Leadership Project

Objective:
To enhance the profile of the West Genesee Summer School Program by designing a career-based course offering to sophomore students that is congruent with student/district needs, desires, budgetary constraints, and philosophy.

Description:
The leadership project is based on creating a summer experience for students between their sophomore and junior year to develop an awareness of career opportunities within specific subject areas. It is a credit-bearing course through which the students should be exposed to a wide range of jobs falling within a department/career cluster. Its purpose is to provide a broad overview and exploration of job opportunities in order to better prepare students for their final high school programs and the transition to work or post-secondary situations.

The project involves planning and implementing the program by July 1995. It requires coordination between the West Genesee administrators, department heads, teachers, guidance staff, parents, students, community, and the administrative intern. The pilot program is limited to participation by no more than ten students from two departments – the Art Department and the Science Department. Ideally, five students from each subject area will be screened and selected. It is important that the students represent various levels of ability. Consideration in job placement situations focuses on those sites that provide students with a wide spectrum of learning activities, as well as accessibility.

Action Plan:
The following activities summarize those broad areas that must be addressed in order to implement the program. The timeline (Appendix A) is a more detailed analysis of the tasks needed to complete the project.
- Assess student/district needs through research, personal conversation, and interview process.
APPENDIX A – TIMELINE

August – September 1994:
Discussions with West Genesee administrators and students to determine student needs and the ways in which those needs must be integrated with personal philosophy.
- Interview BOCES administrators to make certain that the proposed project does not conflict with BOCES' role in career exploration.
- Identify key staff and resources within the WG district and familiarize myself with existing programs that might support the project.
- Prepare written description of project for submission to field and college supervisors.

October 1994:
Meetings with department heads and guidance staff to present project overview and request their input. Student representatives will also be invited to attend these sessions.
- Formal presentation of plan for Leadership Project to Assistant Superintendent for Instruction and Superintendent at WGCS.

November – December 1994:
Develop marketing materials, utilizing art classes at WGHS and BOCES.
- Develop student application.

January 1995:
Present project to parent and student groups.
- Begin placement by securing business/community contacts.

February – March 1995:
Application/screening process for students.

April 1995:
Meeting with student participants to explain expectations.
- Complete placement sites.
May 1995:

Develop and coordinate schedule between students and employers.
- Final copy of schedule to be distributed to students and employers by May 31, 1995.

June 1995:

Meeting with student participants to review expectations and clarify any questions that may arise.

July 1995:

Students participate in work experience.

August 1995:

Students prepare written review of experience to Department Chairperson by the final week of summer school.
- Evaluation of Leadership Project.
- Formulate general ideas to be presented to key administrative personnel.
- Determine key personnel and resources.
- Adapt ideas to a manageable framework based upon input from resources and all people involved in the project.
- Develop a timeline or calendar of events. The timeline is constructed to allow for flexibility and changes in the plan, as needed.
- Implementation.
- Assessment is viewed as an on-going process to be conducted throughout the project.

Evaluation:

Evaluation is conducted through a written questionnaire that is distributed at the conclusion of the program to students, work supervisors, and staff, as well as through personal interviews and discussions. Representative summary statements, correspondence, and documentation are to be included in the portfolio. The administrative intern’s reflection statements will be indicative of the specific achievements, learning experiences, and future plans or ideas for growth. They are one of the most critical parts of the portfolio presentation.