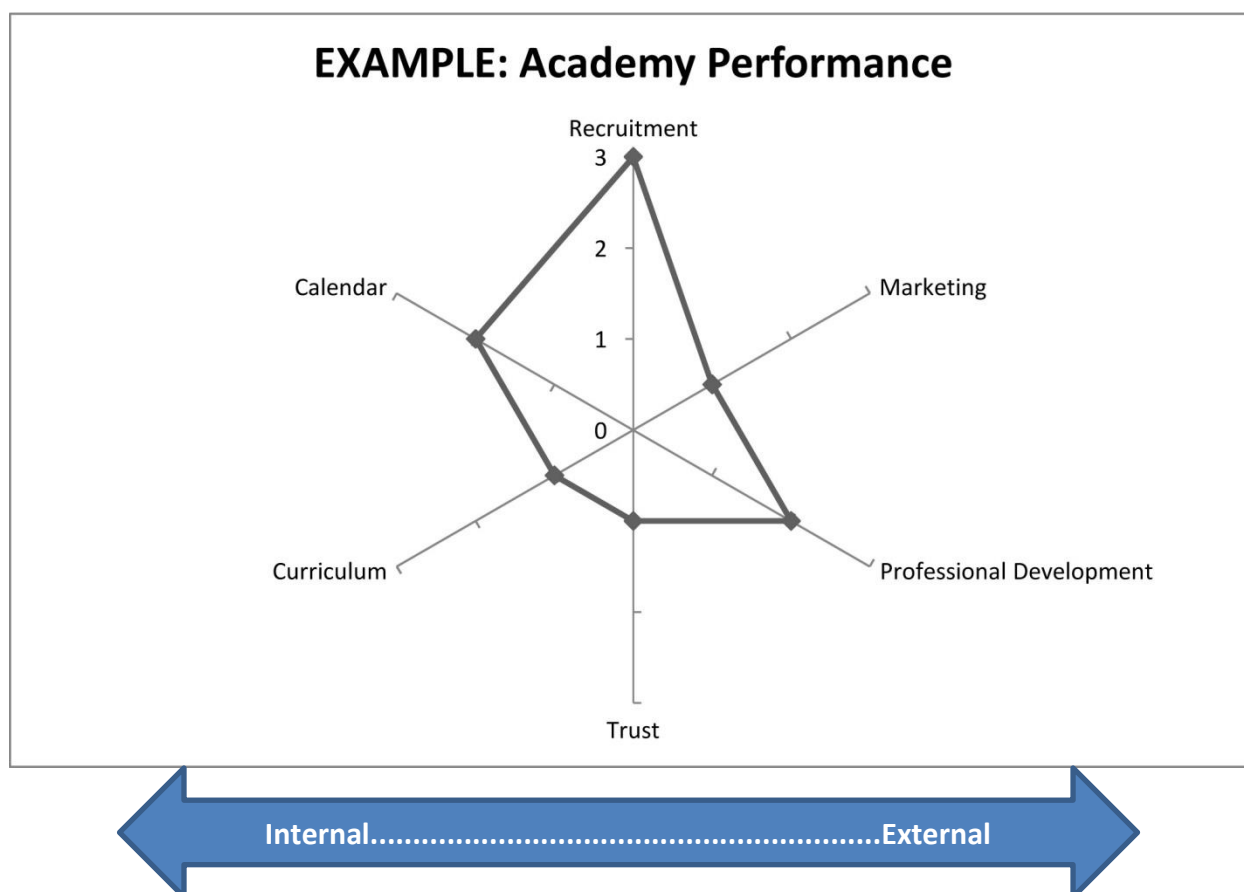
	1. NOVICE	2. INTERMEDIATE	3. PROFICIENT
Professional Development	<ul style="list-style-type: none"> Discussions regarding the current status and needs of teacher professional development take place. 	<ul style="list-style-type: none"> Business partners help identify potential professional development opportunities. Teachers participate in professional development discussions that contribute to classroom activities. 	<ul style="list-style-type: none"> Evidence suggests that professional development opportunities have impacted student learning. Teachers routinely participate in professional development discussions that lead to enhanced student learning.
Trust and Internal Communication	<ul style="list-style-type: none"> Business partners communicate their vision and expectations for the Academy. Teachers communicate their Academy expectations and needs. 	<ul style="list-style-type: none"> Partners freely and openly exchange ideas. Shared vision for future of Academy between teachers and business partners. 	<ul style="list-style-type: none"> Mutual trust exists as each partner is confident that the others are working towards shared goals. Partners frequently collaborate on ideas.
Curriculum and Program of Study	<ul style="list-style-type: none"> Curriculum and Program of Study are shared and discussed at Advisory Board meetings. Fundamental understanding of curriculum and Program of Study from business partners. 	<ul style="list-style-type: none"> Business partners help identify industry trends that could impact or change curriculum. Partners recommend changes to Program of Study based on industry trends. 	<ul style="list-style-type: none"> Business partners help align curriculum with current workforce standards. Partners routinely review Program of Study and help improve post-secondary alignment.
Calendar, Budget, and Community Investment	<ul style="list-style-type: none"> Calendar and budget exist and have been presented and discussed at an Advisory Board meeting. Partners have fundamental understanding of both documents. Community investment figures are brought and discussed at meetings. Community investment is accurately recorded. 	<ul style="list-style-type: none"> Business partners review calendar identify opportunities to engage. Budget is reviewed and updated to address newly identified opportunities. Partners help identify new revenue streams. Community investment figures are reviewed and types of engagement are planned based on outcome of review. Business partners routinely enter some of their own community investment data. 	<ul style="list-style-type: none"> Calendar events are proactively planned by teachers and partners. Business partners help to plan budget and recommend efficient uses of resources. Business partners take ownership over community investment, and enter all data.

ADVISORY BOARD GRAPHING TEMPLATE

A simple template has been designed to graph the results of each advisory board's performance over time. The larger an advisory board's "footprint" the better. Once the Academy Coach, Team Leader, and/or Advisory Board Chair (a business person) have a chance to self-evaluate where they rank in each of the six areas listed in the rubric above, they can enter the number into the excel spreadsheet template that accompanies this documents. The chart will graph a footprint that indicates areas of strengths and weaknesses. Footprints that exist more heavily to the left of the center line have a more internal focus and have likely spent more time on planning and forming norms for their group. An advisory board that has a footprint that exists more strongly on the right side of the center line has taken a more external focus and may need to spend more time ensuring that each team member's needs have been addressed and looking for ways to work more directly with teachers. A sample has been provided below:

EXAMPLE: Academy Performance

Recruitment	3
Marketing	1
Professional Development	2
Trust	1
Curriculum	1
Calendar	2

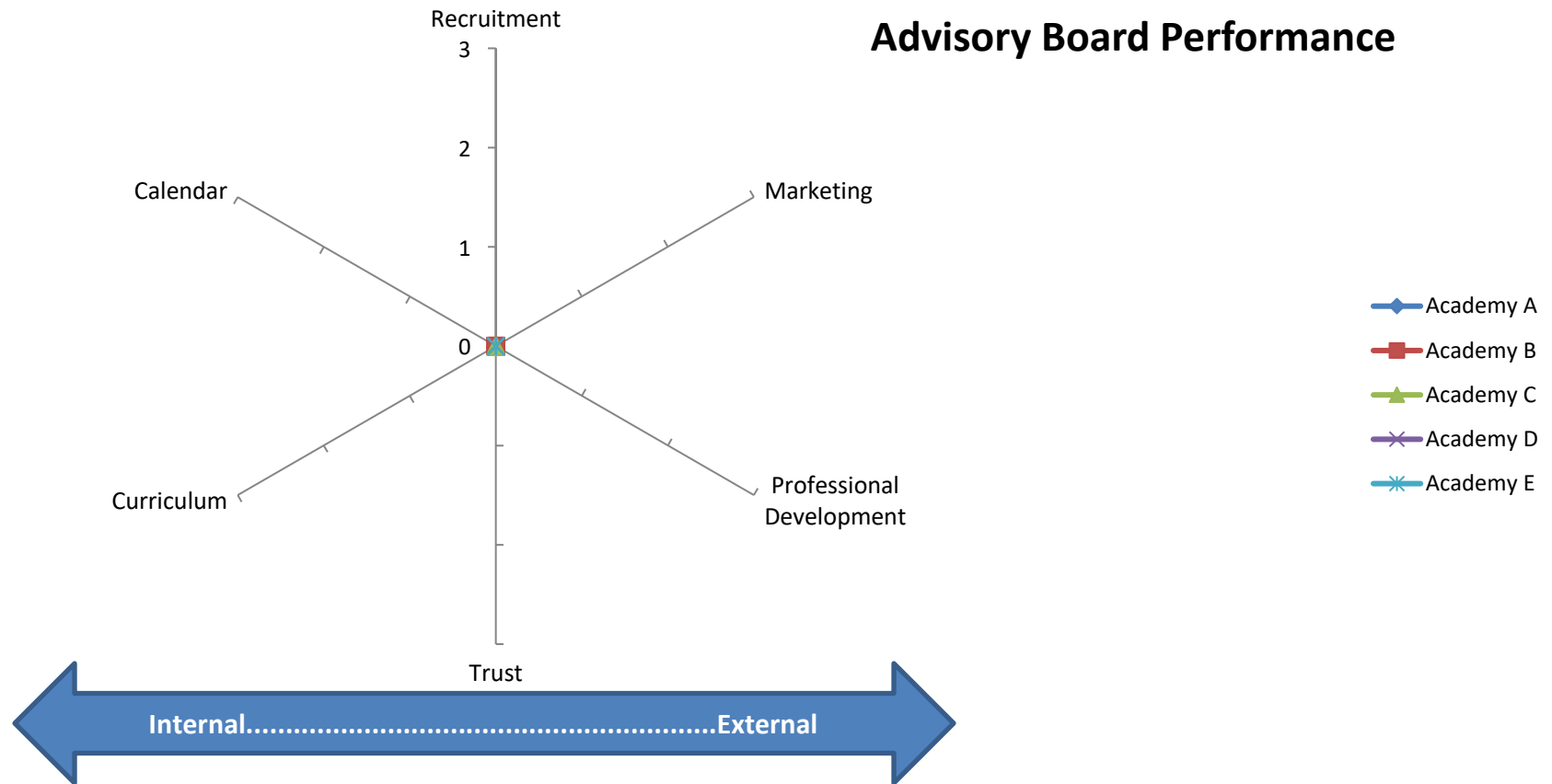


In the example listed above, most of the “weight” of the footprint is to the left of the center line. Therefore, it might be a good idea to start the next meeting developing a mission statement for the academy that can be shared on marketing materials. Brainstorming talking points is a good way to discuss the academy’s priorities and provide the group with a valuable tool to use at open houses, with prospective students, and with people in the community when The Academies of Nashville come up in conversation.

On the next page, you will find a template where you can graph multiple academies for comparison. Sharing best practices is a great way to get all advisory boards moving quickly in the right direction. Right click on the image below and select Edit Data to get star

SAMPLE

Advisory Board Performance



ADVISORY BOARD MEETING DOCUMENTATION FORM

Although it is not necessary for each academy's advisory board to cover every topic at every meeting, this template will help you to keep track of attendance, meeting notes, and action plans as they come out of these meetings over time. They can also be submitted directly to the state of Tennessee to meet CTE advisory requirements. By pre-entering as much data into your templates as possible before each meeting begins will save time and energy during the meetings. It is recommended that one person be selected to take minutes at each meeting for consistency and organizational purposes.

Advisory Board Meeting Documentation Form

Date:

Start Time: _____

Stop Time: _____

Location:

Name	Academy or Business	Present	Not Expected	Add'l Attendance Info

Recruitment and Engagement (Time spent: _____ minutes)

Areas of need by pathway	*Each pathway must be represented by at least one business partner to satisfy CTE requirements*
Prospective partners identified	

Follow up activities identified	
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Marketing (Time spent: _____ minutes)

Evaluation of current offerings	
Vision and direction for the Academy	
Opportunities for community advocacy	

Professional Development (Time spent: _____ minutes)

Professional Development needs	
PD opportunities identified	*Formal offers from business partners*
PD updates	*Updates since the last meetings involving business partners*

Curriculum and Program of Study (Time spent: _____ minutes)

Discussion of curriculum and POS	
Recommendations for change based on industry trends	
Next steps	

Calendar, Budget, and Community Investment (Time spent: _____ minutes)

New calendar events identified	*Any type of engagement opportunity with a business partner*
Budget needs and revenue sources identified	
Review of community investment and feedback	

REFERENCES

APPENDIX A



Business Meeting Guidelines

Advisory Board Meeting Procedure Manual

Properly run business meetings will allow you to get more accomplished in less time. You will also be more likely to keep your partners engaged longer and excited about participating. The following topics are important to consider and are linked to relevant sections in this document:

[Scheduling Meetings](#)

[Meeting Etiquette and Expectations](#)

[Creating an Agenda](#)

[Invitations](#)

[Convening the meeting](#)

[Running the meeting](#)

[Adjourning the meeting](#)

Scheduling Meetings

- Normal business hours are 8-5 or 9-5 and all meetings should be scheduled within these times
 - The only exception would be to have an early morning breakfast meeting at 7 or 8 if you know that is the best time for your participants
 - It is customary to provide a light breakfast at these types of meetings
 - Meetings after business hours are not normally well attended
- Meetings should be scheduled during a time that most of the participants would be able to attend
 - Lunch meetings are normally well attended as most people have an hour off for lunch
 - Anytime between 11:30 and 1:30 are good times to have a lunch meeting
 - Food should be provided at these meetings, as the participants are using their lunch break to attend this meeting
 - If a lunch or breakfast meeting is not possible, pick a time in the day when you know that the majority of the participants are free
 - For example, if you know that the participants always have a 10AM staff meeting, please schedule around it.

Meeting Etiquette and Expectations

- *Dress Code:* All participants should dress professionally for Advisory Board meetings out of respect for their Academy Partners. This includes no gameday hoodies or sweatpants. It is important to show your partners that their assistance is taken seriously and is appreciated.
- *Respect:* Meeting participants should not spend the meeting on their laptop unless they are the official keeper of the meeting minutes. All meeting participants will be held accountable for the following professional behavior expectations: staying awake during meetings, engaging in conversation, positive body language, and proper use of grammar. It is important to portray your academy, your school, and your colleagues as professionals who deserve respect in return.
- *Duration:* Meetings should not last for more than an hour or an hour and half, so as to respect the time of the participants
- *Scheduling:* If possible, the date and time for the next meeting should be set at the end
 - It may be most effective to make a meeting schedule
 - This could mean designating every third Tuesday as a meeting
 - Or going through the entire calendar and picking out the meetings for the rest of the year
- For the 2010-11 school year, do not schedule more than 3 meetings for your full Advisory Board per semester.
 - Each agenda should cover the upcoming opportunities for the next 2 months and review the engagement opportunities of the past 2 months.
 - A full agenda where many tasks are accomplished will make your partners feel they are spending their time wisely and you will be more likely to keep them engaged longer.
 - A good balance of planning and doing must be reached
 - Time is money. Too many meetings will limit your partners' capacities to help out and overwhelm them. Too few meetings will leave them wondering what to do.
 - Additional meetings with specific partners to plan their engagements or events are additional and may be requested upon need.
 - Some of your partners will also be the representative for the Partnership Councils. They will need to leave feeling prepared to report on the status business engagement as well as needs that are unmet.

Creating an Agenda

- Agendas should be created for each meeting. This ensure several things:
 - The meeting has a focus and stays on track
 - This keeps the meeting within the hour or hour and a half time limit
 - Participants are informed about what will be discussed before they come to the meeting
 - Important discussion points are not forgotten
- Agendas should be sent out with the reminder e-mails and brought to the meeting
- Main points/suggestions for the agenda are:
 - Academy budget

- Calendar of events
- Past and present business engagement opportunities/experiences

Invitations

- Meeting invitation should be sent out 1 month in advance
- Invitations should include
 - Date and time of the event
 - An RSVP deadline
 - Contact information as to where to send the deadline
 - Location
 - If the location is unknown at this time, mention that directions will be sent as soon as definite plans are made
- A reminder e-mail should be sent 2 weeks before the meeting
 - One set of e-mails should be for those who have sent in a yes RSVP
 - This should simply mention that you are reminding them of the upcoming meeting
 - Date, time and location should be included
 - Driving directions from a well known area, such as downtown Nashville, should be included
 - Specific instructions for parking and entering the building
 - The agenda
 - The last meetings minutes if this is a group that meets regularly (such as the Partnership Councils)
 - Another set of e-mails should be reminding those who have not sent in an RSVP to do so
 - A sample of this may be “I am sorry if I missed your RSVP but I am still not aware as to whether or not you will be able to attend our meeting on X. Please let me know by the end of the week if you are able to attend.”
 - Date, time and location should be included
 - Driving directions from a well known area, such as downtown Nashville, should be included
 - An agenda if one has been created
 - The last meetings minutes if this is a group that meets regularly (such as the Partnership Councils)
 - Reminder e-mails are not sent to those who have responded with a no RSVP
- A final reminder is sent out 3 days before the meeting to all who have sent in a yes RSVP
 - This should be very brief, possibly even in bullet points
 - Include the following information:
 - Title of the meeting: “X Academy Advisory Board Meeting”
 - Date, time, and location
 - Directions and specific parking instructions
 - Instructions for entering the building and where to go to check in

Convening the Meeting

- Please plan to meet your business partners at the door or appoint someone to greet them as they arrive, check them in, and escort them to the meeting room.

- Start the meeting on time.
 - If some partners have not joined you when it is time to start, we suggest starting no later than 5 minutes past.
 - Begin with an activity that will be “forgiving” to those who walk in late such as updates from partners who are already in attendance.
- Review the last meeting’s minutes. This will allow for a quick review of the progress that should have occurred between meetings.

Running the Meeting

- Goals should be set as to what needs to be accomplished for each meeting
 - These should naturally come out of the points on the agenda, but it is important to have a concrete idea of them in your mind before the meeting begins
- There should be someone monitoring the conversation to make sure that it does not go off task, that one person does not talk too much, and that the goals are accomplished
 - This is most likely the advisory board chair
- One person should be designated to take minutes of the prominent points of the meeting so that they may be referenced in the future
 - All past and future business engagements should be fully documented with length of time, # of business people who attended, and # of students served
- Topics that should be discussed at every meeting
 - Budget
 - Calendar of events
 - Past business engagement experiences
 - Future business engagement opportunities

Adjourning the Meeting

- If possible, a date and time for the next meeting should be decided at the end
 - It may be most effective to make a meeting schedule
 - This could mean designating every third Tuesday as a meeting
 - Or going through the entire calendar and picking out the meetings for the rest of the year
- Please respect your business partners’ time and end the meeting on time.
- Type meeting minutes and save them for the next meeting.

APPENDIX B: CBO Toolkit (separate PDF file)

This document contains helpful hints for meeting business partners’ expectations and how to fully engage partners.